

**IMPLEMENTING AN HIV/AIDS LITERACY
PROGRAMME IN A GRADE 11 CLASS:
AN ACTION RESEARCH STUDY**

by

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**A mini-thesis submitted to the Faculty of Education in partial fulfillment of the
requirements for the degree of Master's in Education at
the University of the Western Cape.**

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DECLARATION

I declare that **Implementing an HIV/AIDS Literacy Programme in a Grade 11 Class: an Action Research Study** at a High School in the Western Cape is my own work, that it has not been submitted before any degree for examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Cheryl Sally-Ann Williams

November 2006

Signed: _____



DEDICATION

To my husband, Graham Williams, who has been a source of encouragement, support and love throughout.

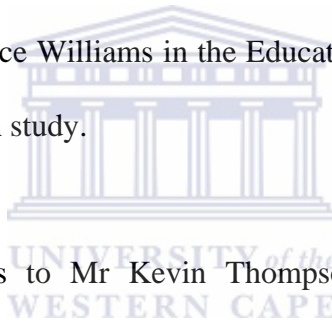


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Specials thanks go to my Grade 11W learners at the Western Cape school. They were the cornerstone of this study. Without their continuous zest for knowledge and skills this research would not have been complete.

I bestow thanks upon the principal (late Miss Hendricks), parents and School Governing Body (SGB) of Western Cape school for their cooperation.

I express my deepest gratitude to my husband, Graham Williams and our four daughters, Shaska, Celsa, Ilse and Lorraine for making my dream come true. I thank them for the understanding, the encouragement and moral support they have given me when I needed it most.



ABSTRACT

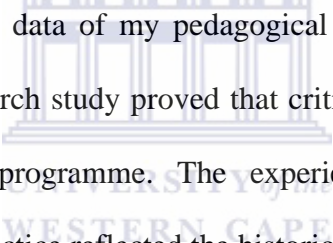
My research study attempts to highlight an in-depth exploration of my own classroom practice as a teacher at a high school in the Western Cape. A key goal of my research study was the quest for professional development and the development of an HIV/AIDS literacy programme for curriculum development.

My conceptual framework was based on Dewey's pragmatic approach (1902; 1915:17-40) and Freire's (1972) approach of 'Pedagogy of the Oppressed'. Dewey's pragmatic approach enabled me to integrate both a teacher-centred approach and a learner-centred approach for the improvement of professional development while the Freirean approach guided me with dialogical relationships. Dewey's pragmatic approach and Freire's (1972) approach of 'Pedagogy of the Oppressed' helped me to build collaborative relations of power for a critical pedagogy towards viable transformational education for HIV/AIDS.

The research study encapsulated a qualitative methodological paradigm with action research as my research design. A qualitative research approach allowed for the analysing of sensitive issues of HIV/AIDS. An interpretive theoretical paradigm, proved to be the most appropriate approach to critically analyse my own actions within my classroom practice. Action research was used to give me the opportunity to improve my professional development and to establish a theoretical framework for my HIV/AIDS literacy programme based on Dewey's pragmatic approach. Action research enabled me

to link theory and classroom practice so that I could critically evaluate my pedagogical approach towards teaching and learning.

The actual action research consisted of two cycles. Cycle one was the teacher-centred approach and cycle two was the learner-centred approach. Cycle one and cycle two formed two consecutive literacy programmes which consisted of three lesson plans each with the purpose to help me understand my classroom practice for the implementation of an HIV/AIDS literacy programme. Action research taught me to engage in action and reflection and thus allowing me to become a change agent in the research process.



I synthesised and analysed the data of my pedagogical approaches for my HIV/AIDS literacy programme. The research study proved that critical pedagogy was fundamental for my HIV/AIDS literacy programme. The experiences and limitations around HIV/AIDS in my classroom practice reflected the historical situatedness of my classroom practice. I discovered that my self-reflective journey within my classroom practice was important for my own self development. The importance of empowering learners with knowledge to enable them to make informed decisions around HIV/AIDS, proved imperative for the research study.

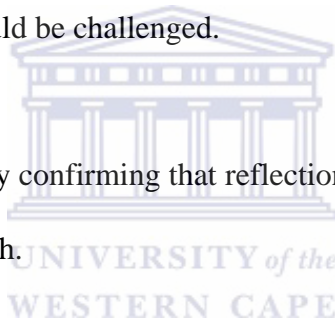
The conclusions that emanated from my research indicate that a literacy programme is imperative for the development of learners' knowledge about HIV/AIDS issues. The emphasis of my literacy programme lies with the 'A' and 'B' of the 'ABC' of HIV/AIDS.

With learners acquiring knowledge about the ‘ABC’ they would be able to make informed decisions regarding HIV/AIDS for lifelong learning.

The following recommendations emanated from the study:

- A conceptual framework is needed for curriculum development and programme development around HIV/AIDS educational reform put forward to the Western Cape Education Department;
- Teachers should take responsibility for their own professional growth; and
- Dialogical relationships and methodological integration around sensitive issues such as HIV/AIDS should be challenged.

I conclude my research study by confirming that reflection on one’s classroom practice is essential for professional growth.



IMPLEMENTING AN HIV/AIDS LITERACY PROGRAMME IN A GRADE 11

CLASS:

AN ACTION RESEARCH STUDY

KEYWORDS

Languages / Literacy programme

HIV/AIDS

Action research

Emancipation

Pedagogy

Context and Constraints

UNIVERSITY of the
WESTERN CAPE

Curriculum

Outcomes-Based Education

Sexuality

Norms and values

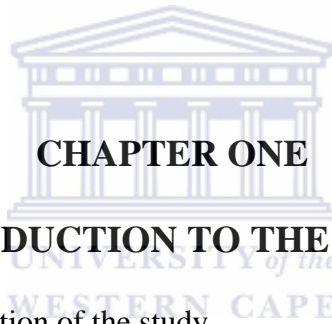
Perceptions

ACRONYMS

C2005	Curriculum 2005
DoE	Department of Education
FET	Further Education and Training
GET	General Education and Training
HDE	Higher Diploma in Education
HIV/AIDS	Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome
OBE	Outcomes-Based Education
M Ed	Master's in Education
NCS	National Curriculum Statement
RNCS	Revised National Curriculum Statement
SGB	School Governing Body
SMT	Senior Management Team
UWC	University of the Western Cape
WCED	Western Cape Education Department

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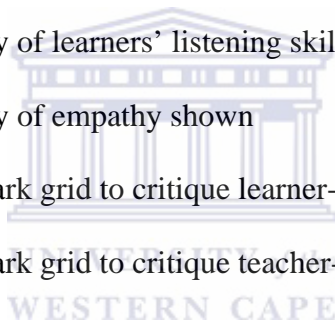
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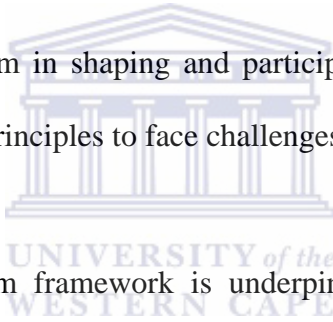


CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND AND MOTIVATION OF THE STUDY

We are nearly twelve years into the restructuring of our country into a democratic society. As a teacher, I believe in an educational system that is equitable and one that addresses the basic social needs of our society to enhance social development in South Africa. In this chapter, I discuss whether our new curriculum framework addresses the primary educational needs of learners to equip them in shaping and participating in a future society based on knowledge, skills, values and principles to face challenges locally, nationally and globally.



South Africa's new curriculum framework is underpinned by our country's democratic principles to shape our citizens' economic, social and political values. According to Lubisi, Parker and Wedekind (1998:64) the key principles of the new government are equity, quality, access to opportunities and the redress of past inequalities. Today, the education systems of countries are expected not only to act as vehicles for redress and transformation, but also to develop the kind of citizen that will enable their countries to become globally competitive (Diphofa, Vinjevold and Taylor, 1999:1). The curriculum design is structured towards learners acquiring knowledge, skills and values for lifelong learning. Teachers have a critical role in educating learners to be holistically prepared for lifelong learning. The principles informing curriculum design are geared towards preparing learners to be competent, responsible and assertive in the process of nation building and global competitiveness.

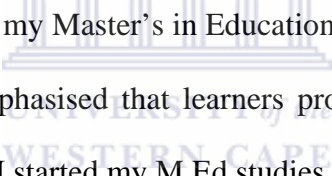
In the light of the Department of Education's (DoE, 1995) view cited in Smith (2006:20), Outcomes-Based Education (OBE) is one of the principle policies underlying the curriculum framework which is envisaged to promote nation building. Principles such as relevance, integration, differentiation, redress and learner support, critical and creative thinking, flexibility, progression and credibility inform the OBE philosophy that promotes a holistic approach to curriculum.

Bernstein (1996), cited in Taylor (1999:108), posits that two types of approaches to the curriculum exists, mainly the 'competence and performance models'. OBE according to its proponents is a learner-centred approach which encapsulates both competence and standards of performance. OBE is a learner-centred and activity-based design for the development of learning programmes to promote the love for lifelong learning and critical thinking. A learner-centred approach encourages teachers to build on learners' prior knowledge to make subject matter more meaningful to learners' everyday lives and to teach interactively. The knowledge, skills and values that learners acquire should enable them to apply these to real life problems so that they could become more meaningful to them. OBE is a suitable approach in giving learners the opportunities to acquire the intended learning outcomes for lifelong learning about HIV/AIDS issues.

It is imperative that learners become responsible for their own learning through the motivation of the teacher. Teaching that encourages learners to become critical and enhance their self-esteem should be encouraged. Teaching and learning should not be taught in an abstract way, but rather in such a way that learners can relate subject matter to the context of

their own lives. According to the RNCS (DoE, 2002:108) “ ... the learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts”.

Curricula should be relevant to the cultural, religious and language contexts of learners in order for them to meaningfully engage in a learning practice. “The development of culture as a unique South African commodity has immensely positive implications for nation building and economic and social development” (Lubisi, Parker and Wedekind, 1998:5). My research shows that for education to be meaningful and relevant, it is imperative that learners promote a critical awareness of their cultural environment.



My research, which was part of my Master’s in Education (M Ed) studies at the University of the Western Cape (UWC), emphasised that learners promote a critical awareness of their culture and their environment. I started my M Ed studies in 2003, with the aim to explore the curriculum framework as it related to a learner-centred approach. In my M Ed studies, I became aware of the shortcomings such as the lack of learner input and the insufficient critical engagement in my current classroom practice. The framework of the school curriculum within an OBE philosophy informed my theoretical understanding that theory and practice do not operate in isolation. Theory and practice inform each other. In this research, with regard to a more informed understanding of my classroom practice, I tried to bring theory and practice closer together.

Some of my modules in the structured M Ed programme such as Curriculum and Pedagogy, Education and Development, Comparative and International Perspectives on Education, Policy Development and Policy Analysis, Leadership in Education, Management and Organization Theory and Qualitative Research Methods made me realise that there were more to curriculum studies than meets the eye. My M Ed studies developed my critical thinking to the extent that I could explore and question the curriculum more meaningfully. My M Ed studies also allowed me to evaluate my school education and Higher Diploma in Education (HDE) critically and it assisted me to reflect on my classroom practice for the purpose of transforming my practice.

My M Ed studies also made me realise that the belief that OBE as a learner-centred approach towards teaching and learning ensures that learners will acquire academic knowledge, is somewhat problematic. However, the teacher as the facilitator of teaching and learning and as an authority in her field plays an integral part in the development of the learner. Does a learner-centred approach empower both teacher and learners? My motivation for this research study was as a result of this question.

A key factor which was also highlighted by my M Ed studies and emphasised by Taylor (1999:111) was that learners should be taught subject matter relevant to the context in which they find themselves. Subject matter relevant to the context of learners' lives would enable learners to make more meaningful decisions about HIV/AIDS issues. It is, however, easier for learners to relate to knowledge in which their daily lives exist.

As a researcher in HIV/AIDS education, and being a teacher at a predominantly Muslim high school in the Western Cape, I have come to the realisation that learners should be taught content relevant to their values and guided on how to conduct themselves morally. I observed that several teenage pregnancies at my school were as a result of a lack of sexual education. No formal sexual education existed at the time of my research for the Grade 10 to 12 learners and the lack of parents' involvement exacerbated the situation. At my school, I have noticed that my learners are far more sexually active than parents are led to believe. It was for this reason that I became interested in literacy and HIV/AIDS issues. I strongly believe that education can make a difference to the perception of learners about HIV/AIDS related issues. My perception is that my learners, within their given cultural context, should become literate about their own sexuality and be made aware of the dangers of HIV/AIDS.

Prior to my research, I conducted informal discussions and oral communication with my Grade 11W class. I discovered that my learners, who are predominately Muslim, came from an environment where sexual education is a not readily spoken about. Moosa and Cassiem (2003:1) posit that "While educating the youth about sex and related health risks is especially important, 'sex talk' remains a taboo especially amongst the traditional Muslim households". By conducting these informal discussions with learners, it became apparent that parents were unwilling to discuss issues of sex, HIV/AIDS and gender or other related issues.

At my school there is a lack of communication between parents and learners, teachers and learners, and teachers and the School Governing Body (SGB) about HIV/AIDS issues. While conducting oral communication with my learners, the learners indicated that some of

their teachers engaged in HIV/AIDS lessons and other teachers never attempted to do so. The SGB and the Senior Management Team (SMT) who were responsible for developing an HIV/AIDS policy for the school at the time of my research had nothing in place for me to work from.

The National Education Policy Act, 1996, advocates an HIV/AIDS policy to be put in place for learners and teachers at all public schools. However, at the time of my research, my school did not have an HIV/AIDS policy due to the apparent lack of interest of some stakeholders at my school. Although HIV/AIDS is not in the school's mission statement some teachers have been teaching HIV/AIDS issues in an integrated way in their classrooms. Since HIV/AIDS education is not included in the school's mission statement this may contribute to the gap in providing a holistic approach in teaching about HIV/AIDS education. In the light of my research, I refer to this communication gap as the 'wall of silence' as HIV/AIDS is generally not taught and if taught, it is not taught holistically (see Chapter Two, par 2.3.2).

I perceived my learners to be living in more challenging times, than in the past. Due to their background, few opportunities exist for them to air their views about HIV/AIDS issues. Lambrechts (1997) posits that:

Middle adolescence accepts their own sexuality, forms sexual relationships that involve feelings he or she may never have had to deal with before. They collect new experiences, test boundaries and take risks.

Due to the lack of sufficient parental guidance, learners felt that they have become more vulnerable to sexual experimentation and peer pressure. According to Foley (1997:5-6) very few parents participate in programmes relating to HIV/AIDS. What I gathered in classroom discussions was that parents' care-free attitude to sexual education resulted into very few strict ground rules for children, which contributed to involvement in sexual activities.

My learners were between the ages of 15 to 18 years. Moosa and Cassiem (2003:5) posit that:

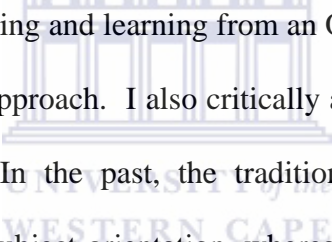
As members of society at large, the reality is that Muslims living in a non-Muslim society interact with the larger community on a daily basis through work, school, family and friends. Muslims can no longer ignore or deny that HIV/AIDS is real and knows no race, gender or religious distinction or bias.

At this age learners find themselves in different kinds of relationships in the family, society, school and religious practices. As a teacher it became evident to me that learners displayed behaviour that has been instilled in them over the years by their parents and social structures surrounding them. The different relationships learners find themselves in, shape their everyday norms, beliefs and values which they exercise pertaining to HIV/AIDS issues.

Since the entire issue of HIV/AIDS as a topic is not readily spoken of in the different relationships learners form, I was inspired to explore appropriate methods of teaching and learning. The 'wall of silence' I felt needed to be approached with appropriate teaching and learning methods, to empower learners about HIV/AIDS issues. I have questioned OBE as an alternative approach to teaching and learning issues for the mere reason that I thought

learners would be more competent and responsible when dealing with HIV/AIDS issues. OBE was part of my M Ed studies and my HDE.

I did my HDE at UWC in 2000. The approach towards teaching and learning was that of OBE. During that time I established that even though I was trained as an OBE teacher, I discovered certain shortcomings in the system. A major shortcoming of being educated in the OBE approach was that it cannot stand on its own. OBE was also criticised by the Faculty of Education as an approach with technicist elements and was not accepted in the way it was proposed.



In Chapter Two, I explain teaching and learning from an OBE perspective combined with the strengths of a teacher-centred approach. I also critically assess whether OBE is an approach that can stand on its own. In the past, the traditional educational approach was the acquisition of knowledge and subject orientation, whereas “ ... OBE is a flexible approach, emphasising integration and transfer of knowledge, skills and values” (Lubisi, Parker and Wedekind, 1998:54).

OBE has been approved by the DoE, however, Waghid (2001b:127-132) and Peters (1998:226) cited in Waghid (2001b:128-129) are two academics who have criticised it vociferously. Waghid (2001b:127) posits that “ ... the idea of prescribing outcomes is attuned to an instrumentally justifiable view of education which makes it difficult for rational reflection

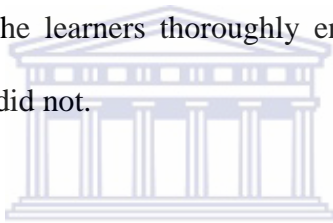
and imagination to be realised”. Peters (1998:226), cited in Waghid (2001b:128-129), supports Waghid’s view by stating that “ ... outcomes are transmitted to learners who are expected to uncritically accept and apply a stock of ready-made ideas”. I agree with both Waghid (2001b:127) and Peters (1998:226), cited in Waghid (2001b:128-129), that learning outcomes are still predetermined by the teacher which limits the self-development of learners. The teaching and learning of the new curriculum is not concluded in a pure OBE philosophy but rather as a combination of teacher-centred and learner-centred approaches.

The merits of OBE are that it allows learners to discover for themselves and to become critical thinkers. They are more exposed to real life issues in which they find themselves and it is for this reason that they can identify with real life issues provided that geography teachers allow opportunities for such engagements. Teachers can be more interactive in their classroom to accommodate all learners to be active participants in classroom activities. With the shortcomings and the merits of OBE it is an approach that cannot stand on its own.

As an HDE student at UWC in 2000, I did my classroom practice at an ex-model C school. The instruction at this school mainly followed a teacher-centred approach. I was frequently reminded by one of the teachers that I should teach in a transmissive way, using the chalkboard and not interact too closely with the learners. I am of the opinion that the reason why the teacher passed this comment was that learners were used to their teachers dictating to them from the front of the classroom and not giving learners the individual attention they needed. Being trained within an OBE philosophy, it was difficult for me to conduct my lessons successfully within a teacher-centred classroom environment. As I was disciplined to

do my pre-service teacher training in an interactive way it was extremely difficult to conduct a teacher-centred approach at the ex-model C school.

Another geography teacher also responded negatively towards my teaching when I conducted a practical geography lesson, using worksheets. The teacher arrogantly shouted from the back of the classroom: “Stop! That is not the way we do it around here!” I felt humiliated but nevertheless continued, irrespectively. I responded to the teacher that I needed to guide the learners individually as they had no idea what was required of them. The teacher then left the classroom after five minutes and told me to continue the lesson. Despite the atmosphere in the classroom the learners thoroughly enjoyed my lessons which included worksheets, but a few teachers did not.



I believe that if worksheets are prepared cautiously and in accordance to the learning outcome and the assessment standards it can be challenging. Learners showed great appreciation towards my style of teaching as opposed to how they were normally taught. The learners expressed their preference for a more learner-centred approach, as they developed self-confidence, leadership and communication skills and learning to appreciate the views of their group members. They thoroughly enjoyed the interaction in the classroom. Notwithstanding our earlier disagreement, the teacher who objected to my teaching style, approached me in the staffroom and told me that I did a good job and complemented me on getting the learners to work in such a meaningful way. Reflecting on my experience, after my lessons, I realised that the teachers’ responses were a mirror of other teachers’ fears and

challenges of the new approaches towards teaching and learning. Most teachers were apprehensive of the obstacles that they needed to face with the implementation of OBE.

Reflecting on the 1970s, my own schooling career was no different to the classroom practice experienced during my pre-service teacher training period. It gave me a clear perception of what the traditional teaching-centred approach was like. I attended a 'coloured' high school where I was taught rote learning, with the emphasis of regurgitating subject matter for examination purposes. Today, as a teacher, I realise that education was largely a-contextual and abstract which impacted negatively on my development as a learner at the time. I was taught subject matter which was abstract in relation to the context in which I was living at the time. I was not taught relevant subject matter and this prohibited me from using the subject matter to make meaningful decisions about life issues. Upon reflecting on the situation, I do realise that teachers had a choice about their approach to education. I must however, admit that some teachers were motivational, inspirational and taught subject matter in order for me to understand. These were teachers who subverted the system and taught the way they thought was appropriate for their learners to make meaningful decisions about life issues.

1.2 SIGNIFICANCE OF THE STUDY

As teachers we should realise that norms and values of learners differ due to home circumstances, and this is where our role as teachers could have a major influence on our learners' lives. As teachers, we should exercise a conscious responsibility to critically engage with our classroom practice in order to establish whether we can nurture norms and

values through our practice and pedagogical reflection. The teachers and the SGB should holistically exercise a conscious responsibility towards HIV/AIDS issues regarding the school.

My research proposal was seen as a threat to some of the SGB members of my school. All of the SGB members were Muslim. One of the SGB members, who is a medical practitioner was critical of my research and asked, ‘How can education save people’s lives regarding HIV/AIDS?’ I tried to explain to the SGB member that we needed to be open to change regarding our own view points and that I was part of the process undergoing change. I further tried to explain to the SGB how important HIV/AIDS education was for a changed perception. Furthermore, I explained to the SGB that I would be challenging my own teaching philosophy and teaching approach towards the teaching of HIV/AIDS education in the process. Freudenberg (1990:590-1), cited in Foley (1997:5), posits that “ ... despite broad public support for HIV/AIDS education in schools, religious leaders and political conservatives have hampered implementation of programmes”. There was a reluctance of some of the stakeholders at school to challenge current teaching and learning practices regarding HIV/AIDS. Because of the views of some SGB members and my personal perspective that HIV/AIDS education can make a difference to learners’ lives, I was determined to research the impact of education on HIV/AIDS.

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aim of my research was to seek to transform my classroom practice in order to educate and empower myself and my learners to interact more effectively and compassionately with

people who have HIV/AIDS. My research sought to develop learners' ability, capacity and willingness to live and make appropriate decisions about their sexual practices, especially to guard against acquiring sexually transmitted diseases such as HIV/AIDS. A key issue was my own development and the ability to change my teaching and learning style in my quest to improve my classroom practice.

1.3.1 The specific objectives of the study were:

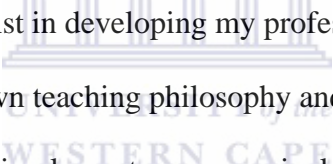
- To articulate a process of professional growth for myself with the need to change and challenge my assumptions and practices about the teaching of HIV/AIDS in a literacy learning programme;
- To critically reflect on the 'ABC' method of HIV/AIDS education as the basis for my teaching;
- To establish a sound learner-centered pedagogical basis in order to adapt my teaching style that would enable more desired lesson outcomes;
- To use the learners' everyday attitudes and understandings as a starting point for designing a lesson programme;
- To use action research as a methodological approach to inform my critical reflection and action in the design and teaching of the learning programme;
- To promote understanding of preventative strategies, safer sex behaviours, and positive skills and values about general health, sex and HIV/AIDS among learners by conducting interviews and requesting participants to complete questionnaires;
- To present and analyse the findings; and

- To make recommendations to the Western Cape Education Department (WCED) regarding an HIV/AIDS literacy programme.

1.4 RESEARCH QUESTION AND ALTERNATIVE QUESTIONS

The main research question of the research was: On what pedagogical grounds can I engage in reflective action process to adapt my classroom practice to teach an HIV/AIDS literacy programme more meaningfully?

The subsidiary questions were:

- 
- How will my research assist in developing my professional practice and reflexivity?
 - To what extent will my own teaching philosophy and pedagogy accommodate the need to reflect, revise and implement a new curriculum regarding HIV/AIDS literacy programmes?
 - How will I establish a sound learner-centred basis in order to adapt my teaching practice for desired lesson outcomes?
 - On what pedagogical basis can I design a literacy programme that takes the learners' perspectives of learning into account as a key conceptual organiser of my literacy programme regarding the 'ABC' of HIV/AIDS issues?
 - To what extent can I use an action research methodological approach to inform my critical reflection and action in the design and teaching of the learning programme?
 - How do I promote among learners an understanding of preventative strategies

regarding HIV/AIDS issues?

- How do I present and analyse the findings of my research study?
- How will my research findings guide me to make recommendations to the WCED regarding an HIV/AIDS literacy programme?

1.5 THEORETICAL FRAMEWORK / LITERATURE REVIEW

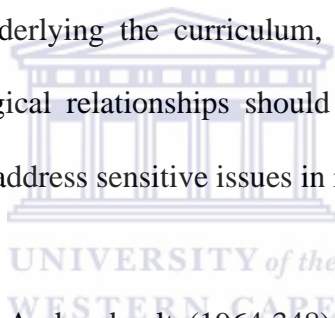
I have based my educational conceptual framework on Dewey's pragmatic approach (1902; 1915:17-40) and Freire's (1972) approach of 'Pedagogy of the Oppressed' to shape my research study.

Dewey's pragmatic approach gave me insight into how I could use different pedagogies to answer my research question. My research was conducted around the limitations and strengths of the teacher-centred and learner-centred approaches with the aim of developing an HIV/AIDS literacy programme. Dewey's approach guided me to engage in a more integrated pedagogical approach which allowed me to have a holistic perspective of both teacher-centred and learner-centred approaches within an OBE philosophy.

I have used the Freirean (1972) approach to guide me with dialogical relationships within my classroom practice. It was through dialogical relationships that knowledge was created for my HIV/AIDS literacy programme. Bhola (1994:72) states that "... dialogical action leads to praxis that is action that will be planned and undertaken to transform oppressive reality". It is through dialectic critique that we understand dialogical relationships that exist in classroom practice. Waghid (2001a:2) posits that:

Reflexive democratic discourse opens up the possibility for dialogism (collective action), for individuals or different groups to ‘interrelate among themselves, to talk together in different voices, addressing the differences that make them outsiders and insiders with respect to each other’ (Hernandez, 1997:19).

It was through oral communication in my Grade 11W classroom prior to my action research study that I formulated my topic for my literacy programmes pertaining to the ‘ABC’ HIV/AIDS. The dialogical relationships and ‘collective action’ which I formed with my Grade 11W learners helped me to engage in an interpretive approach. I have always believed in an educational approach which views dialogical relationships as imperative for the development of learning. My perception of dialogical relationships is that motivation and trust, which are principles underlying the curriculum, can be easily gained through this process. I believe that dialogical relationships should be guided, and facilitated so that learners can communicate and address sensitive issues in real life situations.



