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# From the page to the classroom: responses of some rural teachers and learners to textbook material on sensitive topics

**Nandipha Nonkwelo**

**A research report submitted to the Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Master of Arts in English Language Education.**

**Johannesburg 2012**

**Abstract**

The research aims to investigate the responses of teachers and learners in a particular rural context to a chapter from a South African English First Additional Language textbook which is currently being developed for commercial publication. The activities and content of the chapter aim to encourage learners to think critically about power relations in teenage relationships. The material was used in two classes of Grade 11 English learners by two English teachers from the same school.

Data from classroom observations, from learners' writing and from interviews with teachers and learners was analysed in order to respond to a series of questions which focus on teachers' and learners' responses to a theme which was assumed to be a sensitive and controversial one and responses to the design features of the material.

Firstly, the theme appeared not to be considered sensitive or controversial by either teachers or learners. Secondly, the teachers ignored almost completely the pedagogic design of the materials and in doing so negatively affected opportunities for learners to learn. Possible explanations for both findings are discussed.

**Key words**

English textbooks; sensitive topics; teachers' pedagogy; rural high school classrooms

**Declaration**

I declare that this research report is my own unaided work. It is being submitted for the degree of Master of Arts at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

**_____**

**Nandipha Nonkwelo**

**_____ day of _____ in the year 2012**

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# CHAPTER 1: INTRODUCTION

## 1.1. Introduction

This chapter introduces the research project by outlining the background to the research, the research aim and rationale. The research question and subquestions are also outlined and the chapter concludes with a brief description of the textbook material on which this research project is based.

## 1.2. Background to the research

I currently work in the Gauteng Department of Education as an English, Afrikaans and Foreign Languages curriculum specialist. My responsibilities entail the provision of curriculum support, mediation of curriculum policy, identification of learners' and teachers' curriculum needs and evaluation and selection of learning and teaching materials.

In addition, I am currently a co-author of an English First Additional Language Grade 11 textbook which if approved by the Department of Basic Education will be published and sold to schools nationally. This research investigates responses of teachers and learners in a rural Eastern Cape high school to a draft version of a chapter from this textbook.

One of my concerns is that teaching materials are rarely trialled before publication and even if they are this tends not to happen in rural contexts. A second concern is that textbooks often "play safe" rather than tackle important social issues. A third concern relates to whether teachers use textbooks optimally.

## 1.3. Research aim

The research aims to investigate the responses of Grade 11 English teachers and learners in a rural Eastern Cape high school to a draft chapter for an English First Additional Language textbook.

### 1.4. Research question and sub-questions

The overarching question is:

**How do teachers and learners in a rural Eastern Cape high school respond to the content, tasks and overall design in a textbook chapter on the theme of love, relationships and HIV/AIDS?**

In addition to this overarching question the research aims to address the following sub-questions:

1. How do teachers respond to the content of texts that deal with issues of power in teenage relationships, sexuality and HIV/AIDS?
2. To what extent is the content of the chapter in conflict or in sympathy with the teachers' personal values, beliefs and attitudes?
3. If there is conflict, how do teachers negotiate such conflicts in the classroom?
4. How do teachers respond to the pedagogic design of the textbook chapter?
5. How do learners relate to the content and activities in the material?
6. How do teachers and learners respond to the visual images, the design and layout of the material?
7. Do the designers make valid assumptions about the language proficiency of learners targeted by the material?

### 1.5. Rationale

When Curriculum 2005 was first introduced in the late 1990s, textbooks were backgrounded and teacher-developed materials were foregrounded. However in the most recent review of the implementation of the National Curriculum Statement, the pendulum has swung again. As part of the "going back to basics" campaign, the Minister of Basic Education, Mrs Angie Motshekga, has emphasised

the use of high quality textbooks to improve curriculum delivery. According to the Final Report of the Task Team for the Review of the Implementation of the *National Curriculum Statement (October* 2009), "good quality, content- and methodology-rich textbooks (and teaching guides) and teacher training [are] both fundamental to successful curriculum implementation…" (p. 51). The compilers of the report state that textbooks currently in use are often "of uneven quality and insufficiently provisioned to provide for all learners" (p.51). The report further states that:

> Both national and international research has repeatedly underscored the role of the textbook as one of the most effective tools through which to deliver the curriculum and to support assessment. Not only can it ensure curriculum content and assessment coverage, but it can also offer appropriate pacing and weighting of content and assist teachers with lesson and year planning. This is especially important during periods of curriculum and assessment reform (p. 51).

This research project investigates the extent to which a draft textbook chapter designed for a national readership accommodates the needs and interests of a diverse population of South African learners and teachers, by focusing on the experiences of teachers and learners in a rural context.

One aspect of the research focuses on teachers' responses to the pedagogic design of the chapter. Reed (in Newfield and Stein, 2006, p. 139) argues that "[I]n South Africa, a decade of post-apartheid education policy and practice has not yet sufficiently redressed apartheid era inequalities with regard to resources in schools and to teacher professional development." This reality is confirmed by the Final Report of the Task Team for the Review of the Implementation of the *National Curriculum Statement (*October 2009) which states, "There was a strong call from teachers for guidance regarding how to realize the content: that more explicit direction regarding *how to teach* a particular subject is given." (p.48: italics in the original). Hence, the focus of this research is on the use of some textbook material in a rural context where mismatches between the demands of the curriculum, their realization in the pages of a textbook and the teachers' preferred pedagogies might be relatively greater than in urban areas. (See for example, Lawrence and Moyo, 2006 who argue that educational transformation in the Eastern

Cape is particularly complex because of the 'unfreedoms' that impede social transformation in the region.)

A further reason for undertaking the research is articulated in the research question which asks "How do teachers and learners respond to the content and activities of texts that deal with issues of power in teenage relationships, sexuality and HIV/AIDS?" This question attempts to investigate the accuracy of the imagined identity, social needs and interests of learners and teachers targeted by the material. Reed (in Newfield and Stein, 2006) contends that "[D]esigners and producers of textbooks imagine learners as particular kinds of subject …….and construct particular subject positions for them (and for their teachers) through choices of discourse(s) and visual design, selections of knowledge(s) and choices of activities" (p.141). The research investigates how teachers and learners respond to the identity positions offered to them as they engage with content and activities which focus on power in teenage relationships, sexuality and HIV/AIDS.

My interest in conducting research in a rural context is also motivated by the findings of a study commissioned by the Mandela Foundation titled *Emerging Voices: A Report on Education in South African Rural Communities (*HSRC, 2005). The report is based on research conducted in three provinces that were former homelands, namely, Eastern Cape, Limpopo and KwaZulu-Natal. The report cites unemployment, poverty, teenage pregnancy and HIV/AIDS in rural communities as some of the everyday social, economic, cultural and historical realities that militate against the provision of equal opportunities for quality education in a democratic South Africa. "Making curricula relevant to the lives of people living in rural areas" (HSRC, 2005, p. 96) remains a challenge despite the eradication of Bantu education and introduction of a democratic education system for all South Africans. The 2005 study records a call by rural communities to make education relevant to the problems of the community and

argues that the role of education should be understood to be that of serving the community and enabling community development (HSRC, 2005, p. 98).

There seem to be inconsistent expectations about the role of education with regard to sex education and HIV/AIDS in rural classrooms. Generally, most parents in the rural communities on which the Mandela Foundation study is based believe in the promotion of 'gendered norms and beliefs about appropriate roles for adult life' (HSRC, 2005, p. 38). It is also clear that members of rural communities hold different views about sexuality education in schools. While some parents are of the opinion that issues such as sex education, advice on contraception and sexually transmitted diseases and HIV/AIDS should form part of the school curriculum, others feel that the school should "reinforce values such as respect, discipline, responsibility and appropriate sexual behaviour" (HSRC, 2005, p. 39). These contradictions suggest that there is a tension between traditional and modern values in relation to the role of schooling.

The study also notes the difficulties in quantifying the impact of HIV/AIDS on education and partly attributes unavailability of reliable data to the fact that teachers either do not know of the extent to which learners are affected by the pandemic or that the issue of HIV/AIDS is still treated as taboo in rural communities. The report states that: "Such taboos prevent open discussion of sexuality and reproduction which might ensure that boys and girls are guided to a safe and healthy adulthood" (HSRC, 2005, p. 58). According to the study, "[T]eenage pregnancy, absenteeism, poverty and unemployment are causally interlocked. Being a mother provides a sense of importance and purpose that many young people lack when they live in deprived conditions" (HSRC, 2005, p. 60).

Against the backdrop of such conflicting views about sex education and gender roles, it becomes imperative to "test the waters" when developing language education material that is based on similar themes and intended for a national readership in order to understand the manner in which teachers use

textbooks in such a context. The materials used in this research have been developed from a critical literacy perspective which is a new approach in the First Additional Language National Curriculum Statement. Critical literacy encourages the subject to think critically and independently and to challenge taken-for-granted norms and values. This approach is potentially in conflict with the values and expectations that the findings of the HSRC report suggest rural communities might hold. The HSRC report (2005, p. 82) states, "[A]lthough there are teachers who do sterling work with limited resources, the large majority of teachers teach in tried-and-tested ways that do not challenge learners. Too many learners do not understand their teachers and do not understand their textbooks." One question that the research attempts to answer is whether the material provides opportunities for learners to develop critical literacy and the other considers whether teachers use the material optimally.

Wood (2009) investigated challenges facing Eastern Cape teachers in urban township schools who are expected to offer HIV/AIDS education. She claims that "young people often turn to their teachers for information around sexuality and HIV" (Wood, 2009, p. 127) and uses this claim as a rationale for teachers needing to be "willing and able to integrate" (p. 127) these issues into their teaching, and the need for teachers to be "assisted to develop a high level of competence and confidence regarding HIV and AIDS education" (p. 128). In my experience as a teacher, it is questionable whether this claim is indeed always true, as learners are more likely to seek advice about sexuality issues from peers than their teachers because of the formal nature of the teacher-learner relationship. However, since HIV/AIDS education is a major component of the content of the Life Orientation curriculum and may be integrated in the teaching of other subjects as a critical cross-curricular outcome, one fully supports the call for teachers to be empowered on HIV/AIDS education. As Wood (2009) states, "[s]chools and teachers are in an ideal position to positively influence learners to make choices that will lessen their vulnerability to HIV infection….." (p. 128).

The findings of Wood's study raise important issues about the challenges of teaching that focus on sexuality and HIV/AIDS in South African schools. One of the constraints identified by her study was that teachers' own socio-cultural background made it difficult for them to talk openly about sexuality and HIV/AIDS issues. This was directly linked to the fact that discussion of sexual issues with children is considered taboo in Xhosa culture. Secondly, the fact that teachers are products of a gendered society also served as a major constraint. Wood (2009) noted that girls found it uncomfortable to discuss sexuality issues with male teachers, while male teachers also felt as if they were inappropriately positioned as teachers on HIV/AIDS issues since HIV/AIDS education constructs males as perpetrators of sexual abuse and irresponsible sexual behaviour that contributes to the spread of the pandemic. In conclusion Wood asserts that in order for teachers to break free from the cultural constraints mentioned above, there need to be "interventions to raise their critical consciousness" (p. 142).

**1.6. Brief description of the textbook chapter**

As mentioned in the background to this research, I am currently a co-author of an English First Additional Language Grade 11 textbook which, if approved by the DBE, will be published and sold to schools nationally. Limited "field testing" of the draft chapter was conducted by the publisher using three focus groups consisting of teachers from urban and peri-urban areas in Gauteng, Mpumalanga and Western Cape. I therefore became interested in conducting a more in-depth trial of the chapter in a rural context to find out whether there would be any differences in the responses of teachers and learners in such a context.

The chapter with the theme of love and relationships (referred to as Appendix A) was designed according to the layout and design prescribed by the publisher. Since the textbook in which this chapter would be included was to be submitted for evaluation by the DBE, it was important that its design

features and content be aligned with curriculum requirements for English First Additional Language. Hence, the content and skills - language use, listening, speaking, reading and writing - are organised according to the learning outcomes of the language curriculum for English First Additional Language as prescribed in the National Curriculum Statement. During the process of developing the material I aimed to focus on 'real English' (Jolly and Bolitho in Tomlinson, 2003), by using a variety of authentic texts, namely a narrative text, a letter to an agony aunt, a comic and an HIV/AIDS campaign poster all of which are based on the theme of love and relationships.

The chapter opens with a photograph of two lovers. Learners are expected to analyse the photograph and answer a few questions to evaluate their comprehension of it. The aim of this activity is to introduce learners to the theme of the chapter and to prepare them for the interlinked activities of the rest in the chapter. The next activity, Read and View, is a reading comprehension based on a narrative text which is an extract from a short story about a 16-year old girl, Opelo who is going out with older, married men termed '*sugar daddies*'. The young girl is chastised by her parents and elders of her extended family who are concerned about the risk of pregnancy and HIV that she is exposing herself to through her reckless behaviour. This activity is followed by a Listen and Speak activity in which learners engage in group discussions about issues such as intergenerational and extramarital sex which are featured in the reading text. They are required to suggest possible solutions by referring to the role the community and government can play in guiding the youth on moral and sexuality issues.

The next activity is a language activity based on an extract taken from the *Heart to Heart* comic which was developed during a writing project conducted in collaboration with high school students in the Limpopo province. The comic deals with the challenges experienced by the young people in a rural South African context such as misconceptions and different expectations that males and females have about love and sex. The comic highlights power relations or the lack of balance in power, and goes a

step further to empower young people to challenge the stereotypes associated with sexual relationships. I must admit that I have experienced a certain level of discomfort in my decision to use the text for a school language textbook for fear that the text might not be age appropriate or could be too controversial. I tried to select a part of the comic that while crucial to the illustration of the relationship between language and power was not too explicitly sexual. In fact I wanted to avoid using the word 'sex' anywhere in the material. I was mindful of issues of inappropriacy, intimacy and the teacher's role (Viney, 2006). On the other hand, I wanted to respond to the claim that most textbooks "avoid controversial topics and try to be culturally neutral" (Murray and Christison, 2011, p. 52) in order to be profitable and to appeal to the broadest market possible.

In the Write and Present activity, learners are required to read a letter written by a teenage girl to an agony aunt column in a magazine and to write a response to the letter in which they offer advice. The issues raised in the letter are similar to the concerns raised in the comprehension text in the Read and View activity. The last activity is a poster design and presentation activity based on the loveLife HIV/AIDS youth campaign. Step-step guidelines are given on the features of the poster and detailed assessment criteria are provided.

The pedagogic design of the material is informed by critical pedagogy (Janks, 2010 and Freire, 1972) and multiliteracies and multimodality (Cope & Kalantzis, 2006 and Newfield & Stein, 2006). Learners are challenged to think critically about power relations in relationships, socio-economic circumstances that expose teenagers to the risks of teenage pregnancy and HIV/AIDS. Learners are required to interpret and design visual texts, as well as listen, speak, read and write.

The material takes a learner-centred approach and uses a Communicative Language Teaching (TLC) approach to language teaching. All activities in the chapter encourage the use of language in context and are carefully scaffolded. The content is designed to be relevant to the social needs of learners.

### 1.7. Conclusion

In this chapter I have given a brief background of this research project and explained the research aim and context. In Chapter 2 I discuss the literature that provides a theoretical framework for this research and in Chapter 3 the research design. In Chapter 4 data is presented and analysed. The report concludes with a summary of the responses to the research questions, followed by conclusions and recommendations based on the evidence and analysis conducted.

## CHAPTER 2: LITERATURE REVIEW

### 2.1. Introduction

The literature review for this research project has the following foci:

- The roles of the textbook in teaching and learning
- Dealing with sensitive topics in the classroom
- Pedagogic design, particularly in relation to critical literacy, multimodality, comprehensibility and learner-centredness
- Critical literacy for social emancipation and empowerment
- Teachers' classroom strategies

### 2.2. The roles of the textbook in teaching and learning

Newfield and Stein (2006) assert that the textbook is a key text, and sometimes the only print-based text, in the English classroom in schools in many parts of Africa. They further argue that "textbooks are not neutral 'carriers' of knowledge and information but [are] highly ideological. [Their] major function is to define what is taught in schools and what counts as knowledge by particular social and political groups" (p. 14). They also suggest that working with multimodal texts may create tension for English teachers, as well as creative opportunities for [learners] because teachers often find it difficult to teach and assess multimodal texts while learners may find these texts stimulating (p. 17). McKinney (2005) is also interested in the opportunities that textbooks create for learning. She asserts that "learners should be able to find themselves and their life worlds (or social worlds) represented in the books from which they learn" (p. 3). She further acknowledges the "powerful social function of textbooks in socialising children, and in legitimating what counts as cultural norms and officially sanctioned values and

knowledge" (p. 5). She highlights the importance of investigating teachers' and learners' responses to texts and to representations in these texts.

Jolly and Bolitho (in Tomlinson, 2003) state that "the excellence of materials lies less in the products themselves than in the appropriate and unique tuning for use that teachers might be better engaged in" (Tomlinson, 2003, p.96). They argue that materials development is not a linear process that starts with identification of a need for materials and ends with their eventual use in the classroom and suggest a variety of operational pathways that make the process "dynamic and self-regulating". They also argue that it is necessary to evaluate materials after they have been used in the classroom. It is for this reason that I believe it is necessary for materials developers to consult teachers who will be the end-users of the material with a view to offering them teaching materials that are both teacher friendly and that also fulfil the intended curriculum aims.

Tomlinson (2003) discusses positive and negative trends in materials development. One of the positive trends is an increase in attempts to "gain the affective engagement of learners". On the other hand, in his view, one of the negative trends is the absence of controversial issues to stimulate thought, to provide opportunities for exchanges of views, and to make topic content meaningful" (p. 8).

In an article titled "Teaching Styles and Textbooks", Zahorik (1991) explores the extent to which teaching style is related to variation in textbook use. He argues that the textbook is an "important influence in interactive decision making by the teacher" (p. 185). He argues that teaching style is related to teacher ideology and he differentiates among three major teaching and textbook use styles, namely coverage, extension and thinking styles. Each style represents a different cognitive level of Bloom's taxonomy (Bloom, Engelhart, Fyrst, Hill, & Krathwohl, 1956 and Krathwohl, 2002). Coverage style represents the knowledge level; extension style represents the comprehension and application level; and the thinking style represents the analysis, synthesis and evaluation levels (Zahorik, 1991, p. 188-189).

Zahorik further classifies coverage style into two substyles – the coverage-presentation and coverage-mastery styles. Zahorik defines the two styles as follows:

> The coverage-presentation style typically consists of briefly introducing the lesson, dealing with vocabulary, and then having students read the textbook or giving a lecture. The lesson may be concluded with oral or written questioning or this phase may be skipped (p. 188).

This is the most elementary stage where everything is done "by the book" and some activities are omitted. This means that there is minimal interaction between the teacher and learners and virtually no assessment and evaluation of the learning process.

The second substyle is the coverage-mastery style which is similar to the coverage-presentation style. It differs only in that the teacher states the objectives of the lesson and 'always' ends the lesson with "a directly related activity that includes checking student's completion of the activity and correction of errors" (Zahorik, 1991, p. 188). The basic difference is that a teacher whose teaching style is at coverage-mastery level is aware of the objectives of the lesson and tries to ascertain that learners have grasped the concepts taught by periodically checking student's understanding, correcting students' exercises and summarising major concepts at the end of the lesson.

The second cognitive level is the extension style whereby learning begins in a similar way to coverage style. At this level comprehension and application of previously acquired knowledge is required from learners. Learners are engaged in additional, indirectly related activities in which they use previously acquired content. This suggests that a teacher teaching at this level has to adapt the activities in a textbook used and further engage learners creatively.

The third level is the thinking style where, in addition to application of previously acquired content, learners are engaged in activities such as problem-solving and might even be required to produce new knowledge based on value judgements based on analysis of information.

Zahorik's model is useful for analysing the teaching styles of the teachers using the textbook material and whether these teaching styles are congruent with the pedagogy of the material used in this case study investigation, and if not how they adapt the pedagogy of the material.

In the article, 'The Role of Textbooks in a Language Programme' (Retrieved June, 21, 2011 from http://www.professorjackrichards.com//pdfs//role-of-textbooks.pdf) Richards asserts that "textbooks are a key component in most language programmes" and that "learning how to use and adapt textbooks is…. an important part of a teacher's professional knowledge" (p. 1). For some teachers it provides the basis for content, skills and language practice and is a major source of the contact learners have with the language being learned. For other teachers it is merely a supplement to instruction.

Richards argues that "no commercial textbook will ever be a perfect fit for a language classroom" (p. 3) and that commercial textbooks have "both advantages and disadvantages, depending on how they are used and the contexts for their use" (p. 1). Some of the advantages cited are that textbooks:

- provide structure and a syllabus that is systematically planned and developed

- help standardise instruction thereby allowing learners in different classes access to similar content and standardised assessment.

- can provide effective language models and input for teachers who may not be able to generate accurate language input on their own.

One of the disadvantages listed by Richards is that textbooks can "deskill teachers" (p.2) as reliance on textbooks as a primary source of their teaching can reduce the role of the teacher to presenting material prepared by others. Another disadvantage is that textbooks, especially those produced for a global market, do not always reflect learners' needs and interests.

Richards proposes a framework for evaluating suitability of textbook material using four criteria for evaluating textbooks developed by Cunningsworth (1995). According to Cunningsworth there are five main factors to consider when evaluating and selecting textbooks, namely:

1) **Program factors** which are factors that determine whether textbook material matches the aims and objectives of the language curriculum.
2) **Teacher factors** which refer to the extent to which teaching material addresses teacher concerns such as the usability and adaptability of a textbook. For example, teachers might be interested in the theoretical orientation and approach on which activities are based or in whether the textbook is easy to use or is based on familiar teaching methods.
3) **Learner factors** which involve addressing learners' needs in terms of equipping learners to use language effectively and supporting learning in a flexible manner that is responsive to learners' contextual issues.
4) **Content factors** which relate to whether the content and organisation of the material matches the aims and objectives of the curriculum and whether it is suitable for the target learners in terms of age, gender, social class, religion or cultural background.
5) **Pedagogical factors** which relate to the principles underlying the materials and the pedagogical design of the materials, including choice of activities and exercise types.

Richards suggests that "textbooks can seldom be used without some form of adaptation to make them more suitable for a particular context" (p. 4). He suggests a variety of forms of adaptation, namely, by modifying content, adding or deleting content, reorganising content, addressing omissions, modifying and extending tasks. This view is supported by Murray and Christison (2011) who argue that even though teachers, especially in under-resourced contexts, may have no 'control' over the selection of textbooks they use because in some countries textbooks are 'mandated' by the state, the majority of

them are still 'very autonomous' in their textbook use. They further argue that "textbooks do not always drive the teaching-learning process, but rather provide a scaffold on which teachers and learners can build. They suggest that teachers should be at liberty to supplement the textbook used with additional materials and adapt textbook material to their context by making changes to activities and texts. They differentiate between two views regarding use of commercial textbooks – the deficiency and difference view.

