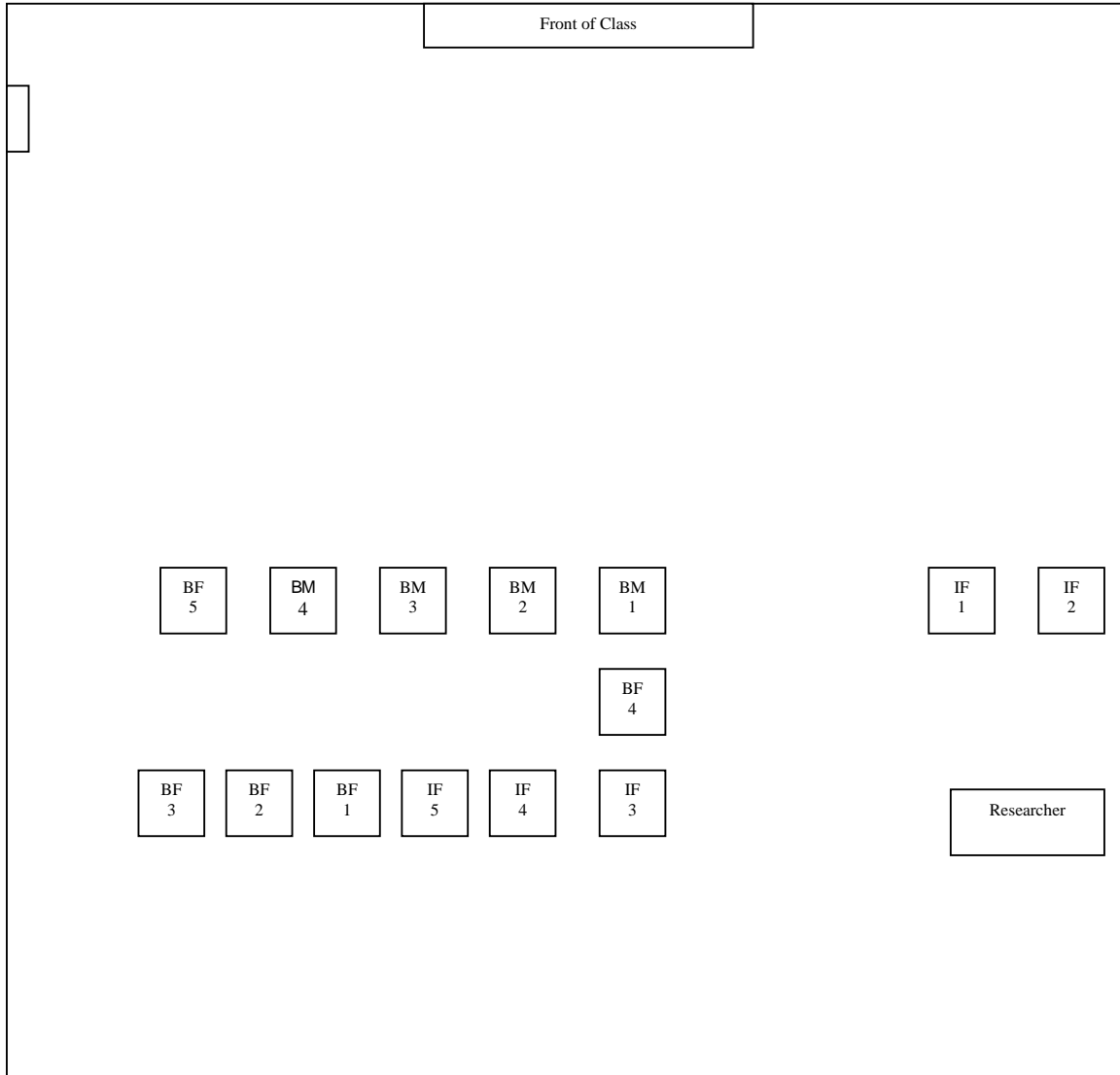


**Annexure A: Sample of Classroom Sketch and Student Participation Coding**

Lecturer: Vijay

Date: 23.04.2001

Course: Language and Power



**Key**

BF5 = Black Female 5

IF1 = Indian Female 1

**Annexure B: STUDENT'S BIOGRAPHIC INFORMATION  
ENGLISH**

University .....  
COURSE: .....  
COURSE CONVENOR: .....

Dear Student

Kindly take a few minutes to complete the information required on this form.

Age:..... Place of Birth:.....  
Is this an Urban/Rural area?:.....  
\*Race:.....Sex:.....  
Religion:.....