According to Dewey cited in Archambault (1964:348) the notion of facilitation, “ ... is freeing the life-process for its own most adequate fulfillment”. Facilitation is the process through which learners are guided for their self development. In my opinion, facilitation would guide the process of empowerment for learners about HIV/AIDS issues. In the light of my research, the process of facilitation enabled me to guide learners towards critical thinking and problem solving for their own development. According to Freire’s (1972) dialogical approach, a learner-centred approach should be seen in the light of empowerment as this would allow for conversations and communication to become part of everyday learning experiences. Both Dewey and Freire’s notion of facilitation is seen in the light of

freeing oneself for empowerment which would be imperative for the teaching and learning about HIV/AIDS issues.

1.6 RESEARCH METHODOLOGY

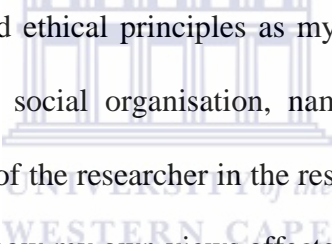
My research study is based on a qualitative methodological paradigm. According Lincoln and Guba (1985), cited in Van der Mescht (2002:47), qualitative research “... encompasses and adjusts to the variety of realities that will be encountered; because of the understanding that all instruments interact with respondents and objects but that only the human instrument is capable of grasping and evaluating the meaning of the differential interaction”. In the light of my research, I have chosen a qualitative methodological paradigm with action research as the research design in order to embark on processes of critical reflection on my teaching philosophy and practice. Since my research question is directed at a critical reflection and observation of my classroom practice a qualitative research approach, rather than a quantitative approach, is the best suited method to address my research.

Qualitative research is associated with the context and time of social structures, whereas quantitative research is about measurements of universal truths. With qualitative research, I was able to tap into real life issues of my learners at a given time. The epistemological enquiry into my classroom practice was to establish a conceptual framework for my HIV/AIDS literacy programme based on Dewey’s pragmatic approach.

To acquire the knowledge for this conceptual framework, I used the interpretative approach to assimilate the general observations and reflections of my classroom practice. An

interpretative approach implies that the researcher has a subjective understanding of the research phenomena. The interpretative approach helped me to constantly question my own assumptions about the research process; it also helped to guide me in reflecting whether the data and information acquired are sufficiently reliable to support my research objectives.

The qualitative research design was action research. According to Winter (1989) “... action research is seen as a way of investigating professional experience which links practice and the analysis of practice into a single, continuously developing sequence”. Action research is a process consisting of four stages namely: planning, teaching, observation and reflection, which allowed me to investigate my classroom practice about HIV/AIDS issues.

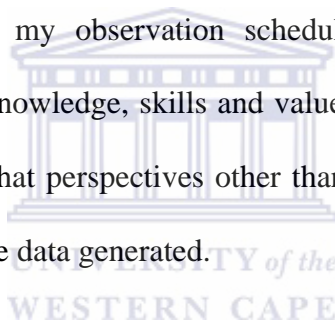


With action research I followed ethical principles as my research involved moral sensitive issues within a Muslim-based social organisation, namely the school. Action research involves personal involvement of the researcher in the research process. To engage in action research, I needed to ascertain how my own views affected my research, against the views of those I observed. Action research allowed me to reflect on my practice. It also helped me to observe and to evaluate the process of knowledge production.

I used a video camera, observation schedules, unstructured interviews and questionnaires as research instruments to collect data. I made use of detailed discussions with my learners as we worked through the lesson plans for the purpose of knowledge production. I decided to use observation schedules in the form of observation checklists, interviews and questionnaires, to create a more interpersonal and accessible environment to gain the trust

and openness of my learners. The questionnaires, which I used, were in the form of worksheets so that learners' work could be assessed.

I have employed triangulation for the data collection as it strengthens conceptual linkages and increases the validity of the observation. With triangulation, subjectivity is minimized. In my research I used the view point expressed by Cohen and Manion (1994:233) that triangulation is defined as two or more methods of data collection in the study of social science research, particularly as it relates to human behaviour. My triangulation method included using observation schedules, questionnaires and unstructured interviews. I chose language teachers, to review my observation schedules, as they would have a good understanding of the literacy knowledge, skills and values that I intended to develop within my learners. My notion was that perspectives other than my own, would allow for a more objective outcome regarding the data generated.



For the analysis of my data generated from the questionnaires, I made use of the WCED's assessment rubrics for creative writing to ascertain the effectiveness of my classroom practice (see Appendix 2).

1.7 LIMITATIONS OF THE STUDY

The issue of HIV/AIDS is a sensitive issue in most cultures. Cummins (2000:35) posits that " ... social expectations of the learner and sensitivity to contextual and interpersonal cues greatly facilitate communication of meaning". The contexts in which learners' everyday lives exist have to be dealt with sensitively as to encourage participation. Teaching and

learning HIV/AIDS at a school where there is no relevant school policy in place made it difficult to structure my lessons.

At the time of doing my research there were no appropriate learning programmes to suit the demands of Grade 11's because the DoE at the time had not put in place any curriculum for this Grade regarding HIV/AIDS education. Our current Grade 11's are not included in the new Further Education and Training (FET) however, the DoE has assigned teachers to teach HIV/AIDS in their classrooms.

Time constraint was a major limiting factor for the research. The time given for data collection extended beyond the time planned for. This necessitated me to make use of extra periods during normal classroom time. However, it did not disrupt my actual teaching and learning, as my periods were part of my English lessons for Grade 11W.

1.8 OUTLINE OF THE CHAPTERS

The thesis has six chapters.

Chapter One is the introduction, which provides the teacher with an overview of the mini-thesis with specific reference to the various chapters. The background and motivation of the study, significance of study, aims and objective of the study, the specific objectives of the study, research methodology, and a theoretical framework for the HIV/AIDS literacy programme are outlined in this chapter.

Chapter Two focuses on the literature review of the research study. The conceptual framework that guides the study is emphasised.

Chapter Three focuses on the research methodological issues involved in my study. I focused on a qualitative methodological paradigm for the analysing of sensitive issues pertaining to HIV/AIDS. My research design was encapsulated within an action research study that provided me with the opportunity to continuously reflect on my practice as a teacher. The research instruments which I used, allowed me to capture data that were meaningful to my HIV/AIDS literacy programme.

Chapter Four was the actual action research within two cycles. Literacy programme guidelines were followed for the implementation of the literacy programme within a specific school context. Action research taught me that if I needed to engage in reliable research, I should allow for redirection in my enquiry in developing into a change agent.

Chapter Five outlines the analysis and interpretation of the data presented, with an attempt to seek a process to empower learners to make responsible decisions about issues of sexuality and HIV/AIDS. The central aim of my research study was to implement an HIV/AIDS literacy programme and to critically reflect on my classroom practice.

Chapter Six focuses on the HIV/AIDS literacy programme for curriculum development and programme development put forward to the WCED with recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter outlines the relevant literature pertaining to my study consisting of the conceptual framework of my research. The conceptual framework was based on the work done by Dewey (1902; 1915:17-40), with special emphasis on his pragmatic approach to education, and Freire's (1972) approach of the 'Pedagogy of the Oppressed' (see Abstract). Given the nature of my research an interpretative approach was adopted to allow for the development of a critical pedagogy. Critical pedagogy brings out the process of empowerment relations between teacher and learner. At the time of my research, the Curriculum 2005 (C2005) Framework was seen as a transformative tool for education. However, we have moved towards the streamlining and strengthening of the curriculum which resulted in the Revised National Curriculum Statement (RNCS) at General Education and Training (GET) level and the National Curriculum Statement (NCS) at Further Education and Training (FET) level.

In this chapter my research shows that the context for engaging in pedagogical discourse is determined by how language and literacy are utilised within a process of empowerment. Language and literacy take into consideration the social context in which a pedagogical discourse occurs. Literature on HIV/AIDS suggests an integrated and multi-disciplinary pedagogical approach.

2.2 OUTCOMES-BASED EDUCATION AS PHILOSOPHY IN PRACTICE

The curriculum that has been adopted in South Africa is based on the OBE philosophy to create space for pedagogical reflection suitable for our country's specific socio-economic, political and cultural needs. According to the DoE cited, in Taylor (1999:118-119):

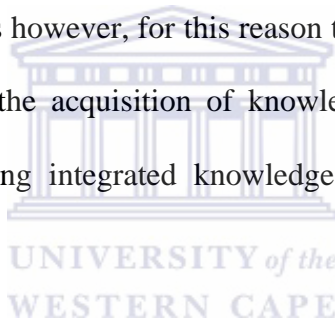
South Africa has embarked on transformational OBE. This ... implies that not only are we integrating across disciplines into Learning Areas in all educational activities ... The outcome of this form of integration will be a profound transferability of knowledge in real life.

The DoE has embarked on transformational OBE to allow learners to become competent, accountable and responsible when dealing with real life issues. Spady and Marshall, in Capper and Jamison (1993:429), cited in Waghid (2001b:127-128), posit that "... transformational OBE aims to equip learners with knowledge, competence and orientations needed for success after they leave school". I share the views of the DoE, cited in Taylor (1999:118-119), and Spady and Marshall in Capper and Jamison (1993:429), cited in Waghid (2001b:127-128), that transformational OBE transforms learners for their future. I believe that transformational OBE is the way in which teachers challenge their classroom practices for transformation. Historically there are three OBE approaches: namely traditional OBE, transitional OBE and transformational OBE.

Traditional OBE was merely seen to equip learners for a specific school or classroom context they belonged to. Spady and Marshall in Capper and Jamison (1993:429), cited in Waghid (2001b:127-128), posit that "... learners would not be able to demonstrate exit outcomes in real life or work situations other than the streamlined of schooling". Learners were not

equipped with knowledge, skills and values for their school leaving years. Teaching-learning took place within a vacuum and critical development of learners was not forthcoming. With traditional OBE learners were taught to regurgitate subject matter for exam purposes.

Spady and Marshall in Capper and Jamison (1993:429), cited in Waghid (2001b:127-128), posit that traditional OBE progressed to transitional OBE which transformed education towards “... learners attaining higher order exit outcomes”. Although transitional OBE was skill orientated, learners lacked knowledge and values to sustain them for lifelong learning. It is important that learners are taught knowledge and values as this will transform them to make informed decisions. It is however, for this reason that transformational OBE was seen as an empowerment tool for the acquisition of knowledge. With transformational OBE learning is shaped by acquiring integrated knowledge and outcomes through formative assessment.



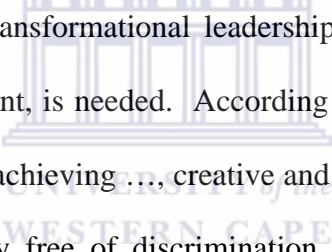
In light of my research, transformational OBE is imperative, for the enlightenment of learners' knowledge about HIV/AIDS issues. Knowledge production for the learning process of HIV/AIDS is imperative, as learners are required to make informed decisions about their everyday lives. Taylor, Diphofa, Waghmarae, Vinjevold and Sedibe (1999:27-29) state that:

In 1994, vigorous effort was mounted to reform South African schooling. Three areas were prioritized: a single national and 9 provincial Departments of Education, achieving high levels of representativity amongst staff at all levels of the system and establishing a policy framework which embraces the progressive consensus on school reform.

I support the view of Taylor, Diphofa, Waghmarae, Vinjevold and Sedibe (1999) to the extent that an educational effort was mounted towards reforming South African schooling. Since 1994, a remarkable amount of education reform has been on the agenda of the DoE. However, I disagree that high levels of co-operation amongst staff at all levels of the system towards policy reform were achieved. I perceive OBE to have been enforced on teachers as they were minimally involved in educational reform during the late 1990's. The DoE researched barriers to the implementation of OBE but it was not sufficient for the educational reform needed. With the onset of OBE teachers were not trained critically and sufficiently enough in OBE. The barriers that teachers have experienced with the implementation of OBE were never ironed out. I support the view of Singh and Manser (2000:108) that implementation of transformational OBE, has not been met and systemic paradigm shifts require a fundamental change. Wagid (2001b:127-128) strengthens the view of Singh and Manser (2000:108) as he posits that transformational OBE should not have preconceived ideas of outcomes to be reached. Today strong emphasis is placed on predetermined outcomes for learners within the OBE curriculum which makes it mechanistic.

I perceive a shared vision and mission of all stakeholders as an imperative for change. Senge, cited in Singh and Manser (2000:109), posits that: "A shared vision is not an objective that must be reached" instead it is "A process that may take a long time to accomplish". Baxton and Breidlid (2004:23) state "... that if teachers have the necessary knowledge about the skills to teach, they will, can and will want to teach effectively, not withstanding how they position themselves within the HIV/AIDS discourse". Teachers have not undergone a process of change for transformational reform because they were never

trained to challenge their status quo regarding their classroom practice. Beare, Caldwell and Millikan (1993:152-154), cited in Singh and Manser (2000:108), posit that: “A school with a shared vision has a clearly defined intended direction and a strong sense of transformational leadership which help create a positive attitude towards change and development”. My understanding of transformational leadership is when teachers adopt a holistic approach towards a shared vision and mission for their school for curriculum development. Commitment, willingness, participation and the realization to transform are part and parcel of the broader curriculum of schools. All stakeholders have to be involved in transforming the school for the betterment of everyone.



In the light of my research, transformational leadership, which creates a positive attitude towards change and development, is needed. According to Taylor (1999:110) “ ... the new curriculum is directed towards achieving ..., creative and critical citizens leading productive, self-fulfilled lives in a country free of discrimination and prejudice”. The ‘ABC’ of a literacy programme, and one which encapsulates HIV/AIDS education, is directed towards the DoE’s value-based educational policy for transformational change. I placed my HIV/AIDS literacy programme in the context of Lubisi, Parker and Wedekind’s (1998:123-124) view that a holistic OBE system encapsulates transformational change, and the outcomes must integrate knowledge, skills and values of learners’ performances to evaluate their competence.

The curriculum based on an OBE philosophy provides a platform for a reciprocal classroom practice. According to Taylor (2005), cited in Barnes and Collett (2003:98):

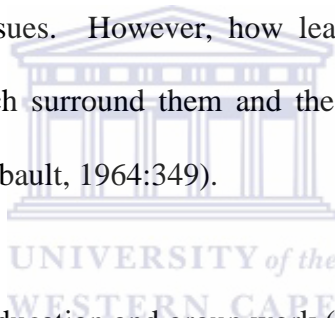
The school curriculum in any society embodies the knowledge, skills and attitudes that are considered important by the society, and which it would like to be taught in its schools and acquired by its young citizens. Taylor adds that the curriculum serves as focal point for intense contestation in general as the curriculum was seen as priority following the first democratic elections in 1994.

There are many different interpretations to curriculum. Schools are responsible for the construction of their own curriculum. The context of schools differ and it for this reason that all stakeholders of schools construct their curriculum. Curriculum as content is very important as teachers need to understand the knowledge they are teaching in relation to the learners' context. In light of my research the purpose and the interpretation of the curriculum is for the development of teaching-learning about HIV/AIDS and is of significance for my literacy programme. The curriculum, OBE assumes a learner-centred and an activity-driven approach which is a holistic approach. Dewey, cited in Archambault (1964:349), stated that the logic point of view assumes that development has reached a certain stage of fulfillment and neglects the process and considers the outcomes. For my research, it was imperative that I did not neglect the process through which learners would be guided to achieve a holistic approach. According to Eisner (1985:30-36) it is important to choose areas of content that learners will find meaningful and challenging as learners interests should be central in the curriculum.

Doyle (1986:366-374), cited in Collins, Insley and Soler (2001:22), posits that: "Educational tasks communicate what the curriculum is to students and meaning is seldom at the heart of the academic tasks they work on". In the light of my research, I perceived the context of learners' everyday lives to be imperative for my HIV/AIDS literacy programme. The

context of learners' everyday lives guided me to the kind of knowledge creation needed for my literacy programme.

Theorists have used different words for 'learners' own knowledge'. Bhola (1994) uses the term local knowledge, Freire (1972) uses the term people's knowledge and Taylor, et al (1999) use the term everyday knowledge. I use the term everyday knowledge in my research as this pertains to learners' relevant knowledge about themselves and their surroundings. It is important that themes are linked to learners' everyday life experiences and their everyday knowledge so that learning becomes meaningful to them and enables them to make informed decisions about HIV/AIDS issues. However, how learners operate " ... depend almost entirely upon the stimuli which surround them and the material they exercise themselves with" (Dewey, cited in Archambault, 1964:349).



My assumption was that peer education and group work (cooperative learning) were valuable stimuli towards the contribution of a learner centred-approach. Peer education should be a guided process by the teacher. Collett (2003:7) posits that " ... peer teachers play remarkable leadership roles as classroom teachers". Active participation of peer education and visualisation help learners to internalise messages. Dewey, cited in Archambault (1964:359), posits that " ... the teachers' part in the enterprise of education is to furnish the environment which stimulates responses and direct the learner's course." Teachers who collaborate and participate will generate knowledge and decision making abilities and provide the best catalyst for learners to express emotional and intellectual knowledge areas.

Peer education is important if we want to effectively engage in HIV/AIDS pedagogies.

A peer education approach has been applied in Mozambique:

Action Aid-Mozambique invited people living openly with HIV/AIDS to attend awareness-raising and training workshops in several countries, finding that first-hand account generally makes the issues of HIV transmission, positive living, and illness real to the participants (Holden, 2003:129).

In the light of my research, peer educators are imperative as they provide first-hand information which I, the teacher, cannot provide to my learners. Peer education allows learners to become educated by their peers. Curtis (1992:84) is of the opinion that the usefulness of peer-led education is meeting young people's needs and states that: "Peer-led education must be involving and participatory; for others it can involve showing videos and giving talks and this must be well structured and well supervised". I am of the opinion that peer education involves an interactive practice, collaborative and collegial process which aids in collective and joint decision making for peers. I invited a person with HIV/AIDS to do the peer education lesson in class (see Chapter Three, par 3.2.5). Peer education allowed for first hand information about stigmatisation which usually surfaces within the classroom discussions.

Christ, Siegel and Moynihan, cited in Devita, Hellman and Rosenberg (1992:323), state that: "Sexually transmitted diseases have always been stigmatized because they are widely regarded as being the result of sexual excess, low moral character, dirt and uncleanness". In the light of my research, it was necessary to include the notion of stigmatisation from a holistic perspective to the learners, to obtain a holistic outcome. OBE as philosophy was

discussed and the issue of assessment will be highlighted to obtain a holistic outcome for learners' perspectives pertaining to stigmatisation.

2.2.1 Outcomes-based assessment

A holistic “outcomes-based assessment focuses on the outcomes that learners demonstrate after learning; it assesses learners’ work to a set of criteria, and assessment is primarily in a formative and continuous way” (Lubisi, Parker and Wedekind, 1998:41). Teachers need to know when planning lessons, what knowledge, skills and values they want to assess before they decide how to assess learners. Learners should be made aware of assessment criteria before work is given to them as this will guide them to maintain appropriate outcomes.

Assessment has become a means through which learners are able to monitor their own development as active agents for change. Assessment focuses on the ability of learners to think critically and to use this ability sensitively in a working and a living society. According to Jeffery (2000), cited in Collins, Insley and Soler (2001:157), “ ... by learners reflecting, acting critically and through their experiences they may make contributions to the teaching-learning situation”.

An aspect of the curriculum framework is that “ ... assessment is no longer the task of teachers alone” (Lubisi, Parker and Wedekind, 1998:35-37). Peer education and peer-assessment can be used for assessment criteria for a critical pedagogical approach in literacy programmes. Peer education and peer-assessment are of significance for curriculum

development in my literacy programme. With peer education and peer-assessment, I obtained a holistic understanding of assessment criteria as this is the notion of the OBE framework for assessment.

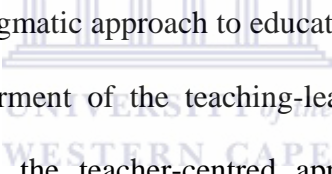
2.3 PEDAGOGY

Dewey, cited in Archambault (1964: xxvi), posits that “ ... one of the broad functions of education is to provide for cultural transmission and cultural renewal”. A critical pedagogy is essential for the development process of learners. My research process has taken me along a route where I discovered that Dewey’s pragmatic approach to education is best suited to guide the conceptual framework for my pedagogical approach. The pragmatic approach to education allows for the opposing educational approaches to be integrated.

Dewey’s (1902; 1915:17-40) view is that teachers need to integrate their subject-centred and learner-centred approaches to obtain a learning environment which is meaningful to learners. A subject-centred approach is whereby the teacher teaches subject matter to the child. Dewey, cited in Lubisi, Parker and Wedekind (1998:119), states this is a “ ... disciplined approach to teaching ... ”. A learner-centred approach is whereby the teacher facilitates the process of learning and the child is required to work by himself. However, if knowledge is developed in such a way that a learner knows the ‘why’, ‘what’ and ‘how’ of the appropriate theme, then this would be effective teaching, according to Dewey. In the light of Dewey’s view, a subject-centred (teacher-centred) approach is about discipline whereas a child-centred (learner-centred) approach is about freedom. With the subject-centred approach the

teacher exercises discipline and authoritative learning process whereas with the child-centred approach learners are facilitated or guided. Dewey's subject-centred (teacher-centred) and child-centred (learner-centred) approaches complement each other.

Many theorists have looked only at the negativities of the teacher-centred approach and not the positives that emanate from it. The negativities of the teacher-centred approach such as the instruction being autocratic and the learners regurgitating subject matter for exam purposes have overshadowed the positives of the teacher-centred approach. One positive attribute of the teacher-centred approach is the academic knowledge that teachers contribute to the teaching and learning environment.



My assumption of Dewey's pragmatic approach to education is that discipline and freedom can be integrated for the empowerment of the teaching-learning process. In the light of my research, discipline dominates the teacher-centred approach and freedom dominates the learner-centred approach but does not mean that it is excluded from one another. It is important that learners gain knowledge, skills and values during the teaching process and the facilitation process.

2.3.1 Critical pedagogy

For the development of my literacy programme, learners can only be left on their own to do a task, once they know the 'why, what and how' thereof. Once learners know the 'why, what and how', a learner-centred approach can be implemented, to allow for learners' input and the

teachers' facilitation of the learning process. In other words the learners need to know the purpose (why) and the nature of the activity (what) and the manner (how) of doing.

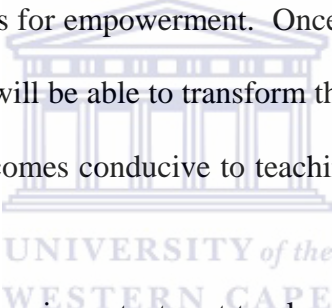
A critical pedagogical framework focuses on empowerment and learning. According to Nieto (1999), cited in Collins, Insley and Soler (2001:40), "... critical pedagogy and empowerment" are firmly interrelated concepts and approaches. Bhola (1994:16) raises the view that practice is improved through inter-learning; teachers are both teachers and learners in the process of a critical pedagogy. Dewey, cited in Archambault (1964), supports the view of Bhola (1994) that the teaching-learning process should be seen as an alternative educational approach for teachers as it should serve as a means for empowerment. It is important that I learn from my learners if I want to improve my own classroom practice and in the process become critically aware of learners' curriculum needs. According to Nieto (1999), cited in Collins, Insley and Soler (2001:39):

Critical pedagogy is an approach through which students and teachers engage in learning as a mutual encounter with the world. It is a link between learning and empowerment. Critical pedagogy also implies praxis that is, developing the important social action that is the backbone of a democratic society, and learning to use them to help alter patterns of domination and oppression.

With a critical pedagogical approach empowerment, building relationships and individual consciousness of the learners' and teachers are relevant to the context of HIV/AIDS literacy programmes. In the light of Nieto's view, critical pedagogy forms the basis to a democratic society and it is for this reason that I perceive it to form the basis of education. Within a democratic society a critical pedagogy would be most suitable as learning for empowerment is strongly emphasised. Critical pedagogy would be most appropriate to apply to my

research as learning forms the backbone of democracy. After learners were exposed to critical pedagogy they understood and demonstrated HIV/AIDS issues from a broader perspective.

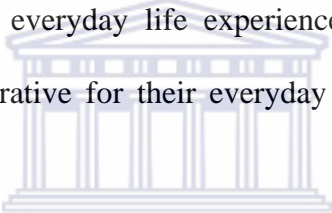
Shor (1992), cited in Collins, Insley and Soler (2001:40) posits that a “ ... critical pedagogy begins with the assumption that no curriculum can be truly neutral”. All curricula are somewhat biased to the ruling party of a particular country and this lends itself to investigation. I agree with Shor (1992) that teachers need to take responsibility for their actions to develop a critical stance to bring about change for their practices. Teachers should see themselves as change agents for empowerment. Once teachers see themselves as change agents for empowerment, they will be able to transform their educational practices to such an extent that the environment becomes conducive to teaching and learning. Bhola (1994:178) posits that:



Teachers have an important part to play. They bring curriculum alive in the lives of learners; they make programme generative, bringing changes to the lives of people beyond the classroom. They won't be able to do this unless they are encouraged and assisted.

Teachers need to empower learners about HIV/AIDS issues through a critical pedagogy as this will enable them to make informed decisions about their lives. Cummins (1996) cited in Collins, Insley and Soler (2001:44) views “ ... the role of teachers as crucial in developing a critical pedagogy”. In the light of my research, with an interpretive approach and working towards a critical pedagogical approach, I can act as the change agent bringing about individual consciousness and awareness to my learners which in turn will make them active agents for their own learning process.

In this way, curriculum can provide what Guzman (1992), cited in Collins, Insley and Soler (2001:46), has referred to “ ... as cognitive empowerment, encouraging learners to become confident, active and critical thinkers who learn to think about their background experiences as important tools for further learning”. According to Nieto (1999), cited in Collins, Insley and Soler (2001:40) “ ... learners have the opportunity to view situations and events from a number of viewpoints, and when they begin to analyse and question what they are learning, critical thinking, reflection and action are prompted”. I support the view of Cummins (1996) cited in Collins, Insley and Soler (2001:44), that teachers as the change agent are “... crucial in developing a critical pedagogy” as teachers can do this by motivating and encouraging learners for a critical involvement for everyday life experiences. Learners’ thoughts and actions regarding HIV/AIDS are imperative for their everyday life experiences. Dewey (1902:11) posits that teachers should:



Abandon the notion of subject-matter as something fixed and ready made in itself, outside the child’s experience, cease thinking of the child’s experience as also something hard and fast, see it as something fluent, embryonic, vital and then realise that the child and the curriculum are simply two limits which define a single process.

I am of the opinion that as the change agent, I should develop a critical pedagogy which will enable me to socially and critically involve all learners in my classroom practice in order for them to make informed decisions about HIV/AIDS issues.

According to Banks and Banks (1995), cited in Collins, Insley and Soler (2001:41), “... learners merely try to fit into an unjust society when teachers challenge their pedagogies rather than to challenge the injustices that under gird society”. Due to the assumption made by Banks and Banks (2001:41) cited in Collins, et al (2001:41), I believe that learners who are exposed

to a critical pedagogy will be more empowered to voice their opinions and enter into dialogical relationships with broader networks of society. The Freirean (1972) approach made me question both the teacher-centred and learner-centred approaches and to what extent they were useful for the liberation and empowerment of learners.