> The deficiency view is that the role of published materials compensates for lack of knowledge on the part of teachers…In the difference view, in contrast, published materials and teachers are complementary. The textbook provides expertise that the teacher may have not had and teachers use their own areas of expertise (Albright, 1981 in Murray and Christison, 2011, p. 52-53).

The former view is based on the belief that textbooks should be "teacher-proof", meaning that the design and content should be sufficiently detailed and simplified to allow any teacher, regardless of level of expertise to teach from them. The latter view is based on the belief that the textbook should not take the role of the teacher; rather teachers should have the autonomy, not only in choosing a textbook, but also in adapting and supplementing textbook material in ways that they find useful for learners and their local contexts. This view recognises that commercial textbooks "reflect the writer's beliefs about language and how it is learned, beliefs that may conflict with those of the teacher using the textbook" and that "[E]ven textbooks that are designed for very specific learners may be constrained by local conditions" (Murray and Christison, 2011, p. 52).

In this case study the textbook material is selected for teachers and is used to investigate whether it is suitable for a rural school context. The activities are designed with as much detail as possible so as to allow, not only teachers, but learners as well, to follow activities with reasonable ease; which makes the material "teacher-proof" according to the definition of the deficiency view. The deficiency approach informs the development of most commercial textbooks that are produced for use in schools nationally because of the historical context of teacher development in South Africa. Past disparities in the quality

of teacher training, especially along racial lines, necessitates that publishers develop textbook material that will promote redress and foster equity in provision of education and relevant resources. One of the reasons for the recent call for the re-establishment of the role of textbooks in teaching is that it has been recognised that the average teacher lacks the time and capacity to supplement and adapt textbook material. Teachers have to contend with overcrowded classrooms, administrative work, attend official meetings and workshops and have to deal with an insurmountable workload of assessment requirements. Adapting materials is a skill that mostly teachers operating at the "thinking style" level have the potential to realise but in the past much of the education offered to teachers in South Africa hardly prepared teachers to be materials developers or to think critically about the material made available to them. In this case study I will explore whether teachers supplement or adapt the material according to their needs and those of their learners.

**2.3. Dealing with sensitive topics in the classroom**

What is a sensitive topic? What might be taboo in one culture may be considered not inappropriate in another culture. There is usually a conscious effort by educators and those in charge of selection of prescribed literature texts for scholastic study to avoid selecting material that could be considered offensive and inappropriate for learners of a certain age or for study at school level. This position is usually taken to avoid controversy from education watchdogs and potential protests from parents about the appropriateness of certain learning material for children. Most of the time it is also due to the discomfort of teachers in dealing with social taboos and to protect their own personal convictions and biases about what they consider appropriate. Texts dealing with potentially sensitive topics can provide opportunities to explore and challenge a range of issues related to social norms pertaining to acceptable behaviour in different contexts, what behavioural tendencies are suppressed and why, what power relations are enacted, what is considered polite speech and so on.

In an article titled '*How not to write really rotten materials',* Viney (2006) contends that there are five areas to consider when selecting topics, namely priority, inappropriacy, intimacy, misinterpretation and the teacher's role. The first three aspects are more relevant to the process of writing the materials for Grade 11 learners in South Africa. Both the topic and the activities in the materials used in the research attempt to address what are assumed to be priority social needs of learners in this age group, namely sexual relationships and HIV/AIDS and how to deal with power issues in relationships.

On the issue of inappropriacy, Viney cautions against the use of sensitive topics and suggests that materials developers should consider the social and cultural context of the learners for whom the materials are developed. In my view, this is very difficult when materials are designed for a diverse readership. He adds that students should decide on the types of questions they feel comfortable talking about and the appropriateness of the topics in their cultures. In his view teachers should guard against forced discussions on controversial topics. The topics of sexual relationships and HIV/AIDS could prove to be controversial or sensitive in the classroom context for both teachers and learners. During this case study the manner in which teachers manage sensitive topics is investigated.

With regard to intimacy, Viney (2006) refers to the influence of the degree of intimacy between the teacher and the learner in relation to a topic. He contends that "[C]rossing a student's own intimacy barrier is poor communication" (p. 52). In using the material the teacher may have to decide how far to go in exploring a topic. In my experience sometimes it is not the learners who experience discomfort with certain so-called sensitive topics – it is the teachers themselves. Teachers bring with them their own ideologies, political and social convictions and religious and cultural beliefs that may inhibit them from engaging in discussions of topics that are considered taboo. During the process of writing the material I have had to face the fact that some uncomfortable truths need to be addressed while also knowing that I am taking the risk of having my material rejected or subjected to criticism. In the

materials used in the research, dialogue and role play are based on the *Heart to Heart* (Watson et al., 1994) comic with the aim of facilitating discussion about issues raised and to encourage application of the dialogic approach in language teaching as advocated by Paulo Freire (1972). The activities aim to encourage and equip learners "to know and respond to concrete realities of their world" (1972, p.12) instead of keeping learners 'submerged in a situation in which such critical awareness and response [are] practically impossible' (p.12).

The last article in the materials about the loveLife campaign tries to address the very same issue. The article is about the provocativeness of the loveLife billboard campaign that sparked debate in 2006 about the appropriateness and efficacy of the campaign in changing behaviour. This article aims to open up an opportunity for both teachers and learners to debate the appropriateness of strategies used to facilitate thinking and social change through sex education. The research aimed to investigate teachers' and learners' responses to these aspects of the materials.

**2.4. Pedagogic design: multiliteracies, multimodality, comprehensibility and learner-centredness**

The theoretical framework that informs the analysis and reflection on the pedagogic design of the materials that are the focus of this case study is taken from Cope and Kalantzis (2000) and Newfield and Stein (2006). These authors explore the concepts of multiliteracies and multimodalities in language teaching. Cope and Kalantzis challenge what they believe to be the elitism of a focus on print literacy to the exclusion of other literacies.

They advocate a new approach to language learning and teaching which utilises multimodal texts and which offers learners opportunities to engage in multimodal activities. The multiliteracies framework recognises that knowledge and meaning are historically and socially located and produced. Cope and Kalantzis (2000, p. 37) assert that "the designing of meaning is a dynamic process, a process of subjective self-interest and transformation, consisting of the Designed, Designing and Redesigned." The

Designed refers to the "available meaning-making process, and patterns and conventions of meaning in a particular cultural context." Designing refers to "the process of shaping emergent meaning which involves re-presentation and recontextualisation." The Redesigned refers to "the outcome of designing...a new meaning-making resource, [the design of] social futures." (Cope and Kallantzis, 2000, p. 37)

The question of agency in the use of the material is particularly important as the research aims to investigate whether the pedagogic design of the materials encourages agentive action on the part of learners and teachers in a particular rural context. The research explores whether the assumptions made by the designer of the materials about meaning-making are valid. The representational, social, organizational, contextual and ideological aspects of the material are scrutinized in relation to the experiences of learners and teachers in a rural classroom.

In the article, 'Multiliteracies and Multimodality in English Education in Africa: Mapping the Terrain', Newfield and Stein (2006) further develop the concepts of multimodalities and multiliteracies. They argue that teaching and learning are multimodal in that they happen mainly through the modes of speech, writing, action, gesture, image and space and that together these create "multi-layered, communicational ensembles" (Newfield and Stein, 2006, p. 2). They also argue that a pedagogy of multiliteracies encourages "full and equitable social participation". They suggest that "'[M]ultiliteracies' provides an appealing framework for teachers, designers of teaching materials and curriculum developers in the postcolonial world" (p. 5). This theoretical framework is used to investigate the extent to which the pedagogy of the materials is responsive to the needs of the teachers and learners and whether the meaning-making approach, affordances and limitations of the materials take into account the social and historical context of the target audience.

With reference to multimodal texts Bezemer and Kress (2008), argue that there are currently changes in the way people use semiotic resources both to produce communicative artefacts and events and to interpret them. They state that there are two important aspects to consider with reference to representation as a social and semiotic process. The first is rhetorical or pedagogical interest which relates to the preferred social relation with the imagined audience. The second is the epistemological interest which relates to how the subject content is best realized while maximizing the learners' engagement. Bezemer and Kress (2008) also refer to meanings and situated use. They acknowledge the importance of contexts of use and also argue that all texts have particular 'potentials' for learning and 'affordances' or constraints.

In textbooks designed to meet the requirements of the National Curriculum Statement the design teams use images for both pedagogic and epistemological purposes. These require teachers and learners to be visually literate. Mbelani (2007) offers some definitions of visual literacy in which it is explained as

- a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences
- the ability to interpret, use, appreciate and create images
- the ability to recognise and understand ideas conveyed through visible actions or images, as well as to be able to convey ideas or images through imagery (p. 8).

Mbelani (2008) also argues that "[E]ven though the ability to see is a natural human condition, the ability to encode and decode meaning of a particular visual image, is a skill that needs to be explicitly taught" (p. 2). Based on a study that was conducted in a rural Eastern Cape high school, Mbelani (2007 and 2008) argues that visual literacy could be taught meaningfully in a rural high school despite the conceptualisation of visual literacy as a 21st Century skill. However, Mbelani (2007 and 2008) also notes that the teaching and assessment of visual literacy remains a challenge for teachers due to the fact that

in the apartheid era visual literacy was excluded from the English First Additional Language curriculum for black learners and was not addressed in teacher education, thus leaving teachers ill-prepared to teach the aspect as a new requirement in the teaching of Reading and Viewing learning outcome in the National Curriculum Statement. In Chapter 4 I explore whether teachers are able to teach visual literacy, as defined above, using the material.

Buckland (2001) stresses the significance of the link between textbook design and comprehensibility. He argues that for a textbook to be rendered effective it needs to promote "deep learning" as opposed to "surface learning". According to the 1992 MacFarlane Report (in Buckland, 2001) deep learning has the following characteristics:

- Intention to understand the material for oneself
- Interacting vigorously and critically with content
- Relating ideas to previous knowledge and experience
- Using organising principles to integrate ideas, and examining the logic of the argument (p. 121)

Surface learning, on the other hand, is characterised by simple reproduction of knowledge, passive acceptance of ideas and information, concentration only on assessment requirements, absence of reflection on objectives and learning strategies, mere recall of facts and failure to recognise guiding principles and procedures.

According to a framework developed by Chambliss and Calfee (in Buckland, 2001) there are three primary aspects of textbook design that can help promote deep learning, namely, comprehension, curriculum and instruction. For a textbook to be comprehensible, it should have a "coherent design, present familiar material and be interesting" (p. 122). In relation to curriculum, textbooks should convey "the expert's perspective". He suggests that curriculum design should mediate between students'

everyday knowledge and an expert's understanding. Textbooks should teach a critical way of knowing together with a handful of organising principles. He argues that learners cannot achieve this understanding without guidance.

According to Chambliss and Calfee (in Buckland, 2001) effective textbook design should support student-centred learning. They argue that, "[E]ffective instruction connects to students' knowledge, organises new content for students, provides opportunities for students to reflect strategically and gives students occasions to extend what they have learned to new contexts" (p. 124). To sum up the correlation among the three concepts, Buckland (2001) asserts:

> Once students grasp the meaning and significance of the information, they should be able to "think and reflect, to understand and to feel, to go beyond the information given. In the end students should be able to use or extend their new knowledge to solve problems in other areas of study (p. 124).

Buckland offers a useful framework for evaluating the effectiveness of textbook use by learners. However, the framework does not identify the teacher's role in promoting deep learning. How teachers mediate the textbook content and design determines whether learners understand the intended 'expert knowledge' and author's intentions. Teachers can easily subvert author's intentions if they misinterpret textbook material.

Central to the pedagogic design of the textbook material used in this research project is learner-centred teaching. Brodie, Lelliott and Davis (in Adler and Reed, 2002) identify a number of challenges regarding the effective application of learner-centred principles in the era of curriculum change in South Africa. They argue that "while teachers are generally enthusiastic about the new curriculum, and often believe they are working with its principles in their classrooms, much practice remains teacher-centred" (p. 94) thus limiting full learner participation in the learning process. Adler and Reed (2002) advocate what they refer to as a 'substantive notion of learner-centred practice' which is described as follows:

> … the substance of learner-centred teaching involves the selection of and sequence of tasks in relation to learners' current knowledge and providing for the required conceptual development in a subject area, or across subject areas. Teachers anticipate learners' strengths and difficulties when planning tasks and learning programmes (p. 100)

Brodie et al. (in Adler and Reed, 2002) identify the three aspects of substantive learner-centred practice which are good interpersonal relations, curriculum and pedagogy. Firstly, they suggest that learner-centred teaching is possible if there is a relationship of trust and respect between teachers and learners and if learners do not fear their teachers as that could inhibit learning. They also note that, even though most teachers are able to form caring relationships with learners, they still find it difficult to engage in curricula and pedagogy that is learner-centred due to their own educational background and socialisation; and that interpersonal relations alone are not a sufficient condition for the achievement of substantive learner-centred curricula and pedagogy. They argue that a range of issues such as class sizes, power relations and other systemic issues impact on the conditions necessary to facilitate learner-centred teaching in South African classrooms.

Secondly, Brodie et al. (in Adler and Reed, 2002) identify three interrelated aspects of a learner-centred curriculum referred to as a curriculum that is responsive to the needs of learners' needs, a negotiated curriculum and an integrated curriculum (p. 97) and they critically evaluate the feasibility of each type of curriculum. A curriculum that is responsive to learners' needs is one that includes aspects of learners' everyday knowledge by taking into account their background knowledge and possible future. Adler and Reed argue that such a curriculum should not deny learners access to formal or disciplinary knowledge. In a negotiated curriculum learners and the teacher make decisions about learning activities and assessment tasks. The challenge with this type of curriculum is that the quality of learning may be compromised. It may not be possible to negotiate all areas of knowledge and there may be a need for further consolidation of knowledge taught. An integrated curriculum is the type of curriculum where "fixed boundaries between disciplines are broken down, and which enables learners to make

connections between knowledge and domains… It emphasises what the learner needs to know, rather than disciplinary demands" (Brodie et al., in Adler and Reed, 2002, p. 98). This is one of the principles underpinning the design of the textbook material used in this research project which is also in keeping with the underlying principle of integration of knowledge across subjects in the National Curriculum Statement Grade 10-12 (Department of Education, 2005). The material integrates knowledge and skills from Life Orientation with those of English First Additional Language. The criticism against this principle or curriculum is that "integration may lead to a situation where key ideas and competences within disciplines are not dealt with properly" and that it makes additional demands on teachers' subject knowledge and mediation skills (Brodie et al., in Adler and Reed, 2002, p. 98). Brodie et al. (in Adler and Reed, 2002) therefore argue that "a truly leaner-centred curriculum is both learner- and subject-centred" and that "[T]he key to making links between learner and subject is a teacher's pedagogical practices" (p. 98).

Lastly, Brodie et al. (in Adler and Reed, 2002) draw on Piagetian and Vygotskian theories of learning and development to describe learner-centred pedagogy. A Piagetian approach to learner-centred teaching recognises the learner's ability to actively construct and apply knowledge and expects the teacher to intervene, for example by asking probing questions, in ways that do not impose the teacher's ideas on learners before they are ready.

> What is important for Piaget is that there is an integrity to the learner's thinking. A learner's misconceptions make sense to her, in terms of what she knows. From this perspective, a teacher's role is to set up situations conducive for learning and for challenging misconceptions, possibly by creating cognitive conflict for the learner (Jaworski, 1994, in Adler and Reed, 2002, p. 99).

A Vygotskian approach advocates the view that the role of the teacher is to actively mediate between the knowledge to be learned and the learners' current thinking. Mediation can be achieved by means of scaffolding which involves directing learners' attention to key aspects of the given task, reducing the

complexity of the task, building on prior knowledge and providing emotional support in challenging situations (Brodie et al., in Adler and Reed, 2002, p. 99).

Brodie et al. (in Adler and Reed, 2002) conclude by arguing that despite the fact that teachers have accepted the desirability of learner-centred pedagogy, they may be unable to practise it and that "teachers take up new ideas differently in relation to their contexts, positionings and knowledge" (p. 114). This point is particularly relevant to the research project as it investigates the validity of assumptions made about the identities of teachers and learners by the developers of the material, as well as classroom practices of teachers and learners in a rural context as they use the textbook material.

**2.5. Critical literacy for social emancipation and empowerment**

Central to the textbook materials used in this research project is a Freirian approach to literacy. Janks (2010) draws from the work of Paulo Freire (1972) to state that "in the process of learning how to read the *word* and the *world* critically, adult literacy learners regain their sense of themselves as agents who can act and transform the social situations they find themselves in" (p. 13).

The issues of teenage pregnancy and HIV/AIDS can be classified as what Janks (2010) refers to as "little *p* politics" (p. 188). Janks (2010) differentiates between politics with a capital *P* and little *p* politics. She describes capital *P* politics as socio-historical and economic issues such as government, economics, race, global capitalism, etc. "Little *p* politics, on the other hand, is about micro-politics of everyday life. It is about minute-by-minute choices and decisions that make us who we are" (Janks, 2010, p. 188). She further states that "Little p politics is about taking seriously the feminist perspective that the personal *is* the political" (Janks, 2010, p. 188). The fluid and dynamic relationship between the two creates possibilities for social action and change. Even though the practice of critical literacy is "rich and flexible", "it is the complex interrelationship of theories of domination and power, identity and social

difference, equity and access as well as multimodal design and redesign that make critical literacy a rigorous and dynamic multidisciplinary space" (Janks, 2010, p. 207).

Hence, the material used in this research is based on the critical literacy approach to encourage action and reflection with a view to transforming the behaviour and attitudes of targeted learners. The activities based on selected texts require learners to decode text, to make meaning and to interrogate the texts in order to examine the assumptions, values and positions that the reader is either expected to accept or challenge. The materials aim to challenge learners to recognise relations of domination and to deconstruct and reconstruct particular texts.

### 2.6. Teachers' classroom strategies

The focus of this section is on how teachers use various strategies to address certain pedagogic challenges. As described above, teachers employ different teaching styles which impact on their use of and the effectiveness of textbooks.

#### 2.6.1. Classroom talk and order

In 'Literacy Practices and Classroom Order' Baker (in Muspratt, Luke and Freebody, 1997) argues that classroom order is assembled by teachers and students as a framework for rules of participation and procedure. This framework includes preferred methods for working with text, as well as methods for interacting. Rules for talking underlie the moral code that is being described and achieved in the course of classroom reading. Rules of participation, rules of category membership and relationship, and rules of textual practice signal how closely related are the institutional, social, and moral orders of the classroom. They signal what are naturalized, normalized and routinised relationships. For example, learners are expected to interpret pictures or images before and during reading of different multimodal texts, and the teacher leads the reading process through questioning and reformulation of the students'

answers and through demonstration of rationality by expecting students to provide accounts of how they arrive at correct answers.

Baker also alludes to the role of the generational relationship between teacher and students in relation to texts, talk and classroom order. She argues that texts are selected to provide for particular textual practices, and to enable and not to interrupt or confound the production of the classroom order. “Talk about text assembles who the teacher and students are to each other, practically and morally. What a teacher says and does describes what kind of school-relevant category “teacher” is, what kind of character in what kind of classroom space, Similarly, the kind of work a student does in text reading defines what a student is (and should be). Thus, “teachers” and “students” are effects of classroom practice, not pre-existing or fixed categories.” (p. 259).

Baker further asserts that reading comprehension is “comprehension of culture and the logic of its organization and possibilities” (Baker in Muspratt et al., 1997, p.2). This assertion is echoed by Luke (Luke in Muspratt et al., 1997) when he states that literacy education is a “normative social and cultural project” (p. 1). He suggests that the ways of constructing critical literacies require a critical analysis of the material conditions facing teachers and learners as the face-to-face normative conditions made by teachers and students in classrooms are constrained by local pedagogic conditions (p. 2). He argues that some of the persistent issues facing school systems include a “disconnection of…progressive curricula from the educational needs and problems of students in historically “at-risk” groups of lower socio-economic, cultural minority, and indigenous communities” (p. 2), as well as the relationship of second language acquisition to literacy development.

In an article titled ‘Talk around text: Constructions of Textual and Teacher Authority in Classroom Discourse’ Baker and Freebody (1989) propose that “the ‘authority’ of texts cannot be separated from the ‘authority’ of the teacher or the school” (p. 264) and that “the authority of texts, of teachers and of

the school should be seen as accomplishments of pedagogy rather than as pre-conditions for pedagogy." These arguments are deduced from Heap's (1982, 1985, 1986) research on the organization of talk in reading lessons, and particularly the 'comprehension' phases of reading lessons.

Harley, Bertram and Mattson (1999) describe teachers as 'strategists' as they attempt to impose their definition of the situation in the class and that teachers may 'teach for survival' by giving an impression of teaching – presenting a professional aura - when in fact they are merely imposing control (p. 123). Quoting a study conducted by Woods (1990, in Harley et al., 1999) they argue that teachers develop certain strategies in order to exercise control over learners when faced with certain constraints that make it difficult for them to meet their professional demands. For the purposes of this study I will refer to three strategies identified by Woods (in Harley et al., 1999) that are relevant to classroom practice, namely, socialisation, domination and negotiation. Regarding socialisation, Woods refers to the concept of "education for domestication" (p. 124) to describe the role played by school culture in inculcating certain values which might either be in accord or in conflict with the cultural values of learners:

> Teachers spent much time teaching pupils to raise their hands when answering a question, to stand up at appropriate times, and to move around the school in prescribed ways (p. 124)

Woods argues that teachers' domination can be manifested either through corporal punishment, where permissible, or more discreetly through imposition of physical superiority whereby teachers "stage-manage" their appearance and other 'mortifying techniques' (p. 124). Lastly, negotiation can be used as a strategy to control learner's behaviour in cases whereby learners may exchange good behaviour for certain incentives.

The most direct form of teacher control and domination is teacher talk. Delamont (in Harley et al., 1999, p.125) notes that in a teacher-centred classroom, "[T]he teacher's first strategy is to impose her definition of the situation by talking most of the time." In a study by Harley et al. (1999) 68% of classroom talk was generated by the teacher [whereas] pupils accounted for 20% of classroom talk, with

the remaining 12% allocated to 'silence and confusion'. Through this strategy, pupil talk is limited while the teacher retains control of interactions in the classroom.

