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FACULTY OF EDUCATION

An ethnographic investigation into English across the curriculum  
with particular reference to first year primary History and  
Geography at teacher training college level.

A dissertation  
presented in fulfilment  
of the requirements for the Degree of

MASTER OF PHILOSOPHY  
specialising in Language Education

by

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(ii)

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Abstract

This dissertation focusses on the need for an interactive approach to teaching content subjects at teacher training institutions with language as central to learning.

The concept of language across the curriculum is examined as it was initially conceptualised in Britain and in a South African context.

The research was ethnographic and documented lectures given by three lecturers to two first year primary teachers' diploma classes in History, Geography and History Methodology. The investigation showed that in two of the classes, much of what happened was lecturer-dominated, lacked relevance and cohesion, and was presented uncritically. In the third class, students were encouraged to view learning from a more personal perspective and to use language in exploratory and imaginative ways.

A model is proposed for a more interactive classroom style in colleges and recommendations affecting college curriculum design, college lecturers and students are made.

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TRANSCRIPTS

## CHAPTER 1: "WE WANT NOW TO MAKE A BETTER WORLD"

### (i) Introduction

The crisis in education in South Africa has had a marked affect on training colleges in the Department of Education and Training (DET). The students who gain access to colleges come with a legacy of poor teaching, years of boycotting classes and inadequate language and learning experience. Training Colleges, therefore, which generally have better facilities, better qualified staff and more favourable lecturer - student ratios, have to be places where learning can be accelerated. One of the central areas in which this can be done is by assisting the students to develop greater skill and competence in the use of the medium of instruction.

My research entailed looking at the linguistic needs of teacher training students in their content subjects - subjects other than languages - and observing the role which a content subject lecturer could play in facilitating an understanding of her subject through meeting the linguistic needs of her students in that specific subject.

The dissertation describes an ethnographic investigation into the role played by English in the curriculum where it is the medium of instruction but not the mother tongue of the students. My observations were focussed specifically on the History and Geography lectures of two first year senior primary teachers'



diploma classes (E and F). Notes and recordings were made, two questionnaires were completed and interviews were conducted with students from these classes.

My method of research was ethnographic. I made use of a tape recorder, field notes and interviews in order to attempt to gain an insight into language use and the negotiation of meaning in content subjects (by which I mean subjects in the College syllabus which are taught through the medium of English).

(ii) The college

The college where my research was based was situated in a rural area of South Africa but drew students from urban areas too. The college catered for black students only, mainly Xhosa-speaking, and was under the auspices of the Department of Education and Training (DET). It offered three courses: secondary (STD), senior primary (SPTD) and junior primary (JPTD) teachers' diplomas. Courses took three years. All students were in possession of a standard ten certificate. When the students left they were qualified to teach the following:

STD: standard 6 to standard 10

SPTD: standards 3 to 5

JPTD: Sub A to standard 2

A number of students ended up teaching standards and subjects

for which they were not qualified, although some attempts had been made to rationalise the placement of teachers. Students were required to teach through the medium of English from standard 3 onwards when they went teaching. There were 926 students at the College during the year of my research. Students admitted were individually interviewed before being accepted to the course but did not go through any standardized screening tests.

(iii) The students

I chose to do my research in the two first year SPTD classes. These students followed a course which required them to do 12 subjects through the medium of English plus Afrikaans and Xhosa. Heavy demands were thus made on them with regard to understanding and being able to interpret the language of the text and the lecturer. When students came to college many of them had problems understanding the lecturers' English and the content of the textbooks they used, were unable to use reference books and did not express themselves clearly orally or in writing in class. This is why I felt that it was necessary to examine what the students' linguistic and learning needs were in their content subjects and to attempt to formulate some suggestions for a more effective approach towards meeting these needs.

As previously stated, the students came from a mixture of urban

and rural areas. The majority in the classes researched were between the ages of 21 and 25. In the two classes - 66 students - 22 had come straight from school; 18 had been out of school for one year, 7 for two years and the rest for three or more years. One student had left school in 1969. Forty-three students had done History in standard 10 and 20 had done Geography. Their symbols in the standard ten examination ranged from C (7) to F (11) for English, with 23 Ds and 24 Es. One student had done Afrikaans instead of English. In History, the following symbols were obtained: 2 Cs, 5 Ds, 18 Es, 15 Fs and 3 Gs; in Geography there were 13 Es and 7 Fs. The rest did not take these subjects. The total average symbols of the students were 4Ds, 13 Es, 24 EEs, 25 Fs. (See Appendix A)

In their first year at college, the students could choose one of the following courses to be done as an academic course in their first year: History, Geography, Physical Science or Biology. Their choice was expected to be a subject that they had not done at school, but 41 out of the 66 took History and 12 took Geography. They also had to do a course in the methodology of History in first year. Geography Didactics (methodology) was studied in the second year. I observed classes in History and Geography Academic and also History Didactics, the last because it seemed to have a lecturer who attempted to use a cross-curricular approach: she attempted to link what she was teaching with subjects like Xhosa, English, Mathematics and

Art.

I was prompted to choose Social Studies in particular because of the social aspect of these subjects; in a changing society calling for new definitions of what should be taught in classrooms, I thought that it made sense to look at what was happening in these subjects and to suggest possible ways in which language could be used to make for more effective learning.

(iv) The context of DET Education

Education as it existed during the course of my research had become a "vicious circle". Pupils were poorly prepared in the classrooms, they were exposed to a great deal of transmission teaching (see support of this view in MacDonald 1988 and Langan 1990), and to syllabuses which were Eurocentric and which did not consider their needs. These pupils then became ineffective learners because of the fact that they were not able to understand the teacher, or because they were actually taught through the medium of the vernacular and then had to account for their knowledge in English, because the teacher could not translate the textbook into accessible language (Simons 1985, Langan 1990) and because they were unable to negotiate meaning in the language in which they were being taught. The teacher, in turn, was required to teach in a language which was not her own and so was more likely, from what I have observed, to adopt

an authoritarian style of teaching in which there was little room for negotiation of meaning - something which I shall refer to in later chapters. (See also Macdonald 1988, Langan 1990). Discussions with students revealed that many of them had initially been enthusiastic about school but had stopped liking it around about standard three when teachers had tended to use corporal punishment more frequently. One can only wonder at the psychological effects of the fact that this coincides with the introduction of English as medium of instruction!

Motivation of teachers plays a large part in how pupils are likely to perform and there are many factors in this country at this time which are likely to make teachers unmotivated, some of which I shall touch on in the study. "Education for domestication" (educating black people to remain subservient) is still very much in evidence in the DET education system. This approach also permeates the college system. Although there were attempts, at the college where I did research, to impress upon lecturers that they were teaching at a tertiary institution, I found that lecturers on the whole tended to be paternalistic in their approach. Morphet (1987:4) writes of "the intellectual bankruptcy of the apartheid curriculum" and I think this phrase highlights the emptiness and irrelevance of what was taught in some classrooms. Along with this paternalistic attitude went the feeling that "we know more than they do" so the students were not sufficiently challenged to think for themselves.

(v) "Education" or education

The subject "Education", which is in effect Fundamental Pedagogics, a philosophy of education which tends to preserve the status quo and assert the teachers' right to "lead" pupils to "maturity", reinforced the unquestioning attitudes which students absorbed in the schools and also taught them that they as teachers would be the "moulders" of the futures of their pupils, thus giving no credibility to the idea that pupils were also able to legitimise knowledge, and also giving undue authority and determinism to the teacher.

The question of the legitimacy of knowledge is a political one, as are so many other issues in education. Just as Jan Van Riebeeck attempted to control his slaves by sending them to school (Christie 1985:32), so DET education is still being controlled because it is politically expedient for the government to do so. Gardiner seems to agree that the government is dedicated to education as a system of control:

As long as decisions about education in South Africa are taken by groups of influential figures whose concerns are not those of education - but with questions of power, or profit, or technological efficiency - then there will be both a hierarchical thrusting of decisions upon the people, and education will remain a means of compelling people to follow pre-determined dictates. (1984 : 15)

In this study I shall also focus on the definition of knowledge and perceptions of learning because I see them as central to the issue of changes in education and, as I shall suggest, LAC will be meaningless if it is seen as an isolated issue rather than as part of an impetus toward change.

(vi) Language across the curriculum

The Bullock Report was published in 1975 as a result of an investigation into language and learning in Britain. Prior to this, researchers such as Barnes, Britton and Rosen (1971) had discussed the idea of language being central to the process of classroom learning. The Bullock Report says, "we find language is at the heart of the learning process." (1976:263) Marland echoes the urgency of whole school involvement in language matters when he writes of:

the need for the entire staff to value language in all its manifestations and in all its modes of communication. (1977:263)

but it is difficult to convince all teaching staff of the veracity of these statements in the light of the harsh realities of the teaching situation as it exists at present. The already overloaded teacher, coping with her own problems, often sees this as a criticism of her teaching, an extra load she has to carry or a distraction from the real business of the classroom. What

needs to be done is to build up an awareness of the importance of language not as part of the subject English but as a fundamental part of each content subject, essential to the actual understanding of the content. Often when one talks to teachers about LAC, they think you are coming to check up on their spelling and grammar - a reaction I had when beginning my research. One of the reasons for this is that many teachers are not first language speakers themselves and so feel insecure about speaking English in front of an English teacher. The teachers have never been taught that language is central to understanding and so are not able to envisage why one needs to pay attention to the language required for apprehending and learning. I suggest that an integrated approach to teaching where there is a minimum of transmission teaching is necessary for the effective implementation of such a policy.

In my discussions with students I found that they were nervous to ask questions since they felt that this might be considered a challenge to the teachers' authority and so prejudice the marks they obtained at the end of the year from that teacher. They had come from a system where the teacher had been the only authority in the classroom and had had little chance to learn that

Teachers are no longer gods. They are no more than guides to the young. (Anon: undated)<sup>1</sup>

or, as Hartshorne says, that "none of us has a monopoly on the



truth". (1986:-) As will be shown later, even at college level, students were afraid of some teachers whom they felt did not want them to ask "wrong" questions - i.e. questions which went beyond the limits of the text being used.

When the students came to college they began without having had any truly critical education. They were then prepared to be teachers in the three years in which they were at College but it was difficult in the three years at our disposal to help them to "unlearn" poor attitudes which had become ingrained over the years. Since the college's inception in 1981, various attempts have been made to broaden the students' knowledge of the world, and so, their vocabularies, and much use has been made of films and televised material in order to broaden his horizons. More recently, the English course which is followed by all students in the secondary section, namely Special English, had taken as its point of departure the fact that lecturers needed to incorporate that which was useful to the students. In the first year an attempt was made to upgrade the English from its rather dubious school standard, in the second year to assist them in the language they need to use in the classrooms and in the third year to equip them for the linguistic demands of their teaching careers.

In 1988 I was able to introduce a course into the secondary teachers' diploma first year called Language in Education . The

aim of this course was to give the student an understanding of language and to give him practice in the skills he needs to succeed in his tertiary studies. This idea was stimulated by an article by Young (1977). The college allowed this course as an experiment and questionnaires completed by these students after the first year showed that they had found their English course satisfying and had felt that "we were learning things which could help us in future." (personal communication)

There were lecturers at the College who had made individual efforts to upgrade the standard of English at the college. Lecturers had also attempted stimulate the students to read but it was not easy to reach all students, some of whom had been led to believe that it took a year or so to read a book, because that was how long their set books took at school. This responsibility for this unfortunate attitude could be laid at the door of syllabus designers who set such minimal book requirements, at college as well as school level.

Some lecturers - very few - tried to integrate the curriculum across subject boundaries and adopted a cross-curricular approach to teaching content subjects but it is felt that this, as praiseworthy as it most certainly is, is not enough. An LAC policy is of value if those in charge give their tacit approval to such an approach; it is of even more value if the approval is more vociferous, as we had experienced at our college, but I

should like to suggest that it is putting the cart before the horse to adopt a policy if lectures are still going to be given in isolation. Unless the focus moves from individual subjects to an integrated approach, one can expect little more than cosmetic changes in attitudes with regard to the importance of English in teaching content subjects.

(vii) Teaching and learning beyond apartheid

In chapter two I shall focus on the work of researchers in the field of LAC in Britain and South Africa and show that little has been done which focusses on what actually happens in the classroom and on the language used there. I suggest that if there are going to be changes that these changes will only be enduring if they are radical and not superficial - i.e. if one examines the root causes of the problems in South African education. The call for People's education for people's power (PEPP) will be discussed and I shall indicate why I feel that PEPP could encompass a policy towards effective language teaching across the curriculum.

I shall focus in the dissertation on perceptions of learning, on the role of language and on the interactions which take place in the classroom, in order to arrive at some understanding of what I see as effective teaching and of how we can move toward determining a more pivotal role for language which is used for

learning in content subjects.

ENDNOTE

1.  
At the time of my initial research, much literature relating to the struggle for a free education system was banned. Some documents, therefore, were written anonymously.

CHAPTER TWO "YOU CANNOT HAVE YOUR OWN OPINIONS"(i) Introduction: what is LAC?

The concept of language across the curriculum (LAC) is seen in this dissertation as an awareness of and sensitivity to the pupils' language needs in content subjects, the development of a critical approach in the classroom, particularly to textual material, and a perception by the teacher of the need for pupils to negotiate meaning and the need for subject material to be integrated in order to ensure effective learning.