What Degree are you registered currently for?.....  
What Majors are you taking towards your degree? .....  
What year of study are you currently in? (e.g. 1<sup>st</sup>, 2<sup>nd</sup>, etc.).....  
Why have you opted to study English towards your degree?  
.....  
.....

How many languages do you speak?.....  
List these languages in order of the frequency that you use them:  
a).....  
b).....  
c).....  
d).....  
If you speak more than one language, which do you regard as your:  
a) first language:.....  
b) second language.....  
c) third language.....

In what language did you receive your:  
a) Primary school education?.....  
b) Secondary School education?.....

When were you first exposed to/became conscious about feminist/gender/sexist  
issues?.....  
.....  
.....

Thanks for your co-operation.  
\* The students at the University of Botswana were asked to state their nationality rather than  
their race.

## Annexure C: Interview Schedule

### Section A. General Orientation to the Course

#### 1. How would you describe the course you teach in terms of:

- 1.1 What are the main issues that you teach in the course/s?
- 1.2 What are the main objectives you wish to achieve in the course?
- 1.3 Why do you regard these as important to be taught to students at the level that you teach?
- 1.4 On what other language/Gender Programmes do you teach?
- 1.5 Departments of English at most universities have been criticised for having a very Literature-centric bias. How do the courses you teach confront this bias?
- 1.6 Have you taught this course before? If so, how has the course changed over the years?
- 1.7 Has this change come about as a result of a change in:
  - Your personal epistemic ideologies?
  - Student demographics?
  - Departmental recommendations?
  - Student requests?
- 1.8 Is the course sensitive to students for whom English is a second language?
- 1.9 What are your views on the use of 'correct/prescriptive grammar, logical argument, etc'?
- 1.10 What are the strengths and weaknesses of the course?
- 1.11 Describe the process of designing such a course in terms of:
  - Course material selection
  - Decisions about choice of teaching methodology/ies, and (team teaching, student collaboration, variety in teaching formats)
  - Types of assessment used
- 1.12 In what way does the course encourage student ownership?
- 1.13 What are your ideologies about language teaching and learning?
- 1.14 How does the course reflect your philosophy about language teaching and learning?
- 1.15 What are your ideologies about feminism and gender?
- 1.16 How does the course reflect your philosophy about gender related issues?
- 1.17 Has the course presented you with challenges/opportunities to re-think your teaching of English from a feminist perspective? Elaborate.
- 1.18 Any other information that you think is pertinent to understanding
  - the purpose and nature of the course
  - your identity and the way it informs the course
  - etc

## Section B

- 2.1 What are the particular challenges of teaching these courses at this particular university?
- 2.2 How do you maintain a relationship with your students?
- 2.3 How would you describe your relationship with your students?
- 2.4 How do your institutional obligations define your relationship with your students?
- 2.5 How do you deal with students who are confrontational or who challenge you?
- 2.6 How do you view conflicting ideologies and worldviews that emerge in contact sessions?
- 2.7 How do you handle conflicting ideologies and worldviews in the classroom/student's written responses?
- 2.8 Are there vast age variations among your students? What are the challenges of teaching to an age differentiated body?
- 2.9 Reflect on the concept of consciousness-raising in relation to interrogating social lifestyles.
- 2.10 Comment on the observation made that gender studies has become synonymous with women's issues.
- 2.11 How does your teaching cater for the differentiated needs of your students in terms of students' abilities and interests?
- 2.12 Do you think that relating personal experiences (both students and those of yourself) constitute a valid form of knowledge? Why? How?
- 2.13 What strategies do you use when teaching/discussing sensitive personal issues in class?
- 2.14 Comment on the role of self-reflection, and self-correction in your teaching.
- 2.15 Do you engage in team teaching? Can you tell me what goes on behind the scenes in terms of the compromises and skirmishes?
- 2.16 How widespread is the use of the Internet in your teaching? What are the advantages and disadvantages of its use?
- 2.17 What would you say is distinctively feminist of your teaching both in terms of **what** you teach and **how** you teach?
- 2.18 How do you respect multilingual diversity in an English language class?
- 2.19 How do you define your role/identity as an educator?
- 2.20 Comment on the role of humour in the teaching/learning situation.
- 2.21 What type of teacher identity would you not want your students or colleagues to construct of you?
- 2.22 Describe the administrative structure in which you teach?
- 2.23 Is there a poem that you would say captures your language and/or feminist views? Please provide a copy.
- 2.24 Why did you choose to participate in this study?

**Annexure D: Letter of Consent**

I ..... have consented to participate as a research subject in Juliet Perumal's PhD studies. I understand that the autobiographical essay that I have written will form part of the main body of the PhD dissertation. I also understand that her studies will be used for educational purposes.