Given the traditional context of rural Eastern Cape, and the lack of transformation and undemocratic culture of the school context in this region as suggested by the Mandela Foundation HSRC study, the research explores the extent to which such strategies are utilised by teachers participating in the study.

### 2.6.2. Literacy and regulation of time, space, reading and writing

In *Literacy, Power and the Schooled Body*, Dixon (2011) argues that schools and teachers employ particular strategies to train and educate children to function in society and that these strategies are interlinked with rules taught in literacy education. The teaching of reading and writing and the utilisation of time and space in the school context serve to legitimise certain societal norms. Dixon (2011) argues that "[S]chools are microcosms of societies that work to train and produce particular kinds of citizens" (p. 35).

Dixon asserts that the way in which individuals (learners) are distributed in space and the establishment of routines that learners are expected to conform to serve as a mechanism of 'control of activity' (Foucault, 1977 as cited in Dixon, 2011) and that the manipulation of time and space serves to subject learners to disciplinary power. One of the elements of 'control of activity' is 'body-object articulation' which is defined as 'the relations the body must have with the object that it manipulates' (p. 40). This concept refers to how certain acts are reinforced and internalized to construct a schooled subject and to establish classroom order in literacy education. For example, children in the lower grades are taught appropriate ways of handling scissors when cutting paper or holding a pencil when writing or a book when reading aloud. Even though Dixon's study was conducted among Grade 0-3 learners, such norms are sustained throughout the schooling system and are practised at secondary school level in more subtle ways. For example, even though at high school level the teaching of reading is supposed to focus

on reading for comprehension using various reading strategies such as skimming, scanning, drawing inferences and making evaluative judgements, some teachers are still preoccupied with regulating learner behaviour by dictating what is considered the right posture, audibility, maintaining eye contact and the 'right way' to hold a book.

Dixon also argues that the relationship between time and space is interlinked with the construction of 'writing bodies' and 'reading bodies' to create literate subjects. Dixon's conceptualization of construction of writing subjects is based on the views expressed by Kamler (2001) and Luke and Freebody (1997) (as cited in Dixon, 2011) that writing is 'never a skill but deeply constitutive of subjectivity' and that understandings of writing are embedded in the model of social order (p. 115). Dixon further argues that "when writing is taught to young children within a skills-based paradigm, how and what children write produce different subjectivities from those where children have greater control over their writing" (p. 115).

In order to meet curriculum needs, children are expected to master three writing skills, namely, writing as making meaning, process and mastery of skills and conventions. There are currently two approaches to writing that are normally seen as a binary by writing theorists – the genre and process approach. "Genre theorists teach explicitly, and students learn to produce and distinguish the structural, grammatical, and linguistic features of different genres, for example descriptions, reports, explanations, arguments, and different kinds of narrative" (Maybin, 1993 in Dixon, 2011, p. 116). The role of the writer is constructed as a 'scribe' with the focus being on mastery and control over the mechanics of writing (p. 116). The criticism against the genre approach is that even though it gives learners access to 'genres of power' its pedagogy "can be mechanistic and teacher controlled", does not encourage critical appraisal and it perpetuates "unequal power relations embedded in dominant genres" (Dixon, 2011, p. 116).

On the other hand, the process approach is more dynamic as it puts emphasis on both the process of writing and the finished product. In contrast to the teacher-centred genre approach, the process approach is ideally a learner-centred, collaborative effort between the teacher and learner whereby the learner as a writing subject is both 'scribe and author' who takes ownership of his/her work. The teacher guides the process and offers feedback. This means, as an author, the writer is "a composer, someone who uses writing to make meaning, to communicate a message, to use writing to think, to be creative and to express him/herself" (p. 116). Even though the process approach gives the writer's imagination free reign and allows for deeper meaning-making its shortcoming lies in its individualistic nature. There may be insufficient attention paid to accuracy and conventions such as writing according to purpose and audience as required in the genre approach. Moreover, learners "can remain limited to their own experiences, and uncritical of their assumptions" (Dixon, 2011).

The authors Zamel (1987) and Grainger, Goouch & Lambirth (2005) paint a bright picture of the efficacy of the process writing approach and the wonders of 'the potential of creativity' respectively in the articles titled "Writing: The Process of Discovering Meaning" and "Developing voice and verve in the classroom". I agree that this approach to the teaching of writing holds a significant position in writing pedagogy, especially in so far as it stimulates creativity and offers space for learners to develop writing skills without the constraints inherent in the genre approach and expectations of linguistic competence in the judgement of effective meaning making in student writing. What proponents of progressive writing pedagogies do not highlight is how to deal with the assessment of writing while validating the strengths of students' writing achieved through such methods.

Supporters of the process approach argue that writing is a meaning making process and should be viewed as such by both teachers and students as opposed to being a product produced at the end of the process. This means that what is most important is the process of "generating, formulating and refining

one's ideas". The proponents of the process writing approach assume that improvement of linguistic competence will automatically develop during the revision and writing process. Case studies of students' accounts of their experience with the approach indicate that writers who are preoccupied with grammatical correctness and other aspects of language structure were less successful as writers than those who focused on meaning and revision of chunks of writing (Zamel, 1987 and Grainger et al., 2005). The role of the teacher in the process is said to be that of guiding the process while the student as writer is encouraged to assume authorial role. One of the major challenges of this approach is the ability of educators to give constant and productive feedback in all the stages of the writing process as well as the time constraints posed by the demands of the curriculum in allowing revision and reviewing of writing.

I agree with Dixon (2011) who suggests that the two approaches do not have to be viewed as binaries, but can be considered as complementary and interdependent writing pedagogies. The genre approach gives learners access to dominant discourses and to the kind of cultural capital that is privileged in school literacy and in the workplace. On the other hand, the process approach gives the writer a voice and allows for substantial meaning-making. The textbook chapter used in this research has two writing activities, letter writing and poster presentation, which require that learners use the process approach by planning, drafting or designing, revision and editing and, lastly the presentation of the written piece. At the same time learners are provided with models on which to base the format and structure of the written pieces. Therefore, it would be useful to investigate the extent to which these approaches are employed meaningfully if the activities were selected by teachers during this research.

### 2.6.3. Teaching grammatical accuracy

Linked to research on writing pedagogy is research on the teaching of grammar and development of grammatical accuracy by English First Additional Language learners.

Hattingh (2007) studied the accuracy and fluency levels of ESL Grade 12 learners from six provinces. The study aimed to evaluate the extent to which accuracy and fluency had developed at what is assumed to be an advanced level despite the fact that there are different definitions of what 'advanced' means in different contexts.

The study revealed a correlation between the length of written pieces and errors. It was discovered that learners who wrote longer pieces scored higher marks and were more proficient. Proficient learners displayed greater grammatical competence and used a wider range of vocabulary than less proficient writers.

**2.6.4. Codeswitching in the classroom**

Drawing on the work of language policy and planning experts such as Labov (1972), Myers-Scotton (1993) and Kamwangamalu (1992), Moodley (2007) defines codeswitching as

> the alternate use of two (or more) linguistic varieties (languages, dialects, registers of the same language) at the intersentential level, i.e. at the word, phrase or clause, or sentence level within the same speech event and across sentence boundaries (p. 709).

She points out that codeswitching is not a random process or necessarily "a performance error by incompetent bilinguals" as previously perceived (p. 709). Instead strategic codeswitching can be used for various purposes, namely, seeking clarification and providing explanations; elaboration; reiteration; group management and influencing peer behaviour; expressing learner answers and points of view; and claiming the floor (p. 713).

Based on her study of the use of codeswitching in multilingual English classrooms, Moodley (2007) argues that "even though CS (codeswitching) is mostly prohibited in the classroom, its strategic use by learners serves as a means of fulfilling both social and pedagogical functions" (p. 707). She suggests that codeswitching, which is permissible in the South African Language in Education Policy (LiEP) can be

useful in helping teachers deal with the challenges of pedagogy, particularly the challenge of teaching learners of limited proficiency in English.

While Moodley's argument for codeswitching focuses on learners' language needs, Hugo and Nieman (2010) argue that some English Second Language teachers experience serious challenges in using English as a medium of instruction. In a study conducted among primary school teachers, teachers identified three problems. One was poor pronunciation and lack of understanding of English by learners. Teachers also admitted that as teachers "they have a lack of vocabulary and that they also lack the confidence to teach in English" (p. 59).

Even though Moodley's suggestions in regard to strategic codeswitching are valuable in supporting language learning and teaching in multilingual classrooms, it should be recognised that learners risk remaining deficient in the ability to use a language competently if codeswitching is used in a carte blanche fashion. Secondly, codeswitching by teachers, as suggested by Hugo and Nieman, may indicate that teachers are not always adequately equipped to use English competently and confidently. Therefore, a more sustainable solution would be professional development of teachers in order to improve instruction in English. Hugo and Nieman argue that "[M]ost teachers have not undergone proper training in the theory of second language teaching" (p. 66). They then suggest "a well-planned in-service and pre-service teacher training that focuses on the methodology of teaching and learning English as a second language" (p. 66).

As alluded to above, English First Additional Language learners in social contexts where there is limited contact with English Home Language speakers, may not be sufficiently proficient in the target language. It is therefore expected that both teachers and learners may resort to codeswitching between English and the mother tongue to fill gaps in communication. As indicated above, if used strategically, codeswitching can be effective for negotiating meaning and for furthering the aims of language teaching

in a classroom where English is a second language for both teachers and learners. This study investigates the extent of codeswitching in the ESL classrooms observed as well as analyses the effects of codeswitching on learning and teaching of an additional language.

### 2.7. Conclusion

This chapter has explored literature that is relevant to the research aim and subquestions. The literature review relates to theory and research on textbook use and design, pedagogy and teachers' coping strategies.

## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1. Introduction

This chapter offers a description of the research design chosen and the rationale for it. Data collection techniques used, namely, semi-structured interviews, non-participant observation, field notes, tape recording and analysis of learner artefacts are outlined and the advantages and disadvantages of each technique are considered. The chapter concludes with a note on research ethics and on the limitations of this research project.

### 3.2. Choice of case study for the research

This research is a case study based in one school in the Eastern Cape. The study investigates responses to one chapter from an English First Additional Language textbook that is currently under development. The chapter was used by two classes of Grade 11 English learners and by two English teachers from the same school.

A case study is "an empirical enquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 1994 in Bassey, 1999, p. 26). It is an in-depth investigation of the interdependencies of parts and of the patterns that emerge.

Case study inquiry relies on multiple sources of evidence, with data needing to converge in a triangulated fashion. Triangulation of data allows the researcher to identify significant features of the case and to bring together data from different sources or from the same source using different methods of enquiry or observers in order to make judgements (Bassey, 1999).

According to Bassey (1999, p. 158) an educational case study is an empirical enquiry which is:

- conducted within a localized boundary of space and time
- into interesting aspects of an educational activity, or programme, or institution, or system;
- mainly in its natural context and within an ethic of respect for persons;
- in order to inform the judgements and decisions for practitioners or policy-makers;
- or of theoreticians who are working to these ends;
- in such a way that sufficient data are collected for the researcher to be able
    a) to explore significant features of the case,
    b) to create plausible interpretations of what is found,
    c) to test for the trustworthiness of these interpretations,
    d) to construct a worthwhile argument or story,
    e) to relate the argument or story to any relevant research in the literature,
    f) to convey convincingly to an audience this argument or story,
    g) and to provide an audit trail by which other researchers may validate or challenge these findings, or construct alternative arguments.

Bassey describes three types of educational case study, namely theory-seeking and theory testing; story-telling and picture-drawing; evaluative. This research project includes some characteristics of all three types of case study because:

1. The analysis of data gathered aims to produce some generalisations and propositions about the experiences of learners and teachers in relation to the use of educational materials in the English classroom.
2. The researcher aims to produce a descriptive account of what happens when the material is used in a rural classroom.
3. The researcher aims to evaluate the suitability of the material for rural classrooms.

An educational case study was deemed suitable for this research project for the following reasons:

- It should enable the researcher to find out what really happens in a rural English First Additional Language classroom, to understand human behaviour, thoughts and feelings in a real life context
- It should enable the researcher to evaluate the suitability and appropriateness of content and activities in the textbook chapter from the perspective of the learners and teachers who use the material
- It should facilitate a process of review and improvement of the material.

**3.3. Data collection process**

Data were collected through observations, interviews and analysis of learners' work in the following sequence:

Week 1

1. Arrived at the school on a Thursday.

2. Met with teachers on Friday to explain the project, handed out material and arranged for two teachers to teach using the material.

3. Over the weekend two volunteer teachers planned lessons using the material for the next week.

Week 2

1. Discussed lesson preparation and timetable with teachers on Monday.

2. Observed the two teachers teach using sections of the materials of their choice in their classrooms from Tuesday to Friday. With the permission of the teacher and learners, audio-tape recording and field notes were used to gather data on the teacher's pedagogy and the learners' responses to this pedagogy and to the materials.
3. With their permission this was followed by an audio-tape recorded semi – structured interview with the two teachers.
4. With their permission there were audio-tape recorded semi – structured focus group interviews with two groups of learners (i.e. one group from each class) differentiated according to weak, average and strong performance in English assessments previously conducted by the teachers.
5. With the permission of the teacher and learners, samples of artefacts produced by learners were collected for analysis.

**3.4. Non-participant observation**

In this research I used non-participant observation to conduct classroom observations of learners and teachers using the textbook material. I had planned to use a tape-recorder to record lessons in both classes but I was able to record only in Class B because there was no working plug point in Teacher A's classroom. I took detailed notes in Teacher A's classes, often capturing speech verbatim so as to get as accurate a record as possible. Detailed notemaking was feasible because I was not actively participating in the activities. I am aware that whether the researcher is a participant or non-participant observer, by virtue of being in a classroom and watching what is going on one is, to some extent, a participant – and one is likely to have an effect on the interaction that takes place (Swann, in Graddol, Maybin and Stierer, 1994, p. 27).

I am also aware that although observations may provide great insight into aspects of human behaviour such as understanding of certain concepts, one cannot make generalisations or draw inferences on the basis of a small number of observations. However, by analysing these in conjunction with data from other sources (triangulation) I hoped to have sufficient evidence to present findings from the case study.

### 3.5. Audio-tape recordings

Class discussions in one class and interviews with teachers and the two focus groups were audio-recorded and then transcribed. Audio-recordings have advantages over 'on the spot' observations and transcripts provide a permanent and readily-accessible record of spoken language (Swann, in Graddol, Maybin and Stierer, 1994, p. 36). I attempted to record whole class discussions during all lessons, especially group discussions in the Listen and Speak activities. Besides the fact that the exercise itself was extremely intrusive as I had to walk around the class from group to group, it was impossible to capture all discussions simultaneously. Learners tended to stop discussing when I was approaching and I had to encourage them to continue discussions so that I could capture data. Background noise also compromised the quality of the recorded data as a tape recorder picks up these. Using an audio recorder instead of a video camera meant that I lost valuable non-verbal and contextual information. However, despite these difficulties valuable data was obtained.

### 3.6. Learner artefacts

According to Knobel and Lankshear (1999, p. 98), artefacts such as student-produced texts add useful contextual dimensions to other collected data. Samples of learners' work collected during the research were notes compiled during group discussions for the Listen and Speak activity from Teacher A's class and letters written during the Write and Present activity in both classes. Notes used to report back to class during group discussions in Teacher A's class were collected to supplement field notes and to

provide a more accurate record of learners' responses as I could not capture all information in the absence of a tape recorder.

### 3.7. Interviews

In this research separate interviews were conducted with each teacher and with two focus groups of three learners each from the two classes. Interviews are valuable for accessing participants' opinions, beliefs, values, literacy practices and shared learning experiences (Knobel and Lankshear, 1999). A list of pre-planned questions for teachers and learners was prepared before the data was collected. Teachers' interview questions start with biographical information on the educational background and teaching experience of the two teachers and then focus on the evaluative responses to the use of the material in their respective classrooms. Learners' interview questions focused on their responses to the content, design, layout and language of the textbook chapter.

Semi-structured interviews were preferred for this research because of their conversational style and because they allowed for flexibility in the way questions are asked and some variation in responses as opposed to standardised close-ended questions that are typical of structured interviews. Semi-structured interviews enable the interviewer to ask follow-up questions to probe responses in the eventuality of new and unanticipated evidence.

While interviews are often used in case study research it should be noted that the interviewer's questioning techniques or characteristics such as language, gender, class (social distance) or personality can impede accurate communication of the questions or the quality of the interviewee's responses. The interviewer should be flexible, objective, empathetic, persuasive and a good listener (Knobel and Lankshear, 1999, p. 652). The interviews were conducted in English but the fact that I speak IsiXhosa meant that I could communicate with respondents in the language they could understand thus lessening the social distance between an outsider researcher and the participants. One learner requested that all

interview questions be translated. I, as an interviewer, being a native speaker of IsiXhosa could be viewed as a strength because it meant that learners and teachers were at ease during interviews. However, the same strength could mean that the respondents would answer positively to try to please the interviewer or to hide negative opinions about the material or their experience during the research. Embellishment of responses by respondents is one of the key challenges of interviews that can threaten the validity of research data (Denzin and Lincoln, 2000). The fact that the teachers and learners were already acquainted with me by the time I conducted the interviews meant that I had already established rapport with them and respondents may have given positive answers in order to please me as the researcher. This could have lead to unreliable responses. Nevertheless, I conducted the interviews assuming that the respondents would truthfully answer all questions and that all responses could be treated as reliable evidence.

In the group interviews with the focus group of learners from the two classes, respondents were asked the same questions and each was given a chance to respond so that the interviews were conducted individually within a group. This approach enabled me to manage group dynamics such as having a recalcitrant participant or one articulate person dominating discussions. I was able to encourage all respondents to participate optimally during group interviews thus ensuring that I obtained responses from all participants. The small number of participants, three from each class, also made it possible to manage the group and to maximize participation of all respondents. The challenge with group interviews was that learners tended to give similar responses.

### 3.7.1. Teacher interviews

The questions below were used to frame the interviews:

1. What are your thoughts on using materials that focus on topics such as sexual relationships, power relations, sexuality and HIV/AIDS in the English classroom?

2. Do you think learners need to learn about how to deal with power issues in relationships? Why or why not?
3. In the materials that you have looked at, what are your views on how these materials deal with:
   3.1. sexual relationships
   3.2. HIV/AIDS
   3.3. power relations in relationships?
4. How would you expect learners in your class to engage with the activities in the material?
5. What is your response to the
   5.1. images
   5.2. language
   5.3. design
   5.4. layout of the material?
6. Was the material easy or difficult to work with during your lessons? What do you think made it easy or difficult?
7. Were there any conflicts between your values and beliefs and the values underlying the content of the material? If yes, how did you feel about the way you handled these conflicts?
8. How similar or different are these materials to what you usually use in your teaching?
9. Is there anything else you would like to say about your use of the materials?

**3.7.2. Learner interviews**

In the focus group interviews with the learners the following questions were asked:

1. How did you feel about reading and talking about these issues with your teacher and other learners?

2. After talking, reading and writing about these topics have your views changed in any way? If so how?
3. Which activities did you enjoy or not enjoy and why?
4. What is your response to the images, design and layout of the material?

The inability to tape record activities in one class could have compromised the validity of research data but collecting learners' written responses and use of field notes meant that I could compensate for lack of recorded data. Interviews and classroom activities in Teacher B's class were transcribed word for word and learners' letters were typed as they were written to capture all errors so as to provide an accurate source of data that could be analysed.

**3.8. Data analysis**

Collection of data from multiple sources, as outlined above, allowed for triangulation of the data. According to Gilham (2000, p. 12) "[T]he case study researcher, working *inductively* from what's there in the research setting develops *grounded theory*: theory that is grounded in the evidence that is turned up. In analysing the data I looked for themes and patterns that emerged from the responses of teachers and learners to the materials. These included:

- Teachers' and learners' responses to content dealing with sensitive topics
- Teaching styles and textbook use
- Teachers' classroom strategies
- Language level of the material
- Teachers' responses to the pedagogic design of the material

Glasser and Strauss (1967) describe grounded theory as the discovery of theory from data which is systematically obtained and analysed. Grounded theory is suitable for social research because it provides relevant predictions, explanations, interpretations and applications. Secondly, it allows for

verifications of theory which feed back into and modify research. Its key strength lies in its ability to offer perspective on or explanation of behaviour. After several readings of the field notes and the transcriptions themes and patterns were identified and used for the presentation and analysis of data in Chapter 4.

### 3.9. Ethical considerations

In terms of research ethics, informed consent was obtained from the Eastern Cape Department of Education, the school principal, each of the teachers involved, each of the learners in two Grade 11 classes for the lesson observations, each learner who participated in the focus group interviews and each learner whose artefacts were collected for analysis. Teachers and learners were informed that they could withdraw from the research project at any time if they felt uncomfortable using the material. Pseudonyms are used in this research report to protect the identity of the school, teachers and learners. Copies of the permission letters and consent forms are appended in Appendix 2.

### 3.10. Limitations of the research

Time was the most critical limitation affecting this research. The limited time that the researcher could spend in the Eastern Cape and the limited time that teachers were prepared to allocate to a departure from their work schedule, impacted on this research. Ideally, I would have liked to observe teachers using all the activities in the draft textbook chapter. Teachers had only a week to use the material in their classrooms which was not enough to complete all the activities. Because the research aimed to investigate how teachers use textbook material, I had to allow teachers to select activities they were interested in or those that suited their teaching needs and those of their learners. Naturally, since the material is based on critical literacy and multiliteracies approaches to language learning and teaching, I was interested in observing how teachers taught activities like the comic extract and designing a poster.

However, I had to respect their decision to use some activities and not those that I preferred. Their choices are discussed in Chapter 4 in which data from the case study is presented and analysed.

## CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

### 4.1. Introduction

In this chapter I present and analyse data collected during research in two Grade 11 classrooms and with two teachers in a rural Eastern Cape school. I refer to the first Grade 11 class as Class A and to the teacher as Teacher A. The second Grade 11 class is referred to as Class B and the teacher as Teacher B. Data from each of the two classes is presented and analysed separately to provide an account of the classroom activities and the responses of each teacher and each group of learners to the material.

I begin by presenting data gathered through classroom observations, field notes and tape recordings of classroom discussions, teacher and learner interviews and learner artefacts from Class A and Teacher A. This is followed by presentation and analysis of data from Class B and Teacher B. Thereafter, I compare and contrast the responses of both groups and both teachers to the material.

From the materials included in Appendix 1, both teachers selected Sections A (Read and View), B (Listen and Speak) and E (Write and Present) but approaches to the mediation of content and activities differed to a considerable extent.