2.3.2 Teacher-centred pedagogical approach

For my teacher-centred pedagogical approach, I based my conceptual framework on the subject-centred approach of Dewey, (1902; 1915:17-40). The teacher-centred approach is the traditional approach to education. Freire (1972: 45-56) sees the teacher-centred approach as the ‘banking’ concept which resists dialogue. According to Nieto (1999), cited in Collins, Insley and Soler (2001:39), “... the opposite of a critical or empowering pedagogical approach is the banking educational pedagogical approach” of Freire. Freire’s (1972) notion of a teacher-centred approach is that learners learn to regurgitate, passively accept the knowledge they are taught and dialogical relationships are not formed.

A teacher-centred pedagogy is content-focused with little reference to the relevant context of learners’ lives with regard to the text (Lubisi, Parker and Wedekind, 1998:116-119). This is a one sided approach instituted by the teacher whereby the teacher decides on the generative theme, and it is usually not relevant to learners’ lives. The teacher-centred approach is merely charged with the static duty of handing on to each new generation a relatively fixed body of subject-matter (Dewey cited in Archumbault, 1964: viii). In the light of Dewey’s view the weakness does not lie in dictating or regurgitating of definite subject matter to

learners; it lies in the weakness of teachers to use their own initiative and imagination with regard to their practice. I perceive this notion of Dewey as an everyday reality, and I believe that dictating or regurgitating definite subject matter is not essential for development of learners.

The lack of teachers to use their own discretion and imaginative skills in their classroom practice for improvement purposes for curriculum development is not withstanding. However, Dewey does not see the teacher-centred approach as a complete regurgitation of knowledge and learners as passive receptors of knowledge. According to Taylor, et al (1999:143) “ ... whole class teaching in which the teacher dominates the interaction, can be a most effective way of engaging learners in acquiring knowledge” for conceptual development. In the light of my research, it is imperative that I as the teacher take the initiative for my teacher-centred approach about HIV/AIDS issues. This will allow my learners to engage in lessons and to build a trust relationship whereby they accept academic knowledge.

Cummins’s (2000:37-40) view of academic knowledge falls in the framework of Dewey’s subject approach, which has as its basis that teachers are the transmitters of academic knowledge. Even though learners do have everyday knowledge of their different subject matters, they do not have sufficient academic knowledge required to sustain their learning environment to enable help them to make informed decisions about their daily experiences regarding HIV/AIDS. Goodlad (1984:123) states that:

Teacher-centredness is whereby the teacher is the central figure in determining the activities as well as the tone, of the classroom. The teacher is virtually autonomous with respect to classroom decisions selecting materials, determining class organisation and choosing in structural procedures.

According to Dewey's notion a teacher-centred approach is not about the noisiness or the quietness of a classroom or the teacher setting the tone, as Goodlad (1984) states. Dewey, cited in Archambault (1964:xxvii), sees the teacher as the agent who is chiefly responsible for this highly complex process of education. I believe that Dewey's view of the teacher as the one responsible for setting a successful environment for learning and for prompting the development of ideas in the learner is true as the teacher is the one who stimulates and challenges learners' thinking. In the light of my research, it is important that I stimulate learners' ideas regarding HIV/AIDS by using an interactive approach. Stimulating learners' ideas will enable them to understand HIV/AIDS issues from a broader perspective. The teacher as authority can guide the learners to greater development knowledge about HIV/AIDS.

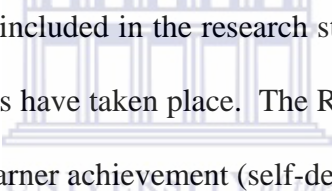
As the teacher is the academically knowledgeable one, teaching and learning can be developed systematically. In the light of Dewey's view learners' everyday knowledge should not form part of abstract teaching-learning. Learners' everyday knowledge should form an integral part of their development as it is relevant to their everyday experiences. Freire's (1972:47) view that the teacher is a communicator who 'makes deposits' and by which learners 'patiently receive and regurgitate' falls in the framework of Goodlad (1984). The teacher is the knowledgeable one and learners are not challenged to participate during lessons. In this regard Dewey, cited in Archambault (1964:7), somehow agrees with Freire

(1972) that the teacher may come across as the one imposing knowledge, whilst Dewey feels that the possibilities available for teachers to transmit knowledge demands greater imaginative insight. A general assumption of a teacher-centred pedagogical approach is that very little participation for dialogical relations between learners and teacher would take place.

Dewey, cited in Archumbault (1964:15), suggests that what children learn at a given age should not be viewed as static and that their purposes and interests are part of a continuous cycle of cultivation and development. However, if the facilitation strategy is static it requires that teachers must have imaginative insight to reflect on their pedagogical approach or stand the risk of being reluctant to create new knowledge. Teachers must have the ability to recognise that to reflect on their practices could lead to greater educational achievement in teaching about HIV/AIDS. An inflexible approach to pedagogy leads to barriers in educational development and creates a culture of silence. An inflexible approach is not a transparent approach to pedagogy and it is difficult for learners to develop. According to Freire (1972:61), “ ... men are not built in silence, but in word, in work and in action-reflection”.

With my research, I opted to use the word ‘silence’ as most of the learners felt culturally trapped in HIV/AIDS issues. According to Feire (1972: 64-65) anti-dialogism is a sign of hopelessness which in itself is a form of silence. Anti-dialogism is a practice which discourages participation and expression of opinion. My view of anti-dialogism in classroom practice is that little awareness or consciousness of learners occurs. With anti-dialogism

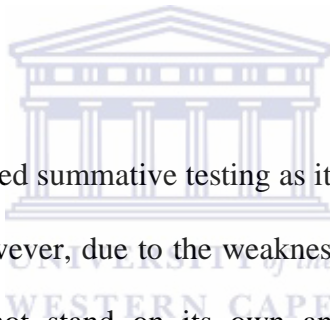
little critical thinking occurs and the idea of not knowing and not being consciously aware, poses a barrier to learning. Anti-dialogism may stagnate cognitive development and learners may feel dehumanised, hopeless and silenced towards life sustaining issues about HIV/AIDS. The view point of Gallas (1998), cited in Collins, Insley and Soler (2001:109), is that: “Silence could be problematic in such a way that learners may be silenced throughout their entire education”. The view that you know, but do not know how to communicate logically especially where learners are not being taught in their mother tongue, can also lead to anti-dialogism about HIV/AIDS issues. This in it self creates a ‘wall of silence’ for learners and very little education and self-development then take place.



Assessment criteria have been included in the research study to ascertain whether education and self-development of learners have taken place. The RNCS-Grades R-9 Languages (DoE, 2002:3) was used to evaluate learner achievement (self-development).

I believe that assessment criteria are primarily determined by the type of pedagogical approach that is favoured by teachers. Teachers who are in favour of a teacher-centred approach would opt for the summative assessment approach whereas the teacher who is in favour of a learner-centred approach would opt for a formative approach. In the RNCS-Languages (DoE, 2002:126) it is stated that “... summative assessment gives an overall pictures of learners’ progress at a given time, for example, at the end of the term or year, or on transfer to another school”. I believe that with summative assessment teachers have some indication of learners’ academic achievements at a given time.

One of the key weaknesses of summative assessment is that the approach focuses on input by teachers and textbooks (Lubisi, Parker and Wedekind, 1998:22). Summative assessment (teacher-centred approach) compares the learning of learners against norm and assessment standards used primarily in a summative way. Summative testing in the teacher-centred approach is limited in that it does not holistically assess learners' development. Learners are taught subject matter with the aim to memorise and regurgitate for test purposes. Summative assessment is restrictive regarding a developmental approach to learners' development of knowledge, skills and values. "A teacher-centred approach ignores the moral thinking and minimises the child's individual peculiarities, whims, and experiences" (Dewey cited in Archumbault, 1964:8).



In the light of my research, I used summative testing as it helped me with my teacher-centred approach (stage one). It is however, due to the weaknesses of summative assessment that a teacher-centred approach cannot stand on its own and that a learner-centred approach formative assessment compliments the teacher-centred approach to assess the learners holistically. The RNCS (Languages) (DoE, 2002:126) states that: "... formative assessment monitors and supports the process of learning and teaching and is used to inform learners and teachers about learners' progress so as to improve". Formative assessment provides learners with the opportunity to develop their knowledge, skills and values about sensitive issues such a HIV/AIDS. For my research it was imperative that I included both summative assessment and formative assessment. Continuous assessment which includes both summative assessment and formative assessment helped me to assess learners' progress over a continuous period of time.

2.3.3 Learner-centred pedagogical approach

For my learner-centred pedagogical approach, I based my conceptual framework on the child-centred approach of Dewey (1902; 1915:17-40) and Freire (1972). Freire (1972) sees the learner-centred approach as the ‘problem-posing concept’. For both Dewey and Freire, the learner-centred approach is as an educational approach of empowerment. In the light of Dewey and Freire’s views, an educational approach of empowerment draws on creating individuals who are free from their oppressors to make informed decisions about their everyday lives. Dewey’s view, cited in Archambault (1964:xxvi), of the learner-centred approach is that since democracy receives its motivation from creative individuals, the contribution of education to the society consists in the development of free, dialogical relationships as imperative for an unjust situation to be transformed. An unjust situation operates where there is a lack of emancipatory dialogue. In the light of my research, it is important that learners engage in emancipatory dialogue, as this would enable them to communicate freely and openly about HIV/AIDS issues with their peers. Emancipatory dialogue would promote cognitive development which in turn would empower learners to make informed decisions.

Although Dewey and Freire agree on the notion of empowerment for a learner-centred approach, their logic as to how they get to the notion of empowerment have different conceptual meanings. Freire’s notion of empowerment is that dialogical relationships are the cornerstone for empowerment in classroom practice. It is through dialogical relationships that everyday knowledge is created. In the view of Winter (1989), and McNiff and

Whitehead (2002:3) it is through dialectic critique that we understand dialogical relationships that exist in classroom practice. An example of a dialectic critique in classroom practice was when I engaged with learners regarding their context about HIV/AIDS issues. Learners and I questioned and evaluated our thoughts without taking statements and assumptions for granted. Through this discussion I formulated my topic for my literacy programme pertaining to the 'ABC' of HIV/AIDS.

Through dialectic critique, I was able to tap into the context of learners' lives with regard to HIV/AIDS. I was of the opinion that with a dialogical relationship approach teachers will be able to challenge and address learners' problems concerning HIV/AIDS. Dewey, cited in Archambault (1964:349), states that "... 'new education' is in danger of taking the idea of development as too formal and empty". My view on Dewey's 'new education', is that a child can only be left on their own to discover once they have the basic skills or background knowledge to guide them. I support the view of Dewey that with a learner-centered approach, learners are responsible for their own self development. This I believe is not developmental growth as learners will be unable to complete task or use their own initiative for lifelong issues. Dewey, cited in Archambault (1964:349), states that the child is "... to think things out, or work things out for himself/herself, without being supplied any of the environmental conditions which are prerequisite to start and guide thought". Dewey sees the teacher with her method of facilitating as the primary link to a learner-centred approach.

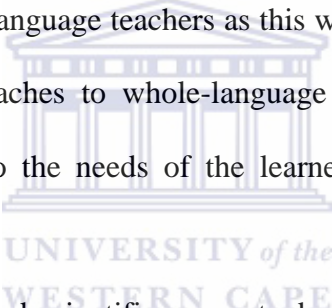
Although Dewey and Freire's conceptual understanding for the learner-centred approach are from different educational spheres, both are imperative for the empowerment of classroom

practice. In the light of my research, the application of the method of dialogical inquiry that I use to give learners direction is imperative for an empowered classroom practice in HIV/AIDS.

When learners challenge and address their problems, a change reaction takes place. With a learner-centred pedagogical approach learners are part of the process of change. Arousing consciousness and awareness is a critical intervention for change to take place. Becoming conscious (Smith, 1976:2) and how this consciousness arises is a very important act for empowerment (Dewey, cited in Archambault, 1964:349). Teachers facilitating a learner-centred pedagogical approach should be able to tap into the whole person, enabling and helping learners and teachers to break the 'wall of silence' surrounding HIV/AIDS related issues. This will add to the empowerment of teachers and learners. According to Gallas (1998), cited in Collins, Insley and Soler (2001:109), "... the topic of silence has often been problematic". The notion of silence is strongly related to disempowerment and it can stop the action of social discourse. Dewey's view of facilitation, cited in Archambault (1964:348) and Freire's view of a dialogical approach, both fall within the framework of empowerment. In the case of Dewey, it is freeing the life-process for personal development and in the case of Freire, a learner-centred approach should be seen in the light of empowerment as this would allow for conversations to become part of everyday learning experiences. Waghid (2001a:2) posits that: "Dialogism is a constitutive rule for social action through which the lives of people can be liberated". In the light of my research, it is imperative that learners, through the act of social interaction, become liberated about HIV/AIDS issues. Social interaction includes the processes of guiding and communicating for empowerment.

2.4 LANGUAGE

Language is the method by which we communicate and express ourselves. According to Edelsky cited in Cummins (2000:89) “ ... the importance of a whole-language pedagogical orientation promotes reading and writing for authentic purposes”. Edelsky’s notion of whole-language pedagogical orientation allows teachers to reflect on their pedagogical approach so that they can find an appropriate approach for facilitating language lessons. Dewey, cited in Archambault (1964:213), shares the view with Edelsky that teachers need to reflect on their pedagogical grounds for a whole language approach. Reflecting on language practices should be integral to language teachers as this would always allow them to look for alternative and creative approaches to whole-language teaching. Furthermore, teachers’ language should be adapted to the needs of the learners. Vygotsky (1998:48), cited in Cummins (2000:60), states that:



Spontaneous and scientific concepts, both language and literacy are viewed from a social context. Interactions with knowledgeable members of their social groups enable children to internalise cultural tools such as language and literacy.

As I have mentioned it is important that teachers facilitate lessons with learners’ everyday knowledge so that they can intrinsically be fulfilled, as this enhances participation. According to Halliday’s model (1995:9), cited in Cummins (2000:82), “ ... language relates systematically to meaning and to the context in which it is used”. Basic language principles should be taught to improve language proficiency through interactive classroom lessons. According to Lubisi, Parker and Wedekind (1998:59) language should be approached holistically for learners to use for practical purposes. In my opinion a holistic approach

integrates learners' local knowledge and academic knowledge for lifelong learning. In the light of Lubisi, Parker and Wedekind's (1998:59) view, I agree that a holistic approach to language teaching and learning would provide learners with broader perspectives to real life issues.

It is because of pedagogical approaches that language paradigms occur between teachers and learners, and through which discourse is being constructed. In order for contextual support to contribute to academic language learning and social discourse it must start with the learner's background knowledge both about content of a lesson and forms of learning that are expected (Cummins, 2000:82). I support the view expressed by Cummins (2000:82) that learners bring along community-based literacy, basic knowledge which integrate into classroom practice for discourse to be constructed. Cognitive skills are generated to a less significant extent between social interactions than school-based academia (Cummins, 2000:74). Piaget's theory of cognitive development, cited in Cummins (2000:63), explicitly recognises that student's "... out-of-school experiences contribute significantly to educational difficulties". I perceive classroom practice and out-of-school interactive relationships to jointly empower learners towards holistic educational emancipation in HIV/AIDS issues.

"Language is humankind's uniquely flexible and intricate system of communication," (Bhola, 1994). I perceive a teacher-centred approach and a learner-centred approach as communication processes open to teachers to use in their classroom practice. Dewey (1902; 1915:17-40) uses a pragmatic educational approach that aims at linking the two pedagogical

approaches. It is therefore important that language teachers reflect on the flexibility in their approach, as well as focus on the communicative aspects of language for an appropriate pedagogical approach in teaching HIV/AIDS.

With OBE the practice of language teaching is about establishing a creative and imaginative environment in which teaching occurs. In the RNCS-Grades R-9 Home Language (DoE, 2002:3) languages is central to our lives because it “ ... promotes personal development and it creates a lifelong learner”. In the RNCS-Grades 10-12 Home Language (DoE, 2002:17-18) it is stated that:

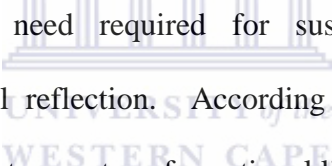
Through effective listening and speaking strategies, learners collect and synthesize information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognize values and attitudes embedded in texts and to challenge biased and manipulative language.

It is through language that communication and understanding are developed for researching HIV/AIDS education. I perceive language to be key in the way that we understand, share ideas, negotiate meaning and construct knowledge pertaining to HIV/AIDS issues. Hall (1998), cited in Collins, Insley and Soler (2001:206), states that: “Language is the vehicle for identifying, manipulating and changing power relations between people”. Languages thus develop and change our identities and knowledge, skills and values. Harley, cited in Lubisi, Parker and Wedekind (1998:59), states that:

The holistic approach of English emphasises the learners’ ability to use the language for practical usefulness and on teaching English across the curriculum and efforts should rather be concentrated on making English a worthwhile and relevant subject in the emerging new social order ...

My notion of English is that it should be holistic and integral to the curriculum being practiced. Language should be an important aspect of the curriculum as we are challenged with language issues everyday, be it sociably, politically or economically. Hall (1998) cited in Collins, Insley and Soler (2001:207) states that “ ... critical literacy is politically, educationally and pedagogically important and therefore ought to have a role in all stages of schooling”. Within my HIV/AIDS literacy programme, I had to be conscious of the political, educational, pedagogical and political implications as these are connected to critical literacy for empowerment (see Chapter Four).

2.4.1 Critical Literacy



Critical literacy is a basic need required for sustaining knowledge development, empowerment and pedagogical reflection. According to Bhola (1994:33) “ ... critical literacy also known as emancipatory or transformational literacy is a radical literacy”. Freire, cited in Bhola (1994:33), states that:

The relationship between reading and doing, that is, between literacy work and empowering work, and thus transforming by conscious, practical work, for me, this dynamic movement is central to the literacy process.

I opted for critical literacy which is a form of empowerment for individuals and social transformation (Egbo, 2000; Freire, 1970; and Bhola, 1994) for my HIV/AIDS literacy programmes. Freire’s (1972:85-86) view of critical literacy is increasing consciousness, becoming more fully human and liberated (Smith, 1976:2). I am of the opinion that critical literacy programmes is imperative for my reflective action regarding my pedagogical

approach. With critical literacy, dialogical actions increase consciousness and awareness of learners and teachers. According to Ariyarante, cited in Bhola (1994:26), “ ... literacy is a part of the ‘Awakening of the people’ ... and is necessary to build a critical mass of consciousness”.

With a critical literacy approach learners would become critically aware of HIV/AIDS issues which are unfamiliar to them. According to Bhola (1994:37) “ ... the awareness component of literacy is very important among learners in regard to their social, cultural and political life”.

According to Hall (1998), cited in Collins, Insley and Soler (2001:204), “ ... critical literacy challenges the notion that the text stems from the creative powers, imagination, inspiration and personal vision of the individual author”. Hall (1998) and Dewey, cited in Archambault (1964:349), share the view that the mind is challenged by imaginative and creative stimuli derived from a wide range of experiences which adds to the whole spectrum of language development. I support the views expressed by Hall (1998) and Dewey, cited in Archambault (1964:349), who posit that critical development is derived from stimuli through imagination and creativity. A holistic approach is needed for critical language development for my literacy programme. This will enable me to promote language proficiency within my HIV/AIDS literacy programme.

2.4.2 Human rights and critical literacy programmes

In 1966, the General Assembly of the United Nation adopted The International Covenant on Economic, Social and Cultural Rights (ICESCR). Article 13 of the Covenant specifically recognised the right to education as a second-generation human right, which includes the right to free and primary education. The Covenant was signed by South Africa in 1994 and the right to education was subsequently guaranteed in Section 29 of the Bill of Rights in Chapter Two of the Constitution of South Africa Act 108 of 1996. According to Section 7(1) of the Constitution the primary function of the fundamental rights in the Bill of Rights is the promotion the democratic values of dignity, equality and freedom. In accordance with the Bill of Rights one of the main aims and objectives was to further democratisation by eradicating illiteracy amongst South Africans as literacy is a human right. Critical literacy is a human right and a form of liberation. Teaching literacy programmes will allow all South Africans to become full members of their communities.

Literacy programmes have been a top priority for global networks since 1966 which lead to the Education For All policy (EFA) in 2000. According to the South African Assessment Report on EFA (2000) to promote a greater equality amongst South Africans was to implement critical literacy programmes. Adult Basic Education and Training (ABET) has been on the education agenda since 1996 and promotes critical literacy programmes. In 1996 ABET contributed towards 90,000 adult learners in South Africa with regard to their human rights.

2.4.3 Literacy programmes

Cummins (2000:66) view is that it is important to place the literacy programme in an appropriate context of interpretation and to define some of the terms associated with it. Thus, we are talking about the nature of language proficiency in a broader sense that is required to function effectively in this particular context.

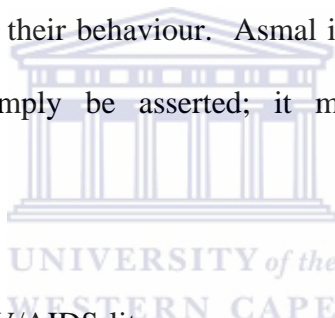
In the light of my research, literacy programmes of empowerment were relevant to the context of HIV/AIDS issues. According to Hata, cited in Bhola (1994:27), “ ... literacy is not just about teaching how to read and to write but it is providing opportunities for people to protect themselves”. When literacy programmes are contextualised, it affects learners intrinsically and allows for critical thinking. A critical literacy programmes in the view of Cummins (2000) takes on an appropriate context which would allow for communication, awareness and consciousness to develop within us. Critical thinking and literacy programmes should be seen as a link to ‘behavioural understanding’ pertaining directly to the context of my lesson plans which dealt with HIV/AIDS and which serve to empower learners and myself.

According to a case study done in Malawi, cited in Holden (2003:172), “ ... ‘behavioural understanding’ is about attitudes and understanding about HIV/AIDS issues”. I perceive ‘behaviour understanding’ to be imperative for my ‘ABC’ literacy programme, as this allowed learners to gain a broader perspective of what the impact of HIV/AIDS has on us. ‘Behaviour understanding’ cannot be accomplished or gained over night; it is a complex process that we all need to understand before we make irrational decisions about HIV/AIDS

issues. With a critical literacy programme which includes 'behaviour understanding' of HIV/AIDS at high school level, I perceive the risks of learners contracting the disease to decrease.

2.5 HIV/AIDS EDUCATION AND LITERACY

HIV/AIDS education could serve as a means of nurturing a culture of sexual and social responsibility among high school learners. Asmal in the Manifesto (2001:8-9), states that instilling values and democracy into our education system would help learners to become accountable and responsible in their behaviour. Asmal in the Manifesto (2001:8-9), further states that values cannot simply be asserted; it must be debated, negotiated, and communicated in schools.



According to Hicks (2004) HIV/AIDS literacy programmes have been implemented in Life Orientation lessons in Grades 8 and 9. There was a paucity in HIV/AIDS education at the time of my research at high school level, however, today the new FET Curriculum makes provision for Life Orientation as a compulsory subject which provides learners with life skills. At the time of my research there was generally no hard evidence to show that school-based HIV/AIDS education has been put into place for high school learners. Collett (2003:7) states that “... effective HIV/AIDS education needs to challenge deeply held personal and societal values that perpetuate practices and attitudes which spread the disease”. I focused on HIV/AIDS education at high school level for two reasons: the ambiguity surrounding the understanding of HIV/AIDS and the role of pedagogies as transformative tools to affect

behaviour. The former is about the role that culture plays in norms and value attachments to behaviour while the latter is about critiquing assumed knowledge.

“Whilst some young people may value and respect their teachers it should never be assumed that teachers themselves feel well equipped to educate about HIV/AIDS” (Curtis 1992:85). An effective pedagogical approach is where both teachers and learners together create an understanding about the appropriate knowledge, skills and values required to treat HIV/AIDS as a sensitive educational process. Education and training need to provide guidance on ways of alleviating stigmatisation (Curtis, 1992:85). He continues that HIV/AIDS education should be provided in an integrated and multi-disciplinary pedagogical approach. I support the view of Curtis (1992) that “... we cannot wait for an effective vaccine or drug ... strategies of risk reduction are required and must be directed at education; education of both the sexually active and pubertal population” (Medical Management of HIV and AIDS, 1996:250). The question is to ascertain how education can become a means of empowerment in educating about HIV/AIDS.

I looked at the ‘ABC’ as a programme for pedagogical reflection. Across South Africa condoms are used as a preventive strategy for HIV/AIDS. However, the curriculum should look at the ‘ABC’ tri-partite diagram as an inclusive preventative strategy. Uganda was the first country to introduce the ‘ABC’ model for combating HIV/AIDS, and offers an impressive starting point for the rest of the world (www.Kaisernetwork.org). The ‘ABC’ (‘Abstinence’, ‘Be Faithful’ and ‘Condomise’) preventative model of Uganda has had success in lowering HIV/AIDS prevalence rates. The heart of the story for Uganda is

behavioural change. The behaviours are often included under a comprehensive ‘ABC’ approach (USAID, cited in www.Kaisernetnetwork.org).

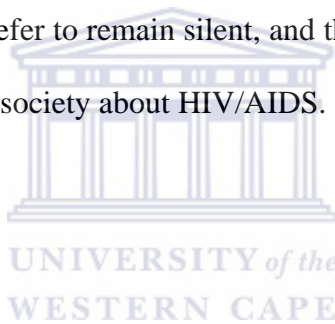
Too much emphasis is placed on condoms neglecting the other two legs of the tri-partite diagramme. According to Christ, Siegel and Moyniban, cited in Devita, Hellman and Rosenberg (1992:321), “ ... even with condoms there are no guarantees; a small risk of infections is always present”. The use of condoms can directly prevent cases of HIV transmission. However, “ ... condoms can only be seen as an immediate short-term programme for AIDS prevention” (Holden, 2003:67). To implement an effective intervention programme five sustainable principles are suggested: “ ... empowerment, competence to engage in effective problem solving, participation and relevance (context of learners’ lives) and critical consciousness” (Essex, Mboup, Kanki and Kalengayi, 1994:518). I perceive the five sustainable principles to be part and partial of a behaviour change preventative strategy as this will allow learners to make informed decisions pertaining to HIV/AIDS issues.

The medical books (The Aidscom Project, The Moral Economy of AIDS in South Africa and AIDS in Africa) came up with the notion of behavioural change as a preventative strategy. Behavioural change will allow people to see HIV/AIDS from a different perspective and promote healthy lifestyles. “Awareness raising should be about health education and also to facilitate an open and supportive environment” (Holden, 2003:128). A case study done in Malawi, cited in Holden (2003:172), indicated that a long-term change in attitudes and understanding is more important. “Changing behaviours in any society is neither simple nor

likely to be rapid, major changes have been achieved through facilitation by education” (Essex, Mboup, Kanki and Kalengayi, 1994:509). Facilitation by education is a guided process to allow for communication about HIV/AIDS issues.

