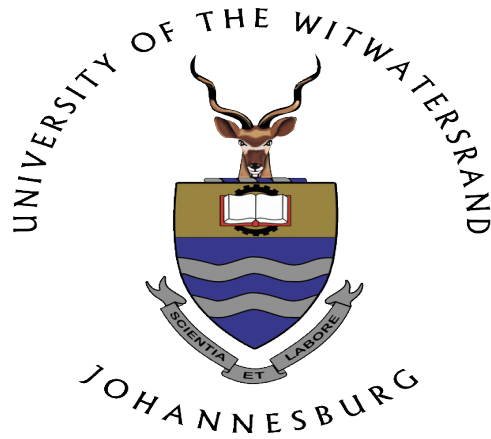




**Grade 11 Life Orientation teachers' pedagogical approaches during the
'development of the self in society' topic at Johannesburg East schools**

A Research Report Submitted to the Faculty of Humanities, University of the
Witwatersrand, Johannesburg

By Elizabeth Kgomo

(Student number 732163)

In partial fulfilment of the requirements of the degree of Master of Education by
Coursework

(Ethics Protocol Number: 2023ECE015M)

Supervisor:

Prof. Thabisile Nkambule

Dr Emure Kadenge

September 2024

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

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Name of student: (in CAPITALS): ELIZABETH MOKGAETJI KGOMO

Student number: 732163

Student's signature:

.....ELIZABETH.....MOKGAETJI.....
KGOMO.....

Name of supervisor: Prof THABISILE NKAMBULE
Dr EMURE KADENGE

Supervisors' signature:

TC. nkambule *Emure*

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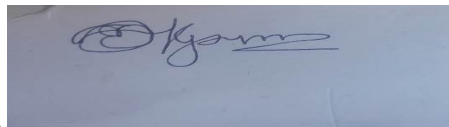
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I, ELIZABETH MOKGAETJI KGOMO, declare that **“Grade 11 Life Orientation teachers’ pedagogical approaches during ‘the development of the self in society’ topic at Johannesburg East Schools”** is my own work.

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INVESTIGATOR

Elizabeth Mokgaetji Kgomo

SCHOOL/DEPARTMENT OF INVESTIGATOR

Wits School of Education

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DECISION OF THE COMMITTEE

Approved unconditionally

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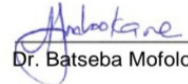
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CHAIRPERSON


Dr. Batseba Mofolo-Mbokane

cc: Dr Emure Kadenge and Dr Thabisile Nkambule

DECLARATION OF INVESTIGATOR

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

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


Signature

Date **12, 06, 2023**

ABSTRACT

Life Orientation (LO) is one of the critical subjects to guide and prepare learners to respond appropriately to social demands, and equip learners to interact optimally on a personal, psychological, cognitive, physical, moral, spiritual, cultural, and socio-economic level. The subject addresses current societal issues such as gender roles, identity and sexuality issues that requires meaningful learners' participation for positive response to real-life challenges by application. Thus, effective teaching and learning relies heavily on teaching approaches that supports co-creation of knowledge that encourage learners to reflect and think critically about the different important topics.

The purpose of this study was to explore teachers' pedagogical approaches during 'the development of the self in society' topic and the factors that influenced the pedagogical practices during the lessons. It was also important to gain insight of the teacher's experiences of teaching the "Development of the Self in Society" topic. To unearth teachers' pedagogical practices, the study used Scott, Mortimer and Ametler's pedagogical link-making as the conceptual framework, and Scott, Mortimer and Ametler's communicative approaches to analyse the various observed pedagogical practices. The study used interpretivist paradigm and exploratory case study with non-participatory classroom observations and Video Stimulated Recall Interviews as research methods to generate data with three teachers from the Johannesburg East secondary schools. The main findings show the dominance of teacher – talks during the lessons with a mixture of teacher centred interactive/authoritative approach and learner centred interactive/dialogic approach. The approaches were further linked with forms one and two of pedagogical link making, specifically approaches one, three, and five, whereby two teachers dominated explanations in approaches one and three, while one teacher interactively built knowledge with the learners. Some of the factors that influenced teachers' pedagogical practices were time constraints, outdated policy documents, and considering learner diversity during the lessons. Therefore, this study recommends research that includes learners' reflections regarding the teachers' pedagogical practices during 'the development of the self in society' topic.

Keywords: Life Orientation, approaches, teachers, development, self, society, schools

ABBREVIATIONS

4IR - Fourth Industrial Revolution

ATP - Annual Teaching Plan

CAPS - Curriculum and Assessment Policy Statement

DBE - Department of Basic Education (Republic of South Africa)

DoE - Department of education

I-R-E - Initiation-Response-Evaluation

LO - Life Orientation

NSC - National Senior Certificate

PLM - Pedagogical Link-Making

TCA - Teacher-Centred Approach

LCA - Learner-Centred Approach

RNCS - Revised National Curriculum Statement

SMT - School Management Team

UNESCO - United Nations Educational, Scientific and Cultural Organization

VSRI - Video stimulated Recall Interviews

Table of contents

Abstract.....	8
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CHAPTER ONE: THE NATURE AND THE CONCEPTION OF LIFE ORIENTATION

1.1 Introduction and Background.....	14
1.2 The nature and the importance of Life Orientation.....	15
1.3 Statement of the problem.....	16
1.4 Rational of the study.....	17
1.5 Aim of the study.....	18
1.6 Objectives of the study.....	18
1.7. Research questions.....	18
1.7.1 Main research question.....	18
1.7.2 Sub-questions.....	18
1.8. Delimitations of the study.....	18
1. 9. Structure of the study.....	19

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	20
2.2 Research on Life Orientation teaching approaches.....	20
2.3 The nature of Life Orientation classroom activities.....	21
2.4 .2 Challenges that teachers face in teaching Life Orientation.....	22
2.4.1 Introduction.....	22
2.4.2 Lack of self-efficacy of the teachers.....	22
2.4.3 Lack of skills and support structure to implement the CAPS Curriculum.....	23
2.4.4 Unmet training needs.....	23
2.5.1 Conceptual Framework: Pedagogical link-making.....	24
2.5.1.1. Approach 1: Making links between every day and scientific ways of explaining...27	
2.5.1.2 Approach 3: Making links between scientific explanations and real-world phenomena.....	27
2.5.2 Pedagogical Link making to promote continuity.....	29
2.5.2.1 Approach 1: To develop the scientific story.....	29

2.6 Conclusion.....	29
---------------------	----

CHAPTER THREE: RESEARCH METHODOLOGY

3.1Introduction.....	31
3.2 Research Paradigm.....	31
3.2.1 Interpretivism Research Paradigm.....	31
3.2. Research Approach.....	32
3.3 Research Sampling.....	33
3.4 Research Method.....	34
3.4.1Research design.....	34
3.4.2 Non-participatory classroom observation.....	35
3.4.3 Video stimulated recall interview.....	37
3.5 Data Analysis.....	39
3.6 Trustworthiness, Credibility and Confirmability.....	40
3.6.1 Transferability.....	41
3.6.2 Dependability.....	41
3.6.3 Credibility.....	41
3.6.4 Confirmability.....	41
3.7 Limitations of the study.....	42
3.8 Ethics.....	42
3.8.1 Institutional clearance.....	42
3.8.2 Consent.....	42
3.8.3Anonymity and Confidentiality.....	43
3.9 Conclusion of the study.....	43

CHAPTER 4: UNDERSTANDING TEACHERS' PEDAGOGICAL PRACTICES IN LO CLASSES: FINDINGS AND DISCUSSION

4.1Introduction.....	44
4.2 What are the Grade 11 LO teachers' approaches during the 'development of the self in society' topic at Johannesburg East Schools?	44
4.2.1 Teacher-centred interactive authoritative approach.....	44
4.2.2 Learner-centred interactive dialogic approach.....	49
4.2.3 Pedagogical Link-Making: Dominant Approaches.....	51

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

4.2.3.1 Approach 1: making links between every day and scientific ways of explaining.....	52
4.2.3.2 Approach 3: making links between scientific explanations and real world phenomena.....	53
4.2.3.3 Approach 5: moving between different scales and levels of explanation.....	54
4.3 Factors that influence teachers' pedagogical practices.....	56
4.3.1 Time constraints.....	56
4.3.2 Outdated Policy Document.....	58
4.3.3 Learner Diversity.....	60
4.4 Conclusion.....	61

CHAPTER 5: STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	62
5.2 Summary of the study.....	62
5.3 Key findings of the study.....	63
5.4 Recommendations.....	64
5.4.1 Recommendations to Teachers.....	64
5.4.2 Recommendations to Principals.....	65
5.4.3 Recommendations to District.....	65
5.4.4 Suggestions for further research.....	65
5.5 Implications of the study.....	65
5.6 Conclusion.....	66
REFERENCE LIST.....	68
APPENDICES.....	79
Appendix A.....	75
Appendix B.....	92
Appendix C.....	92
Appendix D.....	101

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List of Tables

Table 1: Participating Teachers.....	33
Table 2: Summary of the lessons.....	36

Table 3: Classes of communicative approach.....	39
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List of Figures

Figure 1: Forms and approaches of pedagogical link-making.....	26
Figure 2: Diagram of the four classes of communicative approach.....	27

CHAPTER ONE

The nature and conception of Life Orientation

1.1 Introduction and Background of the study

Life Orientation (LO) is a subject that develops learners as individuals in a social context, and “enables them to live meaningfully and successfully in a rapidly changing society” (DoE 2003b, 9). The Revised National Curriculum Statement (RNCS) (DoE 2003, 9), defined LO as “the research of the self in relation to others and to society”. It is thus important for Life Orientation teachers to use critical, dialogical, and praxical approaches (Shih, 2018) during the lessons, because the intention of teaching LO is to develop a critically conscious understanding of the relationship between the topics, society, and the world. The Department of Education (2008) explicates that successful teaching of LO relies heavily on teaching approaches chosen by the teacher, to encourage learners to apply the knowledge gained in the classroom. Considering the importance of teacher's practices, this study intends to explore Grade 11 teachers' approaches during the “Development of the self in society” topic, because the topic could determine how adolescents view themselves in relation to the role they might play in society.

There have been concerns with the role of LO as a subject in empowering and transforming learners' lives, because it appears to be falling short of its desired outcomes (Jonck & Swanepoel, 2015; Mabatha, Magano, & Sedibe, 2014). The aim of Life Orientation is to prepare learners for their individual role within their communities (DBE, 2013), and the “development of the self in society” requires teacher's critical self-reflections to know how to offer similar self-development opportunities to their learners (Diale, Pillay, & Fritz, 2014; Lamb & Snodgrass, 2017). While this topic is crucial, Tshelane and Tshelane (2014) posit that some teachers are not conversant with the content and find it difficult to handle sensitive issues in Life Orientation. The manner of discomfort and frustration is reflected in their pedagogical practices, making it important to examine the nature of classroom activities and interactions (Reygan & Francis, 2015; Francis, 2016). While the current topic is not considered sensitive, researchers (Delpalm & Francis, 2014; Gama, 2015; Moletsane, 2011; Seherrie, 2020) mentioned that teachers' belief systems and teachers who experience discomfort or conflicting morals related to the topic can ignore critical reflection during the lessons.

1.2 The nature and importance of Life Orientation

LO is an emotive learning area by nature. It aims to provide young people an opportunity to develop their emotional side (Mturi & Bechuke, 2019). Its unique nature is partly due to the unwritten obligation that LO teachers should know their learners' personal lives and how it affects their overall health (Brown, 2013). Brown (2013) reports that one girl in her study stated that she would rather turn to LO teachers instead of her own parent thus prioritising the teacher's role as a counsellor, a communicator and a social worker in the classroom (Gama, 2015; Mosia, 2011). The consequences of having teachers who skip this role deprives learners the emotional support that assists them to make sense of the social issues that they live with, and the vulnerabilities they are exposed to. Therefore, LO engages teachers and the learners to exercise their non-cognitive processes, such as emotions (Swarts, 2021). It therefore needs to be approached with emotional competence skills such as being empathetic, because "then you're just teaching another academic subject" (Strydom, 2011, p. 75). Thus, teachers with limited LO knowledge fail to respond to learner issues surrounding misconceptions in their understanding of LO content (Gama, 2015; Hill, Ball & Schilling, 2008; Mqadi, 2015).

The Curriculum and Assessment Policy Statement (CAPS) document requires LO teachers to guide and prepare learners to respond appropriately to social demands, and equip learners to interact optimally on personal, psychological, cognitive, physical, moral, spiritual, cultural and socio-economic levels. Nathan (2018) posits that because LO addresses current societal issues, for instance, gender roles, identity and sexuality issues, meaningful learning in LO is evident when learners are responding to real-life challenges by application. In order to implement this subject successfully, LO teachers need to have the ability to engage with their personal destructive emotions of hate and fear (Wang, 2013) surrounding sensitive topics like sexual identities and gender issues. Thus, teaching LO is not for the faint-hearted nor for risk avoiders, however, it is for fighters who hope to enhance education ideals that can bring about social and emotional change of learners (Diale, Pillay & Fritz, 2014) by addressing issues such as homophobia, rape, gender violence and unwanted pregnancy (Mvune, Bhana, and Mayeza 2018; Shefer et al. 2015).

1.3 Statement of the problem

Teachers feel that the emotional nature of work as LO teachers leads to taking care of issues they do not feel competent to address or have time to solve (Helleve, Flisher, Onya, Mũkoma & Klepp, 2011) in the classroom. The government made LO compulsory after realising the role that the subject and teachers could play in conscientizing, empowering and transforming learners' ideologies and behaviour. While this was the case, earlier, Du Plessis (2005) viewed CAPS as an adjustment to what we teach (curriculum) and not how we teach (teaching methods). Minister Motshekga's Task Team was therefore mandated to identify any challenges that negatively hindered on the quality of teaching LO in schools (DoBE, 2011, p. 5). The DoE (2011) identified different teaching strategies teachers could use during LO lessons, and consider the topic, number of learners in class, the school context, the individual learner's needs, and the time availability (Muriel, 2019). The CAPS document states that, test-based approaches which are too theory-driven need to be avoided for this skills-based subject, for it to be experienced in a practical or hands-on manner (DoBE, 2011). Of concern in this study is little classroom-based research that explores Grade 11 teachers' pedagogical approaches during the 'development of the self in society' topic, considering the various approaches teachers could choose from in CAPS document.

The topic is one of the important issues for the youth and Simmonds (2014) asserts that this topic involves questions such as "What are girls and boys being taught about who they are? Do the teaching approaches delivered allow girls and boys effective classroom participation? Does the curriculum enhance or diminish girls' and boys' existing situations?" (p. 638). The problem is lack of empirical evidence to understand how teachers engage with the topic and the kind of training they have experienced to teach this topic in secondary schools. It is unclear the nature of meanings that are constructed by teachers during the lessons, given the expectations of the topic. The crux of the LO curriculum is the production of learners who can critically analyse and evaluate information, acquire problem-solving skills, independently take informed decisions, and organise themselves responsibly (DoBE, 2011, p. 5). The achievement of this aim depends on teachers' approaches during the LO lessons. The problem, however, is lack of classroom-based research that interacts with teachers and unearth their approaches and experiences of teaching the topic.

1.4 Rationale of the Study

Pillay (2012) has argued that the success of LO is directly dependent on the learners and teachers' interactions and constructions of meaning and knowledge during the lessons. For instance, one of the general aims of the LO curriculum is to equip learners, irrespective of their socio-economic background, with the knowledge important for meaningful participation in society (DoBE, 2011). The teachers' understanding of the nature of LO, teaching methods, content knowledge play a key role in shaping learners' manner of engagement with the Topics- irrespective of the learners' socio-economic background. It is the teachers' roles and their approaches that influences the classroom interaction and not learners themselves. According to Seherrie (2020) various studies highlight the importance of the self-concept of the Life Orientation teacher as well as the role that teachers' classroom facilitation skills, knowledge of alternative instructional strategies and self-efficacy plays (Diale, Pillay & Fritz, 2014; Jonck & Swanepoel, 2015; Magano & Gouws, 2011; Nzeleni, 2015). It is studies such as these that developed my interest to explore how teachers teach the 'development of the self in society' topic, within a socio-cultural context that need the youth (adolescents) to constantly reflect on their development within society despite their race or background. This study is important since planning for diversity should become a focal part of the organisation of teaching (DoBE,2011).

Zulu (2016, p. 5) voiced concern at the poor performance of learners in mastering content knowledge and demonstrating skills, attitudes, and values in Life Orientation. A reason for the learners' poor performance could lie with teachers who find it difficult to interpret and analyse content from the different Topics, as stipulated in CAPS. Furthermore, the reason for the learners' poor performance could lie in the teachers' inability to accommodate learner-diversity needs, with their teaching approaches. The above study addresses the complexity of teaching and the need to continuously interact with content, not only to understand the nature of teaching in the classrooms, but also to enhance methods of teaching. My informal observation while engaging with different studies on LO is that teachers are 'given' LO to teach even if they do not have pedagogical content knowledge due to the subject being non-examinable. Hence, the importance to examine their understanding of the nature of LO in relation to their approaches during the lessons and interacting in a reflective discussion about their teaching of the topic.

1.5 Aim of the study

The overall aim of this study is to investigate Grade 11 teachers' pedagogical approaches to learning-teaching in 'development of the self in society' lessons in LO.