In this chapter I shall look at literature on language across the curriculum (LAC) theory in Britain, what theorists have to say about LAC at training college level, LAC and the Department of Education and Training, LAC and People's education for people's power and, lastly, at what has been done in South Africa and what has still to be investigated.

(ii) British research: LAC conceptualised

In A language for life, the Committee of Inquiry chaired by Sir Alan Bullock, the Vice Chancellor of Oxford University at that time, set out their findings and recommendations about language and learning in Britain; their focus was on a wide range of education and one of the very strong recommendations to come out

of the two year long research task, much of which involved going into classrooms to see what was actually going on, was that schools needed to develop a language across the curriculum policy since Bullock had realised that, although language was an essential component of learning in the classroom: ("it represents the aspects of his thought processes most accessible to outside influences, including that of the teacher" Bullock 1975 : 49), it had not been accorded sufficient attention in content subject classrooms and they felt that

we must convince the teacher of history or of science, for example, that he has to understand the process by which his pupils take possession of the historical or scientific information that is offered them; and that such an understanding involve his paying positive attention to the part language plays in learning. (Ibid:188)

They postulate that language needs to be taught across the curriculum since

a curriculum subject, philosophically speaking, is a distinctive mode of analysis (Ibid:189).

It is thus not only the vocabulary which is different and which should be the concern of teachers, but also the way in which the content subject is conceptualised and presented.

The committee stresses the importance of all teachers in an

institution becoming involved in the teaching of English in all the different forms in which it appears in the different subjects. They suggest that it is necessary to convince

the teacher of history and science , for example, that he has to understand the process by which his pupils take possession of the historical or scientific information that is offered them (Ibid:188).

They emphasise the need for pupils to be able to formulate their own hypotheses about what they learn and then reformulate these hypotheses in the light of new information:

By a kind of spiral, the formulation itself becomes a source from which we draw further questions, fresh hypotheses. The statement we have made becomes the object of our own contemplation and a spur to further thinking. It is probably true to say that the higher thought processes become possible to the child or adolescent who in this way learns to turn his linguistic activities back upon his own formulations. (Ibid:49)

This "formulation" is an essential component of effective and meaningful learning since teaching cannot guarantee learning. Language is seen as a vehicle which allows us to make generalisations in order to make us manage experience and also allows us to "impose order upon the experiences we succeed in putting into words" (Ibid:50). Only then will the pupil understand and therefore "learn" what he is being taught.

The committee makes, I feel, a very important observation in the

following:

For language to play its full role as a means of learning, the teacher must create in the classroom an environment which encourages a wide range of language uses. (Ibid:188)

Their research has found that the child is very seldom given the chance to take the initiative in the classroom and does not have the opportunity to use real language for purposes of communication. Harold Rosen (Barnes, et al 1971:142) makes similar assertions when discussing pupils' writing. He questions how often teachers set pupils tasks which are authentic in that they encourage true communication (i.e. where an information gap exists) and suggests that "perhaps there is too much of a self-inflicted inquisition" about the way in which pupils are expected to respond to teachers in the classroom. Douglas Barnes suggests that

It is when the pupil is required to use language to grapple with new experience or to order old experience in a new way that he is most likely to find it necessary to use language differently. (Ibid:61)

Content subject teachers, therefore, need to encourage this "grappling" in order for the pupils to make meaning of their subject, to allow for a variety of forms of language use in class and to allow the pupils to make the learning discoveries to which the Report refers. There is also a need for pupils to be



encouraged to find solutions co-operatively so that they are able to learn that other pupils also have valuable contributions to make to their learning.

Marland (1977) looks closely at the language of textbooks and gives clear examples of how teachers can use textbook material to develop the language skills necessary for understanding their work. He recommends exercises in comprehension, the use of reference books, speed reading, word analysis and group discussion and interpretation. (86 - 99) He discusses reading problems and suggests that teachers do not understand the cognitive processes involved in reading.(104) He refers to the need for pupils to be taught to "interrogate print" (105), as suggested in the Bullock recommendations numbers 68 and 69, in order for them to develop "some strategies for guessing the meaning of the word" (107), and suggests how discourse needs to be analysed in order for the essential structures to be discerned so that meaning can become clearer. He also stresses that pupils need to talk about what they are learning so that this knowledge becomes personal to them (129) - what he calls "activities of shaping and sharing understanding" (138).

Referring to the attitudinal changes necessary for the implementation of an LAC policy, Marland says:

There remains the importance of something rather more intangible, the need for the entire staff to value

language in all its manifestations and in all its modes of communication. If a group of teachers care for communication and care for language, this will help the pupils through the intangible but powerful hidden curriculum as well as through the ostensible teaching curriculum. (Ibid:263)

and it would seem as if this group awareness of language is a way to bring about significant change in a school's teaching attitudes; if the teachers or lecturers are not aware, as a group, of the importance of language, then there is little chance that an LAC policy which is the concern of only a few will succeed.

Barnes (Barnes et al 1971:18) says, as a result of his study of teacher-pupil interaction in a secondary classrooms, that it is necessary for the teacher to "mediate" between the linguistic ability and experience of his pupils and the concepts related to the subject being taught. Barnes (Ibid:56) quotes Rosen who suggests that there are two categories of "specialised language" namely "linguistic-conventional" and "linguistic-intellectual"; the first is the language related to the social roles which the teacher and pupils assume in the classroom and the second refers to the conceptual language relating to the particular subject being taught. There is also, though, what he calls, "the language of secondary education" which is a way of "recodifying" everyday experience into dimensions shared by any or all of these subjects". (Ibid:61) These classifications

suggest that there is a language associated with making meaning of schooling which could potentially be the cause of failure in schools and colleges, particularly when teachers are not aware of what the linguistic demands of the content subjects are, when they are not equipped to mediate between the pupil and the text, when pupils are being taught through a second language and when they are not encouraged to participate in the negotiation of meaning.

Barnes (Barnes et al:1971) discusses and illustrates how the teacher goes about using subject specific language in the classroom and asserts that he has found that "the teacher confuses the ability to substitute one term for another with the ability to use the words to think with" (50), and continues to emphasise the need for pupil participation in the acquisition of knowledge. (61) He concludes by saying that

Finally we want our pupils to perceive the world as a place which is orderly but infinitely responsive to new ways of saying and doing things. We can best help them to reach this by making our classrooms places of the same kind. (Ibid:76)

This emphasis on pupil participation and the need for learning to be made a more personal experience can be linked with Freire's theories on how pupils are often alienated from the knowledge of the classroom through a "banking" type approach to teaching (Freire 1975), to be discussed further on, and with Adams's ideas

that pupils need to be clear about what is going on in the classroom. Adams (1978:4) states that pupils do not always understand what they are doing at school and refers to some informal research he conducted, in which he accompanied a class around for a day and found that "lesson after lesson, what happened was that somebody talked to him" (the pupil) (5). He says of the pupils:

They haven't really got a clue what's going on at all, because things are going on so rapidly and changing so rapidly and every forty minutes you stop doing something and have to start doing something else. There's no opportunity to build up some kind of coherent, collective experience in the process of what you are doing. (Ibid:4)

He carries on to stress the fact that "the pupils have got to be allowed into the secret" (6) of what the teacher is teaching and of what she expects, and emphasises the need for learning to become a "collaborative activity". (11)

Robertson (1980) illustrates how language can be used in Science lessons to enrich the pupils' understanding of their subject. She describes Physics lessons in which:

- (i) the pupils were physically involved in problem-solving activities
- (ii) they were encouraged to talk about what they were doing
- (iii) their writing was "an occasion to share understanding" not

as a means of teacher-pupil testing.

The pupils pointed out at the end of the research that they had found the sharing of ideas motivating and enlightening. Robertson argues that "one has to be responsible for one's own enquiry" (202) and sees a very different dynamic emerging from the classroom to that found in transmission teaching.

Murphey (1990) suggests in his model of interaction that peer interaction plays an important part in the process of language learning because the input does not cause either party to feel insecure. He suggests that, in interaction, the following takes place:

interaction --> quality adjustments --> comprehensible input --> language acquisition

(quality adjustments are adjustments one makes when conversing with another speaker - Murphey suggests that the quality adjustments between non-native speakers are more effective, thus making input more comprehensible.) Murphey's model highlights the need for more co-operative learning to take place for learning to be effective; students need to learn to value one another's contributions and realise that the teacher is not the only source of knowledge in the classroom but rather that she is a facilitator and co-ordinator.

(iii) LAC and teacher training

The Bullock Report comes out strongly in favour of the necessity for prospective teachers to be trained in the language of education, insisting that teachers should be "competent in all aspects of language" (1975:342); they see initial teacher training as only the beginning of a process of learning how to teach, and suggest that those who are already experienced at colleges "should be given ample opportunities to take advanced courses in language and reading" (342). The pupils in the schools would then be able to benefit from the insights gained in this way because their teachers would be more sensitive to language. Bullock (549) submits that cognisance needs to be taken of teachers' experience in language and reading when they are appointed at schools. This implies, as he also suggests, that all teachers need a very efficient preparation at training college and university level for the linguistic demands which will accompany the teaching of their content subjects. Bullock suggests a course in Language Education (15) and elucidates this later in the Report (343-346). This course would then form the basis of the teachers' knowledge about the importance of language in teaching and learning.

Young (1977) suggests that teacher trainees in South Africa require a course in Language Education if they are to become aware of the demands of language across the curriculum. He sees

the poor quality of student writing at universities as being symptomatic of a lack of concern about language at school level and suggests that a course which focusses on language in use, logical writing, the functions of language, stylistics and on how language is learnt should be introduced in teacher training institutions. Nuttall says that:

As teacher trainers, it is our responsibility to see that our students are given the opportunities to discover for themselves something of what language is, of what communication is, and something of how people learn languages. (1988:18)

Teacher trainers must come to realise that learning and so teaching is being disadvantaged if a heuristic (discovery) approach towards language is not adopted at all levels and that college curriculum planners emphasise the part language, and in this context particularly English, play in teacher training.

(iv) LAC and the DET

The Department of Education and Training appointed an Assistant Director in English as medium of instruction in their head office in 1987, which indicates that they are not unaware of the problems of teaching through a second language. In 1990 a course was introduced into the senior primary syllabus called English as medium of instruction. The English syllabuses for schools and

colleges sometimes include a short section on the importance of LAC but this seems to be left to the English Department to focus on. The standard six syllabus for English says:

Where pupils have English as a medium of instruction, it is highly desirable that schools should adopt an English across the curriculum policy. As one feature of this the English teacher should be invited to use material from other subjects in developing comprehension, note-taking and writing skills. (DET 1986:1)

and also points out that pupils need to use English which is "appropriate to their purposes" in communicating. (1) The other syllabuses make similar assertions, but no guidelines are given as to how this should be done. The syllabuses for teacher training in both primary and secondary fields give no indication that LAC is important, apart from the first year primary English Didactics (methodology) syllabus which indicates that pupils should do an assignment on "English across the curriculum (research essay including vocabulary required for teaching the various school subjects)". (DET 1985b:5) Content subject syllabuses do not mention LAC.

It is one of the contentions of this research that in order to pursue an LAC policy, a school or college needs staff whose main task is to co-ordinate a cross-curricular policy, but no such provision has yet been made by the DET. One college is in the fortunate position of having lecturers responsible for LAC and



students have certain periods during the week allocated for this, and at the college being researched I had negotiated for two periods a week for Language in Education for first year students, as mentioned in Chapter One, and some lecturers had shown an interest in implementing an LAC policy at their colleges (personal communications with college lecturers) but there was no official sanction by the Department. Although at colleges lecturers do usually have a number of "free" periods and there is a certain amount of autonomy, at schools anything extra becomes an impossibility where classes are overcrowded and understaffed and where large amounts of written work have to be marked as a result of this overcrowding and teachers themselves have problems teaching through the medium of a second language from standard three.

Why are pupils taught from standard three onwards through the medium of English? Southey explains that the Government's Act 90 of 1979

states that the "universally accepted principle" of mother tongue instruction shall be applied at least up till the end of Std 2, when the wishes of the parents shall determine whether mother tongue or one of the official languages is the medium thereafter. (Southey 1988:3)

and he carries on to say that the parents chose English as the medium of instruction. The standard three pupil, therefore,

embarks on a new learning experience - learning new, senior primary material through the medium of what, as a student has said "is often a foreign language because children do not hear English in their environment". They are "swamped with a 7000 word English vocabulary across the curriculum in Std 3" (Ibid:3) as well as with new subjects, and are taught by teachers who are not first language speakers and who have not been prepared to cope with LAC and the linguistic demands of the textbooks.<sup>1</sup>

This is the foundation for eight years' schooling in English- perhaps more; it should be obvious that pupils will only ever be able to learn to deal with this situation if the teachers become more adequately prepared to teach English across the curriculum and to employ methods in the classrooms which will lead to students being taught to "interrogate" the printed word and be more responsible for their learning. The development of a critical approach to learning has never been an issue in the DET where education has been to conserve the status quo rather than to question it. The Bantu Education Act of 1953 was by definition legislation for separateness and disadvantaged not only those who studied under it but also the whole country because it developed non-critical thinkers and prevented all South Africans from learning from each other. The search for alternative forms of education developed as a result of the crisis in education experienced in 1976 but had its roots in the African National Congress's "culture clubs" of the 1950's (Christie 1986:55) which sprung up as a resistance to the Act,

but were short-lived as was other opposition to the legislation. I should like to focus on the move towards PEPP in the following section.

