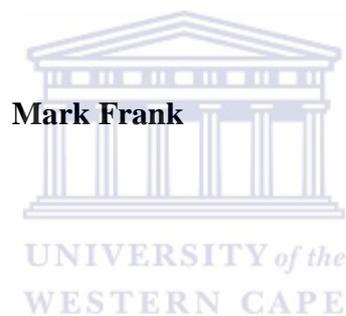


COMMON BARRIERS TO LEARNING IN THE GRADE 10 ENGLISH HOME LANGUAGE CLASSROOM AND INFORMED (INNOVATIVE) WAYS IN DEALING WITH THEM IN HIGH SCHOOL

By



A Thesis in Partial Fulfilment of the Requirements for the degree of Master in Language Education at the University of the Western Cape.

Supervisor: Prof. Sivakumar Sivasubramaniam

Date: November 2015

DECLARATION

I declare that Common barriers to learning in the Grade 10 English Home Language Classroom and Informed (Innovative) Ways in dealing with them in High School is my own work, that it has not been submitted for any degree or examination in any other University, and that all sources I have used or quoted have been indicated and acknowledged by complete references.

Mark Frank

November 2015

Signed.....



DEDICATION

This thesis is dedicated to Jesus of Nazareth, who was confident that I would pursue my academic career even when others thought I would not. This thesis is also dedicated to James Frank, my father whose work ethic is something I inherited and I am grateful for.



ACKNOWLEDGEMENTS

I wish to convey my deepest gratitude to my supervisor Prof. Sivakumar Sivasubramaniam. Without his insightful guidance, compassion and patience, this thesis could not have been completed. Throughout the period of my study, his valuable, critical comments have inspired my intellectual development. His sincere, honest attitude towards research has spawned a new hunger in me to carry on with my research. My first encounter with him before he became my supervisor will always be planted in my memory and I remember the tone of his powerful words, “we give you three years and then you are out.” It was therefore comforting to know that he was my supervisor. His empathetic demeanour is a valuable asset for the learners of the University of the Western Cape.

I wish to express my sincere thanks to:

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The Grade 10 learners who allowed me to interview them. Thank you for coming to school that last week of the term.

ABSTRACT

The purpose of this study was to explore informed ways of teaching when confronted with the kind of common barriers in grade 10 visible both in and out of the classroom. This qualitative study describes the innovative methods that teachers use. The theoretical framework undergirding this study is effective teacher research. The research design involved interviews of twelve Grade 10 learners, focus group and observations of two teachers. In addition, two student teachers in their final year were also observed. The research captured teaching methods that are already known. However, the research in this thesis also added some new dimensions that many teachers might not know or might not be using in their classroom. These teaching methods revealed the extent to which effective teachers will go to make a difference for their learners. The teaching methods harnessed “the ability from the learner to recreate, imagine and empower their understanding of the world they live in” (CAPS). The findings of the study reveal that creative ways of teaching has the ability to bring about the essential improvement of learner achievement. This falls in line with the South African Education comprehensive programme, which is referred to as Action Plan 2014: Towards the Realization of Schooling 2025.

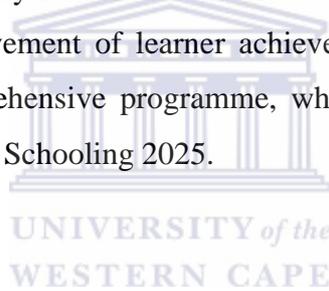


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ACRONYMS

AAL	Anytime Anywhere Learning
ANAs	Annual National Assessments
C2005	Curriculum 2005
DBE	Department of Basic Education
DoE	Department of Education
GCR	Global Competitiveness Report
GDP	Gross Domestic Product
HSRC	Human Science Resource Council
ICT	Information and Communication technology
IQMS	Integrated Quality Management System
LITNUM	Literacy and Numeracy Strategy
NSC	National Senior Certificate
OBE	Outcome Based Education
PEP	Palm Education Pioneers
PIRLS	Progress in International Reading Literacy Study
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
WCED	Western Cape Education Department
ZPD	Zone of Proximal Development

CHAPTER 1

1. INTRODUCTION

By any standard teaching English in Grade 10 can be a good or bad experience. In South Africa, the Grade 10 English Home language teacher is faced with at the outset by some common difficulties in and out of the classroom. Therefore, a teacher should come to the class well prepared. As teachers, we should be confident, innovative with proper teaching learning material for the context of the classroom. Every conceivable opportunity should be taken by South African Grade 10 English teachers to display some level of creativity in the classroom. Indeed, it is wise to borrow from all sources the methods, which make for meaningful learning that inspire and motivate our youth. Often teachers have a tendency to forget that the destinies of a nation can develop in the classroom. In South Africa, most subjects are conveyed in English and this adds to the responsibility of English teachers as beacons for other subjects.

Darling-Hammond (1995: 1-16) contends that an understanding of learners and learning is the most neglected aspect of teacher preparation. It was therefore no surprise that the South African education system experienced major change. One reason that sparked this change was the fact that out of the 148 countries included in the annual the Global Competitiveness Report, South Africa was ranked 146th for the quality of its higher education and 133rd for the quality of its primary education (GC Report, 2013-2014). This study therefore seeks to explore the phenomenon of teacher innovation inside the classroom as way of dealing with common learning barriers found in the Grade 10 English language classroom. South Africa has great strength in the multiplicity of its people. The depth of this multiplicity provides exciting and stimulating possibilities to create a great incubator of social capital, innovation and entrepreneurship. Schools are responsible for the appetite for innovation and success.

In a 21st century world that seems to be spinning out of control faster than ever, a fear-provoking shadow has fallen over our children's lives that only deepen the serious life and educational challenges that they are already confronted with. Educationally, the Annual National Assessments (ANAs) for Grade 3 and 6 learners have found low levels of literacy for South African learners (Bloch, 2011). Without secure foundations of literacy, our learners

will never obtain the high-level skills needed by a nation to address poverty and inequality in order to promote development and growth. The assessments found that only 35 per cent of learners can read, with results ranging from 12 per cent in Mpumalanga to a 'high' of 43 per cent in the Western Cape (Africa Institute of South Africa, Briefing No. 72, March 2012). However, our stories of life are filled with many examples where the human spirit has overcome an obstacle in the face of difficulty. One of the strongest instincts we have is the desire to learn new things about the world we live in. Teachers and learners have that capacity to adapt to change. In fact, through our entire life we never stop learning new things. This has been crucial for our survival, but it also stimulates our curiosity. As teachers, we must pay attention to these challenges. If the future of any society can be identified, it is with the teachers who help form the citizens of tomorrow. Sometimes their influence is equal to the parents and sometimes it surpasses it.

South Africa has devoted a lot to education because new expectations, perspectives and demands have been mounting rapidly in the 21st century as knowledge and globalization engulf almost all aspects of our daily lives (Blizer, 2009). In spite of the fact that South Africa has reached the United Nations Millennium Goal number two (which is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling) and spends 18.5 per cent of its yearly budget on education, the education system remains principally in a poor state of affairs (Jansen & Blank, 2014: 12). Furthermore, classrooms are still overcrowded: the ratio of teachers to learners is 1:32 and in many impoverished schools it can reach up to 1:46 in South African public schools (Department of Education, 2009-2010). The dropout rate is very high, and literacy levels are low. Even though about 20% of high school graduates qualify for university entry, about 50% of first-year university students drop out, in part because of poor school preparation for university disciplines (Jansen & Blank, 2014:13). Other challenges include inadequate teacher training; inexperienced teachers; absence of commitment to teach by teachers; poor sustenance for learners at home; and a scarcity of resources in education. It is clear, based on the facts, that there is a need to improve the quality of education in South Africa.

This study focuses on Grade 10 and the informed (innovative) methods used by teachers. In order to encourage students to enjoy school and participate in and out of the class, teachers need to be creative and innovative. It is no longer enough that we educate only to the canons of the old-style literacies. If we want our learners to survive and be prolific and have access

to international labour markets and global life, then independent thinking and its corollary creative thinking hold the highest currency (Churches, Crockett & Jukes, 2011). This study also reflects how teachers can use the different 'tools' in the world of the learner to positively enhance the capability of the learner with regard to language development. The most important purpose of teaching is to raise pupils' achievement (Beere, 2014). In an effort to improve the teaching of language education, I would like to study what creative techniques language teachers use to help improve learners' language proficiency especially when their marks are under 50%. It is important that the English Home Language teacher possess at least four important qualities. Firstly, the teacher must have an intimate knowledge of learners' exposure to the language (Boshoff, 1977: 1). Secondly, it is a condition of being an English teacher whether in training or in post that you would like to be better (Wright, 2008: 1). Thirdly, a teacher must have a sympathetic understanding of learners' language problems (Boshoff, 1977: v3). Fourthly, a teacher must motivate students at the right time (Johnson, 2011: 231-248).

A wide variety of lessons and methods of teaching should be explored as students come in diverse packages with different learning panaches and requirements. However, all learning resources can never be effective unless directed by a reliable English language educator as a main input component in the learning process (Korthagen, 2004). In South Africa continuing problems plague both beginner and the experienced teacher. Ultimately, English educators need practical solutions for daily problems they encounter in the classroom. Problems in the classroom should not be viewed in the negative sense. Teaching can always be difficult at times. Therefore, the wise teacher is always well informed with up to date teaching methods and techniques. A teacher's judgement is paramount in responding to students' needs and concerns (Loughran, 2010). It is therefore comforting to know that new/forgotten teaching methods and practices are persistently being introduced in education due to new research that emerges as a push for student achievement increases.

Teachers must pay attention to challenges in and out of the classroom. What are the lessons that should be remembered as new schools are established or old schools changed? What mistakes have been made that we do not want to perpetuate? What efforts have failed but perhaps could succeed with appropriate correction? A new challenge will always be present before us and the solutions to those challenges will also be there. Therefore this study focuses on how these challenges can be enthusiastically met and demonstrates how the different tools

in the world of the learner could be used positively to enhance the capability of the learner with regard to language development. One such tool will be technology. The educator's mission will be to colonize that classroom space/ of the learner in the area of reading and writing.

Tim Berners-Lee had a grand vision for the internet when he began development of the World Wide Web in 1989. He stated that the "original thing that he wanted to do was to make it a collaborative medium, a place where all meet and read and write" (as cited in Carvin, 2005). So it is imperative that educators acclimatize themselves to this new level of opportunity. It is also apparent that today's schools are faced with a tough dilemma where learners have grown up submerged in technology against a teaching faculty that is less nimble with the tools of technology. It is therefore safe to assume that today's students are far ahead of their teachers in computer literacy. One thrilling example would be 13-year-old Matthew Bischoff, who in 2004 became a "podcasting" sensation by creating "Escape from the World," a regular digital broadcast of technology-related news that he produced and posted to the web from his bedroom (www.matthewbischoff.com).

In line with this innovation a teacher at Harold Cressy High school developed the Facebook group "English for 12 B" that only allowed the class to participate and upload new discoveries for the particular themes that they were doing in class. All work that was done in class was posted in this group, which would reinforce teaching in any social environment. According to Marc Prensky, "this online life is a whole lot bigger than just the internet. This online life has become an entire strategy for how to live, survive and thrive in the twenty-first century where cyberspace is a part of everyday life" (Prensky, 2004: 6). We live in a time where the higher education landscape is changing, a multiplicity of roles is emerging and more is expected from academics [particularly teachers] than ever before (Nicholls, 2001).

The innovative teacher can try something different when dealing with a certain problem in the area of literacy. Creativity is therefore a form of divergence from a common core, difference from an underlying sameness; repetition or mimicry (Pennycook, 2010: 40) which will introduce a shift from a conservative point of view. Being inventive is about looking beyond what we currently do well, discovering the great ideas of tomorrow and putting them into practice. In a business model innovation is virtually compulsory. This application in an educational setting should be common practice among teachers. Innovation involves the use

of new ideas to develop products and processes that add value both to an organisation and to its clients (Bock & Mheta, 2014: 502). Innovative methods of teaching will trigger a drastic change from the old paradigm of teaching and learning and demonstrate the value of the learner because the teacher will dig deep into the arsenal of teaching to find a way to help the learner. Development means change, a process of becoming better, and a realization of our true and full potential (Kenny & Savage, 1997). The analysis reveals suggestions that could be adhered to by the teaching community as a practice in the classroom. Creativity should be a natural code for educators who are trying new ways of doing things in their learning environment. According to Cropley (2001), “creativity represents a creative product, a course of action or idea necessarily departs from the familiar.”

This study focuses on Grade 10 and innovative methods used by teachers to overcome certain barriers and maximize learners’ performance. The Western Cape Education Department has recognised the urgency in language development and has developed the Literacy and Numeracy Strategy (LITNUM), which has specific aims to improve literacy development in schools. A positive feature of this program is that schools have been supplied television sets, audiovisual materials, interactive whiteboards etc. This is vital because for the twenty-first century learner some lessons should include the combination of various digital media types such as text, images, audio and video as an integrated multi-sensory interactive application or presentation to convey information to a group of learners.

The research is meant to inform teachers about the issues of multimodality in the classroom. Multimodality refers to communication in the widest sense, including gesture, oral performance, artistic, linguistic, digital, electronic, graphics (Pahl & Rowsell, 2006: 6). Innovative methods like using a PS3/PS4 in the classroom, using rapping to convey a Shakespearian lesson, allowing the Grade ten learners to teach poetry and grammar to the Grade 8 learners will also trigger a drastic change from the old paradigm of teaching and learning and demonstrate the value of the learner because the teacher will dig deep into the arsenal of teaching to find a way to help the learner. Ultimately, the development of visual literacy can be a pathway into verbal literacy (Kress & van Leeuwen, 1996). Development means change, a process of becoming better, and a realization of our true and full potential (Kenny & Savage, 1997). The analysis can reveal suggestions that could be adhered to by the teaching community as a practice in the classroom. Therefore the knowledge spawned from this study is meant to offer new insights.

At the outset, I wish to discuss the educational values and innovative measures that necessitate my conducting this study in conjunction with common barriers. In keeping with this it will be important for me to address the problem.

1.1 STATEMENT OF THE PROBLEM

According to Fox and Bayat (2007: 22), the research problem is a general issue within a theoretical or practical situation that requires a solution.

1.1.1 PROBLEM ONE

The vast majority of our schools are simply not producing the outcomes that are their chief objective (Bloch, 2009). Low teacher effort is often considered one of the most serious problems in South African schooling (McKinsey Report, 2007). Research is needed to help educators appreciate and understand their influence on South African students' achievement by being innovative in the classroom. Teachers can make a positive difference in students' lives despite the numerous factors beyond their control. Many different elements constitute a learner's life in South Africa. By addressing these elements, it will add to the scope of this study.

1.1.2 PROBLEM TWO

There are many complications associated with literacy development and instruction in high schools in Cape Town. These challenges include lack of resources like books, lack of reading culture at home, management of resources, the number of teachers and teacher quality textbooks, classroom practices, discipline and management, assessment and feedback. There is also a major challenge with regard to poverty. Low socio-economic status is most often associated with low-level performance of learners. Disadvantage learners desperately need the space and order of functioning schools in which to establish consistency and regularity in their lives.

1.1.3 OTHER ELEMENTS OF SOUTH AFRICAN EDUCATION

While there have been some improvements as measured by the pass rate of those who sat the 2010 matriculation exam which was 67.8 percent, this hides the fact that only 15 percent achieved an average mark of 40 percent or more. This means that roughly 7 percent of the cohort of children born between 1990 and 1994 achieved this standard (Department of Basic Education, Sheppard 2010).

Having taught for 15 years, I have noticed that English language educators face major class problems on a daily basis because many learners of English suffer from language learning difficulties and so require an innovative teacher [a teacher that can think out of the box] to overcome the problems that will arise. I have also noticed that it has become a common custom for many English teachers to become placid in their teaching capacity. Many English teachers that I have met do not consult others or search books to find practical ideas. There could be a number of reasons why they do not but in essence, there are several different obstacles that could prevent them from searching out solutions.

A series of reports on literacy development as stated from the Annual National Assessment (ANA) and the Progress in International Reading Literacy Study (PIRLS) reports indicate that many learners in South Africa who come from disadvantaged and under resourced schools have low literacy proficiency, which is influenced by children's social reality (Comber & Hill, 2000). Many learners in Cape Town have more than one burden to carry. Van der Berg (2006: 8) refers to it as a 'double burden' that far too many learners are stigmatised as failures, leaving school without literacy and numeracy capabilities, and heading for unemployment and bare survival in a society and global world that thrives on and rewards high-level education and skills, knowledge and innovation. Most disturbing of all, however, have been the results of the Education Department's own annual national assessments (ANAs), first conducted in 2009 and again in 2011.

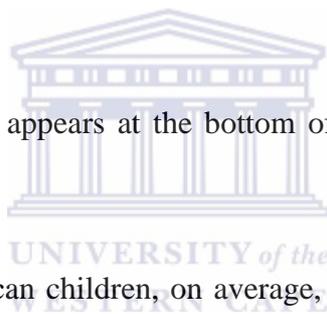
The ANAs document confirms the wide disparity in test scores in schools located in different socio-economic contexts and opened up a window into what children were getting wrong and are not learning to do. Teachers can make a positive difference in students' lives despite the numerous factors beyond their control. The main focus of this study is about access that could help in dealing with certain difficulties that students face in high school. In reality learners in

some schools in Cape Town leave grade 9 and enter grade 10 with a limited English Home Language proficiency so it is virtually compulsory that Grade 10 teachers have something in their ‘arsenal’ to help struggling learners. Often it can be a forgotten component or innovative measure.

1.1.3.1 FORGOTTEN EDUCATIONAL FACTS THAT HAVE GREAT VALUE

The phrase of many consumers is relevant to the educational scene in South Africa. Consumers would often echo the phrase, “I want my money’s worth.” South Africa is not getting its money’s worth concerning educational recovery. According to Jansen and Blank (2014) the South African government spends the largest percentage of the national budget on education. In addition to this South Africa spends more money on education, as a percentage of Gross Domestic Product (GDP), than any other African country. As seen in the Global Competitiveness Report:

South Africa consistently appears at the bottom of the competitive league tables of student achievement.



For me the fact that “South African children, on average, receive instruction for only about 40% of their time” is frightening.

1.2 BACKGROUND AND NEED FOR THE STUDY

“Our education system needs a new theoretical and operating paradigm...”

(Spady and Marshall 1991: 427)

On the 27th of July 1999, Kadar Asmal made the following statement, “The national education leadership is unanimous that our system of education and training has major weaknesses and carries deadly baggage from our past. Large parts of our system are seriously dysfunctional. It will not be an exaggeration to say that there is a crisis at each level of the system.” It is often seen in South Africa that apartheid has created a deleterious environment for literacy progression and improvement in South African schools. South Africa has the most progressive economy but its literacy level is still troublesome. Even though it has

invested so much money in education it still fails to achieve the expected result. South Africa has a low rate of university attendance. Likewise, university fees are too high for the poor majority. Only one in six students goes to university and a third of that drop out within a year.

The drop-out rate of learners from Grade 10 to 12 in South Africa was 40% (Sheppard & Cloete, 2009). In reality those who reach Grade 12 on average almost 40% either does not write the National Senior Certificate (NSC) examination or else fail the examination Sheppard (2009).

According to Department of Education (2009d) it is of particular concern that the drop-out rates at Grade 11 level appear to be on the increase with each successive wave of learners progressing through the school system. The implication is that learners tend to lose their passion in Grade 10. More alarming are the reasons for dropping out in Grade 10 or Grade 11. The reasons provided for 14-17 year olds not attending school ranged from the fact that education was useless and uninteresting and the fact that there was no money for school fees. Based on the analysis of Sheppard (2009: 20) 17% between the ages of 14-17 year olds found education to be useless and uninteresting.

This high proportion of children indicating that they are not attending an educational institution because they find education ‘useless or not interesting’ suggests the need to explore what needs to be done to make education more relevant and more inspiring (Department of Basic Education, 2013: 19). Tshidi Mamabolo in 2003 asked a very important question that point to the true nature of teachers. The question that was posed was “What is the use of saying you are teachers if you do not look into why your children are not performing well (Tshidi Mamabolo, interview, December 2003)?”

In 2003 Mamabolo embarked on a journey to develop her teaching method and include many other elements of teaching based on the context of her learners. She discovered that “pedagogy was not enough” (Street, 2005: 34). It is self-evident that what children learn is heavily dependent on what teachers know and what they bring to the classroom. The quality of an education system cannot exceed the quality of its teachers (Barber & Mourshed, 2007) and in accordance with this is the presentation of lessons. Underachievement in learners often occurs in almost every school. A number of problems cause it but most often, the blame is

attributed to the laziness of learners. However, a different approach or method of teaching can alter the learners' thought and can inject a 'new' perspective for learning.

Persistently low performance in the academic achievement of learners has forced the government to undertake a number of unprecedented initiatives to improve the quality of schooling (DBE, 2013: 58). One of these initiatives is teacher development (TED). The Teacher Development Summit, held in July 2009, aimed to break the paralysis that seemed to have gripped teacher education and development (DBE, 2013: 59). Decisions taken at the summit resulted in the calling for the development of a new, strengthened, integrated plan for teacher development in South Africa. This Study therefore I believe has the potential to provide information about different teaching methods that could be beneficial for our learners today. In light of this, it is important that I look at the broader South African context.

1.3. THE SOUTH AFRICAN EDUCATION CONTEXT

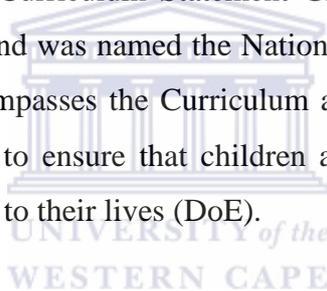
Several challenges characterize education in South Africa. Research done by Serrao (2010) indicated a further deepening crisis in South Africa's schooling system that is correlated to the low literacy levels achieved by all levels of our education system. In the last twenty years the Educational System of South Africa has experienced extensive change, and the government has attempted to develop educational infrastructure and resources. The policies established were set up to challenge the given veracities of the South African context. The policies first allowed the formation of the General Education and Training Band (GET) which represents formal education and includes learners from a reception year up to Grade 9 (HSRC, 1995). The GET is structured as three phases, namely the Foundation Phase (Grades R-3), the Intermediate Phase (Grades 4-6) and the Senior Phase (Grades 7-9), which together constitute the obligatory education component of the education system.

In March 1997, Education Minister (Former), Sibusisu Bengu broadcasted the launch of Curriculum 2005, which moved away from content-based teaching and learning to Outcomes Based Education (OBE). OBE is a learner-centred approach, in which the accent is not on what the teacher wants to achieve, but rather on what the learner should know, understand, demonstrate and become (Botha, 2002). As such, the key features of an OBE scheme was the development of a rich set of learning outcomes around which all other mechanisms can be focused, as well as the establishment of conditions and opportunities within the system to

enable and encourage learners to achieve the set outcomes (Spady, 1994). This system brought many challenges (Jansen, 1999).

In spite of this new development, Curriculum 2005, came under review. It was therefore apparent that in post-apartheid South Africa even though there was provision made by the government to democratise education, and, in particular allow all students equity of access. However, there were signs that all was not well at the level of implementation, for example, the low learner pass rate and teachers leaving the profession (Adams & Waghid, 2005; Naidoo, 2009). Between 2005 and 2008 more than 24 750 teachers left the profession (Maluleka, 2010). Ongoing implementation challenges resulted in another review in 2009 (DoE). There was a phasing in of the Revised National Curriculum Statement (RNCS), which was undertaken.

Then in 2012 the two National Curriculum Statement Grades R-9 and Grade 10-12 were combined in a single document and was named the National Curriculum statement Grade R-12. This policy declaration encompasses the Curriculum and Assessment Policy Statement. The Curriculum Statement aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their lives (DoE).



Teachers of all ages had to develop their styles because with every shift in the practice of education comes a new method of teaching and implementation.

1.3.1 SOUTH AFRICA AND THE PARADOX OF AGE

Often we can assume that with age comes wisdom. This however does not mean that with age comes innovation. An ageing teaching stock means a higher demand for new teachers as many will be retiring. South Africa's influx of young teachers is not that high (Cape Higher Education Consortium, 2009). The proportion of those aged 40 and older increased from 29% in 1997 to 46% in 2002 and 51% in 2005 (Bot, 2003; Arends, 2007). Besides the fiscal implications, the aspect of mental growth concerning teacher innovation is a barrier that teachers in South Africa must overcome. I have met many teachers who are creative and always challenge themselves to do better and I have also met teachers who are dull and boring.

In the Western Cape, of the 1 405 new teachers who were appointed to permanent teaching posts between April 2003 and February 2008, only 519 were still in service in 2008, with 886 having left the employment of the WCED (Lewis, 2008). The implication is that the young, less qualified teachers leave the profession sooner than the more qualified and experienced teachers who tend to stay in the teaching profession. On similar grounds, this also echoes the reflection that is found in our learners. Many learners in primary school alone are put over whether they are ready or not for the next grade.

1.3.2 SOUTH AFRICAN LEARNERS

Access to basic education in South Africa is no longer the real problem. Most children stay in school until about 16. In reality, less than 50 percent of children who start school write their final high school examination, known in South Africa as "matric." That equals 600,000 students who dropped out by last year (Motala, 2012). Somewhere along the way students are 'lost' but research into the world of the learner can provide a glimpse into the world of the 21st century learner. In light of this, my investigation can provide some important information that can serve as a platform to help struggling learners.

Learners in different schools in South Africa experience diverse challenges e.g. the impact of poverty in the classroom, overcrowding, the lack of parent assistance, alcohol and drug abuse, peer pressure, discrimination etc. South Africa has the most progressive economy but its literacy level is still troublesome. Even though it has invested so much money in education it still fails to achieve the expected result. While there have been some improvements as measured by the pass rate of those who sat the 2010 matriculation exam which was 67.8 percent, this hides the fact that only 15 percent achieved an average mark of 40 percent or more.

Studies also show that underperforming secondary schools in South Africa face problems with poor performance (Taylor, 2007; Fleisch & Shindler, 2007). Approximately 1 million young people exit the schooling system annually, of whom 65 percent exit without achieving a grade 12 certificate (JET Education services, 2011). In South Africa, an under-performing school is defined as a school failing to achieve a Grade 12 pass rate of more than 60%. In 2006 there were 36 underperforming schools in the Western Cape. By 2009 this number had increased to 85, accounting for almost 20% of all secondary schools within the province.

Despite the introduction of a number of interventions by the Western Cape Education Department (WCED), the number of underperforming schools still stood at 78 by the end of the 2010 school calendar.

Poor English teaching is also a possible factor in English Home Language South African proficiency in English. In the case of Home Language learners the teaching of English can be too general to cater for the specific needs of learners. Boredom also haunts many learners in the South African classroom. According to Ripley (2013) boredom varied wildly from one classroom to the next, usually within the same school. I can assume then that Grade 10 learners as well cannot escape the reality of boredom. Therefore, South African teachers must be ready to meet the challenge in the Grade 10 classroom.

1.3.3 GRADE 10 LEARNERS AND TECHNOLOGY

In keeping with the times, it is difficult for teachers not to be on Facebook, Whatsapp and Twitter. However, even though teachers find themselves on these sites there is still the puzzle for teachers in how to use these sites in an educational purpose. Ironically, for some teachers it has not even crossed their minds that these sites are of great educational value. We live in a time where the higher education landscape is changing, a multiplicity of roles is emerging and more is expected from academics (particularly teachers) than ever before (Nicholls, 2001: 1-13). Technology has always provided tools for teaching (Hall, Quinn & Gollnick, & 2014: 417).

Even though literacy is commonly defined as the ability to read and write (Kern, 2000: 3), it has become clearer that literacy is no longer simply reading and writing. Outside the classroom students are engaged in literacy practices that may involve languages other than the English language and technologies that have moved far beyond paper and pencil (Cummins, Brown & Sayers, 2007: 46).

Grade 10 learners that range between 15 and 16 years old are madly in love with their mobile device. Teachers often see the cellphone as an irritation and do not consider the potential it has for learning. There are schools that use technology well and there are others that do not use technology. However, teachers find themselves in a major vacuum. In principal the essence of multiliteracies is that schools in the 21st century need to focus on a broader range

of literacies than simply traditional reading and writing skills because this approach will speak to the needs of different types of language learners (Pahl & Rowsell, 2005: 6). More importantly teachers in the Western Cape need to develop their skills. They first need to understand their own context, which many teachers do not take the time out to study.

1.3.4 A WESTERN CAPE CONTEXT

One consequence of the political change that took place after the general elections in 1994 as far as the education sector is concerned was the sudden inflow of African-language-speaking learners into schools which had previously been open only to people classified white or coloured in the Western Cape and the rest of south Africa (Pliiddemann, P, Mati, X & Mahlalela-Thusi, B, 1988: 3). This change virtually forced teachers to adapt their teaching style and be innovative without realizing that the South African context at that particular time called for innovation.

The situation in the Western Cape in the 21st century also calls for the implementation of some different teaching methods because our learners are acclimatized to thinking in a specific way. In the Western Cape there was a shift from Afrikaans to English as a first Language in schooling (Farmer, 2008: 12). English is apparently becoming the language of choice for the younger generation in the Western Cape. This outcome of change is an advantage for the Language teacher. However, it is often not viewed by the teacher in this light.

In reality, the majority of children in the Western Cape are not achieving their academic potential. For me this is due to a number of reasons:

- The declining quality in school infrastructure
- Social ills such as poverty and crime
- Weak school management and leadership
- Poor teaching skills in the face of difficulties (De Villiers, 1997)

Adding to the above problems is the fact that many learners in the Western Cape often wonder what value does studying language serve e.g. studying Shakespeare or grammar etc. With this type of thought pattern, paper One and paper Two of the English Language in high

school often is not taken that seriously especially if there is no intention on the learners' part to study further at university. Literature adds to reality, it does not simply describe it. Therefore, I believe that using some innovative measure will stimulate learners and teachers in the classroom.

1.3.4.1 SOME TEACHING METHODS IN THE WESTERN CAPE

Teachers most of the time use the question and answer method (Pliiddemann, Mati, & Mahlalela-Thusi, 1988: 31). The teacher is still considered “the all-knowing master” and learners come to school to listen to what the teacher has to teach them. If this type of method is the overall pattern of a teacher’s actions through the year, then it will develop a state of boredom in the learner and the effect can be a loss to that particular learning area. Often teaching is typically focused on correctness and convention (knowledge of standard and norms of grammar, spelling, usage, and mechanics), and involves instruction in at least one privileged type of writing, usually an essay (Kern, 2000:2).

Adding to this is the fact that the quality training of language teachers is unfortunately not foregrounded as there are more serious issues within the complexity of teacher education to be addressed (Chetty, 2012). This causes a vacuum for teacher innovation and can result in my opinion in the production of a ‘lukewarm’ teacher. Often, as language teachers we are trained to be ‘robots’. We are pressured to cover the syllabus, do the grammar in two semesters, move on to the next chapter, and test at predetermined intervals how successful our instruction has been (Kramersch, 2009: 202).

1.3.4.2 PAST REFLECTIONS FOR FUTURE GENERATIONS

Mashau (2000) asserts that schools have a responsibility to promote effective learning by creating a conducive and supportive learning environment within which learners feel appreciated, curriculum and teaching strategies complement learners’ Educational readiness and educators understand the uniqueness of every learner. Today it is vital that our teaching strategies complement the world of the learner. This will capture the learner and as Johnson (2011) puts it is important that ‘we grab our learners by their brains.’

1.3.5 RESEARCH RATIONALE AND MOTIVATION: A SOBER NEED FOR DISCOVERY

In keeping with Mouton's views (2001: 48) the rationale for the study reflects my intention to embark on a particular topic. This study is an attempt to fill the gap in literature as it examines in a South African context the creativity of some new teaching (techniques) methods being used by South African teachers in the Western Cape. As South African society becomes more diverse and multicultural, the classrooms are becoming populated with learners from different ethnic, linguistic, cultural and socio-economic backgrounds (Frederickson & Cline, 2002:4).

Heugh (1993) claims that English is perceived to offer rewards in terms of higher educational opportunities, power, and money. Penultimately acquiring and using literacy is the key and currency of education (Joseph, 2007). Many teachers are not properly prepared to deal with language difficulties in the classroom (curriculum changes and unexpected problems). Unfortunately, training also does not prepare them effectively for a diverse polyglot learning context. It is common knowledge that teachers will not have the skill to face difficulties if they were not taught to face those difficulties (Taylor, 2010). The positive impact of innovative English educators in language teaching patterns is a key answer for why certain aspects of teaching presentation did not work. Reliable methods of teaching can constantly be discovered by the observation of out of the box-thinking teachers. These methods can be studied. In essence, the difficulties in the classroom can be treated.

As an interpretively orientated study, this investigation harnessed an attempt and an understanding of my participants' individual experiences as well as their general perception of improving the world of English in their given context. Different case studies, investigated the teachers' understanding of their concept in their natural setting.

Since I seek to obtain a deeper understanding of a set of teachers or learners' interpretation of a situation in their natural context, I believe that the interpretative approach is appropriate to my declared purpose. The interpretivist paradigm sees the world as constructed, interpreted and experienced by people in their interaction with each other and with social systems (Ullin, Robinson & Tolley, 2005: 17). The benefit of this paradigm is that it can be used as a frame when examining individuals or small groups in true-to-life settings (Van Rensburg, 2001: 6).

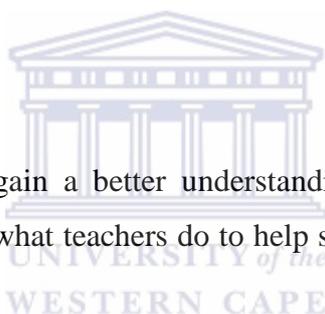
This paradigm allowed the teacher to find out detail about many different aspects in the realities of learners and teachers.

The motivation behind the research is also the belief that I can identify with the context of our current learners that are overwhelmed by so much distraction characteristic of the twenty first century. Motivation hinges on students' perception of their abilities to succeed or fail. I have met an immense assortment of learners. Teaching in Asia and England and many different schools in South Africa have provided me with the platform for a focused inquiry. I also subscribe to the communicative approach to language teaching by using the language with an informed sense of purpose (Coleman, 1987). Students are motivated to model behaviour that leads to outcomes they value.

1.4 AIMS OF THE STUDY

1.4.1 AIM ONE

The aim of this research is to gain a better understanding into 'teacher practice' in the classroom. I would like to learn, what teachers do to help students learn as they employ their own creative teaching method.



1.4.2 AIM TWO

In addition, the study also examines common issues that can affect Grade 10 learners' performance ranging from the influence of technology on English language proficiency, poverty, reading difficulties, lack of reading of reading culture, lack of critical thinking etc.

1.4.3 OTHER PRODUCTIVE ELEMENTS OF THE RESEARCH

The research in literacy development in Grade 10 is important in updating the Western Cape Education Department Principals, Teachers and Parents because it could serve as a platform to spark the process of teacher development. Preventive knowledge can therefore be used as a base of knowledge when designing creative programmes for learners. Therefore, by having a set of principles that counteract the declining students' performance in English, it is possible to form a support structure for struggling learners.

Often educational practitioners are faced with questions about how best to help their students reach their full potential. How do we ensure that our learners grow into thoughtful adults who pursue their dreams and desire to make a difference in the world? Sometimes, educators develop a new program, a new teaching method or a new strategy to accomplish the difficult goals in the spectrum of language education. This study therefore builds on creative ways to help learners improve their performance in English.

This scholarship examines the dynamics of teaching and learning in the face of difficulties. The study does so in order to demonstrate the constant endeavour of teachers and learners to overcome challenges in the 21st century. The study also intends to provide an understanding of the theoretical and background factors in secondary school education with regard to the language classroom. This investigation will identify gaps in the language lesson in the classroom, as well as provide recommendations for teachers.

In order to encourage students to enjoy school and participate in and out of the class, teachers need to be creative and innovative. Sometimes, educators develop a new program, a new teaching method or a new strategy to accomplish the difficult goals in the spectrum of language education. This study therefore builds on informed (innovative) ways to help learners improve their performance in English. The 21st century challenge in education calls for a new mind-set: an open-minded approach to rethinking in terms of formal and informal learning, the definition of learning and the necessity of helping students develop character traits, values and virtues they need to become fully functional citizens (Rshaid, 2014: 71). In order to maximize methods of practice, my research needs to emphasize the context within which the activities studied occur and the meanings of activities studied for participants.

Some methods of teaching may be questioned and alternatives could be accepted. The research will ultimately attempt a fine-tuning of language skills that can contribute to effective learning, expression and communication in and out of the classroom which is a reflection of the communicative model in CAPS e.g. an enhancement of the learner's own personal experiences as important contributing elements to classroom learning and an attempt to link classroom language learning with language activities outside the classroom. The findings of the study, I believe have the potential of creating awareness into the current state of literacy achievement in high schools opening up the area of teacher training and their preparedness in the field of language teaching/presentation. There is a need for the

construction of language presentation within existing frameworks of knowledge because what works in one area may not work in another area at particular schools. Some methods of teaching may be questioned and alternatives could be accepted.

1.5 RESEARCH QUESTION

Coombs (2005: 365) outlines goals as general guidelines for action. In keeping with these, my intention is to provide professionals with a better understanding of informed teaching methods. Therefore, I propose the two main research question, which are meant to guide this study:

1. How do teachers in Cape Town help learners overcome certain difficulties in high schools with regard to teaching methods?
2. What barriers do learners face in the classroom?

In light of the above questions, I propose the following subsidiary questions with a view to providing additional impetus to my study:

1. How do learners cope with these barriers in the classroom?
2. What are the attitudes of high school students with regard to educational intervention programs?
3. In what way can innovative methods of teaching strengthen the learners' ability to improve their English Language proficiency level?

1.6 SIGNIFICANCE OF THE FIELD OF STUDY

The study can be significant for the following reasons:

1. This research can assist teachers collaboratively as well as individually. The study has the potential to harness other informed ways of teaching English Home Language in high school.
2. The research can help improve the quality and the justice of education in all of our own schools.
3. The study can highlight some of the factors that affect students' performance.

4. The outcome of the research can assist policy makers in teaching and training.
5. The study can help new teachers develop an ability to understand more about the difficulties that learners actual go through.
6. The study can provide a platform for learners to face their difficulties and overcome them at home and at school.
7. I envisage that the findings of this study will be useful to curriculum developers, as it will make recommendations for learner development.
8. The study will enable practitioners to reflect critically upon the choices available to them in assessing and supporting students have difficulties in language practice.

Every time we teach it should encompass the strengthening of a learner's capacity to respond in a certain way to a given set of circumstances. In addition, the literature review of this inquiry might help for better theoretical understanding on the role of different teaching methods. The study might provide alternative ideas that could help teachers, which might serve as a supporting document for further study in the area.

1.7 DEFINITION OF TERMS

It is important to define some of the terms that will often be used in the thesis, to evade misconception and therefore allow a collective understanding of the terms. These words are used to clarify and illustrate certain situations in a given context.

QUALITATIVE RESEARCH is a research method that delves into a particular situation in order to better understand a phenomenon within its natural context and the perspectives of the participants involved (Creswell, 2009).

INNOVATION is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice. Innovation is defined here as a creative idea that has achieved sufficient social and professional acceptance so as to become the impetus for ongoing ripples of creativity and change (Drucker, 2002). Building upon the ideas of Gladwell (2000), an innovation is an idea that has tipped and is viral, influencing the system within which it spreads.

DIFFICULTIES refer to the hindrances that prevent something to happen effectively. The increased complexity of these obstacles makes it all the more important that we do a better job preparing our learners as problem solvers.

CREATIVITY is the ability to produce something new through imaginative skill, whether a new solution to a problem, a new method or device, or a new artistic objects or form. The term generally refers to a richness of ideas and originality of thinking (Webster Dictionary).

TECHNOLOGY EDUCATION refers to general education programs concerned with using technology, to solve problems, and the impact of technology on individuals and society. The study of technology to produce outcomes in response to human needs and wants in the area of education.

SOCIAL NETWORKING SITES are web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Haythornthwaite, 2005). Examples of Social networking sites are Facebook, Twitter and Myspace.

YOUTUBE is a video-sharing website, created 2005 which users can upload, view and share videos.

PEDAGOGY refers to the study of methods and activities of teaching.

METHOD refers to a particular technique that a teacher would use.

MOTIVATION refers to the process that initiates, guides and maintains goal-oriented behaviours.

PARADIGM refers to a cluster of beliefs which influences the manner in which members of a particular discipline study, in case how research should be conducted and results reported or interpreted (Jesson, Matheson & Lacey, 2011).

1.8 LIMITATIONS

The limitations of this study are:

1. The study is limited to one selected school in Cape Town.
2. The focus of the study concentrates only on literacy teaching and performance in the English Home language classroom for Grade 10. I simply focus on innovative teaching methods performed by different teachers in and out of the classroom.
3. The study is limited to how a teacher reacted to a difficulty experienced by the learner. Whether they achieved good results in the relevant project or not is therefore not the major focus because what will work at one school might not work at another.
4. I (as the researcher) have also discovered that some English teachers consider researchers as people going around to create trouble or as someone going around to expose their weak areas in teaching. Often if learners are making a noise in the class while the teacher is teaching, teachers might consider that I might record the fact that they are bad teachers because of the noise level or the fact that they might not answer certain questions that learners. By not answering certain questions, teachers might consider that my assumption is that they are bad teachers.

1.9 ETHICAL CONSIDERATIONS

Ethics are guidelines or sets of principles that we use for good professional practice which serve to advise and steer researchers as they conduct their work (Bloor & Wood, 2006:64). Ethical clearance was obtained from the University of the Western Cape prior to the commencement of data collection.

The views of some participants do have the potential to be aggressive and could well have had the potential to damage personal relationships with colleagues. In light of this, semi-structured interviews allow individuals to disclose thoughts and feelings which are clearly private. A letter of information and consent was read and signed by all participants. It is important to have informed written consent from the participants to guarantee their agreement

to participate in this study and to protect themselves. Informed consent must be obtained as “the voluntary consent of the human subject is absolutely essential” (Seidman, 1991). Participation for this research was voluntary and participant confidentiality was strictly adhered to at all times. I understand that research has an ethical-moral dimension in that I have a moral and professional obligation to be ethical, even when researchers are unaware about ethics (Neuman, 2011). According to research ethical considerations play an important role when conducting research (Polanski, 2004).

I was granted permission to video record certain interviews and I ensured confidentiality through the use of password protected files. Confidentiality was preserved by using pseudonyms if required. I also availed myself for debriefing. I made a full disclosure to the participants of my intentions and the rationale behind this study. It was procedural that I get ethical clearance from the Western Cape Education Department which gives me permission to conduct research in high schools. Rudimentary values of ethics in research are that ethical accountability rests with the researcher, to protect contributors from legal or other harm such as uneasiness, and to honour all guarantees of privacy, confidentiality and anonymity.