1.6 Objectives of the Study

The objectives of the study are:

1. To explore the 'development of the self in society' topic and related pedagogical approaches of teachers in Grade 11 Life Orientation.
2. To examine the factors that influenced teachers' pedagogical approaches.
3. To analyse teacher's experiences of teaching 'the development of the self in society' topic.
4. To interrogate the factors that influence teachers' pedagogical approaches to the topic.

1.7 The Research Questions

1.7.1 Main research question:

What are the Grade 11 teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools?

1.7.2 Sub-questions

1. What are the Grade 11 LO teacher's experiences of teaching the 'development of the self in society' topic?
2. What are the factors influencing Grade 11 LO teachers' pedagogical practices to 'the Development of the Self in Society' topic?

1.8 Delimitations of the study

Delimitations of the study refers to how a research study has been 'reduced' in certain ways to make it more manageable (Theofanidis & Fountouki, 2018). It addresses boundaries that were consciously decided by the researcher (Simon & Goes, 2013) to ensure feasibility. For this study, only three schools were used for data generation, ensuring the manageability because it was not easy to secure schools for the study. The number of participants were also delimited to three participants, which is acceptable for qualitative research. The study has

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

also been delimited to a certain district, as this chosen district is more familiar to the researcher.

1.9 Structure of the study

The research report has five chapters. The first chapter introduces the study and presents the rationale and aim of the study, to locate the research questions. The second chapter discussed the literature review of Life Orientation research and included the conceptual framework as a lens to make sense of the generated data. The third chapter presented the research paradigm and design of the study, including the analytical tools, trustworthiness and ethics for this study. The fourth chapter focused on data analysis, findings, and discussion of the findings. The final chapter 5 engages with the summary of the study and the recommendations, including implications for the study.

CHAPTER TWO

Mapping teachers' approaches to Life Orientation: reviewing the literature and conceptual framework

2.1 Introduction

LO is structured to drive a constitutional visualisation of a free and democratic society (DoE, 2002b; Mosia, 2011; Prinsloo, 2007; Rooth, 2005; Van Deventer, 2007, 2018), and teachers are expected to use culturally relevant teaching strategies (Bozalek & Boughey, 2012; Pillay, 2013; Ntseane, 2011, 2012; Prinsloo, 2016; Swanepoel, Beyers & De Wet, 2017). Internationally, it is agreed that life skills education should continue throughout the entire schooling career (World Health Organisation, 1999), because it helps civilians to fight for survival (UNESCO, 2004). A study by Shek, et al (2020) reiterated this need for life skills education in Hong Kong because these skills aid with addressing adolescent mental health. Similarly, a study by Akyeampong (2014) argued that Ghanaian education should consider modelling life skills needed in the 21st century because these skills enable young people to adapt towards changes in the world of work and for productive behaviour. Some countries provide teachers with technology-infused lesson plans because the Fourth Industrial Revolution (4IR) is demanding technology integration (Janssen & Lazonder, 2015). The relationship between new technology and ways of learning and teaching results in a disruptive pedagogy (Kagama, 2018), thus disrupting traditional ways of teaching and learning.

2.2 Research on Life Orientation teaching approaches

Research by Enow and Goodwyn (2018) and Stigler and Miller (2018) suggest that effective teachers prepare their lessons to align with the learners' needs. Thus, extensive preparation ensures that effective teaching techniques are applied to achieve a given goal (Van Wyk, 2019) and is a required skill in the educational world (Koni & Krull, 2018). Research shows that LO teachers who solely exercise chalkboard approach fail to achieve LO standards (Brown, 2013; Nathan, 2018), because it discourages direct communication with pupils (Swarts, 2022). There are concerns about some teacher's ineffective pedagogical approaches that strip learners' enjoyment of the subject through a textbook-based pedagogical approach (Diale, 2016; Jacobs, 2011; Mthayana & Vincent, 2015). Findings from Brown's (2013)

research in Eldorado Park, Johannesburg, show that textbook-based pedagogical approaches create classroom control issues and a lack of discipline. Therefore, designing in-depth lesson plans can make the teaching approaches a success through a learner-centred atmosphere (Seherrie & Mawela, 2021). Teachers need to possess knowledge about contemporary teaching approaches as well as their implementation in class (Abramczyk & Jurkowski, 2020). Onojerena and Eromosele (2018) mention that an example of a contemporary teaching approach is learner-centred pedagogies whereby learners are at the core of classroom interactions. These learner-centred methodologies include, amongst others, experiential and dialogical learning (Botha & Du Preez, 2014). Some of the experiential and dialogical tasks, recommended in the CAPS document, include 'discussion, practical demonstration, debate, oral reports and role play' (DoBE, 2011, p25). In previous studies, role-play is one of the most preferred approaches to encourage active, critical adolescent learning and enhances emotional intelligence (Lamb & Snoodgrass, 2017; Swarts, 2021). According to a study by Snoodgrass (2017), healing laughter can be a positive result of role-plays. Implementing learner-participatory approaches improve learners' performance in the Life Orientation classroom and it also encourages diverse learners to be active participants in the classroom (Seherrie & Mawela, 2021). In this way teachers merge the LO content with innovative methodologies (Kahn & Nyamupangedengu, 2022).

2.3 The nature of Life Orientation classroom activities

Studies (Blumberg, 2008; Eli & Wood, 2016; Maphalala & Mpofu, 2018) suggest that teachers should employ more than one teaching approach towards teaching values, to ensure that most learners' ways of learning are considered in the lessons. Dialogical approach is seen as effective for the LO subject (Botha & du Preez, 2017; Magano, Mostert & Van der Westhuizen, 2010), because it makes learners feel valued and part of the lessons as teachers constantly connect the topic with 'real life' experiences. Classroom activities such as sharing ideas and debating are prominent in the LO classroom and are encouraged to enhance learner engagement (Swarts, 2022; Zipin, 2017), and promote critical thinking. The use of questions to facilitate classroom interaction is supported, even though the concern is that some teachers are unable to answer some learners' questions (Jonck, 2015; Swanepoel, Beyers & De Wet, 2017). The claim is not that teachers are sole sources of knowledge, but they are needed to guide learners' participation as well as their interpretation of the discussed knowledge

(Johnson & Johnson, 2018). Thus, LO emphasises the 'how' and 'why' in the classroom instead of the 'what' that is learnt (Nel, 2014).

The expected role of a LO teacher transcends merely relying on teaching the prescribed curriculum content or solely giving learners information. Instead, issues should be discussed by giving learners the opportunity to talk as a way of getting to know them and creating space for them to express themselves openly (Dali & Hunter, 2018; Magano, 2011; Nel, 2018). Group investigation as a teaching approach could work, because learning is a social act and using the classroom as a workspace for peer teaching and collaboration can create the condition for effective participation (Ahsanah, 2015; Masoabi, 2015; Seherrie, 2020). It is noted that some teachers are still struggling with the effective implementation of group work and they lack effective lesson planning to implement a cooperative teaching approach (Seherrie & Mawela, 2021; Seherrie, 2020). Findings in a study conducted by Gelderbloem (2014) suggest that the best teaching approach is conducting practicals through social responsibilities activities, such as volunteering at social institutions, job shadowing to enrich the social and emotional competencies of learners.

2.4 Challenges that teachers' face in teaching Life Orientation

2.4.1 Introduction

The external factors such as overcrowding, lack of resources and insufficient resources may impact on the ideal implementation of the LO curriculum (Brown, 2013; Mqadi, 2015; Ngobese, 2018; Swarts, 2022). Furthermore, school management teams (SMTs) continuously restructure timetables to the detriment of teaching and learning (Seherrie & Mawela, 2021). Below are studies that have explored common challenges that affect LO teachers during the teaching process.

2.4.2 Lack of self-efficacy of the teachers

The intrinsic factors that play a role in successful implementation of LO are teachers' level of self-efficacy and their own biases, making it important for LO teachers to be aware of how self and personal backgrounds impact on their approach to topics (Swanepoel, Beyers & De Wet, 2017). Thus, gender roles, age and teachers' experience have an impact on the perceptions and biases, and could further influence the teaching of the subject (Helleve, Flisher, Onya, Mũkoma & Klepp, 2011; Tshelane & Tshelane, 2014). Research highlights

that the self-concept of the LO teacher and self-efficacy play a role in shaping teachers experience of teaching LO (Diale et al., 2014; Jonck & Swanepoel 2015; Magano & Gouws, 2011; Nzeleni, 2015; Sedibe, 2011). For instance, Life Orientation teachers may believe that characteristics such as their personalities and marital status are useful factors when teaching sexuality and HIV/AIDS (Brown, 2013; Helleve, Flisher, Onya, Mũkoma & Klepp, 2011). In a study by Billings in Tshelane and Tshelane (2014), a young female LO teacher felt overwhelmed when boys made provocative advances regarding her youth. Thus, teachers need to be aware of the role of their own self-concept during LO lessons, and how to empower learners to be conscious of the disadvantages of gender bias and patriarchy.

2.4.3 Lack of skills and support structure to implement the CAPS Curriculum

In South Africa, teachers found the transition from the old National Senior Certificate (NSC) curriculum policy to the Curriculum and Assessment Policy Statements (CAPS) hard to implement because they lack the necessary knowledge and skills to teach it (Perry, 2010). In a study by Seherrie and Mawela (2021), it is reported that Life Orientation teachers need training regarding the effective implementation of the (CAPS) document. Members of the School Management Team (SMT) should be actively involved in the LO programme through ensuring that LO teachers hold monthly departmental development talks and seminars (Diale, Jace Pillay & Fritz, 2014). According to Swarts (2021), the CAPS content tends to silence progressive curriculum instruments, such as active learning and critical and creative thinking, due to its movement away from detailed lesson planning towards the CAPS provided lesson layout in the Annual Teaching Plan (ATP). These standardised lesson plans provide by the ATP tend to reduce the teacher's role to that of a mere technician (Shalem et al., 2018) and limits their creativity and critical thinking skills. Thus, it is imperative that teachers engage the curriculum content through a cooperative learning approach, in order to ensure that the outcomes of the Life Orientation curriculum are achieved (Seherrie & Mawela, 2021).

2.4.4 Unmet training needs

Seherrie & Mawela (2021) suggested that Life Orientation lessons should be learner-centred, and that teachers should receive the proper training in order to implement these cooperative pedagogical strategies. Although LO teachers' development programmes are available, they tend to provide inadequate after-training support to implement the intended aims of the curriculum (Diale, Pillay & Fritz, 2014). The intended aim of the Life Orientation CAPS

policy is to emphasise “critical and creative thinking” in the classroom (DBE, 2011, p. 4). This aim of the CAPS curriculum is prioritised to encourage learners to think critically about the world (Freire, 2001). In a study by Modiba & Sefotho (2019), it is reported that the majority of teachers were selected to teach LO because of being female teachers or having a Psychology qualification - and they were exposed to the LO subject solely through workshops. Furthermore, a study by Smith and Harrison (2013) reported that the majority of principals ask female teachers, despite their inexperience, to attend LO workshops, and thereafter; such workshop details are not relayed back to the appropriate staff members. Therefore, the actual teachers who will be teaching LO in the classroom still need to be skilled with the essential ingredients of a lesson that allow critical thinking (Seherrie & Mawela, 2021). This dilemma is caused by the assumption that any educator can teach LO and has led to the appointment of LO teachers that seem perplexed to teach the subject due to insufficient training regarding their professional development (Modiba & Sefotho, 2019).

2.5 Conceptual Framework: Pedagogical link-making

LO has various ideas and concepts in the form of everyday and formalised knowledge that teachers need to explain explicitly, critically, and effectively, and allow learners the opportunity for “reconstruction as they make sense of new ideas in terms of their existing ones” (Scott et al., 2011, p. 4). The purpose of teaching is to support learners' internalization of formalised ideas (Scott Mortimer & Aguilar, 2006), with the teacher using effective and efficient practices. Pedagogical link-making (PLM) has its origins in social constructivism and focuses on how teachers and learners make connections between different ideas in the on-going dynamic meaning-making interactions during teaching and learning (Scott et al., 2011). It promotes collaboration and constructing knowledge with the learners because they might bring misconceptions that need to be discussed dialogically, at the same time develop their knowledge as learners. According to Lehesvuori and Ametller (2021), PLM refers to the process of meaning-making and the construction of knowledge, which is at the core of PLM because learning scientific conceptual knowledge entail a passage from social (teacher) to personal (psychological) planes through a process of internalisation (Scott et al., 2011). The term ‘scientific’ as used by Vygotsky is not restricted to the natural sciences but covers other disciplines or subjects matters such as history, languages, life orientation, to mention just a few (Scott et al., 2011).

The internalisation process is not about learners passively absorbing knowledge fully formed from the interactions at social plane, the process of individual reconstruction is critical for the learners to make sense of new ideas in relation to the existing ones (Scott et al., 2005, 2011). LO supports the discussion of everyday social topics with formal conceptual knowledge due to interrelations of information and knowledge (for the latter), which teachers and learners engages with dialogically for meaning making. Thus, teaching LO involves making links between learners' prior knowledge, including their misconceptions, and the newly taught knowledge that is co-constructed with learners. It further makes links between previously taught concepts and new targeted concepts, between knowledge structures from other topics in LO, because the nature of LO knowledge is interrelated as it builds from the previous topic. The interrelatedness of LO topics can be mentioned by teachers, specially making links with learners between the previous, current, and future topics. Pedagogical link-making "can be presented as an explicit way of showing the internal structure of the knowledge to be constructed, or as a way to reinforce the knowledge being constructed, or as a means to scaffold the construction" (Lehesvuori & Ametller, 2021, p. 4). LO knowledge has the internal structure that teachers need to co-construct with learners, however, teachers should guide learners as the knowledgeable other without taking over the learning process.

Scott et al. (2011) caution that "if link-making is not addressed through teaching, then it is unlikely to emerge in students' learning" (p. 5), addressing the importance of a teacher. Dialogue is important in pedagogical link-making, because "scientific concepts are developed through different levels of dialogue, in the social space between teacher and learners and conceptual space between the every-day and scientific" (Daniels, 2001, p. 53). For Freire (1970) knowledge becomes founded on dialogue that is characterised by participatory and open communication around critical inquiry and analysis, which is linked to intentional action seeking to reconstruct the situation and to evaluate consequences. According to Scott et al. (2011), PLM is a tool used for analysing teachers' pedagogy, "which takes the teacher from the 'big picture' of the three main forms, through to the pedagogical approaches and then to specific link-making tools/strategies with associated communicative approaches" (p.34). There are three forms of PLM: to support knowledge building, to demonstrate and promote concept continuity over time, and to encourage learners' emotional engagement with the knowledge (Scott et al., 2011) as

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

presented in Figure 1. Form 1, which is known as supporting knowledge building “consists of the following: the scientific account; everyday ways of explaining; related scientific concepts; real world phenomena; relevant modes of representation; explanations set at different scales; and possible analogies to support learning” (Scott et al., 2011, p.33). Form 2, which is known as promoting concept continuity refers to the teacher's ability to sustain continuity with other subject matter addressed at other times on micro/meso/macro scales (Scott et al., 2011). Form 3, which is known as emotional engagement with the knowledge refers to ways of engaging students emotionally in addressing the subject matter (Scott et al., 2011). Due to the nature of LO, all three link-making forms are relevant, however, this study only used form 1 and form 2, not suggesting that form 3 is not important, because LO does address sensitive and emotional topics. For this study, the two forms were dominant in teachers' findings. Only the approaches in italics were used to analyse the teaching of the topic with respective concepts and gained insight on how teachers make different links during classroom explanations, whether explicitly or implicitly.

Figure 1

Forms and approaches of pedagogical link-making

Form 1: support knowledge building	Form 2: promote continuity	Form 3: encourage emotional engagement
1. <i>Making links between every day and scientific ways of explaining</i> 2. Making links between scientific concepts 3. <i>Making links between scientific explanation and real-world phenomena</i> 4. Making links between modes of representation 5. Making links between different scales 6. Making links between analogous cases	1. <i>To develop the scientific story</i> 2. To manage/organise	1. Addressing substantive content 2. Generic approaches

Note. Adapted from Pedagogical link-making: a fundamental aspect of teaching and learning scientific conceptual knowledge (p. 30) by Scott, P., Mortimer, E., & Ametller, J. (2011).

Studies in Science Education, 47:1, 3-36, DOI: 10.1080/03057267.2011.549619

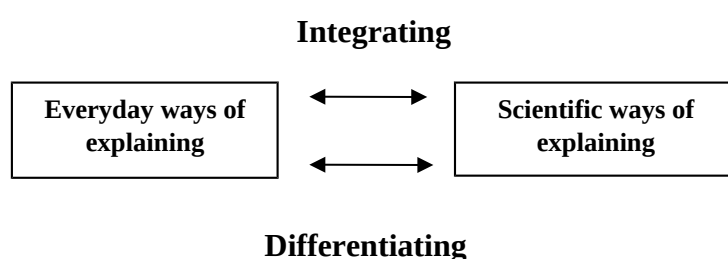
2.5.1 Pedagogical link-making to support knowledge building

2.5.1.1 Approach 1: Making links between every day and scientific ways of explaining

Scientific ways of teaching and learning inevitably occur against a backdrop of everyday/spontaneous ways of talking and thinking about phenomena (Bakhtin, 1981; Scott et al., 2011). The teacher's role in this approach is to differentiate the everyday explaining of science phenomena using scientific ways of explaining. Vygotsky (1986) drew attention to the distinction between scientific and spontaneous (or everyday) concepts, and scientific concepts which are the products of specific scientific communities and constitute part of the disciplinary knowledge of that community. Sometimes overlapping (or similarity) occurs between the everyday and scientific ways of explaining, whilst in other areas the two ways of explaining might be quite different. Where there is overlap, learning involves making links to *integrate* the scientific way of explaining with everyday views. Where there is a difference in ways of explaining, learning involves making links to *differentiate* the scientific way of explaining from everyday views (Scott et al., 2011). These links should be made explicitly by teachers and then appropriated by learners. This is important for teachers to be aware of because LO has many everyday or common-sense views that should be differentiated or integrated as illustrated in Figure 2.