### 4.2. The research school

The school selected for the case study is located 5 km outside a small town along the N2 route between Umtata and East London. It was formerly a mission school and is one of the oldest schools in the district. According to the Department of Basic Education Report on the National Senior Certificate Examination Results 2010 (6 January 2011), the school's pass rate in the 2010 NSC exams was 83%. This sets the school apart as one of the schools whose performance is well above the provincial average pass rate.

The school has an HIV/AIDS Workplace Policy which is displayed on a wall in the principal's office. The policy reads as follows:

- Sex education should be taught
- HIV/AIDS policy should be adhered to
- Form partnerships with other departments i.e. Health, Social development, Safety and Security, Correctional Services and Municipality.

1) Universal Precautions
    - Encourage abstinence and VCT
    - Guard against stigmatization, discrimination and victimization to the infected
2) Sexual Behaviours
    - There will be health and HIV awareness where health officers and people already infected will be invited to teach learners and staff about STI and how they are terminated.
3) HIV and AIDS in the curriculum
    - School will deliver life skills programmes prescribed by the government.
4) Protecting quality of education and managing a coherent response
    - Understand and be able to deal with increased absenteeism of educators and learners
    - Improve resources (LSM) and facilities (feeding scheme and toilets).
    - Build partnership with government and the community to fight HIV and AIDS

(Field notes, 17 February 2011)

Sex and HIV/AIDS education is a curriculum policy mandate that the school is obligated to implement in its teaching and learning programme both formally and informally.

Due to its close proximity to the main road and town, the school is at an advantage as it benefits from community outreach programmes from the private sector and government departments concerned with reproductive health and sex education campaigns. Nurses from the local clinic regularly conduct sex

education campaigns at the school. During these visits condoms are distributed and girls are offered contraceptives. Therefore, sex education is not exactly a taboo subject among learners. On the day I arrived at the school, one of the local banks had scheduled to address Grade 12 learners on how to open a bank account and on savings and investments (Field notes, 16 February 2011).

Teachers were preparing to attend subject information meetings organised by the department of education for the district. On the following day I listened as the Life Orientation teachers who had attended the meeting reported back to Teacher A, who is also the head of department for Life Orientation. In the report they mentioned the importance of support for learners with psychological, social and economic problems (Field notes, 17 February 2011).

In terms of infrastructure, the school has a library and laboratory that double up as staff rooms. Even though there were books in the library there was no evidence of active use of the library by learners and teachers. Most of the classrooms are overcrowded and up to four learners share one desk. This is made possible by desks being placed close to each other, making it impossible for the teacher to walk between rows or to arrange desks for group discussions.

The school's source of running water is a water tank. There is no running water in the toilets.

From these observations it is clear that teachers at the school have access to information about developments in the curriculum and learners are exposed to non-formal social development programmes aimed at developing a range of social and economic skills. Thus it could be expected that learners would be receptive to the content of the materials trialled and teachers fairly comfortable with teaching it.

### 4.3. Presentation of data relating to Teacher A

#### 4.3.1. Description of lesson observations

**Day 1**

The lesson selected is based on Activity A: Read and View from the textbook material used for the research. According to the instructions in the material learners are supposed to 'view' (study) the picture of a man and a woman on the cover page of the chapter before reading an extract from a short story. The intention is to stimulate talk about love and relationships and to prepare learners for reading. After reading, the instructions in the material indicate that learners are to write answers to the comprehension questions individually.

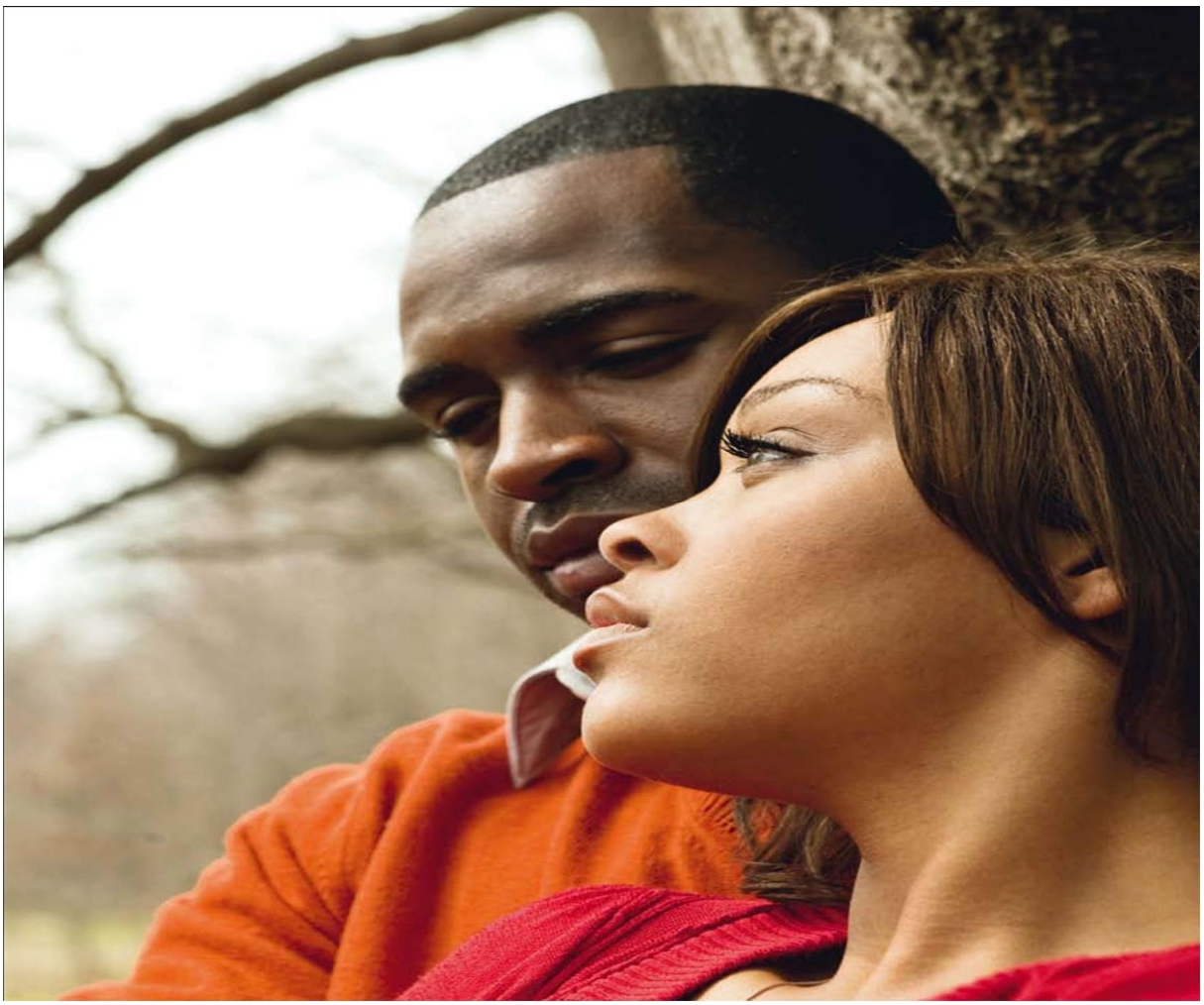
Teacher A tells the class that they are going to read and she asks one learner to read the instructions on page 2 of the chapter which appears in the box below.

**A. READ AND VIEW**

**Activity 1**

**1.1. Before you read**

Look at the photograph on page 1. With a partner talk about and then write what you imagine each person has just said to the other. Be prepared to share what you have written with the class.



In Teacher A's class the learner skips the instructions but reads 'Read an extract from a short story' instead, which is the next stage of the reading process. The class seems lost and most are reading the passage. They do not pay attention to the photograph which suggests that this is not something they are usually expected to do. The teacher explains that they need to look at the picture on the cover of the material before they read. The class is then given 5 minutes to discuss the photograph in groups and to write down what they imagined one person had just said to the other. They are told to discuss in English and not to communicate in isiXhosa. The teacher then tells the class to stop discussing and to report

their responses to the whole class. There doesn't seem to have been enough time for discussion as members of the group are still trying to note down responses.

Learners' responses include:

"I think they are in a relationship and they are having problems (pause) or they are discussing a problem."

"They are discussing a (pause) their personal lives and challenges."

"The two people are in love." (Class giggles.)

"They have a problem."

"They share views with each other."

"This sister looks like she is a prostitute." (Someone says, "Oh!")

"Looks like the guy wants to propose for marriage."

"They look so sad. They are disconnected."

"I think these two would be in an open relationship although they got some parlous expressions in their faces. It seems as if they are disconnected because they are so sad."

"The facial expression shows that they have a friction. Maybe one is cheating."

As the learners are talking the teacher writes on the board:

Skills to Acquire

1) Reading skill
2) Listening skill

3) Answering skill
4) Discussion skill
5) Thinking skill
6) Sharing skill

The teacher then asks the class to give a round of applause.

Teacher A: We were all sharing ideas. There is no right or wrong answer. There are different interpretations like in LO.

Teacher A then tells learners to take turns reading aloud the extract from a short story. As learners are reading she keeps interrupting to correct pronunciation of words like 'outrageously', 'rebel', 'doubt', 'ravages', 'lure', 'phlegm' and 'ruin'. She also tells learners to mind the reading pace, to take note of pauses and full stops and she insists on learners holding the book 'correctly' and maintaining the correct posture. The focus of the lesson is mainly on reading aloud as opposed to reading for comprehension and critical analysis of the text.

Teacher A: (Shouting) Stand up straight and hold the book at eye level!

As learners are reading Teacher A makes the following remarks: You can read but you seem to have a low self-esteem. You need to be bold in my class. If you stand up, tell yourself that you are going to do this.

The teacher then reads the glossary of terms and starts talking about the story they were reading.

Teacher A: What is the story about?

Learner 1: It's about relationship and challenges that young people face. (These words appear on page 1 in the summary of the chapter.)

Teacher A: Do they all love her? What do they want from her?

Class: Sex

Teacher A smiles shyly and pretends to suck her index finger in what looks like a simulation of a teenage girl in love. The class laughs at this comic dramatization.

Teacher A: We were taught not to have a love affair with guys below our level. Not a clerk at Home Affairs or Social Development.

The class laughs and most nod their heads to show they agree or can identify with what is being said. Some of the boys shout, “Tell them, miss.”

Teacher A: Guys it is not right. Think about your future. (Pauses and then referring to me) Ma’am, the period has ended. I am just talking to them now. (Continues talking to the class in isiXhosa.) You know what happens when you have a child while you are still in school? You will never enjoy your money like your friends without kids. You will not be able to enjoy your money when you start working. I used to wear whatever I like. I’m talking about 9 inch stilettos and tight jeans. These days, you girls, your stomachs are concertinas. (Class laughs loudly.)You will have to buy your child clothes and food.

At the end of the lesson it is difficult to tell if learners have learned any of the language skills intended for the activities. Teacher A neither acknowledged nor challenged learners’ interpretations of the opening photograph. She could have probed learners’ responses by asking for further explanation or motivation for responses. Alternatively, she could have allowed discussion among learners to enable learners to further justify their responses. This suggests that certain pedagogic assumptions made by the materials designer are not recognised by Teacher A who seemed to either intentionally or unintentionally shut down the opportunities for learning afforded by the material.

Secondly, the teacher's actions when she lists 'skills to acquire' on the board suggest a tension between her preferred approach to teaching comprehension and the approach used in the material. Adler, et al (2002: 58) argue that '(more) resources do not lead to better practice in an unproblematic way.' Use of the textbook material as a teaching and learning resource is clearly not guaranteed to meet the educational goals it was intended for.

**DAY 2**

**ACTIVITY: Answering comprehension questions**

For this lesson learners are supposed to have answered comprehension questions at home and to peer mark in class. The teacher first checks if homework has been done and threatens to hit learners who were absent or did not do the homework. She sends eight learners to the principal's office to report that they had not done homework. Learners exchange books and mark answers as they are discussed. I had provided a memorandum to both teachers at their request. Teacher A disputes some of the model answers in the memo. For example question 8 reads:

In paragraph 6 HIV is referred to as 'the biggest monster'. What does this mean?

Some learners have given "HIV kills" as a response. The teacher explains that HIV does not kill and that it is not a disease but a virus, which is contrary to the answer suggested in the memo that "HIV is a dread or feared disease".

The teacher's answer is correct. Her response suggests that when a teacher feels confident about her content knowledge, she is able to display this knowledge. Conversely, when teachers are unsure about content or pedagogic approaches, they may not readily admit their incapacity but use coping mechanisms like improvising or choosing to ignore or neglect to probe learners' answers as was arguably the case in the discussion of the opening paragraph and reading comprehension on Day 1.

During the activity the teacher discourages learners from reading answers from the books they are marking but at the same time they are not allowed to read their own answers. Learners who do not mark are pinched by the teacher. This causes tension in the class and most are reluctant to try to give answers. At the same time Teacher A wants learners to be 'bold' enough to speak.

Teacher A: I don't want people who are submissive. You should question why your answer is different from mine. In response to question 10 about inter-generational sex, two learners give the following 'wrong' responses:

> What is inter-generational sex? Hint: Opelo was involved with 'sugar daddies'.

Learner 2: She is…. (Teacher interrupts.)

Teacher A: Don't say "She is..." Start with "Sex is…"

The teacher's correction of the sentence construction in the learner's response seems to discourage the other learners from attempting to give alternative answers.

In response to Question 15:

> 'My daughter these men are using you.' Do you agree with this statement about Opelo's boyfriends? Hint: You need to say "Yes, I agree" or 'No, I don't agree" and then give two reasons to support your answer.

Learner 2: Yes, I agree because they want sex from him (her).

This is Learner 2's second attempt at answering. She does not have a good command of the English but likes to volunteer to answer.

Learner 1: Yes, I agree because Opelo is young and she can get pregnant or end up with HIV. These older men are already married but they only want sex from her. Opelo's future is at risk.

The second option “No, I don’t agree” is not explored.

The teacher’s focus on correct form inhibits exploration or risk taking by learners. This is detrimental to the facilitation of learner-centred teaching. Adler, et al. (2002) assert that for learner-centred learning to take place there needs to be a shift in interpersonal relations. In this case correction of errors in learners’ speech appears to promote anxiety and thereby to inhibit effective learning.

**Activity B: Listen and Speak**

Immediately after answering comprehension questions, Class A moves on to the Listen and Speak activity. The teacher tells learners to group themselves and to discuss the topics during the study period as the period has ended. Thus no guidance is provided for their work on this activity.

**Day 3**

In this lesson learners respond to the discussion questions they were told to discuss as homework. The activity is presented in the box on the next page.

**B. LISTEN AND SPEAK**

**Activity 2**

**Discussion / Conversation**

The extract from the story 'Opelo's Rebellion' raises serious questions about the risks young people take and the consequences they face. Different types of sexual relationships are mentioned, namely:

- Inter-generational sex (sugar daddies)
- Extra-marital sex (sex with married partners)
- Sex before marriage (sex with peers outside marriage)

In your discussion talk about

- Whether these types of behaviour are common among young people
- If they are, why do young people involve themselves in such sexual activities?
- What dangers young people face as a result of such sexual behaviour
- What role the school, parents, communities and government could play to reduce risky sexual behaviour among young people

Discuss these four topics in groups of five or more. Choose a spokesperson to report the answers from your group to the whole class. Each discussion should take 20-30 minutes.

**Guidelines**

**When taking part in a discussion or conversation you need to be able to apply the following skills:**

- Initiate and sustain a conversation
- Take turns with the person or people you are speaking to
- Be able to defend a position without being too aggressive
- Convince others of your opinion but also respect their opinions
- Fill in gaps in the conversation and encourage the speaker
- Share ideas and experiences and show understanding of concepts

When the lesson starts learners seem prepared for the group discussion. Groups spend some time going over the points they have prepared and the teacher walks around monitoring discussions. The teacher tells them to always speak English when they discuss among themselves. Group leaders then present their responses to the questions. Responses have been written down and each person presenting reads from what the group has agreed on.

Group A

Learner 2: My name is_____. I am standing on behalf of Group A.

Yes it's common because a lot of young people want expensive things i.e. accessories and cosmetics from sugar daddies. Young people involve themselves in sexual activities because we seduce and persuade sugar daddies to buy us cellphones (inaudible), monies and expensive things.

Young people can get in pregnancy and HIV for example when we go clubbing at night in the village then we get hold of sugar daddies. It's whereby we seduce them. They spend, buying us alcohol. Then we got drunk. In return they want to have sex with us. …..as a result it can cause unwanted pregnancy., HIV or other sexual transmitted infections.

Government is supposed to play a huge, major role by stopping supporting pregnant learners because most people have sex and expect to be pregnant because they are after government social grants , and the government must stop saying a pregnant student must go to school and she has a right about that.

Teacher A: Thank you. Thank you. That was stunning Group A. Any questions? Nothing? Nothing at all?

Learner D, a boy, puts up his hand and asks why the group says government must stop giving grants to pregnant teenagers.

Learner D: A lot of things happen. Some don't even know the fathers or people to support them. It is unfair.

The teacher rephrases for the whole class to hear.

Learner 3: (From the same group) We are saying that because we want teenagers…… Some of us we are having sex because we are after this grant. After having one baby we want another baby so that we can have more grant.

Teacher A: I am not supporting them but they are saying “More babies, more grants”.

Learner 3: Government is making condoms and now we want grants. What do we want from the government?

Teacher A: Even here at school we have condoms but we are not using them.

**Group B**

Learner 4: Greetings to everyone. I am going to talk about different types of relationships. Types of sexual behaviour are inter-generational sex, extra-marital sex and sex before marriage.

She reads responses from the book. After presenting the teacher asks if there are any questions or concerns.

Learner 3: I didn’t hear her say something about communities.

Teacher A: Do you share the same question? I think she said something about communities. I just didn’t hear her say something about government.

Group C presents.

Yes it is common because many people / teenagers are involved in these (sic) intergenerational sex…….. sugar daddies. Intergenerational sex are very totally wrong with another sides because they treat young people with a wrong position, but at the same time some young people they use sugar daddies because (of) our homes. Problem maybe there is no parents to support her and she decide better to have sugar daddies.

It’s because some of them enjoyed to have sugar daddies and other forced them to do that but some of them do (sic) not forced to be with sugar daddies because they need some things like money and more.

Maybe government must open some activities like loveLife at their schools. Some people must give the teenagers condoms to communities and protect theirselves.

Learner 2: It's only poor children who are running after sugar daddies?

Learner 4: I said some of them are poor.

Teacher A: Are there more hands? Do you want to say something?

Group D presents.

Yes because young people are involved in older people or with people who are marriage and have children.

They involve themselves in such sexual activities because they want money from sugar daddies and they want cellphones and other things like clothes and lack of money.

The dangers young people face as the result of such sexual behaviour are HIV/AIDS, pregnancy and the other diseases. By telling the children what is wrong and with (about) sexual behaviour and what it lead to if a person does that or do that. It can lead a person to suffer.

Community and schools are reduce this sexual behaviour by teach youth about life, but some of youth are not careful about teaching.

After the presentation the teacher asks if there are any questions.

Learner 5: I have input. The communities can have input from church people who can teach people that sex before marriage is wrong. Even traditional leaders can teach us.

Teacher A: (Adding to the point) There is a reed dance. Which province is that? (Class says KZN.) Girls get checked to see if they are still intact. I am not going to talk about what you are doing but you know what you are not supposed to do.

Learner 5: I did not hear you talk about extra-marital sex.

Group E presents.

Intergenerational sex is a sex between a young lady and older sugar daddies. It is the most problem that we are facing in our generation. Young teenagers are playing with their future. They are using theirselves (sic) in wrong times and in older men than them. They are dropping out of school. Because of educated older men.

At the end of the presentations the teacher gives feedback to learners about their presentations and teaches public speaking techniques.

Teacher A: The audience should look at you. You must make people listen. How? Your posture and intonation will make people glued to you. Maintain eye contact. Only read key words. Do not write like an essay. This is supposed to be a speech. Write key points in short phrases.

During the activity, there was a degree of teacher-learner communication on the topics discussed. However, the teacher mostly restricted her role to managing discussions to ensure that each group had a turn to present and to making additional comments. From the guidelines given in the activity for class discussion the teacher mainly facilitated initiating a conversation, turn taking and filling in gaps. In her responses she did not provide opportunities for learners to sustain a conversation and to defend a position. When learners showed keenness to debate statements made by other groups, the teacher's intervention served to discourage conversation instead of encouraging speakers to defend their position or convince others of their opinions. For example:

Learner 3: I didn't hear her say something about communities.

Teacher A: Do you share the same question? I think she said something about communities. I just didn't hear her say something about government.

And

Learner 5: I did not hear you talk about extra-marital sex.

Even though, the teacher encourages learners to ask questions, she either ignores questions from learners where they want to 'fill in gaps in conversation' or gives responses that do not prompt further conversation. This inhibits learners' freedom to affirm or rebut arguments made by others.

Despite the restricting control exerted by the teacher, learners showed that they were actively and critically listening to other groups while presenting by asking questions when they felt that information was omitted by the speaker or by challenging some of the claims made by speakers, for example:

Learner 2: It's only poor children who are running after sugar daddies?

Learner 4: I said some of them are poor.

They also observed formal speaking conventions and largely used words and phrases used in the material like 'intergenerational sex', 'I have input'. This suggests that the scaffolding provided in the activity provided learners both with content and vocabulary which enabled learners to express themselves with relative ease. Learners also displayed a degree of comfort with the topic of intergenerational and extra-marital sex.

On the other hand, Teacher A seemed to be cautious about the level of intimacy and appropriacy (Viney, 2006) she could exercise in discussing the issue of virginity testing and sexual activity among her

learners. She seemed to be careful not to cross the learners' intimacy barrier by not being explicit about the issues and by directly being personal.

> Teacher A: (Adding to the point) There is a reed dance. Which province is that? (Class says KZN.) Girls get checked to see if they are still intact. I am not going to talk about what you are doing but you know what you are not supposed to do.

When she mimics a shy school girl, she does so comically as if negotiating her role in communicating messages about the vulnerability of girl learners. This is in direct contrast to her direct reference to "concertina stomachs", an allusion to bodily changes resulting from pregnancy, and to liaisons with taxi drivers and clerks being in poor taste. She makes an attempt not to sound preachy but drives the point home to 'counsel' learners on sensitive issues.

**DAY 4**

**ACTIVITY 5: LETTER OF ADVICE**

In this activity learners are expected to write a response to a letter written by a teenager seeking advice from an agony aunt. The letter is phrased as follows:

| |
|---|
| Dear Sis Dorah<br><br>I am a 16 year-old girl. I am still in high school and hope to study at a tertiary institution after I have completed my matric. I am in love with a 21 year-old guy. He also loves me and takes good care of me. He wants us to have a baby and promises to marry me. I am not ready to have a baby but I am afraid of losing him. What should I do?<br><br>Confused<br><br>Tintswalo Mukwevho |

Learners are instructed by the materials designer to approach writing as a process by brainstorming, drafting, revising, editing and proofreading. A checklist is provided for self-evaluation to check use of correct format, appropriate style and that content is complete and according to the brief of the letter.