I asked parents’ consent to involve their children in the study and the parents did sign a consent form on behalf of their children. According to Richards this will promote parental involvement in their children’s education (Richards & Freeman, 1996). I followed the correct ethical standard for this study and the contributors were allowed to scrutinize the transcriptions and make any changes they felt were necessary before final submission of this thesis.

1.10 CHAPTER OUTLINE

I present the study in five chapters as shown below:

CHAPTER 1: INTRODUCTION

This chapter provides the background and rationale for the study. It outlines the problem and the intentions of the study. It also formulates and foregrounds the research questions for the study combined with the outline of the chapters comprising the scholarship. The chapter also points to the delimitations of the research.

CHAPTER 2: LITERATURE REVIEW

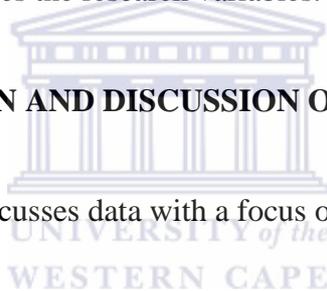
The second chapter deals with the Literature Review (Theoretical Framework). It is a review of the existing theoretical literature related to teaching English in and out of the classroom in the face of difficulties. The several different activities of teachers are included and the possible obstacles of learners that they might face are also covered.

CHAPTER 3: METHOD AND DESIGN

This chapter focuses on the research design and the methodology for the study. It highlights the qualitative case study design, which looks at classroom observations, learners' questionnaires, teacher interviews and a document analysis of teaching materials. It explains how data was collected and outlines the research variables.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

This chapter presents data and discusses data with a focus on the aims of study.



CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main conclusions of the study. It makes recommendations on the basis of the findings and spells out implications for further study and teaching practice.

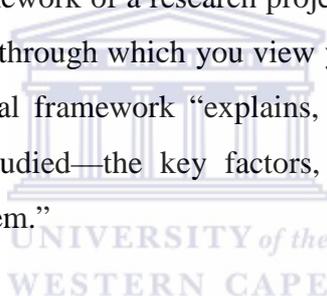
CHAPTER TWO: LITERATURE REVIEW

PART 1

2. THEORETICAL FRAMEWORK

2.1 INTRODUCTION: LOOKING FORWARD UNDERSTANDING BACKWARD

My examination and the evaluation of the literature combined with my experience have helped me to widen the conceptual framework that would inform the design and focus of the study. By the same token, I believe that the framework of this study shapes the research process informing the methodological scheme thereby influencing the data collection instruments to be used. Kuhn (1962) is commonly associated with the notion of the paradigm and believed it to be a set of interrelated assumptions about the social world, which provides a philosophical and conceptual framework for the organised study. Merriam (1998: 45) proposed that the theoretical framework of a research project is derived from “the stance you bring to your study. It is the lens through which you view your world.” Miles and Huberman (1994: 18) state that a conceptual framework “explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them.”



This chapter has two objectives: firstly, to explain the concept of social constructivism. Secondly, the literature on this study includes studies of language teaching methodology, common difficulties in language teaching and the process of innovation that occurs in teacher development. This study focuses on the subjective creative (innovative) methods of teaching. Therefore, when defining ‘innovative methods’ I as the researcher need to use different meanings and different techniques. As Carter (2004: 9) observes, “when the word ‘creative’ is employed it entails uses which are marked out as striking and innovative. Conventionally, this involves a marked breaking of rules and norms of language, including a deliberate play with its forms and its potential for meaning.” In light of this, I have approached my topic from a social constructivist perspective, focusing on the role of language in constructing social realities (Burr, 1995). Social constructivism serves as an important evaluation of everyday knowledge and it brings into the spotlight findings that might be neglected. A constructivist teacher, thus, creates a context for learning in which students can become engaged in interesting activities that encourage and facilitates learning (Vygotsky, 1978). In the constructivist context, the teacher is a Learning Facilitator and a diagnostician

(Prahallada, 2013). In essence constructivist methodology nurtures critical thinking, and generates motivated and autonomous learners.

This theoretical framework embraces the fact that learning always builds upon knowledge that a student already knows, this prior knowledge is referred to as a schema. The main theoretical premise behind the constructivist model is that all learning is filtered through pre-existing schemata, therefore, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. The learners do things through facilitation from the teacher (Prahallada, 2013).

2.2 A CONSTRUCTIVIST METHODOLOGY

Based on its own objectives, Curriculum 2005 (C2005) was positioned at the extreme radical end of the constructivist spectrum. What that meant was that South Africa embarked on transformational Outcome Based Education (OBE). It involved the most radical form of a cohesive curriculum. The outcome of this form of combination was meant to be a profound transferability of knowledge in real life (Department of Education, 1997: 29). The second feature of C2005, which marked it as a radical constructivist curriculum was the fact that the learning outcomes are under-specified in terms of their knowledge content. In practical terms, they were specified by phase rather than by grade. The rationale behind this design feature of C2005 was that it left room for the teacher to be creative (innovative) and to determine the pace of each child. Much to my discomfiture, it also exposed the fact that South African teachers are not very creative or chooses not to be creative (innovative).

The rudimentary principle of constructivism is that learners (individuals) must build knowledge and skills that are synergised by their living experiences. Social Constructivism is based on ontology (human perception) which underlies the nature of being and epistemology (theory of knowledge concerning its methods) which is the nature of knowledge. Knowledge is communal and tentative resulting in the fact that they work in a group and use a trial and error format to discover knowledge. Some teachers believe that better learning occurs when knowledge is the result of a situated construction of reality (Brooks, 1990). The knowledge attained is relative and personal. It is relative because it depends upon the group to justify the knowledge and one group's knowledge can be different from another group. According to

Roger Säljö (2001), socio-cultural perspective on learning highlights the importance of an active participation in a social community in order to build understanding and meaning.

The positive feature of social constructivist's knowledge is that it is adaptive, structured and guarded. A social community is represented in the classroom where the collective community feed off each other. In essence social constructivism reminds us that learning is principally a social action fostering on the fact that meaning is fashioned through communication and interactions with others. In light of this, I have noticed that South African learners rely on interaction with their classmates for learning.

This observation lends support to Vygotsky's theory, which accentuates communicative interaction as the greatest motivating force in human development and learning. In Vygotsky's thought, the ideas of mediation and meaning are considered as the two crucial features affecting an individual's learning of a language. Kozulin (1990) develops the claim that one of the principal mechanisms of mental development, including language development is meaning, and meaning in turn depends predominantly on relational semiotic (verbal) interaction. The notional overview in this segment, therefore, centres on the relevance of the Socio-cultural theory that is a pertinent component in the South African classroom and will be expounded upon in the next segment in relation to the Zone of Proximal Development (ZPD).

2.2.1 SOCIO-CULTURAL THEORY

Constructivism emerged in the 20th century. Social constructivist theories derived primarily from the work of the Russian psychologist Lev Vygotsky. Constructivism was further advanced through the works of Bruner, and Papert (Neo, 2007). Within the constructivist paradigm, learners are seen as autonomous, active agents where learner interaction and dialogues are central to the learning processes (Vygotsky, 1978). Socio-constructivism focuses on the creation of meaning as based on former knowledge and on the social surroundings in which the learning takes place. Socio-cultural constructivism stresses the social context culture and collaborative side of learning (O' Donnell and King, 1999 & Sivan, 1986).

According to Vygotsky, meanings are first passed socially and then adopted individually (Fosnot, 2005). Vygotsky's method is based on the idea that human activities take place in cultural settings, and that these human activities are mediated by language or other symbol systems (Vygotsky, 1978). Vygotsky was specifically concerned with the part of language in thinking and learning. Vygotsky viewed language as the decisive instrument in the cognitive development process. Vygotsky believed that the internalization of higher mental functions relates to a transfer from inter-psychological modes. This suggests that mental functions move from socially supported to individually controlled performance also known as the Zone of Proximal Development (Au, 1998).

The zone of proximal development is viewed as a metaphor that describes the variance between what a person can achieve alone, without any guidance, and what the same person can accomplish with support from someone else (Lantolf, 2000). Rendering the common bond in Social Constructivism, learning is a collective process which is distinguished between certain levels. The zone of proximal development is the first level of cognitive development a learner has if they are provided with the appropriate support.

According to social constructivists, learning will take place when educational experiences are authentic to the students (Azzarito and Ennis, 2003). In essence, when there are real-world tasks employed and relevant interaction and collaboration between peers are taking place then sufficient learning can occur. With these tasks learners learn to solve the problem that are similar to real world problems (Steffe and Neshet, 1996 & Murphy, 1997).

Along similar lines researchers suggest that students who have been given this kind of education are more productive in the real world, they are not overwhelmed by difficulties and they contribute to the values that determine life (Moallem, 2001; Savas, 2007 & Terhart, 2003). Former students of high schools are often heard saying that school did not prepare them for the outside world. Many learners would say that they had to learn things in school that they have never used after school. My past and current experience of teaching can attest to this. It is a significant aspect of the constructivist approach that harnesses important skills such as problem solving, critical thinking and deep understanding (Steffe & Neshet, 1996 & Murphy, 1997). In sum and spirit, the social constructivist approach has several major fundamental ideas:

The learner actively constructs knowledge. Learning should not be imposed on the learner. Learners have their own individual ideas about the world. This allows for the avenue for the development of progression where this function can serve as tools to understand many different types of phenomena that surround the learner. Teaching must take the learner's existing ideas seriously if they want to influence the learner and create a platform for learning to take place.

These fundamental ideas are similar to Bonk and Cunningham presentation of social constructivism, who outline some valuable social constructivist teaching practices and principles:

- Learning environments should reflect real world complexities.
- Make group learning activities relevant, meaningful and both process and product orientated (Wells & Chang-Wells, 1992).
- Use activities with multiple solutions to promote student-student and teacher-student dialogue and articulation of ideas.
- Build a broad community of audiences beyond the instructor.
- Create a classroom ethos where there is joint responsibility for learning.
- Let learners have ownership.
- Technology and other resource explorations might be used to facilitate idea building.
- Focus on collaboration, group processing, teamwork and sharing of findings. Social constructivist emphasizes collaboration (Bonk, Oyer & Merdury, 1995).

Vygotsky's theory furnishes teachers with an instrument through which the internal course of development can be understood. Through a systematic understanding of Vygotsky's platform, we can harness the advantages of the social atmosphere in a society as he believed strongly that the community plays a fundamental part in the development of creating "meaning." The sociocultural views of Vygotsky therefore represent the lyceum of teachers and are relevant to the entire spectrum of education.

2.2.1.1 VYGOTSKY'S PLATFORM

Vygotsky frequently stressed that teachers should teach to the potential adult not just to the adolescent. This means giving the students space to engage as both teenagers that they are and the adults they might become (Kramsch, 2009: 205). Vygotsky believed that the internalization of higher mental functions relates to a transfer from inter-psychological modes. This suggests that mental functions move from socially supported to individually controlled performance also known as the Zone of Proximal Development (Au, 1998).

2.2.1.2 PERFORMANCE AND THE ZONE OF PROXIMAL DEVELOPMENT

The zone of proximal development is simply what a learner can do without help and what a learner can do with help. Vygotsky (1978: 86) defined the zone of proximal development (ZPD) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers”

Working within this zone the teacher develops strategies for assisting the learner (Candlin & Mercer, 2001: 96). This is where scaffolding (Bruner, 1983) can be factored in and reflected. The concept of scaffolding helps us understand how aiming instruction within a child's Zone of Proximal Development can promote the child's learning and development. Instructional approaches used to scaffold include hints, prompts and cues given and later removed by the teacher. If scaffolding is to be of true pedagogical value it must be temporary. As Bruner (1983) puts it, “the scaffold must be gradually dismantled as the learner shows signs of being capable of handling more of the task in question.”

Bruner's scaffolding theory expounds on the fact that children are fairly dependent on those who have more knowledge or competency than they do in certain areas, such as reading or calculating square roots, when they begin learning. As learners gain more freedom and confidence, the help from teachers and parents decreases until the students are independent learners, much as scaffolding used to support construction workers and their materials is removed as a building project nears completion (McLeod, 2012).

Scaffolding can also involve composing social contexts known to support children's learning e.g. drama, group activities etc. Scaffolding therefore allows the learner to make sense of a complex task (Windschitl, 1999: 751). According to (McLeod, 2010) scaffolding is most effective when the support is matched to the needs of the learner. This puts them in a position to achieve success in an activity that they would previously not have been able to do alone. Scaffolding is just one of the activities that a constructivist can use in the classroom. Often a number of key design principles (Jonassen, 1994: 35) guide a constructivist. I will list four key beliefs of this design:

- Provide multiple representations of reality
- Represent the natural complexity of the real world
- Focus on knowledge construction, not reproduction.
- Provide real-world, case-based learning environments.
- Support collaborative construction of knowledge through social negotiation.

With these guidelines in mind the constructivist teacher will develop resources and activities and undertake a more pragmatic approach that focuses on the principles of moderation in education. Through this practical approach, constructivism can make use of evolving technology tools. This modification could enable the expansion of more situated, empirical, expressive and commercial learning environments and enhance the resources in the classroom.

2.2.2 RESOURCES IN A CONSTRUCTIVIST CLASSROOM

The social-cultural perspectives that I mentioned in the previous sections highlight the importance of an active participation in a social community in order to build understanding and meaning. The principal objective and purpose of the field of educational technology is to simplify and improve the quality of human learning (Ely, 1972: 37).

2.2.2.1 CONCEPTUALIZING EDUCATIONAL TECHNOLOGY

Conceptions of Education technology has evolved over the years. Marais (1990) defined Educational technology as the synchronisation of people, resources, and materials in such a way that maximum efficiency will be brought about in teaching and learning. Januszewski &

Molenda (2007: 1) defined Education technology as the study and ethical practice of facilitation learning and improving performance by creating, using and managing appropriate technological processes and resources.

Ultimately, Educational technology aims to improve education in South Africa. In South Africa Educational technology should simplify learning processes and increase performance of the educational system(s) in relation to effectiveness and efficiency. In the past in South Africa, Educational technology was misconceived. The primary view was that it interpreted as referring only to the apparatus (overhead projectors, computers, sound equipment, etc.) and programme material (video programmes, colour slides, computer programmes, etc.) which could be integrated into a teaching programme in the form of instructional media (Marais, 1990: 6). In this present era, South Africa is now fully realizing the worth of educational technology in the classroom as a valuable resource.

2.2.2.2 THE NEW LANDSCAPE OF EDUCATION TECHNOLOGY

The global world deals with a new kind of generation—the digital generation (Slabbert, De Kock & Hattingh, 2009: 5). From a constructivist point of view, the teacher is not the only resource. In reality teachers help the learners obtain access to instruments that can help them progress. Tools like using the internet, mobile learning, libraries, interviewing skills, role-playing and many other mechanisms that can be profitable in the learners' life. Constructivist teachers challenge deviant linguistics habits like texting anomalies that show up in the learners' writing. The constructivist teacher can help the learner to reconstruct their knowledge to understand the nature of the particular problem. Technology could be a tool in this discipline.

According to Kearsley (2000) this new variety of learning is viewed as a revolutionary stage in educational technology. The emergence of current universal technologies offers stunning new technical capabilities in education. A constructivist teacher will utilize this technological environment to the fullest in its proper social context. As Kearsley (2000) and DiGiano et al., (2003) argues that the cumulative technological competencies will fulfil the goal of equitable access and therefore improve the processes of learning and teaching. In the next section, I will elaborate on the fact why constructivist teachers are more likely to use technology in the classroom.

2.2.3 THE TECHNOLOGICAL FRAMEWORK IN CONSTRUCTIVISM

Teachers today must consider technology as a tool for student learning that can foster critical thinking and must learn to use the interactive tools that their students use in their personal lives (McGrail, Sachs, Many, Myrick & Sackor, 2011: 63-80). Therefore the concept of constructivism is evident throughout educational research and has also become prevalent in educational technology as it enriches students' use of a variety of resources and helps them gain understanding about their world (Adams & Burns, 1999). The explosion of innovative technologies and internet tools has primarily altered the way we live and work. The schooling system is no exception given the major impact technology has on teaching and learning.

2.2.3.1 SOCIAL CONSTRUCTIVISM DEVELOPING SOCIAL NETWORKING

In social constructivism, the more competent learner's role assumes critical importance. Knowledge is often seen as the co-development of peer interactions ideally while appealing in some form of collective problem solving. Vygotsky (1981) and Wertsch, (1985) referred to this as a shared undertaking. They labelled this phenomenon as intersubjectivity. The reinforcement of shared norms and tools in this process is an important component in the teaching of language (Wenger, 1998).

Mobile learning that occurs via social constructivism contends that the mobile facility like an app permit communication among a group of learners. Therefore, it will develop some kind social networking involving sharing and discussion. This construct will amplify teamwork, which is the pillar of social constructivism. These mobile tools must create rich discourse in order to blossom in the spectrum of Educational technology.

Technology has been introduced into some South African schools. Students are far more technologically perceptive than the institutions that support them (Desai, Hart, & Richards, 2008: 329). There is an intimate relationship between technology and constructivism. In social constructivism, learning takes place in different settings. With technology, the design and environment of the platform engage learners. Fresh efforts to assimilate technology in the classroom have been within the context of a constructivist context.

Evidence suggests that constructivist teachers are more likely to use technology in their classrooms and integrate technology into their lessons more than teachers who follow other philosophies of learning (Modern Education and Computer Science, 2013). The crux of the matter is that constructivist-minded teachers promote technology as a valuable educational device in the classrooms.

In this new paradigm, some teachers have come to recognize the prominence of social constructivism for electronic learning because the prospective for co-operation and negotiation embedded within it provides the learner with the opportunity to obtain alternative perspectives on issues and offer personal insights (Duff & Cunningham, 1996). Social constructivism has highlighted the fact that tools that connect social interaction and learner-centred instructional practices are transforming learning which is beneficial for their development. When technology is used in constructivist approach, teachers can involve students in learning activities. They can construct the lesson and allow the instruction to meet a whole range of learning levels and panaches, and they can expand the variety of resources that are available to the learner In a general sense it becomes clear that students can learn from technology; they can also learn with technology. Learning from technology is often referred to in terms such as instructional television, computer-based instruction, or integrated learning systems (Jonassen & Reeves, 1996).

2.2.3.2 DIGITAL CULTURE: REVOLUTIONARY IMPLICATIONS

The on-going revolution in technology has forced a constant review of constructivist theories that has led to the persistent appraisal of technology and different teaching pedagogies. The result is that social constructivism has been reformed (tweeted]) and uplifted with technology as an instrument in learning. Technology is also often assumed the catalyst of new pedagogical change (Desai, Hart, & Richards, 2008: 329). Based on the evidence currently available, it seems fair to suggest that technology offers plasticity and malleability reflective of teaching methods across various learning methods.

In South Africa, the use of technology is still minimal because of economic instability. Carroll (1997) brings out a fundamental point in which he “indicates that technology is changing our ways of life everywhere except in the schools. He stated that we still have Industrial Age schools in an Information Age where less than 10% of the classrooms are fully

equipped with computers” (Lunenberg, 1998). The influence of this theory is evident in South Africa and could be one of the reasons that South Africa is falling behind in economic terms.

A greater level of persistence needs to be actualized by the South African government in educational terms and must realize that there is a close association between technology and constructivism, the application of each one benefiting the other. Constructivism states that learning takes place in contexts, while technology refers to the designs and surroundings that engross learners. Recent efforts to assimilate technology in the classroom have been within the context of a constructivist framework. Widespread access to the internet has not only reduced the importance of physical propinquity but for learners it has also granted admission to accumulated knowledge that enables collaborative learning to take place. In keeping with this concept, the Western Cape Government in 2014 provided a number of schools with high-speed broadband connectivity. The project was launched in Atlantis on 27th August 2014. Schools were among the sites chosen as the focus points for Limited Free Access Wifi Zones that forms part of the broadband initiative (Western Cape Government, 2014: 1).

Internationally, a number of studies have been carried out in the past into various mobile-learning environments worldwide, such as the MobiLearn project (Hardless, Lundin, Lööf, Nilsson, & Nuldén, 2000), the Palm Education Pioneers (PEP) Program (www.palmgrants.sri.com), Microsoft’s Anytime Anywhere Learning (AAL) project (<http://www.microsoft.com/education/?ID=aal>), and the Musex project (Yatoni, Sugimoto, & Kusunoki, 2004). These projects seem to envision the potential of future learning and a positive understanding of the World Wide Web. In the next segment, I will clarify the worldwide pattern of technology.

2.2.4 TECHNOLOGY’S UNIVERSAL PATTERN

The development of the World Wide Web in 1989 was birthed with a great vision. Tim Berners-Lee’s original goal was to make it “a collaborative medium, a place where we all meet and read and write” (Carvin, 2005). Britain is innovative in terms of digital technologies in vast areas of education particularly in schools. Research appears to have augmented the productivity of this trend with regard to education in schools. The uses of mobile and handheld technologies (Cheung & Hew, 2009) have been used adequately for learner

motivation and performance. Based on the innovations of technology in the classroom, research across the world echoes the advantages that can be achieved (Wainer et al. 2008) and positive findings for smaller and more intensive interventions with technology (Liao & Hao, 2008). According to Voogt and Knezek (2008), there is great enthusiasm for technology because the continuing enthusiasm for new and emerging technologies is unlikely to diminish as innovative technologies offer new teaching and learning opportunities.

New technologies also represent new desires in different countries. In the Netherlands the social networking site, Hyves is the preferred choice. In Japan, Mixi.jp is the most popular networking site. In Sweden for 12-15 year olds, the site Bilddagboken is the most popular site (Findahl, 2009). However, in the UK and US, Facebook is the second most visited site.

The top sites in South Africa are ranked as follows according to <http://www.alex.com/topsites/countries/ZA>:

- Google.co.za
- Google.com
- Facebook.com
- YouTube.com



Of great value is the realization that today's learners perhaps write more than any other learners in history. Many high school learners write incessantly on Twitter and Facebook. They relentlessly send texts and instant messages on their cellphones and laptops. This is done both in and out of school and more than ever learners are developing an appetite for research (McClure & Purdy, 2013: 1). Many South African teachers do not really see this and it can cause a barrier not in the learners' life but the teacher's life.

The foregoing discussion in this segment implies that technology can be used as a tool to foster new-fangled teaching methods and different learning opportunities. The technological pedagogical approaches that are used for literacy programmes in South Africa are still limited. However, the South African government has turned to modern technology in the hope to strengthen teaching (PanAfrican Research Agenda, 2008-2011). Given the centrality of this issue to educational technology, I will now look at the South African context and technological pedagogy

2.2.5 SOUTH AFRICAN EDUCATION SYSTEM AND NEW DIGITAL LITERACIES

The level of technological advancement in South Africa has taken place in the mobile arena. This has led to a significant rise in mobile ownership and usage. Keegan (2002: 31) advocated that the future of learning would be from eLearning to mobile learning (mLearning). According Harris (2001) mobile learning is the point at which mobile computing and eLearning intersect to produce an anytime, anywhere learning experience. Recent research done by Miller & Doering (2014: 44) concurs with the fact that Mobile devices are regarded as having great promise for learning. To add to this, the United Nations Children's Fund (UNICEF) report of 2012 indicated that South African residents lead as one of the highest users of mobile technology and mobile social networking on the continent. However, stationary internet and computer ownership lags. It further states that South African adolescents and youth are the first adopters of mobile technology, with 72 per cent of 15 to 24 year olds “having a cell phone.”

It has been apparent for the South African Educational Department that the use of technology can play a major role in education. These include the development of graduates and citizens required for an information society (DoE, 2001). Digital technologies offer the potential to tackle some of the South Africa’s chronic education challenges, including overcrowded classrooms, teacher shortages and the many children who are without any education at all. Technology in South Africa can enhance the quality of teaching (Wagner, 2001) and improve educational outcomes (Garrison & Anderson, 2003).

Digital technologies offer the potential to tackle some of South Africa’s chronic education challenges, including overcrowded classrooms, teacher shortages and the many children who are without any education at all. Education in South Africa has constantly been transforming because it necessitated the development of 21st century learning outcomes that allow learners to use information in different contexts (Department of Education (DOE), 2002; Law & Chow, 2008b). A recent initiative by Via Afrika provided rural communities with digital education centres. The Via Afrika Digital Education Centre initiative is currently being rolled out in South Africa. Technology in South Africa can enhance the quality of teaching (Wagner, 2001) and improve educational outcomes (Garrison & Anderson, 2003). In 2015 seven South African inland schools walked into a new era of the digital discovery. Gauteng

Premier David Makhura and Education MEC Panyaza Lesufi, launched the new paperless education system pilot project. Each learner from the seven schools received a tablet. The provincial Department of Education specified that this endeavour was the first step in realizing Gauteng's vision of building a world-class education system by modernising public education and improving the standard of performance across the entire system (www.southafrica.info/2015). Adding to this an article 'Cape classrooms set to go hi-tech' in the Cape Argus which was on the front page highlighted the 'new' direction of South African classrooms. This endeavour would bring e-learning to 344 schools (www.capeargus.co.za/july/2015).

In light of the observations in the above example, many South African teachers are spiralling away from the traditional blackboard and diving into technology in their attempts to become better teachers.

2.2.6 SOUTH AFRICAN TEACHERS AND TECHNOLOGY

In 1993 a study was conducted with a class of Grade eight students who were given the use of laptop computers to keep journals, write stories and complete assignments. The study reported a marked improvement in students' ability to communicate persuasively in writing, organize their ideas effectively and use a broad vocabulary (McMillan & Honey, 1993). Further research by Meskill & Mossop (2000: 588) reported evidence of increased motivation and excitement for learning because of technology use.

2.2.6.1 SOUTH AFRICA'S TECHNOLOGY COMPETENCY: CATCHING UP OR FALLING BEHIND

A recent report has presented a damaging picture of South African Schools' readiness to teach e-learning. The report goes further to state that many teachers in South Africa are not trained in computer skills. Many teachers find themselves on Facebook and WhatsApp and Twitter but have no idea how to use the social networking sites for educational purposes nor has it ever cross their mind that it could be used in an educational sense. The educational publisher of Via Afrika also said that most provinces believed schools were not ready for information and communication technology (ICT). In 2013 statistics released in Parliament by the Department of Education (DoE) showed only about 6,000 of the country's 25,870

schools were ICT ready. This shows us the nature of how far South Africa lags behind compared to the rest of the world. The report also revealed that of South Africa's 413,067 teachers, only 132,884 had been trained in basic computer skills and ICT equipment by 2011.

To portray the issue in terms of 21st century outcomes the Department of Education realized the necessity to accelerate the digital paradigm in South African schools (DoE, 2002). Further research by Law & Chow (2008b) revealed the evolution of the digital perspective in South Africa. Furthermore, the South African Department of Education through its policy on ICT, the White Paper on e-education (DoE, 2004) developed guidelines for the distribution and use of digital resources in schools. This signalled the progressive nature of implantation. However, at the start of the 21st century, research done by Lundal & Howell (2000) in their study of the use of computers in South African schools gesticulated the vulnerability of technological incompetence. Their inquiry revealed that the lack of resources is not always the problem, but how teachers use the available educational tools in their teaching.

2.2.7 SOUTH AFRICA'S EDUCATIONAL TECHNOLOGICAL DRIVE: PROBLEMS AND FUTURE POSSIBILITIES

The pace of technological evolution in South Africa has accelerated greatly. It is not only significant how radically the technologies in everyday use have changed, but also how easily society as a whole has adopted these innovations. This has been achieved through the emancipation and democratisation of information and of technology.

Richard Lanham (1993: 227) echoes an important statement when he declares, "we are drowning in information.... In such a society, the scarcest commodity turns out to be not information but the human attention needed to cope with it." However, prevailing technology trends in education are here to stay. The use of educational technology in schools is not a magic formula and there are additional concerns:

Computers also show that it is incredibly problematic to have positive educational impact with computers. Technology at best only amplifies the pedagogical capacity of educational systems; it can make good schools better, but it makes bad schools worse. I have discovered that some schools that have so much still perform poorly. I am from a school that falls in this

character. Technology has a huge opportunity cost in the form of more effective non-technology interventions. Many good school systems excel without much technology.

No amount of teacher buy-in and parent support can make the program of educational technology a success without the learners. It is vital that the learners know the value of educational technology in the context of globalization. I do believe that South African learners are digital citizens, and do not need to be trained on how to operate technology devices in a broad sense, but they do need guidance on efficient, organized, and focused uses of technology to enhance their lives. Discovery learning is part of their natural life.

2.2.8 TECHNOLOGICAL LEARNING: DISCOVERY FOR PROGRESSION

South Africa's current environment is ripe for discovery learning to take hold because of the increased capabilities of technology and the demands of an international economy.

2.2.8.1 DISCOVERY LEARNING: A DEFINITION AND MODELS

Discovery learning encompasses an instructional model and strategies that focus on active, hands-on learning opportunities for students (Dewey, 1916/1997; Piaget, 1954, 1973). Discovery learning is a method of inquiry-based learning and is considered a constructivist based approach to education. Piaget (1973), Bruner (1961) and Papert (2001) are supporters of this theory. There are different types of Discovery learning:

- Inquiry-based learning
- Experiments
- Exploration
- Simulation-based learning
- Problem-based learning
- Inquiry-based learning
- Webquests

2.2.8.2 LIMITATIONS OF THE DISCOVERY LEARNING APPROACH

Kirschner, Sweller, & Clark (2006) questioned the effectiveness of this model of instruction. They reported that there was little empirical evidence to support pure discovery learning. Specifically, Kirschner et al. suggested that fifty years of empirical data did not support those using these unguided methods of instruction.

Mayer (2004) argues that unassisted discovery learning tasks do not help learners discover problem-solving rules, conservation strategies, or programming concepts. He does acknowledge, however that while under some circumstances constructivist-based approaches may be beneficial, pure discovery learning lacks structure in nature and hence will not be beneficial for the learner.

2.2.8.3 TECHNOLOGY: HARNESSING DISCOVERY LEARNING

Moore (1965) stated based on his principle that technology will double in performance every 18 to 24 months. Therefore, Education must adapt teaching and learning so that students become more independent and active learners. Technology makes acquiring information easier than it has ever been and has the potential to work well with discovery learning methods. Computers and the Internet give children greater autonomy to explore ever-larger digital worlds (Papert, 2001).

2.2.8.4 TECHNOLOGICAL EXPANSION: THE GROWTH OF LEARNING

The reality is that learners are besieged with technology in almost all components/segments of their lives. An educational project in 2005 suggested that the average teenager devotes almost 6 hours a day using media (Roberts, Foehr & Rideout, 2010). South African teens might spend around 7 hours using media. Another educational study, American Life Project report (2005) found that 87% of teenagers aged 12-17 used the internet (www.pewinternet.org) To supplement the information age it is a requirement that school learning should also occur in a meaningful context and not be separated from the learners' 'real world.' One such example would be the cell phone. For a number of years I have placed the play of 'Othello' on some of the students' cell phones in an experimental capacity. The

Grade 12 learners loved it and could acquire the knowledge of the play of ‘Othello’ anywhere and at any time.

The most important features of Mobile Phone Assisted language learning are, social interactive capacity, context portability, sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting (Jonassen, Peck & Wilson, 1999). Literature has provided enough evidence that learners are possibly digital experts and bring valuable digital linguistic capital to the class (Chapelle, 2009).

Another attractive aspect of technology in the classroom is the use of the video camera and the recording of lessons where learners afterwards can observe themselves and apply corrections through the accruing visual stimulus. I have recorded the Grade 12 orals for the curriculum advisor where the mark that the teacher gave can be analysed and tested. Learners love to look at themselves and so the video camera adds a new dimension. Role-play is entrenched within socio-cultural practices and so is intimately connected to popular culture. Learners often pretend in front of friends or put up some image related to a movie star or music performer. Role-play is pleasurable, enjoyable for learners and role-play involves some active engagement on the part of the player (Garvey, 1977: 10).

The scope of work done on role-play has been significant. Vukelich (1991) and Hall and Robinson (1995) all demonstrated that incorporating role-play with writing and reading activities gives them the opportunity to extend their uses of literacy. This will give them a level of confidence to develop skills for the 21st century. This is further cemented by research done by Isenberg and Jacob (1983) which suggested that incorporating literacy and role-play could have a positive influence on early literacy development. In some recordings of lessons, role-play can take the form of coaching where learners can help each other with regard to lesson presentation when they play the teacher by presenting a lesson as a form of revision for examination purposes. This can also be directed at the teacher as a helping hand. Precious inquiry on cultivating coaching in secondary schools Lofthouse, Leat, Towler, Hall and Cummings (2010: 5) found that coaching had the potential to secure a desirable outcome for school development.

Video recordings can provide teachers with important feedback about future lessons. However, in the South African classroom the video camera is under-used. In essence, there are a number of good reasons to combine technology with some lessons:

- Students are motivated by technology and they show a deeper understanding of concepts and an increased willingness to tackle difficult questions (Riel & Fulton, 1998; McGrath, 1998).
- Technology can help facilitate the knowledge-constructed classroom (Bork, 1985).
- With technology materials can be presented in multiple media for multi-channel learning. The reality is that different students learn differently and different concepts are acquired through different paths of learning (Haddad, 2003).
- With the aid of the computer, students are able to collaborate, to use critical thinking, and to find alternatives to solutions of problems (Jaber, 1997).
- In the age of information, there is an essential need to learn technology (Dockstader, 1999).
- Digital technologies can enable students to become more active and independent learners (Negroponte, Resnick, & Cassell 1997).
- Computer mediated instruction that are designed well can improve student scores and attitudes towards learning, and decrease learning time (Baker, Hale & Gifford, 1997; Fletcher, 2003).

The above-mentioned reasons represent the basic platform for using technology with learners in or out of the classroom. Sharma and Barret (2007) in their book 'Blended Learning' also suggest some cumbersome as well as untenable reasons to incorporate technology into the classroom.

Consequently, the 'innovative methods' in English education where technology can be used could be regarded as a pedagogical tool. This tool will reflect an extension of human competencies for the socially constructed learning environment. Such processes will postulate different roles for the teacher and learners. By imposing some of the 'innovative methods' a methodology may be employed that teachers may not be at peace with at first.

Kerfoot (1993) argues that the teacher might not always know what is in the best interest of the learner in terms of the changing world of the learner. It can therefore be an advantage in the twenty-first century that English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the subject and adopt new techniques to change socio, economic status of the country where technology can be used as an instrument in the classroom as a weapon for change. Teachers must learn to speak the new 'language' of the 21st century.

2.2.9 SOCIAL NETWORKING: A CONSTANT REVOLVING INNOVATION

Any facet of education cannot overlook the relevance of Social Networking. The advent of digital technologies has also precipitated a move from consumer to producer dispositions with recognition of the 'participatory potential of new technologies' (Buckingham, 2003: 14). Krumsvik (2006: 253) contends that teacher education must embrace new 'epistemological contours' and accept that what knowledge is, and how it is accessed and fashioned is essentially altered within digital environments.

2.2.9.1 CONTOURS OF SOCIAL NETWORKING: OPEN POSSIBILITIES

The scholarship on the emerging social networking phenomena has grown tremendously because of its impact on individual information. Social networking sites are fixtures of youth culture that have attracted millions of learners. Social media has changed how youth socialize and learn. This has provided a platform for colonization into the world of the learner that could be used educationally. Policymakers, parents and teachers should take note of social media because of its major impact on the learner.

Technology offers learners so many new highly effective tools that they can use to learn in conjunction with their work at school. Learners today are very comfortable with technology and generally view its presence as part of their natural living environment. Social Networking sites are considered as an expected part of everyday life; as such students may be quicker to experience or see the potential application of new technologies than their teachers (Oblinger, 2003).

According to Prensky (2008), the role of technology should be to support students teaching themselves with their teachers' guidance. This is critical because many teachers are becoming perplexed and sometimes exasperated by the countless approaches of technology's role. Simplicity should be the guide for the use of technology.

2.2.9.2 FROM SIXDEGREE.COM TO FACEBOOK.COM

The first noticeable social network site launched in 1997 called SixDegrees.com. SixDegrees.com allowed users to generate profiles, list their Friends. SixDegrees promoted itself as a tool to help people connect with and send messages to others. While SixDegrees attracted millions of users, it failed to become a viable business and in 2000, the service closed.

After SixDegree.com other sites began to emerge over the years: AsianAvenue, BlackPlanet, MiGen, Cyworld, LunarStorm, Ryze.com, Tribe.net and Friendster, Myspace (Chafkin, 2007; Madhavan, 2007). After sites like Myspace, Mixi, Hyves, Grono, Hi5, Bebo, the Chinese QQ instant messaging service instantaneously became the major SNS worldwide when it added profiles and made friends visible (McLeod, 2006: 36), while the forum tool Cyworld emerged in the Korean market by introducing homepages and buddies (Ewers, 2006).

Out of the labyrinth of Social networking sites, Facebook appeared. Facebook began in early 2004 as a Harvard-only Social networking site (Cassidy, 2006: 50). It would emerge as one of the biggest networking sites and would change the landscape for teenagers.

2.2.9.3 FUSING FACEBOOK: A LETHAL COMBINATION

In this segment, I intend to reveal how a site like Facebook can enrich learning. Any facet of education cannot overlook the relevance of Social Networking. Research examining Facebook in the past established some important reasons why people join Facebook: maintenance of existing off-line friendship (Wiley & Sisson, 2006); (Lenhart & Madden, 2007), identity formation (Selwyn, 2009), lurking or browsing information of other users (Pempek, Yermolayeva & Calvert, 2009).

Duff and Bruns (2006: 37) argued that both teachers and learners need to keep up with new developments in digital communication. They stress that ‘the uses of technology is still developing rapidly and teachers and learners need to keep track of new tools and approaches emerging both in the wider internet community and specifically in educational contexts.’ More importantly, it also has been insistently argued that children’s out-of-school practices need to be valued and developed in school (Gee, 2004).

I find Gee’s point particularly relevant as this can serve as a beacon to colonize that particular spectrum of the learner. Collaborative learning therefore has a great deal to offer in terms of learning but more importantly in terms of its significance to the habits in which people (particularly learners) tend to function in out-of-school spheres.

2.2.9.4 FACEBOOK INTEGRATION

According to Corbett (2009) the academic crowd still hold the largest percentage of users. The amount of learners using the Facebook is phenomenal. It is therefore only logical for teachers to assume that incorporating learning into the Facebook website is an important one.

In principal, there are a number of ways that teachers can use Facebook:

1. Use Facebook as a professional development resource.
2. Endorse good citizenship in the digital world.
3. Use Facebook’s groups features to communicate with parents and learners.
4. Motivate students to follow Facebook’s rules.
5. Use Facebook as a class library for individual classes.

According to Towner, VanHorn & Parker (2007) Facebook has the potential to become a learner network with structure and flexibility. The motivation for the integration of Facebook and other Social networking sites in and out of the classroom stems from the understand that digital technologies capture the interest of learners and more importantly the fact that many learners are much more motivated and persistent with learning tasks presented through digital technologies than traditional teaching formats (Willoughby & Wood, 2008). However, according to Paraskeva et al (2008) technology integration into the classroom continues to fall below expectations.

According to Towner, VanHorn and Parker (2007: 1-18) Facebook has the potential to become a learner network with structure and flexibility. Since learners already contact each other with regard to work that happens in class the opportunity for teachers to present lessons on Facebook is an avenue to increase learner capability at home, which could have a positive reflection in class. Munoz and Towner (2009: 9) states that the use of Facebook can benefit both the instructor and the student by tapping into a greater number of leaning styles, creating an online classroom community and increasing teacher-student and student-student interaction. One example cited by Richardson (2010) is about Jim Meredith a teacher in Philadelphia who was looking for a way to engage his learners more fully in the curriculum and thought that Facebook might provide an opportunity for new learning to take place. When Jim mentioned the word Facebook to the learners it caused a “massive buzz in the classroom”. He further states that the learners were enthusiastic and he realized that Facebook could provide a window for a new discovery of knowledge.

I used a similar activity on Facebook that has allowed the learners to take ownership of their knowledge. I set up a group that was called ‘English for 12J’. This group only allowed learners from that particular class to be active in that group. The learners would upload information about lessons and any conversations that would take place would only be around the work that was done. This was decided as one principle that learners would abide by when in this group. This group ‘English for 12J’ built a strong class community that appears to value the knowledge even more. The group was beneficial for the teacher because it allowed me to do double revision. I could upload nearly every lesson that was done in the class. This same concept for the group ‘English for 12J’ can be used for Grade 10 learners. Facebook for language learning is a great tool. Godwin-Jones (2008: 7) maintains that tools like Facebook can “enhance communication”. Blattner and Fiori (2009) provide additional support and confirmation to the point that Facebook can be utilized to increase motivation and improve the performance of English language learners. Bateman (2010) also notes that students used Facebook is “as a mode of representation for student assessment, knowledge production and dissemination.”

Facebook provides learners with a social presence. Social presence is the degree to which people perceive each other as real in mediated communication, or as a learner’s ability to project himself or herself socially and affectively into a community (Rourke, Anderson, Garrison & Archer, 1999). Because of their social presence, they show greater participation

within course activities (Swan & Shin, 2005: 115-136). This understanding is valuable because the main reason for learners' not completing courses (task) is the perceived lack of social presence (Yorke, 1999) or misery within the communal environment (O'Donoghue & Warman, 2009).

2.2.9.5 CONCLUSION

It is important to articulate the value of Facebook as a tool for learning to parents, teachers and learners. It is important that the group you establish on Facebook should be "interest-based" and not "friendship based" (Richardson, 2010). I have found the value of having some parents with me on the site because of their motivation and comments with regard to learning. This collaborative approach by all three parties (parents, teachers and learners) can be a major investment into knowledge growth.

It is also good practice to stop the working of the site (or deactivate your account) when it is the school holidays. This will also send out a message to the learners that the site is only academically inclined. In the 21st century the common expression, "that with great power comes great responsibility" is so relevant with the emerging new technologies in education. The overall conclusion is that first teachers should model responsible and ethical use of technology (Rshaid, 2014).

2.2.10 TECHNOLOGICAL MOTIVATION: A PRESENT REALITY

It is evident in South African culture that one of today's problems is a lack of motivation toward academic activities. I am well accustomed to getting the loud sigh from the learners when a task is issued. Many of the complaints will come from the junior grades (GET Phase). Green-Demers and Pelletier (2003) state that year after year, for reasons yet to be understood, numerous high school students find themselves in a state in which they do not have the desire to carry out the academic tasks required of them. However, many learners also find the new world of digital learning to be very motivating.