Figure 2

Integrating and differentiating every day and scientific views



Note. From Pedagogical link-making: a fundamental aspect of teaching and learning scientific conceptual knowledge (p.7) by Scott, P., Mortimer, E., & Ametller, J. (2011).

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For example, making links between every day and scientific ways of explaining and learning concepts in LO inextricably includes everyday ways of thinking and talking about “development of the self in society” topic. This approach to link-making focuses on the links

that teachers and learners make between formalised scientific views with everyday ways of explaining the phenomena, because LO is still a content subject (Scott et al., 2011). The everyday ways of explaining focus on the understandings of meanings of the phenomena from everyday ways of thinking and talking about it, in turn help learners develop deeper conceptual understanding. There are specialised concepts in LO that teachers need to explain explicitly and critically, for example, like 'Healthy and Balanced Lifestyle'. This can be demonstrated by teachers when they talk about healthy and safe dating and unhealthy eating behaviours, using learners and their personal experiences, making links with the science concepts in LO.

2.5.1.2 Approach 3: Making links between scientific explanations and real-world phenomena

There is a relationship between the third approach and the first approach because the intention is to show the links between spontaneous and scientific concepts. Vygotsky cautions that the challenge for teachers is to saturate scientific ideas with the concrete, for learners to see the connections between scientific constructs and the real world (Vygotsky, 1986). The teacher plays a crucial role in making the links between scientific explanations and real-world phenomena, by creating connections between what learners are learning with their previously acquired knowledge and with their life experiences outside the classroom. In creating the links, the teacher makes choices in selecting the phenomena and could be influenced by the potential interest and relevance of the phenomena for learners; or their potential to act as a memorable event (Scott et al., 2011). For example, in this study, some teachers related the concept of "living a balanced lifestyle" to the concept of "risky behaviours", which is important for teenagers in Grade 11 as they engage risky behaviours due to peer pressure for some. This approach is important for learners' developing scientific concepts not to become an edifice of scientific explanation and generalisation without practical foundations (Scott et al., 2011).

2.5.2 Pedagogical link-making to promote continuity

2.5.2.1 Approach 1: to develop the scientific story

The organisation of schools and the development of deep conceptual understanding depends on the extended time-scale that give rise to pedagogical links between teaching and learning activities enacted at different points in time. The characteristic of classroom interactions is

about 'maintaining the development of the scientific story' as a key teaching purpose (Mortimer & Scott, 2003), which is about "providing a commentary on the unfolding scientific story, to help students follow its development, and to see how it fits into the wider science curriculum" (p. 29). Pedagogical link-making to promote continuity may involve, for example, 'recovering' points of view that were raised in earlier lessons and further developing them or setting out the agenda for what is to be worked on in future lessons. Each pedagogical approach to promote continuity has an associated time scale specified in relation to three levels (Tiberghien, Malkoun, Buty, Soussy, & Mortimer, 2007):

- a) *Macro*: continuity links made on an *extended* time scale (typically of months/years), which involve making references to teaching/learning in different parts of the curriculum.
- b) *Meso*: continuity links made on an *intermediate* time scale (typically of days/weeks), which involve making references to different points within a lesson sequence.
- c) *Micro*: continuity links made on a *short* time scale (typically of minutes), which involve making references to different points within a lesson.

There is a relationship between the pedagogical link-making approaches and the communicative approaches that are discussed in chapter 3 as the pedagogical analytical framework.

2.6 Conclusion

The chapter presented the reviewed literature and discussed research on LO teaching approaches and classroom activities, challenges that teachers face while teaching LO. The discussion addressed the importance of teachers' lesson planning to think carefully about the teaching methods and the activities they will use during the lesson, acknowledging the possibilities for change due to the nature of LO dialogues in class. The literature indicated various challenges that teacher-experiences during LO lessons which highlighted the importance of well trained and efficient teachers to interpret the curriculum appropriately. The chapter also included a discussion of the conceptual framework and focused on the importance of teacher's supporting knowledge building and promoting concept continuity through pedagogical link-making during LO lessons. The relationship between the different forms and approaches within the forms relies on the nature of communication patterns between the teacher and learners to support knowledge building and meaning making.

CHAPTER THREE

RESEARCHING THE TEACHING OF LIFE ORIENTATION: METHODOLOGICAL DISCUSSION

3.1. Introduction

This chapter discusses the methodology the study used during the research process, to explore the teaching of 'the development of the self in society' topic. It was important to observe and interact with the teachers and discuss their pedagogical practices during the lessons in relation to their perception of LO. In this chapter the rationale for the research design, the methods of data collection and analysis are discussed, including the trustworthiness and limitation of the study.

3.2 Research paradigm

3.2.1 Interpretivism Research Paradigm

A paradigm is the "whole system of a researcher's thinking and insight to systematically observe things and any social reality based on certain basic assumptions" (Christiansen et al., 2013, p. 23). It is "the entire constellation of beliefs, values, techniques shared by members of a given scientific community" (Kuhn, 1970, p. 75), thus influences how the research methods are designed and the analysis of data. Henning (2004) mentioned three paradigms which are positivism, critical, and interpretivism in social science research, which are differentiated by their individual underlying philosophical assumptions of the world. This study used an interpretivist paradigm which requires the researcher not to accept that reality is just there and available (Thanh & Thanh, 2015), instead reality is created with the participants. It was therefore important to understand the meaning that teachers give to "the development of the self in society" topic during the lessons. Cohen, et al. (2007) refer to interpretivists as "... the

participants' voice provides for their own human actions where they seek to understand and describe meaningful social action through direct, detailed observation of people in order to arrive at an understanding and interpretation of how people create and maintain their social worlds" (p. 720). Hence, of importance for this study was teachers' explanation of their teaching actions and the meaning attached to it.

The nature of Life Orientation is that it addresses social issues, which means the teaching of LO is subjective because it is shaped by the social realities and teachers' perception of LO. Doolin (1998) argues for interpretive researchers to consciously adopt a reflective stance in understanding the role that teachers' perceptions play in the teaching of LO. Teachers were able to reflect on their teaching practices through the video stimulated recall interviews, representing the power of reflexive interpretive paradigm. I acknowledged that teacher's pedagogical practices are not neutral and objective but are shaped by experiences and attitudes of what they know, how they know what they know, consequently how they teach what they know (Cohen, Manion & Morrison, 2007; Pozzebon, 2004).

3.2 Research Approach

As discussed above, the chosen research paradigm and design were interpretivism and exploratory case study respectively, which locate the study in qualitative research approach. There are three main types of research approaches that are usually employed in educational research: qualitative, quantitative, and mixed method research approaches (Creswell, 2012; McMillan, 2012). Qualitative research is characterized by understanding aspects of social life using words to describe and discuss them, while quantitative research dominantly uses numbers as data analysis and mixed method use both approaches (McMillan, 2012; Patton & Cochran, 2002). Both quantitative and mixed method approach were not appropriate for this study that seek to understand real life practices in the classroom and teachers' explanation of their practices. Qualitative approach is based on a naturalistic approach, that is interpretivist and uses a case study, which seeks to understand phenomena in real-life situations and provides opportunities for close interaction with the participants for reflective and experiential information (Creswell, 2012).

Creswell (2013) emphasises that a qualitative approach allows the researcher an opportunity to interact intensively with the participants by engaging in face-to-face interactions, and by

talking to and observing the respondent's behaviour in their real-life context. This was also important for this study to interact with the teachers in the classroom context to observe what they were doing and how they taught the lessons, which was supported by the face-to-face reflective video stimulated recall interviews that helped to make sense of the practices. The relevancy of the qualitative approach for the study was the flexibility it allowed for open-ended dialogues with each participant, to elicit the deepest meaning of their classroom actions from themselves and prevent misinterpretation (Creswell, 2013). Teachers watched their teaching of the topic and spoke freely about their pedagogical choices, which was empowering for the teachers and myself as a researcher, because I got to understand the complexity of teacher action during the lessons.

3.3 Research Sampling

The selection of the sample is guided by the focus and purpose of the study, and I used purposeful sampling to identify possible participants for the study. Purposeful sampling provides the opportunity to select information-rich participants (Mhrika, 2014), which means having a clear criterion and choosing knowledgeable and informative participants. For the purposes of this study, three teachers were selected, with a minimum of 3 or more LO teaching years. Gender and race were not part of the criteria, although I had participants from three racial backgrounds (see Table 2 below). The study was located in the East of Johannesburg, and the schools were selected conveniently, because of close proximity and familiarity with the schools. I had to change some schools because teachers did not want to be video recorded while teaching, and they did not communicate this in our first and second conversations but delayed the decisions as I kept on going to the schools until they informed me of their discomfort. This delayed the commencement of data collection process because I had to look for two other schools with teachers that agreed to be video recorded while teaching.

Table 1: Participating Teachers

Participant 1	Participant 2	Participant 3
Cherry Secondary School	Sky Secondary School	Rocket Secondary School
Female	Female	Female
15 years of Teaching	3 years of Teaching	2 years of Teaching

Grade 11 Life Orientation teachers’ pedagogical approaches during the ‘development of the self in society’ topic at Johannesburg East schools

Teaching degree Other certificates (in brain profiling, in removing barriers to learning, life coaching and relationship coaching)	Sports Coordinator degree Post Graduate Certificate in Education	Public environment management degree Post Graduate Certificate in Education
Psychology and Linguistics Majors	Sports Science Major	Geography and History Major

Many schools that gave consent to participate in the study, and later withdrew consent without an explanation, other teachers ignored my calls. For instance, in another school the principal consented on behalf of the participating teachers and later withdrew by stating that the topic of the ‘development of the self’ is not taught by the teacher around my time of conducting the study, after agreeing weeks before the study. These are some of the challenges in the data collection process that occurred. The travel costs to schools delayed the data collection process and caused financial distress due to lack of research funding.

3.4 Research methods

As mentioned in previous sections, the focus of the study was classroom based to gain insight to the teachers’ practices during LO lessons. In relation to the interpretive paradigm, exploratory research design, and qualitative approach, the generations included observing and video recording practices in real-life context, asking semi-structured recall interviews, and probe questions for deeper meanings.

3.4.1 Research design

Creswell (2013, p. 45) defines research design as “a plan for conducting a study” that shows how and what kind of data are collected by the researcher and from whom and in what manner the data are collected. Opie (2004) and Njie and Asimiran (2014) posit that a case study is a qualitative research where in-depth data are gathered about an individual, program, or event, for the purpose of learning more about an unknown or poorly understood situation. The present study used exploratory case study to explore and understand teachers’ practices during the teaching of the ‘development of the self in society’ topic in its natural context, which is a classroom for this study. A case study is used to understand a real-life

phenomenon in depth within a learning context, to understand the problem better (Yin, 2009, p. 18). It was thus important to observe what was happening in the classroom, representing real life, and then discuss the teaching actions with the teachers to make sense of the approaches and the reasons for using them. The case study has to do with a limited number of units of analysis such as an individual, a group or institution, which are studied intensively (Creswell, 2010, p. 75). The unit of analysis is understood to be the object that is to be described in terms of the research variables (Dowling & Brown, 2010). In this study the unit of analysis was teachers' pedagogical approaches, which means teachers' classroom practices, which included their consideration of learners' prior knowledge, pacing of the lessons, teachers' sequencing of concepts, and teacher emphasis during explanations; and the teachers' link-making for knowledge building and content continuity.

3.4.2 Non-participatory classroom observation

In this study I used non-participant observations which meant standing at the back of the classroom quietly, capturing the progress of the teaching process (Cohen, Manion & Morrison, 2007). This classroom-based research gathered original first-hand data, using a video-recorder to ensure the capturing of all actions and statements as they happen. Chang-Kredl and Wilkie (2016) refer to the 'double hermeneutic' which makes reference to the observation and interpretation of the data in a two-fold manner. This means that the researcher observes as a participant and is in direct contact with the events by observing actions, language use, symbols and other artefacts while observing the learners as they are taught. All teacher actions were important in this study, what they did, how they did it, and why they made the choices they did and not the other, and the afore-mentioned research questions required careful capturing of the practices. Thus, this research method answered the following research question, ***"What are Grade 11 LO teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools"***. Cohen, et al. (2007, p. 396) mention that observation offers the researcher an opportunity to gather 'live' data from naturally occurring social situations so that the researcher can look directly at what is taking place in situations, rather than relying on second-hand accounts. While I had the observation schedule before I went to the classroom, it was also important to be open minded and just video record everything that happened during the lesson. The observation schedule includes the following

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

1. Observe the response time of the learners when the teacher is going through the material.
2. Observe any classroom disruption.
3. Observe the teaching and learning strategies used during this lesson.
4. Observe factors that influence the teacher's teaching strategies.
5. Observe how the learners work in groups, in partners or individually during this lesson.
6. Observe the examples used by the teacher to help pupils understand better.
7. Observe resources that the teacher utilises during the lesson.
8. Observe teaching strategies that are used by the teacher for this lesson to cater for learner diversity.
9. Observe how the teacher managed to link content knowledge to the previous lesson.
10. Observe how the teacher approached common misunderstandings or mistakes that learners made during their lesson.

The video recording of the lessons was recorded through the use of a cell phone video camera. The recorded lessons differed in length, with the recorded lesson of 30 minutes minimum and the maximum of 51 minutes from all recorded lessons. In all the lessons, the video recorder was switched on from the beginning of the lesson until the last second of each lesson. I recorded teacher's introduction of the lessons, explanation of concepts, interaction with the learners and the teacher talks, the use of teaching resources such as textbooks and technology because two schools used power-point during the lessons, and the recapping or summary of the lessons with their consents (see appendix A for some lessons).

The use of the video recorder initially disturbed the beginning of the lessons because learners kept on looking at the back of the class, to see whether I was recording them or not. The teachers had to explain to the learners that I was in class to record them and not necessarily the learners, which helped because they stopped looking at the back and focused on the teachers. Because teachers moved around during the lessons, some learners' faces were captured and blurred in the video for confidentiality (see appendix B). However, the video recorder was always positioned towards the teacher. In total there were 6 observed lessons and Table 1 outlines the observed lessons per teacher and provides each lesson's duration.

Table 1: Summary of the lessons

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Teacher	Lesson Theme	Lesson Topic	Number of Observations
Participant: 1 	Healthy and balanced lifestyle	Development of the self in society	32 mins 36 mins 2 Lessons
	Healthy and balanced lifestyle	Development of the self in society	
Participant: 2 	Healthy and balanced lifestyle	Development of the self in society	45 mins 32 mins 2 Lessons
	Healthy and balanced lifestyle	Development of the self in society	
Participant: 3 	Positive role models	Development of the self in society	51 mins 47 mins 2 Lessons
	Positive role models	Development of the self in society	

Some of the advantages for this data generation method were access to live actions because people do not always do what they say they do during interviews (Cohen et al., 2007). It further provided opportunities to record information and teachers' actual behaviours as they happened in the classroom context, including verbalising their ideas, reading of the information in the power-points, and the reading of the textbook by the teacher and learners (Creswell, 2012). Thus, classroom observations provided these opportunities including seating arrangements, learners' late coming to class, the nature of disturbances, classroom sizes, language of instruction during the lessons. Some of the challenges with classroom observations were teacher's availability during the planned times, which resulted to delayed data collections and had to wait for teachers to call for the lessons. While this was a challenge, because classroom observations were important for the study, I had to wait for their availability and the data collection process took longer than planned. I collected data for 2 months and transcribed for a month.

3.4.3 Video stimulated recall interview

Video Stimulated Recall Interview (VSRI) is a research method that gives teachers the opportunity to "view a video sequence of their behaviour and reflect on their decision-making processes during the videoed event" (Nguyen et al., 2013, p. 1). It triggered teachers' thought processes which were associated with the teaching of the LO topic, how teachers organise knowledge, the nature of interaction, better insights into teacher's knowledge and their beliefs

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

regarding the topic, and enables teachers to observe their practices (Clarke, Keitel & Shimizu, 2006). It originates from Bloom's (1953) work and involves video-recording a teacher's lesson and later replaying the video to her/him during an interview to stimulate reflective thinking and/or revive the thoughts that accompanied actions throughout teaching. Six video stimulated recall interviews were done with three teachers from three different schools, which means that I did two VSRI with each teacher after their recorded classroom observation. The VSRI happened with teachers' consent and lasted between thirty minutes to one hour each, because some teachers talked in depth about their teaching practices. It was also during these interviews that I had better insights of teachers' perceptions of LO based on their reflective responses, because it was through the detailed explanations about classroom actions their perceptions were identified.