Teacher A has a different interpretation of the brief for the letter.

Teacher A: We will proceed to the next lesson in your handouts which is a letter of advice. On page 9 (pause) write a letter [ ] eh [ ] you are expected to write a letter of advice. Whom do you advise?

Learners are still paging through the material.

Learner 6: Opelo

Teacher A: You are a teenager writing to another teenager advising her about [ ]?

Class: About sugar daddies.

Teacher A: There is a specimen of a letter. I am not going to straightjacket you. Write whatever you think you should write. Do not copy the specimen letter. I give you ten minutes to write. You don't need to go home to do this. You have a checklist there. You know the process of writing.

Class: Yes, ma'am.

Learners start writing the letter. Most start with the address and salutation (Dear Opelo). While learners are still reading the 'specimen' and guidelines, the teacher is counting down, putting pressure on the learners to finish writing. Most are still writing the first paragraph.

Teacher A: Five minutes remaining. Two minutes left. Time up. We must all put our pens down. Everybody stop writing. Is there a plea for extension? I give you three minutes for proofreading and editing. Never present your work if it has not been proofread.

At this stage one learner has written a complete letter. He is re-reading and correcting errors while the rest are still trying to finish their texts.

Teacher A: One minute left on the extension. Please rule your work when you are through.

10% of the class have written a full letter. The rest have written half a page.

Teacher A: Now I'll collect the papers. I would like us to do this letter in class to see how it was supposed to be done. You must be able to manage time, guys. Sifunda ne (We are also learning) time management. I'm in a hurry.

One learner collects the papers.

Teacher A: Finish up. Hand in your papers. I know that you get help when you write at home. You need to write in class to make sure it's your own work.

The teacher then demonstrates the correct format of the letter on the board. Learners are asked to suggest content for the letter and a complete model of the letter is written on the board according to learners' inputs.

In this activity, the instructions in the material indicate that the teacher was supposed to use the process writing approach where learners are guided through the writing process which includes brainstormimg, drafting, revising, editing and proofreading. Most importantly, the teacher was supposed to ascertain that learners have understood the contents of the letter and the brief for the activity. Teacher A therefore did not follow the methodology suggested in the material. Instead she used a back-to-front version of the genre approach as described by Dixon (2011). She placed emphasis on form but only demonstrated the correct format and structure after the learners had written instead of beforehand.

#### 4.3.2. Interview with Teacher A

Teacher A has a Bachelor of Arts in Education and a Diploma in the Management of HIV/AIDS. She admits that she has a strong interest in student support and counselling. She has nineteen years experience as a teacher and has been the English and Life Orientation HOD at the school for seven years. She has also worked as a part-time lecturer in life skills at the local university. In the school, she doubles as a teacher and counselor as she helps learners deal with social problems ranging from child-headed families resulting from the scourge of HIV/AIDS, to sexual abuse, criminal activity and poverty.

> Teacher A: … So I always do counseling because my course, the one for HIV and AIDS has a counseling part in it. In fact I'm a counselor by birth. And then I would refer some… cases to the social worker in town because we deal with serious cases. You will find that some of our students have been to jail and they have pending cases so they need some counseling. So we have a variety of students with a variety of problems.

Teacher A's background as a counselor seems to support her admission that she is comfortable using materials that focus on topics such as sexual relationships, power relations, sexuality and HIV/AIDS in the English classroom. She states that she likes the fact that such material overlap with subjects such as Life Orientation and Life Sciences because it is relevant to learners' life experiences. She believes that language teaching should expose learners to real life issues so as to empower them to take control of their circumstances. Therefore, the fact that the material deals with supposedly sensitive topics is not in conflict with her personal or cultural beliefs.

Teacher A suggests that the methodology suggested in the material for teaching reading comprehension is not 'normal'. This implies that she does not agree with the suggested methodology and that she was

compelled to use a teaching method she does not fully understand. When asked to explain how her preferred teaching method differs from the activity in the material she replied:

> Teacher A: Eh… I would give them a comprehension (passage) to read themselves, perhaps overnight like home work. When they come back we then do the reading in class like students read a paragraph and I would sort of pick up difficult words and explain, in fact I would be expecting them to have read the passage and looked up the new words in their dictionaries but for a fact I know that they do not read. I would sort of check if they have done any reading and put a finger in case they haven't done it at home.
>
> Then I would apply answering skills. I would expect them to answer questions… We do it orally in class first and check if they are able to answer, to follow instructions and to answer accordingly.
>
> Interviewer: Why do you think you were not able to do that with this material?
>
> Teacher A: I suppose we were rushing time because they had to (complete this within a certain time.) Otherwise when teaching a comprehension you have to take something like three to four days… because there are so many skills to check like how to read, the voices… the way they pronounce words, you know… their understanding, answering skills
>
> Interviewer: Do you think the learners understood the comprehension (passage) even though you did not follow the normal process?
>
> Teacher A: To a certain extent they did because I grasped that from the way they answered the questions… though they do have a language problem but at least…

Her reference to what is normal and not normal may explain why she listed the 'skills' on the board in the observation of Day 1 of lesson. It may also explain her superficial treatment of the analysis of the

opening photograph of the chapter. When faced with an unfamiliar teaching method, she applied a coping strategy (Harley et al., 1999) that would make the lesson more familiar to herself, though not to her learners. However, it is still puzzling why she wrote the list of skills on the board without referring learners to them during the lesson. Even though the skills Teacher A listed on the board appear be to a list of language skills that are covered in the textbook material, she did not link them with the activities in the material. It would have been helpful to learners if she had at least used the list to introduce learners to the material to help them navigate the material thereby making the material more comprehensible. Mediation of the skills and explanation of strategies learners need to apply in order to develop and apply the skills would have made learning more meaningful for her learners and would have promoted deep learning (Buckland, 2001).

Teacher A highlights at least three difficulties she encountered when using the material. Firstly, her learners do not read at home; secondly, they have limited language skills; and lastly, there is limited time afforded for the study to complete the activities as intended by the designers of the material. In addition, the teacher treats reading comprehension as a 'reading aloud' exercise. She places emphasis on technical aspects of reading such as voice projection, pronunciation and intonation as it was evident during the observation of the lesson on Day 1.

In an attempt to draw a comparison between the pedagogy of the material used in the study and the textbook currently used by the teacher I asked Teacher A which textbook she was using. She could not name the book or supply me with a copy. In the interview she stated that she preferred using different textbooks because they gave her ideas for different ways of teaching. From her response, I concluded that learners do not have their own textbooks as is common in poorly resourced schools. A common practice among language teachers is to photocopy activities or worksheets for learners from sample copies of textbooks supplied by publishers as and when deemed necessary. While Teacher A claimed to

value the use of various textbook which contain various teaching strategies, her approach to the textbook material used in this study does not indicate her openness to the various strategies afforded by the material.

> Interviewer: Are you using one textbook or different books and what kind of book are you using?
>
> Teacher A: For my teaching?
>
> Interviewer: You and your learners.
>
> Teacher A: I use different books. English language is so standard but otherwise it is good to use various textbooks because they use various teaching techniques.

When asked about her views on the images, design and layout of the materials Teacher A responded:

> Teacher A: … That picture made them think. It has improved their thinking skills and they came up with various thoughts… Some would say they are cross with one another. Others would say … you know… They were saying various things which shows that it was very appealing… It made them think. And the font… I was impressed by the font. It was nice.
>
> And the glossary of terms at the end really has got an extension of certain words that they did not understand… that were rather difficult. They need that. To me it was fine. In fact I will finish up… do the rest of the activities.

Teacher A expressed her approval of the design and layout of the material by stating that she would continue using the material beyond the period of the research. She seemed particularly excited about the varied responses generated by the opening photograph. However, she did not allude to the educational value of the photograph except that it stimulated the learners' 'thinking skills'. She said it

made her think but she did not share her interpretation of the photograph to validate learners' responses. Although the majority of learners had a similar interpretation of the image - that the image suggested a sombre mood possibly due to conflict between the two lovers – there were different interpretations of the picture which needed exploration. The teacher could have used the difference in interpretation as an opportunity to explore how the visual and verbal English (language) interact within a text as the two semiotic modes can typically either reinforce each other' messages or create potentially conflicting meanings (Goodman in Goodman, Graddol and Lillis, 2007). The teacher's failure to engage learners in the mediation of the multimodality of the textbook chapter in this instance suggests a degree of window dressing as regards the teaching of visual literacy and a failure to recognise the value of the opening activity in using prediction as a reading strategy which would have prepared learners for the reading comprehension activity following the opening photograph. Mbelani (2008) describes this superficial practice of visual literacy in South African English First Additional Language classrooms as 'seeing' but not 'viewing' as there is barely a comprehensible encoding and decoding of the underlying meaning of a visual image in the interaction in Teacher A's class described above .

Teacher A reported that she found the material easy to use; that it adequately covered key curriculum content and that it provided good exam preparation for learners. She further suggested that there should be more support for teaching essay writing, speeches, literature study and grammar. Her evaluation of the material suggests the exam driven approach to language teaching and preoccupation with accuracy of grammar as the barometre of linguistic competence. Although the material has an activity on language in context which is based on an extract from a comic, she does not seem to recognise it as a "proper" language activity because it does not teach language structures explicitly.

### 4.3.3. Interview with learners in Teacher A's class

Learners interviewed for the case study were selected according to high, middle and lower performance categories at the end of the previous year (Grade 10). Learner X is in the high category, Learner Y is in the moderate and Learner Z is in the lower category.

The learners interviewed reported that they enjoyed activities like reading, writing and discussions using the material and that it allowed them to express their own views.

**Learner Z:** Especially on reading and writing, I really enjoyed when I'm writing what I was discussing. Reading … I gained something and it makes me feel like, even reading any book in English I really want to understand English. And also on the writing…. as I am writing that letter of advice I express my own view and my own feeling and my own thinking of what is going on

They also reported that they were nervous about reading aloud but accepted being corrected by the teacher. It seems that volunteering to read was a risk they were prepared to take in order to get a reward - being corrected, which in turn meant that they would improve their language skills and to gain approval from the teacher.

> **Learner Y:** I enjoy reading in front of the class. I thought I was gonna give my teacher some extravagant answers and some people they are gonna laugh (at) me … Now I realise that If she wants to ask me a question I must raise my hand whatever it is I must tell what I think and answer it because she's gonna correct me even though…
>
> **Learner X:** I enjoy reading in front of the class. Sometimes when I read there are those words which I don't understand and my teacher explains and I enjoy writing. Sometimes the words that are written it means something that… and my teacher says that this word it means something that is going on in your life. When I read sometimes I don't see and I feel they're

gonna laugh (at) me and I have the confidence to read but when I see the teacher she smiles and… I… the right reading.

When asked to respond to the images, design and layout of the textbook chapter, learners reported that they liked the inclusion of visual images and a glossary in the material. They emphasised the importance of colour in enhancing the visual appeal of textbook material. (The material was designed in colour but the photocopies were not in colour.) They identified the linkage of the visual images with the comprehension text even though they initially ignored the opening photograph during the lesson.

**Learner Z**: I think the material is good because it tells us other words which we don't know… also glossary. Some other words we didn't know but when I look at the glossary I understand. The picture outside shows us as children that the two people are in a relationship and they are too serious about their lives… But when I look at them they look like two people who are sad or just in a serious discussion about their relationship. I think this material is good but on the other side some people won't like the material because of what… they will think… When I look… Some people like colour… If there was more colour it would be more interesting. Everyone will … more to read and looking.

**Learner X:** This picture is good because when… it comes to marrying he doesn't know how serious he is. You think that he loves you very much because he loves you very much… There are many things you don't understand and now we know and it's written clearly and we don't know how dangerous it is.

Learners' responses to the interview questions suggested they were at ease with the topic of relationships and sex even though they might have been expected to be uncomfortable discussing such topics with adults. They reported that they 'enjoyed' and were 'impressed' with how the material dealt with the topics.

> **Learner X**: Sometimes when I talk in front of my class I'm afraid because when I look at them I don't have a confidence to do… in front of my class. Sometimes when the teacher tells us about how relationships affect us and... I feel so impressed because everything I don't know but when Ma'am B teaches us about sex there are some things I know and those I don't know about.
>
> **Learner Y:** I enjoyed talking about such topics because I got a… and I realise that having sex with other people won't do nothing (sic). In return you suffer from HIV and pregnancy…

Their positive response suggests that they accept the moral messages about risky and responsible sexual behaviour among the youth that are conveyed by the material. Being receptive to information about the dangers of irresponsible sexual behaviour does not necessarily guarantee immediate behavioural change as some learners admitted that young people always want to do the opposite of what they are told. This suggests that the identities constructed for the learners targeted by the material are congruent with the identities that the learners construct for themselves when they use the material.

> **Learner Z**: I have noticed one thing that a lot of us we don't really understand what is happening through (in) relationships especially when it comes to sex but what I have noticed me as I am I was so scared to talk about sex in front of the class because when it… like children but in the meantime we teenagers when we talk sex in front of adults or even old people, teachers they seem so disturbed but I feel relieved when I'm speaking out about sex so I think that's the main point that we should know what is happening in our… as teenagers and also about sex…that is the thing I have realised that we as teenagers we must open (up) about what we feel and what we not feel good…

Learners' responses to the material support McKinney's (2005) argument that working with multimodal texts creates creative opportunities for learners and that they find these texts stimulating (p. 17); and that such texts can create opportunities for learning. Responses of learners in Class A suggest that they

were able to find themselves and their life worlds (or social worlds) represented in the textbook material. Their responses suggest that the material is an example of the "powerful social function of textbooks in socialising children, and in legitimating what counts as cultural norms and officially sanctioned values and knowledge" (McKinney, 2005, p. 5).

### 4.3.4. Examples of written work from Teacher A's class

Samples of letters collected from learners show that the brief of the letter was not followed by the majority of learners. Instead learners created content based on the extract read during the reading comprehension activity. Some followed the brief of the letter and responded as required in the instructions for the activity. Some of the learners rephrased the letter. The format is correct in most of the letters but there are numerous language errors showing that the letters were a first draft and that there was no revision and editing during writing, which is understandable in view of the very limited time allocated to this activity by Teacher A.

The letters I selected were written by learners who took part in the learner interviews as these learners represent different ability levels, according to their Grade 10 results.

**Letter 1**

Dear Sis Opelo

I am right this letter I hope your are okey. I am a 19 year-old I am still into high school and am doing grade 11C and I want to achieve my goals. Dorah Sisi don't worry every thing its gone be okey so don't penik add end of the day you will be okey.

Sis pease don't focus on thing focus on your books because I want to see you as a teacher

Yours faithfully

Zethu Mafenya

This letter shows that the learner did not grasp the requirements of the task. There is confusion as to whether the recipient is Opelo or Sis Dorah and as to the assumed identity of the learner as a writer. The language competence of the writer is also quite elementary. In the first part the learner identifies himself as the young girl needing advice but later on he gives advice. Writing conventions such as the correct positioning of an address and accurate punctuation have not been followed. Informal phrases(I hope your are okey) have been used. Overall the content of the letter is incoherent and inconsistent with the brief and its structure fragmented.

**Letter 2**

Dear Opelo

Haai gal I hope you are fine because I am fine to and hope you would listen to my advice because you are introuble. This guy is wrong because he is want the child but you don't want the child.

You need to tell this guy that you are not ready to have a baby because you are still young and you want to learn when you pass your matric and you have some thing in your future that you want to do.

If he does not listen to you, you have to leat he go because she want the baby and the baby is a huge resp – onsibble. You have to leart he go for your own sake. This guy must learn to wait because you both are young so it there is a child you will not be ready to be Mon and Dad.

Yours faithful

Lindelwa Maseko

This letter is accurate in terms of the response to the brief, which is to offer advice. The learner has responded to the main points highlighted in the letter. However, the apparent confusion observed during the lesson between responding to Opelo from the comprehension passage and to Tintswalo the writer of the agony aunt letter is evident in the salutation 'Dear Opelo'. The format and structure of the

letter is appropriate but the style is arguably not always appropriate (Haai gal) and there are frequent language and spelling errors.

**Letter 3**

Dear Opelo

I write this letter to advice you about the decision have taken. Opelo the decision you have made is not good for ateenager because it destroys your future. You are a teenager, you have to be under-control of your parents.

I want to give you this advice, never play with education. Education is the key to success without it you are nothing. These sugar daddies have already finished school and now they are working while you are playing with your future with them. Please make wise choices, as a teenager to succeed.

Yours faithful

Radebe Nosisa

As with letter 2, this learner did not understand the full brief. The confusion of Opelo with the writer of the letter is clear. However, the response accurately addresses the problems highlighted in the letter to the agony aunt and the expression is lucid.

The three letters show the varied levels of language knowledge and skills of learners in Class A. Teacher A's concern with the teaching of grammar is clearly justified by the responses of learners in the sample. Despite the frequent grammatical errors the average learner's writing is reasonably meaningful. Learners' apparent confusion about the addressee partly stems from the fact that the letter is based on the same issues raised in the comprehension text, and partly because they were given insufficient time to read instructions, that the teacher also did not give correct instructions and learners may have been

too afraid to ask questions or bring the teacher's error to her attention under the circumstances in which they wrote.

### 4.4. Analysis of data from Teacher A's classroom

#### 4.4.1. Teaching style and textbook use

Teacher A's teaching style and textbook use is an example of what (Zahorik, 1991) terms coverage-presentation style. Her use of the material is at knowledge level as she does everything by the book. She attempts to follow the instructions in the selected activities without any omissions. However, she does not seem to be aware of the objectives of the lesson and the pedagogic intentions of the designers of the material. Teacher A also does not seem concerned about the effectiveness of the lesson. She does not probe learners' responses but she corrects language errors in learners' speech and wrong pronunciation during reading. Although she takes time to extend discussion of the issues raised in the material when she talks about virginity testing and teenage pregnancy at the end of the reading lesson, she does not check if learners have grasped language concepts or understood content as would be the case at coverage-mastery level.

As a result, learning only takes place at surface level as learners are only exposed to the 'everyday knowledge' perspective instead of 'expert knowledge' (Buckland, 2001). The organisation of the activities in the material provides opportunities for learners to develop comprehension, reflect critically on issues and to apply knowledge gained in new contexts. However, the teacher's role is supposed to be of facilitating and guiding the learning process to enable learners to go beyond the information given in order to promote deep learning.

Teacher A's use of the material indicates that she did not display autonomy in the use of the material by extending activities or encourage application (extension style) nor did she supplement or adapt the

material. Instead of using the material to scaffold her teaching as suggested by Murray and Christison (2011), she used the textbook to drive her teaching, thus reflecting the deficiency view of textbook use (Murray and Christison, 2011). The textbook seems to have substituted for the role of the teacher instead of complementing the teacher's role as suggested in the difference view of textbook use (Murray and Christison, 2011). Teacher A's teaching style suggests that the material was usable although not all activities were based on familiar teaching methods. This is possibly because the textbook material is designed from a deficiency point of view so that it is 'teacher-proof'. The textbook chapter uses a learner-centred approach which encourages learners to work independently. For example, a glossary is provided after the comprehension passage and the questions provide clues so that learners are guided on how to answer complex questions. The activities are carefully scaffolded and reasonably detailed, though probably not sufficiently. That Teacher A did not find it necessary to adapt or supplement the activities and exercises in the material, thereby being autonomous, could be due to the limitations of the brief given to the teachers by the researcher. It was not suggested to teachers that they could use additional material concurrently with the material used during the period of the research study.

#### 4.4.2. Teachers' classroom strategies

Two major issues emerge from an analysis of the observation of Teacher A's interaction with learners and her response to the material, namely 'mushfake' Discourse (Gee, 1996) and how the teacher exercises discipline as a strategy to cope with material that she finds difficult to understand and use. Gee describes 'mushfake' Discourse as a "partial acquisition coupled with meta-knowledge and strategies to 'make do'" (p. 147). The teacher's behaviour suggests that she fails to engage learners in in-depth discussion about their interpretation of the opening photograph. Instead she lists 'reading skills' on the chalkboard without actually teaching them during the teaching of the Read and View section of the material. Secondly, she fails to assist learners to understand instructions on writing the

letter of advice by the agony aunt. It appears that she either does not fully understand the instructions or chooses to ignore the pedagogy of the activities designed for the material. This is an idea that will be discussed further in the section on teacher development and visual literacy. Perhaps it is to save face that she displays her own knowledge of how to teach reading by listing terms– meta-language regarding teaching reading - on the board. Instead of following the suggested approach to writing, she uses a 'back-to-front' approach.

Teacher A disregards the approach suggested by the designers of the materials and also fails to improvise effectively or to revert to her own tried and tested teaching methods. She 'mushfakes' her way through the material. She does not provide scaffolding for the activities and displays no understanding of the pedagogy of the material. Her responses in the interview are quite vague. She seems more interested in the oral mode and her interest is exam focused. She also seems more interested in Life Skills than the teaching of English language content and skills.

That Teacher A emphasises how learners should hold the pages while reading and stresses the importance of reading audibly suggests that in her view compliance with and understanding of certain rules is central to learning to read and is more important than the pursuit of knowledge for self-development and social change as one would expect in a senior secondary school. Dixon (2011) refers to time, space and the body as significant features of the schooled habitus and argues that these three aspects "make subjects" or determine subjectivity. Teacher A counts down when learners are writing. In fact learners barely have five minutes to read instructions and to write a response. She justifies this approach as a means to teach time management. It becomes clear that issues of classroom management, regulation and power relations play a significant role in her interaction with the textbook material and with the learners.

Teacher A's behaviour supports Harley et al.'s (1999) assertion that teachers develop certain strategies to deal with particular pedagogic difficulties. In the case of Teacher A she has a strong professional identity based on her high level of education. Her seeming frustration with the learners' 'poor' reading skills can be attributed to her desire for a perfect lesson. Her harsh reaction to learners may have emanated from frustration because she felt as if her pupils let her down in the presence of an outsider and that would be a negative reflection on her ability to teach. Her behaviour could be considered to reflect how teachers who teach in difficult circumstances apply certain survival strategies that give the impression of teaching or present a professional aura while in fact doing something other than teaching (Woods in Harley, et al., 1999). Teacher A displays the same kind of behaviour in coping with learners who have low linguistic competence in the target language and to discipline learners who fail to complete work.