Today's youth in many cases can be described as been born digitally. In the 20th century it was discovered that children loved television. It was obvious to assume that if they love television let us use that same television in an educational way. I have used a television to

great effect in all areas of teaching English. Lumley (1991) specified that a teacher using technology to motivate learners is more powerful and creative than one simply using lectures and textbooks. Nevertheless, South African teachers must be taught to utilize technology effectively. Currently at my own school, I am the only teacher utilizing Facebook in an educational approach.

Lumley (1991) also found that students in traditional classrooms become bored if tasks are too easy and frustrated when they are too difficult. The human brain is actively primed to seek out and respond to what is unexpected or innovative—new information coming in from the outside world that is different from what it expects (Medina, 2008).

Often the use of technology has the inference of making learners feel smarter and fortifies them with knowledge that others might not have. Many learners believe working with technology “made learning more fun.” In a study of students of low socioeconomic status, Page (2002) concluded that classroom technology and its effects contributed significantly to the self-esteem of students and resulted in increased classroom interaction. Swan (2005) reported that students found that using mobile devices was fun and made schoolwork, especially writing activities, easier than using paper and pencil. Ultimately, we can motivate out learners with technology.

A fixed technology that is making its way into South African classrooms is the interactive whiteboard. Although there is still a great divide with regard to the amount of schools that have it, it has been demonstrated to help motivate learners. Connecting a computer to a whiteboard means that the teacher can show the screen to the whole class in readable comfort. With an interactive whiteboard learners can come to the front of the class and operate the computer. Beeland (2002) reported a statistically significant improvement in student engagement in the learning process when an interactive whiteboard was used to deliver instruction.

A very positive aspect of the interactive whiteboard is the ability to show videos from YouTube, which is a great resource for education. Technology is here to stay so it is only logical to use it to motivate learners and help them to achieve their goals and dreams because technology also has the ability to destroy our learners

2.2.11 YOUTUBE: A MIRROR FOR THE TEACHER

The innovative use of technology has no limits for creative minds. The application of Youtube in education has been suggested as a tool to engage learners (Duffy, 2008; Roodt & De Villiers, 2011). Growing up with and being surrounded by technology has shaped the way in which members of this generation learn and participate in the classroom (Berk, 2009b; 2010; Oblinger & Oblinger, 2005; Prensky, 2001). YouTube offers a wealth of opportunities for learning, sharing and collaborating over developing education-based networks. The significance of Youtube cannot be overlooked and should not.

2.2.11.1 YOUTUBE: MULTIPLYING YOUR LESSONS

A report before the year 2000 found that 99 percent of children and young people aged between 7 and 17 years watch television and they watch it for an average, two and a half hours per day (Livingstone & Bovill, 1999). It is common knowledge that the television is a powerful transmitter of information. According to George Gerber “society’s perceptions of reality are cultivated by what we watch on television” (Phillips & Bonds, 1999). Television is a mirror of reality (Lindquist, 2006) I am of the opinion that YouTube falls nearly in the same platform as television. Based on the YouTube statistics according to Nielsen, YouTube reaches more US adults ages 18-34 than any cable network.

A study from the Intelligence Group found that YouTube was the top platform overall amongst 14-34 year-old users. To add to this teenagers today prefer to watch their music. According to a new survey, YouTube has surpassed radio and CDs to become the most popular way American adolescents listen to music (Nielsen Report, 2012). This trend should spill over into education.

Research has shown that YouTube is the fourth most visited site in South Africa. (<http://www.alex.com/topsites/countries/ZAResearch>). Ironically, many teachers are not too familiar with the YouTube channel in the classroom. Again, there is a great divide in terms of socio economic terms. I have provided my own equipment to use in the class because the school did not have sufficient multimedia apparatus. Many times certain subjects in high schools are given preference and this can hamper progress.

One of the edifying things about using YouTube is that you can reinforce all your lessons whether it is Poetry, Shakespeare, Grammar, Comprehension, and any other dimension of the English language. This process is often referred to as a two-way communication, which can be beneficial for the learners (Collins & Halverson, 2009). Repetitions of the principles of the lessons are important. YouTube was launched in 2005. At the start of 2010, 150,000 new clips were posted daily (Belleca & Brand, 2010). Online video is catching up with traditional television. The study of Media Usage in 2012 (Nielsen Report, 2012) shows that watching video online represents around one-third of the time spent watching conventional television (Rshaid, 2014). Based on the self-supplied YouTube statistics page as of July 2014:

- One billion people used YouTube: Last updated 4/21/14
- Total YouTube views in 2011: One Trillion
- Percentage of YouTube traffic from mobile: 40%
- Percentage of teens that consider YouTube their favourite website: 50% Last updated 11/5/13 www.expandeddrablings.com/index.php/youtube-statistics/

It is crucial that teachers understand that a huge portion of the world's knowledge (including new knowledge) is distinctively displayed through the YouTube channel. A teacher can use YouTube in a number of ways:

1. YouTube can be used as source of video material for their lessons.
2. A Teacher can store their own lesson, which is a good way to TEST, or REVIEW your teaching style (professional development) against other teachers' presentation.
3. Video-based learning matches many learners' learning (Belleca & Brand, 2010).
4. YouTube offers learners the ability to learn from top experts in the language field.

A study conducted by White et al (2000) documented the advantages of using video in the classroom in comparison to printed materials. Another study by Wagener's (2006) emphasized the prominence of digital video resources for language learners. The research disclosed the encouraging implications of using video technology in the language classroom. YouTube is an essential part of the educational world and if used properly, it can efficiently help to maximize the learners' ability to comprehend all components in the language continuum and know how to apply it successfully

2.2.12 MULTIMEDIA EXPOSURE: A SENSORY DELIGHT

For many young people multimedia is a more attractive medium (Rshaid, 2014: 172). Because of the unlimited quantity of videos on YouTube and other sites, it should be no surprise that more and more multimedia is being watched. Therefore, this aspect of educational output cannot be neglected in schools in and out of the classroom. According to Gee (2010: 11; Johnson 2005; Jenkins 2006a, 2006b) many have been impressed by the ways in which popular culture today is using digital tools and other devices to engage in powerful, deep, and complex thinking and learning outside of school.

With the right balance in the learners' educational career, it can serve as a platform for educational growth. More importantly, Educators should not look at multimedia as being unproductive in terms of learning. The omnipresence of YouTube technology has never been more intense than in the lives of the 21st century students. Multimedia is becoming an increasingly common form of expression. The literature confirms an increasing trend of using a variety of digital devices among high school learners (Kukulska-hulme & Shield, 2007). Through multisensory inputs, our eyes react to visual stimuli more quickly. In essence, extra information given at the moment of learning makes learning better (Medina, 2008). Richard Mayer reveals some ground-breaking rules that are associated with multimedia presentation. He links his own experiential findings onto how multimedia affects human learning:

- Students learn better from words and pictures than words alone
- Students learn better when corresponding words and pictures are presented simultaneously rather than successively.
- Students learn better when corresponding words and pictures are presented near to each other rather than far from each other on the page or screen (Medina, 2008: 210).

In conjunction with multimedia, it is imperative that teachers also know how pictures transfer information. Teachers should learn to use animations in the classroom. Often we can communicate more with pictures than with words. This seems clear when we realize that vision is by far our most dominant sense taking up half of our brain's resources (Medina, 2008).

2.2.13 IMPLICATIONS OF THIS REVIEW IN PART ONE

To underscore my argument for the significance of new literacy practices in any deliberation of high school learners and digital uses in and out of the classroom, it is useful to appreciate the fact that ‘the classroom should be filled with balanced activities’ (Harmer, 2001: 38) within a specific term or quarter at schools. Many of our high school learners’ lives are mediated by literacy practices and technologies that are qualitatively different from what they were 10 years ago.

The first part of this research has forged inroads into understanding the influence of technology on literacy practices in a constructivist setting. However, it was limited to a Facebook and YouTube dimension. However, studying the various social media applications, the Callaghan Study (Callaghan & Bower, 2012) showed that the influence of social media in online courses motivated students to participate with great vigour in the online classroom.

Further implications of this review revealed the growth of technological education in the South African context. The revelation was that South Africa has made strides but that it is still lagging behind the rest of the world because of its digital divide. However, positive inroads are being made toward richer conceptions and considerations of what it means to use aspects of technology in the context of school learning. Given the speed of technological expansion, it is important to ask questions of learners and watch what they do because the technological practices of today may very well be the orthodox practice of tomorrow.

DIFFICULTIES, CHANGES AND INNOVATIONS

PART 2

2.3 INTRODUCTION

In this second part of the literature review, I unpack the process that institutions like schools will undergo in order to advance English language learning proficiency. Barriers will first need to be identified. Changes will then be implemented and the outcome of the process can result in innovation. This section aims to generate an understanding of how common barriers and changes encompass the issues that will lead to innovative teaching methods in the English language classroom. The relevance of the changing language teaching methods over the centuries highlighted the innovative nature of the human mind to try to find a solution in order to enhance the capabilities of learner productivity in the classroom. The domain of teaching and learning has always been productive ground for early adopters of innovation in language teaching. It is therefore no surprise that over the years educational practitioners and theorist have implemented different teaching methods to improve or recover performance in schools in particular social context.

The significance of the pattern of changing Language teaching methodologies is unique in respect to the context of South Africa. Because of South Africa's changing landscape, it became crucially important for the South African Education Department to select appropriate language teaching methodology for the particular generation of post 94. In this inquiry, it will become clear why South Africa selected the Communicative Language teaching approach.

Part two of the literature review firstly looks at the barriers that ordinary Grade 10 South African learners will face. This is significant because it allows us to see the problems that students have to deal with and how each barrier spills over into the next barrier. Secondly, I examine the changing faces of language teaching methods from the Grammar-Translation Method to the Communicative teaching approach. In doing this we can witness what was considered problematic and what innovative ideas or suggestions were initiated in order to bring some improvement to a particular problem in a specific social setting. Thirdly, I look at the process of change and innovation and the types of innovation that was introduced and why it was considered innovative and finally, I end with the evaluation and the manner of teaching. This will be important because if a teacher does not understand her purpose then a

teacher would never be able to maximize learner performance in the most challenging of circumstances.

2.3.1 PRELIMINARY CONSIDERATION

Donald Gips, a former US Ambassador to South Africa, stated that “South Africa has an uncanny talent for innovation and South Africa has the ability to improve in moving forward” (TheSouthAfrican.com). We are teaching in ignorance of a vast amount of basic fact. This is not our fault, but it should not inhibit the absorption of new material (Sinclair, 1985). New ideas or forgotten ideas should not be ignored but should always be revisited.

All learners bring strengths and weakness to language learning. Some learners will enter the classroom with a barrier and others may show superiority in the language classroom. The learners’ idiosyncratic non-conformities can be seen from the teacher’s point of view be as deviations, errors of encoding to be corrected (Widdowson, 2003: 136). Both the learner with barriers and the learner with a good command of English should be looked after. Therefore the balance of difficulties and innovations brings to the surface the hidden potential of a teacher who will address both areas of English Language teaching in the classroom.

Garbarino (1995) expounded on the theory that poverty puts children at risk. Beyond its effects on individual children, poverty affects families, schools, and communities (Bradley & Corwyn, 2002: 371-399). When we change a learner’s thinking pattern, we change their behaviour as well as their brain in effect (Jenkins, 2012). Just as Generational Poverty can change a child’s life and brain (Jensen, 2009) so can an innovative method in teaching transform a learner (Thurston, 2009). According to Rogers (2003: 12), an innovation is “an idea, practice, or object perceived as new by an individual or other unit of adoption”.

Schools can no longer accept the fact that large numbers of students are not graduating and as a result more are likely to be on their way to economic struggles (Jansen, 2014). In a multilingual society, literacy is associated with socio-economic status and power (Prinsloo, 1999). Research in the past has shown the recurring theme in the classroom and often has been neglected by teachers to investigate solutions to some standard problems. There is a good deal of distrust of theory among English language teachers (Widdowson, 2003: 2). For

that reason, innovative methods in the classroom will open a room for the learner to think more independently and creatively (Cummins, Brown & Sayers, 2007).

One of the major prognosticators of learner success at school is language aptitude. Language teaching has always been characterized by a search for more effective ways of teaching language to a changing generation whose difficulties can rob them of a bright future. Language is commonly described as the means by which a person learns to organise experiences and thoughts. It stands at the centre of the many interdependent cognitive, affective and social factors that shape the way we learn and teach (Thomas & Collier, 2002).

Research conducted in the 1970s and 1980s reveal that quantitative studies used a host of new instruments to record classroom behaviours, which were then analysed systematically. The goal of this methodology was “to determine how and to which performing these actions is related to other desirable attendant classroom events and/or pupil learning” (Cruickshank, 1985). This study divulges the practical connections between teachers’ pedagogy and students’ performance, motivation and areas of difficulties. This study solicits the perspectives of students in their original context so that the teacher could also enter the world of the student and impact that context. New teaching strategies for quality teaching and learning can become easily understandable criteria for a changing world. Impact techniques will allow the teacher to reach the learner that many might have considered could not be reached (Beaulie, 2005). It is also imperative that new teachers or student teachers have an expertise attuned to changed circumstances (Widdowson, 2003: 3). In doing this they will discover why certain teachers do what they do it.

2.4 BARRIERS: A MISERY THAT SHOULD NOT HAVE BEEN

In some cases, learners struggle to get out of their own way to achieve academic goals. Many learners in South Africa have displayed poor study habits, lack of motivation and poor preparation before the examination do affect them negatively. According to the Oxford dictionary (2009), barriers to learning refer to events and conditions in pupils' lives that make it difficult or less likely that they will be able to learn. In the context of South Africa, there are also common barriers that are part of many South African learners’ lives. They are:

2.4.1 POVERTY

Many children in South Africa live in poverty. Masuku (2000) reported that approximately 61% of South Africans are currently living below the breadline. The report of the World Health Organization (2001) revealed that just fewer than 50% of the population in South Africa could be living in poverty. Pitts (2000: 263) is of the opinion that poverty causes children to be educationally disadvantaged, and reduces the capacity of adults to play a consistent parenting role. Children are often left to their own devices and this leads to children moving further away from the academic responsibilities. According to Leon-Guerrero, (2014: 176) poverty is consistently identified as a risk factor for child abuse.

I have done a few experiments in the Mall to demonstrate the mind-set of some. I was dressed in a dirty jeans and an old black jacket. While in the area of a group of staff members trying to recruit members for their product, I was not approached and was looked upon in a strange manner. On another occasion while shopping and buying some groceries, I left the store and my bags were scrutinized from top to bottom while some were just allowed to walk through and leave the shop. Often times it is because of the way you look that affect people's opinion of you. However, that is just the 'nature of the beast'. In terms of South Africa it is an all too familiar seen. Constant exposure and living in poverty causes the brain to change in a detrimental manner (Jensen, 2009). According to the United Nations, poverty is "a human condition characterised by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights."

Another definition of poverty declares that poverty is the debilitating condition that results from multiple adverse synergistic risk factors and affects the mind, body, and soul (Jensen, 2009). Poverty is multifaceted because it does not mean the same thing for all people but many will agree that it affects overall academic performance. Academic performance refers to the progress or the difficulty of a child at school. Campbell (2000) stressed that there are a number of factors that help academic performance of learners, e.g. positive attitude shown by parents, motivation of learners, home background, the school itself etc. Securely attached children typically behave better in school (Blair et al., 2008). Ultimately, if you are poor, it can become a great avenue to make you rich.

Overall research (Pitts, 2000; Jooste & Jooste, 2005; Motala and Dieltens, 2010) has shown that there are seven principal risk factors vexing families living in poverty:

- Emotional factors (Lack of opportunities)
- Social Factors (Lack of sanitation)
- Health and Safety issues (Low health care services)
- Cognitive Lags (Jenson, 2012)
- Low literacy (Linguistic deprivation)
- Extreme hunger
- Depression (United Nations)

2.4.2. POVERTY AND SOCIAL COGNITIVE THEORY

According to this theory, the environmental influences are the most important determinants of behaviour (Bandura, 1973). A child who comes from a stressful home environment tends to channel that stress into disruptive behaviour at school and be less able to develop a healthy social and academic life (Bradley & Corwyn, 2002). The research has noticed that in particular that the birth of Rap music was based on the environment in which they lived. The environment (conditions they lived in) dictated their manner of behaviour. Meyer, Moore and Viljoen (1989) believed that this behaviour is the outcome for the environmental condition. Research by Bradley, Burchinal, McAdoo, & Coll, (2001: 1868-1886) reveal the consequences of a fatal environment and its effects on poverty.

2.4.3 LACK OF READING

When you play a Compact Disc CD in a MP3 Audio digital player, the first thing it will do is indicate that it is READING the disc. This will enable it to get the benefit of music that is on the CD. Reading brings out the music on the CD. In the same way READING that humans do bring out individual potential.

According to Joseph (2007), reading is a key competence for schooling and a key life skill. Tierney and LaZansky (1980: 606) stated that reading relies on a tacit 'contractual agreement' of shared conventions and assumptions between readers and writers. Research done Chisholm, Motala & Vally (2003) declared that there was turmoil in the field of

education, especially in Primary Education, with specific reference to language development. Studies by Pretorius (2002) showed us that the reading condition in South Africa was in a crisis. This crisis affected the learners' academic performance in various different learning areas. Adding to this Heath (1983) revealed in her study of literacy practices that people's ways with words can differ in very substantial ways across contexts and across homily communities. The ultimate result is that according Naidoo, (2009); Serrao, (2010), poor reading reflects poor matric results.

Research by Johnson (2011), revealed a number of reasons why learners do not like to read in high school:

- Learners fear they will be asked to read aloud and others will laugh at them.
- They cannot read as fast as their peers can.
- They get lost and cannot remember what they have just read.
- They have no interest in most of the material they are required to read.
- If they discover that you read slowly then you are looked on as stupid.

Many learners can read but they read fairly slowly and many learners look upon this as an area that constitutes the fact that a person is stupid. Sisulu (2010) research exposed that around 10 million South Africans are "alliterate" (i.e. able to read but not habitual readers). Reading affects all other subjects in high school. I often teach new grade 8 learners and I am well aware of the fact that the groundwork in primary school is not sufficient yet. In essence, our learners must be made aware that reading is the currency of education in South African schools (Soudien, 2008).

2.4.4 MISUNDERSTANDING THE VALUE OF SHAKESPEARE/POETRY

Shakespeare's value resides in his status as a moral aspect of value and social perspective (Wright, 2008). This simply means that studying Shakespeare's is a window into future aspects of our lives. For learners this is so relevant because they are still young. "Quotations from Shakespeare appear in so many aspects of world culture that being unfamiliar with his works puts students at a disadvantage in society" (Johnson, 2011: 193). Shakespeare gives us understanding into the human condition. For example, in Macbeth, we explore the idea of human ambition and we look at what it does to people. This is relevant for learners because

teenagers want to grow up to quick and take on aspects in their lives when they are not ready to do so. Shakespeare is worth reading because his plays tend to make us think about things like ambition, power, jealousy, fate heaven, and hell—about major problems that seem to be common to people at different times and places of the world.

Many South African learners do not really like Shakespeare. Students are initiated into a canon of privileged texts that presents established literary heritage (Widdowson, 2003: 21). Often Shakespeare is approached with a sigh of remorse (Johnson, 2011). In principle, there are four reasons for pessimism:

- Shakespeare's works are too hard to read and too difficult to understand.
- Shakespeare's works are no longer relevant for the teenager in the 21st century
- Shakespeare's works are challenging learners to relate to and often require cavernous inquiry in order to fully understand.
- Far too much sex and violence making a lot of Shakespeare inappropriate for classroom use.

This criticism produced by teenagers can result in a dull attitude when they come to the English classroom and this can interfere with their academic progress.

Poetry is meant to be heard. It is good to know the mechanism eventually, but it is the productivity of the words, the meaning they convey, which are of ultimate importance. Teaching students to read well is of utmost importance when teaching poetry. Many learners have this mentality: "I do not understand it; therefore, I hate it." Some learners find poetry difficult to comprehend. In addition, poetry has no set form and can be written in so many different ways. It is much more "open" than prose; therefore, many students have a problem with poetry due to it being so "unstructured" in many ways.

2.4.5 LACK OF CRITICAL THINKING AND LACK OF TEACHING IT

Many South African learners are not mentally strong. A lack of willpower in many South African learners cause them to give up when faced with a problem, rather than figuring out the problem or struggling with it. I am of the opinion that critical thinking is one way of 'toughening' up learners' mentality for life in general which could be an asset for many other

aspects in their lives like marriage, work condition, raising children etc. Meyers (1986: 44), contends that teachers ought to begin every class with “something that is a problem or a cause for wonder.” The literature on critical thinking has roots in two primary academic disciplines: philosophy and psychology (Lewis & Smith, 1993). Critical thinking has been with us for a very long time. Socrates (470-399 BCE) sought to cultivate critical thinking skills when he used his technique of questioning to develop human thought; he sought to make his students more insightful about their lives. The value of critical thinking allows us to process complexity and change while remaining anchored within a sense of self and strengthening our fundamental beliefs and values (Rshaid, 2014: 142). It is important that teachers develop a pedagogy of critical thinking for South African learners because “presenting students with problems taps into something natural and self-fulfilling in our beings” (Bean, 2011: 3).

Before the 1950s, John Dewey (1933) proposed that critical thinking or reflective thinking be one of education’s principal aims. Earlier scholars also considered critical thinking the apex of education are Ennis (1962), Passmore (1974), McPeck (1981), Siegel (1990), Lipman (2003).

2.4.5. 1 COMMON DENOMINATORS IN THE LACK OF CRITICAL THINKING

When learners do not practice critical thinking there is a danger of not having:

1. “...the inclination and skill to engage in an activity with thoughtful scepticism” (McPeck, 1981: 8).
2. “...insightful and rational thinking that is focused on deciding what to believe or do” (Ennis, 1985: 45).
3. “...skilful, responsible thinking that facilitates good judgment” (Lipman, 1988: 3).
4. “...thinking that is goal-driven and purposeful” (Bailin et al., 1999b: 287)
5. The ability to “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth” (Willingham, 2007: 8).
6. The ability to analyse arguments, claims, or evidence (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992).

7. The ability to making inferences using inductive or deductive reasoning (Ennis, 1985; Facione, 1990; Paul, 1992; Willingham, 2007)
8. The ability to make decisions or solve problems (Ennis, 1985; Halpern, 1998; Willingham, 2007).

In a language context, educators are admonished to use open-ended problem types and to consider learning activities that make use of authentic, real-world problem contexts. However, I am of the opinion that teaching for many in South Africa have become a battlefield just to survive and earn a salary and go home. Internal conflict at has a negative impact on schools and bad relationships with principal and teaching really rob the potential of many teachers to teach effectively.

2.4.6 TEXTING THE COUNTERFEIT LANGUAGE

The growing concern about the copious use of texting imperilling the standard forms of the English language prompts a response from teachers in and out of the classroom.

Research has shown that texting has triggered an undesirable response from teachers, parents and language experts. It has been described as the “continuing assault of technology on formal written English” (Lee, 2002). Texting affects the school examination because it requires formal expression of language. Learners also have their own linguistic repertoires of style that is even more frustrating to teachers because of its different forms. However, there are common patterns that occur based on a study by Thurlow & Brown (2003). They are:

- Shortenings [missing end letters] e.g. ‘lang for language’
- Contractions [missing middle letters] e.g. ‘gd for good’
- Clipping [final letter missing] e.g. ‘hav for have’
- Letter /number homophones e.g. ‘1 for one’
- Non-conventional spellings e.g. ‘sum for some’ (Thurlow & Brown, 2003)

There is a rising concern with regard to students’ writing because of disruption in the formal writing process. What adds to this is the fact that in South Africa many teenagers use MXit, which is a popular mobile instant messaging service that claims 10 million registered users (Stemmet, 2009). Ultimately, learners must be made aware that texting will not be allowed in

any classroom practice and any work formulation particular in examination purpose because in reality researches like Holloway, Siraj & Ullah (2007) have found that texting can be an infringement on standard form of English.

2.4.7 BOREDOM

Boredom can be defined as a temporary emotional condition marked by disinterest in the information, context, or events provided by the teacher that may sometimes result in inappropriate behaviour (Harris, 2010). Often, lessons, which consist of the same routines, patterns, can lead to increased boredom (Candlin & Mercer, 2001: 34). It is not easy for many teachers to admit that their teaching approach might be boring. It is impossible to control another person's motivation. Nevertheless, teaching in South Africa should involve stimulating learner motivation, and learning environments should ideally be designed toward this goal. Often it is forgotten that "the classroom is considered to be inherently unreal and therefore does not count as a valid context at all (Widdowson, 2003: 113). Many students find school boring. They are uninterested in learning, waste time and fall asleep in some classes, and enjoy only the non-academic aspects of school e.g. friends, sports, activities (Schunk, Pintrich & Meerce, 2007). In 1984, John Godlad wrote that boredom in school was "...a disease of epidemic proportions". Contributing to boredom is the perception by many students that school learning is meaningless, or not connected with their goals and interests and not valuable in their lives. Boredom should not exist currently but it does. Boredom stimulates a form of anxiety & stress. It evokes an emotional state that creates frustration and feeds procrastination. Our profession obligates us to motivate and break the cycle of boredom in the classroom. South African teachers can use the environment of boredom to enhance their own creativity. As Kramersch (2009: 203) says that good teaching is all a question of rhythm and timing.

2.5 LANGUAGE TEACHING METHODOLOGY

The literature in this study also includes studies on language teaching methodology, and the process of innovation that occurs in teacher development. The definitive work by Richards and Rogers (1986) and Howatt (1984) provide a wealth of information on the methodology of language teaching.

Often teachers (including South African teachers) do not look at the history of teaching methods. This is surprising because when you look at any sportsmen, the first noticeable fact is that most of them know the history of the sport. Through the ages, the word methodology has been given a number of definitions:

- Methodology comprises an eclectic, teacher-personalized collage of techniques and methods (River, 1981).
- Methodology comprises descriptions of various “Designer Methods” and instruction on how to execute them (Richards and Rogers, 1986).
- Methodology encompasses different individual techniques for teaching of the basic skill areas of reading, writing, listening and speaking (Cohen, 1990).
- Methodology implies the existence of a set of procedures related by underlying rationale or theory of teaching and learning language (Candlin & Mercer, 2001: 147).

Common roles that typify structural approaches to language teaching are the traditional ‘authority’ role (Kern, 2000: 306). In this role the teacher is always seen as ‘right’, the teacher is looked upon as a person that has the knowledge the students need to obtain. In this model, the teacher ‘controls’ everything that goes on in the classroom. Another role of teaching approaches is represented by a well-known motto, ‘The teacher is the guide on the side, not the sage on the stage’ (Kern, 2000: 307). In this model, the teacher creates activities but is not the centre of attraction. The teacher allows the learners to learn through the process of their communication. This development borders on sharing knowledge and the process of learning.

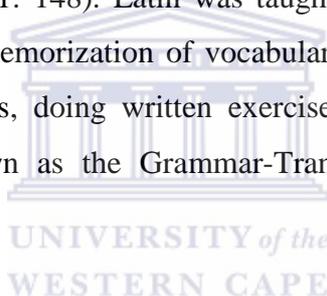
Many approaches to English language teaching have been developed over the years (Fromkin, Rodman & Hyam, and 2011: 463). According to Nunn (2015: 8), the language teaching profession has been obsessed with the search for the one ‘best’ method of teaching a second or foreign language. Brown (1980), Clarke (1982), Larsen-Freeman (1986) & Richards & Rogers (1986) claim that there has always been a series of language teaching methods over the years, each being succeeded by a better one until we reach the present (Pennycook, 1989: 597). Therefore, a historical perspective of the different teaching methods in this part will shed light on the creative aspects of a particular method in its social setting. This is relevant because the goals and therefore the principles of language teaching closely reflect the political, cultural, and intellectual environment of the times. This concept of social

setting is fitting for the realization and the understanding of why South Africa has adopted the communicative language policy. Surveying the different language methods within its social context will allow us to discover the different applications of various novelties.

At different historical periods, the profession has favoured one particular method over competing methods (Nunan: 2015: 8) referred to as the Grammar-Translation Method.

2.5.1 GRAMMAR-TRANSLATION METHOD

The Grammar-translation Method falls under the umbrella of Traditional Methodology. Traditional methodology puts the emphasis of teaching and learning mainly on the teacher. This method was rooted in the teaching of the nineteenth century (Richards and Rodgers 2001). This was because of the importance given to the study of Greek and Latin in public schools (Candlin & Mercer, 2001: 148). Latin was taught by the Classical Method, which focused on grammatical rules, memorization of vocabulary and of various declensions and conjugations translations of texts, doing written exercises (Brown, 1994). Over time the Classical Method became known as the Grammar-Translation Method which began in Prussia.



This technique in the Grammar-Translation Method was thought to help learning, but also to infuse ‘mental discipline’ (Stern, 1983). The grammar-translation method was devised and developed for secondary schools (Howatt, 1984: 131). The role of the teacher in this method was traditionally because the teacher was the authority in the classroom—the classroom was therefore teacher-centred. The Grammar-Translation Method focuses on teaching rules and practices it in translating. The Grammar Translation method also prefers procedures and a partial number of methods such as drills. This method also relies on remembering rules.

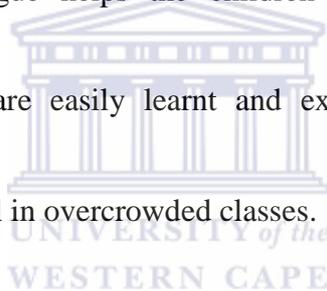
Learners in this method would study grammar deductively—they would be given the grammar rules and examples of it and then they would be told to memorize the rules and finally be asked to apply the rules to other exercises that would be given. After a period of dominance, the forces of reform (innovation) challenged the Grammar-Translation Method. This Reform was founded on basic principles: the primacy of speech, the centrality of the connected text as the kernel of the teaching—learning process, and the absolute priority of an oral methodology in the classroom (Howatt, 1984: 171). In the first part of the 20th century,

the precursors of applied linguistics started to take the 19th century reform further. The crux of the criticism was that students who had been taught a language through the grammar-translation method knew a great deal about the target language, but could not actually use it to communicate (Nunan, 2015: 8). By the 1950s, the standard British approach to language teaching was the practice of Audio-Lingualism.

2.5.1.1 BUILT IN NOVELTIES DURING ITS SOCIAL CONTEXT

According to Patel & Praveen (2008: 75-76), there were some advantages and disadvantages during its period of dominance.

- In this method the child (learner) associates foreign words with translated words so strong memory bond is created.
- The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.
- The words and phrase are easily learnt and explained if translation method is used.
- This method is very useful in overcrowded classes.



2.5.1.2 FUNDAMENTAL WEAKNESSES

- The Grammar-Translation Method does not emphasis on the basic skills like listening and speaking etc.
- Language learning means speaking and reading but translation in mother tongue prevents students to read and speak in English.
- It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus, it prevents establishing of direct bond between thought and expression.

2.5.2 AUDIO-LINGUALISM

Audio-lingual methodology owed its existence to the Behaviourist models of learning (Harmer, 2001: 79). This method saw itself as the first 'scientific' language teaching methodology (Candlin & Mercer, 2001: 149).

With close connection to the Direct Method it was also viewed as an oral based approach. The Audio-Lingual method reveals a breakdown of skills in terms of speaking, listening, reading and writing and uses different techniques like mimicry, memorization, pattern practice and the language laboratory.

2.5.2.1 MAIN CHARACTERISTICS OF THE AUDIO-LINGUAL METHOD

According to Richards and Rodgers (1986: 15), the Audio-Lingual Methods function on some basic principles:

- Language teaching starts with the spoken language.
- The target language is the language of the classroom.
- New language points are presented and experienced situationally.
- Reading and writing are presented when a sufficient lexical and grammatical basis is established.
- Language is a mechanical skill and no intellectual process is involved in it.

The Audio-lingual method relied heavily on drills to engender good habits in language learners (Harmer, 2001: 79). A drill was an activity where the teacher provided prompts and the learners would produce a sentence using the appropriate grammatical. Teachers were regarded as models of the target language, judges of the students' output and managers of classroom activities (O' Connor & Twaddell, 1960: 2). As the method developed, it was also fiercely challenged. Chomsky exposed the inadequacies of Audio-Lingualism when he showed that language is not just a learnt habit but also something created by the speaker using an innate language facility (Chomsky, 1957). The result of this reform was an increase in doubt in this method amongst teachers and learners.

2.5.3 FLUCTUATING TEACHING METHODOLOGIES

In the 1970s, a number of language teaching methodologies surfaced. The outcome of these methodologies saw the learner as a 'whole' person and the classroom as an environment where more than the transfer of 'knowledge' occurs (Moskowitz, 1978). Four methodologies surfaced: the Silent Way, Community Language Learning, Suggestopedia & the Total Physical Response.

2.5.4 EVOLVING TEACHING METHODOLOGIES

The quality of language teaching will improve if teachers use the best available approaches and methods (Richards & Rodgers 2007: 15). One way to gather different methods of teaching principles is to look at the practices of effective teachers. A study by Tikunoff (1985) observed teachers to find out how they structured their teaching activities and enhanced their student performances. This study revealed an important principle that showed the importance of the teachers' ability to specify the intent of instruction and the belief to carry over that instruction effectively. Further research by Blum (1984: 3-6) revealed a number of characteristics that identified elements of effective teaching:

- Students are carefully orientated to lessons.
- When students do not understand, they are retaught.
- Standards for classroom behaviour are high.
- Incentives and rewards for students are used to promote excellence.
- Personal interactions between teachers and students are positive.
- Learning progress is monitored closely.

2.5.4.1 SOUTH AFRICA'S COMMUNICATIVE VISION

South Africa has presently leaned towards three approaches in language teaching: the Communicative method, the Text-Based method and the Process approach. Teaching involves a constant inquiry of one's own work, the experiences of other teachers and the search for new means to improve teaching. Teaching is an art but it is also a craft, which can be made explicit (Widdowson, 2003: 4). Language is commonly described as the means by which a person learns to organise experiences and thoughts. It stands at the centre of the many interdependent cognitive, affective and social factors that shape learning (Thomas & Collier, 2002). Language teaching has always been characterized by a search for more effective ways of teaching language to a changing generation.

2.6 COMMUNICATIVE LANGUAGE TEACHING APPROACH

Communicative language teaching (CLT) started in the late 1980s and continues to grow (Lindsay & Knight, 2006: 20). Communicative language teaching was less a method than a broad philosophical approach to language, viewing it not so much as a system of rules but as a tool for communication (Nunan, 2015: 10). Richards and Rogers describe Communicative Language Teaching as an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards & Rogers 1986: 66). Communicative language teaching is an approach to language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others (Duff, 2014: 15). Communicative language teaching has inspired a host of interactive activities to teach literary texts at different levels (Kramsch, 1993: 131).

2.6.1 COMMUNICATIVE LANGUAGE TEACHING AND SOUTH AFRICA

In South African terms Language teaching has shifted over the years. This is principally because the context of ‘learners’ have changed. This is also in keeping with what Newmark & Reibel (1968: 232) termed as the moving away from ‘mastery of language use to mastery of language structure’. Language arises in life of the individual through an ongoing exchange of meanings with significant others (Halliday, 1978: 1).

According to Feez (2002), language can be viewed as a communicative resource and therefore many teaching approaches have become more concerned with what learners do with extended stretches of language in authentic contexts of use. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006: 2). Language development in this method is more intentional than incidental (Kumaravadivelu, 2006: 91). The key characteristic of Communicative Language Teaching is communication: “Language learning is learning to communicate” (Finocchiaro & Brumfit, 1983: 91).

2.6.1.1 SIGNIFICANCE OF THE COMMUNICATIVE APPROACH FOR SOUTH AFRICA

Pica (2000: 5) maintains that the Communicative Approach “can be much more effective than grammar-translation, audiolingualism, or other earlier methods in promoting learners’ confidence and their fluency in speech and writing, and in accelerating the early stages of their language development”. According to Nsibambi (1995), the communicative approach is the most effective teaching method because it is based upon appropriate principles that promote selection of good teaching methods.

The Department of Basic Education recognised the approach to address a deficiency of language teaching skills in South Africa. One way in which it has uplifted its deficiency was through the certification through its Certificate in Primary English Language Teaching (CiPELT) 1-3 initiative in 2013. This same concept would be rolled out throughout South Africa right into the senior phase.

2.6.2 ELEMENTS OF COMMUNICATIVE LANGUAGE TEACHING

A communicative approach sets out to achieve the following:

- Development of self-sufficient learners.
- Learners should be given ample opportunities to use language in class: to listen and speak and to read or view and write language. This means maximising opportunities for learners to practise oral language skills using group or pair activities and to practise reading through a range of individual activities (NCS, 2008:10).
- The emphasis in this approach is on breaking down language into components of analysis in terms of communicative situations in which they are used. The learners will know how to use language for a range of different purposes and functions (Richards, 2006: 3).
- The method emphasises a means of establishing a language syllabus. Varieties of language skills are involved. Learners will know how to produce and understand different types of texts (NCS, 2008: 10).

This approach pays attention to registers and styles in a given context. A communicative approach suggests that when learning a language a learner should have a great deal of exposure to the target language and many opportunities to practise the language. Learners learn to read by doing a great deal of reading and learn to write by doing much writing (CAPS, 2011: 11). This method has the ability to engage the learner in the dialectic of meaning production (Kramsch, 1993: 259).

In essence the communicative approach according to Richards & Rodgers, teachers and language teaching experts from “different educational traditions can identify with it and consequently interpret it in different ways” (Richards & Rodgers 2007: 157). Language is communication, and as teachers, we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts (Richards & Renandya, 2002: 69).

2.6.3 THE COMMUNICATIVE LANGUAGE TEACHER

The Communicative language teacher is more sovereign than the Audio-lingual teacher. Li (1998: 677-703) observes that, Communicative language teaching has extended in scope and have been used by different educators in different ways. Breen and Candlin (1980) identify three basic roles of the Communicative Language Teacher:

- The teacher is seen as the facilitator of the communication process.
- The teacher is seen as the participant within the learner teacher-group.
- The teacher is also seen as the researcher of the learner (analyse the needs of the learner).

2.6.3.1 CLASSROOMS AND COMMUNICATIVE ACTIVITY

Certain principles are naturally present in Communicative language teaching.

These principles are also found in the South African Classroom:

- Activities that involve real communication promote learning.
- Language should be used for carrying out meaningful tasks.
- Language should be significant to the learner.

The variety of activities available to the teacher are vast, as long as they permit learners to participate in communication and encompass themselves in methods such as negotiating meaning, information sharing, interaction and collaboration. A common feature is the use of texts such as articles, recorded dialogues, or short videos, which are used to engage the learners' interest, expose them to language relevant to their needs. Activities also include group work tasks that necessitate the interchange and distribution of information or opinions between learners. Lessons are therefore inevitably learner-centred.

2.6.3.2 SWAN'S REFLECTION: A POINT OF DEPARTURE

At present the Communicative approach is the lyceum for most South African teachers. The communicative Language approach has brought about a revolution of thoughts and ideas. However, this approach has some hidden fallacies. Two influential articles by Swan in 1985 flagged the way for some deep-rooted issues to be exposed. Swan (1985a: 1-12; 1985b: 76-87) brings out the following in his article:

- The Communicative Approach fails to take account of the knowledge and skills, which language students bring with them from their mother tongue and their experience of the world.
- Syllabus design has become a good deal more sophisticated—the boring and mechanical exercise types have slowly disappeared to be replaced by a 'splendid variety of exciting and engaging practice activities.'
- The Communicative approach has the typical views of an intellectual revolution—it is choked with jargon.
- It makes exaggerated claims for the power and novelty of its doctrines
- A great deal of learning takes place in settings, which are remote from the situation where the skills or knowledge will ultimately be used.
- Communicative' courses achieve the appearance of communication without the reality.

2.6.4 SOUTH AFRICA'S TEXT-BASED APPROACH

The Text-Based method explores how texts work. The purpose of a text-based method is to enable learners to become competent and critical readers, writers, viewers and designers of texts (CAPS, 2011: 11).

The Text- Based method is also referred to the genre-based approach. Text-based teaching is a product of the System Functional Grammar approach. Halliday (1973) first proposed this structure of language. Feez (1998) renders this approach with the revelation that “people learn language through working with whole texts.” Johns and Davies (1983: 1) disclose that when using texts in learning and teaching vocabulary, a text can be described as a linguistic object, a vehicle for information and a stimulus for production. Feez (2002: 4) states that a text is any stretch of language which is held together cohesively through meaning. Texts as linguistic objects are used for language work, specifically grammar or vocabulary (Johns & Davies 1983: 1). It is claimed, “language always happens as text and not as isolated words and sentences” (Thornbury 2005: 7–14). A text is a vehicle for information means that texts can be chosen because their topics are motivating (Johns & Davies 1983: 5).

The text-based method also includes creating different kinds of texts for specific purposes and audiences. Different kinds of texts that follow particular conventions in terms of structure, grammar and vocabulary can be distinguished and these are referred to as genres. The Curriculum and Assessment Policy Statement says, “through this critical interaction, learners develop the ability to evaluate texts. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages” (CAPS, 2011: 11). Text-based approaches can be seen as a more teacher-centred approach than other current methodologies as the role of the teacher makes him/her appear more of an ‘expert’ (Candlin & Mercer, 2001: 63). The proponents of this approach believe that the text-based approach help learners master the functions and linguistic conventions that learners need to know for their writing (Hyland, 2002).

2.6.4.1 POSSIBLE LIMITATIONS FOR SOUTH AFRICAN LEARNERS

The express purpose of a Text-Based approach is to maximize the ability of the learner so learners can become competent, confident, and critical readers, writers, viewers, and designers of texts. However, within this creative gamut there are some deficiencies. The possible deficiencies are:

It underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency (Byram, 2004: 236). It places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre.

When teachers spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive. This approach is therefore blamed for limiting learners' creative thoughts about content and is criticized in that it overlooks natural processes of learning and learners' creativity (Badge & White, 2000: 157).

An emphasis on individual creativity and personal expression is missing from TBI, which is heavily wedded to a methodology based on the study of model texts and the creation of texts based on models (www.professorjackrichards.com/limitations-of-the-text-based-approach). There is a danger that teaching within this framework can become repetitive and boring over time since the teaching cycle described above is applied to the teaching of all four skills (www.professorjackrichards.com/limitations-of-the-text-based-approach).

Another problem might be the relatively narrow lexical focus. A course based on a single text might miss lexical range but score highly in terms of lexical retention (www.scottthornbury.wordpress.com/tag/text-based-teaching).

To cement the good and the bad of the Text-Based approach Bawarshi (2000: 343) sums it up when he points out that, at its best, the Text-Based approach helps learners to identify and interpret literary texts, while at its worst; it interferes with the learners' creativity.