The VSRI are advantageous because they allowed teachers to notice areas of their own teaching that they were unaware of, because teaching become a 'normalised' practice. Teaching occurs every day for the teachers and they had never video recorded their own teaching, therefore, it was interesting for them to see what they were doing during the lessons.. I saved lessons for each teacher on the disc to watch when they have some time, and I informed them that I will select episodes for our discussion. The reason for saving the lesson on the disc was because teachers did not have enough storage in their devices, and I also thought it could be advantageous to have the lessons stored somewhere to watch whenever they want. After I selected episodes, I played each episode and we talked about it (see appendix C for transcribed discussion), to understand teacher's decisions and reasoning in the lesson. During the discussions with teachers, I also realised the complexities of teaching, that sometimes teachers change teaching methods and make decisions unconsciously. Radišić and Baucal (2016) caution that watching and reflecting on video recordings of teaching is not a simple process, it requires careful planning and scaffolding to unearth appropriate information. I kept this advice in mind while I was selecting the episodes and preparing a meeting, although the purpose of giving teachers their saved recordings was to make them relaxed. I hoped that watching themselves teaching was going to help them start thinking about decisions they made in class, preparing for the discussion.

I did not experience challenges for the VSRI because they were not apart from the classroom observations, to ensure that the lesson is still as fresh as possible. Teachers looked forward to

our discussion, because of their passion towards LO. I transcribed the VSR conversations and sent them to the teachers to confirm whether I represented them accordingly, and all of them confirmed the transcribed information.

3.5 Data Analysis

Data analysis is described by Perry (2010, p. 49) as, "the process of making sense out of data", which means to bring order to the multitude and chaos of the data generated in order to achieve its purpose. All the data were transcribed verbatim for in-depth analysis using pedagogical link-making (PLM) as the conceptual framework together with Scott, Mortimer, and Aguiar (2005) and Scott, Mortimer, and Ametller's (2011) four classes of communicative approach.

As mentioned above, to analyse the classroom observation data, I used Scott, Mortimer, and Aguiar (2005) and Scott, Mortimer, and Ametller (2011) four classes of communicative approach as represented in Table 3 below. According to Mortimer and Scott (2003), interactive/dialogic approaches consist of teacher and students' exploration of ideas, posing of genuine questions and offering, listening to, and working on different points of view. Some of the teaching practices that mirror this interactive/dialogic approach include debate, oral testing, role play and case studies. Teacher talk is interactive when involving the participation of the teacher and learners and non-interactive if only involving the participation of the teacher. Teaching practices that can mimic non-interactive talk include textbook based practices, written testing, and classroom lectures. Moreover, interactive and non-interactive talk can be dialogic and/or authoritative. According to Scott, Mortimer, and Aguiar (2005), most *authoritative* interactions are played out through the initiation of the teacher, followed by the learners' response and the teacher's evaluation of the response (I-R-E pattern). Dialogic communication involves the teacher and learners paying attention to more than one point of view, more than one voice is heard and there is exploration or interanimation of ideas, while authoritative communication involves focusing on one point of view, only one voice is heard and there is no exploration of different ideas (Scott et al., 2011). For instance learners can also initiate a sequence by posing a question or different students can answer the

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

same question from the teacher, generating an *I-Rs1-Rs2-Rs3-* form, where *Rsn* indicates a response from a particular student. (used Scott, Mortimer, and Aguiar, 2005)

Table 3

Classes of communicative approach

Interactive/dialogic	teacher and students explore ideas, posing genuine questions and offering, listening to, and working on different points of view.
Non-interactive/dialogic	teacher reviews various points of view, highlighting similarities and differences.
Interactive/authoritative	teacher leads students through a question-and-answer sequence with the aim of reaching one specific point of view.
Non-interactive/authoritative	teacher presents one specific point of view.

Note. Adapted from The tension between authoritative and dialogic discourse: A fundamental characteristic of meaning making interactions in high school science lessons (p. 611) by Scott, P., Mortimer, E. & Aguilar, O. (2006).

Science Education. 90, 4, 605-61.

To analyse the classroom observation and VSRI data, I familiarised myself with all the data sets. This means, watched the recorded video while transcribing them, identified approaches in different episodes, and generated initial codes (see appendix D). Similarly, for the VSRI I transcribed the responses and generated codes (see appendix C) in relation to the observation data, because I realised the interrelatedness. I then categorised the codes into patterns searching for themes after merging all data sets, reviewed the identified themes, defined, and named themes and, lastly, produced a report (write-up) (Braun & Clarke, 2006). The themes were identified as they emerged from the qualitative data and were used to address the research problem under investigation (Maguire & Delahunt, 2017).

3.6 Trustworthiness, Credibility and Confirmability

The dilemma of research that is done with human beings brings up the question of whether their beliefs and practices should be regarded as "social assets" (Depaepe, Verschaffel, & Kelchtermanns, 2013). This means that should the participants' beliefs regarding their observations of their own teaching practices be generalisable to the society, or should it be limited to describe the individual teacher (Depaepe et al., 2013). Trustworthiness is the

confidence that a researcher has in his/her sources during the data-gathering process (Stewart & Hitchcock, 2020). Furthermore, trustworthiness refers to the quality of research findings and gathered data and has four components or strategies that are: credibility, transferability, dependability, and confirmability (Letts, Wilkins, Law, Stewart, Bosch, & Westmorland, 2007; Babbie & Mouton, 2007). All the strategies are seriously being considered in the study to ensure that the study is trustworthy.

3.6.1 Transferability

Transferability refers to, "evidence supporting the generalization of findings to other contexts, across different participants, groups, situations, and so forth" (Schutt, 2011). This study does not claim that findings or knowledge gained from one context will necessarily be relevant to other contexts or for the same context in another time frame (Babbie & Mouton, 2007), but the findings will give a picture of what might be happening in some Grade 11 Life Orientation classrooms.

3.6.2 Dependability

The dependability of a study depends on the process of data collection or in the interpretation of the findings, as well as the reporting of the results (Williams, 2011). Dependability is linked to the consistency of research findings if a similar study were to be repeated, depending on the context of the study and the methodology used to collect and analyse data (Babbie & Mouton, 2007). As such, my research supervisors audited the data, findings, interpretations, and the recommendations, to ensure dependability of the findings and conclusions of this study. Furthermore, to allow the reader to assess the extent to which appropriate research practices were followed, I provided thick description of the methodological processes that I used in the study.

3.6.3 Credibility

Credibility is "the correspondence between the way in which the researcher interprets and presents the research findings and the meanings and perspectives of the research participant" (Merriam, 2009, pp.213-215). The participants confirmed the findings of the study, because I sent the transcribed observation and VSRI data to confirm proper representation of their responses. The findings were further confirmed by my two supervisors, to ensure credibility of the findings.

3.6.4 Confirmability

Confirmability refers to how neutral and controllable the researcher's biases can be (Wasserman, 2014). After I completed coding the findings and identified emerging patterns and themes, my supervisors checked and confirmed the process, including the final findings, recommendation, and conclusion of the study.

3.7 Limitation of the study

The limitation of the study could be linked to the observation of two lessons per participant instead of the planned three lessons per participant, due to time-constraints that were caused by the Annual Teaching Plan (ATP). However, because it is Masters by coursework and research, the scope of the study was small in nature, thus the two lessons could be appropriate. Of importance for this study was to engage with the generated in depth, rather than having more lessons to analyse. Another limitation could be the number of teachers, which were only three and in three secondary schools, which means the study cannot be generalised. It was not the intention of this study to generalise the findings, instead to contribute to the existing knowledge in LO, especially the teaching of the 'development of the Self in Society' topic.

3.8 Ethics

3.8.1 Institutional clearance

Ethical considerations are critical in social science research, especially when research is done with human beings. Human beings need assurance that they will not suffer any physical or mental harm as a consequence of participating in this study (Jonck, 2015). Thus, it is crucial to consider human beings in terms of dignity, rights, safety, and well-being (Diale, Pillay & Fritz, 2014). As such, ethical processes were followed before data generation, by applying for ethics clearance at Wits Ethics Committee and I also applied for access to the school from the Gauteng Department of Education (GDE) before I went to the schools. Although I started working on my Ethics application as early as possible, the application process was a tedious process because I had to attend to corrections until it met the required standard and quality. This process delayed the data collection process, which began in the third quarter of the year, irrespective of getting clearance early from GDE. It was only after I had both clearance that I went to schools to request access to the teachers and classrooms.

3.8.2 Consent

The letters detailing the study and consent forms were given to the school principals and three Life Orientation teachers before I commenced with the study. They were informed that participation was voluntarily and could withdraw anytime should they feel uncomfortable to continue. Furthermore, consent letters were issued to inform the parents of the learners about the study. The parents consented on behalf of the learners since they were minors (below the age of 18 years old).

3.8.3 Anonymity and Confidentiality

According to Currie and De Waal (2013), it is the responsibility of the researcher to ensure that the confidentiality of the participant is retained during the entire research process. Participants' and the schools' anonymity were retained during the process of coding, and the discussion of the findings. I used pseudonyms for all the teachers and the schools, as mentioned earlier, where learners' faces showed in the videos, I blurred them, to ensure anonymity.

3.9 Conclusion of the study

This chapter described the research design and the methods of generating the data regarding LO teachers' pedagogical practices during the topic titled "The Development of the Self in Society" in three different schools.. This chapter explained the ethical procedures that were conducted before this study was conducted. For instance, the school ethics as well as the GDE ethics applications were approved by the institutions regarding issues of consent, anonymity, and confidentiality. This chapter explained how the data was analysed, which is through Pedagogical link making as the analytical framework. Furthermore, this chapter described the limitations of the study, which was related to the limited sample size as well as the limited amount of classroom observations.

Chapter 4

Understanding teachers' pedagogical approaches in LO classes: Findings and Discussion

4.1 Introduction

This study focused on understanding teachers' pedagogical approaches during the 'development of the self in society' topic in Life Orientation lessons in grade 11. The data is generated using non-participatory classroom observations and video-stimulated recall interviews (VSRI), to gain insight on the teaching of the topic and the teachers' reasons for using particular practices during the lessons. The video-stimulated recall interviews also helped the teachers to reflect on their approaches and the decision they made during the lessons in relation to their perceptions of Life Orientation. This chapter presents the findings from the classroom observations and VSRI data analysis, and the discussion of the findings. regarding the main research question: What is the Grade 11 teachers' pedagogical approaches to the 'development of the self in society' topic at Johannesburg East schools? As mentioned in chapter three, the classroom data analysis process was not a linear process because participants used eclectic pedagogical approaches during the lessons, which were linked with the responses from the interviews. I also noticed that while teachers mentioned particular pedagogical approaches, the classroom actions showed complex teaching approaches. The emerging findings are categorised into three broad themes and sub-themes, the first theme is "teacher centred interactive authoritative approach and learner centred interactive dialogic approach". Furthermore, this chapter will discuss the findings regarding the research sub-question concerned with the factors influencing teachers' pedagogical approaches while teaching the topic.

RQ 1: What are the Grade 11 LO teachers' approaches during the 'development of the self in society' topic at Johannesburg East Schools?

4.2.1 Teacher centred interactive authoritative approach

From the analysed data, the findings showed that participants 1 and 2 used the teacher centred interactive authoritative approach during the lessons. Participant 1 started her lesson by asking learners about the meaning of 'wellbeing'; 'social wellbeing'; 'balanced lifestyle' which she answered and followed by reading the notes on the white board and explained them. She used confirmatory closed ended questions “*with this definition do you think you will find many people?*” and learners answered with a chorus no response, and she continued reading and explaining the notes. For Participant 2 the lesson began with the explanation of individual concepts in the topic, for example, 'development'; 'self'; 'balanced' presenting her point of views, partially asking learners their understanding of the concepts without giving them enough time to respond. She quickly responded to her questions, including using her examples after each concept while learners murmured confirming or laughing at the examples. Both teachers' voices dominated the lessons and there was no exploration of different ideas with the learners, even though they taught topics that learners experienced every day, for example, mental health, stress, eating disorder. Campuzano (2018) calls them “display questions whose answers are known by the questioner”, which is understandable however did not allow learners' points of view other than confirming teachers' ideas. This teaching practice is when the teacher leads students through a question-and-answer sequence with the aim of reaching one specific point of view (Scott et al., 2011), limiting learners' engagement with diverse views on the topic.

To explain their practices, participant 1 said:

I think what works for me is the fact that I teach in a lecturing style because they are a senior class works for me. Because when I teach in the lecturing style, it gives us the opportunity to get through other issues that I may not think of. Right? So, I lecture, I talk, and then the students bring to my attention, what might concern them, which leads to a different take on the topic. And I like that because then it's not just me teaching, not just me imparting knowledge. It's a two-way street. And then I also get to understand where my students are at, you know, because if I'm just teaching, teaching, teaching, from my point of view, then I am not going to actually get an idea of what's going on in their heads.”

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

The response showed that the teacher used a mixture of approaches, although a “very much like lecture style” was foregrounded and observed in class, as mentioned above. Interactive behaviours between the learner and the teacher are necessary in order to promote learners' internalisation of the lesson content. However, in participant 1's lessons, it was the teacher that brought “all sorts of information” during the lesson, accompanied by close ended confirmatory questions that learners responded with chorus yes or no or murmuring, and the combination represented “interactive” teaching and learning for the teacher. Participant 2 said,

For me, it's all about interaction. I think it was for the first 30 minutes, I didn't even touch the lesson slides, I just spoke about the topic and taught the learners. And through that, I ask them questions. If they were unable to answer the questions, I would rephrase and explain maybe in a different way for them to understand. I'm very interactive. I've got a very interactive learning style. I feel that's the best way that learners learn.

Similarly, this teacher prioritised interactive learning, although she spoke for the whole lesson, re-explaining the questions trying to clarify the point she has been making to the learners who were listening attentively to the teacher. The teachers' understanding of classroom “interactions” and explaining the main concepts of the topic could be linked with the purpose of “maintaining the development of the scientific story” [‘development of the self in society’] (Mortimer & Scott, 2003, p. 29), to help learners follow its development and how it fits into the wider ‘development of the self in society’ topic. This was confirmed by participant 1 when she said, *“When you teach children, you need to teach them towards the big picture. As educators, we have the big picture, we know what we're teaching towards.”* Thus, the teachers' intentions were to support learners' interactions by using different pedagogical practices, which were eventually dominated by an authoritative teaching approach to draw learners' attention to particular meaning or ‘worldview’. While Scott et al., (2005) said authoritative discourse does not allow the bringing together and exploration of ideas because the teacher focuses attention on the school science-point of view, participants did not only present the ‘scientific’ LO point of view but also used information from the social everyday experiences to make the information relevant and interesting for the learners.

However, the dominance of authoritative approach promotes a sense of accountability because the controlled classroom patterns lead to better classroom discipline measures (Cooper, 2022). *Participant 1 stated: “But then remember, you need to be an experienced teacher to allow interactive learning. Because if you don't discipline the class, and you*

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

expect them to have an interactive lesson, the lesson can end up being very chaotic." However, there is lack of clarity on where and when the voice of the learners should be included to get their own understanding of the topic or meaning making, considering the nature of Life Orientation that supports learners' views. Seherrie and Mawela (2022) posit that the teacher's primary role is to facilitate the learners' growing awareness of what interests them most about a topic and what they want to investigate, which is impossible within the teacher centred confirmatory close ended questions.

To further make sense of the participants' pedagogical approaches, the analysis included the structure of interactions between the teacher and learners in the classroom to further show the pedagogical complexities that were not obvious for the teachers until VSRI discussions. Both teachers started with the basic initiation-response-evaluation/follow-up (IRE/F), teacher-learner-teacher, and pattern during the lessons, which Scott et al (2011) linked with the authoritative communicative approach. For example, participant 1 communicative pattern followed the IRF as illustrated below:

Teacher: *What is your well-being?*

Learner: *Is your emotional state of mind?*

Teacher: *Right, so, how well you are, how healthy you are? Your emotional state, like you said, adds to that, it contributes to that. Right*

Learner: *Yes, mam*

To support this, participant 1 said *"I teach with authority ... when I relay the message, when I relay my lessons, I do so with conviction. So, the students listen to that tone of authority, and they listen to also the information I give them."* This response suggest that the teacher 'deposited' information to the learners while they sat and listen to her, which is linked to Freire's concept of "banking" information to be absorbed by learners without making meaning of it. Participant 2 pattern of communication is presented below,

Teacher: *As you know, we always start with the topic 'development of the Self in the society', why do we do this? What is development?*

Learners (chorus): *Is growing*

Teacher: *Growing, right, of self*

Teacher: *What is that, of self. Who is of self*

Learners (chorus): *Yourself, myself*

This teachers' communicative pattern followed the I-R-E because the teacher did not only evaluate but also confirmed learners' responses. The fact that I-R-E is the most common interaction pattern does not make it completely effective (Campuzano, 2018). The dialogue pattern of initiation-response-evaluation is mechanistic therefore leaving learners unprepared

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

for applying the learnt knowledge regarding living a healthy balanced lifestyle to their personal lives. Overall, the teachers' patterns linked with the "display question" approach because usually the teacher already knows the answers to the questions (Dashwood, 2004), which was well represented by the participants who answered their questions elaboratively after a learner gave a yes only response. According to Franke et al (2007, p.1) "the teacher gives the question and then the students respond to the questions, and then the teacher evaluates the response". While it is acceptable for a teacher to use this approach to "develop the canonical scientific view" (Scott et al., 2005, p. 606), it is however problematic when it is dominant in the whole lesson. Chan and Yung (2018) posit that the teacher must develop new insights related to the new topic to understand previously unknown student learning difficulties and integrate their understanding of previous knowledge related to the topic in their teaching. Thus, teachers were introducing the topic to the learners, which means developing new insight, however, they did not link with previously known information given the nature of the topic that encouraged learners' views. Scott et al., (2011) said "... in authoritative discourse the teacher's *purpose* is to focus the students' full attention on just *one* meaning (whilst acknowledging the underlying dialogic nature of the interaction)" (p. 610).