Among the survival strategies identified by Woods (in Harley et al., 1999), socialization and domination are the most evident in Teacher's A interaction with learners. Because learners are socialised into the values and culture of the school where the authority of the teacher is unquestioned, it becomes easy for teachers to impose control over learners in overt ways like using 'mortifying techniques' (p. 124) or even resorting to corporal punishment. Statements like "You seem to have a low self-esteem" and "You need to be bold in my class" are likely to be disempowering to learners. On the one hand they are encouraged to stand up and participate in classroom activities confidently but on the other they are humiliated because they cannot pronounce words correctly or hold the book properly. Little time was spent on exploring the meaning and significance of the text. Instead the lesson was focused on reading aloud and displaying behaviour that is appropriate for and associated with school literacy.

The teacher "stage manages" her appearance by imposing physical superiority over learners as a strategy to exercise domination. In her "aside" talk about her personal experiences as a young teacher in

stilettos and pants, she may have intended to motivate learners to set goals for themselves and to instill a sense of pride and self determination. However, the talk centres on her achievements and is somewhat preachy. She suggests that most of the girls are already ruined – "with stomachs like concertinas" - because they are teenage mothers. Although the Department of Basic Education has a policy that is inclusive and protects the dignity of pregnant scholars, it is clear that teachers are judgemental towards learners who fall pregnant. This is a typical example of the "subversion of policy at the local level of practice" (Ulhman in Albright and Luke, 2008, 98). Despite her educational background and her professional identity as a specialist in life skills education, Teacher A appears to pay lip service to the policy of inclusion.

A sociocultural analysis of the teachers' and learners' responses to the material suggests that the use of the material is to a large extent determined by habitus (Bourdieu, 1991). The teacher's social and educational background and the ethos of the school context contribute to Teacher A's structured use and interpretation of the material. Her authoritarian approach is indicative of the politics of domination which are required and produced in traditional literacy education (Kramsch in Albright and Luke, 2008) to produce the schooled subject (Dixon, 2011). Despite the underlying principles of social emancipation that informed the development of the material and that are inherent in the HIV/AIDS awareness campaigns and sex education, the use of the material in the case study seemed to perpetuate domination and submissiveness. During the English lesson, learners are socialised to think and act in certain ways that were not originally intended during the conceptualization of the material. The focus of the lesson was on teaching learners to raise their hands before they could speak, to stand up straight and to hold the book with the thumb in the middle and to pronounce words properly - what Dixon (2011) terms a focus on the 'schooled body'.

### 4.4.3. Classroom talk and silence

Teacher talk in Teacher A's class is indicative of a teacher-centred pedagogy as she dominates classroom talk and silences learners by frequently correcting errors. Most of the time learners look confused by the teacher's expectations and avoid participation for fear of 'mortification' (Delamont in Harley, et al., 1999). Because Teacher A asserts her authority by controlling interactions in the classroom, pupil talk is limited. In Teacher A's class learners only had an opportunity to talk during the group discussions and report back. There was no real validation or exploration of the arguments presented by learners. Instead the teacher's response was limited to acknowledging that all views were accepted "like in LO". She did not show genuine interest in the views expressed nor did she encourage learners to voice their opinions 'boldly' as she demanded during the Read and View activity.

Silence is a survival strategy used by learners to avoid humiliation. During the Read and View activity, three to four learners volunteered to read. The rest of the learners appeared to avoid reading perhaps because they felt intimidated by the teacher's demands. However, it should not be taken for granted that the silence of learners is a sign of passivity. Goldstein (in Albright and Luke, 2008, p. 24) refers to the concept of the "capital of attentive silence". There are five different but overlapping ways in which silence can be analysed. These are attentive, inhibitive, oppressive, protective and stoic modes of silence (p. 225-226). In my analysis of the classroom interaction, the silence of learners can be categorised in two ways, namely as attentive-inhibitive and oppressive-protective. The attentive-inhibitive silence is evident in the way in which learners seem to be attentive and taking an interest in classroom activities and are following instructions as they understand them. On the other hand, their silence is inhibitive because they do not get an opportunity to exercise their linguistic skills by participating freely in classroom talk due to the debilitating correction policy of the teacher. In the interview with Learners X

and Z it is clear that there is an eagerness to learn but also fear of being laughed at or of giving a wrong answer.

Learners Y and learner Z are two of the few learners who read during the activity. The rest of the learners could have been inhibited from reading or answering questions for fear of the reaction of the teacher and being laughed at. If so, this is an example of the oppressive nature of the teacher's authority as well as the need to protect oneself from humiliation.

The silence of learners during the writing activity and the confusion over the requirements of the task may also be an example of oppressive-protective silence. The different interpretations of the content and purpose of the letter of advice shows that even though some learners had the correct interpretation of the task and knew that the teacher was wrong, they could not voice their views or share their understanding with the class. The teacher emphasised time management instead of creativity, evaluation of values and critical thinking. The feedback was based on structure and the process approach to writing suggested in the material was not recognised.

#### 4.4.4. Dealing with sensitive topics in the classroom

On the question of sensitive topics in the English textbook material, it seems that neither learners nor teachers had any qualms about engaging with topics like intergenerational sex, pregnancy and HIV/AIDS. Contrary to Wood's (2009) findings that teachers were likely to feel uncomfortable discussing sensitive topics, Teacher A handled the topics with great confidence. Whether or not her overt domination was a defence mechanism to mask her discomfort, is difficult to know. However, a matter of interest is the teacher's selection of activities to use in the case study. Teacher A opted for reading, writing and speaking activities in which the content is comparatively less sensitive than in the comic extract and poster. In the interview, Teacher A expressed her approval of the suitability of the activities in the material for meeting the requirements of the curriculum. However, the activities which address

sexuality more explicitly like the comic extract and poster presentation of an HIV/AIDS campaign were not selected. There are a number of possible reasons for this. Time constraints made it impossible for teachers to do all the activities in the period of a week. Secondly, the selected activities may have been chosen because they meet the assessment requirements of the subject better than a project like a poster presentation that would also require resources like chart paper, images and stationery that learners might not have access to. This was also suggested in the interviews by both teachers. Avoidance is another possibility. The comic could have been omitted because it is potentially controversial and could easily invade the level of intimacy and appropriateness (Viney, 2006).

### 4.5. Presentation of data relating to Teacher B

#### 4.5.1. Description of lesson observations

**Day 1**

**Activity A: Read and View**

The teacher neither engaged learners nor referred to the introduction and pre-reading activity before the reading comprehension activity. The introduction requires learners to view the image of two lovers on the cover of the chapter and to answer questions. The activity introduces learners to the theme of the chapter, Love and Relationships, and it presents an opportunity to learners to predict what the reading text is about. The pre-reading activity requires learners to share personal views on dating and to talk about the difficulties faced by young people.

Teacher B told learners to read the passage silently and to then answer the post-reading questions. There was no discussion of the text to check if learners understood the text and to facilitate application of specific reading strategies.

This is what happened during the reading:

Teacher B: Remember what we said about reading a comprehension. Today we are going to read a comprehension. Turn to page two and read an extract from a short story.

(Class reads silently. The teacher is called out of the classroom. One learner puts his hand over his mouth and seems to laugh about something he is reading. One learner makes an interjection (Yoh!) and turns over the page and looks amazed at the length of the passage. )

Teacher B returns to the class.

Teacher B: Finish up quickly so that we can go through the questions. Are you finished? Has everybody finished?

Class: No. (Class continues to read silently.)

Teacher B: Let's go through the questions.

The teacher then reads each question number and question in English. Her cellphone rings and the teacher walks out to answer it and returns.

Teacher B: Do you understand the questions?

Class: (Mumbling)

Teacher B: Which questions are not clear?

Class: All.

The teacher starts translating all the questions into isiXhosa.

Some learners read the passage silently again before answering the questions but most of them start writing answers immediately. Learners ask the teacher to explain Questions 9 and 10.

9. Quote a phrase from the extract that suggests that being a difficult teenager is common in all cultures.
10. What is inter-generational sex? Hint: Opelo was involved with 'sugar daddies'.

The teacher translates the question to isiXhosa but learners seem not to have understood the meaning. They look at me as if appealing for a clearer explanation.

Learners are asked to complete the task as homework.

**Activity B: Listen and Speak**

CLASS DISCUSSION

Teacher B: (*Reading from the textbook chapter*) In your discussion talk about whether these types of behaviours are common among young people.

(Translating the question)Kuthwa ke uyadiscussa ukuba ezi zinto…..intergenerational sex, extra marital sex ne-sex before marriage,… ukuba i-common na amongst abantu abatsha.

Okwesibini, (*Secondly*) if they are, why do young people involve themselves in such sexual activities?

(*Translating*) Nidiscussa why it is common…… why do young people involve ….. kutheni abantu abancinci bezi involva kwezi sexual behaviour okanye kwezi sexual activities. Uyadiscussa.

What dangers young people face as a result of such sexual behaviours?

(*Translating)* Ingaba abntu abantu abatsha bazifaka engozini yoba…….ethini xa bezi-involva kwezi sexual behaviours?

Okwesine(*Fourthly*), what role the school, parents, community and government is playing to reduce…..

(*Translating)* Uzawuxela ukuba esikolweni yeyiphi irole isikolo esinokuyidlala…….. iparents zona zingadlala irole ethini? Icommunity, ugovernment ingenza njani ukureduca ezibehaviours…ezirisky behaviours abantu abatsha abazifaka kuzo?

Discuss these topics in groups of four or five or more…

So you are going to divide in groups of four or more. So sizakwenza njani? (What are we going to do?)

After I suggested that learners should turn the desks around so that they were able to face each other, learners discussed the questions in groups. Learners spoke both in IsiXhosa and English. They discussed one question at a time and wrote the answers for the group representative to report back on behalf of the group.

This is how group representatives reported on behalf of their groups:

Group 1

(One learner reads the points made by the group during discussions.)

Ok, first of all I'm talking about the intergeneration (sic) sex.

In this group we are… we are discussing that sugar daddies are not good because they abuse the teenagers, especially to the students… and students they want some pocket money. They do… they do it by curiosity… and they copy it to (from) another peers. They do not (sic) because they want some fancy clothes and enough money. They want to… they want to travel by expensive cars like Hummer. Early pregnancy… get some diseases e.g. HIV and AIDS, STIs and STDs.

Parents must teach their children how to control theirselves (sic). They must sit down and talk to their children how to protect their lives and what result is that when you've got somebody who is older than you.

Schools… because people who take this opportunity at school, they have a right… They should invite those people who… who… who doing loveLife to teach children about these things and to teach children about how to take care of their bodies… Government must invite organizations like Lovelife to the schools and teach students how to control their behaviour and their lives. That's all.

(Class claps.)

**Group 2**

(Reads inaudibly from a piece of paper.)

Okay guys… Sugar daddies are not good. A lot of young people do it, especially learners because they are poor and want money to buy. Sex before marriage is to have sex before you are married

The behaviours that are common…

Yes the government must teach young people about sex… because I think… Government gives pregnant girls money. Parents must show their children that they love them.

**Group 3**

Protocol observed. I'm from this group of X_____. I am going to talk about intergenerational sex. Is… is sex with older people because of the problems that they face because of poverty. They sell… they sell… They sell their bodies because they want money and clothes and the problems that the younger generations face… Parents must be open to talk about sex. Teachers must teach all the… HIV and AIDS, give learners more information about HIV and AIDS… so that they can see the dangers that…

(Class claps and cheers.)

**Group 4**

Good morning class. I am nominated by members of my group. Intergenerational sex, it is common from (sic) young people because they want to earn something after having sex with sugar daddies. It is because some of them, they do not get everything that they want from their parents, so they decide to follow sugar daddies. They can get whatever they want from them. They can be pregnant because… so they end up to drop (sic) school before time. Parents and government, parents and communities they can… (unclear)

**Group 5**

(Tape not clear.)

Young people are involved with sugar daddies because they want money… Parents should be open to their children about HIV/AIDS. Parents should provide about… The LO teachers must always talk about the risks…

The government should provide about…

No feedback is given to learners at the end of the presentations. The teacher immediately introduces the next activity.

**ACTIVITY 5: WRITING A LETTER OF ADVICE**

**CLASS B**

Teacher B introduces the Write and Present activity. She reads and explains the brief of the letter to learners. Teacher B tells learners that they are going to write a letter. She immediately reads instructions before learners have had time to take out copies of the material. After reading she asks learners if they understood the instructions. Most are still looking for the page with the activity.

Learners seem unsure what to do. She instructs them to read the letter and to start writing immediately. Some read the letter and the rest seem unsure what to do. Others start folding their papers in half to form a straight line for the address.

Teacher A: You are writing an informal or friendly letter telling her what to do, giving advice, telling her what choices to make.

Learners start writing a letter beginning with the format (address and salutation). There is no evidence of planning or brainstorming as suggested in the guidelines given in the activity.

Teacher: Someone who is confused and who wants advice from an agony aunt needs advice. Teacher refers learners to page 9. The letter reads as follows: Dear Sis Dorah… (She reads the letter to the learners then explains that learners are to write a response to the writer. She paraphrases the letter and then reads the rest of the guidelines and checklist.) Is there a question? Is there somebody who doesn't understand? Everybody understands. Then read the letter and write. (Learners seem hesitant to start writing.) Plan your work or you brainstorm. Then you organise the ideas.

(Teacher then translates the letter and the writing process for learners.)

You are used to writing essays. Now why is it difficult to write a letter?

(Some learners reply that they are not used to brainstorming ideas for a letter.)

The teacher reads the problem in the letter and tells learners to brainstorm ideas to advise the 16-year-old girl.

### 4.5.2. Interview with Teacher B

Teacher B has a Senior Teachers' Diploma and she majored in English and Geography. She has been teaching for almost 9 years, but permanently for three years. Her teaching experience includes teaching at Intermediate Phase and at a day care centre.

When asked about how the teaching approaches suggested in the material differed from her usual approach, she reported that there was little difference except the lack of grammar focus in the textbook material. She reported that she found it easy to teach using the material but learners may have found it difficult to understand the comprehension text because she did not explain it in IsiXhosa.

Interviewer: Do you think that the learners understood the passage?

Teacher B: Others understood. Others did not understand because of the fact that I didn't explain the passage in Xhosa.

Interviewer: Why did you not explain in Xhosa?

Teacher B: (Laughs) I thought that maybe you wanted us to use the language. Otherwise I usually let them read silently and then I explain in Xhosa.

Teacher B commonly translates English to isiXhosa in order to support learners. Although codeswitching is an acceptable strategy to support the learning of an additional language (Moodley, 2007) and as an effective means of communication in multilingual contexts, it is possible that Teacher B used codeswitching to compensate for her limited teaching skills.

Interviewer: Do you think translation makes them understand?

Teacher: Yes

Teacher B also expressed that she was comfortable discussing issues of sexuality and relationships with her learners. She indicated that her learners could relate to the issues as they were at an appropriate age to discuss such topics and some were suffering from HIV/AIDS.

Teacher B: I think they are good topics because they know these things. You will find that in our… in their generation they are very much involved in sexual behaviour and I found that teenagers are the ones now that are having HIV/AIDS. If you go to a hospital you will find that they are the ones who are taught how to use the ARVs.

In response to the activities and the design of the material, Teacher B indicated that she felt that the material addressed exam topics like visual literacy because it featured cartoons and pictures and that the activities were well integrated.

> Teacher: I think it is good for the learners because they can look at the picture and it helps them to deal with the part of looking at the pictures and cartoons in their English language…They learn how to deal with visual literacy.
>
> I think it's good the way it is designed because it links the activities. If they do the comprehension in one topic (activity) then the next one will link with the previous one. So it's good.

In response to the language level of the material, Teacher A mentioned that the inclusion of a glossary in the reading activity was helpful not only to her learners, but also to herself as a teacher.

> Teacher: It was easy… It has words that are explained so that I didn't have to look at the dictionary… The way that it is done it makes it easy… the explanations that are there… I think it is easy. I didn't have to go and look for my own instructions.

Teacher B also indicated that the pedagogy of the material might have been unusual to her learners, which might also suggest that she was not familiar with the pedagogy of the material.

Teacher: I think it was good for me to be involved in this because it helped me to be confident and it exposed learners to other things that they didn't know that we can fit in our English language.

### 4.5.3. Interview with learners in Teacher B's class

Learners' responses to the activities in the material support Teacher B's statement that the material was different from what she and her learners were used to. Learners particularly liked the photograph and found it stimulating, as well as the class discussions.

Learner Y: The picture shows two people who are happy. I liked the picture. When I started reading and saw the picture I was puzzled because it showed people who are in love. We are used to seeing those things in LO.

Learner X: I was also happy and surprised to see the picture.

Learner C: I also thought it was good. When I saw it I saw two people were seriously in love.

Learners also identified with the issues raised in the material about sugar daddies, sex and the risk of exposure to HIV/AIDS and suggested solutions to the problems.

Learner Y: We know that a lot of young people have sugar daddies. I wish that they could change. They saw in the letter that sugar daddies demand things that are meant for adults. They expect you to act above your age. And then you end up not finishing school.

Learner X: I wish that the government could play a role because the nation is dying. Politicians should do something, make policies. Sugar daddies should be punished severely. There should be rules and policies against them.

### 4.5.4. Examples of written work from Teacher B's class

Copies of the letter were collected from Class B from learners categorized as low, middle and high performers. As in Class A, there was a misunderstanding of the brief of the letter and the process approach was not used as instructed.

**Letter 1**

Dear Tintswalo Mukwevho

You must tell him that you can do that because you are young girl you cannot face the challenges of them. You cannot because the body want enough support and you young. If he love you you can wait for you and get 21 years if he really love you.

After finishing school you can start to think about the future if you see but say your goal for you. You can marry him but careful when you accept.

Yours faithfull

Tintswalo Mukwevho

There is an attempt to address the issues in the agony aunt letter but the response is not always relevant or clear. On the one hand the writer cautions against marrying but at the same time suggests the contrary. The response is not consistent but it is relevant.

**Letter 2**

Dear Opelo

My advise to you. You should first know what you want for your future, if this man realy loves you then he should respect your decisions. tell him what do you want.

Having a baby at your age will not bring good things , but difficulties will follow you in whatever step you decide to take in life. I mean you are still young there is a huge chance for both of you to have as many babies as you both want, but rushing to things would not help.

You should stick to your decision you said you are not ready, so that means you are not, and this man of your dreams will not force you to anything.

Yours faithful

Bantu Mbatha

The letter is addressed to Opelo, which is not according to the brief but the content is an accurate response to the agony aunt letter. There are some errors of expression and punctuation which could have been improved on if the draft had been marked.

**Letter 3**

Brainstorming

- Firstly it is not a bad thing to have a boyfriend
- You cannot live school because of boy
- Friend no matter what he promising or loving education is important
- Having a baby without marriage is not good
- You need to finish first your studies before you have your boyfriend no marry

Even though this is a brainstorm, the learner showed a clear understanding of the brief.

All three letters reflect that the learners could relate to the issues raised in the letter and that the activity was accessible in terms of language level.

### 4.6. Analysis of data from Teacher B

#### 4.6.1. Teaching style and textbook use

Teacher B's teaching style is in stark contrast to Teacher A's. While Teacher A came across as dominant and in absolute control of the class, Teacher B seemed to lack assertiveness and control. Teacher's B response to the material shows a lack of initiative on the teacher's part to make the material come alive in the classroom. Her use of the material is passive as if she expects the material to act as a substitute for her role as mediator and facilitator of learning. Teacher B's learners reacted with the same passivity to the teacher's interaction with them. Teacher B's teaching style and use of the textbook material can be categorized as coverage style (Zahorik, 1991) and may even be classified at an even lower level than the coverage-presentation level if such a level existed. During the Read and View lesson, she skipped the chapter opener picture. Learners read the passage silently and answered questions without even discussing the vocabulary and meaning of the text to assist comprehension. The only explanation given to 'help' learners understand was by means of translating all the questions.

Lack of teacher authority can be as detrimental to meaningful learning as too much authority, as in the case of Teacher A. Teacher B does not lead the reading process through questioning and reformulation of the students' answers. Neither does she engage learners by allowing students to provide accounts of how they arrive at correct answers. There should be a balance between the authority of the teacher and the authority of the text as the two are interdependent rather than one being a substitute for the other (De Castell, Luke and Luke, 1989).

#### 4.6.2. Code-switching in Teacher B's class

Both the teacher and learners in Class B used code switching for various purposes. During group discussions learners switched between isiXhosa and English but prepared their presentations in English.

The teacher seemed to feel compelled to translate comprehension questions and instructions into isiXhosa. When learners talked among themselves code-switching happened both intrasententially – within the same sentence and intersententially – between different sentences. According to Ncoko, Osman and Cockcroft (2000), the choice of language is determined by the social goals to be achieved in a particular speech situation. It is possible that learners decided to use their local language when interacting with another in order to avoid "showing off" their ability to speak English. This is an example of what Goldstein (in Albright and Luke, 2008) terms "peer social capital" (p. 219). According to a study conducted among Hong Kong-born students speaking Cantonese in an English medium school in Canada, students considered it risky to speak English with peers as it might "jeopardize friendship". In Teacher B' class speaking English when presenting to the class was more appropriate and speaking English among peers was an unnatural practice since isiXhosa is the only other language spoken in the area. Speaking English with peers has the effect of increasing social distance whereas translating instructions to isiXhosa narrows the social distance and increases the level of intimacy between the teacher and learners. Even though, code-switching is potentially a valuable resource for multilingual learners, it needs to be handled with maximum care lest it militates against the acquisition of an additional language (Moodley, 2007).

Richards (Retrieved June, 21, 2011 from http://www.professorjackrichards.com//pdfs//role-of-textbooks.pdf) asserts that one of the advantages of textbooks is that they can provide effective language models and input for teachers who may not be able to generate accurate language input on their own. Teacher B made the following statement to suggest the above assertion may be valid.

> Teacher B: It was easy… It has words that are explained so that I didn't have to look at the dictionary…

This also supports Hugo and Nieman's (2010) argument that some English Second Language teachers experience challenges like lack of vocabulary and confidence to teach in English and that they generally have poor linguistic competence and that there is doubt about their development of Cognitive Academic Language Proficiency (CALP). Teacher B's use of isiXhosa to explain instructions and content is not the same as that envisaged by Moodley (2007) in her discussion of the value of strategic codeswitching. Teacher B does not alternate between English and IsiXhosa nor does she use any of the strategies suggested by Moodley. She reads instructions in English and translates into IsiXhosa. Basically, instruction takes place exclusively in IsiXhosa although learners alternated between English and isiXhosa during group discussions.