(v) People's education for people's power

The struggle for People's education for people's power has taken place since 1985, initially from the Soweto Parents' Crisis Committee (SPCC) and the National Education Crisis Committee (NECC) (constituted from the original body with other country-wide representatives and recently renamed the National Education Co-ordinating Committee). The DET saw this move as a threat to the existing order of education and made the practice of PEPP punishable:

a "notice" published by the President under the Public Safety Act (December 1986) ... makes any form of alternative education within the schools punishable by fines of R4 000 or two years' imprisonment. (his emphasis) (Morphet 1987:3)

The SPCC document on PEPP (1985) attempted to conceptualise a new vision of education which would cater for the needs of all and for societal needs in a post-apartheid society. It lists six points as to what is seen as "people's education for people's power. It is an education which:

- enables the oppressed to understand the evils of the Apartheid system and prepares them for participation in

a non-racial society

- eliminates capitalist norms of competition, individualism and stunted intellectual development and one that encourages collective input and active participation by all, as well as stimulating critical thinking and analysis

- eliminates illiteracy, ignorance and exploitation of any person by another

- equips and trains all sectors of our people to participate actively and creatively in the struggle to attain people's power in order to establish a non-racial democratic South Africa.

- allows students, parents, teachers and workers to be mobilised into appropriate organisational structures which enable them to enhance the struggle for people's power and to participate actively in the initiation and management of people's education in all its forms

- enables workers to resist exploitation and oppression at their workplace. (SPCC 1985 unpagged)

There is little actual discussion of language across the curriculum in the documents about people's education. Some proposals for People's English from a committee working under the People's Education Commission of the National Education Crisis Committee include, with regard to language competence, a focus on the pupil's ability

- to say and write what one means

- to speak, read, write and listen with confidence

- to read print and to resist it where necessary (NECC undated :2)

and suggests that some of the content used be "material from

other subjects in the curriculum"; I feel, though, that there is much in the spirit of the approach - in the call for an understanding of the present hidden curriculum, for critical thinking, for an active participation in the learning process, for the elimination of illiteracy, for creativity and for the necessity of taking responsibility for what is learnt - which requires a sensitivity to language and its uses across the curriculum. There is, however, need for more clarity around the issue and around the whole area of language policy. Gardiner suggests, of PEPP, that

People's English has drawn distinctions in its public documents between what is called language competence and content, but it must be stressed that the materials being generated seek the fullest possible integration between the processes involved in both the achievement of competence and the exploration of written, oral and visual texts ... The integration of all attention to language is necessary as the forms that learning processes take are of central importance to both the nature of the struggle for appropriate education in a just society and to the sense of reality that education should give to those freeing themselves from the astonishingly complex influences of oppression. (1987a:5)

He offers guidelines for an approach to language teaching in a post-apartheid society: language should not be taught to enable pupils to understand a foreign culture; rather, how it is taught will be as central as the type of material which is used: language will serve to clarify the nature of the struggle for a just society as well as to pave the way for a realistic

understanding of freedom from oppression.

Much of what exemplifies a new vision of education has been based on the writings of Freire's experiences in literacy teaching in countries such as Brazil and Guinea Bissau where he saw illiteracy as being part of oppression and education as having the potential to liberate instead of domesticate. Freire (1975:138) discusses the two different concepts of education as he sees them: the "banking" concept and the "problem-posing" concept; what he sees as important is "the process of seeing and hearing, questioning and discussing" (problem-posing) rather than passive rote-learning and a concept of knowledge which is cut-and-dried as observed in some of this research. This approach appears to tie up with Gardiner's in that it focusses on the negotiation of meaning rather than on knowledge as "something that exists independently of someone who knows". (Bullock 1975:50) Freire sees education as

the practice of liberty because it frees the educator no less than the educatees from the twin thralldom of silence and monologue. Both partners are liberated as they begin to learn, the one to know self as being of worth - notwithstanding the stigma of illiteracy, poverty or technological ignorance - and the other as capable of dialogue in spite of the strait jacket imposed by the role of educator as one who knows. (Freire 1977:viii)

The need for teachers to escape from "the role of educator as

one who knows" and see the class as a learning environment for themselves is very important. Freire highlights the fact that learning is dynamic, not static, and that the acquisition of knowledge is an ongoing process. Part of LAC is the development of a critical attitude towards the written word of the textbook and a focus on the need for using a variety of texts to verify information: this is not the case at present in the DET where only one textbook is prescribed <sup>2</sup>and where pupils have to "sit down and receive tuition" (a principal's comment) rather than see learning as problem-posing; if learning is seen as cut and dried, then there are no problems and the status quo remains intact.

It has become clear in this research that not only is knowledge presented in "packages" or, as Freire would see it, as deposits in a bank, but also that these packages are not linked together and do not support each other. The present system of schooling, where subjects, particularly beyond primary school level, tend to be taught in isolation, does not lend itself to a real awareness of the complexities of language in content subjects. Gardiner (1987a:9) points to a "reconsideration of the conventional boundaries between subjects as we know them in South Africa" in a post-apartheid society and a removal of "the divisions between "creative" and "factual" activities". The present curriculum (which I see as defining the whole ethos of the school whereas the syllabus defines what is to be taught in a particular

subject) with its separation of subjects and linear syllabi reinforces the authoritarian nature of Bantu Education and limits the teacher's options, particularly if syllabuses are enforced by principals and inspectors. Top-down decision making which does not involve teachers, the system of examining which focuses on facts rather than insight and the linear structure of authority in schools are part of the hidden curriculum of schooling as it exists at present.

What is the "hidden curriculum" which supports the presentation of knowledge? Barnes (1982:173) quoting Illich (1971) in his discussion of an integrated curriculum submits that the hidden curriculum of a school conveys messages such as

Learning is mastery of the curriculum. The curriculum is a commodity. Schools and teachers package and sell the commodity.

and

Knowledge is divided into packages (subjects/topics). Learning is linear - knowledge comes in sequential curricular and graded exercises.

Learning as a "package" has to do with fitting in to the system and finding out what the limitations of one's exploration of knowledge are; it has to do with not asking too many questions and, at college level, with having to accept that there appears to be only one philosophy of education (Fundamental Pedagogics).



It also has to do with having to accept inferior and racially divided schooling because for most pupils there is no alternative. As Morphet puts it,

School learning is less about gaining knowledge and insight than it is about learning the rules of apartheid power. (1987:4)

Keddie in discussing the "validity" of knowledge as it is seen in the school, suggests that

It would appear that the willingness to take over the teacher's definition of what is to constitute the problem and what is to count as knowledge may require pupils to regard as irrelevant or inappropriate what they might see as problems in the context of everyday meaning. (1987:151)

At present there is a vast distance between what the pupils are expected to learn in class (e.g. the types of architecture used at the Cape in Jan Van Riebeeck's time in standard three)<sup>3</sup> and the immediate problems such as stayaways, lack of finances and poor living conditions which face them each day.

Barnes asserts that:

we want our pupils to perceive the world as a place which is orderly but infinitely responsive to new ways of saying and doing things. We can best help them to reach this by making our classrooms places of the same kind. (Barnes et al 1971:76)

- it is this kind of empathetic approach which runs through the conception of PEPP. The proposals made by the SPCC and the NECC are born out of a concern for children who have come to feel that their classrooms are not like this, but rather places of alienation, symbolic of an alienating system which is not supportive of the needs or aspirations of its users.

The last few years have been particularly difficult times for education in this country but the 1991 Back to school Campaign launched by the NECC is attempting to get children back into classrooms while the National Education Projects Investigation (NEPI) is attempting to begin researching the root causes of educational failure and to define new curricula. One of the items on the agenda of the language policy research group is LAC.

Although Morphet (1987) makes a claim that people's education can be interpreted from a liberal point of view, and suggests that this is the more desirable course for it to take, the literature seems to focus strongly on the collectivist and anti-individualistic approach, which is the direction which people's education is more likely to take. It is Gardiner, though, who notes that "it is worth noting how fundamentally democratic and humane its basic thrust is" (1987b:10) and suggests that it is a good idea to develop the potentialities for a new educational system as soon as possible in order to "liberate the potentialities within the community of South African people".

(10)

If people's education is going to be effectively implemented, it will be necessary to include a programme on LAC in order for the pupils to have the maximum benefit from their learning. It will need teachers of the highest quality and teachers with courage and it will be necessary for the teachers to be given the confidence and support to try out new methods and to get closer to their pupils in the classroom. Without this, any educational system is likely to make little progress. People's education is perhaps not the complete answer, but it does define the needs of a people who have been the recipients of a prejudiced and prejudicial system for thirty five years.

(vi) South African research and the way forward

Simons, in his research in schools in Soweto, found that pupils are able to be critical and to see each other as sources of information (1985:129) and submits that

conflicts can be lessened if pedagogical relationships are "opened up" and if teachers use their positional power and authority to be on the side of students' rights and not against them. (Ibid:289)

but the present system makes it very difficult for teachers to do so, particularly if they have not been educated to think

critically and if they themselves are victims of the system.

Young (1986) stresses the urgency for institutions promoting TESOL (Teaching English to speakers of other languages) to co-ordinate their efforts in an attempt to promote the cause of LAC. He emphasises the fact that an LAC programme needs to be implemented at policy-making level and that LAC will be most effectively implemented in an integrated curriculum. He also calls for a closer examination of texts by educationalists and publishers before they are put into use in the schools.

Weimann (1986) examines the language needs and problems of standard eight pupils in ten Ciskei schools and assesses these by means of a cloze test and a questionnaire asking pupils to explain certain terms used in the geomorphology lessons they have dealt with in class. The findings, however, do not reflect any of the classroom dynamics, and do not take pupils' individual viewpoints into account. He does, however, conclude that the standard of the pupils' English is poor, that too much "talk and chalk" teaching takes place and that textbook readability should be investigated.

Simons (1985), on the other hand, goes into classrooms in Soweto in order to find out what the pupils feel about learning and schooling. He comes up with a very strong recommendation for the implementation of an LAC policy at schools, and emphasises that this should not only be the responsibility of the English teacher

(284). He also emphasises the need for a negotiation of knowledge and a recognition by both teacher and pupils of "each other's authority, expertise and inadequacies". (289)

Heugh (1989) discusses two models of interaction suggested (i) by Snow, Met and Genessee (1989) and (ii) by Mohan (1986):

(i) The first model depicts how learners needs can be catered for by interaction between content subject teacher and language teacher while (ii) postulates the interaction of language and thinking skills. Heugh concludes that, while these models could form the basis of an LAC model for a future South African curriculum,

A danger which may be inherent in the language across the curriculum approach is that it could be adopted by the educational planners of a reactionary hegemony and utilised to produce very efficiently prepared workers for a pre-determined job market ... (1989:26)

and insists on the need for the development of critical thinking and language skills since "the source of all learning is to do with questioning and challenging". (26)

Langhan (1990) researches the difficulties of teaching Geography to standard three pupils in DET, Transkei and Ciskei schools and suggests that the textbooks used are an area of great concern because they do not conform to the properties of well constructed discourse. He suggests some requirements for

readable texts (49) but focuses mainly on the interaction between the pupil and the textbook rather than on the dynamics of the classroom situation.

There is, in general, a paucity of work on LAC in DET schools and colleges where,<sup>4</sup> it would seem, it is needed the most because of the non-mother tongue instruction that takes place from standard three onwards, because of the fact that the teachers are, in general, not English first language speakers (in the College under investigation, 10 out of the 71 lecturers are English first language speakers) and because the world depicted in the textbooks is very often a strange world to the pupils.

Van Den Heever (1988:16) refers to the need for pupils to be able to use textbooks with which they can identify, not books which depict a society which will never be theirs, and Maree in her research on the teaching of high school history and geography found that in textbooks:

Blacks are depicted as useful labour, dishonest bargainers, foolish farmers, or homeland citizens—where the proposed future is constantly transmuted into the traditional and immutable past/present.  
(1984:152)

If one is realistic about what has been done up to the present with regard to LAC in South Africa, and particularly in DET Education, then there is cause for concern. The case for LAC has not been disseminated on a wide scale: it is something which has

tended to remain cerebral and which teachers are not being trained to implement; during the course of this research it has been noted that at college level some of the language problems stem from the fact many lecturers are Afrikaans speaking (about 65% of the lecturers at the College under investigation) and, as a student remarked: "these lecturers have been trained at Afrikaans institutions and they have to ask us what the terms are in English". While this criticism cannot be true of all such lecturers, it does seem to be a reasonably common occurrence if one listens to the language used in the classrooms and looks at the language in examination papers. One can also not ignore the cultural influence and the effect of the dogmatic Christian National Education philosophy which must filter through this teaching. Most Black lecturers and teachers are also products of this system.