Furthermore, I have agreed to the researcher referring to me by: (tick the appropriate block)

a pseudonym

my given name

in the study.

.....  
Signed

.....  
Date

**Annexure E: Acknowledgement of Payment**

This is to certify that I ..... have been paid an amount of R1500.00 for my participation in Juliet Perumal's PhD studies.

.....  
Signature

.....  
Date

**Annexure F: Composite Categories from Essay, Interviews, Lesson Observations**

Essay	Interview	Lecture Observation
<p><b>Who Issues in Essays: Personal &amp; Professional Identity</b></p> <ol style="list-style-type: none"> <li>1. Family Background</li> <li>2. Social Class</li> <li>3. Political Home Climate</li> <li>4. Gender Divisions in Home</li> <li>5. Sexual Orientation</li> <li>6. Religious Influence</li> <li>7. Identity as Mother</li> <li>8. Feminist Identity</li> <li>9. National Identity</li> <li>10. Formative Language Development</li> <li>11. Identity as Educator</li> <li>12. Participant's Academic Citizenship</li> </ol>	<p><b>Who Issues from Interview: Professional Identity</b></p> <ol style="list-style-type: none"> <li>1.20. Your identity and the way it informs the course</li> <li>2.20. How do you define your role/identity as an educator?</li> <li>2.22. What type of teacher identity would you not want your students or colleagues to construct of you?</li> </ol>	<p><b>Focussed on following issues from theoretical framework:</b></p> <ol style="list-style-type: none"> <li>1. Course Content: what is being taught?</li> <li>2. Sequence of Pedagogic activities</li> <li>3. Student demographics</li> <li>4. Teacher-student relations</li> <li>5. Student-student relations</li> <li>6. Teaching Methodologies</li> <li>7. Content &amp; tone of Dialogue</li> <li>8. Assessment</li> <li>9. Feminist Claims</li> <li>10. Language Issues</li> <li>11. Theories &amp; Theorists</li> </ol>
<p><b>Why issues from Essay?</b> Why do you regard these as important to be taught to the students you teach?</p>	<p><b>Why issues from Interview?</b> 1.3 Why do you regard these as important to be taught to your students?</p>	
<p><b>What Issues of Curriculum from Essay?</b></p> <ol style="list-style-type: none"> <li>1. Theories &amp; Theorists that have influenced Participant's thinking on Language &amp; Gender</li> <li>2. Participant's Views on Language &amp; Feminism</li> </ol>	<p><b>What Issues of Curriculum from Interview?</b></p> <ol style="list-style-type: none"> <li>1.1 What are the main issues that you teach in the course/s?</li> <li>1.2 What are the main objectives you wish to achieve in the course?</li> <li>1.4 On what other language/Gender Programmes do you teach?</li> <li>1.5 Departments of English at most universities have been criticised for having a Literature-centric bias. How do the courses you teach confront this bias?</li> <li>1.7 Have you taught this course before? If so, how has the course changed over the years?</li> <li>1.8 Has this change come about as a result of a change in your personal epistemic ideologies?</li> <li>1.19 Has the course presented you with challenges/opportunities to re-think your teaching of English from a feminist perspective? Elaborate.</li> </ol> <p><b>Ideologies about Language and Feminist Issues</b></p> <ol style="list-style-type: none"> <li>1.9 Is the course sensitive to students for whom English is a second language?</li> <li>1.10 What are your views on the use of 'correct/prescriptive grammar, logical argument, etc'?</li> <li>1.12 What are the strengths and weaknesses of the course?</li> <li>1.13 Describe the process of designing such a course in terms of: <ul style="list-style-type: none"> <li>• Course material selection</li> <li>• the purpose and nature of the course</li> <li>• What Types of assessment used do you use?</li> </ul> </li> </ol> <p><b>What issues in terms of Ideologies</b></p> <ol style="list-style-type: none"> <li>1.15 What are your ideologies about language teaching and learning?</li> <li>1.17 What are your ideologies about feminism and gender?</li> <li>1.18 How does the course reflect your philosophy about gender related issues?</li> <li>2.1 What are the particular challenges of teaching this course at this university?</li> </ol>	