**4.6.3. Dealing with sensitive topics in the classroom**

Teacher B did not actively engage learners in talk about the issues raised in the material. She allowed learners to read the comprehension passage silently and skipped the opening discussion of the photograph. She simply read instructions and translated them into IsiXhosa. At no point did she challenge learners to reflect and make value judgements about the issues of love and relationships. The absence of teacher-learner talk made it difficult to observe whether she was comfortable with the topics or not. The explanation she gave in the interview for not guiding learners during activities was that she did not think she was expected to. However, in the interview Teacher B indicated that she was comfortable with the issues raised in the material and felt that the issues were mostly relevant to the experiences of learners and that the material was suitable for teaching. Learners, on the other hand, seemed at ease discussing the issues during group discussions and this observation was supported by their responses during focus group interviews.

### 4.7. A comparative analysis of responses from Teacher A and B and Class A and B

Even though Cunningsworth's (1995) proposed criteria, as indicated in Chapter 2, are meant for textbook evaluation, I would like to argue that the same criteria are also useful for analysing teachers' and learners' use of textbooks. This section presents a comparative analysis of the responses to the material offered by the teachers and learners in the two classes.

#### 4.7.1. Programme factors

As indicated in Chapter 2, programme factors refer to questions relating to whether textbook material matches the aims and objectives of the language programme. Firstly, the material was designed so that it is aligned with the learning outcomes of English First Additional Language as stipulated in the National Curriculum Statement (NCS). Hence the activities are organised under the four language skills, namely, listening, speaking, reading and writing. Critical language Awareness is also a part of the language content, although it is quite new and most teachers were not formally trained to teach it. Responses from both teachers during the interviews indicate that in their view the content covered in the textbook chapter is in line with the language curriculum.

Secondly, it was important that teachers participating in the study would not be expected to spend time teaching content that would deviate from their learning programmes. Therefore, it was not a total surprise that both teachers selected activities that they would commonly teach and assess according to their work schedules and Formal Programme of Assessment, although I would have liked to see them experiment with content and activities that were outside their comfort zone. It is interesting to note that both teachers omitted the visual literacy activity in Activity 3 and the poster designing and presentation activity in Activity 6. Both teachers expressed approval of the inclusion of visual literacy activities because "it is part of the curriculum" and that learners struggle with this aspect, but they did

not prioritise these activities in their teaching. This may indicate that despite realising the need to use multimodal texts in teaching language, teachers are less confident in using them to teach because they have not been exposed to thorough training in this aspect.

During the Read and View activity in class B, it is possible that Teacher B did not realize the value of both activities. Instead the focus was on 'doing the comprehension'. Learners did not benefit from the multimodal design of the activity. There was no association of the visual and oral features with the reading (textual) in order to enhance comprehension. This is cause for concern as a three stage approach to reading (before, during and post) is a key approach introduced in the Curriculum and Assessment Policy Statement (CAPS) for languages (Department of Basic Education, 2010). In the CAPS the language curriculum has been packaged into a comprehensive guideline document which outlines content, methodology, weighting, pacing and assessment. A staged approach to the teaching of reading, writing, speaking and listening is proposed. According to this approach learners and teachers should structure learning in three stages, namely, before, during and after / post. For example, there should be pre-reading, during reading and post-reading activities.

As stated in Chapter 2, Newfield and Stein (2006), argue that teaching and learning are multimodal in that they happen mainly through the modes of speech, writing, action, gesture, image and space and that together they create "multi-layered, communicational ensembles" (Newfield and Stein, 2006, p. 2). They suggest that "'[M]ultiliteracies' provides an appealing framework for teachers, designers of teaching materials and curriculum developers in the postcolonial world" (p. 5). While there is evidence in the data that the pedagogy of the materials is responsive to the needs of the teachers and learners to a certain extent, there is still doubt as to whether teachers are able to fully realise the potential of the material to afford learners an opportunity for deep learning. Failure to reach this potential is possibly due to the fact that teachers shy away from engaging themselves and learners in the meaning-making

process using multimodal texts as a medium. Responses from teacher interviews suggest that teachers recognise the value of teaching using multimodal texts only to meet examination requirements.

### 4.7.2. Teacher factors

Teacher factors refer to the extent to which teaching material addresses teacher concerns. The purpose of the research was to investigate the responses of teachers (and learners) to textbook material that deals with sensitive topics such as sex, power relations and HIV/AIDS. Both teachers claimed not to have any resistance to material dealing with such sensitive issues. Richards (Retrieved June, 21, 2011 from http://www.professorjackrichards.com//pdfs//role-of-textbooks.pdf , p.2) argues that "[T]extbooks often present an idealised view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealised white middle-class view of the world is portrayed as the norm." According to teachers' responses in interviews, it would seem that the material provides teachers with an opportunity to tackle 'real' issues that learners and society at large grapple with from day to day.

Contrary to their claims of acceptance of the introduction of controversial topics in classroom talk, it should be noted that neither teacher chose the *Heart to Heart* comic extract in Activity 3. The comic strip shows in relatively graphic detail a man making sexual advances to a young woman and the conflict that ensues as the man demands sex and the woman refuses to yield to the man's demands. The teachers' decision to exclude the comic, despite their need for more visual material, could be because of the sensitive nature and explicit language of the text. There is a possibility that the comic pushed the boundaries beyond the teacher's level of comfort. However, as stated previously, the pedagogic and resource demands of the activity could also have counted against its use.

As stated in Chapter 2, according to Viney (2006), priority, inappropriacy, intimacy, misinterpretation and the teacher's role are five areas to consider when selecting topics. With regard to intimacy, Viney

(2006) refers to the influence of the degree of intimacy between the teacher and the learner in relation to a topic. 'Crossing a student's own intimacy barrier is poor communication' he contends (p. 52). In using the material the teacher may have to decide how far to go in exploring a topic.

What is clear from this research is the fact that because talk about sex and HIV/AIDS has become commonplace owing to the various awareness campaigns that are taking place nationally and globally, it is no longer taboo to discuss sexual issues intergenerationally. HIV/AIDS has evidently made it relatively easy to discuss sex in the classroom, in the media and with health practitioners.

### 4.7.3. Learner factors

Learners displayed interest in talking about relationships, sex and HIV/AIDS but teachers did not seem able to create an atmosphere in which learners could express their ideas freely. According to the Rural Education Report (Nelson Mandela Foundation, 2005, p. 103), "In order to take control over their own lives learners need to learn to be active, autonomous and creative beings in classroom that respect and recognise, but classrooms in rural areas still show too many traces of the authoritarianism of the past." Although Teacher A is a qualified life skills facilitator and HIV/AIDS counselor she tended to be authoritarian in her classroom approach. Learners were threatened with corporal punishment if they failed to answer certain questions. Learners in Class A showed an eagerness to participate in activities but were hesitant to do so due to the harsh reaction of the teacher when she disapproved of a "wrong answer" or poor reading judged by low voice projection or bad pronunciation. The tensions in the relationship between teachers and learners and the imbalance of power make it difficult to develop a genuine human rights culture and democracy both in the classroom and in learners' interpersonal relationships. I therefore agree that in some classrooms "[T]here is too little respect and recognition and too few possibilities for real autonomous learning and creative action" (Nelson Mandela Foundation, 2005, p. 103) which militates against the optimal use of progressive textbook material.

Overall, learners in both classes were able to find themselves and their lifeworlds represented in the textbook chapter (McKinney, 2005). Secondly, the material was able to gain the affective engagement of learners in that they were receptive to the content and showed interest in activities in the material even despite constraints presented by the teacher's mediation of the content.

Learners' responses during the analysis of the opening photograph, the reading of the extract, group discussions and letter writing reflect surface learning as opposed to deep learning. The material encourages deep learning (Buckland, 2001) in that the activities are organized from the simple to the complex thereby progressively increasing cognitive demand from lower to higher order activities. Learners are expected not only to show fundamental understanding of concepts but are challenged to interact vigorously and critically with content. The teachers' limited role in guiding this process hampered the development of the inherent range of cognitive skills addressed in the material.

**4.7.4. Pedagogical factors**

According to Menke and Davey (1994, p.464), "experienced high school teachers become freer in the ways they use their… textbooks." The difference in the teaching styles and adaptation of the content and methodology of the material by the two teachers taking part in the case study supports this claim. The level of experience, the language proficiency of teachers and the extent to which teachers follow the textbook closely influence the effectiveness of the use of textbooks in the classroom either as a sole resource or a supplement to teaching.

The material makes an assumption that both learners and teachers are open to discussing issues of gender violence or power relations in relationships, sexuality and HIV/AIDS. It is assumed that teachers realize the significance of the link between educational and social and personal development. As a result it is expected that the materials will be used in the context of "democratic classrooms" in which

“curricular and teaching methods that promote and acknowledge autonomy, recognition and critical thinking” are practised (Nelson Mandela Foundation, 2005, p. 103).

Teacher A has a strong professional identity both as an English teacher, leader and counselor. She comes across as someone who has embraced the multiple roles of an educator as stipulated in the National Norms and Standards for Education according to which educators are expected to fulfill a number of roles including being mediators of learning, interpreters and designers of learning programmes and materials, leaders, administrators, and managers, scholars, counselors and learning area specialists (Nelson Mandela Foundation, 2005). Teacher A displays a high level of commitment and interest in implementing a curriculum that endeavours to empower children and to transform the classroom under difficult conditions which are exacerbated by lack of resources and limited parental support. Her motivation to fulfill the expectations imposed by both educational policy and social circumstances of learners may be to a large extent influenced by her high qualifications and educational experience as a life skills part-time lecturer.

On the other hand Teacher B has less qualifications. She only has a teaching diploma and has taught at a day care centre and in Intermediate Phase. Therefore, she is less experienced in high school teaching. Teacher B relies on translating all instructions and code switching. She also does not know how to organise the class for group work. This could be an indication that teachers and learners are not accustomed to group discussions or leaner-to-learner classroom talk. It suggests that teaching is predominantly teacher-centred and that the question and answer method is the usual means of classroom talk.

If applying Zahorik’s model for categorising Teacher A and B’s teaching styles, both teachers could be said to be at the most elementary level which is the level of coverage-presentation style. Both teachers attempted to fulfil the basic requirements of the activities in the material. Both introduced the lesson,

dealt with vocabulary, and then had students read the comprehension passage, take part in group discussions and write a letter. All lessons were concluded with oral or written questioning as Zahorik (1991, p.188) describes. Both teachers had minimal interaction with learners as shown in the lack of exploration of content and further probing of learners' oral responses. Although there was assessment of learning as required in the activities done with learners, there was virtually no evaluation of the learning process to determine whether effective learning had taken place. However, neither teacher did everything "by the book" although they did omit some activities, which is typical of teachers at coverage-presentation style level. This suggests that Zahorik's model makes an assumption that teachers should be able to comply with the basic pedagogic demands of a textbook. Teacher A and B's use of the textbook material indicates that there are different levels of coverage-presentation style. I propose that each sub-category needs further differentiation according to individual teacher performance.

In relation to learner-centredness, both teachers have proved to be unable to practise substantive learner-centred teaching (Brodie, Lelliot and Davis in Adler and Reed, 2002) as intended in the pedagogic design of the material. Both teachers displayed difficulties in terms of interpersonal relationships with learners, interpretation of knowledge (curriculum) and pedagogy while using the material. Contrary to the envisaged ideal friendly and caring relationships between teachers and learners that create a comfortable working environment (Brodie et al., in Adler and Reed, 2002, p. 97), the interaction between teachers and learners was characterised by fear and silence thus inhibiting learning. Class sizes – 60 and 42 learners in Class A and B, respectively – might have made it difficult for teachers to encourage learner participation. Secondly, mediation of language skills and knowledge was not clearly evident due to the fact that the material incorporates everyday knowledge, for example relationships, sexuality and HIV/AIDS. There was a tendency for both teachers to focus on the aspects of

the material that dealt with the above-mentioned topics which they considered to be content commonly addressed in Life Orientation. Both teachers were comfortable with the content because they were also teaching Life Orientation. Their preoccupation with Life Orientation instead of language teaching and learning reflects the argument that when integration happens key ideas and competences within a discipline may not be dealt with in-depth (Brodie et al., in Adler and Reed, 2002). Lastly, teachers detracted from the pedagogy of learner-centred teaching when they failed to probe learners' responses thereby failing to challenge misconceptions and creating 'cognitive conflict' (p. 99). Evidence from teachers' use of the material suggests the argument by Reed and Adler (2002) that:

> Teacher characteristics, such as prior qualifications, reflective competence, grade level, subject knowledge and confidence, access to resources and support structures in their schools, are all implicated in their take-up of learner-centred practices (p. 114).

# CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

## 5.1. Introduction

The subquestions listed under the main research question (page 2) indicate that I expected the research to focus more on the content and the design of the textbook material, than on the pedagogy of the teachers who used the materials. This short concluding chapter summarises the findings from the research in relation to each of these questions and then addresses what became, unexpectedly, the focus of the analysis: teachers' pedagogies.

## 5.2. Findings in relation to the research subquestions

### 5.2.1. Teachers' responses to content dealing with sensitive topics

Evidence from both classes indicates that both teachers and learners were at ease with topics such as risky sexual behaviour, teenage pregnancy and HIV/AIDS. Both teachers and learners stated that such topics were usually discussed in Life Orientation but that they welcomed the teaching of these issues in the English classroom.

### 5.2.2. The compatibility of the content with teachers' own values and beliefs

Both teachers selected standard language skills: reading comprehension, group discussion and letter writing. They elected not to teach the visual literacy (comic) and multimodal (poster presentation) activities. In a study conducted in rural Eastern Cape schools, Mbelani (2008) concluded that the teaching and assessment of visual literacy is a challenge for teachers because apartheid-era education did not address visual literacy.

Teachers indicated that talk about issues such as power relations in relationships, safe sex, teenage pregnancy that are conveyed in the material was not in conflict with their personal values and beliefs. The fact that education about such issues is part of the Life Orientation curriculum, which both teachers also teach, partly contributes to the teachers' approval of openness about the issues with learners. Secondly, HIV/AIDS awareness campaigns may also have some influence on teachers and general social attitudes to and the acceptance of open discussion of traditionally taboo topics. Teachers' responses suggest that they feel it is their duty to educate learners about issues raised in the material as Teacher B puts it 'they are the ones most infected by HIV'.

### 5.2.3. Learners' responses to the content and activities in the material

Learners showed eagerness to use the material and to participate in the various activities despite the limiting pedagogic approaches adopted by their respective teachers. Due to lack of guidance and challenges posed by the teaching styles of the two teachers, it cannot be said that effective learning took place. Even though the use of the material was supposed to be learner-centred, teachers took a teacher-centred approach, thus limiting learner participation and hampering the possibility of deep learning through comprehension, application of acquired knowledge and critical reflection. Despite, the flawed translation of the material from the textbook page to meaningful classroom activities, learners could relate to the issues dealt with.

### 5.2.4. Learners and teachers' responses to the design features of the material

As described in the data presented in Chapter 4, teachers did not display understanding of the design of the material. For example Teacher B, omitted the first Read and View activity whereby learners were required to analyse the opening photograph. This could have been because the teacher did not recognise its linkage with the content of the chapter or its semiotic value. Learners' responses to the letter to the agony aunt column showed that both teachers and learners misunderstood the brief for the

activity. The challenge with the writing activity was due to the high order thinking demanded by the activity. Firstly, the teachers and learners were required to read the given letter, which Teacher A mistook for a 'specimen'. Then learners had to plan and write a response to the letter. The activity required comprehension, application, synthesizing and evaluation skills. The activity was not properly mediated and thus learners did not master the skills required to complete the task. The thematic approach used to interlink the activities had its constraints. Teachers and some learners failed to separate the content in different activities. For example, learners made references to the comprehension passage in their letters. This suggests that they were unable to transfer knowledge acquired in one context to another context effectively.

In the interviews both teachers and learners stated that they found the layout and design of the material visually appealing and user-friendly. This suggests the inability to link textbook design with pedagogic design and the need for mediation of textbook material to support effective use and to enhance classroom practice.

**5.2.5. Language level of the material**

Responses of both teachers and learners indicate that the language of the material is accessible and that it enhanced comprehension of content. Both teachers and learners found the glossary of words listed in the reading comprehension activity useful and as a result stated that there was no need to look up unfamiliar words in the dictionary. This suggests that the level of input in the material was pitched at a level higher than the level of proficiency of learners, and possibly teachers. (See Teacher B's interview.) However, the Communicative Language Teaching approach, careful scaffolding of activities and support provided in the material was effective in mediating the gap between the language level of the material and the learners' linguistic competence.

In addition, the material consists of varieties of the English language, namely, colloquial, Standard English and jargon commonly used in HIV/AIDS and sex education campaigns. Learners could identify with colloquial expressions like 'sugar daddies' and also learned new vocabulary like 'intergenerational sex' and 'extramarital sex'. Because these words were used in context, learners seemed to understand the concepts and to be able to use the new words with ease in group discussions and during interviews.

### 5.2.6. Teachers' responses to the pedagogic design of the material

Teachers subverted the pedagogic design of the material. Both teachers had difficulty in embracing learner-centredness in its essence, which can possibly be attributed to the inequities and inadequacies in their training and lack of in-service training to mediate the changes introduced with curriculum transformation. Brodie et al. (in Adler and Reed, 2002) argue that teachers have misconceptions about the role of the teacher in learner centred pedagogy. Teacher A 'stage manages' her appearance and instills fear in learners in order to gain their cooperation and perhaps to mask her insecurities. The nature of her relationship with learners is possibly due to the fact that she does not want to have friendly interpersonal relations with learners because of fear of overstepping the boundaries of intimacy between teacher and learner. On the other hand Teacher B is passive and expects learners to learn independently without her mediating the material and scaffolding activities to support learning.

Both teachers' responses to the material are contrary to the definition of learner-centred teaching. As explained by Brodie et al. (2002), according to a Piagetian approach to learner-centred teaching the teacher needs to intervene in ways that do not impose the teacher's ideas on learners before they are ready. A Vygotskian approach advocates the view that the role of the teacher is to actively mediate between the knowledge to be learned and the learners' current thinking.

In all, the teachers' responses to the material are examples of the policy-practice and theory-practice tension that is characteristic of the South African education sector (Adler, in Adler and Reed, 2002). On

the one hand, the challenges faced by teachers, to a large extent, may emanate from lack of appropriate professional development opportunities that should adequately prepare teachers for curriculum reform. Although Teacher A has a university degree, she shows little knowledge of contemporary language pedagogies and approaches to language teaching. Teacher B's diploma appears to have ill-prepared her for the transformation of education and curriculum.

Both teachers appeared to lack a deep understanding of higher order concepts and perspectives, reflexivity and the ability to think metacognitively. Both showed lack of reflective practice that would have allowed them to use the material more meaningfully in ways that would support learning.

**5.3. Conclusion and recommendations**

The Department of Basic Education's assumption that provision of textbooks will automatically improve learning is challenged by findings from this case study. A critical evaluation of the diverse conditions and contexts of teachers and learners, and a skills audit are essential to the process of redress and adequate resource provisioning to improve classroom practice. Classroom practice should be understood as a "hybrid selection of content on the one hand and of pedagogical strategies on the other" (Adler, Reed, Lelliot and Setati, in Adler and Reed, 2002, p. 59). Therefore, it needs to be understood that not all teachers will find the learning focus intended in textbook material easily discernible. Textbook material makes certain demands on teachers; hence mediation is necessary in order to enable teachers to access it, what is referred to as 'recontextualisation' and 'appropriation' (Adler et al., 2002). In-service teacher programmes should focus on critical analysis of the forms and functions of textbooks.

The teacher's professional history and context may impede the successful use of the material to support learning. This indicates that the textbook, like most educational resources, requires recontextualisation and appropriation to maximize the efficacy of textbook material in specific classroom contexts. This could be achieved by introducing teachers to the theoretical background underpinning the design of the

material in order to spell out the rationale behind the pedagogic choices made by the materials designers. This, in turn, poses a challenge to the process of designing teacher's guides, which are mandatory in the development of textbooks in South Africa, in that teacher's guides should not only give a step-by-step guideline on how to use the material to support the use of a learners' book, but that teachers should be oriented in the theory and practical use of textbooks.

The challenges faced by teachers, to a large extent, emanate from lack of appropriate professional development opportunities that should adequately prepare teachers for curriculum reform. There is still no adequate redress of the imbalances of the past in as far as teacher training is concerned. Mbelani (2008) argues that the introduction of current trends espoused in Outcomes Based Education (OBE) was facilitated merely through "workshops, in-service training and an abundant supply of curriculum documents" which did little to improve the quality of teaching.

Adler, Slonimsky and Reed (in Adler and Reed, 2002) argue that teachers need to be confident in their knowledge of the subject they teach and teacher education programmes should be structured in ways that help them develop both subject and pedagogic knowledge. Theorised practice is required to help improve practice and the ability to think metacognitively.

The gaps in teacher training and development programmes impact on the effective use of teaching resources such as textbooks. Very often, resource provisioning is used to redress the imbalances of the past and to bring about equity in education. Adler, Reed, Lelliot and Setati (in Adler and Reed, 2002) argue that "more resources do not lead to better practice in an unproblematic and linear way" and that "[T]here is a tension between an uncritical (re)distribution of resources to meet equity goals, and how such resources can be used to support learning purposes across different contexts" (p. 58). Studies show that teachers' (educational) histories and contexts interfered with the realisation new educational goals. Adler et al. (2002) propose appropriation and recontextualisation of resources to maximise efficacy of

resources. This means that use of resources needs to be carefully mediated such that teachers can use them meaningfully in their immediate contexts.