2.6.5 THE PROCESS APPROACH

Reid (2001: 23-33) believes that this process approach appeared for two reasons: there was a newly established field of Native English Speakers (NES) and the immediate needs of the learners of English L2 in the academic setting. The process approach is used when learners read and produce oral and written texts (CAPS: 2011: 11). Hyland (2002) believes the focus on the correctness of grammar interferes with the learners' free flow of writing. Brown (2001: 36) believes that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process. Prior to Brown, Elbow (1973) stated that writing should be thought of as an organic development process. A particular sequence is followed "during the process of writing, learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts" (CAPS, 2001: 11).

2.6.6 ALTERNATIVE METHODS OF TEACHING: EXPERIMENTATION FOR REVELATION

The essence of effective teaching lies in the ability of the teacher to set up a learning experience that brings about the desired educational outcomes (Kyriacou, 1986: 33). All the evidence shows that the most valuable assets of any successful school are the teachers who deliver lessons to children everyday (Beere, 2014). The ultimate key to educational change and school improvement in school is the teacher (Hargreaves, 1994). Alternative methods of teaching should also be in the teachers' arsenal. In terms of learner output, commitment and academic performance, children are fundamentally different from previous generations (Jukes & Dosaj, 2006: 2-3). Therefore in a sense in the South African context the "learners' version of English is quite different. Its most obvious characteristic is its failure to conform" (Widdowson, 2003: 136). Through assimilating new or forgotten strategies and ideas into their own teaching practice, teachers take ownership of their teaching as they 'appropriate' (Boud, Keogh & Walker (1985: 18-40) new knowledge. This in return gives teachers a degree of autonomy needed to make professional judgements in response to classroom situations. This adaptation of different strategies has potential to generate knowledge, be transformative, and build the capacity 'to assess progress and effectiveness' (Phillips 2007: 395). Failures to experiment with alternative strategies and/or viewpoints will eventually allow teachers to stagnate and become complacent.

There has never been a time when language teaching and learning was more in need of an efficient educational system that uplifts its activities for the learner that would reclaim the students' appetite for progression in our modern society. It is argued that modern learners have appreciably different learning styles and more of an affinity for digital learning than previous generations of students (Pesce, 2009; Prensky, 2001, 2004; Toledo, 2007). I would add to this not merely an affinity for digital learning but an appetite for vastly different teaching approaches or different type of lessons per week. The dominance of English in our school system is a reflection of a combination of factors, namely parental preference, tradition and capacity. English is usually favoured because (1) it is associated with economic growth (2) It is a global language (3) it is useful for future studies (4) it is the common language in the working environment. We can immediately see the importance of the language teacher who should be compelled to create new creative ways of teaching English.

Schools can no longer accept the fact that large numbers of students are not graduating because the reality is that many will face economic struggles. In a multilingual society, literacy is associated with socio-economic status and power (Prinsloo, 1999). The world of social media affects the 21st century learner everyday of their lives. It is important that the teacher colonize the technological platform of the learner in order to minimize the destructive input it can have on the learners' mind with regard to reading and writing. Ultimately, innovative methods in the classroom can open a window for the learner to think more independently and creatively (Loughran, 2010).

2.6.7 CHANGING METHODS: A BALANCED ACTIVITIES APPROACH

Often many teachers in South Africa forget about this approach even though it is in their repertoire because many of them are so caught up in the politics of education at school that they forget about balancing their educational activities. A balanced activities approach sees the teacher as one that ensures that learners get a variety of activities, which foster acquisition and learning.

The aim is to achieve a balance between language input, practice and communication output (Harmer, 1983: 38). Lessons that consist of the same routines, patterns, and formats have been shown to lead to a decrease in the attention (Candlin & Mercer, 2001: 34) span of learners. Research is not yet definitive on clear guidance on the optimum balance but

alternating between activities in or out of the classroom, focusing on accuracy and meaning can be useful. A balanced approach is important because it is bound up with concerns of inherent motivation. An important component of this method is that the teacher must have the capability to be both adaptable and flexible and this characteristic can bring out innovative ways of teaching. Kramsch (1993: 3) is of the view that classroom teaching is a juggling act that requires instant-by instant decisions based on both local and global knowledge and on an intuitive grasp of the situation. In light of this, I am inclined to believe that South African teachers lack a certain level of adaptability and flexibility and my experience at the school where I teach tallies with my belief and observations.

Adaptability refers to the teachers' ability to choose and adapt the teaching programme based on different groups that he /she will be teaching. Flexibility refers to the behaviour of the teacher in the class and his/her ability to be sensitive to the changing needs of the group as the lesson progresses (Harmer, 1983: 39). As have mentioned above, South African teachers lack adaptability and flexibility. No two children are alike. It is imperative that the South African teacher must vary the procedures in the classroom for guiding their mental abilities. The South African teacher in my opinion must shape activities in such a way that learners express themselves naturally. More importantly, an environment must be created which is stimulating enough for learners to develop their skills and satisfy their interest. This helps to establish a platform for innovation and experimentation in the English Language classroom. Innovation is at the heart of education to influence a dying generation and bring about change in the classroom that is beneficial to learner output.

Change imposes possible innovation. Change can bring on Professional teacher development. Pennington (1992: 50) states that teacher development implies "evolution from one state into a more advanced state" signifying "growth, a target to aim for and progress in achieving aims" in the educational arena. Development means change, a process of becoming better (Kenny & Savage, 1997: 88). 'Change' and 'innovation' are frequently viewed as synonyms. Usually they are defined as 'a deliberate attempt either to improve practice in relation to certain existing objectives, or to introduce policies or functions related to new objectives' (Dalin 1973: 36). However, this might not always be the case as Havelock (1971) points out that if 'change' is simply regarded as 'any significant alteration in the status quo' the 'innovation' may be regarded as 'any change which represents something new to the people being changed'. Change must be significant. In the next segment, I will show the value of

change and how it can bring out positive aspects. This is significant because as South Africa is undergoing educational change, it stands in the position of using that drive and moving forward. However, if teachers do not buy into this changing landscape then it can bring about negative changes. As Fullan and Hargreaves (1991: 22) have specified that 'Educational change that does not involve and is not supported by the teacher usually ends up as change for the worse, or as no real change at all'. For that reason, although all innovation involves change, not all changes are innovations.

2.6.7.1 CHANGE: A FRONTIER OF NECESSITY

The truth is that our finest moments are most likely to occur when we are feeling deeply uncomfortable, unhappy, or unfulfilled. For it is only in such moments, propelled by our discomfort, that we are likely to step out of our ruts and start searching for different ways or truer answers.

M. Scott Peck, The Road Less Travelled (1978)

In order to face the 21st century prospects, teachers in South Africa need to from time to time depart from the ideas and pedagogies of old and become bold promoters of a common frontier that develops the correct learning outlook needed for the learners of South Africa. Pink (2005) argued that the 21st will be dominated by a different way of knowing, being, and doing, and right-brain capacities will come increasingly to the fore. Reeves (2004: 6) called for the accountability of teachers to look at their professional capacity and their role on student achievement. Changes are paramount and are a frontier of necessity—it is a frontier for innovation.

2.7 INNOVATION: THE HEART OF EVALUATION

Good teaching matters. Teacher quality has enormous impact on the academic achievement of students (Hall et al. 2014:101). The term 'innovation' received a lot of attention in the 1980s. The 1986 Ministerial Conference in Singapore entitled 'Innovation for Development' made particular references to the process of bringing about certain fundamental and pervasive transformations in motivations, attitudes, habits and modes of thought and work (Unesco, 1990: 12). Furthermore, Stoller's (1994: 200-327) study of innovation in language programmes provided a possible way of bridging the gap between the teacher and the learner.

Innovation in this study refers to the use of different (contemporary or forgotten) methods of teaching. Innovation in this study also refers to the new ways of stimulating alternatives in teaching English Home Language. Miles (1964: 36) describes innovation as 'a deliberate, novel, specific change which is thought to be more efficacious in accomplishing the goals for a system'. Nicholls (1983 : 4) speaks of innovation as 'an idea, object or practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives.' Innovative teaching methods can be new to a specific context that can meet the needs of struggling learners as well as also being fruitful for the entire class. The promotion of innovative methods of teaching can have a significant effect on altering the existing patterns of behaviour of a group or individual (Johnson, 2011). Innovative ideas often occur in response to particular problems in the classroom. This could include 'out-of-the box' teaching methods.

Innovation is an essential skill for sustaining the health of our global economy. Much of the blame for a lack of teacher creativity, and therefore innovation, can be traced to our traditional educational systems and its addiction to its unprogressively spirit and modalities. Many teachers rely on teaching to the correct answer comprehension method. Teaching in the classroom using chalk and talk is one method that can hinder certain aspects in the learning process. Teachers often continuously talk for long periods without calling for students' response and feedback.

2.7.1 INNOVATION AND OUT-OF-THE-BOX TEACHING METHODS

Simple methods like seating of the learners can be innovative (Johnson, 2011: 52). Classrooms are complex, tightly populated social structures (Hall et al. 2014: 367). Teachers should strive to make education a personal experience for each student. A teacher must be able to show the learners why the content of their work is relevant to their lives. This skill must be developed. Developing this skill allows a teacher to be creative and innovative. As Scholes echoes that "there is always room for creativity in any discursive order but it is attained by mastering the practice of the discourse to a degree that enables new utterances to be formed, which in turn become a part of the body of discursive models and finally effect changes in the code itself" (Scholes, 1985). Role-play and drama provide a great opportunity to be creative and innovative. Teaching strategies using drama and role-play can allow

students to experience tough real-life problems in a controlled environment (Hall et al. 2014: 397).

Covering the curriculum is not the only form of teaching. A teacher can bring many other creative aspects into the classroom. This level of teaching could refer to some unusual methods of teaching in a given context. These methods are often used in response to a certain observation or problem in educational terms. Doing some things differently can help learners overcome traditional boredom. What students take away from a successful education usually centres on a personal connection with a teacher who instilled passion and inspiration for their particular subject.

2.7.2 INNOVATION AND THE ENGLISH LANGUAGE CLASSROOM

This present study explores the practical connections between teachers' pedagogy (method of innovation) and students' performance as well as their response to different creative methods of teaching in the classroom. An additional element of this study also looked at the use of English proficiency outside the classroom. This study therefore also solicited/gathered the perspectives of students in their original context so that the teacher could enter the world of the student and influence that context of the learner. It is what teachers think, what teachers believe and what teachers do at the level of their classroom that ultimately shapes the kind of learning that young people attempt (Hargreaves, 1994).

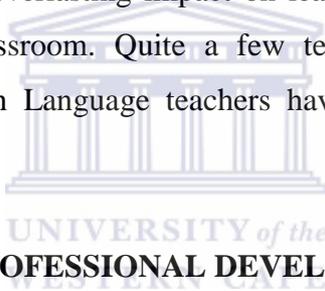
Self-reflective teachers continually examine their sociocultural and linguistic attitudes rooted in their own personal experiences (Glasgow, McNary and Hicks, 2006). In doing this, they see themselves as lifelong learners and on that basis they will continually search for innovative ways to meet their learner needs and difficulties. The innovative teaching methods then will serve as a catalyst for revamping teaching methods and serve as an invitation for new classroom experience whether it is in or out of the classroom. This, I believe can lay the groundwork for using the methodologies in the service of nation building and promotion of educational empowerment via the teaching of English in the new South Africa. When we change a learner's thinking pattern, we change their behaviour as well as their brain in effect (Jenkins, 2012). Just as generational poverty can change a child's life and brain (Jensen, 2009: 6) so can a more stimulating method of teaching transform a learner (Thurston, 2009).

New teaching strategies for quality teaching and learning can become easily understandable criteria for a changing world.

2.7.3 INNOVATION AND BLUEPRINTS FROM THE PAST

There are many aspects that are wrong with teaching in South Africa (Jansen, 2014: 9). However, there is another side to our educational crisis and that is the ability of some teachers to be so creative as to grab the ‘students’ by their brains. Often those teachers are overshadowed/engulfed by the problematic areas in the education system of South Africa. This study therefore highlights some individual attempts by teachers who demonstrate the power of their creativity and teaching method within the classroom.

In his book entitled, “Great South African Teachers”, Jansen (2014) paints a vivid picture of the power of teachers and their everlasting impact on learners’ lives through their creative capacity in and out of the classroom. Quite a few teachers surface in the book that emphasizes the fact that English Language teachers have an avenue for innovation and creativity.



2.7.4 INNOVATION AND PROFESSIONAL DEVELOPMENT

According to Richards & Renandya (2003: 388), a professional is someone whose work involves performing a certain function with some degree of expertise. The National Education Evaluation and Unit (Needu) report of 2013 recommended that programmes should be urgently developed for reading, literacy and English Language proficiency (Needu, 2012: 24). In principle, the NEEDU report calls for different pedagogical techniques for particular topics, especially the teaching of reading (Needu, 2012: 24). This signalled the need for innovation and creativity. The teacher support and development programme is envisioned to recover the capability of teachers to ensure successful teaching and learning of language (Western Cape Education Department, 2006).

Hargreaves & Fullan (1992: ix), affirm that the teacher is the ultimate key to educational change and school improvement. Therefore, it is important that professional development become a top priority for South African teachers. Historically the majority of teachers currently teaching in underprivileged classrooms were themselves the victims of inferior

training at both school and tertiary level (WCED, 2006). South African teachers should constantly develop their knowledge of their subject matter and their knowledge of pedagogy and learner environment in order to be ready to ‘switch’ to something different (innovative) to help their learners.

2.7.5 INNOVATION: THREAT OR TREAT

Prabhu (1987: 105) demonstrates the threatening dilemma of innovation when he states that a new perception in pedagogy, implies a different pattern of classroom activity and this results as an intruder into teachers’ mental frames—a threat to prevailing routines. As humans we love to remain in our own little ‘comfort zones’ but often pressure is the driving force to deliver some wonderful innovative ideas.

However, the success of an innovation will also depend on the personality and qualities of individual teachers (Candlin & Mercer, 2001: 61). Innovation can be a ‘medicinal treatment’ for individual problems that are present within the English language curriculum. Innovation shows the beauty and the art of teaching. Teachers are therefore the intermediary between changes and innovations. Therefore a thorough understanding of the bases of teaching and the functionality of the teacher is essential.

2.8 TEACHING: AN ART THAT MUST NOT BE LOST

The quality of a country’s education system cannot exceed the quality of its teachers.

Michael Barber and Mona Morshed (2007)

Today many teachers do not teach; they merely earn a salary. South African children, on average, receive instruction for only about 40% of their time in the classroom (Jansen & Blank, 2014: 31). However many teachers need to realize that they have so much potential. Ironically, often the people who have the title of the term ‘teacher’ do not really know what a ‘teacher’ is or should be. Surprisingly, even dictionaries offer a rather low-key definition. The Oxford South School Dictionary (2011) says that a teacher is “a person whose job is to teach.” The Cambridge International Dictionary of English (2006) says, “teaching means to

give knowledge or to instruct or train someone.” These two views are rather limited and do not express the beauty of being a teacher.

If South Africa is ever going to improve in the educational arena then the art of teaching must never be lost. As Wiliam (2010) states schools should get teachers to think their way into new ways of acting in the classroom. The following segment highlights some important principles of teaching.

2.8.1 TEACHING: A MIRACLE IN YOUR HANDS

It is important to be reminded that the quality of a country’s education system cannot exceed the quality of its teachers (Beere, 2014: 1). The power of a teacher cannot be undervalued in the life of a learner. Teaching is wonderful, influential and above all miraculous. Johnson (2011: 7) asserts, “teaching is the most wonderful profession in the world. As a teacher, you make a direct, tangible contribution to the future of our country and the world by helping young people acquire knowledge and skills. You know that you are spending your life in an honourable pursuit and that your life has a purpose.” In a traditional high school, a language teacher is a purveyor of subject matter but the teacher is also a transmitter of love, ethics and a motivator of souls.

2.8.2 TEACHING: FORGOTTEN OR NEGLECTED COMPONENTS

There are many good teachers in South Africa and they love their profession. They follow a set of principles to maximize their passion and take their students to the highest peak. Sadly, there teachers who do the exact opposite and many of them forget or neglect certain components of being a teacher.

The teacher is a creation of her/his own assiduousness in seeking fresh ideas, examining them for implementation and applying them to their own condition or situation. Often teachers just need a push and a helping hand to start a process that could inject a ‘new’ vision and purpose.

2.8.3 TEACHING: INNOVATIONS AND BURIED COMPONENTS

The innovative nature of teacher productivity lends itself to critique. However, the creative nature of a teacher should be viewed as evolutionary because during the process of teacher's career you discover the components that work or does not work in the classroom. Innovation lends itself to a number of components in the education arena. In order to look forward we often have to look back. These components can allow us to realize the different levels of problematic areas that can contribute to levels of improvements. There will always be a need for schools to ensure that learners receive an exciting curriculum filled with a range of variety to captivate the students. It is therefore significant to identify some components as a measure in order to improve and enhance learner capability in and out of the classroom.

The four components that I will mention through my observation are often overlooked because they appear to be so simple or hidden right in front of our eyes. The value of components in education can either expose or complement the process of learning for the learner. This can be helpful in channelling a path to follow for new discoveries in teaching.

2.8.3.1 COMPONENT ONE: DEVELOPING LEARNING THAT IS IRRESISTIBLE

Schools that find laughter typically succeed (Waters, 2013: 328). A major challenge for the 21st century schools in South Africa is to make "learning irresistible" (Walters, 2013: 290). It is often said "anyone who knows his subject can teach it" (Shipley, 1964: 20). This however can be misleading, as the researcher has seen on a number of occasions in various schools. It is important that we including subject matter that the learners appreciate and enjoy. It is not something we must do all the time but it will lighten the burden of the attention span of the learner in or out of the classroom. Some student-centred activities in your arsenal will give learners ownership of their own creative expression when sharing with their friends in class.

When something unusual happens in class or a different method is used in teaching, the brain activity increases in the amygdala (Dutton, 2010). This is the brain's emotion centre and the 'novelty' detector. It is imperative that all South African teachers know that the brain longs for a novelty. The brain does not "pay attention to boring things" (Medina, 2008: 93). The condition of teaching in South Africa would change drastically if all teachers acted on this principle because teachers themselves do not like boring things.

2.8.3.2 COMPONENT TWO: THE POSSIBLE DAMAGE OF A 50 MINUTE PERIOD

It is hardly thought of but if the 50 minute period is not utilised correctly then you can lose the learners' attention span after 10 minutes in the lesson already. It is my informed opinion that at my own high school many learners learn for 25 minutes in a 50-minute period. Audiences check out after 10 minutes but you can keep grabbing them back by telling narratives or creating events rich in emotion (Medina, 2008: 94).

You can create your own 'attention grabbers' in the classroom which can range from soccer, music, and certain movies. This can also be referred to as a 'hook' to pull your learners back in. I have found this very important in the language classroom. What you choose to grab your students' brains with will depend on your subject, your personality, and your students (Johnson, 2011: 98). As part of your practice, it is helpful to understand how emotion, stress, rewards and movement affect memory, attention, motivation and learning (Jensen, 1998).

2.8.3.3 COMPONENT THREE: INFILTRATION THROUGH MOTIVATION

It is accepted for most fields of learning that motivation is essential to success (Harmer, 2003: 51). It is important that we know and believe that every child has the potential to succeed—if only we can find the right way—is the principle that will help you make the most difference (Beere, 2014: 54). Effective motivation is achieved through children's interest, problems and their deep passions. Brown (2000: 160-166) defines motivation as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. It is important for the teacher to know how to 'sell' their learning area (English Home Language) because many teachers do not know how to look after their subject. Many learners in the 21st century in the South African classroom are multi-lingual so it is vital to present the learning area in a way that is appealing and caring. Candlin & Mercer (2001: 34) stress that motivation is affected by the social dynamic or power relationship between the languages.

It is the general assumption that motivated students are the ones who participate actively in the classroom and study a great deal but for the researcher this is not the whole truth. There are many learners who do not necessarily show their inclination in the subject openly but silently they are moved to strive for their own glory in the learning area because they were motivated. Often at the start of a lesson, the aspect of motivation can be crucial. Twenty-four

years ago Crookes and Schmidt (1991: 469) pointed to the fact that at “the opening stages of lessons (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on the parts of students.” The art of motivation is practiced in South African schools. However, it is time that we widen the scope to reach every school.

2.8.3.4 COMPONENT FOUR: THE WEALTH OF YOUR HEALTH

Irony abounds when you see so many police officers who instil the law but are overweight. This analogy is comparable with/to teaching. South Africa has the highest overweight and obesity rate in sub-Saharan Africa (iol.co.za). Fifty-six percentage of adult women and 29% of adult men are either overweight or obese (South African Journal of Education, 2014).

Teaching can deliver immense satisfaction. However, it is also hard work. As a teacher you are always accountable and the teaching profession is always subjected to new demands. In the South African context teachers really eat a lot and this affects overall life. Many teachers are overweight and this has a direct impact on their performance in the classroom. The Daily Mail in the United Kingdom reported that new research has revealed that receptionist and teachers are the most likely to be overweight (www.technogym.com). Often as teachers, we criticise our learners for their health and weight, however, they neglect their own health. South African teachers need to consider the health, which will be a benefit to their teaching practice concerning good productive teaching. In 2014, the Newspaper of the Western Cape Education Department published an article entitled, ‘Commit to your health in 2014’ signalling the Departments awareness of the possible dangers of overweight teachers.

2.8.4 IMPLICATIONS OF THIS REVIEW IN PART TWO

In the second part of this review of relevant literature, the identification of a number of barriers signified the ever-changing reality of what learners’ face while in high school. While this study has forged inroads into understanding the impact of barriers on learners’ lives, it has however, only limits it to five common barriers in South Africa. Positive inroads nonetheless are being made toward richer conceptions and understandings of what it means to have barriers and possible solutions to helping learners overcome and deal with these barriers. The second part of the review also brings awareness to the different novelties in the

different teaching methodologies. This brings out the various teaching classroom activities that would highlight the spirit of creativity and innovation. Part two of this review also highlights the value of changes as this can introduce innovations that can lead to some solutions to potential problems. This synergy between difficulties, changes and innovations present the flow of progression in almost any sphere and particularly in the arena of education. The second part of the review also brings an awareness to the different novelties in the different teaching methodologies. This brings out the various teaching classroom activities that would highlight the spirit of creativity and innovation.

2.9 SUMMARY AND CONCLUSION

Resolve to be a master of change rather than a victim of change

Brian Tracy, best-selling author, speaker

Barriers that high school learners face will shift literacy practices and create the opportunity for new or forgotten methods of teaching to appear or develop. With the continuing development of innovations by various teachers in South Africa, it keeps this a rich field of inquiry. By adding the theoretical lens of new or forgotten teaching practices to this study of overcoming barriers in the classroom, we can harness a level of experiments to see the impact of different innovations in different communities or different classrooms.

Hattie (2009) believes quality classroom teaching has the most influence on fruitful outcomes for learners. Therefore, it is important to investigate teachers' experiences. For the research community it will help us gain a deeper understanding of the ways to teach learners in South Africa in the 21st century. The next chapter will set out in detail the research design and methodology for this investigation. Consideration is specifically given to the design of the study, the population and sample, data collecting instruments, the process for data collection and the methods of data analysis.

CHAPTER 3

METHOD AND DESIGN

3.1 INTRODUCTION

The objective of this study was to explore informed ways of teaching when confronted with the kind of common barriers in grade 10 discernible both in and out of the classroom. Evidence appears to confirm that the most valuable assets of any successful school are its teachers (Beere, 2014: 1). In light of this, I believe that a healthier understanding of this phenomenon (different teaching methods in the face of common barriers) would allow teachers to fine-tune their skills in the classroom. This would also allow teachers to proceed from a more knowledgeable angle in terms of structure and simplification of different ways of teaching because ultimately learners will be helped or hindered in their progress. In addressing this, the study addressed five research questions:

- How do teachers in Cape Town (my present high school) help learners overcome certain difficulties in high schools with regard to teaching methods?
- What barriers do learners face in the classroom?
- How do learners cope with these barriers in the classroom?
- What are the attitudes of high school students with regard to educational intervention programs?
- In what way can innovative methods of teaching strengthen the learners' ability to improve their English Language proficiency level?

This chapter therefore describes the research methodology and research design. It provides explanations for the selection of the sample and the population. It establishes the element of trustworthiness and shows the value of ethical considerations. It also addresses the concept of data collection and analysis. The aim of this investigation will therefore be to improve teaching practice and infuse into teachers an appetite/impetus to be creative when facing certain barriers in and out of the classroom. It is hoped that through such an undertaking, the love for English language teaching may help teacher progression in the field of teaching English.

3.2 RESEARCH METHODOLOGY

Qualitative methodology underscores an emphasis on discovery and description, and the objectives are generally focused on extracting and interpreting the meaning of experience (Merriam, 2009; Bogdan & Biklen, 1998). In keeping with this belief system, this chapter is designed around the framework of methodology with a set of definitive assumptions that can be used to conduct research (O' Leary, 2007: 85).

Methodology refers to ways of obtaining organising and analysing data (Polit & Hungler, 2004: 233). According to Burns and Grove (2003: 488), methodology includes design, setting, sample, limitations and the data collection and analysis techniques in a study. Given this, my research methodology should come across as the description of a method of attaining the information needed to answer the research question. This is reminiscent of Flick's (2015: 70) position, which states that the research methods are "everyday techniques such as asking, observing, understanding, etc., but used in a systematic way in order to collect and analyse data."

The research methodology shows the research decisions taken within the framework to penetrate the core of the research questions. In essence, methodology is the principles of reasoning by which valid knowledge is obtained (O' Leary, 2007: 162). The research methodology is evidently linked to the research design.

3.3 RESEARCH DESIGN

Qualitative research is entrenched in a principally/fundamentally constructivist location in the sense that it is concerned with the difficulties of the socio-cultural world and how it is experienced, construed and understood in a particular context at a particular point in time. In this study, my focus was centered on informed (innovative) methods of teaching and how it can strengthen the learners' ability to improve their English Language proficiency level.

I adopted a qualitative approach. It was my disputation and belief that quantitative methods were unlikely to prompt the 'rich' data necessary to address my inquiry. Bell (2005: 6) states that researchers 'adopting a qualitative perspective are more concerned to understand individuals' perceptions of the world. They seek insights rather than statistical' analyses of

the world. According to Bryman (2008: 366) qualitative research is a research strategy that usually accentuates words rather than quantification in the collection and analysis of data.

In Qualitative studies the design deals with data that is primarily verbal, derives meaning from the participant's perspective, and aims to understand meaning that people attach to everyday life (De Vos et al, 2011). I am therefore taking a keen interest in what teachers are saying in the classroom since I am concerned with how the difficulties of the school context and the world of the learner are experienced, understood and most significantly implicit in a specific context at a particular point of time.

According to Kothari (2004: 30) a research design is “the conceptual structure within which research is conducted it constitutes the blueprint for the collection, measurement and analysis of data”. The research design is the inner core in which the research is done. The research design exhibits the procedure of the platform for the collecting of data in a manner that orientates the research purpose (Glass, McGraw & Smith, 1981). Creswell (2007) defines a research design as a plan according to which data will be collected. Adding to this De Vos & Fouche, (1998: 77) state that a research design is defined as a blueprint or detailed plan of how a research study is to be conducted. Borg and Gall (1989: 351) define the research design as the procedures used by researchers to explore relationships between variables to form subject into groups, administer measures, apply treatment conditions and analyse data. Ultimately, this research design would allow me to interact with teachers and learners and give me the avenue to enter the world of others. In doing this I would have a more holistic understanding about the phenomenon that is being investigated (Maxwell, 2005).

In this chapter, the method and design (research paradigm) are used to attain the material necessary to respond to the questions of this inquiry, which I believe will be reflected by discussing a teacher's interview, classroom observations, learners' interviews, instruments of data, data collection procedures, data analysis. Merriam (1998) indicates that information from only one source cannot be trusted to give a comprehensive or a definitive interpretation of results. The study harnesses information where I am currently teaching. This makes it easier for me to collect information because the reality is that teachers are not allowed study leave for their further academic studies. This is a huge advantage and can be used effectively as an instrument for research (Babbie & Mouton, 2001). The time to observe at my own school fall/fell within the parameters of the Integrated Quality Management System (IQMS)

program that provided a great opportunity to look closely at the teaching methods of my colleagues. The practise of qualitative research enlightens the study as it affords me the opportunity to have awareness into the experiences and viewpoints of participants.

3.4 RESEARCH PARADIGM OF THE STUDY

I have always believed that research should always be done within a paradigm. A paradigm represents a worldview that defines for its holder, the nature of the “world,” the individual’s place in it (Denzin & Lincoln, 1994: 107). A paradigm represents a person’s conception of the world, its nature and their position in it, as well as a multitude of potential relationships with that world and its constituent parts (Arthur, Waring, Coe & Hedges, 2013: 17). Paradigms act as a viewpoint that provides a rationale for the research and commits the researcher to particular methods of data collection, observation and interpretation. According to Taylor, Kermade & Roberts (2007: 5), a paradigm is a “broad view or perspective of something.”

This scholarship is positioned within the interpretivist model. Research conducted in the naturalistic/interpretive paradigm has earned respect in the scientific community for its potential to illuminate personal meanings, explain human experience, present richly detailed “stories,” achieve understanding, generate theory about processes that are shifting over time, explain variation as well as patterns and themes, and preserve historical, cultural and contextual conditions (Wilson & Hutchinson, 1991: 263). The main constituent of this model is to understand the individual world of human experience. Within an interpretivist model individuals construct their own view of the world based their experiences and perceptions. The researcher is inclined to rely upon the participants’ views of the situation being studied and recognises the impact on the research of their own background and experiences (Creswell, 2003: 8). The interpretivist view holds a number of characteristics, which I find both efficacious and edifying:

1. The interpretive paradigm is underpinned by observation and interpretation. It attempts to understand the phenomena through the meanings that that people assign to them (Deetz, 1996).
2. There is a need to get inside the person’s head and to understand issues from within (Cohen, Manion & Morrison, 1989).

3. The interpretivist paradigm sees the world as constructed (Ulin, Robinson & Tolley, 2004: 17).
4. The interpretivist paradigm is concerned with understanding the world as it is from subjective experiences of individuals (Reeves & Hedberg, 2003: 32).
5. The interpretivist paradigm can be used as a lens when investigating individuals or small groups in naturalistic settings (Willis, 2007).
6. The interpretivist paradigm does not predefine dependent and independent variables but focuses on the full complexity of human sense making as the situation emerges (Kaplan & Maxwell, 1994).
7. In the Interpretivist paradigm the researcher does not stand outside but is a participant observer (Carr & Kemmis, 1986: 88).

The significance in the interpretivist approach establishes the locus of argument closer to research practice. In principle the interpretivist approach lends itself to the presence of innovative ideas, participant corroboration, reflexivity of analysis and expressive richness. Interpretivism transmits a variety of implications for the researcher. Ultimately, it requires me to embrace an investigative orientation and specifically to learn to understand the distinguishing viewpoints of the people involved, and perhaps to detect how their arrangements of action unfold in particular situations.

3.5 A QUALITATIVE MODEL

The purpose of educational research is the acquisition of new knowledge (Borg & Gall, 1989). A qualitative model thus became the principal design for my study. Denzin and Lincoln (2003) argue that human learning is best researched by using qualitative data. According to Merriam (2009: 13) qualitative research is the understanding of meaning people have constructed, that is, how people make sense of their world and experiences they have in the world. The classroom as a product of research is a natural setting where human behaviour and events occur (Creswell, 2003). Qualitative research is best suited for answering research questions that lend themselves to the analysis of a relatively small number of cases but a large number of variables (Scott & Garner, 2013: 9). Creswell (2012) defines qualitative research as a type of educational research in which the research relies on the views of participants.

Parahoo (1997: 59) states that qualitative research focusses on the experiences of people as well as stressing uniqueness of the individual. Burns and Grove (2003: 19) extend this theory by describing a qualitative model as “a systematic subjective approach used to describe life experiences and situations to give them meaning”. In principle qualitative research is an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world. (Sandelowski 2004: 893). In light of this, I am inclined to believe that the nature of my study is in keeping with the issues and insights that I have discussed so far

Data collection techniques such as observations, interviewing and document analysis are used in qualitative research. In qualitative research different knowledge claims, enquiry strategies and data collection methods and analysis are employed (Creswell, 2003). Qualitative orientation is appropriate for this research as it is a holistic approach which aims to use and describe “social settings focusing on the meaning and understanding of reality” (Willig, 2001). Knowledge is constructed through meaning and can legitimize or challenge existing methods of teaching. According to Holloway and Wheeler (1996:188), the qualitative researcher seeks understanding of human thought and behaviour and its interpretation. Sandelowski (1991: 46-63) stated further that qualitative research reports are aesthetically and intellectually satisfying stories that appeal to your mind’s eye—your sense of style and craftsmanship—teach you something important, and also touch your heart. In essence the researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998: 15). Qualitative studies hinge on the integration of data from a variety of methods. According to Denzin (1970), this is referred to triangulation. Triangulation is simply using multiple methods of data collection to eliminate the weakness that exist within different methods. In this study the different methods helped each other to see things from different angles.

Teachers and learners are part of a research community who feed off each other. Their experiences are important in understanding the world in which they work and live. In spirit, a qualitative researcher constantly tries to understand how human beings interact and their performance in relation to socio-economic, political and historical factors (Punch, 1998).

In light of the above-mentioned issues, I as a qualitative researcher will ultimately gain a comprehensive understanding of underlying reasons, beliefs and motivations for a particular action in and out of the classroom.

3.5.1 CHARACTERISTICS OF A QUALITATIVE MODEL

The persistent dearth of qualitative subscription represents a good platform to gather information in the educational spectrum. Qualitative research, which reports rich with detail and awareness into participants' experiences of the world, "may be epistemologically in harmony with the reader's experience" (Stake, 1978: 5). Qualitative research is a canopy that covers several forms of investigation. Qualitative practitioners see qualitative research for its beauty and convey the factors why it should be used. The following list can help signpost its unique characteristics:

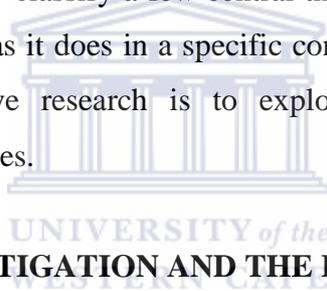
- Qualitative research is a naturalistic inquiry (Scott & Garner, 2013; Patton, 1990: 55).
- Qualitative research harvests an interpretative exploration.
- Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and the interactions there (Patton, 1990).
- In qualitative research the researcher acts as the "human instrument" for data collection and analysis.
- Qualitative research involves fieldwork. The researcher must go to people, setting, institution in order to observe behaviour in its normal setting (Scott & Garner, 2013: 10)
- Qualitative research uses an inductive research stratagem. It is an interactive process of inquiry between the researchers and the data in that the researchers analyse data as they gain comprehension and insight into the phenomena of interest. They do not have a predetermined conceptual framework (Morse, 1989: 1-3).
- Qualitative research reports are descriptive revealing the "presence of voice in the text" (Eisner, 1991: 36).
- Qualitative research is based on observations that can be written, spoken about, filmed and interpreted (Scott & Garner, 2013: 9).

- Qualitative research is best suited for answering research questions that lend itself to the analysis of a relatively small number of cases but a large number of variables (Scott & Garner, 2013).
- Qualitative research is designed to discover what can be learned about social phenomena where people are informants (Maykut & Morehouse, 1994: 43-47)

The list above are strategic ideals that can benefit me and the result will then be a “mutual reinforcement” (Lincoln & Guba, 1985: 39).

3.5.1.1 THE PURPOSE OF QUALITATIVE RESEARCH

The purpose of qualitative research is to outline some of the essential qualities of multifaceted social phenomena. The objective of qualitative research is not to describe complex phenomena but rather to classify a few central themes that explain why and how a particular phenomenon operates as it does in a specific context. According to Wilson (1993: 217), the purpose of qualitative research is to explore, describe and explain social psychological processes and themes.



3.5.2 QUALITATIVE INVESTIGATION AND THE ROLE OF THE RESEARCHER

Epistemology, methodology and the choice of paradigms are all influenced by the values and the beliefs, as well as the identities, of the researchers and the researched (Greenbank, 2003). Researchers are ‘embodied agents whose identity shapes their work’ (Hammersley 2005: 148). The relationship of the researcher and the participants is a complex and changing entity. The researcher is the tool of the investigation and the research relationship is the means by which the research gets done. The researcher as a person must be sensitive and committed to rectitude and integrity. Data collection and recording was therefore done in an honest way. In qualitative research the researcher must be aware that the researcher’s presence can activate a variation of reactions from the respondents i.e. in some cases the respondents can hide the truth if the researcher is not skilful enough.

In qualitative research I must adhere to some important considerations:

- The researcher must ‘live’ the naturalist paradigm.

- The researcher must develop the level of skill appropriate for a human instrument for data collection (Denzin & Lincoln, 2003).
- According to Lincoln & Guba (1985) the researcher must utilize accepted strategies for naturalistic inquiry.
- The researcher must be sensitive to the data collected (Strauss & Corbin, 1990: 42)
- The researcher seeks understanding of human thought and behaviour and its interpretation (Holloway & Wheeler, 1996: 188).

The above-mentioned points are relevant to this study because it will enable me as a qualitative researcher to answer the ‘whys and hows’ of human behaviour and experience. More importantly, effective, meaningful, manageable, achievable and useful research does not just happen (Burton, Brundrett & Jones, 2014: 2). Therefore, if I follow a meaningful set of guidelines the social setting will become researchable and the data produce will be relevant.

3.6 TARGET POPULATION

In research methodology the term population carries a different understanding to what is normally understood. Population does not refer to the population of a country but rather it refers to the objects, subjects, phenomena, events, cases or activities for the purpose of sampling (Brynard & Hanekom, 2005: 43). Welman, Kruger & Mitchell (2005: 52) state that a population:

...is the study object and consists of individuals, groups, organizations, human products and events or the conditions to which they are exposed.

Within the research design, it is a requirement to postulate the number of groups and participants to be used and whether these groups and individuals are to be drawn randomly from the population or not and what should be done with them (Kumar, 2005).

In this study, the population consists of a small group—it consists of one school. I chose two teachers, two student teachers in their final year and 12 learners. They are diverse in character and have completely different backgrounds, which add depth to the study. I find this study to be an essential part of investigating the practice of teaching methods because over the years I

have taught a number of diverse learners and I understand that the challenges teachers have when trying to ‘grab’ the attention of the learners can be far more complex than it would seem.

3.6.1 SAMPLING: PARTICIPANTS OF THIS STUDY

Flick (2015: 271) states that sampling is “a selection of cases or materials for study from a larger population or variety of possibilities. Schatzman & Strauss (1973: 39) state that selective sampling is a practical necessity that is shaped by the time the researcher has available to him by his framework by his starting and developing interests, and by any restrictions placed upon his observations by his hosts. Holloway and Wheeler (1996: 74) describe purposeful sampling as sampling where individuals or groups with special knowledge of the topic are chosen. These individuals can also be referred to as useful informants. Researchers cannot study all relevant circumstances, events or people intensively and in depth (Marshall & Rossman, 2006). Therefore, I as a researcher need to select a sample.

Sampling is the collection of cases, informants from wider populations. Sampling is the link between the study population and its generalization to the wider population (Bloor & Wood, 2006: 153). As was mentioned, the subjects in this research were two Grade 10 teachers and 12 Grade 10 learners. In addition, two student teachers in their final year were included because student teachers come with some ‘fresh’ ideas that could be relevant with the ‘cultural environment of the learners’. In Patton’s (1990: 169) view, ‘qualitative inquiry typically focuses in depth on relatively small samples, even single cases, selected purposefully’.

Purposeful sampling takes place when the researcher selects a sample from which the most can be learned (Merriam, 1998). Qualitative research designs typically use small numbers of cases (Bloor & Wood, 2006). There are a number of contributors to sample and according to Given (2008) it would be appropriate to choose participants that play a role in the context of evaluation, policy analysis and administering the programme or service being evaluated, and who might otherwise be affected by it.

3.6.2 CRITERIA FOR THE SELECTION OF PARTICIPANTS

The teachers and learners were chosen for this study because my aim was to investigate the elements of innovation that could help turn the level of learners' performance ratio in and out of the classroom. Teachers were chosen because of their experience and willingness to try new things in the classroom.

The teachers of this study ranged from 22-65 years of age. Their experience in teaching ranged from 3-30 years. Learners ranged from 14-18 years of age from the Cape Town area. The inclusion criteria for this research were:

1. Participants should have received 30%-55% on the Report Card with regard to their English mark.
2. Participants were recruited using the information provided by the school. Interviews were conducted at the participant's time and place of convenience. Interviews were recorded and transcribed verbatim.

3.6.3 PURPOSEFUL SAMPLING

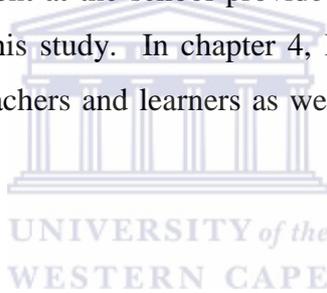
A purposeful sampling method was used to select this study's sample. The idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research questions (Creswell, 2003).

Purposeful sampling is based on the assumption that because the researcher knows the population under study the researcher might decide purposefully to select informants whom the researcher considers suitable for the study (Polit & Hungler, 1997: 229). I have chosen this type of sampling because the study is qualitative and an unbiased sample, perhaps chosen randomly, would/ might violate the qualitative principle of obtaining information from experts and of sample size adequacy (Morse 1989: 125). Kumar (2005: 179) motivates that purposive sampling is extremely useful when constructing a historical reality, describing a phenomenon or developing something about which only a little is known. According to Miles and Huberman (1994), four aspects fall under the banner of sampling:

3.6.3.1 SETTING: HAROLD CRESSY HIGH SCHOOL

Harold Cressy High School is positioned at the foot of Table Mountain. The school opened in 1951 and was formally known as Cape Town Secondary School. It was eventually renamed after Harold Cressy, the first black university graduate in South Africa. Mr. Harold Cressy became the first 'coloured' University of Cape Town graduate in 1911 (Heritage Impact Assessment, 2014).

The school is a melting pot for learners with a representation of diversity. I chose Harold Cressy High School for the study because in academic terms the school struggles in two core areas namely English and Mathematics. Some teachers use a whiteboard and thrive on the use of technology and some teachers do not have a white board and still teach the traditional way. Therefore, the social setting of Harold Cressy High School and the fact that 'old and new' teaching method are still prominent at the school provide a good platform for research and would bring out good data for this study. In chapter 4, I further extend the setting of the school providing the scope of teachers and learners as well as where most of our learners come from.



3.6.3.2 ACTORS

The actors are the participants who will be interviewed for the study. In this study, the actors are two teachers, two student teachers and 12 learners.