One needs to look at models for curriculum design which go beyond the syllabuses of the classroom; as Young says:

For LAC to work as a policy for action in our schools, teachers need to be able to move outside the laagers of their timetable classified subjects. (1986:46)

The Bullock Report discusses the question of where the responsibility for the implementation of an LAC policy lies. What seems to be a faulty assumption in the Report is that it is English teachers who need to do the convincing that an LAC policy is needed at a school; language is so inextricably intertwined

with learning that it should not be seen as the task of the English teacher to spread the message of LAC; I suggest that once this happens then much of the initiative for LAC is lost. The Bullock Report suggests that

the head of the English department and his English specialist colleagues are in an ideal position to take on the responsibility themselves (Ibid:193)

and, although they do envisage other possibilities as well, I suggest that this is, perhaps, defeating the object of the exercise. Something which needs to be considered when appointing someone to be in charge of LAC at a school if the idea is to gain credibility amongst staff is that the ideal person for LAC is not necessarily an English teacher but a person who is concerned about language being used for meaningful learning. This suggests that all teachers in training need to be educated in the central role of language in classroom learning if this kind of awareness is to be cultivated in teachers. I shall go on to discuss this issue in the following section.

LAC is not, as Weimann (1986:80 - 81) seems to suggest, something which can be dealt with only by in-service training, by improving English vocabulary and fluency or by only attending to the readability of texts; it encompasses a far broader attitude as to how material is dealt with by the school and how knowledge



is seen by those who define it; this cannot be done at syllabus design level; it has to become part of a major initiative to redesign the curriculum, taking the needs of the pupils into account before the need to perpetuate an unfair system; it necessitates the revision of the whole ethos of education in the country. 5

#### ENDNOTES

1.  
Teacher trainees in the primary field at DET colleges had four periods a week allocated for English, one of which is a "Didactics" (method) period.

2.  
The English Second Language Work Programme for Black high schools instructs teachers on the first page:

The modern English textbook is by its very nature a detailed work programme covering the departmental syllabus. It remains for this work programme to provide a framework for the teacher to integrate the textbook of his choice with the prescribed networks.

(The choice is made every four years from a DET selection of five books; the same book has to be chosen from standard six to ten; books are not necessarily all by the same authors.) It then continues later on

It is more important to deal with every chapter (in greater or lesser detail depending on the work rate of the class) than to work through every detail but not reach the end of the textbook. (DET 1987)

3.  
Mabe (1988 P8) remarks:

Virtually everything that our history books teach us about Dutch and British settlement in South Africa is not good news to most

Blacks.

Van Den Heever (1988 P 7) in discussing the role of black people in history says:

hulle speel maar langs die rand van die wit  
geskiedenis 'n rol - veral as daar  
moeilikheid is!

4.

Wegerhoff (1981) has done research into the readability of physical science texts at Junior Secondary level and this has led to a greater awareness of the publisher's responsibility when designing texts for school use but the focus of his work was on white education in the Cape Education Department.

5.

The cognitivist approaches of Vygotsky, Bruner and Piaget form an important part of language learning theory. Vygotsky focusses on the importance of social interaction as part of learning, where intrapsychological learning (between individuals with their particular socio-historical experiences) takes place before the interpsychological (individual) learning conceptions can be formulated. Bruner and Piaget both postulate learning as being different at various stages of human development. These approaches have not been discussed here since they do not illuminate the context in which I have tried to work.

CHAPTER THREE "SOMETIMES I THINK WE JUST ACCEPT WHAT THE TEACHER IS SAYING"

(i) Introduction

In this chapter I shall discuss various research approaches, focussing in particular on the ethnographic approach and its pertinence for the type of research I wished to do.

(ii) Positivism and structural functionalist research: little boxes

In the post-Darwinean era, doing research became synonymous with doing research "scientifically": this entailed strict control over variables other than those under investigation. It also assumed an ordered and controllable technique in doing the research. As the social sciences developed, they seemed to need to justify their disciplines by adopting such a "scientific" mode of research assuming that the study of human beings and their behaviour could not be done in a laboratory setting and under strictly controlled conditions if it was to be authentic. Boris Skinner - a behavioural psychologist - contributed to this attitude by postulating that human behaviour was a series of stimuli and responses and, as such, could be controlled in a "puppet-like" way.

The trend towards positivism in research in the field of science flowed over to research in the social sciences and education was one of the areas which was affected.

Sarup criticises the positivist approach because

it assumes that reality exists unproblematically; it stresses "scientific" method and statistical measurement , and separates "facts" from "values", "knowledge" from "interest". In short, this view presupposes a passive view of man, and, as its connection with behaviourism shows, it is deterministic. (1978:3)

- ✓ The structural functionalist mode of research was one which investigated the functioning of structures as they perceived them : e.g. the school, the church, criminal institutions. They investigated these structures as to whether or not they functioned effectively; deviant structures were researched in an effort to bring them into line with the norms and values of society. The structures themselves came to be taken for granted and, as such, were given "legitimacy", i e. they were assumed to be justified and their worth was not questioned. For example, in the field of education, the curriculum, horizontal grouping of classes, streaming and the stratification of the authority structures were seen as "legitimate".

Gorbutt (1972) suggests that early studies in education were demographic in the way in which they documented inadequacies in

education without investigating their context. He sees the structural functionalist paradigm<sup>1</sup> as one which moulds people to consensus and which places a high premium on order and control. Children are moulded to fit in with norms and values of the present society in order to ensure its survival.<sup>2</sup> One has only to examine the fundamental pedagogic philosophy of education taught to students in DET colleges (as discussed previously) to become aware of how such a philosophy can be used to ensure the continuation of the present structures.

In this paradigm, education is seen as an important form of socialisation into the "accepted" values: the teacher is crucial as an instrument of control as well as of cultural perpetuation. Positivist methodology, Gorbutt suggests, tends to "take" rather than "make" problems and to investigate what he calls the "official problems of the day"; its values are implicit in its research and what is investigated tends to reinforce what teachers already know at a common sense level, rather than to explore the dynamics of a situation. (5) He suggests, rather, an interpretative methodology which

challenges prevailing conventional wisdom and common sense views of the situation and injects a note of uncertainty into a world of taken for granted educational categories.  
(9)

(iii) Interaction analysis: going into classrooms at last

It became necessary to go beyond positivist analysis if researchers were to explore what really happened in the classroom and employ the interpretative type of methodology mentioned by Gorbutt. The beginnings of such an approach arose in the United States after World War II and had its roots in the social psychology of the Frankfurt School who had fled Nazi Germany and had reacted against its authoritarianism. Educationists felt the need to examine what was happening in the classrooms in an effort to ensure a non-authoritarian approach and to focus on the democratic values held dear in the USA. Ned Flanders became one of the leading proponents of interaction analysis and his FIAC (Flanders Interaction Analysis Categories) became prolifically utilised. (Delamont 1976:14 - 15) This code documented 10 aspects of teaching which the observer was required to tick off when she went into the classroom. Seven of the items related to teacher talk, two to student talk and one was a general category for "silence or confusion". It was a system which was easy to learn and use.

Delamont (Ibid) criticises the FIAC for its clinical analysis of pupil and teacher talk and for ignoring the ethos in which teaching takes place. She feels that the observer in the classroom needs to do more than tick, test and evaluate and statistically analyse to understand what really goes on. (12)

Delamont and Hamilton (1976) suggest that the FIAC doesn't take intentions into account - neither those of the teacher nor the students. They quote Smith and Geoffrey who talk of the need to understand the "silent languages" of the classroom (7) - how control works in a particular classroom, what the hidden curriculum is and what negotiated meanings are already part of the classroom world.(8) They do, however, stress the fact that Flanders did acknowledge the limitations of his evaluation code, but suggest that this has not always been done by those subsequently using the test. They also feel that the essentially democratic message of Flanders' code has been lost. (11)

Delamont and Hamilton do not reject the FIAC; they feel that it makes observation simple, it is easy to learn, well-tried, reliable, suitable for large classes and for many classes, it generates a wealth of statistical data, gives information about the average classroom and allows one to place the teacher in relation to his colleagues. Its manner of measuring teacher performance also allows educationalists insight into distributions in samples and populations.

What they do criticise is that, in interaction analysis, the context of the research - spatial and temporal - is often ignored, and the fact that they tend to use short period data . They suggest that the measurements are crude,<sup>3</sup> and ignore qualitative features, and that the analysis lacks the potential

qualitative features, and that the analysis lacks the potential to go beyond the original categories. Category systems may also assume the truth of what they claim to be explaining . Also, the code assumes a scenario where the teacher stands in front of the class and the pupils sit, to quote Shakespeare, "rapt withal", engaging in what the authors call "pedagogical pingpong".(11) More open and informal classes would be problematical to analyse according to this formulation, particularly where quiet group discussions are taking place, as would lectures and reading aloud lessons. (Ibid:104)

Delamont and Hamilton carry on to suggest that:

by placing arbitrary (and little understood) boundaries on continuous phenomena, category systems may create an initial bias from which it is extremely difficult to escape. Reality frozen in this way is not always easy to liberate from its static representation. (Ibid:9)

It can be seen then that these categories are not satisfactory for going beyond the assumed boundaries of what happens in the classroom; if one is attempting to distil the essence of what is actually happening in the classroom, one needs "a concern for the whole picture" and needs to take the "participants' perspectives as the basis for description". (Van Lier 1988:41) It is necessary, therefore to look at a research paradigm which professes to do this.



(iv) Ethnography: widening and deepening perceptions

Effective teaching is not easy to quantify and there is, I suggest, no set formula for what it takes to be a good teacher. Someone could do everything that Flanders suggests and still not teach successfully or, more importantly, ensure that pupils are inspired to learn.<sup>4</sup> The learning process in the classroom is part of an interaction between teacher and student; it is, essentially, a very personal process that, it is felt, can never be fully understood by the observer unless, perhaps, the observer is actually a bona fide student in the class and his "observer" status is unknown to the teacher; but even then he is going to be playing a dual role - that of student and that of reporter on the action. I have observed many lessons being taught by students where I have had to tick off innumerable columns indicating what the students were and were not doing, and making ratings on items such as functionalising, didactic flexibility, appearance, personality, etc on the DET evaluation form for teacher trainees (see Appendix E) and have never thought that this has really brought students much closer to a perception of when teaching and learning occur. Quantifiable data on classroom performance do not look beyond the obvious: one needs to examine how knowledge is being negotiated, who is exercising control in the class, how / if learning is being effected and at the role language is playing as a means of learning/ control/ negotiating or legitimising knowledge. Since the aims of this research were

to look at language in the classroom as a means of learning, negotiating and being critical, FIAC would, it is felt, have yielded little worthwhile data. It was necessary to use an interactionist or ethnographic approach where the researcher would be detached as an observer but also, on occasions, involved with the class being taught.<sup>5</sup>

Delamont and Hamilton (1976 :11 -12) suggest that both interaction analysis (as utilised by Flanders) and anthropological observation are concerned with developing metalanguages: the former utilises that of psychometry and the latter ethnography as a basis for their terminology. Anthropological studies see the study of education in broad sociocultural terms rather than looking only at "cognitive" and "affective" aspects; as such, knowledge, the curriculum and learning are regarded differently. In this approach, the observer immerses himself in the "new culture". Using a holistic framework, over a period of time, the observer(s) talks to participants, observes, compiles field notes and recordings, and accepts the complex scene he encounters as "given". He takes this totality as his data base and does what they describe as "zooming in from a wide angle", progressively focussing on those features he considers most salient and allowing and encouraging the development of new categories or new descriptive languages. Studies are generally done on a small scale.

The ethnographic approach utilises first hand observation of what is happening in the classroom, interpretation of what is observed and recorded, recordings which are made in the classroom and interviews with the participants. Morgan thinks that interpretative researchers need to focus on

how meaning is created, sustained, and shared through language and other symbolic constructs; how individuals have to negotiate differences between their views of reality and those of others (1987:397)

- this, he suggests, will lead to an understanding of how the social reality is constructed through the participants' interpretations and actions. (This is a view which Marxist theorists such as Sarup would argue with, since they feel that one cannot negate the fact that certain structures have come to have their own facticity (being or existence). (Sarup 1978)

Blumer (1977:229) suggests that one ought to look at the relationships within a social situation and the "social action from the actor's point of view" so that the researcher can understand how the "actors" define the situation. Benney and Hughes (1977) quote Cicourel (1966): "What is not said becomes as important as what is said". Delamont (1976) postulates that one needs to look too at the power structure in the classroom, at who authorises knowledge, at the social constructions in the classrooms, at the limitations within which the teachers' work, at their shared meanings and at the degree of integration of

subjects in the curriculum. Alfred Schutz (1977:36) suggests that when one examines a situation one needs to take into account factors such as how long the participants have known each other, what common perceptions exist amongst the group, and their understanding of the "private code" of the group. It is important, then, for the ethnographer to examine the everyday realities which are continually being negotiated and redefined in classrooms.