It is therefore noted that, although the teacher could initially use authoritative communicative approach, as the lesson continues, the dialogic approach is where learners' perspective and experiences could be used as the lessons tools to make the topic relevant. Wells (1999) stresses the point that the third move (evaluation/follow-up) from the teacher can serve different functions, which was also observed during the lessons where the process was not straightforward. In parts of the lesson the teachers also used *chains* of interactions which were generated when the third move of the interaction was made to prompt elaboration of the learners' point of view. For example, participant two's communicative pattern followed the initiation question – response – confirmation – question – teacher response – initiation question- teacher response (I-R-C-Q-Tr – I-Tr):

Teacher: *What is emotional illness? What is that? What is an emotional illness?*

Learner: *Depression*

Teacher: *Depression, anxiety, those are emotional illnesses*

Teacher: *What about psychological illness? What is psychological illness?*

Teacher: *Bi-polar, for example, imbalance in a brain...*

Teacher: *Then there's spiritual illness, what is spiritual illness? Is there's something like that?*

Teacher: *It's in your religion, in your spiritual world, is there illness there?*

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

There was no response, and the teacher did not engage with this last illness. The 'Tr' represented teacher responding to her questions, because learners were not responding, though they were not given enough time to think of a response. Interestingly, while the teachers tried to be interactive and authoritative during the lessons, the pacing meant that their voices dominated the lessons and learners participated by answering closed questions, confirming teacher's information, and laughing at teacher's generalised information or jokes. Mzindle (2015, p. 30) observed that the "issue of 'self' is critical in the growth of secondary learners ... this sense of self is neglected at the expense of a content coverage mentality..." (p. 30). Thus, while learners had the opportunity to learn about themselves, they were not actively engaged in the teachers' lessons. She said "my husband does not eat vegetables at all, he is not a healthy eater ... you [youth generally] spend money on drinking, smoking, drugs and not healthy eating". The teacher had the opportunity of engaging with the root cause of social behaviour and its implications in culture and nature, hence creating learners' understanding and comprehension of the social issues (Torres, 1998).

4.2.2 Learner centred interactive dialogic approach

The use of this approach, in its effectiveness, was only observed in participant 3 who used complex learner-centred interactive dialogic approach with different communicative patterns. Participant 3 used the interactive/dialogic teaching approach as she explored various ideas with learners, asked genuine questions drawing from everyday experiences, waited for learners to give responses, and to discuss amongst themselves. The teacher started by recapping the previous lesson to promote continuity and 'recovering' points of view that were raised in earlier lessons and further developing and setting out the agenda for what is to be taught and discussed in the current lesson (Scott et al., 2011).

***Teacher:** we did your peer pressure, sexual behaviour, drugs and substance abuse, we did all of that. Peer pressure was the most important, you must always remember there is no negative without positive. So today we focus on politics that impact your life choices (she started reading the textbook after saying this).*

She specifically used the "meso - intermediate time scale (typically of days/weeks) to make references to different points within a lesson sequence, to make links for the learners and see the relationship between the previous and the current topic and knowledge. Scott et al (2005) represent this pattern where students answered the same question from the teacher as

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

generating an I-Rs1-Rs2-Rs3- form, where Rsn indicates a response from a particular student. In this pattern, the responses from learner 2 and 3 (for example) did not necessarily address the teacher's initial question but responses from the learner 1 comment, resulting in complex communication pattern that could be called critical dialogue.

Teacher: *Simphiwe who is your role model*

Simphiwe: *Ronaldo*

Teacher: *we all know that Simphiwe loves soccer and he has a belief system that we all look up to, the way that 'we' all look up to*

Learners (chorus): *No, no*

Learner 1: *I don't, I don't, mine is different*

Learner 2: *Hayi (no), mine is not soccer, they don't have good beliefs, some don't in South Africa*

Learner 3: *Some maybe do have the same belief, but no, not me. I have mine ...*

It was empowering to observe the teacher democratising her class allowing learners to make meaning of the topic, which Freire (1985) call "a process of humanization" (p. 78). It was clear from the learners' participation that they were used to this way of interaction during the lessons, which "increase self-confidence and liberate individuals from fear, disgrace and the culture of silence (Freire & Freire, 1994, p. 37). Participant 3 dominantly supported classroom interactions and dialogues during both observed lessons using the (initiation question– response – direct question - response – prompt – response – confirmation – prompt (IQ-R-DI-R-P-R-C-P) pattern. For example,

Teacher: *Do you guys have role models*

Learners (chorus): *Yes mam*

Teacher: *Simphiwe who is your positive role model?*

Learner: *My friends,*

Teacher: *Your friends, which friends?*

Learner: *From where I live*

Teacher: *From where you live neh. So, what is it that you gain from your friends?*

In both lessons the teacher used the combination of reading a paragraph in the textbook with the learners and discuss the information, elaborating by drawing from the learners' views about the information. Participant 3 reiterated this point by saying:

When you are discussing the things that they go through, now it's interesting for them, things that they face in their daily lives, then it's interesting for them. When you tackle issues like sexual behaviour, peer pressure, drugs and substance abuse, that's really interesting for them. They pay attention because they go through all those things.

This approach represents the open dialogic discourse that involves a teacher and students paying attention to more than one point of view or voice and there is exploration or 'interanimation' (Bakhtin, 1981) of ideas. While the participant's voice was still dominant

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

during the lesson, however, the teacher cultivated learners' attitudes and values through pedagogical praxis that encourages reflection on the social issues, which means she used "humanizing pedagogy that supported critical, dialogical, and praxical" (Freire & Faundez, 1992, p. 87). This approach linked with her VSRI response "*I use reading and discussions, because I noticed with LO learners, they want to discuss more. They want to have their own opinions and their own points of view. So, I just let them discuss, we read and discuss*". The teacher constantly balanced her teaching philosophy against the practical dialogic approach, to ensure that learners make meaning of the text and topic at the same time comprehend the text (Hamilton, 2018).

In addition, the participant used learners' names to include them in the reading and discussion process, making sure that all learners views are heard and respected. The response is illustrative:

We are very interactive, and I make the learning as experiential as possible. I always use personal experiences and the aspect of life in general. I use reality in terms of them understanding. So, I make sure that with my lessons and the topics, I make sure that I make them as realistic as possible.

This teacher understood that LO addresses social issues, and the teaching needed to integrate those issues dialogically, to encourage critical thinking about those social issues. Because of the teaching approach, the participant was able to link the topic with all issues that affected their lives like, pregnancy, substance abuse, bullying, sex, and consequences, which for some teachers is difficult to talk about. Freire (1973) states that "education should awaken critical awareness among students and prepare them to actively change their own reality" (p. 78). Even though the participant said, "*and I give them direct instructions...*", however, she said that she dominantly "*... make the lesson about the learners and make it like be learner self-centred instructions*". The "*... make it like be learner self-centred instructions*" suggest that the participants were aware that she did not completely use the learner-centred approach because she guided learners through pacing and sequencing during the lesson. It did appear that this participant included the dialogic nature of teaching and learning within the constraint ATPs curriculum.

4.2.3 Pedagogical Link-Making: Dominant Approaches

In relation to the pedagogical link-making and the approaches that teachers used to support LO knowledge building, all three participants understood the importance of drawing from the

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

learners, their own, and general social issues when teaching the 'development of the self in society' topic. The dominant approaches were, *Approach 1: making links between every day and scientific ways of explaining; Approach 3: making links between scientific explanations and real-world phenomena; Approach 1: to develop the scientific story*, even though the degree of dominance was not the same for all teachers. The subject of Life Orientation contains scientific ideas regarding healthy lifestyle choices, which was part of the overall 'development of the self in society' topic. There were scientific concepts that participants 1 and 2 engaged with, as compared to participant 3 that used more everyday ways of explaining the topic. Participant 3 teaching was dominated by approach 6, because of the nature of her teaching that was learner-centred and interactive dialogic communicative approach.

4.2.3.1 Approach 1: making links between every day and scientific ways of explaining

The topic of 'healthy lifestyle' is a scientific concept from different scientific communities that includes, health, psychology, and education departments and/or disciplinary knowledge. The 'scientific' concepts are not open to 'discovery' by the individual but can only be learned through some form of tuition, which means interaction between a teacher and learners, using the social language of science (or, more specifically, the social language of school science) (Mortimer & Scott, 2003, p. 13; Wertsch, 1991). Importantly, science learning inevitably occurs against a backdrop of everyday/spontaneous ways of talking and thinking about phenomena. Scott et al (2005) explain that the term 'scientific' is not restricted to the natural sciences but covers all comparable communities such as those of history, philosophy, art, including Life Orientation.

During the lessons teachers were making links to try and *integrate* the scientific way of explaining with everyday views, especially when they explained health and balanced lifestyle. For example, participant 1 read the World Health Organisation (WHO) definition of "health" in a power point presentation: "*health is a state of complete physical, mental, and social well-being*" and said learners should highlight that information, to show that she prioritised it using authoritative approach.

Teacher: "*based on this definition, do you think you will find many healthy people*"?

Learners (chorus): "No".

Teacher: *You are the professional being. You know that, you know you are the professional being. You know yourself better than anybody else? I'm hoping.*

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

The teacher integrated the scientific explanation from WHO and her everyday view by stating that learners are professionals because they know themselves better than anybody else. Teaching and learning involved integrating the formalised scientific view with the teacher's existing ideas about 'health', hence her question "based on this definition, do you think you will find many healthy people?" The lesson was about connecting the scientific and everyday concepts and ways of explaining for learners to see the relation between school and everyday knowledge, considering the difficulties to understand this.

4.2.3.2 Approach 3: making links between scientific explanations and real-world phenomena

There is a danger in the generalisation of scientific conceptual knowledge for the students without practical foundation (Scott et al., 2011), hence meaningful LO learning could be supported when learners respond to real-life challenges by application (Nathan, 2018). Participant 3 made links between scientific explanations and real-world phenomena during the discussion with learners about attending clinic for assistance and social perceptions about attending a clinic as a girl. The discussion illustrates the point.

Learner: *I do not want people to see me at the clinic because they will think that I am pregnant, or I am HIV.*

Teacher: *So, let's say you are scared, maybe you has sex without protection and you are assuming that you're pregnant. So, are you telling me you won't go at the clinic and test just because of someone who will see you? Why do you care about that particular person? Because you need to care about yourself and you getting the assistance you need. Like you can't be scared.*

Learner: *Singa bantu abamnyama (as black people), some of them when they find mistakes... So obvious, njengoba ngisho (as I said), for an example, ukuya e-clinic (to go to) Mam Zodwa. You know Mam Zodwa, how she is and uyazi ukuthi abazali bakho (you know that your parents) how strict they are. Obvious, then umntwana (a child) will say, eish, if Mam Zodwa sees me, there will be trouble.*

Teacher: *So now what happens then you are in line. Let's say you have some symptoms of STI, you are in line and then the nurse that will treat you is Mam Zodwa. Are you gonna see Mam Zodwa and turn back? Are you gonna runaway because you see Mam Zodwa?*

Learner: *Yes, Maam.*

Teacher: *Why? Because Mam Zodwa will tell your parents?*

Learner: *Kuyoba yinkinga ukumutshela ukuthi kuhambani (it will be a problem to tell her what is going on) because uyazi ukuthi (she knows that) u Mam Zodwa...*

Teacher: *But now you are in line and you've been suffering this pain for two days. You are next and you need u Mam Zodwa. It was very painful and consultation...*

Learner: *Kuyoba yinkinga, Maam (it will be a problem maam).*

The above discussion shows the relationship the teacher has with the learners and most importantly, the teacher used the opportunity to gain insight to the learner's position and experiences on the topic. The teacher linked the topic 'living a balanced life' within the

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

'development of the self in society' topic with the real-world phenomena. It means she saturated scientific ideas with the concrete for the learners to see and understand the connections between scientific constructs of "living a balanced life by focusing on what you need to be well" and the real world with people that judge you when you seek help in the clinic (Daniels, 2001). The teacher allowed the discussion because of potential interest and relevance to the learners, as teenagers experience and talk about such issues. Learners might perceive such a discussion as empowering and transformative to their personal lives (Kapon, Laherto, & Levrini, 2018), because of different ideas from fellow learners. Another aspect with participant 3 was the moving around the classroom probing learners by tapping and calling by names, although it was not easy due to overcrowding, which linked with the interactive/dialogic approach. She said,

... I am a move around kind of a teacher ... and you know there's so many of them. I have 40 desks and 40 chairs, so I can't properly move because sometimes I just want to be at the back and explain something at the back. You know, I want to walk around touch someone and say hey continue reading for me or what do you think about that point.

Participant 2 also linked scientific explanations with the real-world phenomena when she taught 'health and balanced lifestyle', because she used learners' experiential beliefs and responses to explain the relationship between scientific explanation of health and balanced lifestyle with their everyday beliefs. The discussion below highlights the point:

Teacher: Raise your hands, do you think you are currently 100% healthy? I'm not gonna raise my hand because I've got flu

Learner: I am, yes, building muscles, immune system fine, no flu in winter

Teacher: who else, so the rest of you are not 100% healthy? You've got flu, cold, corona (laughing with learners?)

Learners: I have flu

Teacher: Is there anyone in the class that says is 100% spiritually healthy? Your religious lifestyle is healthy?

Some learners raising hands

Teacher: Those of you who are not raising your hands, it might be that you are struggling with some things in your life, which causes the imbalance in your life...

Such discussions extend to emotional engagement because the teacher uses something that is close to the learners' experiences, to make the content as relevant as possible. When the teacher asked learners to review their health status, she was addressing the emotional aspect and to reflect to their 'true' state of health whether it is balanced or imbalanced.

4.2.3.3 Approach 5: moving between different scales and levels of explanation

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

The LO topics are interrelated and allow teachers to move between explanations 'maintaining the development of the scientific story' as a key teaching purpose to help students follow its development, and to see how it fits into the wider science curriculum' (Mortimer & Scott, 2003, p. 29). This movement was observed during the lessons and teachers also talked about its importance as the responses show below,

Participant 2:

In term one, we might talk about stressors, what stresses you, term three, there would be another topic that also has some form of stressors. So, that is a nice thing between the two because it also keeps learners engaged. Okay, last term, we spoke about that, today, even though it's not exactly the same topic, but we can still link the two topics as well with one another. The content was discussed in the previous term, but it has relevance within the topic that we discussed yesterday.

Participant 3:

... last time we did study skills, we did unequal power-relations, so I think I linked it because even what we learnt in first and second term, it is still the development of self in society. So, I linked them in that way that when we're discussing unequal power relations, I'll also discuss bullying, gender-based abuse ... impact in our lifestyle choices.

The participants did not treat each theme as separate within a topic, instead connected different themes to show learners the interconnectedness of the themes, building the scientific story with the learners. Lemke (1990) said,

We learn by comparing and interrelating what is said in this part of the lesson to what is said in that part, and both of those to what was said yesterday, or what we remember from last year. And we add in what we read in the textbook and maybe even the answer to a question on last week's quiz. (p. 92).

The role of the teacher is to support learners' knowledge building by guiding them while making the connections and interrelationships and making the case for continuity (Mercer, 1995). Although there are different themes within the 'development of the self in society' topic, they build on each other to develop a coherent story by coherently connecting them. Alexander (2008) talks about teaching being cumulative, where a "teacher and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry" (p. 113). It is always critical that teachers help learners to see knowledge relations and continuity (Scott et al., 2011), as participants used a mixture of *meso* and *micro* levels of continuity. For the former, continuity links is made on an *intermediate* time scale (typically of days/weeks), which involve making references to different points within a lesson

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

sequence. For the latter, continuity links is made on a *short* time scale (typically of minutes), which involve making references to different points within a lesson (Scott et al., 2011).

RQ 3: What are the factors influencing Grade 11 LO teachers' pedagogical practices during 'the Development of the Self in Society' topic?

4.3 Factors that influence teachers' pedagogical practices

Teaching does not happen in vacuum and teacher's approaches during the lessons are influenced by various factors that are beyond their control. The interviews with the teachers revealed two main factors that shaped and reinforced teachers' approaches which are 'time constraints'; 'emotional intelligence of the teacher'; 'learner diversity'; 'outdated policy'.

4.3.1 Time constraints

The nature of teaching requires teachers to work with the learner's building knowledge and critical thinking skills within specified times, which means teachers should pace their teaching to meet curriculum demands. Two participants mentioned time constraints as one of the important factors that shape their teaching actions during the lessons, as illustrated by the responses below.

Participant 1

I didn't want too much time to pass-by, I need to get through that book so they can answer the questions otherwise they won't be able to meet their deadline. ... we have to get through this work quick enough for them to answer the project which I gave them. We've got these lessons that we need to teach within a confined time ... I need them to take down notes so that they have the information with them to complete their assignment.