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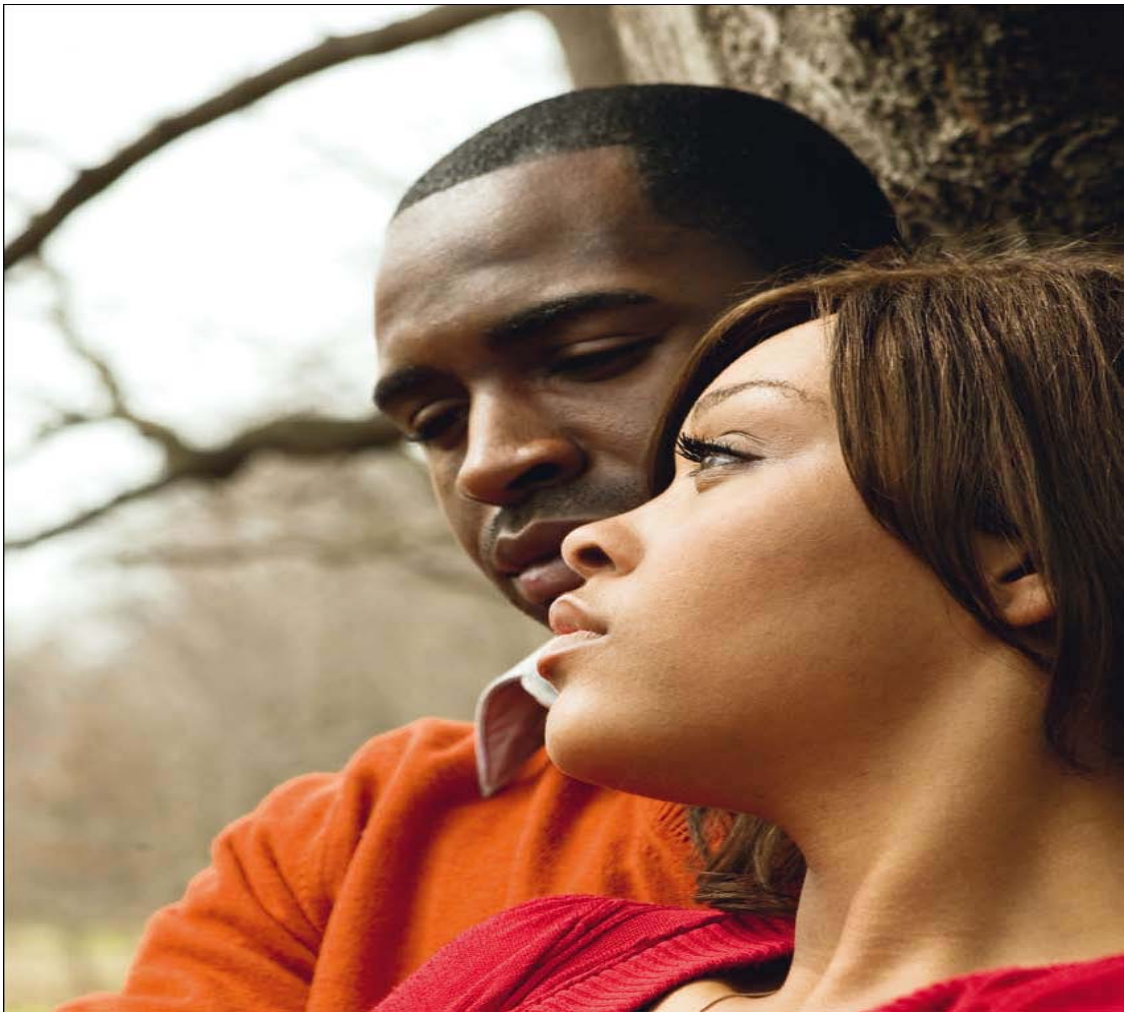
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UNIT 1

# FACE IT



IN THIS CHAPTER YOU WILL:

- Talk about relationships and challenges faced by young people today
- Read an extract from a short story
- Read and analyse an extract from a comic book
- Write a letter of advice
- Learn about sentence types
- Design and present a poster

## A. READ AND VIEW

### Activity 1

### 1.1. Before you read

Look at the photograph on page 1. With a partner talk about and then write what you imagine each person has just said to the other. Be prepared to share what you have written with the class.

### 1. 2. Read an extract from a short story

Opelo at sixteen was physically a beautiful human being – and she knew it! She was also coming into womanhood, a bit early it might be said, and was *keen on *asserting her independence. Although this was always going to pit her against her *conservative parents, it was not in itself bad or unique. She could be moody and withdrawn. But she also seemed to want to take her clothes off, to show her beautiful self to the world. For her parents, she had been a nightmare over the past few years! They had to *negotiate the lengthening of hems that were *receding alarmingly, threatening to turn her skirts into mere belts.

* * * * * * * * * *

Not only did Opelo rebel by wearing outrageously revealing clothing; when a local newspaper started * "The Page 3 Girls', she was amongst those queuing to take off her clothes for the *coveted spot. She did not make it into the newspaper, but it is quite likely that some photographer, somewhere, has photographs of her which he whips out on occasion to *titillate himself. And then she started drinking and, perhaps, smoking dope.

When negotiation failed to tame these *impulses to fling her beauty at the world in ways that were outright inappropriate, Opelo's parents resorted to begging, nagging, shouting, silences and even beatings.

* * * * * * * * * *

Nothing helped though. Instead, things* escalated. Opelo started sneaking out of the house on Friday nights to come back only on Monday mornings. She was tired and apparently hungry, from the amount of food she seemed to eat, and just in time to get ready for school.

*  *  *  *  *  *  *  *  *

“At least she is still in school,” the father sighed, thankful for small mercies.

“She is going to become pregnant at this rate,” worried the mother giving voice to what both were thinking.

At first the biggest monster of them all, HIV, was not mentioned. But no doubt thoughts about that were *ricocheting in each of their minds. After all one of Opelo’s aunts was herself skeletal from the ravages of AIDS. While the ‘difficult teenager’ is a world-wide and *age-old phenomenon, the nature of the challenges and dangers associated with that period will depend, to some extent, on what are available as *prohibited pleasures in any culture and time.

*  *  *  *  *  *  *  *  *  *

In the case of Opelo, the prohibited pleasures in her household were the standard ones, and they included staying out after 9 p.m., smoking, drinking, extra-marital sex and disrespecting elders.

Then when Opelo started missing school on Friday afternoons and Monday mornings and was observed to be dropped off by different cars, the fear of HIV could not remain unvoiced anymore. It was clear that some older men were taking advantage of Opelo. She was engaging with them in what has now come to be termed “intergenerational sex” in HIV/AIDS-speak.

“My daughter, these men just want sex from you! Nothing else, I swear to you!”

“My daughter, don’t be fooled by the compliments about how beautiful you are. It is just to *lure you into bed.”

“That man must be at least 35! He is as old as your uncle here. Can’t you see what’s happening? Aren’t you afraid of HIV?”

“My daughter these men are using you! They will spit you out like *phlegm when they are done.”

“Child of my brother, these are sugar daddies!”

Indeed they were sugar daddies, although Opelo could not have cost anyone of them much: a cell phone, some spare cash, a pair of branded shoes, a pair of sunglasses, lacy underwear…. There was nothing her own parents were not willing to bargain with, to get her out of the clutches of men they saw as the ruin of their daughter.

And they had plenty of examples around them, within their own extended family, of young girls whose high school education had been *derailed by pregnancy. Pregnancy, illness, death….these were what they expected to be the fruits of what Opelo was sowing. And hadn't she seen how her own aunts had died only a couple of years ago? Or how another aunt was blistering all over the body? Or how her cousin was nursing a crippled and wheelchair-bound husband of only two years? How could she put herself in *jeopardy in the face of all this evidence?

*Extracts from 'I Know You Still Love Me' (pp. 20-28)*

GLOSSARY

**Keen** – interested
**Asserting** – declaring or claiming
**Conservative** - traditional
**Negotiate** – discuss or reach a deal
**Receding** – getting shorter
**The Page 3 Girls** – sexy models wearing underwear clothes usually in a newspaper or magazine
**Coveted** – highly desired or really wanted
**Titillate** – make excited
**Impulses**- urge or desire
**Escalated** – became worse
**Ricocheting** – moving back and forth very fast
**age-old phenomenon** – something that has happened for a very long time and that is difficult to understand or explain
**prohibited** – not allowed
**lure –** tempt or trap
**derailed –** spoiled or disturbed plans
**phlegm** - the thick yellowish substance produced in the nose and throat, especially when one has a cold
**jeopardy** - danger

## 1.3. Comprehension

**Read the passage again and answer the following questions on your own.**

1. A rebellion is an uprising against authority or government. Who did Opelo rebel against?
2. What does the writer mean by the words "physically a beautiful woman"?
3. Why had Opelo become a nightmare to her parents over the past few years?
4. Give an antonym of 'inappropriate'.
5. Give a synonym for 'evidence'.
6. List at least three things that Opelo's family did to try to change her behaviour.

7. Mention two dangers that Opelo faced because of her behaviour.
8. In paragraph 6 HIV is referred to as 'the biggest monster'. What does this mean?
9. Quote a phrase from the extract that suggests that being a difficult teenager is common in all cultures.
10. What is inter-generational sex? Hint: Opelo was involved with 'sugar daddies'.
11. How did Opelo benefit from her 'sugar-daddies'?
12. "They will spit you out like phlegm when they are done."
    What do these words suggest will happen to Opelo?
13. How did the following members of Opelo's extended family serve as examples of consequences of behaviour similar to that of Opelo? Explain briefly.
    a) young girls
    b) aunts
14. ' ….and these were what they expected to be the fruits of what Opelo was sowing.'
    These words are taken from the English idiomatic expression 'You reap what you sow'. What does this expression mean?
15. 'My daughter these men are using you.' Do you agree with this statement about Opelo's boyfriends?
    Hint: You need to say "Yes, I agree" or 'No, I don't agree" and then give two reasons to support your answer.

## B. LISTEN AND SPEAK

### Activity 2

**Discussion / Conversation**

The extract from the story 'Opelo's Rebellion' raises serious questions about the risks young people take and the consequences they face. Different types of sexual relationships are mentioned, namely:

- Inter-generational sex (sugar daddies)
- Extra-marital sex (sex with married partners)
- Sex before marriage (sex with peers outside marriage)

In your discussion talk about

- Whether these types of behaviour are common among young people
- If they are, why do young people involve themselves in such sexual activities?
- What dangers young people face as a result of such sexual behaviour

- What role the school, parents, communities and government could play to reduce risky sexual behaviour among young people

Discuss these four topics in groups of five or more. Choose a spokesperson to report the answers from your group to the whole class. Each discussion should take 20-30 minutes.

**Guidelines**
**When taking part in a discussion or conversation you need to be able to apply the following skills:**
- Initiate and sustain a conversation
- Take turns with the person or people you are speaking to
- Be able to defend a position without being too aggressive
- Convince others of your opinion but also respect their opinions
- Fill in gaps in the conversation and encourage the speaker
- Share ideas and experiences and show understanding of concepts

## C. VISUAL LITERACY

**Activity 3**
1. The extract on page 7 is taken from a comic written by teenagers about challenges that young people are faced with in relationships nowadays. Read it and with a partner write answers to the following questions.

1. What kinds of things did Tintswalo and Magezi enjoy together in Frames 1, 2 and 3?
2. How did the relationship between Magezi and Tintswalo change after a month?
3. In Frame 5 Magezi tries to convince Tintswalo that their love will grow stronger if she agrees to have sex with him? Do you agree with him? Give a reason for your answer.
4. What does the body language of Tintswalo in Frame 6 show?
5. Describe the facial expression of Magezi in Frame 7.
6. Magezi expects Tintswalo to have sex with him while Tintswalo thinks they are just friends.

6.1. Is Tintswalo being fair in her reaction to Magezi's advances if she really loves him?
6.2. Are Magezi's expectations of the relationship justified?

7. The comic suggests that girls and boys think differently about the meaning of love. If there are such differences, what could be the reason for them?


Tintswalo and Magezi enjoyed many things together. Their love began to grow and grow.
Lucky Star
One month later...
Tintswalo, do you love me?
Oh yes, Magezi, with all my heart!
I love you too. Let's do it!
But it's...
No buts, lovely girl. Our love will grow stronger.
Please, Magezi, not yet!
Don't you love me?
I do... But I don't feel ready for sex!
But we've been going out for one month already!
Yes, we're friends!
Friends! We're not just friends. This is a love affair!

## D. PRACTISE LANGUAGE

In the Dream Love comic Magezi uses a lot of exclamations, commands and questions.

**Examples**

Let's do it! No buts, lovely girl. Don't you love me?

SENTENCE TYPES
**Statements** state facts e.g. I love this dress.
**Questions** are used to get information but they can be used to force or request a person to do something.
**Commands** are instructions and they are commonly used by

### Activity 4

Draw the table below and complete the blank sections. The first speaking turn has been done as an example. Look carefully at the drawings in the comic extract. These will help you to fill in the 'reasons' column.

| **Speaker** | **Words** | **Sentence Type** | **Reason or effect** |
|---|---|---|---|
| Magezi | Tintswalo, do you love me? | Question | To persuade her to have sex with him. |
| Tintswalo | Oh yes, Magezi, with all my heart! | | |
| Magezi | I love you too. Let's do it! | | |
| Tintswalo | But it's….. | | |
| Magezi | No buts, lovely girl. Our love will grow stronger | | |
| Tintswalo | Please, Magezi. Not yet. | | |
| Magezi | Don't you love me? | | |
| Tintswalo | I do but I don't feel ready for sex! | | |
| Magezi | But we've been going out for one month already! | | |
| Tintswalo | Yes, we're friends! | | |
| Magezi | Friends! We're not just friends. This is a love affair! | | |

## E. WRITE AND PRESENT

### ACTIVITY 5
### Write a letter

Dear Sis Dorah
I am a 16 year-old girl. I am still in high school and hope to study at a tertiary institution after I have completed my matric. I am in love with a 21 year-old guy. He also loves me and takes good care of me. He wants us to have a baby and promises to marry me. I am not ready to have a baby but I am afraid of losing him. What should I do?

Confused
Tintswalo Mukwevho

This is a letter written to the agony aunt of a youth magazine. Write a reply to the writer giving appropriate advice.

Use the writing process
Plan – Research and brainstorm ideas first.
Draft – Organise related ideas into main ideas and supporting ideas and write your first draft.
Revise and edit – Rewrite the draft paying attention to whether your ideas flow and that they make sense.
Proofread – Read the final draft and correct spelling mistakes, language and punctuation errors.
Present your best work.

**CHECKLIST**

**1. Format**

Make sure that the address and the date are written correctly.
Include an appropriate salutation and ending.

**2. Content**

Make a list of the risks that the writer is taking in this relationship.
What choices is the writer faced with in her situation?
How can she negotiate with her partner in order to protect her future?

**3. Style**

The style of the letter may be informal as you will be writing to a young person.
The tone should be serious enough to address the problems the writer is seeking advice on.
Show that you care but also emphasise the importance of making wise choices

ACTIVITY 6

**FACE IT**

**loveLife's billboard campaign**

South Africa's HIV prevention campaign for young people, loveLife, is once again set to get the nation talking as it rolls out the next phase of its HIV - Face it campaign introduced earlier this year. With a fresh creative treatment, this new phase zeroes in on the pressures and expectations of relationships, tackling tough issues of faithfulness, protection, and testing. loveLife also renews its challenge to parents to open communication within families about sex, sexuality and gender issues.

"Our billboards are deliberately provocative," says loveLife CEO, Dr David Harrison, "to make them stand out from all the clutter about HIV and Aids, to keep young South Africans engaged with the loveLife campaign, but most importantly to ensure that South Africans continue to debate about the behaviours and attitudes driving the epidemic."

www.**lovelife**.org.za/corporate/media.../print.html










These are some of the billboards that have been used in the loveLife campaign. Study them carefully. They express different common challenges or problems that young people face in sexual relationships.

1. What relationship problem does each billboard represent?
2. What message does each board convey about how to deal with these problems?
3. Do you think it is always easy for people to voice their feelings or views about these issues? Support your opinion.
4. Do you think that parents are able to communicate within families about sex, sexuality and gender issues? Discuss briefly.

## 3. Poster Presentation

**Plan your own campaign**

Put your creative ability to the test. In groups develop a poster with a punchy statement like the ones in the loveLife campaign. The message must help young people take responsibility for their actions in relationships.

**You will then present the poster to the class.**

**Making a poster**

A poster has specific features and characteristics that make it different from other visual texts like the comic you have just read. A poster uses pictures or photograph in combination with words such as a slogan to create an impact on the reader.

**1. Planning Stage**

a) Think about the message you want to communicate
b) What kind of picture, words and colours are you going to use
c) Discuss your ideas as a group and jot them down
d) Ask yourself these questions:

Is the picture simple yet powerful?
Is the wording to the point?
Will people know this is an AIDS awareness poster?

**2. Designing stage**

a) Decide on the picture and words / slogan.
b) Decide where you are going to position the words and image.
c) You can use an A4 page, a large piece of paper or the back of a calendar to design your poster.
d) You can either draw pictures or paste pictures from magazines or newspapers to make your poster.
e) Make sure that you use colour.

**3. Display and assessment stage**

a) Look at the poster from a distance to make sure that it has the impact you intended.
b) You and your teacher will assess each group's poster using the following criteria
- Layout
- Use of colour
- Is the lettering visible?
- Is the language clear and powerful?
- Does the use of visual images attract attention?
- Is the message communicated successfully?

The best poster could be displayed around the school.

Unit 2 Ormonde View Estates
Nasrec Road
Ormonde
2091

Tel. (011) 355-0473
Cell. 083 663 2455
Fax. 086 656 9865

18 November 2010

**Attention:**
**Acting Superintendent-General**
**Eastern Cape Department of Education**

**By fax: (040) 608-4249**

Dear Sir

**PERMISSION TO CONDUCT RESEARCH IN [redacted] DISTRICT**

I wrote to you on 22 July 2010 with regard to a proposal to conduct research at [redacted] High School in the [redacted] District in August 2010 as part of a Masters programme. Due to the strike action that took place in August and September, the research could not be conducted as planned. In addition, plans to conduct research at [redacted] have been cancelled due to certain constraints experienced by the school. Instead, the research will be conducted at [redacted] Senior Secondary also at the [redacted] District in February 2011.

The research will investigate how teachers and learners respond to the design and content of texts that deal with issues of power in teenage relationships, sexuality and HIV/AIDS in a Grade 11 English First Additional Language textbook chapter. With your permission and that of the principal, teachers and learners at the school, the research methods will involve classroom observation and semi-structured interviews.

I hope that this change in arrangement is in order. I would be grateful if you could respond by fax on the attached form to 086 656 9865 or 011 355 0011 for attention N. Nonkwelo or email Nandipha.Nonkwelo@gauteng.gov.za.

Yours faithfully

_____
Nandipha Nonkwelo

CONSENT FORM

I _____ give / do not give permission for Ms Nandipha Nonkwelo to undertake research at [redacted] Senior Secondary School in the [redacted] District.

Signed: _____ Designation:_____ Date_____

Unit 2 Ormonde View Estates
Nasrec Road
Ormonde
2091

Tel. (011) 355-0473
Cell. 083 663 2455
Fax. (011) 355-0011/0833

**The Principal**

Dear Sir

**PERMISSION TO CONDUCT RESEARCH**

I am a Masters student in the Department of Applied English Language Studies at Wits University's School of Education. I would like to conduct research at your school over a two-week period. The title of my research project is "From the page to the classroom: responses of some rural teachers and learners to textbook material on sensitive topics".

The research will investigate how teachers and learners respond to the design and content of texts that deal with issues of power in teenage relationships, sexuality and HIV/AIDS in a Grade 11 English First Additional Language textbook chapter. It will involve two Grade 11 English teachers and two classes. With your permission and that of the teachers and learners at the school, the research methods will involve classroom observation and semi-structured interviews.

I would be grateful if you could respond by fax on the attached form to 011 355 0011 for attention N. Nonkwelo or email Nandipha.Nonkwelo@gauteng.gov.za.

Yours faithfully

_____
Nandipha Nonkwelo

CONSENT FORM

I _____ give / do not give permission for Ms

Nandipha Nonkwelo to undertake research at _____ .

Signed: _____ Designation: _____ Date_____

Unit 2 Ormonde View Estates
Nasrec Road
Ormonde
2091

Tel. (011) 355-0473
Cell. 083 663 2455
Fax. (011) 355-0011/0833

**The Grade 11 Teacher**

Dear Sir / Madam

**PERMISSION TO CONDUCT RESEARCH**

I am a Masters student in the Department of Applied English Language Studies at Wits University's School of Education. I would like to conduct research at your school over a two-week period. The title of my research project is "From the page to the classroom: responses of some rural teachers and learners to textbook material on sensitive topics". The research will investigate how teachers and learners respond to the design and content of texts that deal with issues of power in teenage relationships, sexuality and HIV/AIDS in a Grade 11 English First Additional Language textbook chapter.

The research will involve two Grade 11 English teachers and two classes. If you agree to take part in the research you will be given copies of the textbook chapter for you and your learners. You will be asked to prepare lessons on activities of your choice selected from the textbook chapter and to teach for about a week using the material. I would like to have your permission to tape-record some classroom activities while you are using the textbook material and the interviews.

If you decide to stop participating in the research at any stage for whatever reason, you are welcome to do so and I will stop observing your lessons. Also if you do not wish to answer some of the questions during the interview, you may let me know. Your decision to continue participation in the research or refusal to answer some questions will not negatively affect you or your school in any way.

I would be grateful if you could respond by fax on the attached forms to 011 355 0011 for attention N. Nonkwelo or email Nandipha.Nonkwelo@gauteng.gov.za.

Yours faithfully

_____
Nandipha Nonkwelo

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to conduct classroom observation in my Grade 11 class.

Signed: _____ Designation: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to interview me about the textbook chapter and my teaching from it.

Signature: _____ Designation: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to audio-tape record classroom activities.

Signature: _____ Designation: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to audio-tape record the interview.

Signature: _____ Designation: _____ Date_____

Unit 2 Ormonde View Estates
Nasrec Road
Ormonde
2091

Tel. (011) 355-0473
Cell. 083 663 2455
Fax. (011) 355-0011/0833

Dear Grade 11 leaner

My name is Nandipha Nonkwelo and I am a university student. In order to complete my Masters degree I need to do a research project. I would like to do my research project at your school because I think people who write English textbooks do not know enough about how learners in rural areas use textbooks for their learning.

During this project your teacher will teach English using a textbook chapter that deals with issues of power in teenage relationships, sexuality and HIV/AIDS. I wish to invite you to take part in my project. I would like to have your permission to sit in your class and observe how you respond to the chapter your teacher will be using. I would also like to look at what you will be writing and to take make copies and take pictures of some of your written work to use in my project. I would like to ask some of you questions about your experiences while using the chapter. I need to audio-tape record you and your teacher during the lessons and when asking you questions so that I do not miss important information and I need to have your permission to do this.

You can agree or disagree to some or all of the activities mentioned above. If at any time you do not want to take part in the project or you do not want me to look at your written work, you can let me or your teacher know and you will not continue with the project. If you decide not to take part in the project or refuse to answer any of the questions I will ask you, you will not be affected or disadvantaged in any way.

I would be grateful if you could respond by filling in the consent slips.

Yours faithfully

_____
Nandipha Nonkwelo

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to observe me during lessons.

Signature: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to audio-tape lessons she observes in my class.

Signature: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to interview me.

Signature: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to audio-tape the interview with me.

Signature: _____ Date_____

CONSENT FORM

I _____ do / do not give permission for Ms Nonkwelo to take pictures and to make copies of my written work.

Signature: _____ Date_____