Gorbutt (1972:117) states that man is constantly making his world and making sense of it; socialisation is a continuous process. People are not socialised into particular roles, as proponents of a positivist paradigm would suggest, and so can reciprocally socialise each other; they are, to cite Carl Rogers, the Humanist psychologist, always in a state of "becoming" - i.e. constantly developing their own potential. Gorbutt further suggests that research should be recognised as a social act in which the researcher interprets the social situation just as the participants do. He stresses the need for educational research to become an integral part of teaching so that "teaching itself would become a self-critical research act." (10)

✓ Rose (1985:112) discusses the role of field work done by an individual researcher or small team. He stipulates the following essentials: close personal contact between observer and subjects, data gathering over time, on a continuous basis and

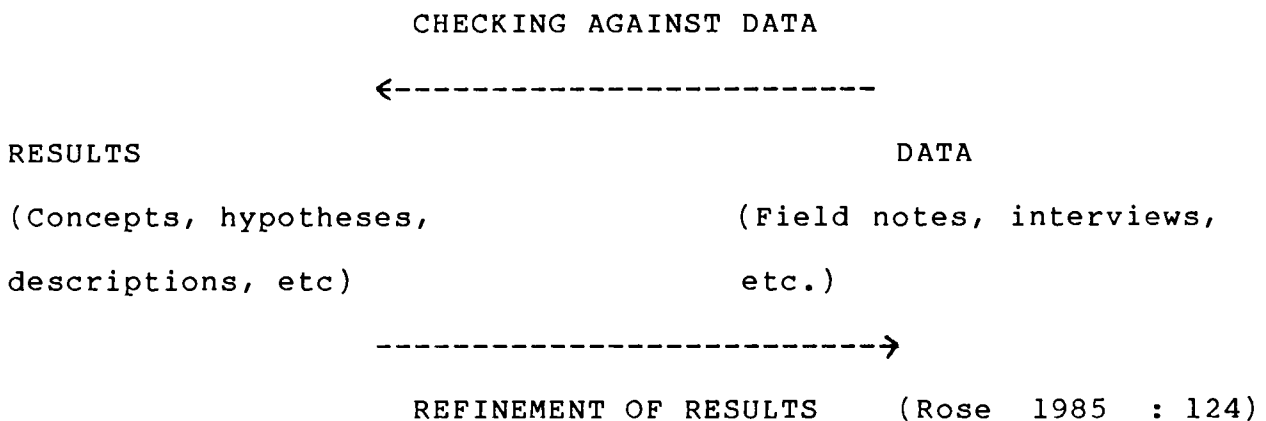
through observation, unstructured interviews and conversations. He suggests that the researcher has to negotiate a role in relation to the group. This relationship will vary over time. He points out that successful research will take place when

the focus of inquiry is the "here and now" of group dynamics, the ideology or world view of the group, or a specific process or experience. (129)

He quotes Schatzman and Strauss's strategies for listening what is being observed: eavesdropping, where she listens to what is being said, and situational conversation, where she "asks direct questions at opportune moments".

Rose outlines three parts to the process of analysing data as exemplified in the figure below:

- (i) the identification of concepts
- (ii) the identification, discovery or construction of categories within those concepts
- (iii) fitting data into these categories.



He emphasises the difference between participant concepts (which are those used by the group being studied) and theoretical concepts which are constructed or adopted by the researcher.

Rose also discusses the role of sampling and the analysis of data (see diagram) . He states that tentative results should be repeatedly checked and a special account taken of data which does not fit. One of the problems is that of deciding when data is complete.

The researcher also has to decide, he suggests, whether he is building or testing a theory in the process of his research.

Rose discusses theory building (126) and suggests that initial inspection leads to testing against data which leads to refinement of data and then checking whether the theory is consistent with the evidence. He quotes Ford: "theory construction inevitably entails an initial act of the imagination".

In an ethnographic approach there is a focus on the individual classroom rather than on the average classroom. The researcher is able to look at restricting factors on behaviour and at the symbolic nature of human interaction. Young (1971:38) sees as problematical the fact that, very often, knowledge in classes is treated as "out there" - abstract and compartmentalised: an

ethnographic approach can serve to demystify knowledge by looking at how knowledge is negotiated, if at all, in the classroom. Keddie (1971:151) feels that there is a discrepancy between what teachers say they believe and what they do in the classroom. Adams (1978:9) agrees when he speaks of the "classroom guessing game" which has the pupils giving responses according to what they think the teacher wants to know.(1978:9) Penny found the same thing in his research at the University of Fort Hare- students used "strategies" in order to work out what was demanded of them in different faculties : "they feel safer to receive courses passively, waiting for "truths" to be expounded". (Muir 1980:9)

Interactionism shows that school systems can be modified by adopting different methods and goals, but the question of how far there is power to negotiate also needs to be borne in mind. It is necessary, too, to remember who has the power. Sarup suggests that:

the phenomenological perspective - because its basis is philosophical idealism - encourages people to seek change through the way they think instead of providing them with means by which they can change what they or others are doing. Theoretical dereification, a possible consequence of this perspective, is not enough. There must be a practical dereification - an actual overthrow of social relations through praxis. (1978:4)

and that an ethnographic approach is unlikely to change power

structures. I would suggest, however, that changing one structure for another is meaningless until we understand the dynamics of a situation. Critics of interactionism feel that it fails to focus on the historical situation and on the definitions of the situation by the "actors" : those being researched. Also, the prejudices of the researcher will be reflected in her work and it might be problematical to enter a situation where shared meanings have already been built up between teacher and pupils and so initial encounters when there is less/ no shared meaning might be easier to research (although not necessarily more rewarding or illuminating).

(v) Action research - involving the teachers

Action research developed out of the work of researchers such as Lewin (Kenmis and McTaggart 1981:5), but is also informed by Freire (1975, 1977, 1978, Mackie 1980, Freire and Macedo 1987) and Marx (Sarup 1977, Aronowitz and Giroux 1987) It was felt that the subjects being researched - the teachers and pupils- also needed to make a contribution to the problem being researched, and that their input was very valuable in defining problems, planning action to be taken and reflecting on classroom processes if action and theory were going to be combined (praxis) and changes were going to result from research. Hopkins and Wideen (1984:65) see action research as combining "a substantive



problem solving act with a research procedure" Kenmis and McTaggart (1981:11) suggest the following process takes place: an initial reconnaissance of the field (involving discussion, negotiation, exploration of opportunities, assessment of possibilities, and an examination of the constraints on the research) which feeds in to a general plan; from here a process of action, followed by monitoring (discussion/ learning, reflecting / understanding and then rethinking / replanning) develops. This is then evaluated and the research action continues.

This research is non-alienating in that those being researched are also involved in the process of research, and therefore can be involved in negotiating their education within the limits of the research.

Peeke (1984:24 - 26) sees some of the problems of action research as being the following:

- (i) practical difficulties: time to do research while teaching; money required; need for equipment : efficient tape recorders / video cameras
- (ii) the teacher's affinity with her subjects in her research (e.g. the principal, the senior teachers, the pupils)
- (iii) role difficulties: the subjective involvement of a teacher versus the need for a researcher to stand back

and reflect on what is happening.

Some other problems which it is felt could possibly present themselves are:

- (i) the need to establish an atmosphere of acceptance and trust between teacher and class <sup>6</sup>
- (ii) difficulties in knowing when to end the process
- (iii) the difficulty of doing such research if teaching an examination subject, since the process is time-consuming
- (iv) the need for very secure people to be involved in this research since it is potentially threatening.

Broadfoot, criticising the British Conservative Party's lack of funding for educational research in the eighties, suggests that current research has tended to be more closely related to the teacher in the classroom. She argues:

Whether through principle or pragmatism, there has been a growing tendency for educational researchers to address the issues that teachers themselves identify; to share with teachers' insights as they are generated so that validation or further illumination may be generated by the latter's response. In some cases the main responsibility for the research has been handed over to teachers, with professional researchers providing the technical support and dissemination. (1988:14)

- she feels, therefore, that it is, at least, a cheaper form of research; it is certainly an excellent way of getting teachers

involved in being critical of their teaching. Action researchers can be either the teachers themselves or a third party who is closely involved with the teacher and the students in the research process. If the teacher is also the researcher, she will use a facilitator to assist her to reflect on what is taking place in the classroom.

The thrust of action research is transformation: building an awareness in the classroom - in both teacher and students - of the processes, both overt and hidden, taking place in the classroom. What is particularly attractive about this approach is the fact that it encourages critical reflection on the processes involved in learning, and so students are encouraged to share responsibility for their learning.

What action research lacks is a commitment to a particular philosophy of education; its ideological stance is that of needing to transform education but it is still essentially positivist in nature because it assumes rather than questions categories such as school, syllabus and authority structures.

Action research is not seen as being in opposition to an ethnographic approach to research; it could be complementary, extending the depths and parameters of what has been researched ethnographically. It is, however, felt that it is in essence a technique which needs to be utilised with care; the researcher

needs to look not only at the present but also at her future responsibility for changes which she may bring about in the classroom. The research needs teachers who are prepared to be able to accept constructive criticism, who are not defensive and who are open to hearing pupils' opinions of their teaching . Perhaps this is a problematic area, since such teachers are likely, it is suggested, to have fewer problems teaching anyway. For the purposes of my research, however, which I see as exploratory, this would not have been appropriate, particularly in the situation in which I was working.

(vi) The choice of an ethnographic approach

The need to use an ethnographic approach was informed by my experience in the College where I found that there was very little interactive communication taking place between lecturers and students in some classes, and felt that such communication was very essential, given the fact that the students were learning through the medium of a second language. There was a need to look below the surface and to explore what the expectations of both staff and students were with regard to learning in the classroom. A method such as the FIAC would not, it is felt, have yielded much information because of the often minimal interaction and maximum teacher talk. Also, since the ethos at the College was largely an authoritarian one where education tended to be seen as a "gift" where the teacher

"donates skills and information as one who knows" (Mackie 1980:43) rather than a Freire type "dialogue of discovery", it seemed futile to accept the structures as they were without examining what actually went on in these structures.

I initiated the research with a conviction of the iniquity of the apartheid structure of education: my subjects had suffered under the regime all their lives; what needed to be done was to look critically at the language being used in the classrooms and to see how it either aided or hindered the learning process and to attempt to demystify the substance of classroom interaction; to do this, I felt, required an ethnographic investigation.<sup>7</sup> In the following chapter I will detail the actual research undertaken for this dissertation.

#### ENDNOTES

1.

Gorbutt defines a paradigm as a body of knowledge which not only

constitutes a subject but also ... beliefs about research procedures, key problems and how they might be solved. Thus paradigm implies the conceptual parameters within which inquiry takes place. (1972:4)

2.

Christie says:

If you go into any school - white or black - you'll soon know who is in charge. There is a ladder of seniority, with the principal at the top, then deputy principals and vice principals, then senior teachers, then ordinary staff. You can even tell this hierarchy from the position and size of their offices, and where they sit in the staffroom! Somewhere at the bottom of the hierarchy are the students. But even among the students there is a hierarchy as well - prefects, senior students, etc. (1985:132)

3.

i.e. One needs, as well, to pay attention to the situation of the school, the immediate surroundings and the larger social and political setting as well as its setting in history: this information will inform current conclusions.

4.

Van Lier writes:

The procedure has obvious attractions, and is seen as a great improvement over anecdotal reports or evaluative remarks of the sort: "Nice lesson, but watch your blackboard work." Whether it actually adds to our store of knowledge and understanding of classroom processes, however, of what goes on in the classroom, is questionable. The category-coding tradition is inescapably locked into a circularity, due to the selection of categories that are deemed relevant. The criteria for their selection must come from some theory or ideology... They must also be held to be clear and unambiguous, directly observable and countable, and this inevitably excludes from the sphere of operations some of the most interesting features of classroom interaction (note the interaction - in Flanders' use of the term -analyst's motto: "If you can't see it or measure it, it's not worth talking about.") Finally, when the time for counting arrives, it is unquestionably assumed that more (of whatever it is that is called relevant) is necessarily better." (his emphasis) (1988:43)

5.

Denzin describes the task of the interactionist:

Interactionists find that their own worlds of experience are the proper subject matter of inquiry. Unlike the positivists, who separate themselves from the worlds they study, the interpretivists participate in the life world so as to understand better and express its emergent properties and features. (1987:153)

6.

In DET institutions particularly, this takes a long time, given the fraught political and educational situation at present - it is suggested that this could really only begin after the teacher had been with the class for at least a year.

7.

An ethnographic approach was preferable because no classroom research had been done previously at the college. Also, students had little free time to participate in reflecting on classroom practice. It is probable too that lecturers might have found action research more threatening in the ethos of the college.

CHAPTER 4 "WE HEARD SO MANY THINGS THAT WE MUST NOT ASK"(i) Introduction

In this chapter I shall describe the research project I undertook into the role of language in Senior Primary History and Geography.

I think it is necessary to look first at the actual institution and its "setting", (Delamont 1976a:21) its students and its course structure in order to put the research into a socio-historical perspective.

(ii) The ethos of the college

The institution where the research took place was in a rural area and bordered on a "homeland". The College was, in comparison with other DET Colleges in the country, extremely well-equipped. It boasted a computer centre with about 20 computers, a micro-teaching centre (built about two years before I left but never equipped), a large, well-equipped hall with a stage, two fully equipped home economics kitchens, three science laboratories, a large gymnasium with two squash courts and sports fields with a new grandstand, about 35 lecture rooms, a conference room and art rooms. Although most of the lecturers teaching in the secondary section had their own lecture rooms,

the primary staff lectured mainly in the students home rooms. The College was a boarding establishment with 6 hostels attached to it, under the supervision of the Rector, a Vice Rector and the Resident Assistant Superintendent (who was always a black male staff member). The College was staffed by 72 academic staff and about eight administrative staff, including a registrar. The academic staff consisted of the Rector, two Vice Rectors (one secondary, one primary), two senior heads of department (who taught about 9 periods each), 7 heads of department (one primary, the others subject specific with control mainly over the secondary section) 8 senior lecturers and 50 lecturers and junior lecturers (the junior lecturers were those with insufficient qualifications or less than five years' teaching experience.)