Participant 2:

When it comes to the content that you're given, I kind of feel that they try and just do it quickly. One or two lessons, just to inform them and then we move on to something else. So, I feel that not a lot of time is being spent on the topic for learners to actually realize this. ... instead of having the full teaching period, now I have to like, cram the information and still get the same message across without losing the content. I have to get to the bottom of the entire lesson ... we don't get the opportunity to ask them questions, it's already time for them to start writing exams. Life Orientation is a subject that we don't see them every day. I only see them twice, in two weeks. So, you know, if I, whatever I teach in my class, it hasn't had an impact because I might only see them next week.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

The responses suggest a relationship between racing against time to complete the 'syllabus' or at least have enough information and completion of assessment, resulting in teachers using 'partial' interactive and authoritative confirmatory teaching approaches during the lessons. The "need to get through that book" for the learners to "meet their deadline" and able to "answer the project" questions were clear indication that the teacher did not want to fall behind the schedule to complete the prescribed contents within the specified times. The evidence of 'spoon-feeding' was noticed when the teacher said, "I need them to take down notes so that they have the information..." which was observed during the lesson when the teacher read and explained the power-point information and asking learners to "write down the information". This represents compliance to the system and limiting learners' engagement with the knowledge for meaning making and supporting praxis for transformation (Freire, & Macedo, 1987), to develop learners' critical conscious understanding of the relationship between the topics, society, and the world (Department of Basic Education (DBE), 2013).

While reflecting on the importance of the topic, participant two talked about the need to 'quickly' engage with the topic to "just inform" learners to "move on to something else". Although the teacher "considered it the most important topic", she had to "get [the information] across" for the learners to "memorise the content" and answer the exam questions. Time constraints were further influenced by either curriculum design or the school's decision that allows only "seeing learners twice in two weeks" without any "impact", consequently the teacher was "just talking" and reading information in the power-point slides. Life Orientation could be considered "emancipatory knowledge" because its role as a subject is to empower and transform learners' lives (Jonck & Swanepoel, 2015), even though this role was questioned by researchers. The time constraints did not allow sufficient time to ask questions because the teacher had to "cram the information" within specified time, resulting in dominant authoritative teacher talk using closed confirmatory questions and responses during the lessons. The nature of emancipatory knowledge encourages and strives for self-reflection and in the classroom, it is supposed to transform learners into subject-independent and liberated beings who have found their voices (Freire, 1998).

Mashele's (2018) study in mathematics found that teachers felt like they have restricted autonomy in their classrooms as they must follow scripted lessons and must always be compliant with the policymakers' demands without questioning. Teaching for compliance

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

and examination is a key hindrance for teachers to engage learners in critical thinking and enable ownership of the skills and knowledge of the content knowledge for their understanding (Mbhiza, 2022). Although the participants mentioned using "interactive" pedagogical practices, the classroom observations showed teachers' dominant voices "My lesson is in such a way that the content ... I teach in the full 55 minutes..." (participant 2), which meant giving learners information including using her examples as noted in the response.

It is always easy to use your own personal experiences as examples ... I mentioned my husband not eating vegetables and I wasn't lying, it's the truth. So, that was my kind of way to just tell them listen, this is a reality. So, this is how you can change it, this is how you can improve. You know, for me, personal experiences always work best when you're trying to use an example.

The 'rush' to complete the 'syllabus' made teachers to also use their personal experiences rather than use this opportunity to give learners voice to reflect and draw from their experiences to make the topic relevant. Nathan (2018) posits that because LO addresses current societal issues such as gender roles, identity, and sexuality, which are meaningful when learners are responding to real-life challenges by application. Vygotsky's (1987) internalisation step, which is a passage from social to personal planes, does not involve the learner absorbing knowledge 'fully formed' from the interactions of the social plane, but involves a process of individual *reconstruction* as the learner makes sense of new ideas in terms of their existing ones (p. 183). It is one of the reasons that teaching LO is associated with dialogic approach for meaning making between a teacher and learners working on ideas and building knowledge together.

4.3.2 Outdated Policy Document

The teachers talked about the Life Orientation curriculum policy as outdated, mentioning information in the textbooks and topics as stagnant and outdated. There was awareness that constant societal and social media changes makes the textbook, and the topic outdated, while teachers have to link these changes with the subject during the lessons, as participant 1 mentioned:

Uhm ... society has changed right, and communities have changed, so with that has come a whole lot more of information. Because also, it's such a dynamic topic because society is changing every day. But we forget that children are now exposed to Tik Tok and all kinds of social media, where information is imparted to them, but quickly and visually and in a more exciting manner.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

There is recognition that textbooks and curriculum cannot keep up with the changes in the society and the teenagers, including some official documents. For example, “... *in years gone by, the definition of rape has changed. In years gone by, the definition or the age for consensual sex, has changed, so with a topic like risky behaviour, so much of the information has changed...*” (participant 1). Although the participant did not mention the document she referred to, there was realisation of the interrelationship between education and society as Czerkawski (2016) posits that education does not exist outside of the social or technological contexts in which it is located. Although teachers are still important, the participant acknowledges that learners (teenagers) are exposed to all kinds of information in social media. It appears like social media's 'package' of “quicker, visual, and exciting manner” challenges teacher's pedagogical practices, because the lessons need to keep up with the changes and prevent boredom. Ndebele & Mbodila (2022) said “This generation, sometimes referred to as “generation next” or “generation y”, enters the classroom with years of experience in social media networking. They enable peer-to-peer messages, as opposed to unidirectional transmission of one-to-many media content” (p. 93).

The LO teachers realised that while there are some changes in the curriculum, as compared to before, there are silenced expectations that classrooms and teachers should be technologically savvy to keep up with the learners' changes. Some topics are “a bit irrelevant” for the teachers and learners, as participant 2 said:

A couple of years ago, just when I started teaching, I noticed that some of the information was not really relevant to that time we were in. We are in a technological era (a digital era). ... some of the lessons or some of the topics I still find that is a little bit irrelevant that learners will not benefit from it, but we still have to teach it. Yeah.

Participant 1 and 2 used power-point during their lessons, which suggest that the schools had means to use different modes of teaching, especially when participant 2 mentioned that “We used to make use of Google Classroom, where learners will have a Google Classroom and they can access that. The problem that we found with that is, especially with load shedding, it means no internet, so we changed the system.” It was different for participant 3 “... preferably, I'd like to have technology as my teaching style. I don't have a smart board, use YouTube videos, just visual representations and graphic and illustrations to the learners. But now the thing is, I use chalkboard...” She was comfortable using Technology to teach, unfortunately it was not available in the school and had to use the chalkboard, irrespective of making her sick “I suffer from sinuses, so I hardly write on the chalkboard...” While it was

not clear what the teacher meant by “information and topics irrelevant”, the sub-topics in the ‘development of the self in society’ topic are never outdated, because they always address issues that forever impact the teenagers and young adults. It is the pedagogical approach that becomes important for the teachers, considering the era, to make the ‘outdated’ topic as current as possible through discussions and mode of teaching. Seherrie and Mawela (2022) posit that “Teachers need to be informed and knowledgeable about the broad spectrum of different topics covered by this subject area” (p. 48), to ensure that they remain as relevant as possible for the learners that constantly discuss some of the LO topics in social media.

4.3.3 Learner Diversity

The nature of classrooms in South Africa is diverse racially, culturally, and linguistically, though the diversity is not the same. In the observed classrooms learners were dominantly Black African, with one classroom having a White learner, but diverse in ethnic and language representations. Such diversity cannot be taken for granted in a subject like LO that engages with diverse and complex topics that requires careful and conscious discussions, to ensure learners are not emotionally disadvantaged. For example, participant 3 said,

... because we have one white person in class, even though I teach in English, but some of the learners will reply to me in IsiZulu. And some of the discussions will be about their own language. Like the other learner, he was discussing that drinking is not a problem. He was addressing me in IsiZulu, and sometimes me promoting diversity, I also need to allow him to speak in his own language ... but I also feel like it's also putting the other white girl at a disadvantage.

The learners are allowed to use their mother tongue language during the lesson to express themselves, however, the teacher recognises the complexity of inclusion and accommodating the White learner. The participant highlights the importance of “promoting diversity” during classroom discussions by using common English language because not all learners possibly understand IsiZulu. The nature of LO discussions is social, and teenagers related and need teachers to be conscious that the majority of learners participate in the discussion, to diversify voices and experiences. In some schools, it was teachers that represented different races (White and Indian) teaching Black African learners only, using different language that teachers had to be familiar with. Participant two's response illustrates the point:

Being a white teacher in a majority black school, I find that if I do use terminology like that, it's a way of me showing learners that I'm uncomfortable with being here. And also, that I have recognized that it is their way of speaking, and I'm not afraid of using the terminology, it's a way for me to connect with the learners as well. If it makes sense.

Teaching teenagers is complicated because teachers have to recognise their everyday ways of speaking in LO classrooms, as a way of connecting with them. Although this is important Francis and Kuhl (2020) questions the training of teachers “[T]he challenge is whether pre-service and in-service teacher education programs are able to develop teachers with these critical consciousness capabilities and engaged pedagogies” (p. 16). It is expected that teachers acknowledge diversity in their classrooms and respect their ‘being’ which sometimes represents their background.

4.4 Conclusion

The chapter presented the findings and discussion of the findings, which showed the complexity of teaching the ‘development of the self in society’ topic in three different schools. These findings showed two approaches that teachers used which were teacher-centred interactive authoritative approach and learner-centred interactive approach, and there was a close relation with pedagogical link-making forms 1 and 2 approaches 1, 3, 5. All teachers used teacher’s classroom talk differently, as two teachers dominated the talk and one teacher missed her talk with the learners’ views. The factors that influenced teachers’ pedagogical practices were time-constraints, outdated policy documents, and learner diversity. All teachers mentioned the challenges with time constraints, though it affected them differently, which ‘dictated’ the duration of time for each topic. There were also concerns with the outdated policy document and was linked with some topics in the policy that haven’t changed when some policies have changed. Learner diversity was mentioned as a challenge for two teachers due to their racial and cultural background and learners’ multicultural backgrounds, and one teacher was conscious with language use in her class because there was one white learner. During discussion, learners used the mother tongue, which excluded the white learner, as she didn’t know African languages.

CHAPTER 5

STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study focused on Life Orientation teachers' pedagogical approaches during the teaching of the 'development of the self in society' topic, and the factors that influenced the approaches. Within this broader topic, I recorded the topics teachers were engaging with during data generation. The aim of the study was to explore Grade 11 LO teachers' pedagogical practices during the 'development of the self in society' lessons and interrogate the factors that shaped the identified approaches. The previous chapter presented findings and the discussions, this chapter presents a reflective summary of the study, the conclusions made from the findings and the recommendations that emerged from the findings and were informed by the conclusions of the study. Furthermore, I present the implications for further research.

5.2 Summary of the study

Chapter One presented the introduction and contextualised the study within existing research and literature. It outlined the aims, objectives and key research questions that guided

the study, and the rationale to understand the emergence of the study. The definitions of terms and delimitations of the study were also discussed.

Chapter Two engaged with the reviewed literature in relation to the focus of the study and discussed different studies on pedagogical practices during Life Orientation lessons and the classroom activities that teachers use to interact with and encourage participation. The various challenges that teachers experience with and when they teach LO were also discussed.

Chapter Three discussed the research methodology which included interpretive research paradigm, exploratory case study, qualitative research approaches and the relationship between the three. I further discussed communicative approach as the data analysis in relation to the pedagogical link-making as the conceptual framework. The purposive sampling and trustworthiness with the related concepts, which included ethical concerns such as anonymity, confidentiality and consent. The limitation of the study was also presented.

Chapter Four discussed the interpretation of the findings and engaged in a discussion using the reviewed literature, conceptual framework and analytical framework. The emerged themes were discussed in detail.

Chapter Five presented the summary of the main findings of the study, the recommendations and suggestions for future research.

5.3 Key findings of the study

This study found that two teachers dominantly used teacher-centred interactive authoritative approach accompanied by forms one and two of pedagogical link-making, especially approaches 1 and 3, as teachers dominated classroom talk and explanations with limited learners' participations. While the topic included everyday experiences, the teachers used a mixture of their own experiences and general social experiences, and very few learners' views on the topic. All three teachers used form three and approach 1 of pedagogical link-making and used all three levels macro, meso, micro for "developing the scientific story", due to the nature of LO topics that are interrelated. Although the two teachers dominated classroom talk, they did use very limited interactive/dialogic approach because when learners showed interest, they did not follow up on their views, instead talked more.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

The study found that one teacher dominantly used learner-centred interactive approach during the lessons and encouraged learners' participations when she explained concepts including forms one and two of pedagogical link-making, especially approaches 1 and 3. Learners participated actively and the teacher build their knowledge of the topic from their views, which supported learners' meaning making. However, this does not necessarily mean that the teacher did not use interactive/authoritative approach, especially when she introduced or explained new concepts that needed her initiation.

The factors that influenced teachers' pedagogical practices were time-constraints, outdated policy documents, and learner diversity. All teachers mentioned the challenges with time constraints, though it affected them differently, which 'dictated' the duration of time for each topic. This influenced the nature of engagement with the learners, as two teachers did not give learners enough time to respond to their questions or information, while the teacher did give learners some time. Interestingly, the latter teacher mentioned that even though she used this approach, but it takes lot of time, which means she was aware that she might be using more time than expected. The concern with the outdated curriculum document is that it is unable to meet learners where they are in terms of some constitutional policy changes. For example, the definition of rape has changed, and the topic can be addressed in a relevant manner, to the learners, by the usage of social media- instead of the outdated textbooks. Although it could be argued that teachers are expected to make the curriculum relevant using their context, teachers believe that it should also be included in the curriculum. Learner diversity was mentioned as a challenge for two teachers due to their racial and cultural background and learners' multicultural background, because it meant teachers should use the relevant examples to ensure that no learners are prejudiced while addressing issues of social justice. Although the one teacher did not mention challenges for having one White learner in her class amongst Black African learners, she did realise the challenge with language, because learners used their mother tongue when they talked, which needed her to translate for that one learner so that she does not feel excluded to the lesson. It was commendable that teachers realise the importance of 'being conscious about diversity and the complications of teaching teenagers that requires them to acknowledge the role of social media in the LO topics.

5.4 Recommendations

The study aims to make recommendations to the teachers, principals and district, in the following manner:

5.4.1 Recommendations to Teachers

Teachers need to be cognisant that learners participate actively in social media and some of the topics they engage with in class are already discussed in such platforms. This means teachers could also use social media as their teaching tool, to show learners that they consider issues that teenagers discuss in such spaces. Rather than thinking of learners' diversity as a challenge, teachers should use it as a teaching tool, drawing from their different experiences, including the socio-cultural backgrounds. Without overlooking time constraints, the learners' views could not only be relevant but will also be relevant to what they always discuss in social media.

5.4.2 Recommendations to Principals

The principals need to work with the teachers and engage with the district to discuss some of the challenges with the time constraints to effectively teach LO topics and encourage learners' participation with the topics that are relevant for them. They teach with time constraints in mind that influenced the manner of engagement with the learners, which is disadvantageous for the learners because they engage with LO topics for assessment, rather than link with discussions in social media and society generally. Considering that most learners have smart phones, they could be used as teaching tools in class by teachers and learners, for example, addressing some of the issues that affect learners. For example, bullying for teachers and learners have been trending in social media, and could be used as discussion topic and tools.

5.4.3 Recommendations to District

The district could make teachers' workshop relevant by listening to teachers' classroom experiences to guide the designing and planning of LO workshop. In addition, listening to teachers' challenges with teaching LO topics could help the district to restructure the workshops and use teachers' experiences, to address and discuss ways to improve their teaching approaches.

5.4.4 Suggestions For Further Research

The suggestions are that a bigger study with more teachers from rural areas could have differing experiences regarding the challenges faced during LO lessons. There lies a research gap regarding how farm schools teach this subject. Further suggestion for future research is exploring the generational gap of LO teachers, and how it influences their choices of pedagogical approaches because of their different perceptions of the nature of the LO subject. The participants in this research were of a generational mix but this factor was not the focal point. In the future research, age may be emphasized to expand this research to include the relevance of age regarding who are closer to students in terms of responding to current social issues such as mental health, sexual orientation and sex education. In that study, the inclusion of different age groups and observation of whether generational gaps impact on the teaching of LO. Furthermore, that future study may inform curriculum policies pertaining the training/re-training of teachers to narrow the gaps on factors that influence teachers' perceptions of the nature of LO that are based on the age factor. For instance, the current study discovered the use of social media by the learners, that poses as a challenge to traditional pedagogical approaches, that are influenced by the teacher's generation or age.

5.5 Implications of the study

If the teacher is to address the LO subject by considering: the scientific account; everyday ways of explaining; related scientific concepts; real world phenomena; relevant modes of representation; explanations set at different scales; and possible analogies to support learning- it is important that teachers do not feel constraints by time or curriculum for successful implementation of LO and for learners to see the relevancy of LO in their everyday lives. The pedagogical approaches teachers use during LO play crucial role in learners' attitudes, because if teachers dominate classroom talk, this could discourage learners' participation and develop passivity towards the subject. Teachers should have autonomy in class without being concerned with technical inspections from the district, because this influence their teaching methods.

5.6 Conclusion

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

In summary, what the data indicates are the shortfalls of pedagogies used for LO in schools. For instance, this study explored the gaps in LO teachers' approaches during "the development of the self in society" topic and the findings highlighted two dominant pedagogical approaches that are teachers centre non-interactive/authoritative approach and learner-centred interactive/dialogic approach. Therefore, with such mixed findings, LO cannot be a fully emancipatory or transformative subject due to the usage of some oppressive pedagogical approaches that are authoritative and somewhat non-interactive in nature. The findings further presented a picture of what is happening in LO classroom when the topic is taught and the factors that shape their approaches, and this included their experiences of teaching the development of the self in society" topic. From this study I realised the importance of careful lesson planning and using learner diversity in class as the teaching tool. For example, one teacher showed that learner participation shows learners the relationship between what happens in the society and the LO, and by allowing learners to participate actively during the lesson could make them appreciate LO. Such findings indicate that factors such as learner diversity directly influences how this LO topic is taught. Overall, the factors that influenced teachers' pedagogical practices were time-constraints, outdated policy documents, and learner diversity. Therefore, if LO is meant to be an impactful subject in the development of learners' roles in society, then all these factors need to be considered to aid teachers with choosing their pedagogical approaches.