I have suggested that a ‘wall of silence’ is generally attached to the HIV/AIDS disease. This permeates throughout culture and communities and can thus be viewed as a form of oppression upon those who are HIV/AIDS positive. In this regard, I believe that Freire’s view, cited in Grundy (1987:106), on the oppression of the ‘culture of silence’ can be used to explain the ‘wall of silence’ in HIV/AIDS. People who suffer of HIV/AIDS are afraid to speak about their illness and prefer to remain silent, and this in some ways coincides with the silence imposed by culture and society about HIV/AIDS.

2.6 CONCLUSION



Some of the key arguments which have evolved from the international literature review on HIV/AIDS education and literacy programmes are that too little are being done for the alleviation of HIV/AIDS with regard to education and literacy. When I started my research in 2003, the WCED had no HIV/AIDS literacy programmes in place and there were no guidelines to follow a meaningful pedagogical reflection on HIV/AIDS education (see Chapter One, par 1.1). However, since 2006 the situation has changed as the DoE has put a new FET Curriculum in place whereby Life Orientation is a compulsory subject.

The literature emphasises ‘condomising’ as a primary literacy approach while no meaningful literacy programmes exist that cover the ‘A’ and ‘B’ concepts respectively referred to as ‘abstinence’ and ‘be faithful’ (see Chapter Four, par 4.1). I used the phrase ‘behavioural understanding’ as an alternative to ‘be faithful’.

The literature review served as the ‘map’ of the terrain. It was important to integrate my study into a larger conceptual framework to acquaint myself with widely accepted theoretical positions and the most recent debates.

The next chapter addresses methodological issues.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the research methodological process and research related experiences and difficulties, which I encountered in this study. I employed a qualitative methodological paradigm so that I could evaluate and critically reflect on how to improve my classroom practice within a framework of an HIV/AIDS literacy programme.

This study was an in-depth exploration of my own classroom practice as teacher at a high school in the Western Cape. A key goal of the research was to focus on improving my pedagogy by using action research as a qualitative research design for the development of an HIV/AIDS literacy programme in a Grade 11 class. Action research has been an appropriate research design as it allowed me to act as a change agent, using the participation with my learners as a necessary requirement for reflection and pedagogical change and action.

The action research process consisted of two stages: the first stage followed a teacher-centred pedagogical approach and the second stage followed a learner-centred pedagogical approach. I used these two approaches so that I could reflect on and change my classroom practice.

My objective for using a literacy programme was to evaluate understandings of my classroom practices through a two stage pedagogical reflection involving the learners and

myself as the teacher. I used a range of assessment instruments for recording and reporting throughout the research process to enable me to evaluate my classroom practice.

3.2 METHODOLOGY

A methodological paradigm is either situated within a qualitative or quantitative framework. This is, due to the fact that different research methodologies require different ways of researching, interpreting, analysing, and evaluating data.

3.2.1 Methodological paradigm

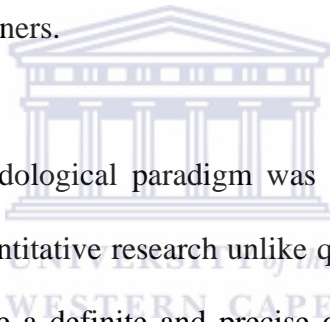
Paradigms may be defined as:



Frameworks that function as maps or guides for scientific communities, determining important problems or issues for its members of address and defining acceptable theories or explanations, methods and techniques to solve defined problems (Usher, 1996 cited in Middlewood et al., 1999:12).

In the light of Usher's view (1999:12), I agree that paradigms serve as a basis to investigate certain problems for research. A paradigm shift usually occurs when the existing paradigm is replaced by a new paradigm. This research investigates the importance of both a teacher-centred pedagogical approach and a learner-centred pedagogical approach for the implementation of an HIV/AIDS literacy programme.

A qualitative research methodological paradigm was employed for this research because of its association with the context and time of social structures (see Chapter One, par 1.6). A qualitative research approach allowed for the analysing of descriptive and sensitive issues of HIV/AIDS. It allowed for the complete understanding of humans within their social context. Qualitative research “ ... are the happenings organised in patterns of social organisation and learnt cultural principles for the conduct of the everyday life – how, in other words are people in the immediate setting constantly present to each other as environments for meaningful actions ...” (Mahlomaholo and Nkoene, 2002:72). As the research dealt with the interpretation of real life issues, the qualitative approach assisted me in obtaining insight and in-depth information of my learners.



A quantitative research methodological paradigm was not suitable for the research, as it usually quantifies results. Quantitative research unlike qualitative research is particularistic, enabling the researcher to have a definite and precise outcome to literacy problems. The outcome of this kind of research is more control orientated. Validity is a prerequisite of quantitative research whereas qualitative research combines a number of integrated commonalities (See Chapter One, par 1.6). According to Bogdan and Biklen (1982:29)

“ ... quantitative techniques have been able to show by means of pre-and post-testing that changes occur”. A quantitative research would have restricted me from becoming aware of my own limitations in my classroom. The classroom context in which I found myself could not be calculated numerically.

3.2.2 Research design

The framework of my research design was structured around my underlying conceptual understandings, which enabled me to become aware of my own limitations in my classroom. In other words, the research design assisted me to address the research problem which has been identified as: On what pedagogical grounds can I engage in a reflective action to adapt my classroom practice to teach an HIV/AIDS literacy programme more meaningfully? I used action research as a research design for the improvement of classroom practice.

Action research is a qualitative research design, which recognises the necessity of relevance of ethnographic observation of interpretative concepts for the improvement of classroom practice. According to Tripp (1990:159) educational action research “... is the identification of strategies planned action which are implemented, and then systematically submitted to observation, and reflection and change”.

According to Hopkins (1985) and McNiff and Whitehead (1988) “... action research is a form of strategic action aimed at improving a particular social practice such as teaching”. Action research is described as a self-reflective stance to allow for transformation (Hopkins, 1985:50). I focused on action research as a way of improving my pedagogy for the purpose of an HIV/AIDS literacy programme. According to Stenhouse (1975:165) “... it is difficult to see how teaching can be improved or how curriculum proposals can be evaluated without self-monitoring on the part of the teacher”. In light of the views of Stenhouse (1975), Hopkins (1985) and McNiff and Whitehead (1988) it was important for me to follow a

systematic and subsequent reflective approach for a critical evaluation of my research. The whole concept of action research allowed me to look at my practice in a more meaningful way.

With action research, I aimed to adapt my classroom practice from a normative to an open and adaptive pedagogical approach. The normative approach includes the teacher as the central role-player in transmitting knowledge, whereas with an open pedagogical approach learners are guided through a process of facilitation. According to Holly cited in Zuber-Skerritt (1991:36), “ ... action research is seen as a process of innovation, change and problem solving”. In the light of the view of Holly, I aimed to adapt my pedagogical approaches with hope of improving my classroom practice.

I employed a dialogical action that allowed learners to become participants in the research and allowed for interactive lesson programmes. My action research involved a process of understanding the perceptions and attitudes of learners about the efficacy of my teaching style. This meant that I valued their own everyday knowledge to obtain a better perspective of their beliefs and to strengthen their school knowledge about HIV/AIDS.

3.2.2.1 Interpretive and critical approach

Knowledge generation can take place in three forms. Habermas, cited in McNiff and Whitehead (2002:30-36), identifies three forms of knowledge generation, namely technical, practical and emancipatory human interests. The main research paradigms within which

these can be respectively categorised are the empirical, the interpretive and the critical theories. Technical knowledge is knowledge that has been generated through rational and scientific process. Practical knowledge is knowledge that has been generated through enquiry to establish meaning and interpretation of a person's context. Kemmis's (1991) view is that knowledge is created through the interpretation of language, activities and social relationships of educational practices. Emancipatory interests involve the generation of knowledge through critical inquiry of the dominant forces that control our knowledge and actions (McNiff and Whitehead, 2002:29-30).

As a teacher, I have always felt that the generation of knowledge is best done through critical self-evaluation. According to Kemmis (1991:65), we must employ approaches to educational research, which explore and report the way participants understand what they are doing. In the light of the view of Kemmis (1991:65), I placed my action research approach within the interpretative conceptual framework. As I have stated above, besides the interpretive theory, there is also the critical and empirical paradigms. The empirical paradigm falls within the positivist framework, which is a scientific enquiry. The interpretive paradigm, as opposed to the empirical paradigm, factors in the personal involvement of human beings in understanding their environment and context. Critical theory is about the critique of ideological forces that conditions our historic and cultural contexts.

For the usefulness of my research the interpretive theoretical paradigm proves to be the most appropriate approach. Within the interpretative paradigm, I aimed at interpreting and

critically analysing my own actions for the improvement of classroom practice. I also aimed at interpreting and critically analysing learners' contribution towards HIV/AIDS issues in order to make lessons more meaningful so that they could have a better understanding and make informed decisions regarding HIV/AIDS issues.

I have approached my research with a critical look at the teacher-centred and learner-centred pedagogical approaches. I have chosen emancipatory action research as the viable platform for a critical inquiry into my classroom practice. According to Grundy (1987:101), emancipation encourages the development of knowledge when the student is seen not simply as an active or passive receiver of knowledge “... but rather as an active creator of knowledge along with the teacher”. Hopkins (1985:32) and Habermas (1972:33-40) share the view that the contribution of learners is imperative for the field of educational action research as it is framed within the paradigm which will seek to transform the educational situation and not merely to improve its effectiveness or efficiency of the practice. In light of the views of Hopkins (1985:32) and Habermas (1972:33-40), I agree that the participation of learners with their teachers will seek to transform classroom practice.

The role of the teacher as a change agent is important, as teachers are subjects rather than objects to transform educational practice. According to Meerkotter, cited in Pym and Lazarus, (2000:31) “... the teacher as an agent for democratic change in South Africa's volatile educational institutions has an important role to play”. Meerkotter, cited in Pym and Lazarus (2000:39), states that “... teachers should take on the role as reflective practitioners, to affirm and develop a teacher's voice as opposed to academic voice to allow for political

responsible work in education”. Lewin (1946), cited in Hopkins (1985:39), recognised as an early advocate of action research, sees “ ... action research as an externally driven intervention, functionalist in orientation with a prescriptive approach”.

I agree with Hopkins (1985:24) that Lewin’s view on action research does not postulate strongly enough for the process of transformation as liberation and emancipation encourage independence of thought and argument on the part of the pupil, and experimentation and the use of judgment on the part of the teacher. Transformation however, is encapsulated in being liberated and emancipated for change. Zuber-Skerritt (1990:10) posits that “ ... through systematic, controlled action research, teachers can become more professional, more interested in pedagogical aspects and more motivated to integrate their research and teaching interests in a holistic way” for change. With a prescriptive approach action research would produce very subjective results, as teachers will be guided into a certain direction and not allowed to challenge their classroom practice. According to Fullan (1993:21), teachers need to get “ ... into the habit of experiencing and thinking about educational change processes as an overlapping series of dynamically complex phenomena”. Hopkins (1985:56) holds the view that through action research the teacher becomes self-reflective of her actions and by doing this she can change her classroom practice towards improvement. In the light of my research, it was important that I improved my classroom practice by taking action to encourage lifelong learning.

My action research was based on Freire’s (1972) concept of praxis and I used the six principles of Winter (1989) to guide the action research. Praxis is about reflection and action

directed at the structures to be transformed according to Freire (1972:60). Grundy (1987: 104) cites from Freire (1972) by stating that:

Praxis does not entail a linear relationship between theory and practice in that the former determines the latter; rather it is a reflexive relationship in which each builds upon the other. The act of knowing involves a dialectical movement which goes from action to reflection and from reflection upon action to a new action.

As a teacher, the process of reflection and action and vice versa enables me to critique my pedagogical approaches. Reflection and action are the necessary tools that teachers need to challenge their practice in order to transform it. Action research is the process through which teachers' journey with the aim of transforming their practices in the quest for professional development.



In the light of Winter's view (1989:38-67) action research provides the necessary link between self-evaluation and professional development. Action research is a process whereby the teacher collates and records information for reflection and evaluation in order to improve herself.

I based my research on Winter's six principles of action research to allow for less biased research results. The following six principles of Winter (1989: 38-67) guided my research:

Principle 1: Reflexive critique

According to Winter we need to question what is worthwhile, what is right and what is appropriate before we pass judgment. It is a process of questioning in order to reach a valid

consensus. For my research it was imperative that I administered a process of questioning HIV/AIDS issues. Examples of my questions were:

- i. On what pedagogical grounds could I engage in a reflective-action strategy to adapt my classroom practice?
- ii. How worthwhile and rightful was it to promote an understanding of preventative strategies of HIV/AIDS issues amongst learners?
- iii. On what pedagogical basis could I design a literacy programme regarding the 'ABC' of HIV/AIDS?

Principle 2: Dialectic Critique

Dialectic critique is where you are in conversation, critiquing your understanding of a certain perspective. According to Winter, dialectics is a general theory of the nature of reality and of the process of understanding reality. To allow for dialectic critique, I have conducted informal discussions with my learners prior to the research to give me a broader perspective of the social context in which learners find themselves. This allowed me to see my Grade 11 learners as the product of their social world within the context of HIV/AIDS issues.

Principle 3: Collaborative Resource

This was a very important principle for the different stages of my research as my normative view was questioned and a new approach was adopted. The collaborative resource happened when I questioned the type of relationships that I built with my learners and the type of relationship that I needed to develop. I also collaborated with the WCED, SGB and the parents of the learners who were to be researched. According to Winter (1989:22-23), the objectivity of collaboration has four meanings. The four meanings are as follows:

- i. “Collaboration process acts as a challenge to, and to check upon, one's personal starting point and assumptions ...”. In the light of my research I tried to be aware of my own subjectivity with regard to my assumptions about the learners and the content of HIV/AIDS issues.
- ii. “Collaboration process involves examining relationships between the accounts of the various necessary members of a situation ...”. I observed the different relationships and interactions amongst the various stakeholders during my research.
- iii. “One outcome of the process is a series of analysis which do not add up to a general law, but which are not just opinions ...”. The outcome of my research was not merely based on opinions but rather on the interpretation and analysis of data.
- iv. “The outcome is a practical proposal, the nature of which will be seen when it is put into practice and its consequences noted ...”. The results of my research study would have to be implemented before the consequences can be recognised.

Principle 4: Risk

The principle of risk involves teachers putting them at risk through the process of investigation. Bernstein (1976:217) posits that no theory, however, well groomed, can tell us how to “change the world” and this also applied to my research. With my action research, I placed myself under scrutiny by all the stakeholders involved which in itself allowed for an amount of risk.

Principle 5: Plural structure

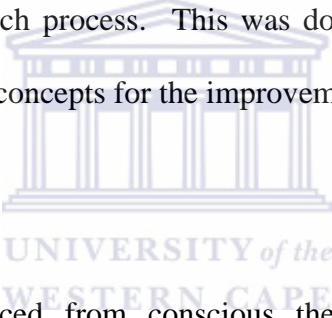
Plural structure presents the cause and effect of events in a sequence. The nature of my plural text which included: dialectical, reflexive, questioning and collaborative form of inquiry accommodated the plural structure for my research.

Principle 6: Theory, practice and transformation

These aspects coincided with principle 5 as my plural text substantiated theory, practice and transformation in a chronological form. My theory and practice systemically coincided for the purpose of transforming my classroom practice. I support the view of Lubisi, Parker and Wedekind (1998:49) that theory should be linked to the real world. Bawden, cited in Zuber-Skerritt (1991:10), states that action research combines theory with practice into a critical process.

Throughout my research, I have attempted to implement my conceptual understanding of teaching with the action research process. This was done to acquire more validity of my observations and interpretative concepts for the improvement of my classroom practice.

Youngman (1986:171) argues:



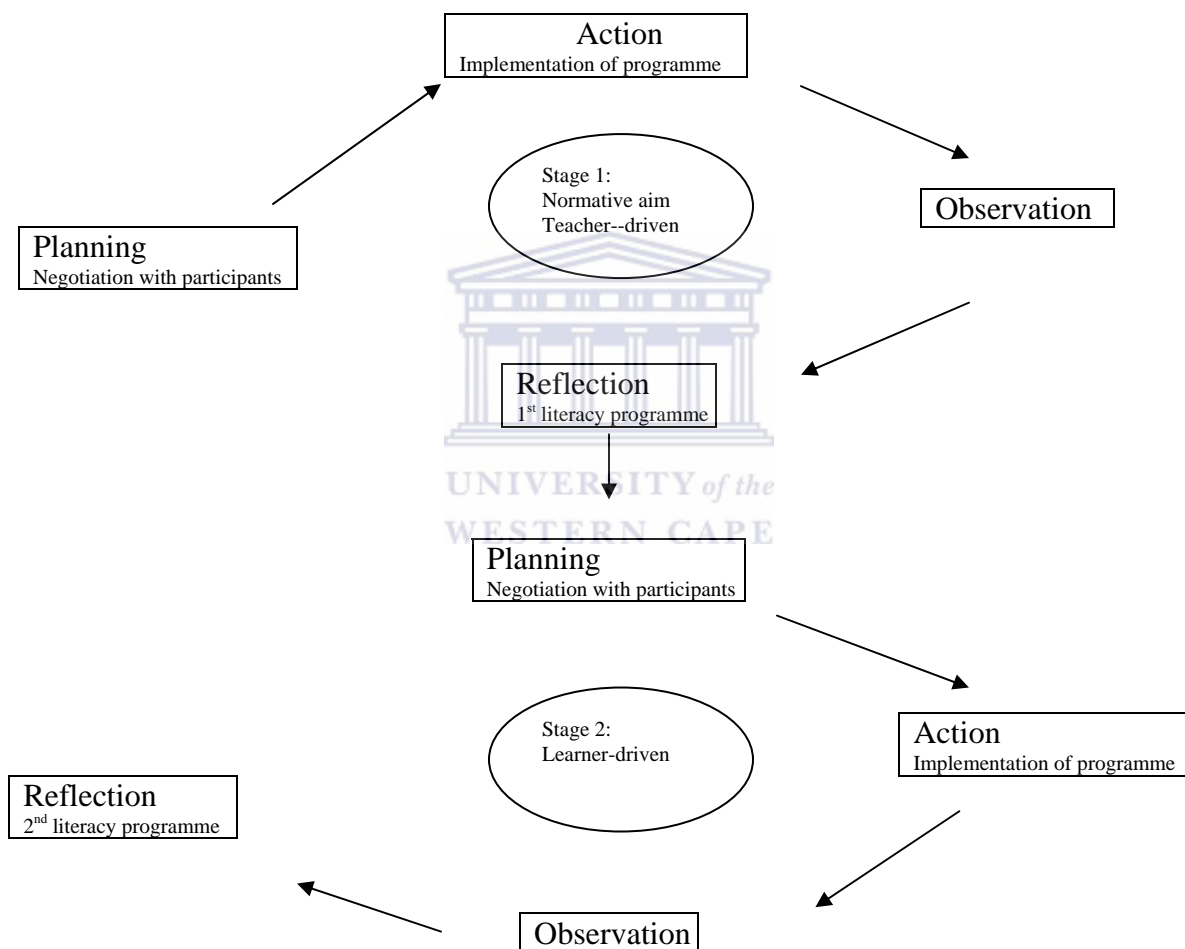
Practice divorced from conscious theory leads to mindless activism or ritualism. Practice “comes alive” when new activity becomes the way in which the truth and meaningfulness of judgment and theories can be discovered.

It was imperative to diffuse practice and theory in order to obtain the necessary knowledge for the planning of an effective literacy programme pertaining to HIV/AIDS. I have used the basis of Kemmis and McTaggart’s Action Research Planner (1981), cited in Hopkins (1985:34), to guide me with my research. According to Hopkins (1985:34), the Action Research Planner is a sequential programme for teachers intending to engage in action research. My action research discourse moments moved from what happened and what was about to happen.

My action research design consisted of two stages as action research is a continuous process.

The stages of my research are presented diagrammatically below:

FIGURE 1: ACTION RESEARCH STAGES

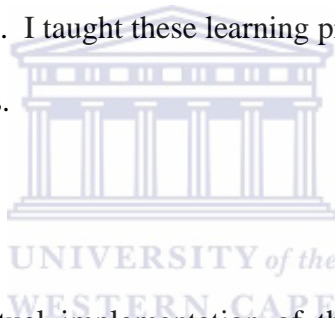


The action research consisted of two stages, which were based on a consecutively applied teacher-centred pedagogical approach followed by a learner-centred approach which was

activity-driven. Each stage consisted of four moments. Each of the four moments involved planning, action, observation and reflection.

- **Planning**

This moment involved identifying the various questions required to systematically address the problem areas of the research study. Negotiation with a number of participants helped in clarifying the scope of the intended plan. The participants included the WCED, SGB, Grade 11W learners, the parents of the Grade 11W learners and the teachers who were to observe my lessons. Each of my pedagogical approaches for my literacy programme ran over one period per day for three days. Each period was fifty minutes long. I conducted lessons over one week for each of my stages. I taught these learning programmes during language periods in my Grade 11W English class.



- **Action**

This moment involved the actual implementation of the planned literacy programme. I conducted a strategic action plan that aimed to improve my teaching environment. Interactive lessons were conducted so that learners could participate in classroom practice. It was important that I kept the research relevant in order to achieve my literacy programme outcomes (see Chapter Four, par 4.1).

- **Observation**

This was the moment during which I observed how the implementation of my teaching approach generated certain outcomes. The way this was done was to evaluate the appropriated methods and techniques employed. The observation was done through

triangulation involving language teachers, the learners and researcher. Cohen and Manion's (1994:233) view is that triangulation is a data collection technique which increases the validity of the observation. Triangulation allowed the researcher to incorporate perspectives other than her own into her lesson planning and teaching style. The tool used for observation was an observation checklist (see Appendix 1).

▪ **Reflection**

I critically reflected on the research process in relation to the outcomes acquired, and in terms of my own pedagogical approaches. This moment demanded a tremendous amount of critical self-reflection. Meerkotter, cited in Pym and Lazarus (2000:31), states that:

Critical reflection and strategic action of teachers educate students in such a way that they will become increasingly able to free themselves and others from disempowering political, cultural and personal shackles.

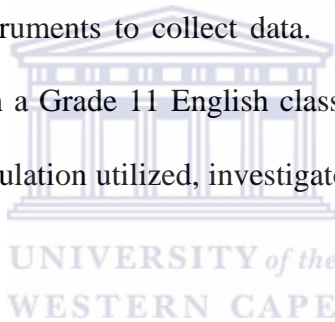
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Meerkotter's, cited in Pym and Lazarus (2000:31), views ties very closely to that of Cummins (2000:5) who posits that what teachers bring into the classroom reflects their awareness of and orientation to an understanding of issues of equity and power in the wider society. With my critical self-reflection and action, I intended to improve my pedagogical approach in such a way that my learners would be able to make informed decisions pertaining to HIV/AIDS issues for a sustainable lifestyle. I also aimed at transforming my practice for liberation and empowerment about HIV/AIDS issues for both my learners and myself. Transforming my practice for liberation and empowerment meant that I should transform my practice in such a way that learners would feel free to participate in classroom practice for their own development.

3.2.3 Research instruments

The research instruments I chose very carefully in order to fit the kind of investigation I was to employ. The research instruments were used to yield data that were meaningful to my HIV/AIDS literacy programme.

“Data triangulation attempts to gather observations through the use of a variety of sampling strategies to ensure that a theory is tested in more than one particular way” (Smith, 2005:105). I used a video camera, observation schedules, unstructured interviews and questionnaires as research instruments to collect data. My research study took place at a school in the Western Cape, in a Grade 11 English class, over a period of three weeks. In accordance with the data triangulation utilized, investigator triangulation was also imperative for the research study.



“Investigator triangulation refers to the use of multiple observers, encoders, interviewers and analysts in a particular study” (Smith, 2005:106). Observation checklists were given to selected English teachers to observe and critically analyse lessons (see Appendix 1). Unstructured interviews were conducted throughout lesson presentations through dialogue and brainstorming activities with learners. Questionnaires were given to the learners in the form of interactive worksheets, which enabled me to assess learners’ progress.

My research study also focused on methodological triangulation and theoretical triangulation. According to Smith (2005:6), “ ... methodological triangulation is the use of two or more

methods of data collection within a single study”. In my research study I emphasised qualitative and quantitative methodological paradigms with emphasis on the former. “Theoretical triangulation involves the use of several frames of reference or perspectives in the analysis of the same set of data” (Smith, 2005:106). I used a broad spectrum of theorists to collect their different perspectives pertaining to my research study.

3.2.4 Collection of assessment evidence

Methods of collecting assessment evidence were based on the NCS (Grade 10 -12 General). I used the three assessment criteria namely summative, formative and continuous. Summative assessment criteria lend itself more to a teacher-centered approach and formative and continuous assessment criteria lend itself more to a learner-centered approach. I used summative assessment for my teacher-centered approach and formative and continuous assessment for my learner-centered approach.

The assessment evidence was aimed at monitoring the performance of learners and myself. My research results formed part of my learners’ formative and summative September examination mark. I used summative testing to calculate the learners’ creative writing skills. For learners’ oral mark I assessed them through using the formative approach. Assessment was continuous for the entire research. Task of learners were assessed according to the departmental rubrics for creative writing in the form of short pieces, (see Appendix 2). Rubrics are assessment criteria that guide learners and teachers towards specified outcomes.

3.2.5 Ethical considerations

To implement a useful methodological framework I had to understand certain assumptions about the research problem. I ascertained what ethical requirements I needed to follow, based upon departmental and school requirements. Bogdan and Biklen (1982: 50) state that: “In negotiating permission to do a study, you should make it clear to those with whom you negotiate what the terms of the agreement are, and you should abide by that contract”. I arranged meetings with the WCED, SGB and sent letters to the parents participating in order to obtain permission to do my research.

A letter requesting permission to do the research at the school, and my proposal were handed to the WCED (see Appendix 3). I arranged a meeting with the SGB and principal of the school (see Appendix 4). The parents of all the learners of Grade 11W were informed and asked to sign a letter of approval to conduct the action research (see Appendix 5).

I explained to parents that my research process included teaching HIV/AIDS literacy programmes and the reasons why I was conducting the research. I informed parents that participation of learners would be voluntary. Berger and Patchner (1959), cited in Bennet, et al (1994:94), state that: “The idea that consent is voluntary implies that persons agree to participate in a study of their own free will”. All the parents agreed that I should conduct my research and many of them wished me well. The SGB and principal were informed that feedback of the research would be made available to them. I stressed that my research was to respect the confidentiality of the learners throughout the process of data collection. Berger

and Patchner (1959), cited in Bennet, et al (1994: 95), posit that: “In all research involving human subjects, confidentiality of unidentifiable information is presumed and must be maintained unless the investigator has obtained the explicit permission of the subject to do otherwise”. The action research project was carried out in my Grade 11 English class, which consisted of thirty-nine learners in 2004.

I also consulted a peer-educator who was HIV/AIDS positive to assist me in one of my lessons for my learner-centred approach. The peer-educator was twenty two years old and she verbally agreed to participate in my classroom practice. Berger and Patchner, et al, in Bennet, et al (1994: 95), state that: “Subjects can also be psychologically harmed in the course of a study if they are embarrassed, humiliated, placed under stress, or prompted to act in ways that violate their usual standards of conduct”. I informed the peer-educator that she would be treated with respect and dignity during the research study.