Although all teacher training colleges which fall under the DET are rooted in Bantu Education and in the philosophy of Fundamental Pedagogics which reinforces authoritarian structures and is aimed at causing the students to uphold Christian National values, the college had been fortunate to have had some lecturers who were prepared to go beyond the constraints of the syllabus. Also, Colleges were actually encouraged to some extent to experiment as long as approval was gained from the DET, and the control staff in the secondary section were happy for new ideas to be tried out, especially if the College's image could benefit from the experimentation.



The Primary Section had been headed by a lecturer with an abundance of ideas until the year before I began my research. In 1988, with his departure, there was a reaction against this experimentation and a feeling that the primary department needed to be "tightened up" and be controlled more closely with regard to general administrative and bureaucratic requirements such as properly organised and maintained record books and preparation files; far less experimentation took place as a result and students were not encouraged to be critical if they disagreed with the subject matter presented by lecturers.

The lecturers at the College were more or less divided into those who taught primary students and those who taught secondary students. Those who taught primary students had, on the whole, fewer / lower qualifications, and teaching in the secondary section had more status attached to it. Staff who did not perform well (according to the authorities) were sometimes "rerouted" to the primary section.

(iii) The Primary Teaching Department

This section was co-ordinated by one of the Vice Rectors (a man with secondary and tertiary teaching experience) and a Senior Head of Department (SHOD). An HOD (Didactics) also shared in the responsibility, although this related mostly to methodology

(Didactics) rather than to Academic (Content) courses. It was never really clarified who had control over the academic courses - they "sort of" fell under the supervision of the secondary HODs, but these lecturers were also responsible to the primary head and senior heads of department.

(iv) Course Structure

Students doing the Primary Teachers' Diploma (Senior Primary) embarked on a three year post-standard ten course to equip them to teach standards two to five. Broadly, the curriculum was as follows:

- (i) 45 x 40-minute periods of instruction per week plus 50 minutes of devotions
- (ii) Students were required to specialise in school curriculum subjects "on an academic level" as well as in Senior Primary Didactics over the three years.

The course consisted of

- (i) Professional Subjects (Education, Teaching Science, Classroom Practice)
- (ii) Subject Didactics of the subjects taught at senior primary level
- (iii) Academic Subjects for enrichment (Languages, Mathematics, and a choice between one of the following: Biology, Physical Science, History or Geography "which the student did not do at

standard ten level") and

(iv) Background Subjects - in first year - "directed towards the educative shaping of students" (Student Guidance and Library Orientation). (DET 1985: unpagged)

Of these subjects, the first language, English, Afrikaans and Mathematics were externally examined at the end of the third year, and Teaching Practice was externally moderated sometimes.

I think it is illuminating to discuss briefly the structure of the particular subjects observed, namely first year History and Geography. When I began observing lessons, I was very confused as to the difference in actual lesson content between History Academic and History Didactics. History Academic was aimed at upgrading the students' knowledge of History up to standard ten level, and those students who had not done History for standard ten were supposed to take the subject. The same applied to Geography. History Didactics was compulsory for all students as was Geography Didactics in the second year. In practice, 41 out of the 45 students who did History had studied it at standard ten level, and 10 out of 12 in the Geography class had done Geography for standard 10. The students were, however, taught mainly from the standard three textbooks.

What the syllabus for History Academic states is that

History should aim to  
- arouse in the student an interest in and a love of the subject, and to awaken in him a desire to know more about

his own and other people.

-to cause the student to view History as a record of the activities of people, of people in other times, and of people in specific situations. The subject should be used therefore as a vehicle for moulding the student into a person who will be able, initially, to take his place as a teacher in a specific community.

-the human aspect and drama in historical events rather than the accumulation of facts should be stressed. The main purpose is to regard History in the light of its educational value as a formative subject and not a factual one.

-to place emphasis on the development of the personality and character of the student

-to study the history of his country against the background of overseas events and more particularly those which have a direct relation with Western civilisation.

-to train students academically (content) by strengthening their knowledge. (DET 1985c: unpagéd)

The aim of History Didactics is "to prepare student teachers for the teaching of History in Higher Primary School". (DET 1985c: unpagéd)

What actually happened in the lecture rooms was rather strange: the History Academic lecturer (Jacques), went according to the textbook layout. The first section dealt with was "The People of South Africa" (from Bushmen and Hottentots to the Voortrekkers), then "Ancient Civilisations" and then "Life in the Middle Ages". I could not see the rationale behind either his or the text book's methods of organisation (Mocke and Wallis 1988), and students were not made aware of it. The History Didactics lecturer moved in what seemed to be a more logical and chronological way - from ancient to more modern. One can, however, understand that the students must have been extremely confused since they were studying opposite ends of the textbook

at the same time. There was no consultation between the two History lecturers, and they seemed to find it strange when I discussed the matter with them that there should need to be a common focus.

The Geography subject policy has 5 pages of aims, so I shall quote from the syllabus which says that the aim is that the students be "made aware of their environment and helped to understand the forces operating in various geographical phenomena." (DET 1985a: unpagged) Geography was also dealt with from the textbook (Hurry 1980) as well as from photostatted sheets of information. An appropriate map was usually used.

In none of the syllabuses was any attention paid to English as the language of instruction, to the potential problems of students not learning in their mother tongue or to the need for lecturers to intervene between subject matter and student if language obstacles arose.

In the syllabus requirements, the focus was on personal understanding: the next chapter will focus on whether or not this was made clear in the lecture rooms. The History subject policy does, however, make it patently clear that the students who are being "trained" have to fit in to a particular community at the end of their course; it also focusses on the fundamental pedagogical idea of people being "moulded" by their education.

Implicit in this is that the "moulder" (i.e. the lecturer) has a plan in mind with regard to what he wants the student to become. This deterministic, positivist approach is, it is felt, responsible for a great many of the problems in DET education today in that students are not encouraged to "transform" knowledge but rather to be "moulded" by lecturers / teachers who are assumed to know better than the students do. Also what seems to be insulting to students in Africa is the focus on Western civilisation as being "the one to be studied" virtually to the exclusion of others. No mention is made of the type of collective conscientising about the subject matter as suggested by Freire. (Connolly 1980:77)

(v) The students' ability

Students entering College came to interviews at the beginning of the year of initial study after sending in applications the year before. In general, students wanted to become secondary teachers, and if their matric symbols were good (relatively speaking), and if they were amongst the first to be interviewed or wanted and were able to teach scarcer subjects (e.g Afrikaans, Physical Science, Commercial subjects), they were accommodated. The other students could then choose between senior primary and junior primary courses, and were interviewed by some of the more experienced lecturers. Again, in general, they preferred senior primary to junior primary. Few male students enrolled in the

junior primary section.

Looking at the standard ten results of the students (as mentioned in Chapter One and tabulated in Appendix A), it can be seen that, of the students in both classes, the best passes were 4 D passes (50 - 59%); 48 out of the 66 students passed with either EEs (40 - 45%) or Fs (33 1/3 - 39%). However, I found that there were some very bright students in the class, a few of whom could have coped with university study, yet the Matric results appeared overwhelmingly pessimistic, and also showed little discrimination between individuals. There are a number of possible reasons for this and these have often been discussed: for example, that there is a deliberate effort on the part of the DET to keep standards and expectations low, the "mass" marking which takes place in the standard ten examinations,<sup>1</sup> insufficient stimulation of bright pupils at schools, the fact that brighter pupils are often foremost in the struggle against the regime and so are out of school more often, the need for individuals to maintain a low profile so that they are not singled out as being "above" the rest and also their inability to give of their best when they are not learning and communicating in their mother tongue, especially if they have never been given confidence to do so or practice.

The English results were poor (see Appendix A), particularly since English was the medium of instruction; from responses

given by the students (Appendix B) and from many personal communications, it is obvious that all students were not taught their content subjects through the medium of English - a fact which disadvantages both their ability to learn and the evaluation of their work in the examinations. These inequities in the system of teaching and examining reveal themselves in the discussions with students during the course of my research.

(vi) Going about the research

Having been involved and partially frustrated in DET education for six years prior to my research (by low standards set for both staff and students, by lack of challenge and by the physical and academic isolation of the College), I felt that one of the problems was the need for the implementation of a language policy at the College. Another problem was that there was very little contact between lecturers as to what they were doing in the classrooms and I felt there needed to be more openness about teaching and more integration across subject boundaries.

I had attempted in 1986 to establish a practice teaching workshop in the Secondary section along the lines of workshops which had been established by Alan Kenyon and Isabel Gunter at the College for the Junior and Senior Primary students. (personal communication with Gunter and Kenyon) My attempts met with



strong resistance from some members of staff. What the workshops involved was that, on a specific day, lecturers would discuss suggested lessons, fairly loosely formatted, before a group of students; these would then be discussed and negotiated in order to formulate the best possible lesson and in an effort to create a cross-curricular debate and show the students that subject divisions were not discrete. Students would then be chosen from their groups to teach the lessons a week later. Language lecturers were required to pay special attention to the language used in the lessons, not focussing on errors but on problems of communication.

Although these sessions were very well organised, certain lecturers, in particular the more "senior" ones, found themselves particularly threatened by having to "open up" their teaching to a wider audience and also, possibly, to be criticised. In the end, despite the support of the Rector, the project had to be abandoned, although we had had very positive feedback from the students. This was the impetus for me to try to "dig deeper" in investigating what was happening in the lecture rooms and to find lecturers who were agreeable to me going into their classrooms so that I could see what was actually happening in the learning process which was, I hoped, taking place in the lecture rooms.

The idea I had for my research was to go into two classes, namely

the History and Geography Academic classes, and look at the interactions taking place between lecturer and students and amongst the students themselves. I chose History and Geography for a number of reasons: the subjects lent themselves to negotiation and argument and it was hoped that interesting insights into language use and the role of language across the curriculum would be gained from the study; History particularly was an interestingly "sensitive" area to be researching and it seemed as if ideological differences would be exposed; little research had been done in this area, and none at teacher training level; I chose the primary area because all students had to do either History, Geography or Science Academic (only 8 did Science) so I was not looking at such a specialised group of students. I chose first year students because I wanted to study their transition from school to a college environment.

(vii) Approaches

Initially I spoke to the two lecturers who would be involved in the project: Jacques and Suna. Jacques was busy on a Master's degree in Education and Suna had a Primary teaching diploma. Both were Afrikaans speaking. I asked them whether they would mind if I came into their classes to record what was going on throughout the course of the year. I stressed that I was interested in looking at the interactions taking place in the class, and not in assessing the accuracy of their language use;

I also said that I was interested in student language use in the lecture rooms. There was hesitation about what I wanted to do, particularly from Jacques who, before I started the research, had sent the head of Primary Methodology to question me about what I was going to do in his classroom. I explained again what I had told Jacques, and this seemed to be satisfactory.

I also decided that I should like to go into Sue's lectures. Sue taught History Method. She had both primary qualifications and a degree. I asked her if she would mind if I came into her lectures to observe the E class and she was quite happy for me to do so. Sue had seemed to be an enlightened lecturer with a very positive, motivating approach, and I wanted to investigate this and compare what happened in her class to what happened in the classes of the other lecturers being investigated. I therefore also went to five of Sue's lectures during the course of the year.

Although I had up until that time taught only in the secondary teacher training section, I asked to be given the primary classes which I was researching for English Academic (a general English class). I was given the E class to teach. This was extremely useful for my research as I was able to get to know the class very well and to develop a very sound relationship with them, despite the fact that I only taught them for four periods a week (3 English Academic periods and 1 Didactics period). Sue

lectured English to the other class and this was also profitable for purposes of comparison.

(viii) The authorities

I also had to ask permission from the authorities at the College for permission to do research. I explained that I wanted to look at the language of the classroom to the Vice Rector who was in charge of Academic matters, at the end of the year before I began my research, and he was happy that I do the research. My perception was that he felt that LAC was a relatively "safe", non-political area of research. I also had to inform the new Vice Rector in charge of the Primary section at the beginning of the year of my research as to what I wished to do. I don't think he was that keen on the idea, but I stressed that I had already been given permission to do the research.

(ix) Teaching English to the E class

My perception of my role as a researcher / lecturer was that I needed to provide the class to whom I taught English with confidence in themselves and in their English ability. They needed to feel that they could cope with the language and study skills expected of them at College level, and, in fact, that they could question what happened in the lecture room. Sue asked me one day, towards the end of the year: "What have you done to

that class? They never stop asking questions these days." By the end of the year, the E class had gained a reputation amongst their teachers for being far brighter than the F class, although initially the F class's Matric symbols had been better. One of the students said to me " You must really like teaching because you take so much trouble with all the activities you prepare for us." I think this is not something which happens very often in schools: the classes are so large and schooling so pressured that the focus is largely on production-line education with certificates in mind. Ideas which seemed to work included a successful few periods on poetry writing (the best poems were put up on colourful posters in the classroom, much to the students' delight), writing and illustrating their own story books suitable for standard 3, 4 or 5 and in the process learning about editing, and doing a workshop production involving the whole class of the set book which we had chosen for first year, namely Peteni's Hill of Fools. (The emphasis in the production was deliberately on communicating the message and not on grand effects: all we used were three Coca Cola boxes as stage props; costumes were of their own choice, and they were imaginative and appropriate). In the Didactics lectures, the students were also encouraged to design lessons for pupils which were aimed at communication and a respect for the child's world, his intelligence and his need to communicate in the class.