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Pinetown District of KwaZulu-Natal Province, South Africa. Doctoral Dissertation:
University of Zululand, Kwadlangezwa.

APPENDICES

APPENDIX A: PARTICIPANT 2 (LESSON 1)

Teacher 0:01

Not only are we educating you about life, we are educating you about what?

Learner 0:09

Society.

Teacher 0:10

Not just society. What is the most important thing that we educate? Or trying to educate?

Learner 0:19

Self-development.

Teacher 0:19

On yourself because we cannot change anything within our communities if we don't know who we are. Okay? That's why we start off with the topic. After the Development of self in society we then go to careers and career choices and then we go to democracy and human rights because it follows on one another. If I know who I am, what I want to do, what I want to become, or who I am as a person. My flaws, if I know how to fix them, then yes, I know what career is suited best for me. I know where I fit into society, I know where I fit in within the workplace, and whatever. And after that, I learn the laws of the country. Okay, so that's why we do that. Our topic for today is healthy and balanced lifestyles. You know I like to ask a lot of questions. So what is a healthy and a balanced lifestyle? Who wants to tell me, what is a healthy and balanced lifestyle? Kom meneer.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Learner 1:36

Ma'am, when we have perfect mental health or good mental health.

Teacher 1:42

So what is mental health? Because it's nice hearing that, but can you tell me what what is mental health?

Learner 1:50

Well, can I give it like my own definition?

Teacher 1:53

Yes, you can.

Learner 1:54

I think mental health is basically like how you feel on a daily basis, is basically your mental health.

Teacher 2:02

Okay. So it is joined together with your emotions?

Learner 2:08

Yes.

Teacher 2:08

Okay. Mental health equals emotions. What else do we have for a healthy and balanced lifestyle? What are all aspects?

Learner 2:22

Emotional, mental and social.

Teacher 2:25

Give me one. You mentioned in social media, give me an example of social, having a balanced and healthy social lifestyle?

Learner 2:38

Trying to engage.

Teacher 2:39

Okay so you basically said just socialising with people?

Learner 2:48

Yes.

Teacher 2:53

Okay. Remember social, I teach you guys, is supposed to do with people. But not just having a healthy and balanced life doesn't mean I constantly need to be with people, around the people, the highlight of the group. You don't always have to socialise. What it means is that I have to have good, honest relationships with the people in my life. Okay, so it's similar, but you need to know when it comes to this specific topic. It's not about socialising, but the quality of your relationships. That's what it's about. So you gave me mental, you gave me social. I'll tell you, we've got five aspects. Finance is not one of them, even though you deem it the most important. If I ask you a question, most learners do this overtime. I ask them, what do you want to become after school, after grade 12? You think doctors lawyers, architects, why? You do it because you want money. You think money is going to make you happy. You will only know when you get there. And I promise you as you grow older, money doesn't make you happy. I'll give you an example. I'll use myself. Okay? Because that's the best example I've been using. When I was in school, around about your age, maybe a little bit older. I think I was in grade twelve already. I had an option. Do I go to university and study to become an architect because I was good adults. Or do I go to university and study something that I'm passionate about? Which one am I gonna choose?

Learner 4:49

Architect.

Teacher 4:49

You would choose architect. You would think I did neh? I didn't because I sat and I self-reflected on my mental health. What will make me happy? Doing something that I'm good at doing, but it's not my passion and I might give a lot of money. But I'm unhappy when I wake up in the morning saying, okay, I need to go to work. Or am I going to study something that I'm passionate about but gives me less money? I didn't say no money right? I am earning money, right? But not as much as I would as an architect. Does it mean I'm an unhappy person?

Learner 5:34

Low-key, Ma'am.

Teacher 5:38

Why would you say I am unhappy? It is not about that because I reflected on my well being, not someone else's. I wasn't forced into doing something someone else wanted me to do. I wasn't doing it because of one benefit (and that would be money). Because if I prioritise money, I lose out on all the other things, such as my social lifestyle. Okay, I cannot be able, I will not be able to build quality relationships. If I'm a doctor, I work long hours, isn't it? What do I lose? Time spent with family. Missing out as your kids grow up. So in the process, I'm actually losing more than what I'm gaining getting money. Now what is my priority? Spending time, quality time with the people in my life. If you still choose money above that, it's fine. Remember, it's you. It is your well being that you're looking after. Not anyone else's. If you feel you'll have a

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

healthy and balanced lifestyle, then it's fine. Okay. Let's continue. I got mental, social. What do you think the other is? And it is not financial?

Learner 7:09

Physical, Ma'am.

Teacher 7:10

Physical. So what is physical health?

Learner 7:13

Exercise.

Teacher 7:14

That's the most easiest one, neh. Exercise and eating healthy. What is eating healthy?

Learner 7:23

A balanced diet.

Teacher 7:26

Because it's something that we are not used to, isn't it?

Learner 7:28

Yes.

Teacher 7:29

Do you eat every single day, three times a day, a plate of food that's got all the nutrients that you need? From starches, proteins, vegetables, and fruits?

Learner 7:39

No.

Teacher 7:40

Would you say that you are in the category of a good dietary eater?

Learner 7:50

No, we eat at the tuckshop.

Teacher 7:56

How many times a day do you eat vegetables? Every day? Like these once in the evening? What did you for breakfast? Nothing. What do you eat for lunch?

Learner 8:12

Tuckshop.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Teacher 8:16

Sweets?

Learner 8:17

Yes.

Teacher 8:17

Does it have any nutritional value?

Learner 8:20

No.

Teacher 8:22

Bad sugar, not good sugar, even the sugar I put in my tea is bad for me.

Learner 8:30

But the chips are potatoes.

Teacher 8:35

So the only nutritious meal that you're getting is now in supper. Which is not enough for the quantity of activity you should be doing with physical exercise to be healthy. You're not getting it. Okay, if you're an athlete, You will not have three meals a day. You will have at least six to eight. Because of your body saying listen, I need more carbohydrates. Why? Because I exercise while I'm exercising. I'm burning carbohydrates. That's the thing that fuels me. If I want to build muscle I need to eat more protein. Okay, so I'll incorporate that more into my dietary needs. But because you're not exercising, you feel you can eat more takeaways and sweets and chocolates and whatever. What is the exercise?

Learner 9:27

The stairs, maam.

Teacher 9:27

Stairs, I am walking back to class. Some exercising guys. Get outside.

Learner 9:37

Walking outside, Ma'am.

Teacher 9:37

No. It is a form of exercise but not enough exercise to get your heart pumping, your adrenaline pumping. To say from your brain to your muscles: Listen, I'm getting a workout. I'm actually benefiting. No. That is just normal duties, such as waking up , getting out of bed, going to the toilet, sitting on the toilet.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Learners 10:11

That's a lot of steps, Ma'am.

Teacher 10:12

And then maybe going back to bed.

Learner 10:16

Yes.

Teacher 10:18

Oh no!. Because of the three week holiday, I think most of you did that. Go to the toilet, go to the kitchen, open the fridge door. What can I eat? You take all the nice things, eat the most sugary things, the most salty things. You turn around, you go to the couch, boom, sit there for the next five hours watching TV. I did that myself. Not every day for three weeks but at least two, three days in my three weeks. I said to myself I'm going to do absolutely nothing. And that's when I say I actually work, I think I broke my finger. I was breaking down benches that was in the yard because there was some safety hazard. So I broke it down and in the process this big wood fell on my finger. So I think it is broken. Did I get physical exercise? Yes, I did. I didn't go jogging. I didn't do other things but I kept busy and not just like I am going into the kitchen. No, like actual busy, okay. That's number three. I know you guys need to leave for break.

Learner 11:38

No, Ma'am.

Teacher 11:38

Not yet, neh? What? Did you eat anything for breakfast?

Learner 11:39

Yes.

Teacher 11:45

What?

Learner 11:48

I ate bread.

Teacher 11:54

Bread?

Learner 11:55

Yeah.

Teacher 11:56

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

How many slices?

Learner 12:00

Two slices.

Teacher 12:01

And you drank, what? What did you drink? Did you drink coffee, tea?

Learner 12:14

Tea.

Teacher 12:14

So your two slices of bread and your tea was almost 1000 calories and you only burnt 84? I am just saying you burnt something okay. So that is my physical. I still need two.

Learner 12:37

Emotional.

Teacher 12:38

Emotional and mental is the same. Unless you give me another term for the difference. You said mental which goes with your emotions. Okay, I'll give it to you because it's more than one. Psychological. What is psychological? So let's change yours to emotional or mental. So what is the difference between a psychological lifestyle or having a healthy and balanced psychological lifestyle? And what is the difference between mental, one is going to do with emotions, the other ones got to do with what? What is psychological?

Learner 13:26

Mind.

Teacher 13:26

When I do this, the way we think okay. It's our thoughts. It's our thinking processes. So if I'm not balanced in my physical health, such as exercising and eating healthy, what do you think my psychological state of mind would be? For you guys? I feel like someone say I'm fine with that. But then still, we have this thing called self judgement I choose not to exercise I choose not to eat healthy but when I look in the mirror I'm still not happy. So it affects my psychological process. It affects how healthy I am psychologically. So now I see myself in a different way. But I haven't made a choice to start exercising, or to start eating healthy. Which then affects my mental or my emotional wellbeing. Why? Because now I am worried what people are saying about me and it affects my emotion to the point of me being unhappy with myself. It makes sense?

Learner 14:52

Yes.

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Teacher 14:54

I've got five aspects in my life, if one of them are not in line. It affects all of them, I will not be healthy. I will not be balanced. I will live an unhealthy and an unbalanced lifestyle. So we've got four. Do you know what the fifth and final one is?

Learner 15:19

Spiritual.

Teacher 15:23

Spiritual? Why do we include spiritual in our five aspects? What is spiritual mean? Can I replace it with another word? What is spiritual, if I'm spiritual, I'm be what? It starts with a Rrrrr..

Learner 15:54

Religious.

Teacher 15:59

Our religious aspects of our life, okay? That is the one that we might be the most content with at the moment. The one that you feel that you've got the most control over, you're the most confident confidence in your religion. For some, you might feel you have no control of the religion. Maybe you feel like you don't know where you belong. Someone is telling you this. And your parents are telling you this. So you torn into two. That can cause an unbalanced, spiritual or religious lifestyle. But I think most of you are like fairly confused about this is what I believe in. Do you know what your values are?

Learner 16:49

Yes.

Teacher 16:49

Do you stick by them? Every day?

Learner 16:52

Ah, things we see here at school, Ma'am. Hai.

Teacher 16:58

I see a lot of things in school but it doesn't change my values. I see a lot of learners lying, cheating, stealing. Then, I'm not even talking about the abuse of drugs. Weed, drinking or whatever. I see it. I see learners coming to class acting disrespectful, neh. My values are my values. Does it influenced me?

Learner 17:39

No.

Teacher 17:40

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Am I going to be like okay you smoke something so now let me smoke something back.

Learner 17:43

Ma'am, what did you mean by cheating?

Teacher 18:01

Cheating in relationships. It's a normal part of life for you guys because you don't have values anymore. So if you say you are a spiritual person, or you believe your spiritual life is balanced, and healthy, I cannot say I have a sense of values. But I don't live with them or live them. If I say that I am an honest person. I choose not to lie to anyone. Even if I get into trouble. If I say I'm not a cheater, I'm not going even to attempt to cheat for a test. I'm not even going to look into another person's direction because I'm content and I know what my values are. So most of you sitting in this class, can you really say that you have a healthy and balanced spiritual lifestyle? Why? You don't live by your values, maybe.

Learners 19:02

I do not have values, I have limitations.

Teacher 19:10

Tell me. Give me an example of the limitations that you have.

Learner 19:13

Like, for example. Yoh, how do I say this without feeling bad?

Teacher 19:17

Its not about feeling bad. You know that my class is not about judgement. Your your point of view is your point of view. What I can do is give you more information to change your point of view.

Learner 19:32

I would get late to class but I wouldn't bunk a class. I have a limitation. But I am still doing something wrong something.

Teacher 19:40

So you try to replace the wrong with the wrong?

Learner 19:50

Yes.

Teacher 19:50

A wrong equals wrong. It's me saying, listen I'm going to go to Ms X, I need something (maybe a pen or whatever). Consciously, I know that I don't have it. So I'm making the choice consciously to go and steal it without informing her. It's the small little things that is wrong, isn't it?

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Learner 20:18

But she is not going to see it.

Teacher 20:25

Because the fact of the matter is, it is wrong. It's about values, morals, what do you live by? Do you call yourself an honest person?

Learner 20:42

I'm an okay person.

Teacher 20:45

Are you honest? Yes or no?

Learner 20:50

Yes.

Teacher 20:54

Have you lied to anyone today?

Learner 20:59

Actually, not. I haven't.

Teacher:01

Not even to your parents?

Learner 21:04

Not even. I didn't even talk to them today. Nah.

Teacher 21:09

How many of you lie to your parents by saying, I did my homework?

Learner 21:14

When, Ma'am? They don't even ask us. They trust us.

Teacher 21:14

I am going to visit your parents house. I am just going to watch a movie or work on schoolwork mommy and then you go to a big fat party. Let me tell you this, your spiritual or your religious way of doing something, is the same with all the other aspects. If I continuously choose to lie about something, it is affecting my mental health. It affects my psychological health because I continuously think about: Oh I lied about something. It affects your physical health because now you make conscious decisions about going to parties. Drinking alcohol, doing wrong things. Where does healthy and balanced fit into that?

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Learner 21:49

Nowhere.

Teacher 21:50

Nowhere. Not even your social ones because it's not about socialising with people. Do you during your parties build quality relationships?

Learner 22:30

Lowkey, Ma'am.

Teacher 22:34

Maybe the gents would say yes.

Learner 22:36

Yeah, Ma'am.

Teacher 22:45

That is not a social relationship. That is not a quality relationship (having a one night stand). What you did was you added on more values to your physical lifestyle, to your mental lifestyle, to your spiritual lifestyle, your psychological lifestyle and even your social because now you added on a bad reputation.

Learner 23:13

How, Ma'am?

Teacher 23:25

Maybe you sleep together with a girl, you might not get a reputation or a bad one but she does.

Learner 23:32

And she knew what she was getting into.

Teacher 23:41

It's fine. Remember guys, it is his opinion. But I need to get you to start thinking, you are concerned with making decisions, setting someone else's life healthy balanced lifestyle in jeopardy for your own gain.

Learner 23:54

Ma'am. Like you said, what are her values that she sleeps with a man that she doesn't know. My values say okay, there's no problem with that. But do you have a problem with that? It is all about my values. I'm not saying I do that stuff guys.

Teacher 24:14

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

This is why I love LO because its our opinions. He doesn't see anything wrong with it. To what extent do you go to follow your own instead of looking at the other persons values?

Teacher 24:37

It is my values.

Teachers 24:38

It doesn't matter. Your values are about trying to sleep with someone when you go to a party. Do you force someone your values?

Learner 24:47

No, that is unfair. If she says no then that is fine. But if she says yes, then everybody's cool.

Teacher 24:59

It is fine. You want to say something?

Learner 25:10

Some other opinions are not opinions. It is just peoples arrogance. It just arrogance. They make their lifestyles are habit because of their arrogant self.

Learner 25:29

Ma'am, it also depends on what you define as arrogant.

Teacher 25:33

Yeah, let's talk about that. Let us join the topic-arrogance. How would you define it? And if you can give me an example of one. What does arrogance look like?

Learner 25:48

For example, last term they were claiming that girls are not allowed to having sex but now they are saying something different. That is arrogant. What you start, you got to continue with that.

Teacher 26:07

I wanted something specific. Well I got a very nice answer. When you fuel your ego. Remember, ego is self. We should not have an ego. You should not have an egotistic tendency within your relationship or your personality. But I do not need ego, I need confidence. There is a difference. I can walk into the room and I can show confidence or I can come into the room and show egotistic behaviour which means no one wants to even mingle with me because you are a prick. Come on, guys. It's a difference.

Learner 26:55

Ma'am, some people who lack confidence, see people with a lot of confidence as people with egos or arrogance.

Learner 27:07

No.

Learner 27:10

They do.

Teacher 27:10

It is like saying...a person who has confidence. Let's use me as an example. I show confidence. At any point in time did I show you that I have an egotistic tendency where I force my opinion on others?

Learner 27:36

Not you, some people, Ma'am.