3.3 CONCLUSION

The qualitative methodological paradigm, which I employed, guided me along a path for the improvement of classroom practice with regard to HIV/AIDS literacy programmes. Within my methodological framework, I identified action research with its four moments as being the research design to the improvement of classroom practice. In Chapter Four, the implementation of the actual action research cycles is discussed.

CHAPTER FOUR

ACTION RESEARCH CYCLES

ONE AND TWO

4.1 LITERACY PROGRAMME GUIDELINES

The research study was based on implementing a literacy programme within a school in the Western Cape. The two consecutive literacy programmes consisted of three lesson plans, each with a dual purpose, to help me understand my classroom practice and to improve learners' perceptions about HIV/AIDS issues. I have made a consensus decision to opt for a teacher-centred approach in the first stage and a learner-centred approach in the second stage with "breaking the wall of silence and the alleviation of stigmatisation" as the two frameworks are applicable in each approach. My wisdom as a teacher guided me towards the notion that a teacher-centred approach does not suffice the learning process and this made me decide before the implementing of the action research stage one, that I would embark on a learner-centred approach.

The design of the literacy programme for the study of HIV/AIDS was partially guided by the learners' everyday knowledge of the topic. According to the DoE (2000:14), cited in Moll (2001:5), "... in recognizing prior learning, many interpreters envisage a situation in which school, learning and everyday life will be versions of each other". I used my language skills to help ascertain learners' cognitive understanding of HIV/AIDS. The literacy programmes were developed and organised so that it could adhere to the curriculum framework within an

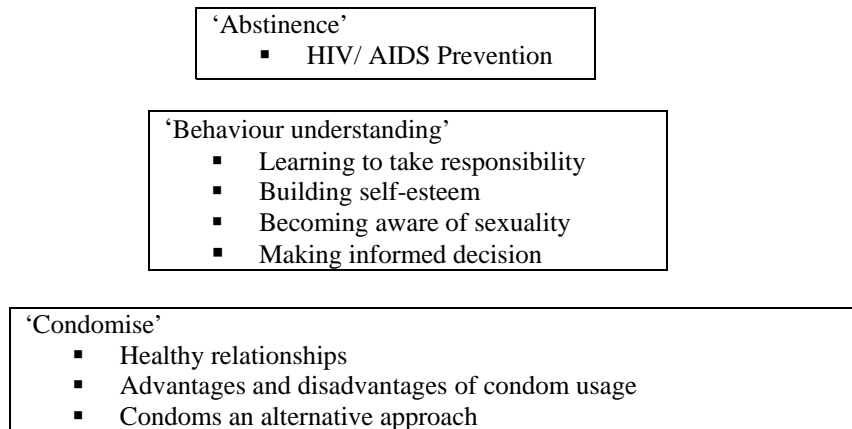
OBE philosophy. The theme of my literacy programme was structured around, what is popularly known as the ‘ABC’ of HIV/AIDS (See Fig. 2). The ‘A’ in ‘ABC’ emphasises ‘abstinence’; the ‘B’ emphasises ‘behaviour understanding’, and the ‘C’ emphasises ‘condomise’. Most literature on the ‘ABC’ uses the ‘B’ to emphasise, ‘be faithful’. However, I used the ‘B’ in reference to ‘behaviour understanding’ as I viewed it as a better approach to teach the developmental stages of growth.

The teaching and learning that took place in relation to the ‘A’, ‘B’ and ‘C’ in the ‘ABC’ concentrated on HIV/AIDS, in the following ways namely:

- i. Teaching-learning taking place in relation to HIV/AIDS prevention;
- ii. Taking responsibility, building self-esteem, becoming aware of sexuality and making informed decisions; and
- iii. Promoting healthy relationships, discussing the advantages and disadvantages of condoms and for learners deciding on the right choices for themselves.

Norms and values were underlying factors which contributed to the developing of knowledge pertaining to the teaching and learning of HIV/AIDS and related issues as mentioned above.

FIGURE 2: LESSON OUTCOMES FOR LITERACY PROGRAMME



The notion of breaking the 'wall of silence' provided the framework for the teacher-centred approach while the 'alleviation of stigmatisation' provided the framework for the learner-centred approach.



I used literacy programme activities to generate the ideas within the two-stage research process. The literacy programme activities which I conducted included mind mapping and brainstorming activities. Peer education activities through group discussions and worksheet participation were organised. Peer education was emphasised by means of having learners participate and collaborate in the lessons. I used the 'wall of silence' for the teacher-centred approach so that learners could communicate their general knowledge about HIV/AIDS issues. In my opinion the 'alleviation of stigmatisation' which was used in my learner-centred approach was a difficult concept for learners to understand without any general background knowledge about HIV/AIDS.

4.2 PEDAGOGICAL APPROACHES

The pedagogical approaches included the teacher-centred and the learner-centred pedagogical approaches. The teacher-centred approach was reflected upon, with the aim to guide me with my learner-centred approach.

4.2.1 Stage one: teacher-centred pedagogical approach

Stage one, was informed by my normative view as a teacher, which implies a teacher-centred pedagogical approach for teaching an HIV/AIDS literacy programme to a Grade 11 class of learners. With the teacher-centered pedagogical approach there was a heavy reliance on the teacher's views, but learners' input was also considered. My entire HDE year was taught from an OBE perspective and this made it difficult for me to implement a pure teacher-centered approach. As teacher, I decided on the generative theme of HIV/AIDS which was relevant to learners' lives. A subject-centred approach (see Chapter Two, par 2.3.2) guided this first stage of the action research cycle as I was the one who informed learners about HIV/AIDS. The aim was to review whether a transmission approach was best suited to develop the learners' critical knowledge skills. The theme breaking the 'wall of silence' was used to underpin the lesson plans for stage one. The information collected for stage one was based on the lack of openness about HIV/AIDS issues (see Chapter One, par 1.1). I identified that no literacy programmes pertaining to the teaching of HIV/AIDS were in place for high school learners at the time of the research.

With the teacher-centred pedagogical approach, I reviewed three areas, namely: critical outcomes, learning outcomes and lesson outcomes. Both the critical outcomes and the learning outcomes which I used for both stages of my research were extracted from the RNCS (Overview for English) (DoE, 2002:10) and the RNCS (Languages, English-Home Language) (DoE, 2002:98-123). The lesson outcomes were my literacy programmes outcomes which I formulated about HIV/AIDS issues. My critical, learning and lesson outcomes were all formulated with the aim to ascertain learners' developmental knowledge, skills and values about HIV/AIDS issues.

- Critical Outcomes

According to the RNCS (Overview for English) (DoE, 2002:10), the critical outcomes for stage one required learners to “identify and solve problems and make decisions using critical and creative thinking” and to develop learners' ability to “communicate effectively and using visual, symbolic and language skills in various modes”.

- Learning Outcomes

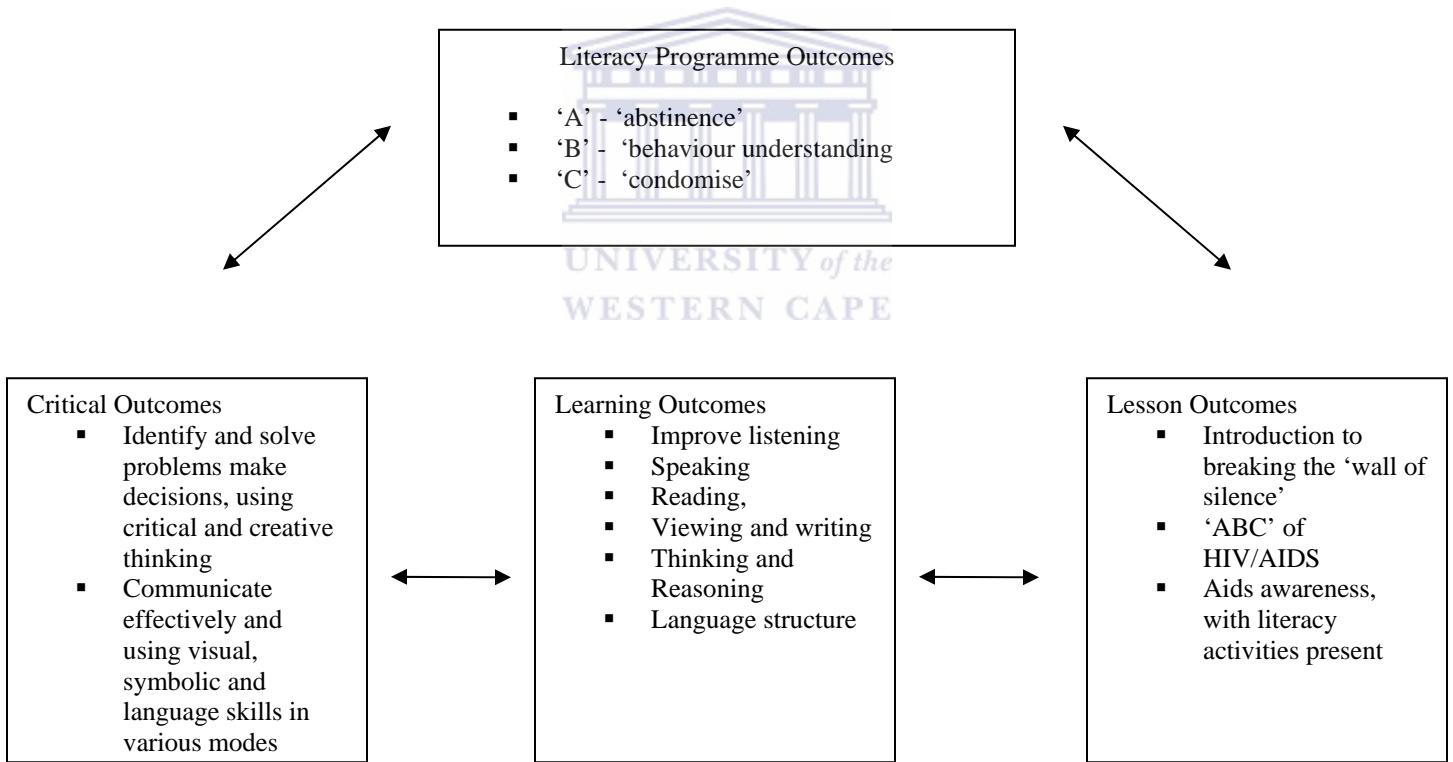
The learning outcomes for stage one were to improve the listening and speaking, reading, viewing and writing, thinking and reasoning and language structure and usage of learners. I included all the six learning outcomes for stage one RNCS (Languages, English-Home Language) (DoE, 2002:98-123).

- Lesson Outcomes

The literacy programme centred around the ‘ABC’ of HIV/AIDS education. The programme outcomes for stage one centred around the theme: breaking the ‘wall of silence’. There were three lesson plans that made up this theme:

- i. Lesson 1: Introduction to breaking the ‘wall of silence’;
- ii. Lesson 2: ‘ABC’ of HIV/AIDS; and
- iii. Lesson 3: Aids awareness, with literacy activities present.

FIGURE 3: TEACHER-CENTRED PEDAGOGICAL APPROACH



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4.2.1.1 The four moments for the teacher-centred lessons

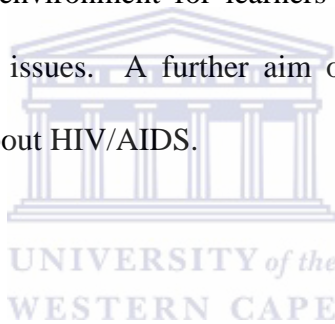
- **Planning**

The planning for lessons one, two and three involved a directive pedagogical approach in which I determined the knowledge that ought to be transmitted for lesson plans and worksheets.

Lesson one

Topic: Breaking the ‘wall of silence’

Lesson one was to create an environment for learners to openly discuss their views and feelings of HIV/AIDS related issues. A further aim of this lesson was to ascertain the knowledge levels of learners about HIV/AIDS.



Lesson two

Topic: The ‘ABC’ of HIV/AIDS

Lesson two introduced the ‘ABC’ conceptual framework of HIV/AIDS. The aim of this lesson was to teach norms and values as a preventative strategy. A further aim was to develop learners’ cognitive understanding of the ‘ABC’ framework.

Lesson three

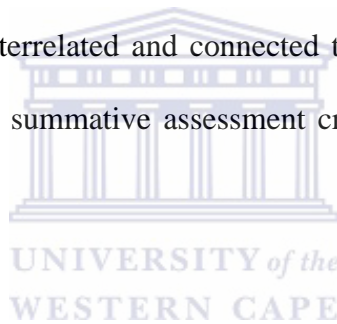
Topic: HIV/AIDS awareness

Lesson three was to create HIV/AIDS awareness through understanding unsafe sex behavioural practices. A further aim was to ascertain the learners’ awareness and knowledge of safe sex behavioural practices.

- **Action**

The style of teaching was not purely transmission-oriented even though I focused on providing the content and knowledge for each lesson. It primarily focused on my role as teacher to equip learners with the tools to develop their knowledge. All three lessons aimed at bringing about some interaction between learners and teacher through the use of interactive lesson plans and worksheets. The worksheets provided guidelines on the use of a mind map, a brainteaser, and visual images which aided brainstorming. The worksheets also required learners to complete assigned tasks for assessment purposes.

All three lesson plans were interrelated and connected to the aims and objectives of stage one. For all three lessons the summative assessment criteria were applied to test learners acquired knowledge.



- **Observation**

The role of observation was to ascertain whether the lesson outcomes for each lesson plan correlated with the overall objectives of content-based teaching-learning practice. The style of teaching and the response of the learners were observed by using the investigator triangulation method (see Chapter Three, Section 3.2.3). I applied task comments to each lesson plan during the observation which informed me of my classroom practice. I noted my personal needs and development, by making special reference to the task comments of each lesson plan. Understanding my personal needs and development, was an important educational experience for me as it guided me towards achieving and fulfilling the goals of both the learners and myself.

- **Reflection**

The data acquired revealed to what extent I managed to reach my goals set out for each lesson. I based my stages of reflection on Winter's (1989: 38-67) principles of reflexive and dialectic critique to establish to what extent my teacher-centred approach was a successful one.

4.2.2 Stage two: Learner-centred pedagogical approach

Stage two was my design of an amended learning programme based on the results of triangulation. The triangulation results helped me to take into consideration the specific shortcomings of the first learning programme. I adapted and improved my approach to the extent that I engaged learners in developing knowledge and skills, by adopting a learner-centred teaching approach (see Chapter Two, par 2.3.3). This approach required of me to be more flexible and provided a democratic environment within my classroom practice. My contention is that within a democratic environment learners should be allowed to freely decide the path of their development. "Literally, we must take our stand with the child and our departure from him" (Dewey, 1902:9). For this stage of my research, I was therefore required to engage learners in classroom practice through facilitation.

The theme 'alleviation of stigmatisation' was used to underpin the lesson plans for stage two. With the learner-centred pedagogical approach, I reviewed three areas, namely: critical outcomes, learning outcomes and lesson outcomes, for the purpose of improving my classroom practice.

- Critical Outcomes

I intended to achieve multiple critical outcomes for each lesson of stage two. This stage was centred on learners' ability to work successfully with others as members of a group and to respond critically to the contents and intentions of their peers. Lesson outcomes were structured to assess how learners participated, collaborated and interacted collegially with one another. According to the RNCS (Overview for English) (DoE, 2002:10), learners were also required to be able to “ ... collect, analyse, organise and critically evaluate information in a responsible way”.

- Learning Outcomes

The learning outcomes for stage two required learners to use their listening, speaking, reading and viewing, writing, thinking and reasoning and language structure and usage they obtained during the teacher-centred approach and to apply it in the learner-centred approach. I included all the six learning outcomes for stage two RNCS (Languages, English-Home Language) (DoE, 2002:98-123).

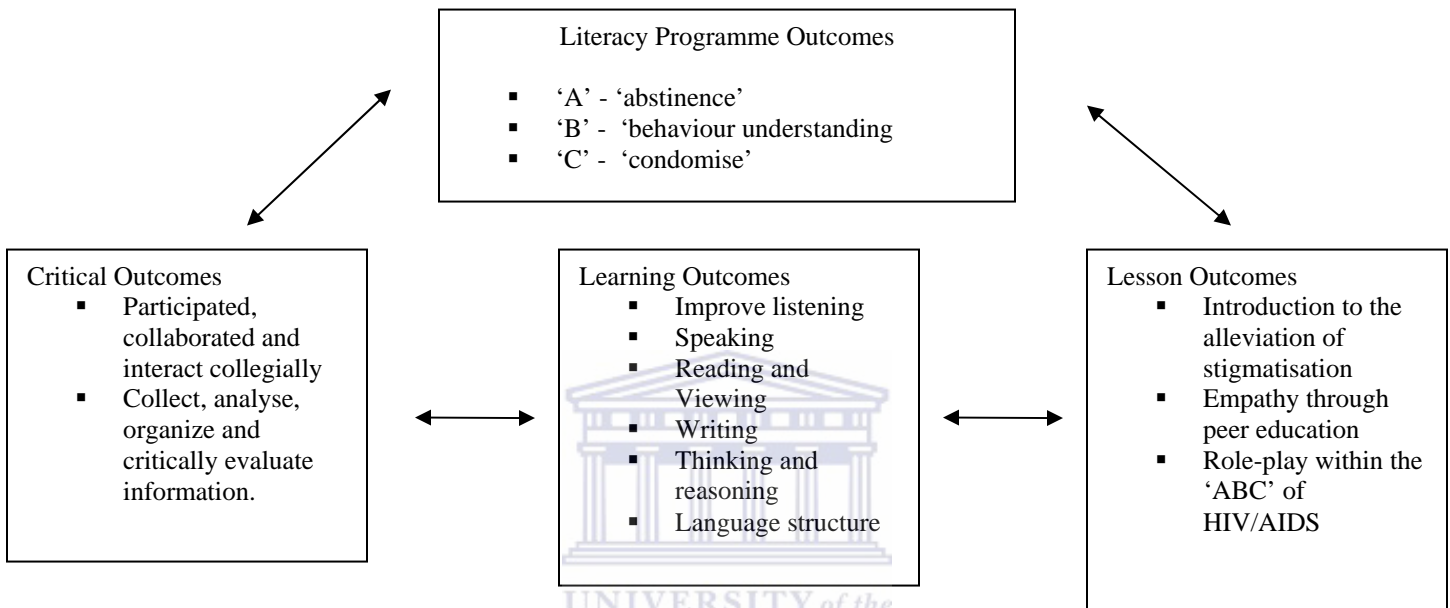
- Lesson Outcomes

The literacy programmes centred around the ‘ABC’ of HIV/AIDS education. The programmatic outcomes for stage two included the theme: alleviation of stigmatisation. The theme was based on the inclusion of an HIV/AIDS peer educator. I encouraged peer education through my interactive lesson plans. There were three lesson plans that made up this theme:

- i. Lesson 4: Introduction to the alleviation of stigmatisation;

- ii. Lesson 5: Empathy through peer education; and
- iii. Lesson 6: Role-play within the ‘ABC’ of HIV/AIDS.

FIGURE 4: LEARNER-CENTRED PEDAGOGICAL APPROACH



4.2.2.1 The four moments of the learner-centred lessons

- **Planning**

The planning for lessons four, five and six was primarily based on the idea that I had to facilitate to encourage learners to be more collaborative and interactive while busy with activities.

Lesson four

Topic: Stigmatisation

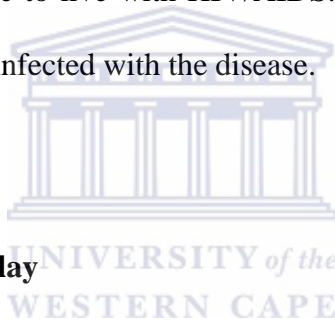
Lesson four consisted of three phases. The three phases were: group work (cooperative learning), individual work and peer assessment. The primary aim for this lesson was to

create an environment for learners to discuss in groups, articles on ‘stigmatisation’ related to HIV/AIDS. Furthermore, I aimed to establish my role as facilitator in guiding the group process (see Chapter One, par 1.5). Lesson four was designed to establish the levels of participation, collaboration, collegiality and negotiation that needed to be accomplished within each group.

Lesson five

Topic: Living with HIV/AIDS

Lesson five introduced the class to peer education. The aim of this lesson was to make learners realise what it was like to live with HIV/AIDS. A further aim was for learners to show empathy towards people infected with the disease.



Lesson six

Topic: Presentation of role-play

The aim for lesson six was to establish whether the process from facilitator to learner participation was effectively attained. I was the onlooker whilst the learners were the active participants in the classroom practice. In order to assess learner participation each group was assigned a task to prepare posters and role-play their presentations within the classroom. A further aim was to allow learners to understand the importance of showing accountable and responsible behaviour. Another aim was for learners to develop competence in their presentation of the ‘ABC’ group project.

- **Action**

The approach to teaching was interactive in which I provided learners the space to contribute to the content of each lesson. It primarily focused on my role as facilitator to guide learners to develop their knowledge skills and to generate within themselves the values of learning. Individual progress of the learner was enhanced through the inclusion of peer education and group work (cooperative learning). Encouragement and motivation was key to the development of my lessons. All three lessons were based on participation, collaboration and collegiality to achieve interaction amongst the learners and between the learners and myself. To achieve the objectives of the lesson plans a framework of dialogical relationships (see Chapter One, par 1.5) helped to provide the key information required.

All lesson plans for stage two were guided through the use of oral lesson presentation. The tools used by learners in their oral lesson presentations included role play, listening skills, reading skills, poster presentations and question formulation skills. In lessons four and five I also made use of interactive worksheets. For all of these lessons the formative assessment criteria were used to test the learners' ability to do the tasks suggested and to assess their ability to work interdependently with the facilitator.

- **Observation**

The role of observation was to ascertain whether the lesson outcomes for each lesson plan correlated with the overall objectives of the facilitated teaching-learning practice. Observation was done through triangulation, which also included learners to observe their peers. I noted my personal needs and development, by making special reference to the task

comments of each lesson plan. Understanding my personal needs and development, was an important educational experience for me as it guided me towards achieving and fulfilling my goals and those of the learners. The tool used for the observation was done by using the same observation checklist in the teacher-centred approach (see Appendix 1).

- **Reflection**

The data acquired revealed to what extent I managed to reach my goals set out for this lesson. I based my stages of reflection using Winter's (1989: 38-67) principles of reflexive and dialectic critique to establish to what extent my learner-centred approach was an effective one.



4.3 CONCLUSION

A qualitative methodological paradigm and action research as the research design assisted me to develop a critical understanding of my classroom practice for the purpose of improving it. With my teacher-centred and the learner-centred approaches, I used reflexive and dialectic critique to establish to what extent my teaching approach was effective.

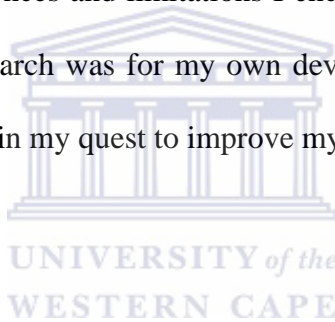
The data collected in this chapter are analysed in Chapter five, which contribute towards the formulation of conclusions and recommendations for my research problem.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

Chapter Five deals with the interpretation and the analysis of data of my action research study. The central aim of my mini-thesis was to implement an HIV/AIDS literacy programme and to critically reflect on my classroom practice. Through action research, I was able to analyse the experiences and limitations I encountered in my classroom practice. The purpose of my action research was for my own development and the ability to change my teaching and learning style in my quest to improve my classroom practice.



5.2 RESULTS

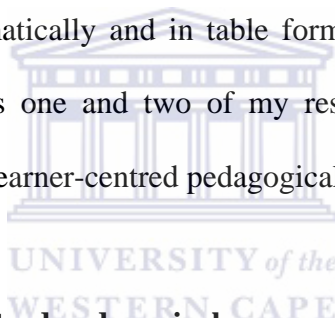
5.2.1 Data analysis of pedagogical approaches

The data were obtained through employing the data, investigator, methodological and theoretical methods of triangulation which involved the teachers who observed my lessons and myself (see Chapter Three, par 3.2.3). Self-reflection and interpretation provided the basis upon which data was analysed. I interpreted data with regard to my own observations and those of learners. I also interpreted data when I reflected on my practice. In-depth data was collected from the two stages of the action research cycle, namely the teacher-centred pedagogical approach and the learner-centred pedagogical approach. I used the creative

writing rubric of the WCED (see Appendix 2) to assess the data acquired from learner activities and tasks. The rubric is designed to guide the process of assessment. The creative writing was assessed according to the following assessment criteria:

- i. Format, appropriate length, planning, editing and proofreading;
- ii. Adherence to topic;
- iii. Tone, style and register;
- iv. Sentence structure, spelling, punctuation and language usage; and
- v. Creativity and originality (DoE, 2003).

The data was analysed systematically and in table form. The data collected was used to write-up experiences of stages one and two of my research, namely the teacher-centred pedagogical approach and the learner-centred pedagogical approach.



5.2.2 Stage one: Teacher-centred pedagogical approach

▪ Critical Outcomes

The intended outcomes for stage one were not fully achieved. Learners lacked the ability to identify and solve problems and make decisions, using critical and creative thinking. This was the result of learners lacking knowledge about HIV/AIDS issues. The learners' lack of knowledge was displayed by their reluctance to participate in lessons. The development of knowledge and improvement of writing skills were acquired by learners through my motivational lessons. I encouraged learners to reflect on their Grade 9 Life Orientation lessons and to think of real life situations that they could have experienced pertaining to

HIV/AIDS. I reminded learners about their writing skills and grammar skills which they had been taught during their prior language lessons. Although participation and the usage of visual, symbolic language skills in various modes were lacking learners developed responsibility, promoted wellbeing and self-esteem. Learners and I listened to and respected one another's perspectives.

- Learning Outcomes

Specific literacy skills such as writing, listening, reading and viewing were achieved. Learners displayed these skills by writing interesting responses to their tasks. This achievement was due to the motivational lessons I taught the learners. Dialogical relations and discussions took place but the quality thereof was inferior because of the lack of knowledge of HIV/AIDS which learners had. Although little participation for dialogical relations happened, breaking the 'wall of silence' was readily broken as their knowledge of HIV/AIDS developed gradually. Learners' justified themselves through their writing skills which reflected strong norms and values.

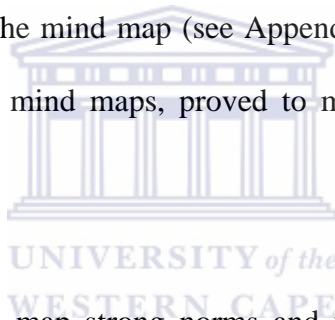
- Lesson Outcomes

The literacy programme which centred around the 'ABC' of HIV/AIDS with its three lessons plans became a reality. The programmatic outcomes for stage one which centred around the theme: breaking the 'wall of silence' were partly achieved through literacy activities such as mind maps, poetry writing and summary writing, all pertaining to HIV/AIDS.