3.6.3.3 EVENTS

The two teachers were interviewed and observed in order to study their methods of how to help learners that struggle with the English language. Particularly, I looked at methods of innovation to help and encourage the learners.

3.6.3.4 PROCESS

I as the researcher was in the classroom observing teacher functionality and learner interaction. I looked at all the dynamics of language education in the classroom e.g. reading, oral formation, grammar specification etc.

3.7 DATA COLLECTION INSTRUMENTS

3.7.1 INTERVIEWS

According to Seidman (1991) interviewing is one of the best instruments for qualitative data generation. Kvale & Brinkmann (2009), confirm this by stating that an interview is a fundamental tool in qualitative research. Tuckman (1972) contends that interviews can allow us to know what is inside a person's head, it makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values or preferences), and what a person thinks (attitudes and beliefs).

An interview is a conversation between a researcher that is someone who wishes to gain information about a subject and an informant, which is someone who presumably has information of interest on the subject (Berger, 2000: 111). The different types of interviews available include, semi-structured, focus groups structured, informal conversations and closed quantitative interviews (Cohen, Manion & Morrison, 2007).

Data collection techniques such as interviewing and observations allow for contextualization and elaboration of meaning. Interviews are systems to gather information by a set of fundamental questions. Participants can therefore bring in their own concepts and critique the agenda of the research (Parker: 2005). Research interviews take advantage of the fact that humans can 'tell you things about themselves' (Robson 1993: 227). There are a number of characteristics that make interviewing a worthwhile research tool:

- The interview is a managed verbal exchange (Ritchie & Lewis, 2003) and as such, its efficiency heavily depends on the communication skills of the interviewer (Clough & Nutbrown, 2007)
- Listen attentively (Clough & Nutbrown, 2007); pause, probe or prompt appropriately (Ritchie & Lewis, 2003: 141); and encourage the interviewee to talk freely, "Make it easy for interviewees to respond" (Clough & Nutbrown, 2007: 134).
- In addition, participants often experience the interview process as therapeutic and transformative, moving the interview beyond the researcher's own needs.
- A major advantage of the interview is its adaptability (Bell, 2005). Semi-structured interviewing is therefore consistent with participatory and emancipatory models.

As a distinctive research tool interviews may have several purposes. According to Tuckman (1972) it can allow us to know what is inside a person's head, it makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values or preferences), and what a person thinks (attitudes and beliefs). Secondly, it may be used to test theories or deliver new ideas (Cohen, Manion & Morrison, 2007). Thirdly, its purpose is also to evaluate a person in some respect. The Curriculum Head of English of the particular high school checked questions for validity.

3.7.1.1 THE RESEARCHER AND THE INTERVIEW

No matter what type of interview was attempted I was aware that certain steps had to be followed in order persuade the participant to be part of this study. Certain steps were followed which ranged from the following:

- I contacted the participant way before the time in order to give him/her time to process the outline of the study.
- Before the interview the participant read and filled in the consent form. The consent form described the research that I was doing.
- I made sure that the questions were of a good quality in order so that the participant might not feel that this process is a waste of time.

3.7.1.2 SEMI-STRUCTURED INTERVIEWS

This study interviews every contributor in using a semi-structured interview method to evaluate the educational design of the model. The qualitative research is “an inter-change of views between two persons conversing about a theme of mutual interest” (Kvale, 1996: 14).Semi-structured interviews were an important research instrument for this study. This instrument allowed participants in the different discussions to critique each other.

I believed that the system of semi-structured interviews would help gather qualitative data by setting up a situation that allows the person that is interviewed the time and opportunity to talk about their opinions on a particular subject. According to Baker (1999) semi-structured interviews pre-establishes a set of questions to know more information about specific issues

and sometimes identify new issues that were not originally part of the interview. In a semi-structured interview, the researcher relies on an interview guide, a set of prepared questions that cover the basic topics and themes for the respondent to address (Scott & Garner, 2013).

The semi-structured interview brings together a group of participants for a discussion under the moderation of the researcher to ensure adequate focus on the research question (Krueger & Casey, 2000). Semi-structured interviewing is therefore consistent with participatory and emancipatory models that my study is inclined to uphold as one of its key elements constituting its mainstay focus. Participants can therefore bring in their own concepts and critique the agenda of the research (Parker, 2005). In light of this, semi-structured interviews allow individuals to disclose thoughts and feelings that are clearly private.

I have used semi-structured interviews because it would be an interactive process. As the researcher I would investigate and learn from learners “what another person knows about a topic, to discover and record what that person has experienced, what he or she thinks and feels about it, and what significance or meaning it might have” (Arthur, Waring, Coe & Hedges, 2012: 170). Semi-structured interviews would allow a platform for sensitive information and would allow the research to get to the root of certain issues in a more secretive format.

3.7.1.2.1 CHARACTERISTICS OF SEMI-STRUCTURED INTERVIEWING:

1. It uses both ‘open and closed questions’ (Hartas, 2010: 231).
2. A set of pre-planned core questions for guidance (Shneiderman & Plaisant, 2005).
3. The interviewee is given opportunity to provide for information that is more relevant (Scott & Garner, 2013).
4. It insures that the respondents are answering a similar set of questions and that certain topics and themes will be addressed in all interviews (Scott & Garner, 2013).
5. Semi-structured interviews can be audio recorded to capture all the nuances of wording and framing (Scott & Garner, 2013).
6. Semi-structured interviews help to ensure coverage of the researcher’s agenda while also providing opportunities for interviewees to talk about what is significant to them, in their own words (Hartas, 2010: 231).

7. Semi-structured interview can ‘elicit as spontaneous coverage of as much of the interview agenda as possible’ (Tomlinson, 1989: 169).
8. Semi-structured includes predetermined questions but also allows other topics to come up during discussion. The questions were presented to all the participants systematically and consistently (Struwig & Stead, 200: 59).
9. Semi-structured interviews allow ‘elaboration of information within limits’ (Cohen & Manion, 1980: 167).
10. Semi-structured interview enables ‘a degree of power and control over the course of the interview’ (Nunan, 1992).

I used semi-structured interviews because I did not get more than one chance to interview the participants because of distance and my own time constraint. Ultimately, I used semi-structured interviews because questions can be prepared ahead of time and as a result, interviews can provide reliable, comparable qualitative data. Finally, the use of the interviews helped me with a necessary combination of impartiality and complexity, which allowed me to gather valuable information that might not have been possible to obtain successfully by any other method (Borg & Gall, 1996). Face to face interviews therefore allowed me to validate the information immediately through an informal setup through non-verbal cues. This included facial expressions and the projection of the participants’ voice. I interviewed the participants at the school and place of work.

3.7.1.3 FOCUS-GROUP INTERVIEWS

Focus group interviews have served as an effective research method for almost fifty years, with dramatically increased usage during the last decade of the 20th century (Greenbaum, 2000: 9). There are two chief methodologies to conducting interviews with groups of participants. There is the group interview and the focus group interview. A focus group refers to a small number of people who interact with each other as they respond to a set of questions posed by the researcher (Scott & Garner, 2013). In the focus group discussion the research must simplify discussion which is led by participants where the focus is identified by the researcher (Hartas, 2010).

According to Krueger & Casey (2000), the researcher is a moderator in a focus group discussion. Focus group interviews provide deeper answers and help develop ideas. The

researcher held focus group interviews in three grades. The researcher selected grade 8, grade 10 and grade 12 (four learners from each grade). The appropriate number per group according to Macintosh (1993) ranges from six to ten. Flores & Alonso (1995) state that a focus group should consist of six to twelve subjects. However, ultimately the number depends on the aims of the researcher. In keeping with that principle, learners were selected to discuss the use of modern technology to enhance their academic proficiency. Areas were also discussed that linked the struggle that learners find in the English language when it is presented in the classroom. According to some researchers like Kreuger (1988) a focus group is a “carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment.”

The focus group in this study will enhance this investigation because it would allow the discussion that goes on in the group to generate more critical comments compared to an interview (Kitzinger, 1995). Comments that are more critical would challenge the present circumstances and shed light on what is relevant i.e. good or bad in the classroom. My stance while doing the focus group was to allow students “to talk to one another: asking questions, exchanging anecdotes and commenting on each other’s’ experiences and points of view” (Kitzinger, 1995: 299). Overall, a focus group will supplement other methods of data collection. Therefore, the data produced from the focus group discussion was useful to validate data generated from the interviews.

3.7.1.3.1 CHARACTERISTICS OF FOCUS GROUP INTERVIEWS:

1. There is a pattern of interactions between participants, which highlights their view of the world and their value, and beliefs about the situation (Morgan, 1988; Kitzinger, 1995).
2. Focus group interviewing have a narrower ‘focus’ on a particular topic, which participants are encouraged to debate or explore in detail among themselves (Hartas, 2010:233).
3. The ability to explore new research areas.
4. The ability to explore a topic that is difficult to explore
5. The ability to explore sensitive areas of research (Kreuger & Casey, 2000).
6. The ability to clarify research findings from another method.

3.7.1.3.2 ADVANTAGES OF FOCUS GROUP INTERVIEWING:

1. It saves the researcher both time and the financial cost relatively inexpensive associated with travel (Bryman, 2008).
2. Participants reflect a level of comfort (voicing opinions in each other's company).
3. Participants are stipulated to think with a deeper capacity (react to the opinion of others).
4. Group interaction among the participants brings out themes and perspectives that a single-person interview neither might nor elicit (Scott & Garner, 2013: 299).
5. Complex issues that could have been missed in individual interviews may be revealed (candid responses).
6. Often participants are interviewed with common characteristics of eliciting ideas about specific topics (Holloway & Wheeler, 2002: 110).
7. Participants can ask questions and this can deliver more information (ability to produce a large amount of data on a topic in a short time).
8. Participants can build on each other information.

The above-mentioned points are pertinent to my study because the learners in the focus group provided the understanding of specific knowledge with regard to teacher methodology, learner trends and learner functionality in the classroom. Therefore, the focus group in this study yielded the following:

- Understanding the differences in perspectives between teachers and learners.
- Unearth and provide insight into specific factors that influence opinions.
- Seek out ideas that surface from the group.

Learners in the focus group fed off what other learners were saying pertaining to teacher style whether good or bad. This build-up of knowledge grew in depth and eventually highlighted things that might never have been thought of because learners could build on what others were saying. Therefore, I used 'cognitive triggers' to enable the group to address the research objectives. Although focus group discussions are valuable, it must also be recognized that focus groups do have some disadvantages.

3.7.1.3.3 DISADVANTAGES OF FOCUS GROUP INTERVIEWING:

1. There might be a level of difficulty to manage the debate especially for new researchers.
2. There is the possibility of an imbalance in the level of contribution. Some participants might be shy and others might speak too much.
3. Recording data can create a problem (Holloway & Wheeler, 2002: 118).
4. Focus group interviewing requires a trained facilitator.
5. Outspoken individuals may overstate their level of input.

In keeping with the above principles, I made sure that I managed the focus group with simplicity creating a balance as to get everyone's input.

3.7.1.4 PRACTICAL GUIDELINES FOR STARTING A FOCUS GROUP

In keeping with the guidelines of Scott and Garner (2013), I carried out the following:

- Established a sampling frame that lists all possible individuals whom you consider.
- Once the sampling frame is established I wanted to draw a sample that will harvest about 6 to 8 people per focus group.
- Ensured that Focus group participants did not know each other.
- Prior to meeting the group, I set up a series of questions or topics in a document called a protocol.
- Moved Questions from 'simple, congenial "warm-up" questions or discussion of basic information to complex or contentious topics.
- Limited the number of questions within a range of 8 to 15.
- Factored in an outside moderator.
- Made the room and setting safe and congenial and neutral.
- Provided chance to everyone to address every question.
- Set two hours as a maximum amount of time for a focus group and one hour probably as the minimum. (For high school learners it could be 45 minutes)
- Record the event

3.7.1.5 A FOCUS GROUP AS A METHOD OF LIBERATION

The shared experience of the focus group can be liberating for the learners to enclose the true nature of their feelings. This could range from their viewpoints towards educators' teaching style, classroom atmosphere and general feeling towards English as a subject.

Reason & Bradbry (2008) revealed that researchers who employed qualitative research sought deeper truths while aiming to study things in the natural setting. Qualitative features of the individual's feelings, views and patterns are revealed without control or manipulation from the researcher (Leininger, 1985).

3.7.1.6 UNSTRUCTURED INTERVIEWS

According to Scott and Garner (2013: 284) unstructured interviewing is almost like having conversation among acquaintances and friends. Language is the cornerstone of life and so "there is no such thing as a worthless conversation, provided you know what to listen for. "And questions are the breath of life for a conversation" (Miller, 1965).

The unstructured interview is used widely in educational research generally and in teacher research more particularly. It has distinct advantages for the teacher-researcher working within a known culture with fellow professionals (Hitchcock & Hughes, 1989: 163). This form of interview can be conducted informally and is quite useful to gather data on topical issues from informed participants who can shed light on recent developments, for example a new educational policy, something that has yet to be critiqued in the literature (Basit, 2010: 103)

In the unstructured interview, the researcher has relatively little control over the responses of the informant. The flexibility of the unstructured interview allows me to pose some open-ended questions giving the interviewer the opportunity to express his/her own opinion freely. The direction of the interview is not predetermined. Therefore, the interview takes on its own format (Preece, Rogers & Sharp, 2002).

3.7.1.6.1 ADVANTAGES OF UNSTRUCTURED INTERVIEWS:

- Open-ended questions can produce valuable ‘answers’ to questions the researcher may not have thought to ask or include (Hartas, 2010).
- Provides a greater opportunity to develop a rapport with and gain the trust of the interviewee, which may have the effect of the participant being more likely to provide honest and accurate information or credible data (Oakley, 1981).
- The level of flexibility allows the researcher to probe interviewers’ answers.
- An unceremonious atmosphere can encourage the respondent to be open and honest natural and unrestricted.
- Unstructured interviews can be an important preliminary step toward the development of more structured interview guides.
- Sensitive subjects can be dealt with in educational terms.

3.7.1.6.2 DISADVANTAGES OF UNSTRUCTURED INTERVIEWS:

- Time consuming.
- Sample size is small.
- Might show problems with dependability and generalising.
- There might be the difficulty to enumerate and examine results.
- Some information collected might not be in accordance with the research problem.
- Interview bias is unavoidable

In principle, the ultimate aim of an unstructured interview is to bring out the social reality and for improvement in education this is vital.

3.7.1.7 CONDUCTING AN UNSTRUCTURED INTERVIEW

I used the steps that Fontana and Frey (2005: 695-728) put forward when conducting an unstructured interview.

- Be circumspect when gaining access because you are looked upon as an outside. I took into account the political and legal aspects that could develop during the process of access to schools.

- Understand the cultural background of the social setting (Fife, 2005).
- The researcher should present himself in a manner that is comfortable and in keeping with the social context.
- The person that is interviewed must be knowledgeable and carry some degree of ‘weight’ in terms of educational input for the research problem to be maximized (Fontana & Frey, 2005).
- The researcher must create a level of trustworthiness in order to cultivate rapport.
- It is preferable to audio record because note taking might disrupt the natural flow of the conversation.

3.7.1.8 TIME CONSTRAINTS FOR INTERVIEWING

Unstructured interviewing can be a great way to gather data but in reality there are also some major challenges. According to Patton (2002), this qualitative method requires a major amount of time that I discovered while setting up interviews.

On one occasion, my school had a march and I used the two hours that I had on account of this as a valuable gateway for an effective interview. Time constraints presented a major problem for me because I had to work until 3:30pm and then on several occasions had to engage with some students and teachers. Both parties (learners and teachers are very ‘holy’ about their time).

3.8 OBSERVATIONS AS A RESEARCH METHOD

In this study, I chose to adopt the observation method to gather data from my own high school. By using this method I was in a position to get first hand-hand information of language teaching methods in the classroom. Observation of lessons took place for Grade 10. The Integrated Quality Management System (IQMS) program assisted the pattern of observation at school. Basit (2010: 119) states that observation can be employed for appraisal and evaluation. A major contribution of observation is that it provides here and now experience in depth (Lincoln & Guba, 1985: 273). Observation is a very efficient method of research and can lead to greater understanding of teaching methods and learner cognition. Observations represent a frequently used form of data collection with the researcher able to assume different roles in the process (Spradley, 1980). Observation is the method which

allows the researcher to get information by seeing what is happening without asking questions (Nunan, 1992).

Researchers like Cohen (2000) regard observational methods as a powerful measure to gain in-depth insight into situations. In contrast to interviews and focus groups, observation gathers naturally occurring data to gather first-hand information about social process (Silverman, 2006). Observation is the process of gathering open-ended information by observing people and places at a research site (Creswell, 2005: 211). Marshall and Rossman (1999: 98) define observation as “the systematic description of events, behaviours and artefacts in the social setting chosen for the study.

In qualitative research, there are two types of observation. Firstly, there is the simple observation method where the researcher remains an outside observer. Secondly, there is the participant observation where the researcher is concurrently a member of the group under study. In this study the researcher used both observational traits. Teachers were observed based on their teaching method and the different techniques used to harness the learners’ potential. Observations allowed me to record behaviours as they occurred and the researcher being an outsider saw phenomena in the situation, which those people involved in it, would probably have not have noticed (Tuckman, 1994).

The instrument of observation allowed me to observe how learners interact with each other and how the teacher-to-learner interaction took place. Other helpful aspects was the observation of different resource materials used by different teachers which opened up a window to see if the information used was outdated or relevant to learners’ lives which would be a great attraction feature for learner participation.

On some occasions lessons were video recorded. Observations of lessons were conducted for Grade 10. The issue of time was a difficult one for me because teachers are not given time to do research. Teachers were observed in the classroom to find out how they incorporate their method of language teaching and how learners reacted to that method of teaching. In the process of observing the researcher also observed the classroom environments e.g. learners’ seating arrangement and teacher positioning during the lesson. This instrument of observation allowed me to observe learners’ body language and teacher-to-learner interaction.

The trinity of educational research: interviewing, observation and documentary analysis permitted me to have a holistic interpretation of the marvel being investigated. Observation is a very efficient method of research and can lead to greater understanding of teaching methods and learner cognition. The advantages of observation range from the following:

1. It is possible to see how people behave in ‘natural’ situations (Burton & Bartlett, 2005). The main strength of observation is that it provides direct access to the social phenomena under consideration.
2. Observe new techniques, strategies, ideas and resources.
3. Gain awareness into one’s own approaches and techniques.
4. Observe student reactions from a different perspective.
5. An observer can gather large amount of data in a short time (Burton & Bartlett, 2005).
6. Using more than one technique of data collection through a process of triangulation is seen as highly desirable as an overarching research strategy. Therefore, another strength of observation is that it can effectively complement other approaches and thus enhance the quality of evidence available to the researcher.

In keeping with the above-mentioned conditions, I would enter the Grade 10 classroom and be like a ‘fly on the wall’ recording and reflecting on everything that is happening in the classroom.

3.8.1 OBSERVATION AND INHERENT WEAKNESS

Even though observation is a valuable tool as a teacher and researcher, I have to be cautious particularly since I am also teaching at the high school. Therefore, I have to be aware of certain aspects that could interfere with the quality of my observation. It was important that I understood the following:

1. Gaining access to situations that would be useful to observe can prove difficult at times (Creswell, 2005).
2. Observing in a setting requires good listening skills and careful attention to visual detail (Creswell, 2005).
3. The observer may affect the situation as is frequently the case with the school inspector is viewing a lesson (Burton & Bartlett, 2005).

4. Observation also requires the management of issues such as potential deception by people being observed and the initial awkwardness of being an “outsider” without initial personal support in a setting (Hammersley & Atkinson, 2005).
5. Observation may be a good strategy to explore certain research questions, but it may simply not be practicable for the researcher with limited time and resources to carry out the observation.
6. Observation is time consuming.

3.8.2 THE METHOD OF OBSERVING

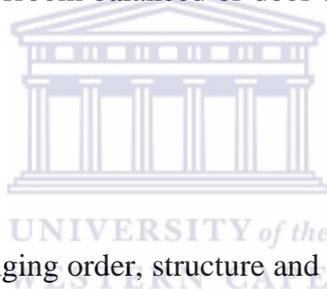
In order to fine-tune the complexity of the instrument of observation I followed the simple outline of Creswell (2005). The general process was as follows:

- I selected a site to be observed. The choice of the site would feed the purpose of the fundamental phenomenon. The necessary steps would be taken to gain access through the proper channels e.g. principal, teacher etc.
- I developed an early relationship with the teacher(s) in order to build trust and a good relationship.
- I Identified beforehand what to observe, when to observe and how long to observe.
- I determined my role as an observer i.e. I selected from the roles of participant or nonparticipant during the first few observations.
- I designed some means for recording notes during an observation.
- I considered what information I would record during an observation e.g. this included the physical classroom, activities and personal reactions (Bogdan & Biklen, 1998)
- I recorded descriptive and reflexive field notes. Descriptive field notes record the description of event and the reflexive field notes recorded the personal thoughts that the researcher has that relate to their insight.
- I made myself known but remained unobtrusive. I was passive and respectful at all times conducting myself in a professional capacity.
- I withdrew from the site when observation was finish. The researcher thanked the teacher and the participants. I informed the teacher when the study would be completed and when the results of the study would be made available for their perusal.

The Grade 10 class observation was guided by some key issues which are based on the principles and theories of learning 21st century skills (Rshaid, 2014) becoming a practical teacher (Beere, 2014) in the classroom and thinking ‘out of the box’ (Johnson, 2011) in and out of the classroom. Some of the questions that guided me were:

1. Did the use of technology help the learner improve his/her proficiency level?
2. To what extent do teachers ‘think out of the box’ when preparing for their lesson.
3. Do teachers fear be observed when teaching or do they use that platform as a way of improving their own creative thinking?
4. What are the contextual issues in the classroom?
5. How does the class size affect the teaching and learning process?
6. How do learners react to grammar and other genres?
7. Are the lessons in the classroom balanced or does the teacher focus too much on one area in the classroom?

3.9 DATA ANALYSIS



In data inquiry the method of bringing order, structure and clarification to a mass of collected data can be messy and ambiguous. Merriam (2009) cautions researchers to make data analysis and data collection a simultaneous activity to avoid the risk of repetitious, unfocused, and overwhelming data. In qualitative studies, data collection and analysis typically go hand in hand to build a coherent interpretation (Marshall & Rossman, 1999).

Qualitative data analysis involves organizing, accounting for and explaining the data; in essence making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities (Cohen et al, 2007). Qualitative analysis is a search for general statements about relationships and underlying themes; it builds grounded theory (Strauss & Corbin, 1997). In order to understand raw data collected from the field, there is a need to analyse it so that the researcher can make sense of the data (Mugenda & Mugenda, 2003: 115). This view is shared by Mouton (2001: 108) which states that analysis involves breaking up the data into manageable themes, patterns, trends and relationships. In principle, this is done to show the relationship between concepts, constructs and variables.

In analysing the collected data the researcher's first step was to listen to the audio a number of times. The audio was transcribed verbatim. When transcribing was done I went through the data a number of times so that the researcher could be comfortable with the data—Rereading the researchers' initial question and rereading all the data—going through the data and making notes of points that struck the researcher. The aim was to put the researcher in the participants' framework or thought pattern and see with his/her eyes in their particular context. The consequence of this is that the researcher should become intimate with the data. In essence a comprehensive scanning of the data would show some emerging patterns which then can be process for analyses. I then took emerging patterns and saw what initially fit together and at this stage, the researcher started to compare and contrast the patterns.

3.10 DATA INTERPRETATION

Data interpretation in qualitative research does not focus on prediction and generalisation (Patton, 1990: 424). It is an ongoing process involving continual reflection about the data (Rossman & Rallis, 1998). Interpretation involves the synthesising of data into larger coherent wholes (Mouton, 2001: 109). Analysis in qualitative research is a breaking up, separating or disassembling of research materials into pieces, parts, elements or units. With facts broken down into manageable pieces, the researcher sorts and sifts them, searching for types, classes, sequences, processes, patterns or wholes. The aim of this process is to assemble or reconstruct the data in a meaningful or comprehensible fashion (Jorgensen, 1989: 107).

3.10.1 CODING

Qualitative coding is the process by which segments of data are identified as relating to, or being an example of, a more general idea, instance, theme or category. Segments of data from across the whole dataset are placed together in order to be retrieved together at a later stage (Lewins & Silver, 2007: 81). According to Cohen et al. (2000) coding is a process of breaking down, examining, comparing, conceptualizing and categorizing data. The background of coding and categorizing can be realist or constructivist (Gibbs, 2007). The process of careful coding was used to identify and determine repetitive categories. In this study, data analysis and interpretation were guided by Creswell's theory of Tesch's (1990) method (Creswell, 2012: 244-245).

1. Get a sense of the whole. Read all the transcripts carefully. Jot down in margins some ideas as they come to your mind.
2. Pick one document (e.g. one interview, one field note). Ask yourself the question “What is this person talking about?” Consider the underlying meaning and write it down.
3. Begin the process of coding the document. Codes are labels used to describe a segment of text or image.
4. Group similar codes together. Do not overcode.
5. Circle specific codes that from participants that support the codes.
6. Give the codes a theme where they can be organised in a particular category.
7. Don’t have too many themes because it is best to write a qualitative report providing detailed information about a few themes.

3.11 TRUSTWORTHINESS OF THE DATA

A relationship of trust between the fieldworker, interviewer, focus group and the researchers’ collective members, interviewees, group members is thought to be a necessary condition for the continuing conduct of the research and for the collection of data (Bloor & Wood, 2006). A research project is trustworthy when it reflects the reality and ideas of the participants (Krefting 1991: 214-224). The researcher made sure that the participants are in no way intimidated with the research or are groomed to lean one way for the outcome of the research. According to Brink (1999: 124), trustworthiness has to do with the consistency, stability and repeatability of the informants’ accounts as well as the investigator’s ability to collect and record information. Eventually the techniques that are used will test the trustworthiness of the data and allow ongoing reflection on them as part of the process of data analysis (Burns, 1999).

3.11.1 RELIABILITY

When reliable methods are used, repeated observation should lead to comparable outcomes (Boeije, 2010: 169). Reliability is the extent to which research produces the same results when replicated. It has become a common understanding that South African learners need a lot of motivation because of the diverse background that many of them come from.

Most educators are aware of this and employ a model of motivation in order to help individual learners. This is the reality of our South African learners and demonstrates the validity of the core of the nation. Validity is the extent to which the research produces an accurate version of the world (Bloor, M & Wood, 2006: 147). One feature of the aspect of the principle of reliability is that data analysis can be improved through the rigorous comparison of coding of the same data by multiple researchers (Silverman, 2006).

3.11.2 VALIDITY

Validity is about convincing your reader that you are a credible researcher and that your results are worthwhile (Badenhorst, 2008: 183). One important question for the researcher is the quality of the fieldwork. The quality of the fieldwork will validate the research (Hardy & Bryman, 2004: 542). Validity is essentially to do with credibility (McDonough & McDonough, 1997: 62). According to Denzin (1989), validity in qualitative research reflects a need to provide an improved understanding of the research subject rather than an improved accuracy.

3.12 THE RESEARCHERS' RESPONSIBILITY

In this research, I as the researcher have striven to ensure credibility. I understood the dynamics of laying aside my preconceived ideas about the theme under investigation. At all times I made sure that constant review with the participants was an important platform—returning to participants in order to ascertain whether the narrative was a true reflection of their experience. According to Lincoln & Guba (1985) responsibility involves the following elements: credibility, dependability, confirmability and transferability.

3.12.1 CREDIBILITY

Credibility refers to the confidence of the data. According to Merriam (1998), credibility deals with the question, “How congruent are the findings with reality?” Credibility is one of the most important factors in establishing trustworthiness (Lincoln & Guba, 1985). Marshall and Rossman (1995: 143) define credibility as “an act of conducting inquiry in such a manner as to ensure that participants were identified and described for the study to show that the inquiry is credible to the constructors of the original multiple realities”.

Credibility exists when the research findings reflect the perceptions of the people under study. In qualitative research, researchers are able to demonstrate the reality of the participants through detailed description of the discussion. The following principles elevate the pattern of credibility:

- I espoused techniques that are well established in qualitative inquiry. According to Yin (1994), it is important to adopt the correct operational measures for the concepts being studied. I had to make sure that the line of questioning in the interviews was proper and the way the method of observation was done. Particular situations regarding the phenomenon under investigation were observed over a sufficient period to identify specific aspects relevant to it.
- The preliminary approach before meeting the participants and explaining the value of the research as well as the ethical code within the parameters of the research. According to Lincoln and Guba (1985), recommended prolonged engagement between the researcher and the participants to establish a relationship of trust. This refers to “investment of sufficient time to learn culture”, test for misinformation, build trust and generally repeating the procedure central to the case study (Robson 2002: 404). It was important for the researcher not to place too many demands on the participants because this could cause the participants to want to drop out of the study. The researcher was circumspect. In keeping with this, I also allowed a colleague to determine whether the findings of the study are credible to the people under study.
- I used a range of methods during the study. This is referred to as triangulation. Triangulation refers to the examination of a social phenomenon from different angles (Boeije, 2010: 176). Triangulation is one way of promoting rigour in qualitative research. Holloway and Wheeler (2002: 251) define rigour as “the means by which we show integrity and competence”. According to Brewer & Hunter (1989), the application of different methods in concert compensates for their individual limitations and exploits their respective benefits. The use of triangulation enables the researcher to strive to distinguish true information.
- I also followed other aspects within the framework of triangulation. I had peer debriefings and peer examinations. Peer debriefings refer to exposing the researchers’ analysis and conclusion to a co-worker or other peer on a continuous basis for the improvement of both design and inquiry of the study (Robson 1997: 404)

This is important because through discussion, the vision of the researcher can be enlarged and any bias on the researcher's part can be reduced or eliminated. I also asked colleagues to comment on the findings as they emerge. According to Hitchcock and Hughes (1989: 325), peer examination adds value to the study.

- I also heeded the advice of Merriam (1998: 169-170). Merriam states that the researcher should be aware of his own biases. The researcher should not follow his "own assumptions, world view theoretical orientation at the outset of the study." I therefore was reflective in order to monitor the process of data gathering and investigation. I remained objective during the research process and could analyse the data collected without bias. Reflective commentary was constantly practised by me. Reflective commentary is important because it can be used to record the researchers' impressions of each data collection session and theories generated. Lincoln and Guba refer to this as "progressive subjectivity" or the monitoring of the researchers' own developing constructions.
- I followed the pattern of participant checking. Lincoln and Guba (1985) consider participant checking the single most important provision that can be made to bolster a study's credibility. A copy of interviews was given to the participants where they read their words in order to verify the accuracy of their words. My understanding of what they were saying was also made available to verify if it was the right pattern of thought at the time when they were articulating their thoughts. I conducted pre-exercise interviews with random participants who met the criteria.

3.12.2 THE LIFE OF THE RESEARCHER

I currently work at Harold Cressy High School. My capability, training background and skill contributed to the credibility of the research. I taught at a number of schools in South Africa and Asia. I have also taught poetry in England. I have thus experimented with different teaching methods for well over 12 years. I taught my daughter and there was a need for creativity and innovation. This pattern of exploration provides a window in order to weigh the validity of teacher contribution. In essence, it serves as a structure for me to evaluate if teachers have any substance to their words. I am also actively involved in writing poetry where some views on education are expressed. In 2014, I was also selected for MA Poetry Course at UWC but declined because of time allocation of the poetry classes.

3.12.3 DEPENDABILITY

According to Lincoln and Guba (1985: 161), a dependable study should be consistent. Dependability refers to the solidity of the data I collected. My supervisor was one applicant that checked this inquiry. I also used my peer to evaluate data analysis. Therefore, confirmability of the findings was assured (Lincoln & Guba 1985: 316-318; Marshall & Rossman 1995: 145). Dependability is a principle used to measure honesty in qualitative research, and this criterion is met by fortifying believability of the findings (Streubert & Carpenter, 1995: 314).

3.12.4 CONFIRMABILITY

Miles & Huberman (1994) suggest that a key criterion for confirmability is the extent to which the researcher admits his or her own predispositions. Confirmability in qualitative research echoes the level to which other people could confirm the conclusions. The data is inspected for potential distortion. According to Holloway and Wheeler (2002: 255), inquiry audit can be used to trace the data to their sources. In this way the researcher's path of arriving at the constructs, themes and their interpretation can be followed.

In this study, I audited the research process under the supervision of the supervisor. Confirmability occurs with the presence of credibility and dependability (Holloway & Wheeler 1996: 169). I have used the following outline to address the issues in focus here:

- The data of the narrative conversations and the audiotapes was collected.
- The data was examined at an early stage of data gathering and at the analysis phase.
- I planned each stage of the research procedure, for instance research intention, sampling design and data collection process.
- I made sure that the conclusions of the study's findings were supported by the analysed data.

3.13 ETHICAL REFLECTIONS

Ethics is the study of what we ought to do (O' Leary, 2007). According to Polanski, ethical considerations play an important role when conducting research (Polanski, 2004). In a research context, ethics is concerned with rights and protection of respondents and of researchers, the misuse of data and accuracy, honour and responsibility in reporting results (Anfara & Mertz, 2014).

The first step before students and parents are contacted must be the approval of the research by the school (Jones, Whitehurst & Egerton, 2012: 54). The participants' right to privacy, self-determination, and freedom to withdraw at any time from the study were considered in this study (Cormack 1991: 31-34). Based on professional guidelines, the researcher is responsible for informed consent, for trust and protection, and for protecting participants' privacy by confidentiality (Ryen, 2004: 231-236). Participants who took part in the study were purposefully selected. Considering the participants will be between 15-16 years, I will ask parents' permission to involve their children in the study.

I approached the informants purposefully and no remuneration was offered. This meant that the informants volunteered to participate in the study after being approached by the researcher. Written consent and an agreement were signed prior the interviews as well as the declaration letter by the researcher. No learners were chosen because of their vulnerability. Teachers were chosen because of their expert application of different teaching methods. The principle of justice prevailed in this study. Therefore, no learners and teachers were chosen unfairly. The participants benefited by sharing their ideas with their peers as well as improving their knowledge regarding pain in patients with dementia. I also ensured that the process of data collection did not disrupt the normal programme at school or inflict physical or psychological harm to the participants.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

Somewhere, something incredible is waiting to be known.

Carl Sagan

In the preceding chapter I laid out my research methodology. The purpose of this chapter is to present and analyse the data collected from the various sources. According to Cooper (1999: 104) data analysis “involves reducing the separate data points collected by the inquirer into a unified statement about the research problem. Analysing then requires that I order, categorize and summarize the data.” De Vos & Fouché, (1998: 203), states that data analysis demands that I break down data into different components to obtain answers to research questions and to test the schemes.

The aim of data examination is to get the data into a form that permits verifiable elucidation. It was hoped that a better understanding of the perceptions of learners with barriers, known or unknown in the English language classroom and teachers response to these barriers would provide insight into the creative paradigm of innovation. This study used a naturalistic probe to collect qualitative data. Participants included twelve learners from one high school, two teachers from one high school and two student teachers in their final year of study. The data in this section was stimulated through three streams of information, namely, focus groups, observations and interviews. In addition to this document analyses was also applied. The data were collected. It was coded (the breakdown and reassembling of data), analysed and then processed in response to the problems posed in chapter one of this study.

The data presented, represent the opinions of the participants and my observation and reactions to descriptions of what participants said about the English language teaching and what participants wanted out of the English language classroom. The interpretive paradigm that was used as a guide in sorting and interpreting the collected data in this study. The Interpretive model is wired by observation and interpretation and echoes the platform of qualitative research which is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. Newman (2011: 92-93)

states emphatically that “qualitative data is not as imprecise or deficient; the data are highly meaningful. Instead of converting social life into variables or numbers, we borrow ideas from people we study and place them within the context of natural setting. We examine motifs, themes, distinctions, and ideas instead of variables, and we adapt the inductive approach of grounded theory...qualitative data document real events. They are recordings of what people say observations of specific behaviours, studies of written documents, or examination of visual images. These are all concrete aspects of the world.”

In this section, I firstly provide the orientation of Sampling under the following headings:

- Location
- Account of Sampling
- Focused Sampling

Secondly, I present the data from the focus group in the Grade 10 class. I shall endeavour to deliberate the patterns that emerge during the analysis of this data to show the extent to which these influence English language teaching and the understanding of English in high school.

Thirdly, I present data from observations of classroom practices in the two Grade 10 classes. Here, I seek to gain an understanding of the different pedagogical practices from the two teachers involved in this study.

Fourthly, I present data attained through the semi-structured interviews to gain an understanding of learner perception in the English language classroom. This includes document analyses of the transcription. Together the three sets of data aid the confirmatory claims to triangulate my findings and increase the probability that the outcomes will be insightful and a reflection of a broader context (Thorne, 2014: 108). This is intended to enhance greater trustworthiness.

4.1.1 RATIONALE FOR DATA PRESENTATION AND INTERPRETATION IN ONE CHAPTER

The rationale for choosing to outline the data presentation, data analysis and data interpretation in one chapter is to signpost that this is a study of one school. Often this chapter can also be divided into two chapters. However, as stated this is a study of one school with 6 adults and 12 learners. Therefore, the nature of this study gives way to the combined outcome of data presentation, data analysis and data interpretation because of the amount of data collected. If this study had two or three focused groups, more teacher and learner participants then it would constitute a broader outline and would be separated into two chapters. Having the outline in one chapter allowed me to be more focused in sifting through the data and making immediate connections that would be fresh and relevant to this field of inquiry. The rationale for discussing the segments separately (presentation, examination and discussion of data) is that the data analysis and reporting are very distinct. However, in this chapter the fact they are placed together is a testament that it afforded me the kinds of inspiration, flexibility and comfort of access that was vital at the early stages of analysis.

Often researchers can delay the data interpretation for a later stage but this might rob it of its immediacy because on specific days you might not see degrees of what the data is really reflecting. Therefore, I sat with each component in its entirety by dealing with each phase: recording verbatim, establishing trends with quotes, developing immediate themes and discussions. The flow of each section/component is brought out in this chapter under one sitting where I looked at each category in three different ways: recording, analysis and interpretation (findings). Within chapter 4, I attempted to avoid presenting an artless collection, but rather work to organize the creative tools in accordance with some appealing principle, which exhibited its innovative structure. By doing this, the aim was to create some thematic continuity therefore giving me a deeper appreciation of the data as well as a sense of a beginning, middle and end in chapter 4.

The commonality of presenting the discussion and data together in one chapter will highlight the synergy between the four phases revealed in this chapter. The data from the qualitative methods are presented, examined, described and interpreted in an orderly manner. In turn, the identified trends in teacher output and in accordance with the research aims would enable me to highlight the English language teachers' innovative measures in the classroom. The format of this presentation allowed me to first work through the interview questions in the focus group and teachers interviews in a systematic way by presenting the interview questions. After this, I immediately probed into the discussion of the responses from the learners and

teachers. The discussion of the learner and teacher responses includes quotations from the interview data in order to substantiate the points being made. It was then followed by specific findings that stemmed from the responses to the interview questions. The findings then led to a detailed discussion and summary of the overall findings. Although the segments in chapter 4 are written and discussed separately, they are interweaved and interlaced together as they constitute the findings of the study.

The focus now turns to the sampling and presentation, examination and discussion of data.

4.2 SAMPLE EXPOSITION

The key to sampling is to hold to an integrity of interpretation informed by the nature of a sample (Kuzel, 1999: 33-34).

4.2.1 LOCATION

The school, which is situated in the heart of the City Bowl, is set against the backdrop of the beautiful table mountain. It has served the educational needs of the neighbouring and extended community for more than 60 years. The school is a Dinaledi Mathematics and Science Focus School.

The school has a diverse population. The students come from within the city bowl namely, Bo-Kaap, Bonteheuwel, Gugulethu, Kensington, Khayelitsha, Langa, Maitland, Milnerton, Retreat, Philippi, Mitchells Plain and most suburbs on the Cape Flats (www.cressy.co.za). Some of our learners do face formidable challenges such as transport costs, lack of adequate nutrition, family instability and danger on the way to school and home. The school consists of approximately 740 learners, 24 permanent teachers, and 5 SGB teachers. In addition to this, the school receives on average 8-12 student teachers per year. The sample was selected from the above population.

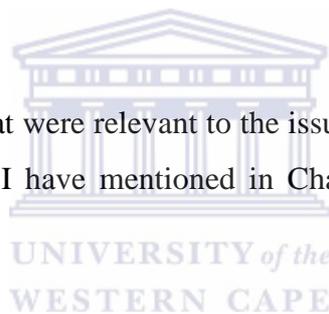
4.2.2 ACCOUNT OF SAMPLING

Sampling is a selection of study participants from a population according to specific rules (Flick, 2015: 271). Sampling techniques in qualitative research are not as strictly prescribed as in quantitative studies. In qualitative research, sampling can be distinguished from a more formal sampling to a more purposive and flexible ways of doing it.

Qualitative sampling is malleable and may be determined by what a researcher is looking for. The sampling process according to Flick (2015) consists of several steps:

- Choice of site or type of site
- Situations applicable to issues being researched
- Decide on of concrete situations in which the issues being researched become more visible
- Classifying other types by which the issue being researched is influenced as well

I selected the site or situations that were relevant to the issues that were being researched and that was convenient because as I have mentioned in Chapter 3 teachers do not get study permission.



The site I chose included a Library (semi-functional), Computer Lab, 4 white boards (in the Mathematics and Science classes), Kindle assimilation among certain classes and a Television set in one class. The various components of the school were relevant to the research which has been addressed. The sample size then consisted of 12 learners aged between 14-17, two teachers in different age categories and two student teachers between the ages of 22-25 years of age.

The small size of the population might paint the picture that the population is not well represented. However, it should be remembered that this is a study based on one grade at one particular high school and is simply looking at some ways to improve learner outcomes in the face of some barriers. The respondents chosen were both males and females. The females in the population were keener to be part of the study than the males. Only a certain amount of males wanted to be recorded whereas it was easier to get permission to record the females of this study.

4.2.3 FOCUSED SAMPLING

Learners from different classes were chosen that were starting the Further Education and Training (FET) phase. According to Barbour (2001), it is essential to use sampling in a purposeful manner, drawing on this as a resource in analysing data generated. Schatzman & Strauss (1973: 39) state, “selective sampling is a practical necessity that is ‘shaped by the time the researcher has available to him, by his framework, by his starting and developing interests, and by any restrictions placed upon his observations by his hosts.” Patton (1990: 169) concludes that the logic and power of purposeful sampling lies in selecting information that is rich in depth for study.

I believe that the interviews in this study were ‘...a purposeful conversation that is directed by one in order to get information’ (Bogdan & Biken, 1992: 135).