Teacher 27:36

Because that's what ego is all about. You change your views to make it someone else's views. Did I stand in front here showing cockiness? Cockiness and ego goes together. They are bad traits. So having bad traits reflect on your mental lifestyle, your psychological lifestyle, your physical or social. It affects everything. I will not have a healthy and balanced lifestyle. If I am ill like a physical illness, I should start questioning: Is it because I haven't been eating or exercising? Or is it because of my other aspects such as mental? Maybe I'm struggling with something, depression, whatever. Now it's affecting my body in a physical way. So I am now getting flu or the cold or whatever. Was it something psychological? Was it something social? Maybe you had a fight with someone. Because for some personalities, they take it personal to the extent where they become sick. In the spiritual in the religion side, if you have the tendency of not being able to forgive someone, what happens? You get ill. It's got nothing to do with the physical side. It's got to do with your mental, your psychological, your social, your spiritual. So maybe today in my class, you realise: Listen there is five aspects of your life specific to you now. Maybe one of those five or more than those five are lacking something. It is up to you now to go and say listen: I've identified which one it is. How can I fix it? Once you start fixing the problem, you will see a big difference within your health. You will then feel that you have a more balanced lifestyle. Not just with yourself, but the people around you. I didn't go into the lesson. Basically it said exactly what I said. It explains the different ones. It gives you more examples. This one tells you, if you identify something within the physical or the psychological. How can I change this? If I'm tired all the time? What should I do? Sleep more, that is physical. But if I'm still tired after sleeping more, I need to know that maybe it is something mental. So then, you need to identify what they are. I've added an activity with questions, questions that are tough, and honest and real. And if you're going to answer them dishonestly, you will never know where you're lacking within your lifestyle. This is not for anyone else to see. You do it at home, as an individual. According to what it is, you will then say: Let me identify, maybe there's a physical thing that I'm lacking. What am I going to do about

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

it? I'm going to try and sleep more hours in a day. Clearly I'll start walking more, getting more exercise, and I am also gonna try to eat more healthy food. It starts with you. It always starts with you. If you don't change yourself, you don't know how to change your future. Okay, any questions?

Learner 31:31

No, Ma'am.

Teacher 31:31

Good.

APPENDIX B:



APPENDIX C:

PARTICIPANT 2 (LESSON 1 INTERVIEW)

Interviewer 0:00

So yes, ma'am. The first question I'd like to ask you is, what are your experiences of teaching the development of the self topic, in the past?

Respondent 0:47

Okay. For me, it's basically split into two. I consider it the most important topic of our presentation. Like I said with the learners, if you know yourself and you know how to develop yourself you become a better person. When it comes to the content that you're given, I kind of feel that they try and just do it quickly. One or two lessons, just to inform them and then we move on to something else. So I feel that not a lot of time is being spent on the topic that we can utilize to the full extent for learners to

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

actually realize this, that I need to work on myself first before I can work on my future. You know, thinking about the career goals, my responsibilities as sits in my community. So yes. I would say they should need to spend more time on that topic, in the beginning of every term to help learners.

Interviewer 1:57

Interesting. So do you find this topic to be boring or interesting? And why or why not?

Respondent 2:04

For myself, I find it very interesting. I'm speaking out of an adult perspective. You know, we've gone through different stages of life you. So whenever I do teach this this content The development of self in society. I can always visualize myself, how I was 10 to 15 years ago and how I have developed as a person by making use of the content. You know, it doesn't happen overnight. It becomes.. it's like a habit. Something in life happens and you're like, Oh, yes, I must do something about it. So I find it very interesting. I feel like I can connect with the learners on a personal level because you can speak of experiences (what to do, what not to do).

Interviewer 2:52

Yes, ma'am. So what challenges have you faced when teaching this topic?

Respondent 2:59

Challenges would be with learners themselves. Because it's about the element of self and they don't know themselves that well yet. It makes it difficult for them to then connect and also participate when we have discussions in class. Because they're unsure of what is the question. I don't know who I am, so I'm not able to answer the question. So, that is the biggest challenge.

Interviewer 3:28

Okay, Maám. So, what are the advantages of teaching this topic?

Respondent 3:33

Advantages of teaching the topic would be teaching learners more about learning themselves. Also important: loving themselves and accepting themselves. Those are the three major things for me. Because, I feel development is not just as a whole. Its got different aspects as well. You need to love yourself. You need to be aware of who you are and also what you want to do. If you know those then you have basically mastered the topic.

Interviewer 4:05

Okay. What are your thoughts about the way this topic is implemented In the classroom, overall?

Respondent 4:13

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Yeah, that question I think will vary from teacher to teacher. Because I value developing a person, I know all other things will fall in line. You would know exactly what career you want to do. Where other teachers might not focus a lot on the development of learners but they are more career focused. So, they focus more on other topics than this. So, I would say it depend on teacher to teacher.

Interviewer 4:46

So, right now this section, I wanted to ask you, from your actual lesson (the one that we had observed). What did you want pupils to get from this particular lesson?

Respondent 5:03

I wanted them to gain understanding and also knowledge. Understanding in this sense of, what am I doing wrong? You know, because I gave them the five aspects. So, it can be understanding about these two sessions. Understanding that there's more than one thing that would help me be healthy and balanced. The other thing is understanding what I'm doing wrong in my life now that's causing my imbalance. And then knowledge about how can I improve. So if I've identified that I'm not eating nutritious food, it's causing an imbalance, I don't have enough energy, which now falls over to emotional, you know where because I'm tired, I'm not building the relationship or I'm not really well balanced. So the knowledge of understanding what a healthy balanced lifestyle looks like. And also, the knowledge of what can I do to improve my own life so it becomes balanced.

Interviewer 6:10

So do you think you've achieved that purpose overall during this lesson, and why?

Respondent 6:15

I hope I did. You know, all teachers hope that they taught something to the learners. I might not have reached all, but I might have reached a handful that actually understood and consciously made a decision in my class and saying: I need to change (without saying it out loud). They already recognize that they have to start doing something differently.

Interviewer 6:46

But what are the teaching and learning strategies that took place during the lesson?

Respondent 6:53

For me, it's all about interaction. I think it was for the first 30 minutes, I didn't even touch the lesson slides. I just spoke about the topic and taught the learners. And through that, I ask them questions. If they were unable to answer the questions, I would rephrase and explain maybe in a different way for them to understand. Because sometimes learners misunderstand the question. And for me interacting with them it's important for me that they understand what I'm trying to say. Or understand the content or the topic that I'm trying to get across today. I'm very

interactive. I've got a very interactive learning style. I feel that's the best way that learners learn. You can listen and respond to what I asked you, that you have already retained the information. Your brain has this amazing ability to memorize the content.

Interviewer 7:52

Then, Ma'am the question that I also wanted to ask is...I have noticed that they didn't have books out as well or any form of recording what took place in the classroom. Do you think it's going to affect you when the department comes, and they need some evidence of the learning that has ever taken place?

Respondent 8:22

Yeah. This is also a tricky one. I think it also falls under the teaching style of the teacher. I am very conscious of them not having books on the table. Yes. It's also very important for me to let them realize that they have to make notes, even though I am just talking. It's not a practical subjects where you teach and you give them the last 10 to 15 minutes to write down the notes. My lesson is in such a way that the content... I teach in the full 55 minutes. So some learners, find that they don't need to have their books on the tables because they are actively involved within the content. You would find sixty percent of them, they would go home and write down the notes. So we have a WhatsApp group. So, I post the lesson and then they go and they write down the notes of what we discussed in class. It is a problem. I'm not going to lie, it is a problem. Because their short term and long term memory is not very good. So, it is something that I would say they need to work on. It is getting them actively involved to either write down notes or make a recording themselves about what has been said in class.

Interviewer 9:42

And also, during the lesson, there was one or two of them sleeping. What would you say influences your disciplinary style? When it comes to such learners who are sleeping in class.

Respondent 9:56

I think by now my learners know me well enough to know that, number one I don't tolerate sleeping. But I'm also not going to waste my entire lesson fighting with you because you were sleeping. While I can attend to all other learners sitting, willing to listen to the content. So you kind of have to have that tough love mentality. You sleep in my class then good luck with doing whatever you need to do. If its homework related or studying for a test. You now have put yourself in a disadvantage instead of an advantage. I would discipline them but for me, I make a conscious decision not to waste time on disciplining learners. I, instead, focus on teaching them about teachable moments, or something that might change their lives forever.

Interviewer 10:56

That's true. And with the learners, having that kind of a teacher, do you think it benefits their well being? And how so?

Respondent 11:07

Yeah, okay, let me speak of my own experience. I feel it does. I've built relationships with learners on a different level. So they feel more comfortable and open coming to me to discuss problems that they have, whether it be physical, emotional, whatever it is. So I feel that the subject itself has opened the doorway for teachers and learners to connect on a different level. Instead of just being a teacher and a learner. Like I said, to my learners, we're not just teachers. We are preachers. We are doctors. We are everything. So if you can connect to learners, make them feel comfortable and heard about problems that they face in their lives and give them advice what to do. They will come back and you will be like their psychologist or whatever. Some learners call me their therapist. They come to me and they open up and say, Listen, they've got a problem with this. So yes, the subject itself can have an impact on learners.

Interviewer 12:17

Also, what about your teaching strategies? Can they also have that kind of an open door for your learners to approach you?

Respondent 12:25

Definitely. My learners know that I'm strict, I'm very strict. I don't take any nonsense. They know, whatever they do outside, I see them. But whenever they come inside, their behavior will not be tolerated. So when it comes to strategies, I believe to teach in such a way that it rubs off. Where, in a way, your actions speak louder than words. I can preach. But if I myself, don't use strategies to show them who I am as a person, not just in the class, but outside, you know, it's not going to help. So my teaching strategies would be to show them the content that I'm teaching, by doing it on a daily basis.

Interviewer 13:15

That's good. Why did the learners also have homework that is individually done, for this lesson?

Respondent 13:53

So, the homework was specific to the topic. It's all about answering questions, yes and no, to identify where there is an imbalance. That we cannot do as a group. You have to do it individually. And the homework parts, I choose to give homework. It is called homework for a specific reason. It is to keep learners actively engaged in keeping their minds busy. Like, oh I've discuss that in class. Okay, so I need to remember that. Where if you do it in class, you let them finish everything at school, by the time they get home, they tend to forget. And Life Orientation is a subject that we don't see them every day. I only see them twice, in two weeks. So, you know, if I, whatever I teach in my class, it hasn't had an impact because I might only see them

next week. So I have to keep them actively engaged in my work to make them understand what is required.

Interviewer 14:29

So what examples did you use to also help pupils better understand the topic?

Respondent 14:37

It is always easy to use your own personal experiences as examples. You know, when when we were talking about the physical aspects, I mentioned my husband not eating vegetables. And I wasn't lying, its the truth. Since I met him, he doesn't eat vegetables. So that was my kind of way to just tell them listen, this is a reality. But it is also a very big shortcoming of him, you know. So and this is how you can change it. This is how you can improve. You know, so, for me, personal experiences always work best when you're trying to use an example. You can also ask learners if they have a personal experience that can provide an example to learners that are of the same age and stage of their lives.

Interviewer 15:28

It is good. So the resources that you've used for this lesson, what were they? Can you list them. Did they also help the learners engage in class?

Respondent 15:45

Sure. Okay, it's not much. So the lessons that we set up basically is information that comes out of the learners textbook.

Interviewer 15:53

Okay, ma'am.

Respondent 15:56

Sometimes we do make use of sources from the internet, if you want to add maybe a short video on how to become more self-aware of yourself or those kind of things. We do add videos, but most of the times we will just use the content from the textbook that's been prescribed by the Department of Education. And then speaking of experiences, as an adult, to teach them what to do you know what to do.

Interviewer 16:24

And there's this other part that I wanted to know. How did your strategies also cater for diversity?

Respondent 16:35

You know, the nice thing about this subject is, it's all about diversity. If there was one person sitting in this class, maybe having a eating disorder, you know, doesn't matter, the race or the gender. Because the class in itself is already diverse. Obviously, I've got different races within the class. Different genders were in the class. I had different religious people. When I talk about religion, it's not just all about Christianity. I had people that's African traditional religion. Some might be atheists,

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

that are non believers. So the class in itself is already diverse. So the message that I brought across even though you're from a different race, or gender or religion, the message that I spoke was also applicable to where you are and what you believe.

Interviewer 17:47

Very interesting. Um, how did you also approach the common misunderstandings that learners made during the lesson?

Respondent 17:58

Common errors learners made would be from my side as well, because I can't blame them. If I didn't ask a question in such a way whereby they're understood, they wouldn't have given me the right answer. So once I rephrase myself and asked it in a different way, learners were then able to respond in a better way. Giving the right answers instead of the wrong ones. When I asked about the girl, that's being raped, he started off by saying that the guy wasn't in the right state of mind, and it doesn't matter if she's good or not. It wasn't just about that. But when I rephrased the question, his answer changed saying that, if you're under the influence of alcohol or whatever, that is why these things happen to good people. So I had to rephrase myself for them to understand better to give me a better response.

Interviewer 18:56

Okay, and how can you also improve the approaches for the same lesson in future? Probably, as in like tomorrow if you're having the same lesson.

Respondent 19:09

Tomorrow, probably if I had the same lesson, I do things a little bit differently. I don't know. I normally don't teach the lesson the same way. Because as a teacher when I'm busy thinking about something specific, I would say today in this class and then tomorrow I'm thinking about something different because a learner responded in a completely different way. So that would change the way that I teach the content. As weird as it might seem. It's possible. But it all comes down to the same content, the same things they need to understand. It is just when we make use of examples and those kinds of things, it would change it. Yeah

Interviewer 19:49

Overall, are you happy with this lesson?

Respondent 19:58

Yes, I am. And are you happy with me?

Interviewer 20:02

I'm still learning a lot, so yes I'm happy.

Respondent 20:07

So, if I might ask a question to you. If you would have sat in that chair and you felt like you were learner. How did you feel when I was busy teaching?

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

Interviewer 20:16

For me I feel like it was very informative and also, I would really enjoy the topic because you touched on things that we do as teenagers. Because if I was a teenager was also be thinking about things like me being that rebellious teenager, bunking classes. Those kinds of topics, I think when I was also that age, just a teacher noticing our characters and tendencies to teenagers to rebel. It also validated that it is normal. So I think I would have also enjoyed being in the classroom. I felt good because I know my teacher understands that in this phase and these things do happen. And she's not even shocked, the way she's approaching me. She's not even judging me. So you really gave me space to just feel free and to just voice who I am and not pretend to be a goody two shoes in the classroom.

Respondent 21:28

The beauty of Life Orientation. The very first day, term one when you come to my class, or the first lesson I see you. I lay down the rules of my class. And it's not, don't eat, don't drink. Those are the basic things. My rules are specific to say, no judgments. We will respect one another. We will have our own opinions and you can't force yours on someone else, because it's your opinion. So, from the first day that I see them, I try to let them understand that this is a safe space, where you can feel free to be yourself. I have got from the naughtiest kids in the class, to the most proper, well-behaved learners. And I don't treat one different than the other because what am I what am I gaining from it? I'm just doing the opposite of what Life Orientation tells us. You know, become a respectable person by doing so and so. We have to show it to the learners. That's why I believe that I can really affect them in such a way that they can leave school. And go out there and say: You know what Mrs. X told me to do this, to walk away when someone is fighting with me because having good conflict resolution skills is required. I cannot always just, you know, fight back with a fist or a slap or whatever. It's not going to solve anything. So yeah, if they realize this is a safe space where they're going to open up and be honest, and no one is judging them then I feel that it is a good space for them to learn.

Interviewer 23:11

That's good, that's it for today. But if there's any questions on your side?

Respondent 23:18

No, you know for any teacher all we want to know is, did you enjoy it? Did you learn?

Interviewer 23:24

I learned so much Ma'am. And just out of curiosity, I wanted to know, how long have you been teaching the subject?

Respondent 23:31

I've been teaching Life Orientation since I think 2019. Or was it 2020? I cant remember. Anyway, you see, I'm getting older, forgetting.

Interviewer 23:54

Grade 11 Life Orientation teachers' pedagogical approaches during the 'development of the self in society' topic at Johannesburg East schools

But teaching overall?

Respondent 23:55

Teaching over from then, I was a sports coordinator. First, my actual major is Sports Science. So that's why I was on these topics interesting because I can take my knowledge of sports science. And I also incorporated it into LO, to tell them what the benefits are and what are the risks, you know. Yesterday I had a lesson with my grade 12 learners, about risky behaviours. And I said, do you know that the effects of smoking and what it has on your lungs? And everyone was like, they don't know? So, I gave them facts based off my major on Sports Science. I started working at the school as a sports coordinator. I did it for about three years and COVID came. So, it's actually a couple months before COVID. So, it was 2020. The school offered me a teaching job, saying that they want me to teach Life Orientation. So, I took the job. COVID came, no sports. Nothing! It was a blessing in disguise, and I've loved it ever since. Passion!

Interviewer 25:00

That's good. That's it for this lesson, ma'am. I'm looking forward to seeing your other teaching strategies, in the next lesson as well. Since you said you don't teach the same topic the same way.

Respondent 25:16

Yeah. You might find today's lesson and tomorrow's lesson completely different.

Interviewer 25:20

So, looking forward to that difference. Thank you so much, Ma'am.

Respondent 25:25

Thank you.

APPENDIX D:

VSI R	CLASSROOM DATA
✓ Interactive Teaching Approach ✓ Lecture Style ✓ Integrated Way ✓ Discussion	✓ Teachers teaching content * Time lapse? - Teaching approaches - resources of the teacher ✓ Responses to learners ✓ Explanation of the topic (effective?) ✓ Feedback on student's responses (short / long / detailed / brief) ✓ Classroom Interaction * time lapses - Seating arrangement 4 Quadrants of communicative approach - IRE & IRP - Resources of the teacher ✓ Types of questions - Closed end versus open ended ✓ Medium of Instruction - codeswitching & code mixing ✓ Teacher vs learner centred