Lesson One: Breaking the ‘wall of silence’

- Data analysis

All learners were given mind maps consisting of eight circles, and a time frame of five minutes within which to complete the assigned task. I chose the eight circles as I expected that Grade 11 learners would at least have a fair amount of clauses or phrases pertaining to HIV/AIDS to be able to complete their mind map. Two learners completed the mind map within the allocated time frame. I allowed for an extra five minutes for the 37 learners who could not complete the mind map within the given time frame. The expectations that I held of learners to apply phrases and clauses to the mind map were not met. Some learners only filled out six of the circles of the mind map (see Appendix 6). The findings, based on the time required to complete the mind maps, proved to me that the learners’ knowledge of HIV/AIDS was limited.



While brainstorming the mind map strong norms and values emerged, although minimal dialogue with the learners occurred. Most of the values and norms arose from the learners’ religious background. Example of values and norms displayed by learners were:

Learner 1: *We should not sleep around.*

Learner 2: *We should abstain from sexual intercourse before marriage.*

Learner 3: *We feel that condoms should be used as an alternative method.*

During brainstorming the question arose about parent participation in discussing HIV/AIDS related issues. Only five learners responded that their parents held discussions with them. The five learners informed me that their parents were very open with them and always spoke

to them about relevant issues such as sex, gender and HIV/AIDS issues. While doing a brainstorming exercise with learners using the mind map, two of the learners latched on to the second lesson which included the ‘A’ of the ‘ABC’ of HIV/AIDS. After the completion of the mind map learners had to respond to two questions (see Appendix 6). The questions were as follows:

- i. Do I really need to know more about HIV/AIDS? (see Table 1)
- ii. Is it important for us to break the ‘wall of silence’? (see Table 2)

The learners’ responses to the questions pertaining to breaking the ‘wall of silence’ were assessed according to the assessment criteria of the creative writing rubrics (see Chapter Five, par 5.2.1; Appendix 2).

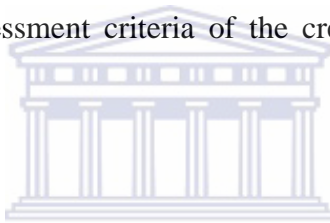


TABLE 1: SUMMARY OF THE NUMBER OF LEARNERS WHO THOUGHT THEY NEEDED TO KNOW MORE ABOUT HIV/AIDS

Knowledge Items	Number of Learners
Learners wanting to know more about HIV/AIDS	39
Learners not wanting to know more about HIV/AIDS	0

In Table 1, the data of the marks obtained signified that the full sample size agreed to know more about HIV/AIDS. Learners’ motivation for this was very strong in their writing skills (see Appendix 6), for example:

Learner 1: *Every one of us needs to know that HIV/AIDS is real.*

Learner 2: *HIV/AIDS plays a major role in our daily lives.*

Learners felt that at high school level they should be informed about HIV/AIDS issues seeing that their parents did not discuss these sensitive issues with them.

TABLE 2: SUMMARY OF THE NUMBER OF LEARNERS WHO WERE READY TO BREAK THE ‘WALL OF SILENCE’.

Knowledge Items	Number of Learners
Learners ready to break ‘Wall of Silence’	39
Learners not ready to break ‘Wall of Silence’	0

In Table 2, the data of the marks obtained signified that the full sample size agreed to break the ‘wall of silence’. Learners strongly motivated that at their age they should be receiving guidance lessons and alternatively that HIV/AIDS should be part of curriculum studies (see Appendix 6). Learners responded as follows:

Learner 1: *People are not educated about the virus and people can be influenced in a good way by someone who has knowledge of the virus.*

Learner 2: *The ‘wall of silence’ needs to be broken because my parents’ do not talk to me about things like AIDS and sex etc.*

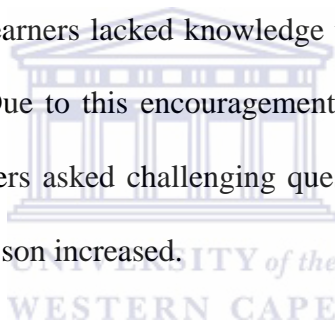
Breaking the ‘wall of silence’ would serve as a means for learners to obtain information about HIV/AIDS issues.

- Observation checklist

According to Teacher X, learners struggled to complete the mind map during the required time. Phrases and clauses were brainstormed to provide them with ideas to assist them in

their creative writing skills. Teacher X, found me very successful in conducting the lesson. According to Teacher X, learners did not only learn about HIV/AIDS, but also acquired knowledge previously unknown to them. Teacher X, found me to be very competent as I encouraged learners even though learners did not fully participate.

The class atmosphere was relaxed and the learners felt comfortable. I was in full control with a projective voice and good eye contact. Some learners were confident to answer questions, even when answers were incorrect. Teacher X, found me to be approachable towards my learners, and one who continuously encourages learners and this worked well during the lesson. Although learners lacked knowledge they were continuously encouraged to participate in the lesson. Due to this encouragement learners rose to the challenge and wanted to succeed. The learners asked challenging questions pertaining to HIV/AIDS and learners' participation in the lesson increased.



Lesson two: Teaching the ‘ABC’ of HIV/AIDS

- Data analysis

In accordance with lesson one, lesson two followed smoothly as learners latched on to the ‘A’ of the ‘ABC’ of HIV/AIDS in lesson one. Learners were aware of the use of a video camera for lesson two. The need for using a video camera was to record the lesson plan. At the beginning of the lesson learners were uncomfortable to participate because of the inclusion of the video camera. Half-way through the lesson, I was forced to switch off the camera as I noticed that the video camera impeded learners’ participation. Learners’ conduct

at that moment indicated to me that they were still hesitant to freely express their views because of the sexual nature of the issues.

However, the intrusiveness of the video camera provided me with the moment to compare how living with HIV/AIDS can negatively intrude on a person's normal daily life. The learners thought carefully about this statement. They responded that, as a preventative strategy, HIV/AIDS as an intrusion is best avoided through effective education on sexuality. Their responses helped me to speak about my lesson which dealt with the 'ABC' of HIV/AIDS. I was of the opinion that learners would express their own norms and values about sexual preferences during this lesson. One of the ways that learners justified their choice of sexual preferences was because of religious conventions pertaining to sexual conduct. As a result of the discussion all learners ascribed to the view that 'abstinence' is the preferred approach. They also suggested that 'behaviour understanding' would be their second alternative. What I could not assess was whether, despite their answers, they were actually sexually active. Probing questions emerged such as:

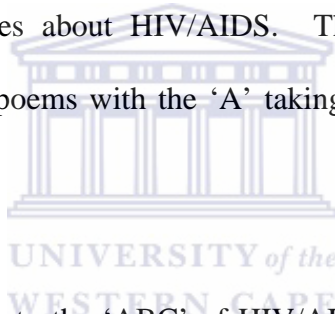
Learner 1: *Miss what happens if I need to have sex?*

Some learners responded to the question and suggested to their peers to either abstain or 'condomise'. I was challenged to refer the learners to their earlier answer in which all claimed that they would abstain. On further deliberation four out of the thirty nine learners indicated that they were unsure. The learners were able to support their choice with justification. Although my personal norms and values are to abstain before condomising, I

never directly influenced learners' responses. Instead, I guided the learners into making their own informed decisions about the 'ABC' of HIV/AIDS.

The learners' task was to write a poem concerning their sexual preference regarding the 'ABC' of HIV/AIDS (see Appendix 7). I emphasised to learners that the content and their poetic skills were important, as I needed to have a clear indication as to what their sexual preference was.

Learners displayed creative minds when they wrote their poems. The poems encapsulated the learners' norms and values about HIV/AIDS. The 'ABC' of HIV/AIDS surfaced strongly in the context of the poems with the 'A' taking preference to the 'B' and the 'B' taking preference to the 'C'.



The learners' poems pertaining to the 'ABC' of HIV/AIDS were assessed according to the assessment criteria of the creative writing rubrics (see Chapter Five, par 5.2.1; Appendix 2).

TABLE 3: SUMMARY OF ASSESSMENT AND EVALUATION LEVELS OF POEM AND CLASS DISTRIBUTION

Assessment and Evaluation Levels	Number of Learners
6 (16-20)	15
5 (12-15)	16
4 (10-11)	3
3 (8-9)	5
2 (6-7)	0
1 (0-5)	0

In Table 3, the data of the marks obtained signified that 70% of learners were in favour of 'abstinence'. Example of the content and language structure of poems displayed by learners:

Learner 1: *Educate people without a clue*

Because it affects both me and you

Behaviour is the key to a safer me and you

Learner 2: *Don't be lame, abstain*

'abstinence' is cool

So don't use your tool

Some excellent poems were written by learners, both in terms of the content and language structure. Rhyming schemes were well structured and strong messages were conveyed to the reader. The learners illustrated excellent poetic skills. The poetic skills included the correct usage of stanzas where required and rhyme schemes.

- Observation checklist

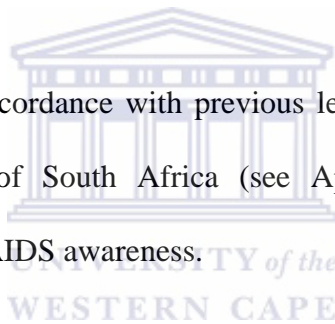
According to Teacher Y, the lesson was well prepared, my knowledge was comprehensive and facts were well presented. Some difficulty was experienced in dealing with values where learners' values conflicted with lesson values. My lesson values dealt with 'abstinence' and some of the learners put more emphasis on 'condomise'. Teaching was clear and coherent. Learner participation was successfully encouraged during the lesson. Teacher Y, found me to be competent and I displayed good time management. I was very much in control of the lesson because I guided learners with their poems. Initially learners were too quiet, but participated later on. According to Teacher Y, the video camera caused this quiet

atmosphere in the classroom. Learners were somewhat overwhelmed and sceptical to respond as their privacy was invaded by the video camera. With encouragement and the switching off of the video camera they felt more relaxed. The reading material on the worksheet worked well as this informed learners about the ‘ABC’ of HIV/AIDS. The reading material was stimulating and relevant contributions from the learners came through. According to Teacher Y, I spent too much time brainstorming the poem to stimulate ideas before learners wrote the poem.

Lesson three: HIV/AIDS awareness

- Data analysis

This lesson was planned in accordance with previous lessons. I formulated a brain teaser based on Tabeisa’s Project of South Africa (see Appendix 8) to ascertain learners’ knowledge pertaining to HIV/AIDS awareness.



Learners struggled with the brain teaser given to them as both knowledge and visual perception of learners were lacking. After giving learners certain clues to the brain teaser some learners could answer it. The clues were meant to guide the learners to obtain the answers. I allowed for discussion and questions and this helped towards attaining greater involvement by learners to perform the assigned task. The visuals of the brain teaser exercise helped the learners to identify the necessity of adopting the ‘ABC’ framework of HIV to everyday life. The exercise contributed to their HIV/AIDS awareness task as they gained knowledge and values (see Table 4). I brainstormed skills for point form summary writing with learners, as they did this since Grade 8 (see Appendix 8).

The learners' point form summaries pertaining HIV/AIDS awareness were assessed according to the assessment criteria of the creative writing rubrics (see Chapter Five, par 5.2.1; Appendix 2).

TABLE 4: SUMMARY OF POINT FORM WRITING SKILLS, HIV/AIDS AWARENESS

Assessment and Evaluation Levels	Number of Learners
6 (16-20)	16
5 (12-15)	9
4 (10-11)	6
3 (8-9)	5
2 (6-7)	2
1 (0-5)	1

In Table 4, the data of the marks obtained signified that a good comprehensive study of awareness emerged, and some learners wrote exceptionally good suggestions. A clear understanding of HIV/AIDS awareness was displayed. For example learners wrote that:

Learner 1: *Hospitals and clinics should promote HIV/AIDS awareness.*

Learner 2: *HIV/AIDS awareness should be campaigned.*

Interesting and relevant suggestions as well as language structure and formatting of summary skills were clearly displayed (see Appendix 8). A few learners still experienced problems with punctuation, spelling and sentence structure. The learning outcomes were definitely achieved. Time constraint, however, was a challenging factor.

- Observation checklist

Teacher **Z** found that this lesson, on HIV/AIDS awareness, connected well with previous lessons. The brainstorming of the connecting stage conveyed past knowledge, figure of speech and knowledge of the current lesson. At first Teacher **Z**, did not find the lesson very successful. Teacher **Z** stated that although I gave clear instructions to the learners, my actual teaching time was limited. However, when I did the mind map on the chalk-board Teacher **Z** changed her opinion. Teacher **Z** enjoyed the mind map and according to her learners illustrated a good response and was cooperative. Teacher **Z** judged me on a scale from 1 to 10 and I was rated 10 for the way in which I conducted the mind map. According to Teacher **Z**, the learners were quiet at first, but became more communicative as the lesson progressed. The mind map prompted learners to discuss and be more communicative. Learners were more vocal during the report back session and responded well due to the knowledge gained. The worksheet worked well as it prompted independent thought and elicited responses from learners.

5.2.2.1 Reflection of stage one: teacher-centred approach

- Triangulation

All three teachers agreed that I exercised strong control over my learners. Discipline was effective. All three teachers wished that learners would work and listen to them the way my learners did. According to the three teachers the learners worked well at all times. The teachers expressed that I had a good command of transmission teaching methods. They recognised that my lessons were a mixture of teacher-centred and learner-centred approach

with more emphasis on the former. They enjoyed the worksheets prepared for the learners. They felt that they learnt from my lessons and enjoyed the deviation away from 'the old method' they are used to.

- Self reflection

During stage one the focus was on a teacher-centred approach to reflect on my normative stance. This stage worked well for me, but I realised that learners could have been more involved in the lesson. I introduced interactive worksheets during this stage of my research in order for learners to interact. It was difficult for me to assess norms, values and practical skills of learners with a teacher-centred approach. In my opinion learners were not tested holistically. I do think that the teacher-centred approach creates an environment to transmit knowledge to the learners even if they did not seem to be actively involved in classroom practice. The knowledge that learners had about HIV/AIDS was superficial, and it was my role as the teacher to develop their knowledge. By providing appropriate knowledge to learners, I was able to make them less insecure about their own knowledge about HIV/AIDS. With learners increased knowledge about HIV/AIDS, learners felt more relaxed to interact in the classroom activities.

I believe I accomplished my aim as a teacher since learners followed the instructions of my lesson plans. These instructions were to develop their writing skills, language concepts and knowledge obtained with comprehension. I believed that I was able to reach the learners as I exercised effective discipline. This I did by exercising strict control over time frames when tasks were to be completed.

Through my self reflective journey, I discovered that it is imperative for my own self-development as a teacher, to empower learners with knowledge to allow them to make their own informed decisions about HIV/AIDS. This made me realise that in order to empower learners with knowledge, I needed to change my methodological approach towards teaching and learning.

5.2.3 Stage two: Learner-centred pedagogical approach

Stage two was my design of an amended learning programme, taking into consideration the specific shortcomings of the first learning programme. In this section there were three areas that were reviewed: critical outcomes, learning outcomes and lesson outcomes.

- **Critical outcomes**

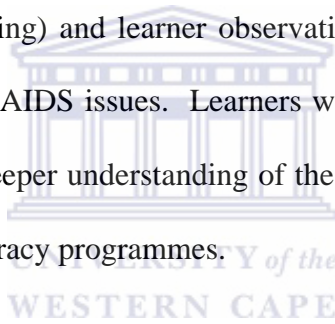
Multiple critical outcomes for each lesson of stage two were achieved. The intended outcomes of peers responding critically to decision making and negotiation, with regard to problem formulation and peer assessment through encouraged facilitation were achieved. Critical outcomes of learners' participation, collaboration and collegiality occurred through group work (cooperative learning). Learners were able to collect, analyse, organise and manage themselves to evaluate information critically and in a responsible way.

- Learning outcomes

The learning outcomes for stage two were achieved by learners. Learners were able to use their ‘listening, speaking, reading and viewing, writing, thinking and reasoning and language structure and usage’ they obtained during their teacher-centred approach. All the six learning outcomes were achieved.

- Lesson Outcomes

The key challenge which was to alleviate ‘stigmatisation’ of HIV/AIDS occurred. The ‘ABC’ of HIV/AIDS education was central to the lesson outcomes achieved. Peer education, group work (cooperative learning) and learner observation were obtained during this stage with special emphasis on HIV/AIDS issues. Learners were actively involved in the lessons and this allowed for a much deeper understanding of the learner-centred approach about the ‘ABC’ of HIV/AIDS in the literacy programmes.



Lesson four: Introduction to the alleviation of stigmatisation

- Data analysis

Lesson four consisted of three phases.

Phase one was about learners doing group work (cooperative learning) (see Appendix 9). The time allocated for this phase was approximately fifteen minutes. The groups were made up of four learners which included a mediator, a reader, writer and a problem formulator. Each group was given a newspaper article relating to the stigmatisation of HIV/AIDS. Each group was required to formulate one question from the article. These questions would then be posed

to each learner once the group work (cooperative learning) session was completed. Learners immediately went into action and no time was wasted. The dynamics that evolved in the group was that the mediator became the central focus for guiding the group; the problem formulator allowed for the other members to assist in identify the question; the reader and the writer of each group were selected by the group members on the basis of their relative skills in these areas. Group work (cooperative learning) resulted in a high level of debating and negotiating around the selected article. I noticed that learners enjoyed taking charge of their role in their specific group. I observed that learners produced a higher level of constructive work when they were given charge of their own groups. This high level of constructive work of learners was a result of them enjoying the doing and discovering of things for themselves. After having completed their tasks, each group was required to read their respective article to the rest of the class. I noticed that some learners read too softly and not fluently enough for learners to follow. Some learners complained about the inaudibility of their peers' voice projection. In these cases, I asked learners to read again, to read slower and to project their voices so that their peers could have a better understanding of what they were reading. This was done in order for the learners to answer the questions that followed. The learners enjoyed reading again and tried to project their voices. This phase proved that learners were able to read effectively and formulate a question in their specific group. At the end of this phase, learners returned to their desks.

Phase two was about individual work. The time required for this phase was about twenty minutes. The learners were required to answer the questions formulated in phase one. The questions were read out aloud and learners listened attentively. However, learners had a

problem with some of the questions asked by their peers, as they said it was too difficult. If a learner interrupted during the reading of the question, the others would tell the learner in question to keep quiet. The learners were able to develop high levels of listening and concentration skills as they knew what was expected of them. This phase showed that learners had individually developed a high level of critical thinking by acquiring the ability to listen effectively. This phase worked well and learners enjoyed it.

Phase three was about peer assessment where learners were required to mark questions formulated in phase one. However, due to the time constraints, this phase had to run over into one of my normal periods (outside of action research stages). I still observed the lesson as being part of my action research stage. The individual groups divided the number of scripts amongst themselves and marked it. Intervention on my behalf was not needed as learners worked well together. With peer assessment learners knew what was expected of them. The learners marked the questions which they posed to peers in the previous phase. The marks reflected how learners assessed the listening skills of their peers. The learners enjoyed being in charge when marking their peers' work. I observed that learners developed competence in peer assessment. Learners displayed collaboration, collegiality and participation during peer assessment which added to the skill of competence. They were able to work constructively in their individual groups.

The learners' listening skills pertaining to the alleviation of stigmatisation were assessed according to the assessment criteria of the creative writing rubrics (see Chapter Five, par 5.2.1; Appendix 2).

TABLE 5: SUMMARY OF LEARNERS' LISTENING SKILLS

Assessment and Evaluation	Number of Learners
5(8-10)	9
4(5-7)	26
3(3-4)	4
2(1-2)	0
1(0-1)	0

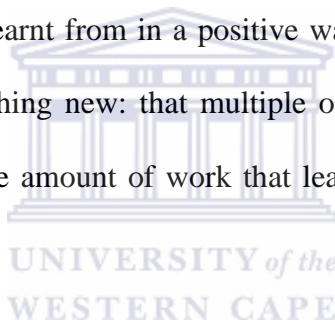
In Table 5, the data of the marks obtained signified the development of learners with regards to their listening skills. The data proved that learners had relatively good listening skills (see Appendix 9). The data of the table proved that none of the learners obtained an assessment level below two. Nine learners achieved between eight and ten while more than fifty percent received between five and seven percent. The data clearly illustrated that learners listened and comprehended. The group work (cooperative learning) prior to the individual work definitely helped towards the success of the lesson as learners gained confidence through the process of debating and negotiating.

- Observation checklist

According to Teacher X, learners acquired an 'abundance' of knowledge about HIV/AIDS issues. The knowledge which learners gained was from the articles they read, that their peers and knowledge about listening skills. Skills such as interaction between groups worked well. Reading skills and listening skills were tested. Moral values were conveyed to the class by reading and by the questions posed to learners from the articles.

Teacher **X**, found that I was very successful in facilitating the lesson as learners were guided through the process of interaction to acquire knowledge, skills and values. The groups worked well together because I was prepared. The instructions given to learners were clear and this allowed groups to work together collaboratively. Each learner was asked to make a contribution to their particular group; this worked well and made the entire lesson successful.

Additional comments by Teacher **X**, was that learners did not only acquire more knowledge about HIV/AIDS, but that their listening, reading and reasoning skills were also sharpened. Learners' acquired global knowledge from the articles which they had no idea of and interesting articles which we learnt from in a positive way. Teacher **X**, enjoyed this lesson and said that she learnt something new: that multiple outcomes can be achieved with one lesson. She was amazed at the amount of work that learners could actually complete with enjoyment and confidence.



Lesson five: Empathy and peer education

- Data analysis

Lesson five was about observing the norms and values that learners displayed during the peer education session. Learners were given an article and worksheet with two questions relating to empathy. Assessing empathy which is a value was not an easy task. During peer education, I was able to assess learners' ability to effectively engage in this lesson. Peer education required that learners had to make meaning of their peer's context. Peer education required that learners should be able to view the position from the perspective of their peers. This meant that learners had to effectively know how to employ their listening skills,

comprehend the perspectives of their peers and create a balance between objective and subjective transference. In this regard, I observed how learners showed empathy through their verbal and non verbal behaviour expressions.

As the peer educator entered the classroom, I observed how learners stared at the peer with questioning eyes. Learners looked confused and sad, since they already knew about the health status of the peer educator. The peer educator related her own personal experiences to learners. She went into explaining to the class that her uncle infected her with the disease at the age of fourteen, and what it was like to live with HIV/AIDS. She told them that two years after contracting the disease her mother died and the family refused to look after her. She told learners how stigmatisation affected her life. The peer educator also told learners about various treatment measures she had used, which included a discussion around retinol-viral treatment. Through this entire process both learners and I were completely dumb struck at what we heard. The way the peer educator described her context contributed to the interest the learners and I had in understanding what it was like to live with HIV/AIDS.

The learners were drawn into the practice of peer education through interaction and engaging in question formulation. The learners were then given a worksheet pertaining to empathy and how they would alleviate stigmatisation regarding the peer educator (see Appendix 10). The statement was as follows:

- i. Now allow yourself to write how you would alleviate stigmatisation regarding the peer educator.

A great amount of concern and responsible understanding was shown by the learners in answering their assigned tasks from the worksheets.

In answering their assigned task learners conveyed a great amount of empathy and emotional feelings (see Table 6). I detected the empathy and emotional feelings from the content of what learners wrote. The content of what learners wrote was expressed with sincerity and values fitting a sensitive issue such as HIV/AIDS. Examples of empathy and emotional feelings displayed by learners:

Learner 1: *Do you feel tired and how do you cope everyday?*

Learner 2: *What can we do to help people with HIV/AIDS?*

Learner 3: *Why did your own family discriminate against you when it was not your fault?*

Learner 4: *Miss I feel sorry for her because she has nobody to care for her.*



The learners' free writing pertaining to empathy and the peer educator was assessed according to the assessment criteria of the creative writing rubrics (see Chapter Five, par 5.2.1; Appendix 2).

TABLE 6: SUMMARY OF EMPATHY SHOWN

Assessment and Evaluation	Number of Learners
Learners showing empathy	34
Learners not showing empathy	5

In Table 6, the data of the marks obtained signified that peer education was an effective tool to develop the empathy learners showed. Only five learners showed no empathy by talking,

not being interested and showed minimal respect by continuing with their own discussion. I had to ask these learners to quiet down and show respect. The five learners were not able to imagine themselves in their peer's position. I gathered that for these learners HIV/AIDS was still far out of reach.

At the end of the lesson, two learners actually came up to the peer educator and hugged her. After the lesson three learners also asked me to get the telephone number of the AIDS orphanage she was admitted to. At the end of the action research session, I took 70 percent of my learners to the Sisters of Mercy Orphanage in Khayelitsha. The learners collected foodstuff and toys which they took with them to the orphaned children and parents. Learners displayed values of sharing and caring for HIV/AIDS patients.

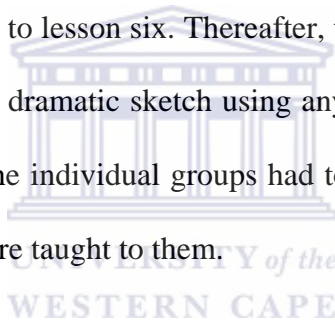
- Observation Checklist

Teacher **Y** was supposed to observe my lesson but due to the September exams he could not. Teacher **Z**, who is a language teacher, replaced Teacher **Y** and observed the lesson. Teacher **Z**, found me to be very competent through the process of facilitating the lesson. I was very confident and helped learners along throughout the lesson. I motivated learners to ask questions. According to Teacher **Z**, learner participation worked well; the reason being that they were interested in the subject matter. Learners cooperated fully. Teacher **Z**, thought that my pre-planned worksheet and having a peer educator worked well. Providing assistance to learners throughout the lesson was a definite credit to the lesson.

Lesson six: Role play and practical assignment

- Data analysis

Lesson six was about learners taking charge of formulating their own lesson outcomes they wished to achieve through role play. Lesson preparation occurred during two of my lessons (outside of the action research stages). I provided learners with resources to guide them in the preparation of their lesson. I gave learners time to discuss and prepare. Groups worked independently. Individual groups were very secretive as they were too scared that other groups might copy their ideas. Each group had to design a poster which encapsulated the themes of the five lessons prior to lesson six. Thereafter, they had to explain the poster to the class, and also had to act out a dramatic sketch using any of the five lessons taught to them during the research process. The individual groups had to show the ability to synthesise the 'ABC' of HIV/AIDS which were taught to them.



As I entered the school gate, on the morning of the role play, some learners told me that they were ready and that they were very excited to present their posters and to do the role play. With the role play, I asked learners to listen carefully and to give the individual groups a chance when doing their presentation. Some learners were disruptive while others did their role play. I gave learners instructions not to talk while individual groups were busy, as this was disrespectful. I observed that during their role play, learners were able to confidently and efficiently act out their knowledge, skills and values they were taught during the teacher-centred approach. All of the groups used real life issues for their role plays. Example of knowledge, skills and values displayed by learners:

Group 1: *Role play depicted a scene which occurred in a night club: a girl meets a boy, gets drunk and have sexual intercourse with him. After a month she discovers that she is pregnant and is HIV positive. The confrontation with her parents is horrific at first but later her parents console her.*

Group 2: *Role played a taxi scene: a girl, “the taxi queen”, falls pregnant due to sleeping around with the taxi drivers. She has no idea whom she is pregnant of and has the HIV disease. She runs away from home as she is too scared to face her family.*

Group 1 taught learners never to lose control of themselves as it can be life threatening.