4.3 PRESENTATION, EXAMINATION AND DISCUSSION OF DATA

This segment captures the learners’ experience in Grade 10. The focus group was held in the library at a time when the learners were available because either most of them received a lift home or had to take public transport home. As the researcher, I needed to be flexible with the period of time available as well as the shift and changing of questions in order to build an atmosphere so that the learners were not nervous. The colossal quantity of words collected through the focus group needed to be defined and summarised.

4.3.1 FINDINGS FROM THE FOCUS GROUP

We met in the library during the last week of the first quarter on my recommendation because many of the learners would not be at school. While waiting for the learners that morning I placed two long rectangle tables together and added six chairs around it. While seated the learners would face each other. They were in close proximity and it would be a common scenario because many of them sit in the same manner with their friends during interval. The learners arrived promptly in the library. I detected that they were a bit nervous. I welcomed them, introduced the focus group, and informed them that we will first start with the person on the left. I introduced the first question. However, I had to repeat myself again because the

learner did not hear it completely and was still a little nervous. A transcript of the interview can be found in Appendix F.

The focus group participants were assured that all of their comments would be confidential and that each would be identified by a title as learner indicated by a number. Participants were made aware before the session that the interview would be recorded and transcribed verbatim. The participants were also made aware that the video interview would also be converted into audio. The overall perspective of the interview was based on the fact that the I understood the questions that were relevant for learners in the study (Bless & Higson-Smith 2004: 110).

The focus group interview results presented address three objectives:

- How do teachers help learners overcome certain difficulties in high schools with regard to teaching methods?
- What barriers do learners face in the classroom?
- How do learners cope with these barriers in the classroom?

The following research questions were asked to determine the above-mentioned aims:

- What components of the English Language do you like in the classroom?
- How does technology (cell phone) affect your language/life?
- Do you thinking your seating in the classroom affects your performance?
- How do you keep yourself motivated as a learner?
- What kind of activities do you like in classroom during the English period?
- How does music affect your Speech and Language in class?
- What do you expect from a language teacher?
- Do you prefer a male or female English teacher?
- How can you improve your English outside of classroom?

The following table 4.1 represents a straightforward indication of the focus group's mental progression concerning the different elements of language patterns.

4.3.1.1 Table 4.1 FOCUS GROUP INDICATIONS

1. Which component of English do you prefer?

Like	Dislike
Comprehension	Creative Writing
Literature	
Language	
Poetry	

2. How does the cellphone affect your life?

Affected	Not Affected
Two learners	Four Learners

3. Which seats are preferred in class?

Front	Back
Two learners	Four learners

4. How do you keep a positive mind?

Learners motivate themselves, keep a positive mind-set, and imagine their future.

5. How do you improve your English after school?

Read	Television
Six learners	Six learners

6. What English activities are enjoyable?

Like	Dislike
Five learners—Comprehension	Poetry
One Learner literature	Creative writing

7. Does music affect you language and life?

Affect	Not Affected
Two learners	Four learners

8. Which gender is more affected by music?

The group agreed that males are affected more by music because they will imitate the lyrics of the song and the group believes that women are as wild as they hear.

9. What do you expect of a language Educator?

Educators must use formal language.
Educators should dress appropriately.
Educators should arrive on time for lessons.

10. Would you prefer a male or female Educator?

Male	Female
Five learners	One

The results are now presented per theme providing a “thicker description” (Denzin, 2001).

4.3.2 THEME ONE: A NEED FOR PERSONAL ENRICHMENT

There is intense interest today in the nature of learning and creating the environments for it to flourish (Dumont, Istance & Benavides, 2010: 3). It was interesting to observe how the different participants enhanced the measure of innovation through their responses and non-responses. Five participants indicated that they liked Comprehension, Literature, Language and Poetry. One indicated that they disliked Creative writing. The common denominator that was found in the participants ‘likes’ was the fact that the material that was presented had to be relevant. Learner 1 indicated that the Comprehension could “teach more” because it was short and to the point. The Department of Education understood this principle when they included in 2014 ANA, a Comprehension on Facebook, which caught the learners’ attention, and they did very well in that comprehension because the learners could relate to the subject matter.

Learner 2 stated that she reads, “newspaper articles, magazines articles because it is interesting” and therefore relevant to her life. Learner 3 felt the Grade 10 Literature book, ‘Romeo and Juliet’ was good. She stated, “I love Romeo and Juliet because we can identify with their lifestyle.” Learner 4 enjoyed poetry because it gave her a chance to think about “different themes” that were relevant to her life. Learner 5 enjoyed grammar because it helped her “communicate” effectively. Learner 6 disliked creative writing because often the choice of topics was not very interesting. Relevancy was therefore a window to the heart of

the learner for interaction and effective communication between teacher and learner breeding a mutual partnership.

4.3.2.1 RELEVANCE: ELEMENTS RELATING TO RESEARCH QUESTION ONE

In the first question of the focused group, it was echoed that the material that the learners receive should have a level of relevance to their lives. This is a neglected component or innovation in the teacher's arsenal. Often as teachers, we copy things just to keep learners busy and forget about a fundamental rule to enhance teaching by linking the subject content to their lives in the language classroom.

It was interesting to observe what was not said with regard to the first question. There was no reference made to their English teacher concerning the content that their teacher was handing out. In order to develop learners' reading skills and strategies, both learners and teachers should be interested in the reading materials as "... interesting content makes the learner's task far more rewarding" (Nuttal, 1996: 170).

4.3.2.2 LIST OF STRENGTHS AND GAPS: TEACHER AND LEARNER

The main strength from the first question is that teachers do not have to be outdated concerning learners 'likes and dislikes'. This rainbow of reading, a teacher can often sift out in the first quarter. The teacher can carefully investigate and experiment in the classroom with different reading materials.

To sum up, often the selection of texts does not really reflect learners' interests. Learners may therefore not be motivated to read. While some texts may appeal to learners, other learners' interests may not be met. It would therefore be good for any school or teacher to investigate the reading content of learners outside of school. This could be a good platform for further research.

4.3.3 THEME 2: BALANCING BARRIERS—SECOND OBJECTIVE RELATION

I propose to discuss questions 2, 5, 7 and 8 as they relate to the second objective, which the focus group emphasized. It has been customary for teachers to complain about the learners' writing and the impact of the cellphone on their performance.

However, in this focus group, four learners indicated that the cellphone did not affect their lives. Learner 6 confidently stated, "it does not really affect me because I can balance it." Learner 5 said, "she knew when to put it away". Learner 3 declared that "it does not really affect me because I do not really text that much. Learner 2 concluded, "it does not really affect me." However, it did affect learner 4. She added, "I would say yes because when it comes to writing examinations, I know when to put it away so that it does not affect my writing." Learner 1 also said she "was affected but believed that she could control it."

4.3.3.1 CELLPHONE: MINIMAL BARRIER WITH BALANCED PERFORMANCE

Learners showed excitement about using the cellphone for English learning and showed a measure of maturity in handling the cellphone. From the literature review presented in 2.4.6, it was indicated that texting was a problem especially with the cellphone. However, based on the findings from this focus group, it appeared that the cellphone was not a major barrier to Grade 10 English learners.

Nonetheless, members of the group did recognize the possible dangers it can have on a learners' academic performance. This did surprise me. Therefore, two important points should be highlighted:

- The cellphone can be a minimal barrier.
- The cellphone requires continuous re-balancing or it can become a major barrier.

The instructive prospective of technology, in particular the cellphone has more to do with pedagogy than with technology (Cummins, Brown, & Sayers 2007: 91). Eventually, the teacher can make use of the cellphone as a teaching tool but the pedagogical strategies also play an important role in conveying the lesson content.

4.3.4 THEME 3: SEATING PSYCHOLOGY—A SEMINAL BARRIER

Based on the segment on barriers in the literature review presented in chapter 2 I am inclined to believe that in many classrooms one will find a learner or learners who experience some kind of obstacle to learning. However, it is seldom thought of in detail that a learner's weakness is due to their placement in the classroom. Students seating arrangements have a tremendous impact on learners' motivation and behaviour. Hood-Smith and Leffingwell (1983) found students' behaviour improved significantly after altering the classroom desk arrangement that included less noise, longer attention spans, more positive student interaction, more comfort, and the purging of paper airplanes.

The aim of question 3 was to discover if a certain seating arrangement could lift their spirits in the classroom or if their seating arrangements affected their behaviour. For example, the seating arrangement for the focus group was carried out in a way similar to a round table because a round table would indicate that all participants held equal status. Often the time one enters the classroom for the first time will dictate your choice of seating if the teacher does not interfere with the learners' selection. Many learners have already discovered that in primary school the back seat is a problem seat. However, not all students who sit in the back are troublemakers.

Learner 2 stated, "sitting in the front is better because the teacher takes much more note of you than at the back. I use to sit at the back and then Mrs Williams moved me to the front and then I like started taking note in the class." Learner 2 equated sitting at the back to having a bad English mark. From her perspective sitting at the back was a seminal barrier because it represented a struggle to adjust oneself mentally. Given the distress experienced by some learners, it is not surprising that the learners undermined their own ability when seated at the back of the classroom. This disclosure also is in keeping with what Hood-Smith & Leffingwell (1983: 224) revealed when they stated that teachers typically spend seventy percent of the classroom time in the front of the classroom in a traditional classroom seating arrangement. Evidently, the concentration of the teacher at the front of the room allows students seated in the front of the classroom to have a higher level of participation. These learners can ask and receive more questions from the teacher, and have improved belief of their abilities through several different grade levels (Kaya & Burgess, 2007: 859-876). The finding that students seated in the front third of the classroom showed higher self-esteem than

those seated in the back two-thirds is consistent with the data of Mercincavage and Brooks (1990: 632-634), which showed that achievement motivation scores were also higher for students sitting at the front of the classroom.

Learner 6 said, “it doesn’t really matter where I sit because I will have to concentrate”. Learner 6 sat in the middle and it was not a barrier for her. Learner 4 chose the back seat simply because all the front seats were taken. Learner 4 went further on to say that “it can affect you.” Learner 3 added the same reasoning as learner 6 because most of the seats were taken when they stepped into the class. All learners agreed that they would allow the teacher to move learners around them so that they could be away from others. Learner 4 further stated that “some learners are extremely lazy and don’t take note in class and she can move them so that I can see the board.” Learner 3 also added, “sometimes you are working and we listening to the teacher but some just don’t stop talking.”

An evaluation of the question 3 indicates that four learners chose to sit at the back and two learners’ chose to sit in front of the class. The implication from the focus group interview is that sitting at the back can be a seminal barrier because groupings at the back are often considered noisemakers. Psychology plays an important role in seating (Johnson, 2011) because so many learners associate a seating position with certain actions that they saw as they were growing up in different classes.

In this focus group, I discovered the following about the ecology of the classroom. Firstly, I discovered that some learners preferred the front of the class because it meant a more encouraging learning environment. Secondly, I discovered that sitting at the back could be a seminal barrier especially in big classes. Thirdly, the focus group revealed that sitting in the front also meant that the teacher will take better care of you and will notice you more, which will help your level of work as a learner. The third point might also reveal that teachers neglect learners that are sitting at the back because teachers also make the same judgment as learners about learners that sit at the back of the class.

Mwamwenda (2004) states that learning includes a change of behaviour because of what one has experienced and it shows in the way a person thinks, acts or feels. Often it is very difficult for a learner to move their seat because of a loss of friends that might result in the process. Ultimately, the value of seating cannot be underestimated. Learners are in high

school for five years of their lives and the reality is that just one wrong seat in the classroom can affect their school career for that period.

4.3.5 THEME 4: TEXTUAL ACCURACY—SHINING THE RIGHT WAY

In this next component, I wish to deal with questions 4 and 6. They are interrelated and bear witness to the same concept in language acquisition, which deal with motivating learners through different texts. According to Pressley & Hilden (2002: 33-51) teachers can stimulate students by providing them with interesting texts, allowing them choices in reading and writing, and helping students set authentic purposes for reading. Five learners preferred comprehension as a learning activity above poetry and literature. Learner 9 extended this answer by adding, “it must be relevant.” Learner 10 stated that the content must be relevant, representative of “teenage stuff” and not stuff like fifty shades of grey because learner 10 felt that “Fifty Shades of Grey was not appropriate because “Fifty Shades of Grey is a book for older women.”

This revelation is in keeping with the issues referred to in the literature review presented in Chapter 2, section: 2.4.4. Part of the data relating to this question reveals the fact that learners cannot identify the value of studying Shakespeare and poetry or it might be that learners do not know what to get out of it for the application of their own lives. The deep revelation is that teachers might not share the value of studying literature and more important how teachers learners to extract relevant concepts that are parallel to learners’ own lives. Clarke and Silberstein (1977: 136-137) capture and reiterate the essence of this idea when they state, “Research has shown that reading is only incidentally visual. The reader contributes more information than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representations and assign membership to an appropriate group of concepts already stored in their memories.”

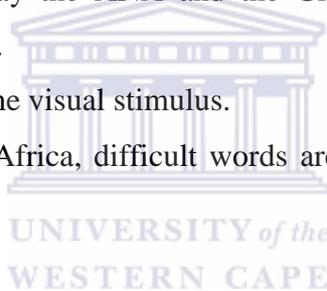
Reading comprehension is the ability to construct meaning using text (Cooper 1999). This feature can be enhanced when teachers use a text that is so relevant to the learners’ life or a text that learners can identify with. It will be helpful if teachers always attempt to equip learners with the skills that strengthen their motivation and capability to learn. In doing this teachers can understand what blocks the necessary learning, particularly for focused learning in the arena of the comprehension of a text. Dednam (2005: 127) complements this

by stating that when reading the text there should be an emotional experience: a sense of excitement, fear, sadness or pleasure. This focus group revealed the following about learner activities in the classroom:

- Learners chose Comprehension as a more encouraging activity over literature and poetry.
- Learners desired reading material that was applicable to their own lives.

The common elements built into the choice of the first point could be related to the following:

- Comprehensions are usually not long.
- Comprehensions come with a bold heading.
- Comprehensions are divided in different paragraphs of five to ten lines.
(I am referring to the way the ANA and the Grade 12 papers are set up by the Department of Education).
- Comprehensions have some visual stimulus.
- In recent years in South Africa, difficult words are explained in the glossary of the Comprehension below.



In principle, a mixture of different texts in comprehension allows learners to appreciate and experience success in the discipline of reading and understanding.

4.3.6 THEME 5: GENDER AS A BARRIER—TEACHER REFLECTION

The body of literature on Girls and Boys concerning how they use language in communities and the school is large. However, the body of literature concerning the choice of a male or a female English teacher in teaching the English language in school is not so large. This component therefore promotes further research into this field of study. Clarricoates (1983) in a review on research on gender and classroom interaction concludes that interaction between teachers and learners is suffused with gender.

Questions 9 and 10 revealed a surprising revelation. These two questions are also interconnected. Five learners chose a male teacher as their English language teacher. Learner 3 chose a male teacher because “with a female we talk too much.” Learner 3 went on further

to say, “the class makes too many jokes.” Learner 4 chose a male because “the learners listen and cooperate.” Learner 5 added that she would take anyone but it “depends on how the children are and how the teacher interacts and understand each other.” Learner 1, 2 and 6 agreed with choosing a male.

Learners do take careful notice of their teachers and notice the simple and the major attributes of the teachers. Learner 8 and 10 strongly stated, “it is bad for the teacher to use slang.” Learner 6 added her dissatisfaction, “it is good and bad but they should not use it.” Learner 3 echoed the same sentiment. This focus group had a preordained view of the teacher before they arrived in the classroom and if it was not met, there was then a danger of interference in their learning ability in the classroom. This focus group revealed the following concerning gender and teacher reflection:

- Teachers must use formal language.
- Teachers should dress appropriately.
- Teachers should arrive on time for lessons.

Teacher reflection can be a barrier in the classroom. Therefore, teachers must know the power of repetitive behaviour in the learning process.

4.3.7 CONCLUSION: BARRIERS AS CARRIERS OF INNOVATION

Learning complications are the result of influences that block the natural learning process. From the learners’ feedback on the different variances of Grade 10 English Home language, we can see some of the problems that could present a barrier to learners. However, these same barriers can be carriers of innovation because it forces the teacher to enable a new level of teaching in order to help overcome the barrier in English language teaching. Helping learners overcome certain barriers takes patience and time.

According to Nel, Hugo and Nel (2013: 137) learners are different in their readiness to learn, their interest and the ways in which they learn, individually relevant teaching and learning strategies are necessary for optimum learning success.

Four important points were revealed in this focus group concerning the work patterns that affected learner appreciation:

- Relevance of the work they do in class should have a relation to learners' lives.
- Seating can become a problem in the classroom.
- Comprehensions should be about topics that learners can identify with.
- Learner preference with relation to gender can serve as a barrier

4.3.8 TEACHER INTERVIEWS AND TEACHER OBSERVATIONS

More direct access to practices and processes is provided by the use of observations (Flick, 2015: 148). Observation involves the researcher watching, recording and analysing events of interest (Blaxter, Hughes, & Tight, 2010: 199). This is important because often a researcher can fall victim to only looking at/for major characteristics of the classroom e.g. teaching aspect and discipline aspect.

However, it was imperative that I look at the major components of innovation as well as the minor components such as greeting, responding to the teacher, time for taking out their books. This is important because one action in the classroom can either stimulate a class period or break it down.

The two teachers were observed which I felt was in keeping with the parameters of the Integrated Quality Management System (IQMS) of the school. In order to obtain a balanced data set I decided to set the difference between the teachers of approximately more than 20 years. Teacher A was between 24-27 years of age and teacher B was between 46-52 years of age. The teachers were not videotaped for their lesson as well as for their interview. In this analysis an outline of their answers are given for each teacher separately describing their lesson and revealing their answers to the questions posed. The aim of the observations was not to be judgemental but to observe closely the barrier components related to the teachers answers as well as in their classrooms. The classroom observations expose two different landscapes in the English classes where I was gathering my data

4.3.8.1 TALKING WITH TEACHER A: GLEANINGS FROM THE INTERVIEW

The full transcription of the interview can be seen in Appendix G. Some key issues emerged from my interview with Teacher A. I will now summarize Teacher A's reverberations:

- Teacher A felt that the CAPS made teaching in the FET Phase easier planning. Teacher A was at ease with the material required for CAPS.
- Teacher A was very technologically advanced. Teacher A was familiar with the different instruments that one could use in the classroom to overcome some barriers in order to build up learner motivation or meet learners on their level with various educational technological tools.
- In relation to research question one in chapter one, Teacher A used different educational tools. Teacher A says that she wants to “stimulate multiple senses of the learners and in the process, make the content fun, interesting and easy to relate to. I mainly use multimodal texts when I teach poetry.”
- Teacher A understood the relationship between relevant content and personalized information. She wanted content that learners could understand and relate to in their own lives.
- Teacher A found that many of her learners struggled with Parts of speech and were not bothered if they made silly mistakes.
- Teacher A went the extra mile when her learners faced any problems in the English language classroom in relation to schoolwork. According to Teacher A, she would “break down the misunderstood concept into smaller parts and relate it to something they are familiar with.”
- Teacher A encouraged questions to be asked in the classroom.
- Teacher A enforced and encouraged “critical thinking by posing challenging ideas and questions.
- Teacher A was very tuned in with the way learners lived their lives and what teenagers thought was ‘cool’. In keeping up with a teenagers’ perspective, Teacher A makes references to using pop culture, psychology and society.”
- Teacher A felt confident about her methods as an English teacher. Teacher A stated, “I have my own methods and approaches when it comes to teaching and I always put in a lot of effort...”

- In order to help learners with difficulties in the classroom, Teacher A makes an effort to use “detailed PowerPoint slides with pictures’ in order to develop a visual stimulus and a “colourful text.”
- Teacher A did not have extra classes for her learners but teacher A was prepared to offer if there was a need for it. Teacher A went further on to say that she valued her free period. However, she understood the need to help a learner.
- Teacher A felt that poverty was not a major barrier at the school where she was teaching.

4.3.8.2 Grade 10: Observation (Poetry) The Wild doves at Louis Trichardt, AUGUST 2015

The class is of standard size. There are about 40 learners present in the class. The class is quite loud at the line-up before they enter. The class is diverse. The teacher is currently using one of the Mathematics classrooms because the teacher has been off for a while. The desks are in rows of seven and there are six rows in the class. The desk and the walls are in good condition. The intercom in the class does not work. However, there is a projector and Whiteboard in the classroom. There is a jovial mood in the class as the teacher mentions that she is about to play a music video. The learners take long to settle. Some of them look like they really do not care about the lesson. Others look tired and restless. Nevertheless, there are learners are composed and ready to work.

4.3.8.3 DESCRIPTION OF THE LESSON

The most important observation you can make is when you become a glimmer in the child’s eyes and he becomes a glimmer in yours.

Albert Trieschman, quoted in Brendtro, Brokenleg, and Van Bockern (2002)

Teacher A starts the lesson by playing the music video, ‘Diamonds from Sierra Leone’ by rap superstar Kanye West. Some of the learners are making comments about the song to each other. And some of the boys in particular are nodding their heads to the beat of the song. Kanye West has a very low key voice so it is not difficult to hear his words clearly. The class takes fairly long to settle and the teacher has to constantly raise her voice and remind the

learners to settle. The teacher then explained the message of the song. After the song, the teacher introduces the poem by explaining how the song's message is also present in the poem. After introducing the poem and showing how it links with the format of the song, the teacher gives a PowerPoint presentation about the aims and objectives of the lesson. There are still some learners talking among themselves. The teacher then moves on and asks volunteers to read the poem aloud for the rest of the class. A girl reads the poem.

After the reading of the poem, the poem is analysed. Parts of the poem are tossed around and questions are asked. Teacher A would ask a question. However, the learners are not yet disciplined to raise their hands and for some answers two-four learners would answer one question together. This is really irritating. As a collective the class analyses the poem. Each stanza is analysed and the teacher provides detailed slides for the learners to write down. After analysing the poem the teacher ask the learners to reflect on what the poem meant to them in relation to their lives and in relation to new aspects in English.

At the end of reflection, the teacher provided questions for the learners to complete in class until the end of the period. In her presentation the teacher makes the point that whatever is not completed in class is for homework. During the lesson, some boys continually try to talk to other boys in close proximity and creating a semi-buzz, which is irritating to the teacher and to me.

4.3.8.4 DEBRIEFING: PERSONAL VIEW OF TEACHER A

The debriefing was held in the classroom a day after the lesson. Teacher A spoke the following words concerning her practice and the lesson. Teacher A said, "During my teaching practice, my poetry lessons were lively with debates, critical thinking and many opinions. Most learners even told me after lessons that I fostered a newfound love for poetry in them. However, I have had a completely different experience at this school. I do not know if my Grade 10s are just lazy or bored, or just have limited poetic abilities but it is as if they do not care about poetry at all. There were a few learners who engaged in this lesson and I could see they were questioning and analysing. In short, Poetry is my favourite part of English but it is disappointing to teach poetry to learners who do not appreciate it or even try to appreciate it."

4.3.9 LANDSCAPES: STRATEGIC ISSUES FROM THE OBSERVATION

Observation in Teacher A's classroom provided deep, rich data to me and I believe that this can strengthen the credibility of my research process. Teacher A was young and energetic. She wanted to connect with her learners on different levels and tap into their lives in order to discover what was relevant and what was not. The use of different approaches in the classroom helped ease the platform for boredom not to occur.

4.3.9.1 THE USE OF MULTIMODALITY: CONTOURS OF RESEARCH QUESTION ONE

In this study, focus was given to Grade 10 and innovative methods used by teachers to overcome certain barriers and maximize learners' performance. According to Aronowitz (2008), for a long time, schools have been endured rather than experienced by students as "a series of exciting explorations of self and society".

An attempt was made by the teacher to captivate learner input by the use of different technological tools in order to get a greater output from the learners. Music was a strategic tool by Teacher A to first:

- Relax the learners and bring a sense of calmness in order to get them to talk afterwards since learners often speak about music. In my opinion, this was quite wild class.
- Kanye West is a top rapper so choosing this rapper suggested that many of her learners are into music and they act and dress the part as well. Teacher A therefore had an awareness of the culture of her classroom and this enabled her to plan the lesson around this field.

Innovative methods like using rapping to convey a poetry lesson, is a drastic shift/departure from the old paradigm of teaching and learning. This demonstrates the value of the learner because the teacher will dig deep into the arsenal of teaching to find a way to help the learner. Teacher A used multimodality to try and overcome certain barriers to learning which in this class was:

- The noise level of the class.
- Talkativeness of the boys.
- Lack of critical thinking hoping the song would bring out deep responses to the content of the poem.
- Encouraging them to do homework.

The above list is linked to the subsidiary questions that were asked in chapter one. In harnessing the different technological tools in the classroom, Teacher A's ultimate "development of visual literacy can be a pathway into verbal literacy" (Kress & van Leeuwen, 1996).

4.3.9.2 MUSIC: A STRONG COUNTER BARRIER

From my observation I interpreted that Teacher A's use of music was meant to relax the learners and grab their attention quickly, although this could also be difficult because it could also excite them and allow certain learners to act up.

According to Murphey (1992: 37), the idea behind using the music is apparently to relax students' defences and to open up their minds to the language. Music may also engage the right hemisphere of their brains more, and make learning a more holistic experience. Whether teacher A was aware of this, I am not sure. However, teacher A is a young teacher and research from the university will still be fresh in her life. Movies, songs, and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life (Papa & Lantorno, 1979: 8). Yet in many schools in South Africa, it is a forgotten trait because many teachers might feel that their age does not fit the profile of yielding to likes of the teenager or some just do not have access to it in their schools because of financial chains.

4.3.9.3 CRITICAL THINKING: CONTOURS OF RESEARCH QUESTION 2

In the literature review, it was recognized that it was significant that South African teachers ripen their training of critical thinking for South African learners. Rshaid (2014: 142) specified that the value of critical thinking allows us to process complexity and change while

remaining anchored within a sense of self and strengthening our fundamental beliefs and values.

One of the negatives of not developing critical thinking would cause the learners not to have “...the inclination and skill to engage in an activity with thoughtful scepticism” (McPeck, 1981: 8). In the classroom, Teacher A did the following:

- Teacher A imposed and invigorated “critical thinking by posing challenging ideas and questions.
- Teacher A did this in a very deceptive way. The lyrics of the song were used as an instrument in order to make them listen, think, and then respond to the artist words that were linked to the poem. It has become common practice for learners to listen to a music artist more during a 24-hour day than their parents and teachers. More important I have observed that learners take music artists’ words more seriously.

In a language context, educators are admonished to use flexible solutions to problem types and to consider learning activities that make use of authentic, real-world problem contexts. The use of the song would draw in the learners immediately and allow many of them to listen carefully to the lyrics. The timing of the questions would have to be at the right time as to catch the learners when their energy levels are high because of the song. With the different educational tools in the classroom, Teacher A recognized the barrier of a lack of critical thinking among her learners and uses her own approach to try to counter or limit the lack of critical thinking. In the end, it was vital that any teacher attempted this because critical thinking is one way of strengthening a learner’s mentality for life in general which could be a benefit for many other aspects in their lives like marriage, work condition and raising children.

4.3.10 TALKING WITH TEACHER B: GLEANINGS FROM THE INTERVIEW

The transcription of the interview can be seen in Appendix H. Some key issues emerged from my interview with Teacher B. I will now summarize Teacher B’s viewpoints:

- Teacher B felt that the “content is quite vast” in CAPS and Teacher B has “difficulty covering required work in the stipulated time frame.”

- Teacher B felt that the integrated approach used in the layout of textbooks was “a tad confusing and at times highly impractical.”
- Teacher B at the time of the interview felt that she was somewhat limited because she did not have access to technology. Teacher B stated that “it is time consuming and chaotic to move to a class that has projectors or/and smart boards.” She went on to state that on occasion she has used PowerPoint. “I use the chalkboard 90% of the time as well as the Overhead Projector charts and hand-outs.”
- Teacher B encouraged learners to “engaged daily” in order “to give their views and express themselves in an eloquent way.”
- Teacher B used worksheets with rules and skills. Teacher B stated, “learners are to then apply these rules and skills in exercises/activities that follow. I use cartoons and charts as well.”
- Teacher B observed that many of her learners have a “lack of academic excellence. Learners give up before they have started. There is no desire to improve or aspire to greatness in most learners.”
- In relation to the subsidiary questions in Chapter one, Teacher B felt that a lack of motivation was a major factor in her English classroom.
- Teacher B concentrated a lot on trying to motivate learners.
- When available Teacher B did use different educational tools to try to motivate and enhance learner output. Teacher B stated that she used “Laptop, PowerPoint presentations, sometimes smart board.” Teacher B also used an Overhead Projector when she had access to it.
- In order to help learners overcome barriers in the classroom. Teacher B advised, “extra lessons—tuition. Recommended websites, books that can further enhance their understanding of subject matter.”
- Teacher B did not have extra lessons. Teacher B stated, “I don’t have the energy for this as I have a heavy load and would not be able to function optimally, in the class, I further stretched myself. I do however refer learners for tuition to out-sourced organisations.”
- Teacher B felt that poverty was a major barrier in school. Teacher said that, “some learners come to school hungry. ‘You cannot teach a hungry child!’ Also parents are at work for long hours. Children have to go home and do household chores and look after younger siblings. Little time to focus on work.”

4.3.10.1 Grade 10: Romeo and Juliet ‘How Juliet matures during the course of the play’

August 2015

While walking to the classroom, the teacher informs me that in her opinion this particular class has many learners that have an attention span that is very short. She informs me that she adds a time limit to almost every activity in order to keep them connected to the lesson. The class is of standard size. There are about 38 learners present in the class. The class is diverse. Around five learners have on navy blue blazers, three learners have on different coloured tops and the rest have on the official school top. The teachers’ classroom is on the ground floor. The classroom is not that big. The desks are in rows of three with two desks next to each other making up one row. In the middle section, there are three desks next to each other making up another row so the learners are seated fairly close to each other.

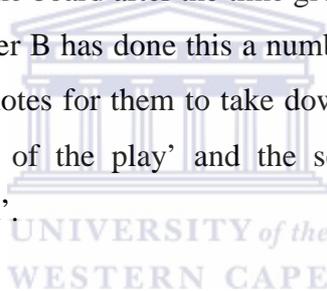
The desk and the walls are in good condition. The intercom in the class does not work and there is a good array of English guides in the classroom for the learners to use for help with poetry, drama and their novel. However, there is no projector and Whiteboard in the classroom at the present moment. The teacher does inform me that her classroom will receive an upgrade in a few months but the teacher has been teaching the lessons without technological tools. However, there is a small array of books on the right hand side of the classroom, which consist mostly of some dictionaries and study guides of Shakespeare’s plays. The learners take fairly long to settle and the learners seemed to adapt quite well to my presence in the class.

4.3.10.2 DESCRIPTION OF THE LESSON

Teacher B starts the lesson with a short review of the previous lesson. Teacher B starts the lesson by asking a very challenging and controversial question. As teacher A asked the question, “Who is more matured a male or a female?” Hands immediately go up. Girls and boys start defending their status. Different girls are saying girls and certain boys are saying boys. Both girls and boys are answering in a very aggressive way. The question seems to stir up some tension. The teacher has to shout out aloud a few times in order to get their attention again.

Teacher B reassures the class that today we are going to allow Romeo and Juliet to answer that question. After teacher B's explanation, she points to a girl and asked the girl to explain Juliet's maturity level before her marriage to Romeo. The girl states two points. Firstly, she says that Juliet was "obedient to her parents and that she was not in a relationship." Teacher B then points to a boy and he "says that she was not really close to her father." While they were talking there was a buzz with some of the boys in the back left corner of the classroom and teacher B has to point towards them to grab their attention again.

After answering their questions, teacher B explains that the lesson will be divided into two parts and gives them a time limit for each section of the board. Teacher B also announces that if they do not understand any word they should take the dictionary and look it up and they can grab any study guide and look through it to help them with their answers. Teacher B gives them eight minutes for the first board. Since teacher B only has one grade 10 class she informs them that she will erase the board after the time given. The learners seem quite use to this so it would appear that teacher B has done this a number of times. Teacher B turns over the green board and has certain notes for them to take down. The first part deals with 'How Juliet mature during the course of the play' and the second part deals with 'How her relationship becomes complicated'.



In my observation, it is noticeable that the learners enjoy Romeo and Juliet because it is close to their age. While the learners are writing one learner moves to the semi- library section and gets a book. The teacher begins to walk around and ask some questions. She calls out a name and asks, "What sacrifices does Juliet make in order to gain happiness?" There is an immediate response from the learner. She says that Juliet "sacrificed her relationship with her parents." The teacher goes on to ask, if there was anything else and points to a boy. He says that "Juliet sacrifices her life." The teacher compliments the two learners for their answers and goes and sits down at her desk. The learners continue to write. There is a slight buzz in the classroom but the majority of them are working at a good pace.

After a while, teacher B looks at her watch and starts to count down from 20 seconds. Some learners shout out, "almost done." After the 20 seconds past the teacher turns the board over and the learners take down the second part. Teacher B is well over 8 minutes already. Teacher raises her voice and says, "if you are not done, then leave some space."

Teacher B is walking around in the classroom to make sure the learners are writing and that the boys are working. While the learners are writing, teacher B calls up three learners to the front. They move to the side of the class in order to be away from the board. Teacher B asked the learners to talk about the character of Juliet. The first learner rubs his face and the some learners start to laugh. The boy goes on to say that she is brave. He is speaking very slowly. The teacher asks why “she is brave?” The boy is shy and speaks very slowly but he builds up some strength and says that she gets married undercover. Teacher B thanks the boy and says that he can go and he walks to his desk and sits down. Teacher B calls out a girl’s name and asks for her view. She says, “Juliet never really thought clearly about the plan.” Another learner is asked and she says, “she had to continue to live.” The teacher says thank you to the learners. The learners are almost finishing writing from the board. As they move closer to finishing their writing the teacher hands out a worksheet that consists of some questions on ‘Romeo and Juliet’. The worksheet consists of seven questions. Teacher B instructs them to answer the questions until the end of the period. Most of the girls are earnestly working while some of the boys are still in a joking mood and do not seem that interested in the lesson but they do not fully mess with the teacher because there is a level of respect.

4.3.10.3 DEBRIEFING: PERSONAL VIEW OF TEACHER B

The debriefing was held in the Staffroom a day after the lesson because the teacher arrived early in the morning. Teacher B spoke the following words concerning her practice and the lesson. Teacher B said that there was a “general lack of interest. There was a lack of academic excellence and that it was disheartening. Teacher B believed that learners gave up so quickly in life and that they had no desire to improve or aspire to greatness in most learners.”

4.3.11 LANDSCAPES: STRATEGIC ISSUES FROM THE OBSERVATION

Observation in Teacher B’s classroom provided some simple concepts and revealed the power of simplicity and the power of flexibility. Teacher B had a lot of experience—over 30 years. She had a great passion for teaching and was very observant. Even though she taught so long, teacher B still spoke with a loud voice and was alert to get her class to function properly. The use of teacher B’s simple methods in the classroom helped keep the learners focused in the classroom. The simple idea of time drills per writing activity provided

sternness in the classroom as well as the attentive prowess of teacher B kept the learners active and controllable.

4.3.11.1 TIME DRILLS: CONTOURS OF RESEARCH QUESTION ONE

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes gradually more difficult for them to regain control. Teacher B understood this concept very well. Teacher B was aware of the fact that effective classroom management is much more than just administering corrective measures when a student misbehaves. Classroom management is also about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment. One barrier in this particular class was that many of the learners had a problem with their attention span. Therefore, an attempt was made by the teacher to capture the learner's attention at all times. The approaches teachers follow and the way they react to students' barriers or inappropriate behaviours in class shape students' attitudes and actions for future lessons. According to Turanli (1999) the relationship between the teachers' management behaviours, the students' responses to these behaviours, and the learning environment is crucial.

There was a need to do this because the learners could quickly lose focus. Teacher B realized that not focusing for long periods of time can become a barrier that could rob her learners of having a good work ethic that would be important for the outside world. Teacher B decided to do the following in order to try to counter this barrier:

- Teacher B divided her writing activity from the board into 8 to 10 minutes in order to show the learners the value of time and that for everything you only have a certain time. I observed that the learners were used to it so teacher B has been using this approach from the beginning of the year. The cultivation of a broader set of skills and dispositions beyond core content knowledge is critical, and they merit the investment of more effective time in the classroom in order to apply to life outside of the classroom. By imposing a fixed time for everything in the classroom can result in it been beneficial because it can become part of the learning process and can spill over other classes.
- Teacher B stuck to her word and erased the first board after 8 to 10 minutes. This time drill seems simple but it sends out a vital message that indicates to the learners that no

one wants to be left behind. It provides a level of motivation even if some do not have they will find a way to get it and promote teamwork. Repetition of such an activity can only heighten learner skills and gave them an incisive awareness of time.

- Another important feature about teacher B's time drills will be effective because this particular class will be with teacher B for three years in total until the Grade 10's FET phase is complete. These methods of drilling will carry weight because the learners will be very conscious of this method and will be poised to improve over time.

This simple method of time drilling worked for this particular teacher and the learners benefitted from it. According to Kauchak and Eggen (2008), the goal of classroom management, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time. Teacher B harnessed the productivity of engaged time, which was the interaction when learners were participating actively in learning activities—asking and responding to questions, writing from the board, and academic learning time with the learners. Learners participated actively. Teacher B used classroom management effectively to gain academic learning time. Ultimately, through design thinking, the classroom can become a miniature in which learners practice the roles they must face in later life and deal with the interrelated problems and difficulties.

4.3.11.2 CLASSROOM LIBRARY: A CONSTANT TEMPTATION FOR HELP

In the literature review, I referred to a number of forgotten components that are relevant in the English language classroom. Some aspects of my observation in teacher B's classroom confirmed the impact that it can have.

The injection of a semi-library in teacher B's classroom to assist the learners is an old novelty. However, because of technology it is a forgotten component of simplicity. Today many learners are so comfortable in going on the internet and googling to try to find out almost anything. This comfortability of learners interferes with their ability to pick up a book and read. In reality, finding information in a book while holding it in their hands seems almost prehistoric. A large, varied, and often-refreshed collection of Shakespearean study guides and poetry study books in the classroom can be a vital ingredient in improving reading performance of struggling learners as well as maintain a good competency level of

performing learners. In essence, teacher B is aware of the fact that the more contact learners have with books, the better readers they can become. Research has indicated the importance of a classroom library. In a study conducted by Neuman (1999), classroom libraries were placed in over 350 schools to enhance the literacy environment in order to boost economically disadvantaged schools.

4.3.11.3 QUESTIONS: REVIVING THE ART OF RESPONSE

Often a question has a curious form or function. Teacher B started the lesson with a powerful question. Since there were both female and male learners in the classroom, the status of the question would test their gender qualifications.

Questioning has a long and respected history as an educational strategy. Through questioning we can challenge assumptions, expose contradictions. This can lead to new knowledge and wisdom. Teacher B asked a number of questions to the learners during the lesson. It was simply part of the broader picture in her classroom as she divided her period with the Grade 10's. Teacher B asked questions to maximize the following:

- Teacher B wanted to develop interest and motivate students to become actively involved in the lesson. This is part of the communicative process as mentioned in the second chapter.
- Teacher B also wanted to develop critical thinking skills and inquiring attitudes in the classroom.
- Teacher B hoped to steer the learners to use the semi-library in the classroom. Teacher B wanted to stimulate learners to pursue knowledge on their own. This created a partnership between teacher and learner.

4.3.11.4 TIMING: PLACEMENT OF QUESTIONS

Teachers B's knowledge of asking questions at the right time was very interesting during the lesson. According to Dillon (1984: 50-56) classroom questioning is important because "instruction which includes posing questions during lessons is more effective in producing achievement gains than instruction carried out without questioning students." He also

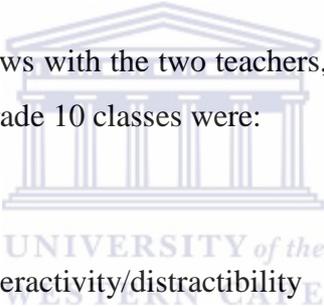
concluded, “Oral questions posed during classroom recitations are more effective in fostering learning than are written questions.

Teacher B asked questions at different stages of the lesson and this became positively related to learning facts. Different cognitive questions can protect learners from the barrier of boredom that I mentioned in chapter 2.

4.3.12 SUMMARY: COMPARISON OF TEACHER A AND TEACHER B

Classroom observations provided information on what teachers faced in the classroom and how teachers dealt with it by applying their method of teaching. Therefore, classroom observations provided sufficient insights into the manner of how teachers respond to immediate barriers in the classroom.

From my observation and interviews with the two teachers, it became evident that the factors influencing teaching in the two Grade 10 classes were:

- 
- Class sizes
 - Inattentive learners or Hyperactivity/distractibility
 - Disruptive learners particularly the boys
 - Teacher motivation
 - Lack of Critical thinking
 - Poverty
 - Lack of interest

The above list answers one of the subsidiary questions which was asked in chapter one which was ‘What barriers do learners face in the classroom’? Teaching and learning is a complex and dynamic human activity that involves intricately interwoven beliefs, activities and relationships (Nel et al., 2013: 124). Therefore, Teacher A and Teacher B used their own methodology (which is synonymous with their innovation) to deal with the barriers that they faced in the classroom.

4.3.12.1 CONTEXUAL AWARENESS: INNOVATIONS IN INSTRUCTIONAL TECHNIQUES

Both teachers showed an understanding of contextual awareness with regard to their learners and both teachers attempted a sequence of procedures to deal with their barriers in the classroom.

The innovations in the classes of teacher A and teacher B focused on classroom methodology. The innovations were introduced to grab the learners' attention quickly. More importantly, the innovations were confined to the level of their individual classrooms but it does have an international bearing that can be used in other classrooms. Teacher A's innovations was:

- Implementation of music to appease the learners.
- Using the right cognitive level of questioning.
- The use of multimodality.

Although these innovations appear simple, yet they carry a measure of accuracy to help a teacher that faces barriers in the classroom. Teacher B's innovation was:

- Using the right cognitive level of questioning.
- Timing questions during the lesson.
- The use of a semi-library.

The innovations introduced by teacher A and teacher B in their classes that were large involved one important component. Both teachers had to redefine their teaching method, which necessitated a compulsory level of flexibility.

4.3.12.2 ROTATIONAL STERNNESS: INNOVATIONS IN MANAGEMENT TECHNIQUES

The innovation of time drills introduced by teacher B showed a level of experience and confidence. Within this innovation or forgotten component of teaching is to build a number of other procedural positives:

- The urgency of the learners to finish the first, second and third procedure.
- The readiness of the teacher after the allotted time has passed.
- Maintaining the hierarchal position of teacher and learner i.e. maintaining order in the classroom.