(x) My role in the process of research

The idea of doing research at the College was a relatively new one as was the idea of lecturers going into other lecturers' classrooms, apart from top-down assessment visits. It was quite a novelty for the students and staff, and I had to take this into account. For this reason, I did not take the tape recorder into the lecture rooms at first since I wanted to let them feel relaxed with my presence first. The first lectures were observed only, and notes were made of what I observed and heard. Later on, I used a Blaupunkt dual deck Stereo Radio Cassette tape recorder CS 22005 with an internal microphone. There were only two plugs in each class - one in the front and one at the back, and, as previously mentioned, lectures took place in the students' home rooms, so I was not able to set up the tape beforehand since they were having other classes. Along with the tape recordings, I made field notes of what I observed and heard. I tried to sit at the back of the class but occasionally was forced to sit at the side in front because of seating arrangements in the classroom or because the back plug was inaccessible or not working. The lecture rooms had a small single table for each student and these were sometimes haphazardly grouped. There were some posters on the walls. I was fortunate to have my own classroom and the students came to my class for English; the chairs were permanently arranged in groups, and there were posters, magazines, paperbacks

and other books for loan and teaching materials pertaining to English in the classroom.

I had three separate interviews with the students in which I tried to let them speak about their concerns with the subjects and the curriculum in general. My discussions with the lecturers were on an informal basis. Since I taught English Academic to the E class, I was also able to do more informal observation and to see how they changed through the course of the year. This interaction was also important for establishing a good, trusting relationship with the class.

Since I had not previously taught in the Primary section, the year was a challenging learning experience for me too. I told the classes what I was going to do, again stressing the fact that I was looking at the interaction in the classroom and not at their linguistic correctness. I also gave them initial questionnaires to fill in (See Appendix D) and explained to them that my research was towards a degree at the University of Cape Town and had nothing to do with DET. I felt it was important to do this in order to establish credibility and to get beyond trite responses which so often are given to officials and their affiliates. I am not sure that I always succeeded in this.

Towards the end of the year I gave another questionnaire to the E class (See Appendix D) in which I felt they could reflect upon LAC and the part of History which they enjoyed.

(xi) Recording the visits

The record of research visits, student interviews and student questionnaires is documented in Appendix C.

(xii) Constraints

There were a number of constraining factors upon my visits, which included times when the students were writing tests, class stayaways for various reasons, the fact that some of the classes took place at times when I was lecturing or on some afternoons when I was not able to be at college and the fact that, as a Head of Department, I had numerous administrative duties. I could also not ignore the fact that, as a Head of Department, I could be perceived as being part of the control hierarchy although I do not feel that this really influenced my findings at all.

In the next chapter I shall detail the results of my research, referring to recording transcripts, interviews and notes made during class visits.

ENDNOTE

1. This was highlighted in the Weekly Mail articles by P Molefe: "Where Matric is a rather casual affair" (8-14 December 1989) and "DET follows up Weekly Mail marking probe" (15-20 December 1989).



CHAPTER 5 "WE OUGHT TO KNOW ABOUT OUR PAST"(i) Introduction

In the previous chapter, I discussed the stimulus, reasons and motivation for the research I conducted at the College where I taught. In this chapter I shall consider the socio-political and educational context of the research before going on to discuss the areas of learning, language and classroom interaction in the succeeding chapters.

Before commencing this discussion, however, I think three issues need to be clarified:

(i) It is very easy to criticise teaching, less easy to teach effectively oneself, and I realise how easy it is to fall into the trap of being unrealistic about the potential for what can happen in the classroom or of taking one incident out of context and distorting its meaning. What I have tried to do is to find patterns of meaning and intention which I feel illustrate the teaching which I observed in my research and, generally, my experiences in the College.

(ii) I feel that my conclusions do not only apply to colleges but also to language teaching and learning and teaching methodology across a broad spectrum. Effective teaching is

universal and its essence lies in stimulating the child to learn, in the enthusiasm and critical ability of the teacher and the confidence which the teacher has and manages to inspire in her students.

(iii) My perceptions of what went on at the college are those of a white person teaching black students. The reason that I make this statement is that I feel it is necessary for readers to be cautious of these perceptions as they can never be completely informed about the feelings, attitudes and intentions of another culture, especially when we have been separated by a racial divide over the last 450 years and have been able to experience little of each other's cultural perceptions and motivations. I would, therefore, suggest that my conclusions be read in this light.

The 5 lessons<sup>1</sup> during which I took notes, the 14 lessons which I recorded, the three student interviews and the two questionnaires provided a wealth of data, and it was a complex issue attempting to select from these which data would be relevant and representative of trends for the purposes of the dissertation. Stubbs (1976:157) warns that "what events reveal depends on the nature of the questions"; the selection of data is thus complicated and any such research will be influenced by the researcher's prejudice in finding data to elucidate the topic she wishes to discuss.

My focus was on language, learning and interaction within the broader socio-political and educational context in South Africa and I shall elaborate on the context of education, already touched on in chapter two, and then address the issues of language, learning and interaction in the classroom. It should be emphasised, though, that these are not separate issues, but have merely been separated for purposes of organisation.

(ii) The main issues

The main issues which concerned me in my research were

(i) the impact of political repression in South Africa on the social, educational and linguistic hegemony<sup>2</sup> in DET schools and teacher training colleges.

(ii) the use of language in the content subject classroom as a tool for intervention and negotiation or as a barrier to learning

(iii) the perceptions about learning on the part of both lecturers and students

(iv) the texture of interaction between students and lecturers in the lecture room and patterns of dominance, control and suppression.

These will be examined in the rest of the chapter with elucidation from the transcripts in the Transcript Appendix. (T)

(iii) Socio-political and broader educational considerations

I shall look first at the context of education and the influences which I saw as being central at the college where the research was done.

Delamont and Hamilton stress the need for research studies in the classroom to "acknowledge and account for both the internal and external aspects of classroom life." (1986:38) It is of particular significance to do so in the fluidity of the South African situation which, when I started doing my research, was marked by oppression and the banning or suppression of extra-parliamentary opposition. The changes between 1988 and 1991—the release of political prisoners, the unbanning of the African National Congress (ANC), Pan African Congress (PAC) and all other groupings, and the proposed repeal of racist legislation have inspired hope for the future of the country, but along with this hope goes an especial feeling of desperation about the state of education in the country which is an aspect which cannot be remedied by any quick-fix solutions. There has, to date, been little concrete done to change curricula, and the People's Education Commissions of the National Co-ordinating Crisis Committee (NECC) are not functioning effectively. A new impetus

to do research into the state of education, (National Education Projects Investigation - NEPI) has recently come about (as previously mentioned in Chapter 2) but it is still very much in its infancy and, as yet, progressive groupings have little to replace the present system. (Z Desai - personal communication)

The problems in education in this country are not going to disappear with legislation, with "opening" white schools to other races or with the introduction of new curricula. Apartheid education has been stunningly successful in developing a system of inefficient education and it will take much contact with teachers, working with them in order to develop their confidence and explore options to the present system before inefficiencies can be eradicated.

Present realities are that DET schools and colleges are not just overcrowded but rendered helpless in the face of overwhelming numbers which they cannot hope to accommodate. (Learning Roots 1990:1 - 3) Tulwana protests that:

Changes in South Africa have been promised, yet in few other public spheres is the intransigence of the "apartheid government" more evident than in education. There have been promises and hints of the restructuring of education, but the reality in the schools of our country is no different to before. Education remains locked in crisis. (1990:1)

Political repression in South Africa manifests itself in social, educational and linguistic control in black schools and teacher training colleges . The philosophy of Fundamental Pedagogics (as

previously discussed) was central to the academic modus operandi of the college researched and, in this light, students were perceived as young people to be moulded into what the "mature" adults (in this case, the lecturers) saw as suitable teachers. The spirit of the Bantu Education Act and Verwoerd's machinations behind it reinforced the idea of education for domestication which saw black people as only needing to be educated as far as was necessary for the needs of the oppressors. (Christie 1986:81, Hartshorne 1987:68) This deterministic attitude allowed very little leeway for student participation in determining curricula or classroom programmes. There was a lack of political awareness on the part of some staff and a genuine reluctance to voice political opinions amongst others. The curriculum was overcrowded and so also allowed the students little time for reflection. PTD students had 14 individual subjects and the relationship between these subjects or the purpose for their being taught was seldom made explicit to them. They had a full day, until 16h15, and then some still took part in extra-mural activities after hours.

The College was situated within the context of the 1953 Bantu Education Act and as such was utilised for separate education. As previously mentioned, there was a mixture of rural and urban students at the College. The situation of the college in its rural surroundings had, it seemed, been a move on the part of the DET to remove teacher training from the sites of struggle in the

cities.<sup>3</sup> The DET Colleges were there for separate teacher training for segregated education and there was, I always felt, an underlying air of desperation about the types of schools which students had to go back eventually to teach in, and a cynical realisation that much of what we taught them would be overwhelmed by the need to cope with huge classes, the demands of principals and inspectors<sup>4</sup> and possible unemployment. The students were aware that, whatever grand plans for their futures were expressed to them, they were actually being educated for the lowest rung of the teaching profession. Along with this, in 1988 and in the preceding years, went political frustration because of the fact that any left-wing organisations had to operate "underground". There were groupings at the College: AZASO (the Azanian Students' Organisation), with ANC / UDF (United Democratic Front) alliance, was particularly strong, but there was also a PAC / AZAPO (Azanian People's Organisation) grouping.<sup>5</sup> There was considerable tension between these two groups, and also between those who were part of political organisations and those who dissented or were possible informers on their activities. These were seldom obvious to the lecturers, unless tensions exploded into violence on and off campus, which they did occasionally. (personal communications with students)

At the College, all instruction except for the other languages (i.e. Xhosa and Afrikaans) took place in English. As mentioned previously, the vast majority of lecturers were Afrikaans

speaking. Students spoke mainly Xhosa outside of class. In the staffroom, most lecturers conversed in Afrikaans; those lecturers who spoke either English or Xhosa tended to sit separately. Sometimes there was mixing between the groups. When announcements were made, they were usually made in English for the benefit of the Xhosa-speaking lecturers, some of whom could not understand Afrikaans, but occasionally, announcements would be made in Afrikaans. Notices and letters from the DET were also frequently in Afrikaans; sometimes attempts were made to translate them. There was an underlying attitude, I sensed, about the English staff who were perceived as being politically more "radical" than the Afrikaans colleagues. In the lecture rooms, usually only English was spoken, although I noticed that when students consulted Afrikaans-speaking lecturers in their offices, they sometimes spoke Afrikaans. Students were aware of the problems that some lecturers had teaching through the medium of English :

S: And sometimes when he teaches us History, he find it difficult it's difficult for him to to describe some words, to ...

S2: |To pronounce

S: To pronounce| English words. He pronounce he pronounces it by using Afrikaans some times. (T:107)

and also were particularly concerned with the fact that they had to study Afrikaans for 2 or 3 periods a week.



Of the three lecturers recorded, two, Jacques and Suna, were Afrikaans-speaking; Sue was English-speaking.

#### ENDNOTES

1.

All classes at the college took place in a "classroom" type situation - there were no large lectures.

2.

By hegemony I mean a system of control which limits access to what it sets up as being desirable; one area has become that of fluent English. Since English is generally so poorly taught in schools, few DET students become sufficiently fluent in it for it to be a means of access to domains such as management positions.

3.

A similar situation occurred when a college was later constructed in Cape Town. The residents of Gugulethu were led to understand that the college would be built there, but the DET situated it instead in a refurbished primary school in Khayelitsha, over 20 km from the city and, at that stage, removed from the central struggles in the older township areas. Current indications are that the community is demanding that this college be resited in larger buildings to accommodate more teacher trainees. (learning Roots 1990 and personal communication)

4. In the nearby homeland, where some of the students ended up teaching, language teachers had to mark 5 pieces of work per child per month.

5.

See Heugh (1987) for a discussion of these groupings and allegiances.

CHAPTER 6 "HE ... WAS JUST READING THE BOOK TO THEM, NOT EXPLAINING"

(i) Introduction : Language, learning and interaction

My intention in focussing on the use of language in History and Geography classes was to clarify the role which language plays in the relationship between lecturer, text<sup>1</sup> and student and in so doing, come to a realisation of what is meant by LAC as it applies to the particular South African situation where so many students have to learn through the medium of a language which is not their own.

(ii) The need for more English

If students will be teaching through the medium of English in a post-apartheid South Africa, and it is important to note that no clear position has yet emerged in this regard, then the instruction periods which students have in the subject English are insufficient. It has been gratifying to note that, as from 1990, senior primary DET students have been allocated periods for "English as medium of instruction" which are to be used for the study of language and learning skills. This can serve a purpose in honing such skills but its effect will be diminished unless all those in content subject classrooms develop an awareness in their students and themselves of the workings of language in

their subject.

(iii) Intervention between student and text

My research has indicated that all lecturers are not aware of their interventionist role in the learning process. This process of learning needs to be, in part, a process of acquiring language, "fiddling" with it and using it to make content clearer and more learnable. I suggest that this attitude should form part of the currently realised need for learning to be transformed, and that it indicates a strong need for effective in- and pre- service training of teachers; in the case of the in-service training, it should take place as close to the teacher's classroom as possible. This could link in with the type of action research suggested by Davidoff and Van Den Berg (1989) and Cohen and Manion (1985). Lecturers / teachers need to learn to problematise the issue of what happens between the text<sup>1</sup>, themselves and the child. I suggest that there needs to be a process of intervention in an active way so that the text is not seen as an end in itself but as a means to learning. This will have the effect that

- (i) what is in the text is not perceived as the only possible version, or necessarily correct
- (ii) students can be drawn into the process of learning and not

just have to absorb the product by rote (what Freire calls "this filling of the human consciousness with the food of facts" (Connolly 1980:74))

(iii) they will realise that knowledge is negotiable and

(iv) knowledge can be part of them, not something which is "out there" and alienating.