Group 2 taught learners never to discriminate against HIV/AIDS people but instead to give them care and guidance.



Collaboration and collegiality were displayed during role play. Learners were orally well equipped for Grade 11. Learners’ potential to create understanding of knowledge acquired was revealed during role play. The learners were very vocal and not shy at all to present. The learners were very creative and original with their posters.

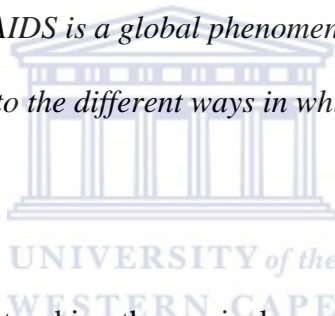
The content of the learners’ posters which encapsulated the themes of the five lessons prior to lesson six were assessed according to the assessment criteria of the creative writing rubrics (see Chapter Five, par 5.2.1; Appendix 2).

The posters illuminated very unique ideas. It was very interesting to see how successful and competent learners worked in groups. Most posters were of a very high quality for Grade 11 learners. For example, issues were addressed in a mature way. Posters displayed positive attitudes towards delaying sex; skills to ensure ‘abstinence’ and safer sex were illustrated. Learners took time and pride in collating the ideas of their posters. Most of the posters were laminated which in itself could serve as resources for future years lessons. Different lessons could probably develop from these posters for future years. Example of posters content displayed by learners:

Group 1: *The poster was in the form of an HIV/AIDS puzzle with emphasis on ‘abstinence’.*

Group 2: *Reflected how HIV/AIDS is a global phenomenon.*

Group 3: *Insight was given into the different ways in which HIV/AIDS can be spread.*



These posters could be used in teaching the curriculum as they are not teaching and learning activities specifically linked to Language lessons and outcomes. It is also linked to Social Science and Life Orientation Learning Areas. While Life Orientation more specifically deals with the civic rights of people, both Social Science and Life Orientation include the study of people and their interactions with the environment. This shows the integrated nature of the language curriculum.

- Observation Checklist

Teacher **Z** was absent but Prof Fataar sat in on my lesson. According to Prof Fataar, learners did not show enough empathy during role playing. They laughed about emotional issues.

However, enquiring from learners about the Professor's observation they responded that they laughed at how the groups acted out their plays as it appeared to be funny; they did not however, show disrespect for the content. Learners' posters and role play were well structured as it emphasised the 'ABC' of HIV/AIDS. In my opinion some learners were a bit light-hearted when they laughed at their peers. Although, learners found their peers funny and not the subject matter, insight around a life threatening issue required more understanding. Some learners lacked the skill of identifying a sensitive issue such as HIV/AIDS as they have not dealt with or experienced it in reality.

5.2.3.1 Reflection of stage two: Learner-centred approach

- Triangulation

Teachers felt that stage two was a true learner-centred approach. Learners were in charge of decision making. Participation and interaction between groups were experienced. Peer education, group work (cooperative learning) and individuals worked well during this approach. With group work (cooperative learning) learners collaborated and worked together. Learners acted out different skills such as reading and listening and knowledge were sharpened. Moral values and norms surfaced during lessons. Learners' belief systems and their disciplined up-bringing shaped their moral values and norms. Example of learners' moral values and norms:

Learner 1: *Miss, we as Muslims should not indulge in sexual intercourse before marriage.*

Learner 2: *Sleeping around is not allowed in Islam.*

The minority of Christian learners agreed with the Muslim learners and strong emphasis was directed at the 'A' of the 'ABC' of HIV/AIDS. Lessons were successful as I, the teacher, was competent through motivational facilitation. I encouraged learners from being insecure during the teacher-centred approach to a more secure, responsible and competent learner during the learner-centred approach.

- Self reflection

During this stage, I faced challenges and risks concerning my own normative views. I achieved my aim to change from a teacher-centered to a learner-centered pedagogical approach. I adapted my normative views to a more flexible approach to accommodate my learners. In other words, the achievement of stage two has largely been in the area of personal growth as a teacher, especially in facilitating learners towards developing their own knowledge, skills and values. Facilitation definitely guided my transition to a learner-centred approach.

The learner-centred approach was less demanding from my perspective as learners were equipped with knowledge gained from the teacher-centred approach which aided them with their tasks. Considerable progress has been made in achieving my initial objectives, namely the understanding of HIV/AIDS issues and my practice have improved through participation, collaboration and collegiality of learners and myself.

This stage was fundamentally based on group work (cooperative learning), peer education and interaction of learners, which proved that change in classroom practice, can be achieved.

Learners were ready to express their emotions through showing their feelings and responding with empathy to the thoughts and emotions of others. Learners were spontaneous and eager to role play. Critical outcomes were achieved as skills such as reading, listening, peer group participation, collaboration and collegiality occurred amongst learners. These are skills that learners require to sustain lifelong learning.

5.3 DISCUSSIONS

In my discussion I have included an analysis of the findings. I critically reflected on both pedagogical approaches to ascertain to what extent my outcomes have been achieved. To guide me with a systematic process in evaluating my classroom practices, I designed a benchmark grid to critique both my pedagogical approaches. Table 7 and 8 provide the benchmark grids for the teacher-centred and learner-centred approaches. This section is a comparative study of the two grids to guide my discussion.

TABLE 7: BENCHMARK GRID TO CRITIQUE MY TEACHER-CENTRED APPROACH.

Outcomes	Partially Gained	Gained	Not Gained
Knowledge			
Cognitive		✓	
Writing		✓	
Language		✓	
Skills			
Participation	✓		
Collaboration			✓
Collegiality			✓
Negotiation	✓		
Values			
Empathy	✓		

Within the teacher-centred approach, I was the dominant transmitter of knowledge. The benchmark grid for the teacher-centred approach indicates that the knowledge and values areas were more dominant than the skills areas. My dominant role came through very strong in all three lessons whereas during my learner-centred approach I was more flexible to the learners' demands. Participation during my teacher-centred approach was partially gained. Collaboration and collegiality did not really surface during my teacher-centred approach because opportunities were minimal. In the learner-centred approach full participation, collaboration and collegiality were experienced. Although the two pedagogical approaches work from two different frameworks they overlap in practice as both approaches simultaneously become evident in classroom practice.

TABLE 8: BENCHMARK GRID TO CRITIQUE MY LEARNER-CENTRED APPROACH.

Outcomes	Partially Gained	Gained	Not Gained
1. Knowledge			
Cognitive		✓	
Writing		✓	
Language		✓	
2. Skills			
Participation		✓	
Collaboration		✓	
Collegiality		✓	
Negotiation		✓	
3.Values			
Empathy	✓		

In the acquisition of knowledge, the teacher-centred approach was a good way of transmitting knowledge to learners. The learner-centred approach also allowed the learner to gain knowledge and to practically apply the knowledge transmitted during the teacher-centred approach. The learner-centred approach is the process that empowers the learner to utilise the knowledge gained. The local knowledge of the learners and the academic knowledge the learners acquired, contributed to learners being more collaborative and collegial in classroom practice in the learner-centred approach. Once learners were empowered with knowledge gained during the teacher-centred approach they felt more confident to engage in the lessons during my learner-centred approach.

I believe that the teacher-centred approach is used to develop knowledge of learners. The knowledge gained during the teacher-centred approach will determine the extent to which

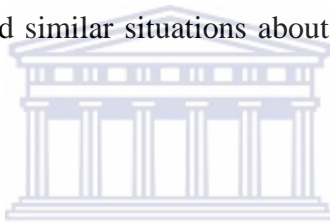
learners become empowered and emancipated to engage in classroom discussions during the learner-centred approach. Less participation of learners took place during the teacher-centred approach. However, I would not say that it was less favourable for a successful learning environment. Both the learners and I gained local and academic knowledge. Academic knowledge was the knowledge that I taught learners during my teacher-centred approach. I have discovered that once learners are equipped with knowledge they could be allowed to engage in the discovery of further knowledge on their own through the learner-centred approach. I have subsequently discovered the interrelatedness of the two approaches. A strong underlying logic of the action research proved that the two approaches cannot be isolated. The grids signify a strong interrelatedness between the two approaches.



5.4 REFLEXIVE CRITIQUE ON THE TEACHER-CENTRED AND LEARNER-CENTRED APPROACHES

What I have observed was that learners who did not gain academic knowledge from the teacher cannot be left on their own to do a task. I strongly agree with the view of Dewey that learners need to know the ‘why’, ‘what’ and ‘how’ before they are left to do task on their own. I have discovered that it is important to inspire trust and confidence in my learners, in order for them to communicate successfully with me. It enabled us to be open-minded and focused on what we were doing. This allowed for participatory teaching-learning taking place whereby deeper knowledge and a clearer understanding of subject matter came through. It boosted the self-image of both learners and myself.

I found that lesson five, dealing with peer education and group work (cooperative learning), was the most fulfilling lesson, I have ever experienced in my six years of teaching. This lesson proved that it is best if peers communicate at their own level with one another as more meaningful messages are internalised, instead of the teacher, teaching about situations that learners cannot associate with. Peer education added to the acquired knowledge of the participation of learners. I have discovered that by learners listening to the peer educator it was easier for them to show empathy. Reading the articles that learners wrote, I realised how ready they were to be taught the realities facing them about HIV/AIDS. Learners during this stage could relate to one another's life experiences. For example learners had similar backgrounds and they discussed similar situations about HIV/AIDS issues which they have experienced.



Through the research process, I discovered that by reflecting critically on my literacy programme, I could assess how my lessons about HIV/AIDS awareness helped me to review the limitations and strengths of both pedagogical approaches. The whole process for me was an act of conscientisation of my classroom practice. Through dialogue with my learners, I generated self-awareness and consciousness and allowed learners to question me beyond the literacy programme presented to them. Dialogical relationships between learners and myself prompted both creative literacy outcomes and cognitive skills. This allowed for participatory teaching-learning to take place whereby deeper knowledge and a clearer understanding of my pedagogical stance emerged.

5.5 REFLECTION ON WORKSHEETS

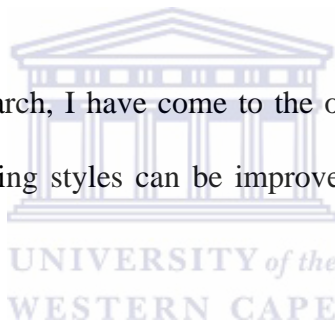
I believe that the learning material and interactive worksheets worked well and that my literacy goals were achieved. The literacy lessons were planned in such a way that learners could feel comfortable when tackling their task. Worksheets served as a means to acquire knowledge, to exercise literacy skills and to achieve literacy goals. All worksheets issued to learners had a reading section and a form of visualisation which aided with the understanding of concepts about HIV/AIDS issues.

The achievement acquired during stage two has largely been as a result of the quality of interactive lessons. I observed that when the learners used the assigned interactive worksheets which I introduced during the teacher-centred approach, they were more responsive during the learner-centred approach than when I used it during the teacher-centred approach. Interactive worksheets promoted the challenge to learners' cognitive skills and enhanced their visual perceptions. Learners' contribution and collaboration were stimulated. Worksheets aided the process of developmental relationships for both learners and myself. The developmental relationships arose due to the dialogical relations we shared when discussing the worksheet. Learners enjoyed the worksheet as it encouraged dialogical relations in the learner-centred approach. The actual literacy skills were acquired through the use of the worksheet. An added advantage of my worksheets was that it encouraged a reading culture amongst learners.

The interaction of learners proved that change in classroom practice can be achieved. Learners and I were aware of the process of change when moving from one pedagogical approach to the other as we discussed it. Learners could clearly differentiate between the teacher-centred approach and the learner-centred approach. This was apparent when more learner interaction took place during a learner-centred approach than a teacher-centred approach. I also believe that my encouragement and motivation helped to guide the weaker learner to participate.

5.6 CONCLUSION

By engaging in an action research, I have come to the opinion that curriculum content and appropriate teaching and learning styles can be improved if teachers are able to challenge their classroom practice.



In chapter Six I discuss and make recommendations that emanated from my research. A summary of my research findings guided two aspects namely the conclusions and recommendations in Chapter Six.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter, I discuss and make recommendations that emanated from my research. A summary of my research findings were drawn from two aspects namely the conclusions and recommendations.

6.2 CONCLUSIONS

6.2.1 Curriculum development and programme development:

6.2.1.1 Conceptual framework

My research has shown that an HIV/AIDS literacy programme for Grade 11 learners did not exist at the time of my research. As teacher, I argue that developing and implementing HIV/AIDS literacy programmes to form part of mainstream curricula is required as this is the time when teenagers are most vulnerable and at risk of being infected with HIV/AIDS. I defined a literacy programme for HIV/AIDS as a teaching-learning process for lifelong learning. Within the literacy programme teachers are required to act as change agents for transformation. Dialectic critique is a prerequisite for my transformational practice. A

critical facilitation practice is required for the discovery or development of knowledge for emancipation.

6.2.1.2 Literacy programme as teaching-learning process

A literacy programme is also defined as a teaching-learning process, meaning that the teacher is simultaneously a teacher and learner through interaction with their learners. I realised the need for my literacy programme when applying the reflexive and dialectic critique during the two stages of my research process. I worked from lesson plans using a two-way pedagogical approach in order to establish how best to design a literacy programme that includes both a teacher-centred and learner-centred approach. I have come to value the work of Dewey (1902; 1915:17-40) whose ‘pragmatic’ approach to education helped me to shape a literacy programme for my Grade 11 class. Dewey (1902; 1915:17-40) states that teacher-centred and learner-centred approaches must be integrated.

6.2.1.3 Literacy programme and lifelong learning

With the literacy programme learners are equipped with knowledge, skills and values which is the essence of lifelong education. The literacy programme enabled learners to make informed decisions about HIV/AIDS issues.

6.2.1.4 Teachers as change agents

It is important that teachers envisage themselves as change agents. For teachers to be change agents in their classroom practice they are required to have a formal commitment to integrating and motivating both the learner perspectives as well as their own role as professionally trained teachers. I define a change agent as one who constantly reflects on their action and the usefulness of a particular pedagogy at a certain time and who after reflection is willing to move between different pedagogical approaches when appropriate. In other words the teachers practice changes towards improvement through reflection and action. In reality teachers are comfortable with their classroom practices and they are not ready for change.

6.2.1.5 Literacy programme allows for dualistic pedagogical approaches

I believe that my literacy programme will allow teachers to move between pedagogical approaches. Therefore, my literacy programme is dualistic in nature as the pedagogical approaches are dependent on each other. This dualistic approach must be integrated in the teaching and learning process.

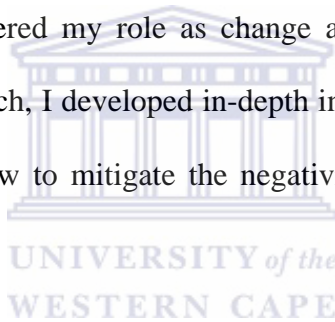
6.2.1.6 Literacy programme provides for transformation

An HIV/AIDS literacy programme provides for a process of transformation within classroom practice. A literacy programme is part of a process of change that both teachers and learners experience for the process of empowerment. It is a flexible and adaptive approach to teaching-learning. Teachers are required to feel the need to change within their practices and

it must be an intrinsic challenge that they wish to accomplish. Teachers are required to facilitate change through their critical literacy programme for empowerment.

6.2.1.7 A literacy programme defines discovery or development of knowledge

A literacy programme is one that defines the discovery or development of knowledge as being non-linear rather than hierarchical. In my research, I realised that the best way to deal with knowledge discovery and ‘behaviour understanding’ was to involve my learners in this process. In this regard, my research focused on working with my learners on an HIV/AIDS learning programme. I discovered my role as change agent when I moved between both pedagogical approaches. As such, I developed in-depth insight of HIV/AIDS issues, because I learned with my learners how to mitigate the negativities associated with stigmatisation pertaining to HIV/AIDS.



6.2.1.8 A critical facilitation practice requires emancipation

A critical facilitation practice is required for a literacy programme as it promotes emancipation. Critical facilitation guided and enabled learners to make informed decisions about their everyday experiences about HIV/AIDS.

6.2.1.9 Dialectic critique a prerequisite for a literacy programme

Before teachers can engage in a critical literacy programme it is important that they engage in dialectic critique. Dialectic critique helped with creating new knowledge in a literacy

programme which in my case was the HIV/AIDS literacy programme. This enabled learners to have a better understanding to the requirements of their classroom practice. Teachers are required to understand their practice with the notion of promoting an emancipatory teaching-learning environment. It is imperative that teachers are aware of the broader social context and constraints that impact on the knowledge production of learners and them. The critical literacy programme must be a literacy programme of empowerment, which minimises the constraints of classroom practice. The critical literacy programme as an emancipatory process is taken from a Freirean approach of liberation through critical literacy.

6.2.2 An HIV/AIDS literacy programme for curriculum development

6.2.2.1 Integrated teacher-learner centred approach



a) Limitations

It was my intention to put in place an HIV/AIDS literacy programme by critically reflecting on which pedagogical approaches was best suited for interactive teacher and learners relations. I discovered that limitations exist in both pedagogical approaches and by combining them was the better approach. The HIV/AIDS programme that I suggested is based on the combination of the two. In this regard I used the ‘ABC’ framework of HIV/AIDS to guide this process.

b) Too much attention is given to prevention

I have discovered that too much attention has been given to prevention through the use of condoms as a strategy. However, very little thought is given to the other spheres of the

framework: the 'A' and 'B' of HIV/AIDS education. My results have shown that most students argue against the use of condoms as the best means to 'B' may provide greater empowerment tools as a preventative strategy. As such, I have still to come across an effective learning programme on 'abstinence', 'behaviour understanding', and 'condomise'. I discuss in the following paragraphs how teaching about the 'ABC' of HIV/AIDS helped me to interdependently integrate the two pedagogical approaches.

c) Teacher-centred approach lays the foundation for learner-centred pedagogical approach

A teacher-centred pedagogical approach lays the foundation to effectively proceed to a learner-centred pedagogical approach. Once learners have obtained the necessary basic literacy skills and knowledge they can proceed to explore problem solving with more confidence and competence. The teacher-centred approach and the learner-centred approach lie on the same continuum and we need to find an appropriate way to relate to this. The teacher-centred approach and the learner-centred approach must be seen as a process whereby learners process knowledge, norms and values in a meaningful and understandable way. The research findings signified that learners lacked knowledge pertaining to HIV/AIDS issues and it was for this reason that knowledge had to be developed through teaching-learning practices. This can be done by conducting a systematic, creative, interactive and disciplined practice. Relevant teachings according to the context in which learners find themselves must be taught; that is learners' needs must be taken into consideration. Acquiring knowledge, verbal and communicative skill lessons in classroom practice is a form of empowerment for learners.

d) Learner-centred pedagogical approach facilitates empowerment

The learner-centred pedagogical approach is an approach whereby learners foster self-discipline, responsibility and accountability towards their work with knowledge acquired during the teacher-centred approach. OBE allows the space to integrate new and old knowledge in classroom practice; this in itself assists in building the self esteem of learners to participate. Learner competence, effectiveness and efficiency form part of a teacher-learner approach because of the technical nature of the approach, and it is for this reason that encouragement and motivation must form part of each lesson conducted. It is required that classroom dynamics be carefully managed whereby group activities allow for a variety of interactive outcomes to be established for summative, formative and continuous assessment.



6.2.2.2 Dialogical relationships

a) Engage intrinsically

Dialogical relationships of both learner and teacher are imperative for the literacy programme. Teachers and learners are required to engage intrinsically in all classroom activities. True change cannot be enforced; rather it must involve all participants to a state of awareness and consciousness. The teacher is required to guide the process for dialogical relationships in order for learners to become aware of accepting responsibility and to make necessary changes and adaptations to their everyday lives pertaining to HIV/AIDS issues.

b) Collaborative and collegial actions

Collaborative and collegial actions of teachers and learners are part and parcel of interactive lessons. Communicating effectively with learners within the critical literacy programme of

HIV/AIDS is an emancipatory practice for the development of both teachers and learners. It is a mutually explorative practice whereby shared power and knowledge relations are present.

6.2.2.3 Relevant knowledge

a) Everyday knowledge and academic knowledge

Relevant knowledge is imperative for the HIV/AIDS literacy programme. Learners' everyday knowledge and academic knowledge must be taught simultaneously for them to acquire language proficiency about HIV/AIDS issues. Learners cannot be left on their own accord to develop their language proficiency the teacher's role is that of 'expert' transmitter of academic knowledge.



b) Meaningful context

Learners must have an adequate level of language usage and this must be made familiar to them by frequent use in a meaningful context. Lessons must not be taught in an abstract manner. The instruction must rather be geared along lines of deep understanding and meaning for both teachers and learners. Teaching-learning the ground work of language is complimented with both the teacher-centred and learner-centred pedagogical approaches for the development of knowledge. Both teachers and learners are seen as processors of local and academic knowledge.

6.2.2.4 Peer education and Group work (cooperative learning)

a) Develops high level of critical thinking

I have discovered that peer education and group work (cooperative learning) do assist to enhance the learners' knowledge, values and skills. Peer education and group work (cooperative learning) are part and parcel of any curriculum programme as it develops high levels of critical thinking. Peer education adds to the teaching-learning process. Peer education and group work (cooperative learning) were valuable stimuli's for the teaching-learning process.

b) Visualisation internalises messages

Active participation of peers makes visualisation and the internalisation of messages easier for learners to grasp. With peer education and group work (cooperative learning) learners bring along their own experiences and hold certain beliefs that their peers can learn from. The most effective activities are those in which learners are actively involved. This in itself will make them aware of the important issues of HIV/AIDS.

6.2.2.5 Interactive classroom material

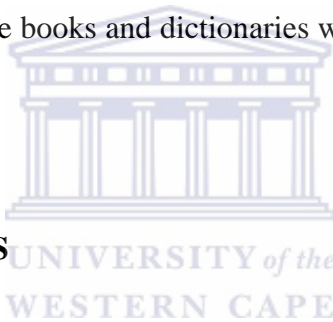
With interactive classroom material learners gained knowledge and it laid the foundation for independent enquiry.

a) Gaining knowledge and task orientation

Interactive classroom material is imperative for a well guided literacy programme. Interactive worksheets serve the purpose of gaining knowledge and task orientation for learners. It is, however, imperative that teachers use interactive worksheets when developing knowledge with their teacher-centred approach.

b) Foundation for independent enquiry

Visualisation of posters, comic strips, articles, or any photographs relevant to lessons have been used. Dictionaries are a necessity for any literacy lesson as this ensures a high degree of accuracy in the learners' answers and lays the foundation for independent enquiry and research in adult life. Reference books and dictionaries were used as academic texts for each lesson plan.



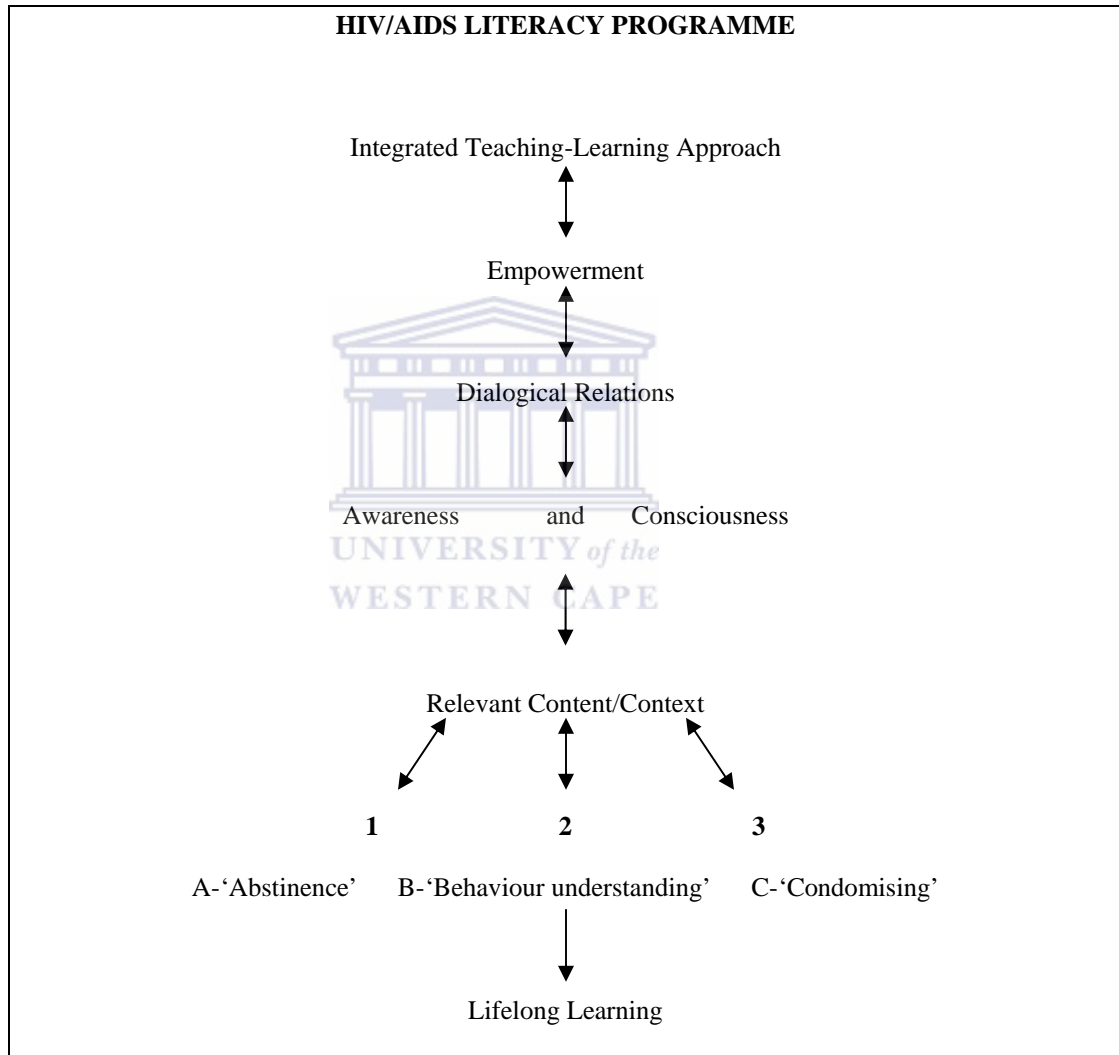
6.3 RECOMMENDATIONS

6.3.1 Task team

I recommend that a task team should be established to come up with a curriculum programme on the 'ABC' of HIV/AIDS within the curriculum framework. We need a specific syllabus framework on each of these sections. The department should look at an effective pedagogical facilitation process whereby the 'A' and the 'B' of the 'ABC' is emphasised more than the 'C'. Education in this way, I believe, can be more effective and have a lasting emancipatory impact on learners' informed choices and decisions. Concrete, informed and immediate action from the national DoE to grass-root level is needed to start a broad-based preventative strategy to reduce HIV/AIDS infection rates. An HIV/AIDS

literacy programme will assist learners in making informed decisions about HIV/AIDS and should be seen as a preventative strategy for HIV/AIDS infections.