In comparison, teacher A did not use time drills. From my observation, the learners in teacher A's classroom had a different level of respect and that could be due to the age factor. However, the implementation of additional time drills in her lesson may have added a level of extra control.

4.3.13 PRESENTATION OF DATA FROM STUDENT TEACHERS' INTERVIEWS

The two student teachers were interviewed. Both student teachers were between 23-26 years of age. The teachers were not videotaped but they did allow me to have a debriefing session, which was videotaped. In the analysis an outline of their answers are given for each student teacher separately describing their answers to the questions posed. The aim of the interviews was to gather information that could serve to help the future teaching community. The student teacher interviews yielded relevant information that could be used in the English language classroom. The student teacher interviews also gave an awareness of the common barriers in the English language classroom.

4.3.13.1 VALIDITY FOR STUDENT TEACHER INTERVIEWS

The practice of teaching by student teachers is an essential cog of teacher training. It is important because it permits student teachers to experience the world of teaching in a learning environment (Perry, 2004: 2).

Semi-structured interviews with the two student teachers were used to collect the data that I deemed was of particular importance. In conjunction with this, content analysis was used to identify themes and examine the data. Despite the positive emotion that flows with the student teacher there is also a common understanding that student teachers also have difficulties during their teaching practice, which can affect their perception of the teaching profession. According to Marais & Meier (2004: 221) teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and

schools. However, the difficulties that they might experience in the classroom might also motivate them to be very innovative in the classroom.

Therefore, an understanding of the student teachers' experiences will help facilitate different levels of teaching and bring an awareness of fresh ideas to face some challenges faced in the classroom. Through the interviews, I have been able to identify both the positive and negative reflections of the two student teachers and clarify the content through themes.

4.3.13.2 KEY ISSUES EMERGING FROM STUDENT TEACHER INTERVIEWS

The following section highlights the common themes that emerged from qualitative interviews with the student teachers. The interview transcript can be seen in Appendix I and J. The following two themes were extracted upon analysis of student teacher C and D's interview.

4.3.13.3 DIGITAL MEDIA: USING OUTSIDE INFLUENCE TO REFLECT COMMONALITY TO LEARNERS

In relation to the main research question in chapter 1 the student teachers' comments reveal what they would use in order to facilitate better teaching in order to draw in learners so that they can participate in the classroom.

As young teachers, there is often a leaning towards a perspective on digital media simply because most of the student teachers today were brought up in that context of digital media. Therefore the choice of using digital media is vital because the use of digital technology is commonly more successful as a supplement rather than as a replacement for usual teaching. Today's student teachers have a slight advantage of understanding the mind of teenagers. This is not always the case but they have common aspects that relate to the students that they are teaching. This can filter through in music, movies, television series etc. and therefore the student teachers can zoom into their lives and attention span, which can become helpful in the classroom.

Student teacher C is a keen user of digital media in the classroom. She states, "I use multimodal texts by making use of visual and aural. For example, I made use of a cartoon

with a customer and waiter talking in abbreviations. When doing a love poem I let learners listen to a love song.” The use of digital media to attract the learners provides a stimulus for learning. However, it is also apparent that not all learners need such a stimulus. Student teacher D also uses different digital texts to teach. She states, “I made use of audio, visuals aids and authentic text. Creating activities to let learners be part of the real world.”

The student teachers were at the school for just over three months. In that time, they had to prepare lessons and adapt very quickly to the climate of the classrooms. The classes they first observed before they started teaching gave them a window to discover what worked in the classes and what did not work. In addition, their general conversation with learners also provided some guidance into the practical part of the classroom and their future lesson. Adapting digital media in their current context at the high school revealed that technology could be used very effectively as a short but focused intervention to improve learning (Moran et al. 2008: 6-58). Using digital media can be very effective particularly when there is regular and frequent use about three times a week (Cheung & Slavin: 2011).

4.3.13.4 NEW TEACHERS: OLD DIFFICULTIES—NEW POSSIBILITIES

Reading will not be successful for learning if there is no comprehension (Nel, Nel & Hugo 2013: 96). In relation to the subsidiary questions that were asked in chapter 1, the student teachers revealed the frustration of discovering some of the difficulties that they found in the classroom. In the literature review, it was revealed that many South African learners had problems with reading.

The analysis of the Annual National Assessments (ANA) 2011 examination and PIRLS 2011 put reading and comprehension under the spotlight. Research revealed that the more background knowledge a reader has that connects with the text being read, the more likely the reader will be able to make sense of what is being read (Butcher & Kintsch, 2003: 575–595; Schallert & Martin, 2003: 31-45). Some teachers do not see or understand this. Hence, the reason for relevant material that connects to their immediate world or context. The student teachers observed many classes, looked at notebooks, and while they were teaching, dictated some notes. In doing their activities, they discovered the shock of the state of reading and comprehending. Student teacher C states, “What I find most disturbing is their spelling. They fully understand concepts but when they are tested, their spelling is disastrous. Learners also

have difficulty with reading and comprehension. They have difficulties with comprehension activities.” This revelation reveals the common difficulties that still permeate in many South African schools.

Student teacher B said that there are “language barriers, learners are unable to comprehend—make meaning. Learners are always complicating the work because that is how they see school, class, work and difficulty. Learning should take place in a fun way.” Reading and comprehending is the most difficult part to teach in primary school and in South Africa there are major problems with getting the foundations right. An immediate consequence of this is the reoccurrence of the problem in high school. Therefore, to tackle the problem of reading and comprehension when it reaches high school requires patience and a well-balanced approach to teaching. The two student teachers revealed a sense of courage and determination as well as a unique level of flexibility.

Student teacher D revealed when dealing with learner barriers that the pattern that the teacher follows is very important. She states, “I am always understanding and sensitive to my learners’ difficulties. I try to not only think as a teacher but as a student. Learners need support, they come from homes where there is no support, and they rely on the teacher. A teacher breaks or makes you.” Thinking as a student helps in the following way:

- You can learn and discover what is relevant or common to teenagers and make use of that information in your comprehensions and poetry.
- Regularly discover music trends and movies and use it in a drama lesson.

Both student teachers discovered a number of barriers that were part of learner lives. At the present high school, Student teacher C emphasized that in poetry, “I make sure learners understand all figures of speech found in the poem. They know about themes and see the differences in figurative and literal meanings of the poem. With Shakespeare I feel it is necessary to take them step by step and explain the importance of certain lines...In grammar I am able to explain at a basic level and make the stronger learners explain to the weaker learners when they do not understand...”

4.3.13.5 CONCLUSION: REFLECTIONS FOSTERING A NEED FOR FLEXIBILITY

To overcome the problems that currently confront Grade 10 learners at high school the findings of the two student teacher interviews provide or calls for a measure of flexibility in the classroom and shadows a new level of respect for the teacher from the learner.

The data gathered from the student teachers' interviews suggest that the new role that high school teachers will need in order to be most effective in the present and future classroom will require their earnest development of knowledge and skills beyond those that are subject matter related. Often the older teacher is set in his/her way and becomes complacent and boring. Ultimately, many learners do not learn from those that they do not like. Therefore, these findings from the student teachers can add a level of satisfaction for different level teachers in South Africa and make a major contribution toward helping the South African learners renew their passion and readiness to face the world after they leave high school. In summary student teacher interviews pointed to the following:

- How student teachers think
- Their teaching methodology
- How lessons are structured and sequenced
- Presentation of lesson
- Concept of digital media
- The value of flexibility

4.3.14 LEARNER INTERVIEWS: PRESENTATION OF DATA

This section will present summaries of the interviews that were conducted at school. In order to anonymize my participants, each student was simply given a number. Since there were six participants in the focus group, the first participant will be referred to as number seven.

Six learners were interviewed. I focused on unstructured interviews. The learners did not want the interviews to be recorded. The group selected were not strong learners academically. The interviews took place during the last ten days of the second quarter because most of the learners would be at home. It is often the custom at my current high school that once learners finish the examination then most of them will stay at home. The interviews were done at a

slow pace in order to help me record their words. On some days, two learners were done per day to help facilitate the interview process. Learners did not know who was interviewed. This was done so that none of them could share any questions with each other. However, during that week there were a limited number of learners. The main goal of interviewing the students was to gain insight into their experiences in the classroom. I wanted to discover some of their barriers and preferences regarding common issues that can affect Grade 10 learners' performance. This inquiry also wanted to discover how learners cope with these barriers in the classroom. The answers to the questions can be found in appendix K.

4.3.14.1 STUDENT INTERVIEW 7

Learner 7 represented the heart of diversity in the classroom. His English language skills were limited. The students' answers were a reflection of the fact that he was insecure and did not fully understand some questions. The student enjoyed rapping and acting. Learner 7 was a typical teen who enjoyed skateboarding. Learner 7's answers were very simple and learner 7 did not expand on certain answers.

4.3.14.2 SIGNIFICANT ELEMENTS OF LEARNER 7

The following information represents learner 7's thought process during the interview:

- The learner enjoyed poetry. That was not a surprise because he enjoyed listening to rap music.
- The learner admitted to the fact that the cellphone affects your writing and spelling.
- The learner disliked the fact that the behaviour of some learners towards their teacher.
- The learner confessed that music can "make you swear and use slang."
- The learner enjoys writing poems and doing plays in the classroom.

4.3.14.3 STUDENT INTERVIEW 8

The second student interviewed was not composed during the interview. Learner 8's answers were also very short and he did not elaborate on certain points. While speaking to learner 8, it became clear that his first language might be Afrikaans.

4.3.14.4 SIGNIFICANT ELEMENTS OF LEARNER 8

The ensuing information represents learner 8's thought process during the interview:

- The learner enjoyed poetry.
- The learner was not concerned whether the cellphone affected him. He stated, "the way I chat is the way I write."
- The learner did not consider music to be a barrier to the English language classroom. He said, "it makes no difference really but when writing a letter I will use some words in the song."
- The learner felt that the way the teacher is, would determine the mood in the English language classroom. The learner said, "It depends on how the teacher is."
- The learner kept himself motivated by trying to be inspired by something that he liked. He stated, "I try to push myself by finding stuff that inspires me."

4.3.14.5 STUDENT INTERVIEW 9

Learner 9 came across as an enigma but provided some important points to ponder which gave good answers to the research question posed in chapter one. For some questions learner 9 spoke well and answered with confidence and for other questions learner 9 did not come across that clearly.

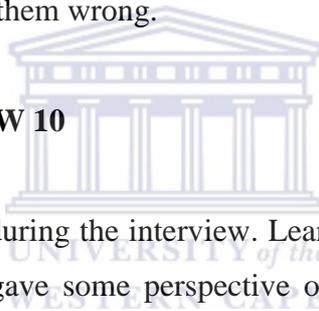
4.3.14.6 SIGNIFICANT ELEMENTS OF LEARNER 9

The subsequent information represents learner 9's thought process during the interview:

- The learner believed that technology could be bad with regard to language use because learners have a tendency to abbreviate everything. He stated, "Technology could be a bad influence where language is concerned for every word there is abbreviation and then I end up writing that way in the exam."
- The learner believes that sitting in certain places in the classroom can affect your performance in the English language classroom. He said that a learner should "never sit with friends."

- The learner believes that music will affect your language in the classroom and the exam. He stated, “music has a huge effect on my language because it is something that eventually becomes a part of me. Certain words and slangs just appear naturally.”
- The learner handled his difficulties in the classroom by trying to read more and asking stronger learners to assist him. He went on to say that I “try to read more often. Speak to learners about it and learn from them.”
- The learner believed that the English lesson should connect with the learners in the classroom. The learner wanted a level of relevancy to their lives. He said, “Yes, it can. If the teacher does not approach the situation the way I see it, it can be a bit far-fetched sometimes.
- The learner was demotivated by teachers’ comments but kept himself motivated by proving them wrong. He stated, “When Educators demotivate me, negative comments sting, but I use it to prove them wrong.

4.3.14.7 STUDENT INTERVIEW 10



Learner 10 was quite composed during the interview. Learner 10’s answers were short but it carried a lot of depth and also gave some perspective on the research questions posed in chapter one.

4.3.14.8 SIGNIFICANT ELEMENTS OF LEARNER 10

The following information represents learner 10’s thought process during the interview:

- The learner enjoyed poetry in the English language classroom. He stated, “It shows other people’s perspective or view on life and makes me see things in a new light,”
- The learner believed that the use of technology affected the way we speak. He added, “the use of technology changes the way we speak. We become lazier and shorten our words.”
- The learner believed that certain type of rap music could affect your language in and out of the classroom. He said, “if you listen to rap, depending on the type of rap’ this can either improve or decrease your level of language.”

- The learner believed that a certain teaching style could affect your motivation in the language classroom. The learner kept himself motivated by thinking “about what I want to achieve in the future.”

4.3.14.9 STUDENT INTERVIEW 11

Learner 11 came across as very sarcastic. However, there were hints of truth in his answers to some of the questions and they were very valuable.

4.3.14.10 SIGNIFICANT ELEMENTS OF LEARNER 11

The resulting information represents learner 10’s thought process during the interview:

- The learner believed the cellphone could be helpful but confessed that it allowed learners to use more slang. He said, “it has its advantages but sometimes cellphones makes us use more slang than proper English.”
- The learner stated that music could affect your language in the classroom. He stated, “it mostly depends on what type of music you listen to e.g. rap. It has foul language and would affect your speech and tone.”
- The learner believed that A Shakespeare play and Poetry would not benefit his life in anyway. He confessed, “to me it would not. Many people do not like it, like myself.”
- The learner did not like a boring teacher. He would not enjoy that class if the teacher were boring. He added, “if you a boring person, you will put me to sleep and I would not bother coming to class.”
- The learner kept himself motivated by focusing on himself. He said, I “tell myself I am amazing at what I do and I can accomplish things if I put my mind to it.”

4.3.14.11 STUDENT INTERVIEW 12

Learner 12 was quite calm during the interview. Learner 12’s answers were short as well but it carried a lot of depth. Learner 12’s response highlighted some key elements, which provided some relevant data.

4.3.14.12 SIGNIFICANT ELEMENTS OF LEARNER 12

The resulting information represents learner 12's thought process during the interview:

- The learner did not enjoy poetry because it would bore him. He said, "I like grammar because poetry bores me."
- The learner believed that music does affect your language in the English language classroom. He added, "it affects my language big time because I forget how to spell the words out in full etc. it affects my speech in a good and bad way because there is better words you can use for ordinary words but it also affects my speech in a bad way because it makes me use slang." The learner believed that music has its positives and negatives in the English language classroom.
- Like the previous learners that were interviewed, learner 12 found the disruption of other learners a great disturbance in the English language classroom. He confessed, "what I find challenging the most is bad behaviour in the English language classroom."
- The learner also believed that a certain style of teaching could motivate you or it could bore him. He said, "yes, it can because if a teacher teaches dry, it is going to bore me."
- The learner motivated himself against his difficulties by encouraging himself regularly. He specified, "I keep telling myself it is only three more years left for me on school."

4.3.15 FINDINGS FROM THE STUDENT INTERVIEWS

The student interviews answered some of the subsidiary questions in chapter one. The data gathered from the student interviews yielded some significant findings. The data from the student interviews appear to suggest the following:

4.3.15.1 POETRY: LIGHT IN THE DARK FOR LEARNER ADVANCEMENT

In chapter two, I mentioned that poetry is meant to be heard because of the power of words it demonstrates. Learners take great comfort in the power of words in a song. Some learners

find poetry difficult to comprehend but often when the teacher teaches it with great zeal then it takes on a completely new meaning.

Four out of the six learners said that they preferred poetry to the other components in the English language classroom. Many of them did not elaborate on their choice but the significance is the fact that poetry can be a major tool in the classroom to break through to learners if it is relevant to their lives. In addition, the fact that poetry at times can have no set form and can be written in so many different ways can be a benefit to some learners. This finding appears to be simple but it can often be overlooked as way forward in the dark space of learner progression. It therefore can serve as a stimulus to inspire learners by selecting the right poems that learners would appreciate.

4.3.15.2 TEACHING STYLE: LIMITING DULLNESS

All the students agreed that a teaching style could determine and affect their motivation in the English language classroom. The data suggests that learners do not want a boring teacher because there is the danger that the teacher can put learners to sleep and bore them so that they will not concentrate in the classroom. Often for learners the classroom can come across as “inherently unreal and therefore does not count as a valid context at all (Widdowson, 2003: 113).

In chapter two, boredom was defined as a temporary emotional condition marked by disinterest in the information, context, or events provided by the teacher that may sometimes result in inappropriate behaviour (Harris, 2010).

Therefore, the style of teaching can be a measure of protection against complacency. Often teachers can get so comfortable in a teaching style that is not working. As a teacher, I have seen this in many schools because I taught in a number of schools. Many teachers do not realize that they can lose a number of learners in the first quarter of the year and it is hard to get them back mentally during the year.

4.3.15.3 TECHNOLOGY: A PARTIAL BARRIER

In conjunction with the focused group, the student interviews also revealed that the cellphone has its advantages but it also served as a partial barrier in writing and particular spelling to Grade 10 English learners. Ultimately, this infringement will creep into examinations and essay writing, which would be a major frustration to the teacher because of the use of ‘slang’ and abbreviated words, which would resemble a texting format.

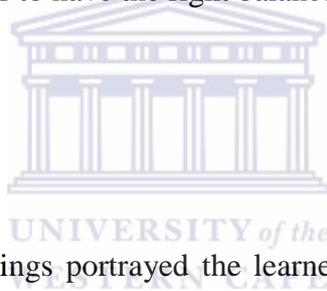
All students agreed that technology and particularly the cellphone had advantages and disadvantages. In our society, the threatened commodity turns out to be not information but the human attention needed to cope with it. It became clear through the interviews and the general observation at school that technology offers learners so many new highly effective tools that they could use to learn in conjunction with their work at school. As a partial barrier, it would be important for a teacher to have the right balance in the classroom if they are using technology.

4.3.15.4 CONCLUSION

The segment on the student findings portrayed the learner experiences. In summary, there appears to be some harmony and consistence between the focused group and the unstructured student interviews. The findings offer an explanation not in detail to learners’ reflection on barriers and areas that inspire and invigorate them in the English language classroom. These barriers are seen as holding back their progress in the English language classroom. The undertaking of examining the findings was to produce a shade of a cohesive mixture that could possibly have a broader universal context.

On different levels, presenting an analysis of the findings did permit a level of caution. There were two important issues to be aware of:

- The sample for the unstructured interviews was small.
- The selection of the study was for learners that were weak academically in the English language classroom.



Therefore, the insights of stronger academic learners are not represented. I therefore remain exposed to the possibility that other learners might have told a different story. Nevertheless, this segment deals with the findings of weaker learners. As a result, the implications drawn from this segment and study are specific to the school's context. However, they do echo a broader theme that can have relevance in other schools.

4.3.16 SUMMARY

The main purpose of this research was to gain insight into teacher practice with regard to dealing with common barriers in the English language classroom. This research also wanted to gain understanding into the common barriers that Grade 10 learners experienced in the English language classroom. Through the focused group and the student interviews, I was able to compare the opinions and experiences of the students of the two different groups. This chapter presented the findings of the focus group, unstructured interviews, teacher interviews and student teacher interviews. Findings were organised according to the two main research questions.

The main finding of this study was the identification of certain teaching methods that teachers use in the classroom to overcome common barriers that grade 10 learners experience. This finding stemmed from teacher interviews and teacher observations. The different teaching methods pointed to the following. Firstly, the use of multimodality as a tool was used to captivate learner input by the use of different technological tools in order to get a greater output from the learners. Secondly, the use of music was used to relax the learners and grab their attention quickly. Thirdly, the use of deep intriguing questions was used to evoke an immediate response from the learners. Fourthly, the use of time drills was used to keep the learners' attention most of the time because the aspects of boredom are prevalent in their lives. Fifthly, the use of a semi-library was used as a vital ingredient in improving reading performance of struggling learners as well as the fact that it maintains a good competency level of performing learners and lastly the skill of posing questions at the right time during lessons.

In addition to the above mentioned points, a number of barriers were also highlighted. Firstly, the lack of teachers' work material in relation to the learners' actual lives. Secondly, certain areas of technology like the cellphone were a partial barrier. Thirdly, the pattern of seating

was a barrier because it affected the learning process in some learners. Fourthly, it was also revealed that learners did not see the value in studying Shakespeare. Fifthly, it was discovered that teacher gender served as an unusual barrier and lastly it was revealed that a boring teaching style served as a barrier in the classroom.

Ultimately, the findings of this study suggest that through careful planning by teachers, barriers that learners' experience can be confronted and removed through innovative measures.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

I have come to believe that a great teacher is a great artist...

John Steinbeck

There is no doubt that integrating a forgotten or innovative measure in the classroom is a complex process. Many factors have to come together to ensure that barriers in the classroom can be confronted. I consider that the success of innovative ways in the classroom can best be optimized by considering the different departments from within individual learners' lives.

In this chapter, my findings in the study have been explicated and I draw some conclusions. The aim of this study was to explore the patterns of innovations in the face of barriers in one high school. The conclusions from this study follow the research questions and the findings drawn. The limitations of this study are noted and possible areas for further research are suggested. The research approach of this investigation which is action based is applicable in this study because it meets the criteria of making improvement in teachers' professional practices (Atweb, Kemmis & Weeks, 1998). I wish to state a number recommendations based on the findings which I believe will enhance the learning experience for educational research.

5.2 OVERVIEW OF THE STUDY

This practical study offered a real-world perspective on the use of innovative ways of teaching to enhance learner performance in the Grade 10 English Home Language classroom context. Qualitative research methods were used to gather data. The data collection methods used in this study was a focus group, observations and interviews. Details about the data collection strategy are outlined in chapter 3. Data from these sources were presented and analysed in Chapter 4.

In Chapter One, the two main research questions for this study were stated as:

- How do teachers in Cape Town help learners overcome certain difficulties in high schools with regard to teaching methods?
- What barriers do learners face in the classroom?

The subsidiary/secondary questions were:

- How do learners cope with these barriers in the classroom?
- What are the attitudes of high school students with regard to educational intervention programs?
- In what way can innovative methods of teaching strengthen the learners' ability to improve their English Language proficiency level?

5.2.1 INNOVATION AND SETTING

The conclusions show that the choice of innovation in the classroom, transformation strategies, and management styles from the teachers were related to the individual teachers' style. The environment of the school dictated the need of the innovation and the response rate from the teacher. As Markee (1994: 1-30) states, "innovation is highly context-sensitive and context-specific".

Following is a reiteration of the major findings and conclusions drawn from this research.

5.2.2 BARRIERS AND SETTING

The conclusions show that the types of barriers at Harold Cressy High school are indicative of the type of culture and the mixture of different contexts. The melting pot of cultures reveals contextual barriers as well as extrinsic barriers. This study suggests that barriers come in different shapes and sizes and can be approached through a forgotten/innovative component of teaching.

5.3 SUMMARY OF THE FINDINGS: THE HAND THAT ROCKS THE CRADLE

The present study illuminated some salient findings within the area of common barriers and innovations in the Grade 10 English language classroom. The findings draw conclusions on how the learning environment in a classroom for learners can influence the work structure of learners and reflects the evidence of a balanced approach of teaching to learners. Practical evidence supports the literature conclusions that the classroom environment created by teachers has major implications for weaker learner progression. The findings asserted that there was a need for experimental teaching in the classroom in order to motivate the learners. The study has also identified obstacles and challenges that weaker grade 10 learners experience in and out of the classroom. The findings of the study can be broken down into three major conclusions. Adding to this will be additional conclusions that did not receive an innovative response.

5.3.1 CONCLUSION 1: LINKING SUBJECT MATTER TO THE LIVES OF HIGH SCHOOL LEARNERS IN THE CLASSROOM

The first important finding of this research is that the majority of learners in this study indicated that the work that they do in class should have a bearing to their own lives—learners would like to be personally enriched. This can be emphasized through comprehensions, poetry, dramas etc. This call for relevancy by learners is an indication for a more stimulating approach by teachers. Teachers' activities in the classroom can be inadequate or motivating. Because of class size learners' direct involvement in the classroom activities is totally neglected in the practical setting. However, as the class observation revealed, the two teachers had some planned activities in teaching their lessons in order to try and stimulate learners from the beginning of the lesson. Students were engaged through relevant components that had an impact on their daily lives. Therefore, there was some movement in their level of motivation to come to class and be partakers of the lesson.

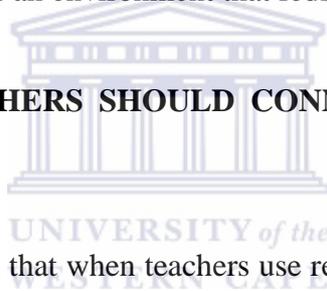
A conclusion to be drawn from this finding is that learners would like to escape the arena of boredom. This deduction can be seen against one of the most common expressions found by teenagers concerning their teachers. Often teenagers will say that the teacher is boring; implying his or her method of teaching is not that stimulating. A further and related conclusion that can also be drawn in conjunction with the relevance of material used in the

classroom to draw in and motivate learners is the use of digital media to appease learners and show learners that you are up to date with the present trends. Although this is not always easy it is possible to embrace it a few times in the quarter. The use of digital media by teacher 'A' and the student teacher created an atmosphere that unified learners to want to contribute. This measure of creativity might not always work in other schools but since this study is context based it served as a good antidote to capturing learners' attention and steering them away from boredom.

5.3.1.1 COMMON BARRIER: TEENAGE BOREDOM

The literature review revealed that boredom was a major barrier in the classroom because often lessons, which consisted of the same routines and patterns, led to increased boredom in the classroom. This increased the attitude of learners to act up in class. It often conjured an emotional atmosphere that created an environment that feeds procrastination.

5.3.1.2 INNOVATION: TEACHERS SHOULD CONNECT WITH LEARNERS ON DIFFERENT LEVELS



The finding in this study revealed that when teachers use relevant material that directly relate to learners the atmosphere in the classroom could become very conducive to learning. There is a personal enjoyment for learners to be involved in the lesson and contribute during the lesson. Although this innovation sounds simple, however, when weighed against the number of learners that do not partake in a class activity then the texture of this concept takes on a new understanding.

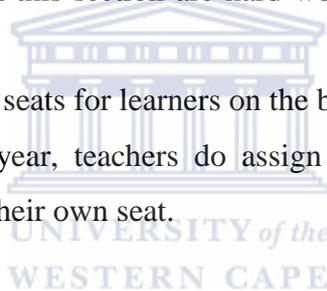
The use of selective digital media components added a level of familiarity that high schools learners are accustomed to since many of them have different digital components. The teachers in the study used digital media as a supplement to normal teaching rather than as a replacement for it. The teachers' use of digital technologies was productive in the sense that it supported collaboration and interaction, particular supporting discussion and feedback. Ultimately, the teachers in this study embraced which Krumsvik (2006) referred to as 'epistemological contours' and understood to some degree that knowledge is shaped and altered by and within digital environments which is now engraved in a teenagers' lives. I

consider that the success of innovative ways in the classroom can best be optimized by considering the different departments from within individual learners' lives.

5.3.2 CONCLUSION 2: POSITIONING IN THE CLASSROOM

The second finding in this study points to the fact that the majority of learners found that sitting in the back (wrong place) was problematic and interfered with the ability to be totally focused in the classroom. Often students perceived their location in the classroom with reference to their friends, teachers and at times the blackboard in the front of the classroom or in many recent cases the whiteboard. For many learners this is a common experience in the South African classroom due to a number of reasons:

- Teachers impose their thoughts on their learners that the front row implies that the learners who are seated in this section are hard workers and the learners at the back are not hard workers.
- Teachers often rearranged seats for learners on the bases of their work ethic.
- In the beginning of the year, teachers do assign seats but as the year progresses learners tend to establish their own seat.



A conclusion to be drawn from this study is that in the grade 10 classroom those learners at the back were learners who fooled around and did not take work too seriously. These learners would either try to take out their cellphones and send messages or take out their lunch and start eating. Consequently, in this study the majority of learners saw a connection between different types of learners and their positioning in the classroom. A further related conclusion from this study points that struggling learners did not like learners around them who disturbed them in the classroom but they did not know how to stop it so they just tolerated the learners who played around in the classroom. Ultimately, learners' seating preparations can have an incredible impact on learners' motivation and more importantly their behaviour.

5.3.2.1 COMMON BARRIER: LOCATION IN THE CLASSROOM

In the literature review, I made no mention of seating of learners as a barrier. In relation to the second research question, I discovered that learners who sat in the wrong place in the classroom during the lesson could be a major barrier to learning in the English language

classroom. This can be a major problem if one considers the entire year that certain learners have to be victims of such a form of impediment. Specific patterns of behaviour are associated with students who prefer different seats in the classroom.

5.3.2.2 INNOVATION: CONTEXUAL AWARENESS OF THE CLASSROOM

From the observations, I ultimately discovered that it was important for teachers to have an understanding of the culture (contextual awareness) of the classroom. This would help teachers in the end especially since teachers' spend almost the entire year with their learners. This is not an easy observation to make for teachers but the discovery of the 'ways' of the collective class can be a bonus for a teacher. This is achievable because of the standard number of learners in the classroom, which range from 38-43 learners.

Along similar lines, a deeper awareness in the English language Grade 10 classroom of the way teachers come across within a cultural framework of class/classes they teach could only benefit in preventing the conflicts and misunderstandings between both teachers and students that lead to negative behaviour in the classroom. Therefore, the ability to identify the collective spectrum of the learners in the classroom is not that hard. However, from my point of view teachers neglect it. Eventually the revelation of the 'culture' of the classroom can be used in other aspects of lessons in the grade 10 classroom.

In the poetry lesson, the selection of a certain rapper fits the 'culture' in the classroom. Teacher A used music as a tool to try to calm her learners including those in the back row. Teacher A was aware that the selection of music would bring on an automatic response. Using rapping to express a poetry lesson and bring understanding is a radical shift from the old paradigm of teaching and learning.

5.3.3 CONCLUSION 3: SIMPLE TECHNIQUES

The third finding of this study revealed that the use of simple procedures like using 'time drills' and a 'semi-functional library' in the classroom was a unique yet forgotten tool that was used by teachers. Teachers can overlook this level of simplicity at times because it can come across as being too simple. However, when you practice this from Grade 8, following through to Grade 9, then by Grade 10 it can be a common practice and learners can benefit

from it because the teacher would have established a routine and system that would help their level of thinking and learning. Since the teacher was teaching for some time, it became evident that this particular teacher was practicing this form of technique for a number of years because the teacher under observation was teaching for over 30 years.

I perceive that getting learners to respond in the classroom is an ongoing problem in many South African schools. From the teachers' observation, I noticed an attempt by the teacher to deal with the fact that many of her learners in the classroom have a limited attention span, which was a common barrier in this particular Grade 10 classroom. The teacher made me aware of the problem before entering the classroom but the teacher did not mention if many of her learners suffered from Attention Deficit Disorder (ADD). The negativity of this can lead to learners that would act up during the lesson. When you deal with one or two learners, it is still manageable. However, when they are around 10 or more learners then it can become a serious problem. This is a general problem in South African schools—learner behaviour. I recognize that many teachers can use certain strategies to reduce learner attention span difficulties or the same strategies can be used to worsen it.

A conclusion to be drawn from this finding is that the use of 'time drills' can be used as a method to enable cognitive structuring in 'time portions'. The input of the learners can be modified by the learners' response time so that the teacher can elicit as much as possible from learners in the shortest time span. In doing this the teachers' ultimate ambition is to keep them focused.

A further related conclusion to be drawn from this finding is the use of the semi-functional library in the classroom. This gave learners self-sufficiency to go and discover things out for themselves. Learners could get up from their desks in silence and find a book related to their content whether it is a dictionary, poetry or Shakespearean summary.

5.3.3.1 COMMON BARRIER: LEARNER ATTENTION SPAN DIFFICULTIES

There is paucity of literature review on Learner Attention Difficulties. Many learners in the Grade 10 classroom are so active and full of energy. They often have trouble sitting quietly. However, many teachers are not aware of the fact that some learners are that active because

they actually suffer from learner attention span difficulties. Therefore, teachers should be aware of this while teaching at high school.

I propose that many of the difficulties in the teaching of English for Grade 10 learners are due to insufficient teaching learner environments. Common knowledge echoes that if a teacher loses control of their classroom in the early part of the year then it becomes gradually more challenging for them to get back control.

5.3.3.2 INNOVATION: TIME ACCOUNTABILITY

The absence of knowledge of why and how learners learn in the Grade 10 English Language classroom can be a stumbling block for many English teachers in South Africa. Along similar lines, I believe the lack of knowledge of how to mediate the learning process is also an obstacle for many English South African teachers. However, this finding revealed what I referred to as a forgotten novelty because I have not seen it practiced in a number of Grade 10 English language classrooms. The reality is that as a teacher one only has 50 minutes with the learners and it is imperative that teachers use it well.

‘Time drills’ was a commonly used method of drilling work into learners’ minds. I recall in my Final year of school, my biology teacher used this novelty. I perceive this to be a good method because it means that students are given a model time to finish a particular goal. I firmly believe that doing ‘time drills’ many times in a single lesson will heighten an awareness of goal orientation that could benefit the learners in the real world. The different levels of time allocation in the lesson constantly makes learners aware of time pressure with the intention of creating the ability for learners to more with less. I am aware to some degree that drilling might not be considered the most fun part of teaching or learning English in the Grade 10 English classroom but this innovation is an important step when learning. Changing your approach from time to time can make it more enjoyable and encourage students to participate more fully.

The innovation of the semi-functional library in the classroom pointed to the following advantages:

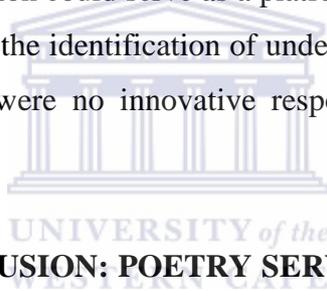
- It guided learners towards the language they needed for their particular context.

- It motivated some learners to communicate and discover new information concerning content that they were studying.
- It catered for the different learning styles of learners by using different ways of representing knowledge through different study guides.

Through innovation we can to some degree motivate our learners to learn and in so doing our creative tools in the classroom can shape their minds so that they can be successful in both academic and their future professional lives.

5.3.4 SOME ADDITIONAL CONCLUSIONS WITHOUT INNOVATIVE RESPONSES

Furthermore, in this study I can conclude that there were aspects about what learners enjoyed almost in its entirety. This revelation could serve as a platform to build on and use in multiple ways. An additional revelation is the identification of undetected barriers that did not receive a response and therefore there were no innovative responses to some of the undetected barriers.



5.3.4.1 ADDITIONAL CONCLUSION: POETRY SERVES AS A BEACON OF HOPE

In the literature review it was indicated that poetry was an area that learners did not like and found it difficult to comprehend. In addition, the fact that poetry can have no set form and could be written in so many different ways constituted a bigger problem for learners. However, in this study learners identified different factors that they perceived helped or hindered their learning. The fourth finding in this study was that the majority of the students indicated that they enjoyed poetry over a number of other structures in Grade 10. This was a surprise to me because when we often attend our English cluster meetings we are often told by a few teachers that their learners do not enjoy poetry. Frequently, we accept the status quo as normality, which in general is often a mistake. The majority of these learners chose poetry over comprehensions, grammar and literature studies. The reasoning could be threefold:

- Poetry texts are short.
- Poetry resembles songs.
- Usually the title of the poem gives a large percentage of the meaning of the poem.

The love of poetry in this study by the majority learners is a fervent reminder of the glory and power of expression and the fact that teenagers love to express themselves. They can easily bond with lyrics because it echoes their thoughts and so they sing along in great depth. Poetry ultimately gives learners a chance to experiment with language and vocabulary, and freely share their ideas without the confinement of perfect grammar or firm structures.

The art of Poetry offers wonderful opportunities for listening, reading, writing and speaking. Poems can be used to introduce or practice new vocabulary, language structures, and rhyming devices. Poetry is so versatile, which makes it a great form to use. There are so many types of poetry and so all learners are bound to find a poem that he or she enjoys.

5.3.4.2 ADDITIONAL BARRIER: LARGE CHUNKS OF INFORMATION/TALKING

Sometimes, the length of the content of the work creates a barrier for learners. Through the interviews and observations it was evident that learners are more likely to defend against receiving large chunks of information by becoming bored with the subject and their ultimate ambition is to merely pass the subject without any real attempt to excel in the subject. This continuous mode of operation will bring on passivity and automatically give birth to an unreceptive learner. Teaching involves the transfer of information from the various notes that the teacher will share and hand out to the learners. In doing this, it creates a number of issues in disguise or that is noticeable. They range from:

- Texting on the cellphone.
- Daydreaming
- Listening to music

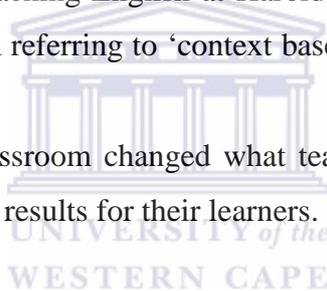
In conjunction with this in the literature review, I laid out the possible danger of a 50 minute period when dealt with in one large stretch. I perceive that if English language periods are not divided into different sections or chunks the result might be that our type of learners and especially at the school where this research has been carried out/conducted will continue to struggle to retain information from their learning area. However, a conclusion to be drawn from this is the fact that when single periods are broken down into different chunks it carries

a benefit because every lesson or skill is composed of chunks aggregate to form the greater whole of subject content. Therefore, it is vital as part of our teaching practice to understand how emotion, stress, rewards and movement affect memory, attention, motivation and learning (Jensen, 1998) in the classroom.

5.3.5 IMPLICATIONS OF THE FINDINGS

The findings in relation to teacher innovation in this study confirm the statement made by the Department of Education (2005b: 67) when they declared, “educators are required to be creative in using a variety of teaching methods to reach all the learners.” This study highlights the value of awareness of barriers and innovations in the classroom. In this investigation, the findings imply the following:

- Didactic approaches to teaching English at Harold Cressy High School need special attention. By special, I am referring to ‘context based’ because it is a ‘melting pot’ of different cultures.
- The innovation in the classroom changed what teachers did and how they did it in order to accomplish better results for their learners.



However, some of the innovative practices described in this section might be at odds with some initial traditions of literacy teachers. Therefore, today it is no surprise that some literacy teachers regard many of the new literacies as their enemies. However, complex problems in the classroom can reveal simple solutions that might have been forgotten over time. Similarly, understanding firstly the barriers in the classroom can nurture the introduction of an innovation in the classroom, which can be used as an attempt to improve learner marks.

5.4 DISCUSSION OF SUBSIDIARY RESEARCH QUESTIONS

In this section, I discuss and answer the secondary questions. The findings from the secondary questions are also intended as a contribution to the search for improvement in the teaching/learning of English in Grade 10 classroom. I present the findings under the following sub-headings.

5.4.1 RESEARCH QUESTION 3: How do learners cope with these barriers in the classroom?

The research in this study revealed that learners cope with barriers in different ways in the classroom. The revelation of dealing with barriers in the classroom was detected through the observations and interviews. They range from:

- Listening to music through their cellphones while the teacher is teaching. The reason for this is that learners give up before the time and some learners cannot find the strength to recover from their laziness.
- Playing with their cells, using bbm, facebook, twitter to communicate with friends outside the classroom.
- Frequent talking by girls in Grade 10 disturbed the teachers' pattern of teaching.
- Some learners in the Grade 10 English language classroom defended their right to learn by asking other learners to remain silent while the teacher was teaching.
- Certain learners deliberately found reasons to walk around.

In the two Grade 10 classes, laziness was a big problem. Teachers made me aware that learners often in the front were interest in the work presented. Learners in the back section of the class often had “no care in the world.” Some learners in the back row had the mentality that what we don't get now we can always google. However, when notes are on the board and learners have to write then learners are often quiet.

5.4.2 RESEARCH QUESTION 4: What are the attitudes of high school students with regard to educational intervention programs?

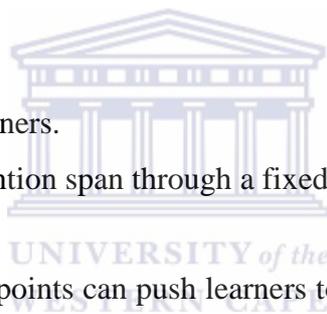
The literature of my study did not explicitly examine the effect of intervention programmes established by teachers. However, the first teacher under observation did mention that she was willing to have extra classes if there was a need. The second teacher under observation revealed that she did not have the energy or the time for extra classes. The learners' responses in the interviews did not give any indication of attending any intervention programmes.

5.4.3 RESEARCH QUESTION 5: In what way can innovative methods of teaching strengthen the learner’s ability to improve their English Language proficiency level?

This study highlights the value of awareness of innovative tools used or available in the English language classroom. The outcomes in this study showed that these innovative tools, such as the use of digital media, time drills, semi-functional library etc. in the English language classroom are essential to the process of grabbing a learners’ attention span in a diverse classroom. In using these innovative methods teachers can strengthen the learners’ ability to improve their English language proficiency. The use of innovative tools can help learners to focus more and develop a passion for English in Grade 10.

Therefore, the innovative measure was threefold:

- Fun and exciting.
- Work was relatable to learners.
- Teachers kept learner attention span through a fixed structure.



Ultimately, the above mentioned points can push learners to receive good marks in Grade 10. Therefore, the importance of innovative methods of teaching to drive learner results is mentioned several times in this research.

White (1987) recognized two areas of expertise in which all innovators should be equipped—innovators should have an understanding of innovation issues. The teachers in this study might not have fully understood the innovative process or considered their methods as innovative but in this study innovation was ultimately used to strengthen learner input to gain a greater output in the Grade 10 English language classroom.

5.5 RECOMMENDATIONS

If teachers regularly practise/implement a broader teaching methodology in the classroom, it can be a benefit and enhance their level of innovative ideas in the classroom. Therefore, I offer some recommendations with a view to improving learners’ overall English skills and their test /exam performance marks.

Managing for good results in the Grade 10 English language classroom is a dynamic process. Many of the barriers raised in this research are known because they are common barriers found in many schools. However, some innovative measures in this research might not be known definitively because they might not be practised in many schools. There is genuine interest and support by the WCED for a better focus on results in the English Home Language classroom. On similar lines, it is important to realize that this investigation in teaching methods is a voyage and not an endpoint and the recommendations are designed to help navigate the journey of discovery in innovative methods of teaching English.

The recommendations that follow are (1) strengthen our knowledge of classroom culture, (2) a sympathetic view of common barriers (3) be a versatile teacher and (4) further research.

5.5.1 RECOMMENDATION 1: STRENGTHEN OUR KNOWLEDGE OF CLASSROOM CULTURE

Based on the findings the first and overarching recommendation addresses the need for teachers to understand the social background of their learners in the classroom. The most effective teachers have learned to understand the cultures of students and their students trust them (Schlosser, 1992: 133-146). It is important that the teacher know something about the learners' activities outside the classroom. In doing this the teacher can have an idea of their exposure to English and this understanding can reveal the reasons why some are not in tune with their proficiency in the English language classroom. After having an understanding, teachers can use from the learners' outside sources of influence and show in practical terms the value of English in their social setting.