	<p>2.9 Reflect on the concept of consciousness-raising in relation to interrogating social lifestyles.</p> <p>2.10 Comment on the observation made that gender studies has become synonymous with women's issues.</p> <p>2.12. Do you think that relating personal experiences (both students and those of yourself) constitute a valid form of knowledge? Why? How?</p> <p>2.13. What strategies do you use when teaching/discussing sensitive personal issues in class?</p> <p>2.14. Comment on the role of self-reflection, and self-correction in your teaching.</p> <p>2.18 What would you say is distinctively feminist of your teaching both in terms of <b>what</b> you teach and <b>how</b> you teach?</p>	
	<p><b>How Issues from Interviews</b></p> <p>1.3 Decisions about: choice of teaching methodology/ies, and (team teaching, student collaboration, variety in teaching formats), 15. Do you engage in team teaching? Can you tell me what goes on behind the scenes in terms of the compromises and skirmishes?</p> <p>1.14 In what way does the course encourage student ownership?</p> <p>1.16 How does the course reflect your philosophy about language teaching and learning?</p> <p>2.2 How do you maintain a relationship with your students?</p> <p>2.3 How would you describe your relationship with your students?</p> <p>2.4 How do your institutional obligations define your relationship with your students?</p> <p>2.5. How do you deal with students who are confrontational or who challenge you?</p> <p>2.6 How do you view conflicting ideologies and worldviews that emerge in contact sessions?</p> <p>2.7 How do you handle conflicting ideologies and worldviews in the classroom/student's written responses?</p> <p>2.8 Are there vast age variations among your students? What are the challenges of teaching to an age differentiated body?</p> <p>2.16 How widespread is the use of the Internet in your teaching? What are the advantages and disadvantages of its use?</p> <p>2.19 How do you respect multilingual diversity in an English language class?</p> <p>2.11 How does your teaching cater for the differentiated needs of your students in terms of students' abilities and interests?</p>	



### **Annexure G: Respondent Validation Letter**

Dear Participants

I would like to once again express my sincere thanks for your participation in this study, *Enacting feminisms in academia*. At salient points in the research process, I have attempted to keep you informed about my progress with the study. In this the final stage of the research I would once again appreciate your help in ensuring that the process remains transparent and true the spirit of your contributions. To this end, I am returning the 3 analytical chapters, which are based on your autobiographical essays, lecture observations, and interviews. In the first round of the respondent validation process, I sent copies of the lecture and interview transcripts for you to check the accuracy of the data representation. For those who participated in that process, I have based the analysis on the amended transcripts. In this the final respondent validation process I would appreciate your completing Parts A & B below:

A. Confirm that I have not misunderstood or misrepresented you in my analytical representation and interpretation. I would appreciate if you would kindly identify and correct instances where I may have interpreted the data erroneously. To facilitate documenting your responses to these chapters, and also help standardise responses from the 5 participants, I would appreciate if you would record your responses per chapter, and provide the page reference(s).

B. I would appreciate if you would comment in a few lines on the following:

What are your impressions of the research process? Did you find it democratic/undemocratic?

What were the positive aspects of participating in this study?

What were the negative aspects of participating in this study?

Any other comments that you would like to make.

Unless there are significant changes to the analysis, your responses to Parts A & B will be recoded in Chapter 7 of the study. If you are satisfied that the analysis is sufficiently true to your contribution, and doesn't need amendments, a statement to this effect would be most appreciated. Kindly e-mail your statement or responses for amendments by the mid June 2004, to [juliet@iafrica.com](mailto:juliet@iafrica.com) or fax the amended pages to 011. 717.3067 marked for my attention.

My sincere thanks again for your time and participation

Juliet

## Annexure H: Comments from Respondent Validation Correspondence

I received the following telephonic and e-mail responses to the above:

**Vijay:** Through telephonic correspondence, Vijay confirmed that I had not misrepresented her in the study. She commented on the value of being able to reflect on the events that transpired in her lectures, and how the course had changed two years down the line.

Dear Juliet

First of all, let me say how excellent I find your work. It's been done with great thoughtfulness and care, with regard both to argumentation and presentation. It's a most interesting piece of work too. I also really like the quotations you've chosen as epigraphs to your chapters.

I still have glandular fever so my comments on B. will be short, but I do want to say that your study strikes me as fresh, thoughtful, and valuable. The research process has been characterised by careful scrutiny of the methods you have used and the desire to produce research that will prove of genuine value and originality.

The process was highly democratic, firstly, in that the voices of those interviewed are allowed to emerge in the analysis, secondly, in using the interview (that is, the voice of individuals) to form an important source of data, thirdly, in interviewing a range of women with varied experiences, fourthly, in requesting confirmation that the transcripts of interviews were correct, lastly, in requesting responses at this stage of the thesis, that is, before it is submitted for examination.