FIGURE 5: MODEL FOR IMPLEMENTATION OF AN HIV/AIDS LITERACY PROGRAMME



According to the research findings, I strongly recommend that a critical teacher-learner pedagogical approach be institutionalised into the senior Grades of the curriculum. It has to be implemented from national level to local level in a systematic theoretical and practical

way. Implementation strategies should happen systematically and logically for all stakeholders to follow. Theory and practice should be assimilated for a critical teacher-learner pedagogical approach for lifelong education. The research findings would serve as the underlying support for the literacy programme about HIV/AIDS related issues for lifelong education.

6.3.2 Identification of practices by Department of Education

The DoE with the entire education sector should identify priorities for addressing literacy and HIV/AIDS at high school level. The culture of teaching and learning needs to change by taking into consideration the broader values and norms of children as they are open and ready to be tested at rational, emotional, spiritual and physical levels. The new education policies of teacher retrenchment have impacted on the culture of teaching as teachers feel dehumanised and disempowered. The disempowerment of teachers has a direct impact on morale of teachers and the type of instruction at high school level. Due to the lack of adequate instruction at high school level learners lives are at risk. Emphasising the ‘ABC’ of HIV/AIDS should serve as a means to educate civic education which is part and parcel of OBE.

6.3.3 Positive and concrete changes

Positive and concrete changes in HIV/AIDS education are needed that will provide learners with empowerment and confidence to face reality. A comprehensive approach rooted in the reality of learners' lives is crucial if learners are to be safer.

6.3.4 The review of teacher and learner- centred pedagogical approaches

The review of teacher-centred and learner-centred pedagogical approaches is important for broader curriculum development. The methodology that is required for teaching literacy programmes should be re-assessed. Through reflection of my action research, I believe that it is imperative that the educational sector see teacher-centred and learner-centred pedagogical approaches as interrelated and interwoven. A learner-centred approach which is the whole notion of OBE is strongly dependent on a teacher-centred approach. The factors of the two approaches are interrelated and work systematically to provide an environment that contributes to meaningful learning.

6.3.5 Assessment criteria for knowledge retention

Assessment criteria for knowledge retention should be re-evaluated by the education department. OBE is a means to educate for emancipation. I questioned how Grade 11 learners were unable to make sense of knowledge 'gained' at lower Grades if they were taught Life Orientation which included sexuality and HIV/AIDS. I do believe that

assessment is one of the pillars for OBE to be successful. For this reason, I strongly believe in the re-evaluation of assessment criteria.

6.3.6 Critical self-reflection and evaluation strategies

Critical self-reflection and evaluation strategies for teachers are a necessity for effective and efficient classroom practice. Critical self-reflection and evaluation programmes for teachers should be implemented by the DoE. It would allow teachers to critically evaluate the consequences of their actions, as action is continuous process for the improvement for classroom practice. It encourages teachers to become critically conscious and prepared to change their classroom practice. This would allow teachers to understand and develop good working relationships with learners and amongst learners in their classrooms. We can only liberate learners once we are liberated. Critical self-reflection and evaluation would allow teachers to adapt their practice to a conducive interactive learning environment. When teachers reflect on their practices it allows them to address issues that they have not thought of before.

6.3.7 The alleviation of low literacy levels

The alleviation of low literacy levels through ineffective OBE facilitation should form one of the priorities of the DoE. Basic standardised language proficiency facilitation should form the platform for increasing literacy levels.

6.3.8 Framework guide for facilitation

A framework guide for facilitation is a necessity for all teachers. The DoE should recognise the fact that the majority of teachers are unfamiliar with OBE. OBE requires lessons to be facilitated. Obscure perceptions of OBE implementation and facilitation skills are problematic. Generalisations exist, for example, some teachers believe that learners should be given worksheets without any instruction and others overload learners with homework as they themselves are grappling with the OBE system. A framework should be created whereby all teachers have a common understanding of facilitation.

6.3.9 Training for lifelong learning



Compulsory training for lifelong learning should be envisaged by the WCED for all teachers. Teachers are agents for school reform and it is for this reason that curriculum development is imperative for lifelong learning. Furthermore, the DoE should recognise adequate teacher training as a tool for effective and efficient implementation of the curriculum. Inadequate training (usually consisting of one to two weeks training) is seen as a major stumbling block for the effective implementation of OBE and lifelong learning. I believe that more attention should be paid to the quality and content of training and follow-up sessions are important to determine teachers' practice of their understanding of OBE.

6.3.10 Closer collaboration between WCED and teachers

Closer collaboration between WCED and teachers is needed. The DoE has requested schools to formulate their own HIV/AIDS policy at the time of my research. However, at the time of my research there were schools that had no HIV/AIDS policy in place, as was the case of the school where I am teaching at. The DoE is slow to follow-up requests put forward to schools with regard to HIV/AIDS. It is important that the department realises the extreme dangers senior grade learners face within the context framework of HIV/AIDS. A policy that institutionalises change and that challenges the mindset of both teachers and learners are needed for transformational education about HIV/AIDS.



6.3.11 Incentive based learning

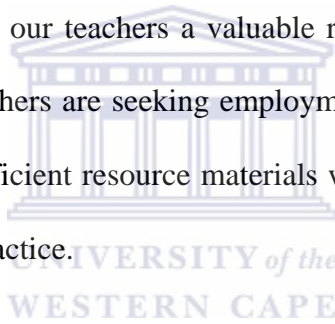
Incentive based learning promotes a conducive learning environment. Learners should be challenged and rewarded at all times as this encourages them to meaningfully engage with the subject matter. Learners should be encouraged to seek out things for themselves and some sort of reward is always welcome to learners. Encouragement and helpful criticism are imperative for the learners' progress as well as for their self-esteem.

6.3.12 Resource development programmes

Resource development programmes for teachers are imperative for OBE to be implemented. OBE is also a resource-based approach. However, inadequate learning materials in support

of the new curriculum are problematic. Both the availability and quality of resources are lacking. This in itself exacerbates historically disadvantaged schools and consequently implementation of the curriculum becomes problematic.

The WCED should implement resource development programmes for teachers to improve their status regarding resource building. Teachers should use their own experiences along with those of their learners for resource building. Teachers should encourage learners to do innovative based projects on the subject matter which can aid with the facilitation of future lessons. The DoE must be held accountable and responsible for the supply of sufficient resource materials and making our teachers a valuable resource. Teachers are becoming a scare commodity as many teachers are seeking employment in the private sector. Teachers are valuable resources and sufficient resource materials would add to effective and efficient transformation of classroom practice.



6.4 CONCLUSION

In light of my research, my focus of improving my classroom practice with the aim of developing an HIV/AIDS literacy programme for curriculum implementation became a reality. The emphasis of my literacy programme lies with the 'A' and 'B' of the 'ABC' of HIV/AIDS as the learners and I strongly supported this. With an HIV/AIDS literacy programme in place learners will become aware and develop a problem-solving approach for HIV/AIDS stigmatisation.

My research has opened a new dimension of thinking for my development pertaining to HIV/AIDS issues. I am now more convinced that dialogical relationships and methodological integration around sensitive issues such as HIV/AIDS should be challenged in classroom practice. As a teacher, the challenges that I lend myself to in my classroom practice made me more competent, critical and assertive. I sincerely hope that my journey in this research study will inspire teachers towards emancipation and empowerment in their classroom practice. I believe that only once teachers are inspired, can they emancipate and empower their learners about sensitive issues such as HIV/AIDS.



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APPENDICES

APPENDIX 1: Observation Checklist



Interactive Learning



Observation of Lessons

Checklist

Subject _____
Topic _____
Date _____

1. How well was the content of the lesson conveyed?

Knowledge _____

Skills _____

Values _____

2. How effective was the teacher in conducting the lesson?

3. How efficient was the teacher in conducting the lesson?



APPENDIX 2: Creative Writing Rubrics

Rubric for assessment and evaluation of Functional Writing : Primary Language (Grades 10-12)

	6 16-20	5 12-15	4 10-11	3 8-9	2 6-7	1 0-5
FORMAT APPROPRIATE LENGTH	Complete adherence to format Appropriate length	Very good adherence to format Appropriate length	Good adherence to format Appropriate length	Partial adherence to format Too long/short	Very limited adherence to format Too long/ short	No adherence to format Far too long /short
PLANNING EDITING & PROOFREADING (PROCESS WRITING)	Meaningful process writing has resulted in a finely crafted piece of writing	Useful process writing has resulted in a very good piece of writing	Appropriate process writing has resulted in an acceptable piece of writing	Some process writing has resulted in flawed piece of writing	Very little process writing has resulted in a poor piece of writing	No editing and proofreading has merely recopied rough draft
ADHERENCE TO TOPIC	Adheres to topic throughout Goal specific content achieves purpose fully	Adheres largely to topic Achieves purpose	Adheres partially to topic Achieves purpose	Touches on the topic, but does not successfully achieve purpose	Does not achieve purpose	Completely off the topic
REGISTER	Sophisticated use of tone, style and register	Mature use of tone, style and register	Good use of tone, style & register	Partial use of tone, style and register; has lapses	Inappropriate use of tone, style and register	No evidence of an awareness of tone, style & register
AWARENESS OF AUDIENCE	Shows sensitivity & subtle awareness of audience	Good awareness of audience	Appropriate awareness of audience	Little awareness of audience	Very little awareness of audience	No awareness of audience
SENTENCE STRUCTURE	Integrated variation of sentence structure	Integrated variation of sentence structure	Predominantly correct use of sentence structure with some variation	Little variety of sentence structure	Very little variety of sentence structure	No evidence of logical sentence structure
SPELLING, PUNCTUATION & LANGUAGE USAGE	Skilful use of language with no major errors	Clear & lucid use of language with few errors	Errors do not distract	Errors distracting	Errors disturbing	Errors most disturbing
CREATIVITY & ORIGINALITY	<input checked="" type="checkbox"/> Skilfully skilful & appropriate use of imagination Sincerity Authenticity The piece is INSPIRATIONAL	<input checked="" type="checkbox"/> Skilful and appropriate use of imagination Sincerity Authenticity The piece is MASTERFUL	<input checked="" type="checkbox"/> Appropriate use of imagination Sincerity Authenticity The piece is FUNCTIONAL	<input checked="" type="checkbox"/> Negligible use of imagination Sincerity Authenticity The piece is COLORLESS	<input checked="" type="checkbox"/> Very limited use of imagination Sincerity Authenticity The piece is MUNDANE	<input checked="" type="checkbox"/> No evidence of imagination Sincerity Authenticity

NOVEMBER 2003

Creative Writing Rubrics

APPENDIX 2

APPENDIX 3: Letters to and from the Western Cape Education Department

App: 3.

1 Nordenfeldt Road
Welgemoed
Bellville
7530
4 March 2004

Dr Ronald Cornellisen
Department of Research
WCED

Re. application to register research proposal with the WCED

Dear Sir

I hereby apply to your office for registration of my project with the Western Cape Education Department. I also apply for permission to do the research at Harold Cressy High School. The research is required for the minithesis part of my M.ED degree at the University of the Western Cape. I am currently a teacher at Harold Cressy High School.

My research topic focuses on HIV/AIDS literacy programmes for grade 11. My methodology is based on an action research approach.

My research requires that I conduct lessons in one classroom on HIV. I will make use of video-recording within the classroom to use for analysis of data and information recorded. The lesson plans are discreetly designed and will not compromise any learner's right to privacy or confidentiality. The identity of the learners will be strictly protected. The videos will be used strictly for the purpose of data analysis. I will ensure that, once the research is complete, the videos will be destroyed.

I will also be sending letters to the school governing body and parents of all the learners in the participating class to seek permission to do the research. Participation will be entirely voluntary and any learner may withdraw at any stage from the lessons.

The purpose of my research is to understand the cognitive and affective pedagogical processes involved in a lesson programme that aims to educate learners about biases, prejudices, myths, values and behavioural change management regarding HIV/AIDS and sexuality.

I intend to provide you with a copy of my research report after completion of my project.

I request your permission to use video recording equipment to conduct my research.

Yours sincerely

Ms Cheryl Williams

Letter of Approval from the Western Cape Education Department

Navrae
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ISEBE leMfundo leNtshona Koloni



FAX COVER

To: Ms C. Williams

From: Dr Ronald Cornelissen

Fax: (021) 461-8157

Pages: 2 (including cover sheet)

Phone: (021) 461-3810

Date: 01st June 2004

Re: Permission to conduct Research.

CC:

Urgent

For Review

Please Comment

Please reply

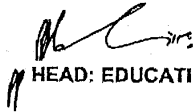
Please Recycle

◆ Comments:

Dear Ms C. Williams

Your request to conduct research in Western Cape Schools has been approved. Herewith the letter of approval.

Yours


HEAD: EDUCATION

MELD ASSEBLIKP VERWYSINGSNUMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /
NCEBA URMALÉ INOMBOLO ZEKALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, ICAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

APPENDIX 4: Letter to the School Governing Body and Principal

1 Nordenfeldt Road
Welgemoed
Bellville
7530
4 March 2004

School Governing Body
Harold Cressy High
Roeland Street
Cape Town
8000

Re. permission to conduct research proposal

Dear Sir/Madam

I hereby apply for permission to do my research at Harold Cressy High School. The research is required for the minithesis part of my M.ED degree at the University of the Western Cape.

My research topic focuses on HIV/AIDS literacy programmes for grade 11. My methodology is based on an action research approach.

My research requires that I conduct lessons in one classroom on HIV. I will make use of video recording within the classroom to use for analysis of data and information recorded. The lesson plans are discreetly designed and will not compromise any learner's right to privacy or confidentiality. The identity of the learners will be strictly protected. The videos will be used strictly for the purpose of data analysis. I will ensure that, once the research is complete, the videos will be destroyed.

I will be sending letters to parents of all the learners in the participating class to seek permission to do the research. Participation will be entirely voluntary and any learner may withdraw at any stage from the lessons.

The purpose of my research is to understand the cognitive and affective pedagogical processes involved in a lesson programme that aims to educate learners about biases, prejudices, myths, values and behavioural change management regarding HIV/AIDS and sexuality.

I intend to provide you with a copy of my research report after completion of my project.

I request your permission to use video recording equipment to conduct my research.

Yours sincerely

Ms Cheryl Williams

APPENDIX 5: Letter to the Parents

Harold Cressy High School

TELEPHONE: 461 3810
FAX: 461 6157

PRINCIPAL TEACHER:
MS R. HENDRICKS



103 ROELAND STREET
CAPE TOWN
8001

Dear Parents/Guardian

I, Mrs Williams, hereby request your permission to conduct my research in the grade 11W class. The research is required for the minithesis part of my M.ED degree at the University of the Western Cape.

My research topic focuses on HIV/AIDS literacy programmes for grade 11. My methodology is based on an action research approach.

My research requires that I conduct lessons in one classroom on HIV. I will make use of video recording within the classroom to use for analysis of data and information recorded. The lesson plans are discreetly designed and will not compromise any learner's right to privacy or confidentiality. The identity of the learners will be strictly protected. The videos will be used strictly for the purpose of data analysis. I will ensure that, once the research is complete, the videos will be destroyed. Participation will be entirely voluntary and any learner may withdraw at any stage from the lessons.

It would be appreciated if you could complete the reply slip below.

Thanking you

Ms. C. Williams

I Mr./Mrs.parent/guardian ofgive permission
to Mrs. Williams to conduct her research in the grade 11W class.

Signature.....Date.....

APPENDIX 6: Lesson One: Mind Map



Interactive Learning



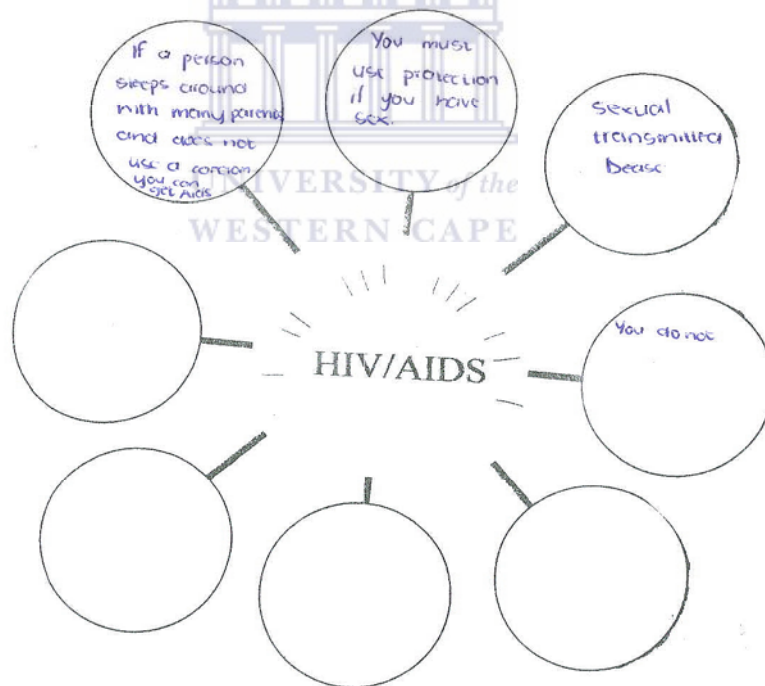
Topic HIV/AIDS

Name: _____

Breaking the "Wall of Silence"

Let's create a mind map

Work on your own for this activity. By using phrases or clauses write down what you know or understand about HIV/AIDS.



Lesson One: Breaking the 'Wall of Silence'

HIV/AIDS and Rights

Silence is bad for everyone



■ Be a good listener.

Questions

1. Do I really need to know about HIV/AIDS? Justify your answer.

Yes, you do need to know about HIV/AIDS because it affects all of us. HIV/AIDS is a epidemic throughout the world. Knowing about it gives you a chance to make good decisions about sexuality and in life too. Not knowing about it leaves you ignorant and ignorance can lead to prejudice at times. Knowing about HIV/AIDS will not make it a silent killer.

2. Is it important for us to break the "Wall of Silence"? Justify your answer.

Yes, it is very important to talk about HIV/AIDS because in this generation our fellow comrades of us diagnosed with it and they tend to be ignorant. When we break the silence we create support which strengthens our victim at HIV/AIDS and this enables them to break strong and gain self-esteem. Talking about it creates a positive environment to live in.

Talk to your parents about sex.
They can share their own feelings and values about sex with you.
They can also tell you the facts about the way your body works.



HIV -
AIDS -

APPENDIX 7: Lesson Two: Poem



Interactive Learning



Topic HIV/AIDS

The ABC of HIV

1. A – stands for **Abstain.**

Wait before having sex
Sex is very special. Many people feel that it should be kept for a long-term relationship like marriage. If you do not have sex, you will not get the HIV virus. This is the safest choice.



Think carefully before having sex
Sex is beautiful. But you should not have sex until you are a young adult, as your body is not ready for it.

2. B – stands for **Behaviour Understanding.**

Think of the consequences of having unprotected sex

Knowledge is power, for boys and girls. Find out all there is to know before you start having sex.



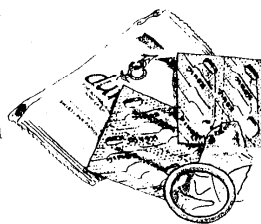
You may not know enough about the dangers of sex
Knowledge is power, for boys and girls.
Find out all there is to know before you start having sex.



Young people are adventurous
This is a time of your life when you want to try new and exciting things. That's great, but do not have unsafe sex. It's not worth it!

3. C – stands for **Careful.**

Where can I get condoms?
You can get condoms from clinics or you can buy them from supermarkets or chemists. Some workplaces also supply condoms. Remember to use a condom every time you have sex.



APPENDIX 8: Lesson Three: Brain Teaser



Interactive Learning

Topic HIV/AIDS

Name:

AIDS Awareness

1. **WHAT DO WE SEE HERE?** **WHAT IS REALLY HAPPENING?**
 Illustration: A person in a white dress is being examined by a doctor. A speech bubble from the doctor says: "A person who is dying is being examined to see how..."
 Response box: [Empty]

2. **HOW DOES THIS RELATE TO OUR LIVES?** **WHY DOES THIS SITUATION EXIST?**
 Illustration: A person in a white dress is talking to a child. A speech bubble from the child says: "I am..."
 Response box: [Empty]

3. **WHAT CAN WE DO ABOUT IT?**
 Illustration: A person in a white dress is talking to a child. A speech bubble from the child says: "Educate ourselves so we can control the disease."
 Response box: [Empty]

Lesson Three: Point Form Summary

In point-form summary provide suggested solutions to promoting AIDS awareness. Your summary should not exceed eighty words.

- > We could speak about this situation openly on television or radio. Break the 'Wall of Silence'.
- > We could have someone with AIDS speak out and let everyone know how they feel.
- > At schools there could be AIDS AWARENESS programmes for the learners because they are our future generation.
- > Booklets and pamphlets about the awareness could be handed with the mail.
- > Newspapers can have posters about the awareness of AIDS every week.
- > We could make people aware by promoting it on billboards.
- > Posters can be hung on the poles in the roads.
- > We could promote it by handing papers out to people on the road, at outside shops.
- > Magazines can have an article on it.
- > Posters can be put up in hospitals.

Excellent
20/20



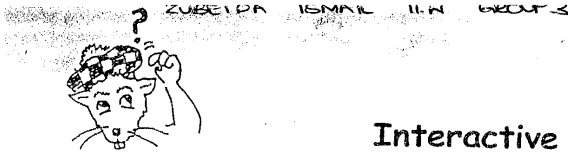
Children's Organisations

CINDI (Children in Distress)
Tel: (033) 345-2970
CHAIN (Children's HIV/AIDS Network)
Tel: (021) 685-4103
Cotlands Baby Sanctuary
Tel: (011) 683-7200
Bethesda Children's Home
Tel: (011) 986-7417
Child Welfare
Tel: (011) 492-2888

AIDS Helpline:
0800 012 322

Circles of
Support
Information
Hotline:
0860 222 777

APPENDIX 9: Lesson Four: Listening Skills and Group Work



Interactive Learning 7/10

Topic: HIV/AIDS

Group:

Newspaper Articles

INSTRUCTIONS:

1. Each group consists of four learners.
2. Learners should divide themselves into the following:
 - a) Reader (learner who will read the article).
 - b) Learner who explains the article to the rest of the group.
 - c) Learner who formulates two questions.
 - d) Learner who reads out the two questions from the article.
3. Now write down the questions and answers.
4. Each group need to mark their own questions.
Mark allocation = two

Questions:

1. What does Sabceha stand for and what is its purpose?

- * 2. What South African companies were covered by the survey? [two sectors]

Answers:

1. South African Business Coalition on HIV and AIDS.
It focuses on HIV/AIDS in the business sector.
2. Manufacturing, retail, wholesale, motor training and construction sectors. ✓



Interactive Learning

Topic: HIV/AIDS

Name:

Newspaper Articles

Answers:

Group 1:

1. unsafe sex - heterosexual and unsafe injection practices, due to blood transfusion.

2.

Group 2:

1. AIDS is special because the treatment is expensive and many people who have AIDS do not have long to live, and because

2. it brings us closer discussion about HIV/AIDS.

Group 3:

1.

2.

APPENDIX 10: Lesson Five: Empathy and Peer education

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ISSUE 13 - JULY 2003

JUST YOUTH POETRY

ARTICLES

How my uncle infected me at 14

Babalwa Tembani, Matthew Goniwe

I'm 20 years old. I'm HIV-positive. I was raped by my uncle. I was only 14 years old in 1996 when it happened. My uncle raped me, because he thought that if he raped a virgin he would be cured of his HIV. He wrote a letter asking for forgiveness and afterwards he killed himself.

My mother passed away in 1998. She was HIV-positive and then my aunt took me to live with her family in 1990. On June 9 I got very sick. I was admitted to Grootte Schuur Hospital where there was a nurse who told my aunt that I had only four days to live. She said my aunt must look for a place so that I can wait for the day of my death. My aunt found a place called the Roman Catholic Sisters of Mercy. It's the place that I was waiting for my day of death. The

time I stayed in the hospice, I became better. I joined the support group called Wola Nani in 2000.

I went back to school in 2001 and joined the Treatment Action Campaign (TAC). The organisation gave me information on HIV/Aids and taught me how to live positively. On April 19, 2002, I started the anti-retroviral (ARV) treatment through the Medicines Sans Frontiers (MSF), or Doctors Without Borders organization and the treatment was very effective.

So I want to say thanks to MSF and TAC and to all my supporters at school for treating me nicely and understanding my situation. My message to youth and adults is - people let us not undermine other people, let's fight Aids. Let's fight for our rights. Boys - if a girl says 'no' to sex, please don't force her, because you can end up in jail.

Cynthia Lindeka Rwida, Harold Cressy High School

"You are HIV positive,"
The doctor tells me
"Ok," I say
Well, what else was I supposed to do?
Cry? Why?
I can't cry about something I don't know

Later I found out enough to know that
I am going to die
Die a very slow and painful death
Now I wanted to cry
But still, I couldn't

And why should I,
I knew what I was doing
I should have been ready for this
But why did it have to happen to me?
Why me?
What did I do that was so wrong?
I mean, I'm not the only one who doesn't use condoms

Maybe this is some kind of a lesson
But it's too late now
It's a lesson that's too late for the learning
All I want to do now is to lay down and die
But that's not easy to do
Maybe I'm not supposed to die
Not just yet anyway
Yes! I should learn more about this HIV
And teach others as well
They must learn how to protect themselves
And I have to let them know about my status

Today I'm waking up
Ready to face the world
To show you who I am
To let you know that
I am what I am,
I am what you see
And I am pretty special
In my own way.

HIV: My friend got kicked out of the house

Sindiso Baliso, Gugulethu Comprehensive School

One day my friend decided to go to do a blood test at the clinic.

When he got back home he told his parents that he is HIV positive. His father kicked him out of his house. He said that he is not going to stay in the house with an HIV

child, he must go away from him.

His father did not want to listen to anyone, so now he stays at my house until his father will call him back after the family meeting. He is very unhappy about what had happened to him because of his father.

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Interactive Learning

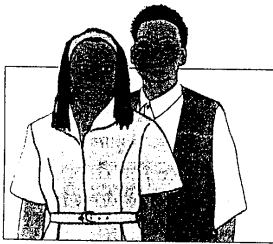
Topic: HIV/AIDS

Name:

Stigmatization

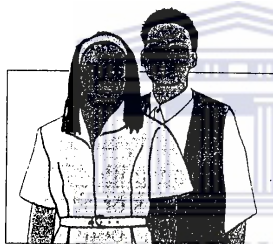
We all adhere to certain norms and values in society.

However, it is important that we react in a rational way when it comes to moral issues such as HIV/AIDS.



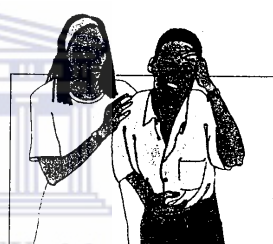
HIV negative

George and Lizzy when they had no HIV germ in their bodies.



HIV positive

George and Lizzy now have the HIV germ and can pass it on to other people. They still look well.



AIDS

George and Lizzy after many years with the HIV germ. They are sick with AIDS.

Now allow yourself to write freely how you would alleviate stigmatization.

Be creative in your thinking.

- Educate pupils at school about ways one can get HIV and show them that people with HIV is also human.
- Encouraging people to visit aids orphanages.