5.5.2 RECOMMENDATION 2: TEACHERS SHOULD FOSTER A SYMPATHETIC VIEW OF COMMON BARRIERS

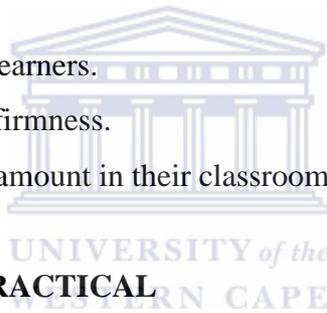
Improving learners' proficiency level in the classroom requires attention to detail and development of sound objectives. Therefore, the understanding teacher to a great degree avoids a destructive attitude when dealing with learners with common barriers in the classroom. The compassionate teacher prefers to identify the problem and regulate a sequence of actions to reduce the mistake in the life of the learner. In addition to helping the

learner, teachers may also benefit from telling the parents what they can do to help at the parent meetings.

5.5.3 RECOMMENDATION 3: TEACHERS SHOULD BE VERSATILE IN THEIR APPROACH AS WELL AS THEIR TEACHING ACTIONS

The overall findings would suggest that there is hardly a fixed way to teach a class because of the multicultural context in the classroom when dealing with common barriers. However, there are many good methods of teaching English. The identification of common barriers affecting Grade 10 performance in the classroom is the first step towards considering measures that must be undertaken by teachers to reduce the impact it has on Grade 10 learners. In achieving this, a teacher needs to actualize the following:

- Be Creative and practical.
- Be positive and motivate learners.
- Have the right balance of firmness.
- Make critical thinking paramount in their classroom



5.5.3.1 BE CREATIVE AND PRACTICAL

From the findings, it is evident that the more informed teacher tries new/forgotten methods in the classroom. This is a requirement because teachers today are confronted with the many challenges of educating students who have different cultural backgrounds. Teacher creativity lends itself to learner creativity. The better teacher invents new systems of teaching. The teacher keeps up to date with new material. It has been shown that learning activities that emphasizes different teaching methods like play like conditions and learning with the help of fantasy can be more effective than traditional methods of teaching (Cropley, 2001).

The teacher should colonize the world of the learner and use it as a weapon to attack a barrier that is evident in a learners' life. Although the word 'attack' might have a military connotation it is necessary to mention it on the basis that a barrier in learners' life can paralyse learners for their future when they leave school and enter the real world. However, when teachers recognize these barriers in grade 10 it gives them a chance to confront it and plan accordingly with good practical ideas. Teachers should note that often a teacher that is

teaching Grade 10 is usually with the same class up until Grade 12. Therefore, in actual fact a teacher will be with the Grade 10 class for three years giving him or her enough time to assist/respond to learner difficulties in the classroom. This study revealed from student teacher interviews and teacher observations that as teachers they did not want their classes to be boring. Therefore, besides being creative and practical, I also recommend the following.

5.5.3.1.1 LARGE PARTS OF YOUR CLASSES SHOULD BE FUN

It is not easy to get the balance right between having fun in the class and learning but if you can your reward will be worth it and more importantly will be the fact that your students will appreciate you more. To get the student interested, teachers have to incorporate fun activities into the lesson plans. Laughing is good medicine to any potential problem in the classroom. Often at high school when the English lessons are fun, learners will be excited to learn and this in my opinion will make it a bit easier for teachers to teach. In my observations learners who learn English through fun activities will retain the lessons in their memory and they may be inspired to learn more about other aspects of English. Albert Einstein made this analogy long before many teachers discovered it when he said, "That is the way to learn the most, that when you are doing something with such enjoyment that you don't notice that the time passes."

A related recommendation that I would also mention is the fact that for some teachers it is difficult for them to make their lessons fun. Some teachers find it hard to laugh. I would therefore recommend that they learn to laugh in front of their learners. A good way to start is to watch the comedy series 'Mind your Language' which deals with funny English Classes. Although this sounds simple the results could be unbelievably beneficial to students.

5.5.3.1.2 BE POSITIVE AND MOTIVATE LEARNERS

Based on the findings it is evident that the teachers' use of motivational tactics can enhance learner output in the English language classroom. Motivation can help learners in the following way:

- It keeps learners moving forward i.e. keeps them working at a good pace.
- It helps learners' complete tasks so that they can be proud of themselves.

Teachers can motivate learners in many ways. Motivation can take place verbally. However, it can also take place through certain actions of the teacher whether it is playing a song/movie in the classroom, bring comic books to school or anything that interest learners etc.

If English teachers are language teachers then teachers should allow their language to be good and positive in the classroom. Ultimately, motivation can affect both new learning and the performance of previously learned skills, strategies and behaviours (Pintrich & Schunk, 2002: 6). I am not suggesting here that as a teacher one must be motivated five days a week but I do recommend that as a teacher one needs to take the time during the week to inspire or motivate your learners to some degree. It could make all the difference.

5.5.3.1.3 MAINTAIN THE RIGHT BALANCE OF FIRMNESS

From the findings, I observed the need of having to strike the correct balance over time to inject a level of firmness in the English language classroom. In doing this, the teacher should guard themselves against firmness hardening into rigidity.

The elements of the teachers under observation through their repetitive actions like time drills built a necessary component of classroom discipline i.e. imposing routine behaviour carries with it its benefits in the long run. Ultimately, if we want learners to act in a disciplined manner in the classroom then it is imperative that learners get to see that teachers care about them personally. Teachers should nurture relationships by taking an interest in students' lives. I therefore recommend the following to establish the right balance of firmness in the classroom:

- Be on time for class.
- Enforce routine behaviour to build up a level of firmness.
- Precise instructions should be strengthened through positive repetition.
- Do not neglect the back rows of the classroom.

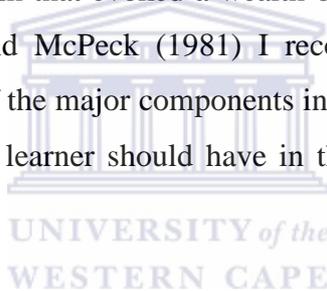
For any teacher having a classroom that has an inviting atmosphere is a great way to have a partial problem with bad behaviour. What this implies is the fact that if we do not smile or

display on occasion some humorous side of ourselves, the consequence could be that learners might not take some of our lessons seriously.

When learners love to spend time in your classroom then you know that as a teacher you will have limited any behavioural problems in the future. As noted when a teacher motivates learners it helps the teachers overall platform in the classroom. Adding to this characteristic is the ability to strike the right balance of being firm in the classroom—the two traits work in harmony with each other and is part of a holistic/complete classroom.

5.5.3.1.4 MAKE CRITICAL THINKING PARAMOUNT IN THE CLASSROOM

In the literature review, I established that there was a lack of critical thinking among South African learners. Through the findings in this study, I revealed that critical thinking harnessed a vital component in the classroom that evoked a wealth of responses. Like earlier scholars Dewey (1933), Ennis (1962) and McPeck (1981) I recommend that critical thinking or reflective thinking become one of the major components in your classroom. The skill to think critically is an ability that every learner should have in the real world. I recommend that teachers:



- Allow thinking skills activities to be implemented as a structured sequential course of study offered in conjunction with content objectives (Parks & Black, 1988: 1).
- Teach learners how to gather information and evaluate it i.e. being receptive to information and not just accepting it.
- Do not be afraid to allow deep questioning in the classroom when dealing with complex comprehensions pertaining to deep subject matter.
- Often try to counter the question when a learner asks “Why?” by responding with a similar question "Why do you think?" This will encourage the child to make his or her own mind. This format can be established in the beginning of the year so learners can be thoroughly aware of the procedure in class for the entire year. This will let them know that in the English class learners will think for themselves.
- Use a good book with good exercises to demonstrate critical thinking. To start with, I would recommend ‘Critical Thinking’ by Anita Harnadek.

Ultimately, it is important that teachers in South Africa develop their pedagogy of critical thinking for South African learners.

5.5.3.1.5 ADDITIONAL THOUGHTS ON VERSATILITY

Many secondary school problems in the classroom tend to develop in relation to primary school characteristics that have not been fully dealt with. From the findings, I gleaned instructive/teaching ideas from the participants' classrooms.

Teaching patterns were fashioned with heightened reflection from classroom activities enacted with learners. This in turn allowed me to witness a range of different features that teachers can use and revealed that versatility is now a necessity in the South African classroom because ultimately our work as teachers is to impact our students' learning and in doing that we English marks will/can improve.

5.5.4 IMPLICATIONS FOR FURTHER RESEARCH

The literature study suggests that many approaches to English language teaching have been developed over the years. It signifies that language teaching methods is always evolving into something innovative. The research conducted in this study has led to some useful results and conclusions on innovative teaching methods in the English language classroom. The data collected from this study especially from the two teachers' observations and the two student teachers' interviews reveal that they have a leaning towards different teaching approaches. The research has also made us aware of some of the common barriers faced by learners in the Grade 10 English classroom.

However, the discoveries have been narrow. I therefore recommend that further studies need to be conducted at different schools in South Africa in order to discover other innovative/forgotten forms of teaching as a reaction to common barriers in the English language classroom. This would give us a larger amount of information so that we can gain a broader understanding of why teachers do what they do in the English language classroom.

5.5.5 LIMITATIONS OF THE STUDY

I discovered that this study was ensnared with a few limitations. Therefore, I address the limitations here.

5.5.5.1 LIMITATION ONE: ONE HIGH SCHOOL

This study was carried out in one high school and this might be challenging to make weightier claims about the findings. The findings represent only two Grade 10 classes and not the other two classes at the high school and these might not be a true reflection of the entire Grade 10 format.

5.5.5.2 LIMITATION TWO: LEARNER AVAILABILITY

As a researcher, I had to contend with the timetable of the learners. Many of the participants of this study take public transport home and many of them cannot afford to miss the time of their departure. Also a number of the participants' parents come and fetch them and unfortunately parents do not like to wait for their children. To remedy this I had to wait until the end of the examinations because it is the custom of most learners to stay at home once the exam is finished including the participants of this study. However, many of the participants did come one or two days to school that week to accommodate the study.

I could not use the intervals because the intervals are too short and it would not do justice to this study.

5.5.5.3 LIMITATION THREE: TEACHER AVAILABILITY

A limitation in my relationship with my colleagues is that I had to do the observations based on their timetable. There were times when I wanted to observe but they were either absent that day or not feeling well on the day. This interfered with my schedule and I had to adjust it accordingly.

5.5.5.4 LIMITATION FOUR: STUDENT TEACHER AVAILABILITY

Even though there were seven student teachers at the school at the time I was conducting the research, they were not very keen at first to partake in the study because they had their own program to contend with. However, once we met and sat down I explained the purpose of the study to get them motivated.

5.5.6 FINAL CONCLUSION

In the Grade 10 English language learning context, it is evident that common barriers exist in the classroom. The aim of the study was to investigate how teachers responded to those challenges in the Grade 10 English language classroom. In this chapter, I have attempted to unpack the purpose of what teachers did in their classroom. I further added recommendations based on the findings showing harmony between the teacher and the contextual setting of the school. This study has been a journey of discovery and it was greatly enhanced by the insight and feedback of research participants. I believe that teachers can explore problems and find solutions. In the end the findings indicated that the synchronisation of classroom environment and classroom organization coupled with teaching methods are the properties for innovative teaching methods for learners who experience barriers to learning.

The following lines from Jon Gordon, *The Energy Bus* echo the responsibility of all teachers so that we can innovate in the classroom:

The best legacy you could leave is not some building that is named after you or a piece of jewellery, but rather a world that has been impacted and touched by your presence, your joy, and your positive actions.

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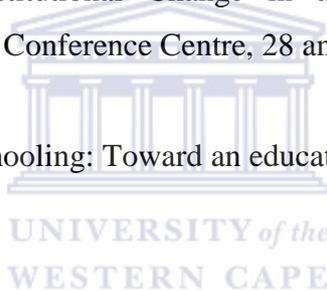
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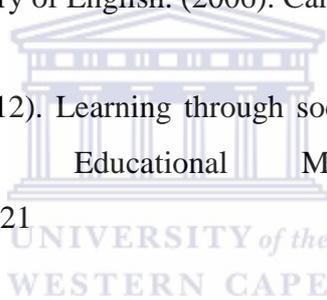
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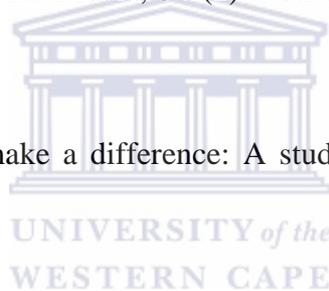
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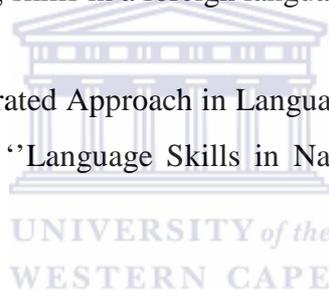
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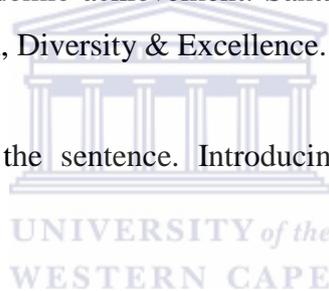
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7. APPENDICES

7.1 APPENDIX A: INFORMATION SHEET

Researcher: Mr. M Frank

Contact number: 0214613810

Email: lemark77@yahoo.com

Institution: University of the Western Cape, Faculty of Education, Bellville, South Africa

Dear Sir/Madam

My name is Mark Frank. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on the barriers to learning in the Grade 10 English Home Language Classroom and I am looking at informed ways (innovative) ways in dealing with them in high school.

Research Title: Common barriers to learning in the Grade 10 English Home Language Classroom and Informed (Innovative) Ways in dealing with them in High School. The specific objectives are:

1. To investigate Grade 10 learners and the barriers they face in and out of the classroom with regard to English Home Language.
2. To observe strategies used by teachers to help learners overcome these barriers.
3. To examine and analyze innovative ways of teaching.

The main purpose of this study is to attempt to find some solutions for the problems that learners would experience in the grade 10 classrooms. The aim is to highlight the power of innovation and that for every barrier there is a potential solution. It is important to know that participation in this study is entirely voluntary.

The researchers' participants, which are Grade 10 teachers and students, have the right to withdraw at any stage of the research process. All information collected from the students will be kept strictly confidential and anonymous A system of coding will be used to protect

the participants' identity. If at any stage you have questions about the study, please do not hesitate to contact me on the above provided details.

SIGNATURE OF THE RESEARCHER:

DATE: -----



**7.2 APPENDIX B: WESTERN CAPE EDUCATION DEPARTMENT
PERMISSION TO CONDUCT RESEARCH**

Directorate: Research



Audrey.wyngaard@westerncape.gov.za

el: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20150805-2011

ENQUIRIES: Dr A T Wyngaard

Mr Mark Frank
14 Ajax Way
Woodlands
Mitchell's Plain
7785



Dear Mr Mark Frank

RESEARCH PROPOSAL: COMMON BARRIERS TO LEARNING IN THE GRADE 10 ENGLISH HOME LANGUAGE CLASSROOM AND INFORMED (INNOVATIVE) WAYS IN DEALING WITH THEM IN HIGH SCHOOL

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from 01 August 2014 till 30 September 2016

6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services

Western Cape Education Department

Private Bag X9114

CAPE TOWN

8000



UNIVERSITY *of the*
WESTERN CAPE

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 05 August 2015

7.3 APPENDIX C: PERMISSION LETTER TO GRADE 10 TEACHERS

102 Roeland Street
Cape Town
8001

Dear Ms/Mr _____

Re: Permission to conduct research in your classroom

My name is Mark Frank. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on the common barriers that grade 10 learners face and how teachers use creative ways to help learners overcome these barriers at the University of the Western Cape. The title of my research is: Common barriers to learning in the Grade 10 English Home Language Classroom and Informed (Innovative) Ways in dealing with them in High School.

The main purpose of this study is to gain a better understanding into 'teacher practice' in the classroom. The researcher would like to learn what teachers do to help students learn as they employ their own creative teaching method. In addition, the study also examines common issues that can affect Grade 10 learners' performance ranging from the influence of technology on English language proficiency, poverty, reading difficulties, lack of reading of reading culture, lack of critical thinking etc.

The target group will be teachers and learners. The research will not interfere in any way with teaching in your classroom. In addition, all participants in the study will remain anonymous. Information received as part of the study will be used for research purposes only. It will not be used in any public platform for any purposes other than to understand teachers' teaching methods in the classroom. I hope that you will consider my request.

Yours sincerely

Mark Frank

Student Number: 9535684

Email: lemark77@yahoo.com



7.4 APPENDIX D: CONSENT LETTER FOR THE TEACHER

Researcher: Mr. Mark Frank

Contact number: 0214613810

Email: lemark77@yahoo.com

Institution: University of the Western Cape, Faculty of Education, Bellville, South Africa

Research Title: Common barriers to learning in the Grade 10 English Home Language Classroom and Informed (Innovative) Ways in dealing with them in High School.

As a teacher at Harold Cressy High Secondary School, I hereby acknowledge the following:

1. The study was explained to me clearly and I understand that the presence of the researcher will not disrupt or interfere with my daily classroom practices.
2. Participation of my class in this study is voluntary and I have the right to withdraw at any stage of research.
3. All information will be treated confidentially when writing the thesis in order to protect my identity.
4. I am promised that my classroom participation in this study will not risk my job and my personal image will not be damaged.

Teacher's Signature:

Date:

7.5 APPENDIX E: LEARNER CONSENT FORM

Title of the research project:

Common barriers to learning in the Grade 10 English Home Language Classroom and Informed (Innovative) Ways in dealing with them in High School.

Researcher: Mark Frank (Mr.)

E-mail address: lemark77@yahoo.com

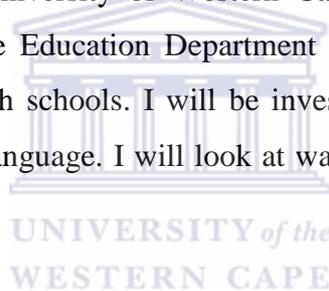
Work: 0214613810

Department: Language Education

Institution: University of the Western Cape

Dear Parent/Guardian

I am a M.Ed. student at the University of Western Cape (UWC). I have been granted permission by the Western Cape Education Department to conduct a research study with learners and teachers at four high schools. I will be investigating the barriers that learners face as they study the English Language. I will look at ways of improving English in Grade 10.



Research Method and Participation

I will observe teachers and learners as they interact while in the English Classroom. A few learners will also be asked to be part of focus groups during interviews to find out their views on certain topics.

The purpose of the research will be explained to learners. The anonymity and protection of the teacher and the learner will be protected. I will also give the copy of the final report to the school.

Thank you.

Mark Frank

Please sign and give this form to your child to bring back to school.

Thank you for your co-operation.

I, (name).....Allow/Do not Allow/

(Please circle one) my child to participate in the research.

Parent's signature.....

Child's name.....

Date:



7.6 APPENDIX F: FOCUS GROUP TRANSCRIPT

L=LEARNER

R=RESEARCHER

Ladies and gentlemen, welcome to focus group number 3/2. So we start left to right and then again right to left. I'm going to mix the questions up just to ask some extra flair to it.

What component of English do you like and why you chose that specific area of English.

L1

I like to do comprehension

R

Why?

L1

Because it teaches more.

R

What do you read at home? Like Shakespeare?

L1

I read newspaper articles, magazine articles.

R

Which article do you like to read?

L1

I read an article about a family whose father went to prison.

R

Young lady, components?

L2

I like literature because I like reading

R

Romeo and Juliet?

L2

I love it.

R

Okay.

L3



Sir, I like Romeo and Juliet because we can identify with their lifestyle

R

What do you think of the great Gatsby?

L3

I like it

R

Can you identify with it?

L3

Yes

R

Components?

L4

I'd say poetry.

R

What is your reason?

L4

Because it gives you a chance to think about the poem, it make you think about the different themes.

R

What is your best poem you like?

L4

It would be 'poem for my mother'.

R

What is the poem about?

L4

It is about this mother that does not take note of her daughters work due to her being a housewife and is very busy.

R

Good, what is your component?

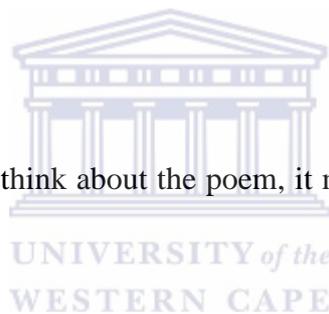
L5

I like grammar because it helps me speak.

L6

My favourite section is grammar; I like it because it teaches me to speak and to communicate.

R



What was the last thing you did in English?

L6

Parts of speech.

R

How has the cell phone affect your life in writing and speech?

L6

It doesn't really affect me because i can balance it out.

L5

I know when to put it away

L4

Because I understand the difference when it comes to writing exams, I know when to put it away, so it does not affect me.

R

When you leave school do you care about the language you use , in other words do you switch off?

L4

I switch off.

L3

It doesn't really affect me because I hardly text anyone.

L2

It does not affect me

L1

It does not affect me.

R

Good, lets jump in, anyone can talk. The seating arrangement in class does it affect you and which seating do you prefer? The back, front, right of left.

L1

Sitting in front is better because the teacher takes much more note of you than sitting in the back. I use to sit at the back and then my teacher moved me to the front and I then started to take note in class.

R

Do you think the good learners in front and bad learners at the back of the class

L6

It doesn't really matter where I sit because I still have to concentrate



R

Where do you sit in class?

L6

I sit in the middle

L4

I chose the back seat because the front row seats were taken and it does affect you.

L3

Back seat!

R

Why did you choose the back seat?

L3

Because all of the front row seats were taken

L1

I also sit at the back of the class

R

Would you allow the teacher to move some of the learners away from each other?

L1, L2, L3, L4, L5, L6

Yes!

L4

Some learners are extremely lazy and don't take note in class and also I wouldn't mind if she moved them because then I can get a better view of the board.

L2

Sometimes you would be listening to the teacher and then there would be learners who will be having their own conversation and you would feel like telling them to just stop talking.

R

Is it males or females?

All learners

Males!

R

Are they rowdy?

All learners

Yes

R



As a learner how do you motivate yourself? How do you keep yourself energized and passionate about life, especially in educational terms?

L4

I tell myself I can do it, I'm positive about myself and always go to class.

L2

I think of my future, I think of where I'm going to work and what people will think of me.

R

How do you improve your English afterschool? Do you watch movies that can articulate your speech? Do you sing? What do you do?

L4

I watch movies

R

What type of movies?

L4

Gatsby and Shakespeare and stuff like that. Sometimes I would use their sentences or words if I like them.

L2, L1, L6

I read

R

What kind of activities in the English language classroom do you prefer? Like, drama, grammar exercise, poetry, comprehension or oral.

L4

Literature

L1, L2, L3, L5, L6

Comprehension

R

What about comprehension? Can it be anything or must it be relevant?

L3

It must be relevant.

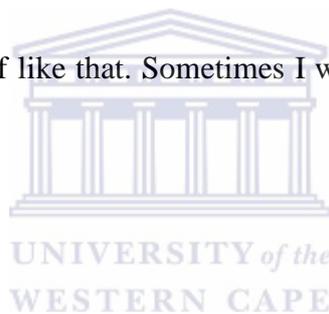
R

Teenage stuff or fifty shades of grey stuff

All learners

No, no, no, no, no !!

L4



Fifty shades of grey is a book for older women who have special needs

L3

I agree

R

How does music affect your performance in class? And your whole life? There are some rude songs out there, how do you handle it?

L1

It can affect you, but the 'sex' and 'rude' songs wouldn't affect me because that is not reality.

R

Does it affect males or females?

L1

Males

L2

I don't really listen to music that much, so music doesn't affect me.

R

And in your life?

L3

I agree that certain type of music has a positive effect.

L4

If you take things to the extreme, then it will affect you.

L5

It can have a positive affect

L6

It can have appositive affect.

R

What do you expect of a language teacher? By their dress code to their arriving to the classroom to the use of formal and slang language?

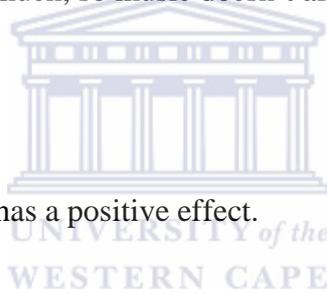
L4

I think a teacher should always talk with respect and not use slang when having a conversation with learner.

L2

When a teacher explains a lesson in a class they shouldn't use slang because the learners tend to remember the words and use it in the exams which cause them to be marked down.

R



But what if the teacher has to explain formal and informal language will this affect your speaking or will you use it to solve conflicts or speak to the class?

L6

That is a completely different case because the needs to teach the learners from right and wrong in language.

L5

It is inappropriate to use slang in classroom.

L2

When the teachers are late for class the learners tend to get out of hand and I feel that the teacher should always be on time for class to avoid the disruption and keep them calm.

R

The last question, do you prefer male or female teacher?

L2

I choose male because females are too much all over the place

L4

I will chose both, but it depends on how the children and teacher interact with each other.

L1

Male, because the learners listen and co-operate.

R

Before we close, has your English improved and did you enjoy this interview?

L4

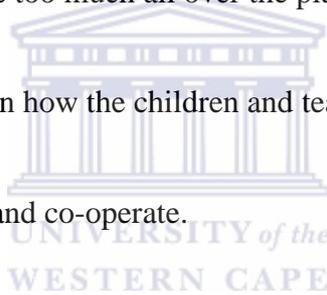
I have improved from last year and I take it more seriously

All learners

I enjoyed it

R

Thank you, I really appreciate it and thank you ladies and gentlemen.



7.7 APPENDIX G: INTERVIEW TRANSCRIPT TEACHER A

Grade 10 English August 2015

1. What is your perception of the language requirements in the CAPS curriculum?
TA: I think the requirements makes lesson planning easier because we know what to focus on. They are very direct and to the point.
2. What is your evaluation of the English Language Textbook used in the CAPS curriculum in high schools (Platinum range)?
TA: The literature textbooks are easy to use.
3. How do you use multimodal texts in the classroom?
TA: I use PowerPoint slideshows, music and YouTube videos. I also write on the whiteboard and blackboard. I want to stimulate multiple senses of the learners and in the process, make the content fun, interesting and easy to relate to. I mainly use multimodal texts when I teach poetry.
4. Explain your use of the communicative teaching method in the classroom?
TA: I repeat key concepts and ask questions to see if the learners have been paying attention and if they have absorbed the content that I just explained. I also try to encourage critical thinking by posing challenging ideas and questions.
5. Do you have a specific way of teaching grammar?
TA: I use a very practical approach by writing sentences on the board and asking the class to collectively correct them. The discussion is usually lively and I can see learners push themselves, and try to figure out the answers. I also provide theoretical notes on PowerPoint which the learners write down in their books. I provide the learners with exercises from the textbook and internet.
6. Do you agree with an 'English Mainly Approach' or would you like to see some learners to be taught in their Mother Tongue?
TA: English is an international language but this is the new post-Apartheid South Africa. There should be more instruction in Mother Tongue.
7. Name the difficulties that some of your learners experience with regard to language teaching.
TA: They get confused between different parts of Speech, they make silly mistakes
8. How do you handle the difficulties that your learners experience?

TA: I am patient and try to break down the misunderstood concept into smaller parts and I relate it to something they are familiar with.

9. What specific things do you do to help learners learn better?

TA: I make reference to pop culture, psychology and society.

10. What digital devices do you use in the classroom to help learners?

TA: I use a laptop, speakers and data projector.

11. How do you see teachers contribute to a learner-centred approach

I do not really know what happens in other teachers' classrooms. I have my own methods and approaches when it comes to teaching and I always put in a lot of effort because one of the greatest joys for me is seeing my learner succeed. There may be a couple of classes which I just do not like because they are noisy, disrespectful and unappreciative but I put my own personal issues with them aside and still make an effort to explain the content to them in the best way possible. Basically, the learner always comes first in my classroom regardless of how I feel towards them.

12. What measures have you taken to help learner difficulties with regard to poetry, Shakespeare and grammar?

TA: I used detailed PowerPoint slides with pictures and colourful text. I also make reference to pop culture by showing YouTube videos and playing songs.

13. Do you have extra classes?

TA: No I do not but there is one learner in my Grade 10 class who is really struggling. When I marked her June exams, I could detect that English is probably her third language. I was actually thinking today that I should have an intervention strategy put in place. Maybe she can come to me during breaks. I am not sure yet if I want to do it because I do not want to sacrifice my free time. I really look forward to my breaks because I can switch off and relax.

14. Is poverty a major barrier to learning in your high school?

TA: No.

7.8 APPENDIX H: INTERVIEW TRANSCRIPT TEACHER B

Grade 10 English August 2015

1. What is your perception of the language requirements in the CAPS curriculum?
I think the content is quite vast and have difficulty covering required work in the stipulated time frame.
2. What is your evaluation of the English Language Textbooks used in the CAPS curriculum in high schools [Platinum range]?
Integrated approach used in layout of textbooks is a tad confusing and at times highly impractical.
3. How do you use multimodal texts in the classroom?
I am somewhat limited because I don't have access to technology. It is time consuming and chaotic to move to a class that has projectors or/and smart boards. However, I have on occasion used PowerPoint. I use the chalkboard 90% of the time as well as the Over Head Projector charts and hand-outs.
4. Explain your use of the communicative teaching method in the classroom?
We debate and communicate with each other and amongst peers. Students are engaged daily to give their views and express themselves in an eloquent way. I do encourage them to use formal register when speaking in class.
5. Do you have any specific way of teaching grammar?
Use worksheets with rules and skills. Learners are to then apply these rules and skills in exercises/activities that follow. I use cartoons and charts as well.
6. Do you agree with an 'English Mainly Approach' or would you like to see some learners to be taught in their Mother Tongue?
Definitely, many of our learners, while being "English Speaking" have an extremely poor grasp of this language. I dread to think what their results or skill at this subject would be if taught in their 'home language'.
7. Name the difficulties that some of your learners experience with regard to language teaching?
Lack of academic excellence. Learners give up before they're started. There is no desire to improve or aspire to greatness in most learners. Mind is blocked when encouraged to read for better understanding of the language and for improvement. General lack of interest.

8. How do you handle the difficulties that your learners experience?
I try to motivate, encourage and praise. Try to prevent them from feeling disappointment at their low grades. Motivate them to try harder and improve by small increments. Peers asked to assist etc.
9. What specific things do you do to help learners learn better?
Motivate
10. What digital devices do you use in classroom to help learners?
Laptop—PowerPoint presentations, sometimes smart board, when I have access to it.
Overhead Projector.
11. How do you see teachers contributing to a learner-centred approach?
Main focus on learners and teaching.
12. What measures have you taken to help learner difficulties with regard to poetry, Shakespeare, and grammar?
Advise extra lessons—tuition. Recommended websites, books that can further enhance their understanding of subject matter.
13. Do you have extra classes?
No. I don't have the energy for this as I have a heavy load and would not be able to function optimally, in the class, I further stretched myself. I do however refer learners for tuition to out-sourced organisations.
14. Is poverty a major barrier to learning in your high school?
Yes. Some learners come to school hungry. 'You cannot teach a hungry child!' Also parents are at work for long hours. Children have to go home and do household chores and look after younger siblings. Little time to focus on work

7.9 APPENDIX I: STUDENT TEACHER C INTERVIEW

1. How do you use multimodal texts in the classroom?

I use multimodal texts by making use of visual and aural. For example, when I taught acronyms and abbreviations I made use of a cartoon with a customer and waiter talking in abbreviations. When doing a love poem I let the learners listen to a love song.

2. Explain your use of the communicative teaching method in the classroom?

I make use of communicative language teaching methods by doing recognition of prior learning in front of the class checking what they have learned. Starting with the lesson I will ask a question related to the topic, walk around the class for answers, and let them respond to the questions verbally. If any answer is good, I will return to the board, summarise the answer, and write it down. When the class is done discussing and we have all the answers on the board then only will I allow them to write it down. I also make use of Vygotsky's theory of mediation with learners when walking around and group work when necessary,

3. Do you have any specific way of teaching grammar?

If there are interesting and contrasting concepts, I make use of visuals to show differences and similarities. Learners are thus able to read and see differences. In grammar, I prefer explaining a concept first, ask learners to give their own examples and wait until they think for themselves then provide plenty of examples and relate it to contexts where possible.

4. Name the difficulties that some of your learners experience with regard to language teaching?

What I find most disturbing is their spelling. They fully understand concepts but when they are tested, their spelling is disastrous. Learners also have difficulty with reading and comprehending. They have difficulty with comprehension activities.

5. How do you handle the difficulties that your learners experience?

Having a text based approach to all activities done in class. Using texts for most concepts we cover allow learners to increase vocabulary and check spelling.

6. What specific things do you do to help learners learn better?

Provide plenty examples and constantly relating what is learned in class to learners lives.

7. What digital devices do you use in classroom to help learners?

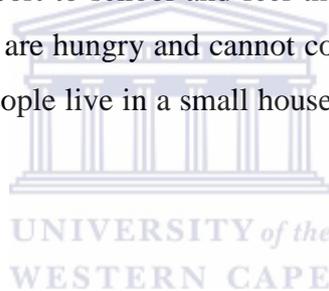
T.V, DVD and Radio (not always).

8. What measures have you taken to help learner difficulties with regard to poetry, Shakespeare, and grammar?

In poetry I make sure learners understand all figures of speech found in the poem. They know about themes and see the differences in figurative and literal meanings of the poem. With Shakespeare I feel it is necessary to take step by step and explain importance of certain lines and scenes. Also within Shakespeare it is important for learners to be able to explain Shakespearean English into modern English as they understand it. In grammar I make sure I am able to explain at a basic level and make the stronger learners explain to the weaker learners when they do not understand as well as provide plenty examples.

9. Is poverty a major barrier to learning in your high school?

Not all the time. Sometimes learners are tired because they have to leave their houses early to take public transport to school and feel the need to put their heads down in class. Sometimes learners are hungry and cannot concentrate. Sometimes their homes are busy because many people live in a small house and they do not have the space to do homework.



7.10 APPENDIX J: STUDENT TEACHER D INTERVIEW

1. How do you use multimodal texts in the classroom?
I made use of audio, visuals aids and authentic texts. Creating activities to let learners be part of the real world.
2. Explain your use of the communicative teaching method in the classroom?
I use much interaction in the classroom as it allows learners to voice their opinion and gain confidence to ask questions.
3. Do you have any specific way of teaching grammar?
I try to use authentic texts so that they can relate to the real world. I use real life examples (make meaning within context)
4. Name the difficulties that some of your learners experience with regard to language teaching?
Language barriers, learners are unable to comprehend—make meaning. Learners are always complicating the work because that is how they see school, class, and work—difficult. Learning should take place in a fun way. Learners should enjoy the structure instead of disliking it. Their attitude in class towards schoolwork.
5. How do you handle the difficulties that your learners experience?
I am always understanding and sensitive to my learners' difficulties. I try to not only think as a teacher but as a student. Learners need support, they come from homes where there is no support and they rely on the teacher. A teacher breaks or makes you.
6. What specific things do you do to help learners learn better?
I try to use all learning aids in my lesson because not all learners learn the same. I would also create activities to accommodate each learner yet they will all do it e.g. slow vs. fast learners.
7. What digital devices do you use in classroom to help learners?
Overhead projectors, white boards, smartboards and laptop-internet search etc.
8. What measures have you taken to help learner difficulties with regard to poetry, Shakespeare, and grammar?
Consulting different sources and resources—visual and audio.
9. Is poverty a major barrier to learning in your high school?
Poverty is a prominent factor in most schools. It is difficult teaching learners that are sitting in the class, gazing about their issues and time does not allow the teacher to see

each learner. Poverty affects the learners' schoolwork and behaviour. Poverty in most cases discourages learners to reach their full potential.



7.11 APPENDIX K: LEARNER INTERVIEW QUESTIONS AND ANSWERS

Learner 7 Interview questions and answers.

1. Which activities of English in the classroom do you prefer?
Poetry
2. How does the cellphone affect your life?
It affects your writing and spelling.
3. What do you find challenging in the English language classroom?
How learners behaviour towards the teacher.
4. Does sitting anywhere in the classroom affect your learning?
No
5. How does music affect your speech and language?
It make you swear and use slang.
6. Can a Shakespearean play benefit your life?
Yes it teaches you a lesson.
7. How can poetry benefit your life in the classroom?
It makes you want to write a poem of your own.
8. What kind of activities do you like in the English language classroom?
Writing poems and doing plays.
9. How do you handle the difficulties that you have in the English language classroom?
Think positive.
10. Can a certain style of teaching affect your motivation in the English language classroom?
Yes.
11. How do you keep yourself motivated as a learner?
Think positive about my life for the future
12. How can you improve your English outside the classroom?
Read more books.

Learner 8 Interview questions and answers.

1. Which activities of English in the classroom do you prefer?
Poetry
2. How does the cellphone affect your life?
The way I chat is the way I write.
3. What do you find challenging in the English language classroom?
The jokes learners make all of the time.
4. Does sitting anywhere in the classroom affect your learning?
Yes because I have all the ones that makes jokes.
5. How does music affect your speech and language?
It makes no difference really but when writing a letter I will use some words in the song.
6. Can a Shakespearean play benefit your life?
Yes it can. It can help you in work when going to college, studying further.
7. How can poetry benefit your life in the classroom?
It can affect you.
8. What kind of activities do you like in the English language classroom?
Poetry, reading stories.
9. How do you handle the difficulties that you have in the English language classroom?
Music
10. Can a certain style of teaching affect your motivation in the English language classroom?
It depends on how the teacher is.
11. How do you keep yourself motivated as a learner?
I try to push myself by finding stuff that inspires me.
12. How can you improve your English outside the classroom?
Sitting with someone going through the work.

Learner 9 Interview questions and answers.

1. Which activities of English in the classroom do you prefer?
Sarcasm, simile, metaphor, ellipsis
2. How does the cellphone affect your life?
Technology could be a bad influence where language is concerned for every word there is abbreviation and then I end up writing that way in the exam. However, there are smart phones, which have a correction thing, and this could help.
3. What do you find challenging in the English language classroom?
Students what have a bad attitude and pesters the Educator for stupid reasons. I just cannot handle idiocy.
4. Does sitting anywhere in the classroom affect your learning?
Yes, never sit with friends.
5. How does music affect your speech and language?
Music has a huge effect on my language because it is something that eventually becomes a part of me. Certain words and slangs just appear naturally.
6. Can a Shakespearean play benefit your life?
Yes because it actually relates to reality.
7. How can poetry benefit your life in the classroom?
Yes like Shakespearean plays/novels it sometimes gives us a reality check e.g. not waving but drowning.
8. What kind of activities do you like in the English language classroom?
Reading of Novels.
9. How do you handle the difficulties that you have in the English language classroom?
Try to read more often. Speak to learners about it and learn from them.
10. Can a certain style of teaching affect your motivation in the English language classroom?
Yes, it can. If the teacher does not approach the situation the way I see it, it can be a bit far-fetched sometimes.
11. How do you keep yourself motivated as a learner?
When Educators demotivate me, negative comments sting, but I use it to prove them wrong.
12. How can you improve your English outside the classroom?
Read and choose intelligent friends.

Learner 10 Interview questions and answers.

1. Which activities of English in the classroom do you prefer?
Poetry
2. How does the cellphone affect your life?
The use of technology changes the way we speak. We become lazier and shorten our words.
3. What do you find challenging in the English language classroom?
The extreme amount of talking and interruptions from learners usually takes the attention away from the lesson.
4. Does sitting anywhere in the classroom affect your learning?
Yes.
5. How does music affect your speech and language?
It depends on the type of music you listen to e.g. if you listen to rap, depending on the type of rap' this can either improve or decrease your level of language.
6. Can a Shakespearean play benefit your life?
No
7. How can poetry benefit your life in the classroom?
It shows other people's perspective or view on life and makes me see things in a new light.
8. What kind of activities do you like in the English language classroom?
Debating.
9. How do you handle the difficulties that you have in the English language classroom?
I ask my teacher about it.
10. Can a certain style of teaching affect your motivation in the English language classroom?
Yes.
11. How do you keep yourself motivated as a learner?
I think about what I want to achieve in the future.
12. How can you improve your English outside the classroom?
Reading.

Learner 11 Interview questions and answers.

1. Which activities of English in the classroom do you prefer?
Grammar
2. How does the cellphone affect your life?
It has its advantages but sometimes cellphones makes us use more slang than proper English.
3. What do you find challenging in the English language classroom?
The lack of understanding and answering questions when asked.
4. Does sitting anywhere in the classroom affect your learning?
Yes.
5. How does music affect your speech and language?
It mostly depends on what type of music you listen to e.g. rap. It has foul language and would affect your speech and tone.
6. Can a Shakespearean play benefit your life?
To me it would not.
7. How can poetry benefit your life in the classroom?
It would not. Many people do not like it, like myself.
8. What kind of activities do you like in the English language classroom?
No activities. I would want to relax or sleep, maybe play cards.
9. How do you handle the difficulties that you have in the English language classroom?
I usually avoid them.
10. Can a certain style of teaching affect your motivation in the English language classroom?
Yes, it can. If you a boring person, you will put me to sleep and I would not bother coming to class.
11. How do you keep yourself motivated as a learner?
Tell myself I am amazing at what I do and I can accomplish things if I put my mind to it.
12. How can you improve your English outside the classroom?
Carry a dictionary on you.

Learner Interview 12 questions and answers.

1. Which activities of English in the classroom do you prefer?
I like grammar because poetry bores me.
2. How does the cellphone affect your life?
It affects my language big time because I forget how to spell the words out in full etc.
3. What do you find challenging in the English language classroom?
What I find challenging the most is bad behaviour in the English language classroom.
4. Does sitting anywhere in the classroom affect your learning?
No, not at all.
5. How does music affect your speech and language?
It affects my speech in a good and bad way because there is better words you can use for ordinary words but it also affects my speech in a bad way because it makes me use slang.
6. Can a Shakespearean play benefit your life?
No, how can that benefit me.
7. How can poetry benefit your life in the classroom?
By pronouncing your words well, maybe.
8. What kind of activities do you like in the English language classroom?
Word puzzles and grammar games.
9. How do you handle the difficulties that you have in the English language classroom?
I read often.
10. Can a certain style of teaching affect your motivation in the English language classroom?
Yes, it can because if a teacher teaches dry, it is going to bore me.
11. How do you keep yourself motivated as a learner?
I keep telling myself it is only three more years left for me on school.
12. How can you improve your English outside the classroom?
By reading a lot.