**Positive aspects of participating in the study:** It gave me a chance to summarise not only my personal growth as a feminist and as a South African citizen, but also to relate these to my teaching practices as a feminist. This was most exciting. I'd never had the opportunity to think consciously about the connections between the two, and to articulate these. Another positive aspect: I enjoyed being interviewed by you, Juliet, a warm, interested, empathetic, and intelligent listener. It is seldom that anyone asks you to articulate practical aspects of your teaching within a multi-cultural environment, yet you know that what you've observed and learnt could be useful to someone else. So, this is validating; teaching can be demanding and draining, if also rewarding. Such validation is cheering.

There are only one or two comments I'd like to make (See Section A for details), and, apart from these, you have my confirmation that your analysis is true to my contribution.

**Negative aspects of participating in the study:** None  
Carol (e-mail correspondence).

Dear Juliet

The research process showed evidence of extensive attention to procedure, as well as to the implications of certain technical choices over others. It was extremely democratic, and I recognize that this, at times, must have meant things took much longer than they would have had other choices been

made. The study was methodologically innovative, and genuinely grappled with mutual interdependence of praxis and knowledge production.

**Positive aspects of participating in the study:** The variety of forms of knowledge (teaching observation, interviews, essay) gathered by Juliet was broad and therefore likely to uncover more of the nuances of the intersections between feminist teaching theory and praxis. It also forced me to think through my praxis more consistently/explicitly.

**Negative aspects of participating in the study:** The thoroughly democratic nature of the study meant that participants had to spend great amounts and lengths of time on the project beyond the contact week and essay writing. This was both rewarding and could be frustrating because of the demands it placed on time allocation beyond the interview/observation week and essay commitment. I appreciate the importance and value of ongoing participation, but parts of it have been strenuous.

I hereby confirm that with the exception of the instances outlined, Juliet Perumal has not misrepresented me in her analytical representation and interpretation. These comments pertain to chapters 4 and 5. Phumzile (e-mail correspondence).

Dear Juliet

Let me assure you that even if you had not sought feedback on your research project, I would still have written to say just how much I enjoyed reading the chapters you sent me. And if I had enough time I would not be as brief as now because there is so much I could say regarding my impression of your work.

I am impressed by the way you brought the different participants' situations and personal experiences together; the manner in which you identified our common beliefs and positions and analysed the full range of details; and how you still isolated, in a very critical way, the differences between the participants' sensibilities.

I am grateful to you for allowing us time to check whether or not you have misrepresented us. This indeed is a sign of transparency and your openness has helped promote respect and build trust between the interviewer and the interviewee.

Since your interpretation is really based on what we, as interviewees, said or did not say in the essays, I find this invitation to have a second look at what I wrote, and what you produced, useful in that it gives me the opportunity to see the gaps in my autobiographical essay. I realize now that if I had emphasized or de-emphasized some things you would also have said it differently. But I still hope you were able to make corrections on those sections I drew your attention to.

Briefly, one of the things I learned from your study is that for years I have enjoyed reading other people's autobiographies but now, and for the first time, participating in this study has given me the opportunity to also value my life story as well as look at myself through somebody else's eyes.

I never imagined that what I had perceived as an uneventful life story, such as mine, could in fact form part of an important study such as yours. Participating in this study has not only been an exciting moment in my life but has also been a fulfilling exercise as you made me appreciate the value of my own life story which I am now prepared to write about in more detail. The writing process itself, and

subsequently your interpretation of what I wrote, has encouraged me to take a lot more interest in my own life instead of dismissing it as lacking the 'richness' that other autobiographies have.

I really cannot think of any negative aspect in this study. I want to reiterate my appreciation of the depth of your analysis and the extent to which your comparison and contrast approach has made me feel very close to the other participants even though I have never met them before.

Thembi (e-mail correspondence).

Dear Juliet

Congratulations on your doctoral thesis. I have read the chapters you sent me and would like to express my admiration for the sensitivity with which you treated, not only my autobiographical sketch, but also those of other participants in the study. Your exploration of different features of individual autobiographies is very detailed and I particularly like the way you link them to theoretical texts and viewpoints.

A. You have certainly not misrepresented me in your analytical interpretation of my autobiographical sketch.

B. I found your approach to the research democratic, on the whole, with one reservation, namely that I did not see how the data you collected on me, my autobiography and teaching practices, was to fit into the global scheme of your thesis.

**The positive aspect of participating in the study:** It gave me a feeling of contributing to the broadening of knowledge, and especially in the sphere of feminist education, which I value very highly.

**Negative aspects of participating in the study:** I did not experience any negative aspects of participating in the study.

**Other comments:** I believe that this study needs to be published as a book in order for its findings to reach a wider audience.

Jennifer (e-mail correspondence).