(iv) What is the role of English?

It is my contention that little of this can take place in the present ethos of linear curricula and separate subjects. Young (1986:46) suggests a reappraisal of subject boundaries if LAC is to be effective. Knowledge needs to be integrated to a far larger degree and language needs to assume another role (possibly where it is not seen as an examined subject) in the context of the school and college.

Barnes (Barnes et al 1971:46 ff.) delineates three types of "special" language used in the classroom: specialist language presented (i.e. language seen as a problem and dealt with in the class), specialist language not presented (either previously explained or not recognised as a problem) and the language of secondary education (the complex language used as part of the educational system which has not become familiar to the student outside the school environment - a simple example of this would be the actual names of subjects which might be unfamiliar to

them. Barnes mentions words such as "explain" and "consist of"). Halliday (1973:11) suggests that difficulties with school language arise because the student is "required to accept a stereotype of language that is contrary to the insights he has gained from his own experience" beyond the classroom. Halliday's (1973:13 - 14) functions of language include the instrumental (I want), regulatory (do as I tell you), interactional (me and you), imaginative (let's pretend), personal (here I come), heuristic (tell me why) and the representational (I've got something to tell you.) If I examine these categories I can see that the regulatory, representational and instrumental categories were most often utilised by Jacques and Suna in the Academic History and Geography classes. Sue tended to focus on the interactional, imaginative, personal and heuristic types of language. In the light of the assertions that Barnes and Halliday make about the need for personal language to be used in the classroom, it would then seem that the personal, interactional, imaginative and heuristic areas need to be used to a far greater degree in the classroom if learning is to become part of the students' experience.

Barnes (18) suggests that the question one needs to ask in a classroom being observed is "What did the teacher do to mediate between the language and experience of his pupils and the language and concepts of the subject? This is one of the central areas in which I have focussed my investigation. In two

of the cases, the answer to the question was very little or nothing at all.

(v) Discussing to learn

The Bullock committee's view (1975:50) is that "all learning involves discovery", "language has a heuristic function" and "to exploit the process of discovery through language in all its uses is the surest means of enabling a child to master his mother tongue." I should like to suggest that this necessity for personal discovery would apply equally to the medium of instruction. Bullock (331) feels that "colleges of education give too little attention to language in general and to reading in particular." I would argue that equally little time is given to meaningful writing, speaking and listening. Bullock also criticises the "fragmentation of the college programmes in Britain" (333); with 14 subjects for the students to take at the College I studied, little could have been more fragmented, and I felt that the only time some of this learning could come together was when students became involved in practice teaching workshops. Bullock emphasises this aspect in the assertion that "Few aspects of teacher training are more important than the development of profitable co-operation between Colleges and schools, for upon it rests the successful integration of theory and practice. (336) They suggest further (190) that discussion needs to be built upon and supported by group work if it is to be

meaningful. This is echoed by Barnes (1971), Britton (1970) and Taylor who investigated the value of discussion in solving Mathematics problems in a Soweto school and concluded that:

The results of this study give support to the view that discussions between teacher and pupils, and amongst pupils, stimulate more efficient learning. (1988:42)

In my experience at the Colleges where I have taught, I have found true and open discussion in the classroom to be the single best way of encouraging the use of the language and of developing an enthusiastic need amongst the students to formulate their thoughts in English. One has to caution, though, that many lecturers or teachers who think they are actually using this method are not doing so at all, as Canfield so nicely describes it in his impressions in his first teaching post in the USA:

The second class we observed was taught by an older man who had grown up in Iowa ... He made us welcome and informed us that he used the discussion system.

It was certainly an interesting "discussion". He sat at his desk in the front of the room and asked: "What's hoof-and-mouth disease?" and other meaningful things. He almost got a discussion going in spite of himself when he asked what the difference was between the North and the South. He was trying to elicit the difference between an agricultural and an industrial economy, but he received an answer having to do with racial prejudice. (Canfield 1970:28)

One of the key suggestions in my dissertation is that lecturers and teachers need to show and teach students how to interrogate

texts, and that the lecturer / teacher needs to intervene between the text and the learner. In the lessons I attended, both Suna and Jacques relied on printed material almost to the exclusion of anything else - in Suna's case, the textbook and a variety of handouts, in Jacques's case, two textbooks and overhead transparencies. Sue attempted, on the other hand, to go beyond the text and show the students how to do the same when they went teaching.

One of the results of this lack of intervention is that the students realise that the only demand on them is to repeat what is in the text when asked a question and they become lazy to go beyond that because, for the purpose of passing the examinations, it is unnecessary:

S: Question 16. The trek of A H Potgieter left the colony at the end of? The answer is 1866. Why did the Chief Moroko welcome the presence of the Voortrekkers? The answer is that they could protect him against Mzilikatse.

T: Everybody satisfied there?

Ss: @@@ (T:14)

Bullock also stresses the need for note-taking and suggests that students discuss what they have written with each other and so learn to solve problems co-operatively. This is something which I think is particularly worthy of being stressed at College level since students had the habit of only writing down notes when told to do so. Note-taking is a personal way of making



sense of what is happening in the classroom - unfortunately, in classes such as Suna's and Jacques, the students were too busy being "told" the content of the lesson to have time to take notes, nor did they feel the necessity, because it was all in the textbooks.<sup>2</sup> Students were not encouraged to engage with language in order to learn; language seemed to be there only for transmission and was not explored as a potential barrier or, alternately, an aid to understanding. Nuttall (1988a) talks of the need for teachers to deal with expository texts in the language classroom, as opposed to only narrative texts. He emphasises the need for students to be taught to read such texts in order to transfer the skills learned to content subjects: "It is assumed that having learnt to read, they can read to learn." Students were not, in the Academic classes I attended, encouraged to talk in order to learn, to demystify the language of the textbook or to write personal responses to their classroom experiences. Talk was for asking or answering usually lower-order questions, the text for being memorised and writing for answering questions in texts or exams. Edwards and Furlong stress the need for dialogue between teachers and students in the classroom since without this shared talking the pupils cannot "enter into a world of meanings which are specific to their own particular course of study and others related to the specialist subject as a whole. (1978:118) Kruss identifies the need for students "to become aware of the flexibilities and diversity of language" (1988:27) as one of the requirements of People's

Education, if, as she suggests, learning experiences are going to become empowering. The opportunity that the students needed was to be able to penetrate beyond the dryness of the text to their own personal encounter with learning. Once they were able to do this, they developed confidence in and enthusiasm for what they were doing.

Jacques and Suna did not always explain words in the text: "Also words like drama, these things like satire, comedy, many of these words that we still use today come from this period." (Jacques T: 16), "witty comedies". (T:17) There was an extremely confused explanation by Jacques of the idiom of the text, which caused considerable confusion for the students:

ST: In the battle Caesar had no pity. It could be a general he defeated. During the battle Caesar was no Hamlet. What is a Hamlet? What is a Hamlet? \$\$\$ Hamlet. When the soldiers or knights, do you know what a knight are?

Ss: Yes.

ST: Hamlet, when they are going to war [general confusion]

Ss: Hamlet? °°°

T: OK, I just want to correct something here.

S: Sorry sir, I'll (?) something here, a Hamlet is a book, sir.

ST: Sorry, I said we don't want to have a conversation.

T: A hamlet is a small village but you are referring to a book here. (T:27)

This was the end of the discussion on this point, and neither the origin of the expression nor the idiomatic usage had been clarified. Suna explained the term "natural vegetation" as:

the term used for all the plants, trees, bushes, grasses and others. All the plants. Natural vegetation. Underline that. And "used for all plants" so that you know that.

"Underline" seemed to mean to her that the word or phrase had been understood. She continued a while later:

A place which has the same natural vegetation everywhere is called a natural vegetation region. (T:45 - 46)

In another lesson she said:

Can you just underline that one sentence? Because we're going to explain it a bit more later. We'll come to that again on the next page. But just now so that you have a small definition ... (T:62)

Suna asked students to read from the text in class but did not allow them to read for more than a few sentences, almost as if she could not relinquish control for fear of what they might say or do, or because she did not feel they were capable:

T: All right. Who's going to read on? Let's go on? Yes?

S: Here the main aim is to produce provides in one's own needs.

T: One's own needs. /Ja?

S: And it is found exclusively among primitive societies. Sometimes a small surplus can be bartered for something else. These farmers can be divided into two groups, namely nomadic farmers and tillers of the soil.

T: Yes! Then, nomadic farmers?

S: Nomadic farmers are to be found in two regions only. One is in Northern |Eurasia

T: Eurasia|

S: where they keep reindeers and in the Arab regions of Africa and the south western part of Asia where camels, goats and sheep are kept.

T: Ja! Then the last?

S: Tillers of the soil are primitive farmers and they (?) botches batches in the tropical forests of Africa and (?).

T: Yes, just as far as that first. That is now substance farming. (T:70)

Language was sometimes used to distance the lecturer from the students or the subject matter. For example, Jacques tended to use "they": as in "already they started with this er festival of theirs, Greek festival" (T:15) and "They say" (T:20), as did Suna:: "Ja, they want here ..." (T:48) and "The German professor, there they've got him again" (T:55).

I feel that it is necessary for lecturers / teachers to be aware of the difficulties which students might be experiencing with the text. However, non-language lecturers / teachers are not always going to be sensitive to such problems and cannot be held responsible for such omissions if they are not aware of the importance of language in learning. What should be added here, though, was that the lecturers being taped were aware of the fact that I was researching the issue of language in the curriculum, and also that Sue also taught English and Suna taught Afrikaans too. There was possibly therefore a greater awareness of language than was normal in these classes because of my presence.

(vi) Students' awareness of classroom language

I discussed the issue of textbook language with the students in the interviews I did with them, and they expressed their understanding of the language of the History textbook "because basically I'm through with standard three" (T:105) but expressed reservations as to whether the standard three children would understand the same language: "I don't know maybe when I meet the child how they would understand if I explain" (T:106) and

S: I think we are not so familiar with these words, in the sense that we will try to explain to the child; maybe he won't even know what is a barricade, what a barricade is. (T:115)

They realised that language was a problem, both for them and for their prospective pupils:

S: Because they are difficult words which need to be defined, so for a young child in standard 3 or 4 I don't think they can grasp them easily like we do (?)..

R: Did you have difficulty with the language at matric level?

S: Yes we did, because some of the teachers used to say they cannot teach language - they say we should have learnt it long time ago in the primary school so now when we find difficulties they say we must consult a dictionary. Sometimes we find the words we can use in the dictionary they are not fitting to what you want to say so somehow you need a guidance. (T:117)

and intuitively had some idea of the necessity for intervention by the lecturer between the student and the text.

When they were asked to identify problem words in two pages of a text (Mocke and Wallis 1988a:76) - attached and annotated in Appendix F) - which they felt a standard four child would have difficulty understanding, they identified the following (frequency in brackets): magnates / magnets (7), focal point (2), consolidated (4), overwhelm (3) character (3), head gears / headgear (2), foreigners / uitlanders (2), mine shafts (2), mining operations (2), theatre (2), undertake, permanent, maintain, taxation, demands, voting rights, attractive, situation, possession, occurrence, rapidly, wealthy, desperately, Jameson Raid, and British Colony - 26 words on two pages of a standard four text, identified by 9 students, a number of which, one can assume, probably gave the students themselves problems since they were not always able to explain them very clearly:

Headgears. These are in the machines for moving them. Mining operations is the acting which is responsible for mining purposes. Undertake - the meaning here is that how the company was able to do this mining. Permanent means something that will exist for a long time. (T:134)

Students were aware of textual confusion and sometimes asked for interpretations of words:

S: Doesn't trek imply to move forward? The word "trek"?  
 T: Why?  
 S: Does it include the people who were on it?  
 T: The trek? Yes. That is why they were calling, they called them the Voortrekkers.  
 S: I thought it was the movement forward.

T: Yes trek means movement forward but in this sense um otherwise they would have called it the Great Movement. And they used the Afrikaans word "Trek" because it was movement but it also implied more things than only movement. (T:14)

but did not always have the confidence to do so, or were not able to articulate their unclarity. When they did some teaching in class, they were able to realise when an explanation needed to be given:

ST: What kind of person is an orator?

S: He is a gifted speaker.

ST: Gifted speaker. A person who can convince a crowd, no? A person who can divide and unite the crowd through his way of speaking. (T:30)

and

there was a civil war, a war within \$\$\$ the same country or city." (T:32)

The lecturers corrected pronunciation sometimes, for example the pronunciation of "threat" (T:14), but Jacques and Suna experienced a number of problems with their own pronunciation. Sometimes they had clarified words before the lesson:

T: It's its sometimes difficult to pronounce these names-tongue twisters and jaw-breakers - but to make it easy I've looked it up in this book. They give us a easy way of pronouncing it. The first one we say Aeschylus, pronounce that as Eskilus so if you want you can just write it phonetically in there as Eskilus. (T:16-7)

but did not always do so as in the pronunciation of Dionysus (T:15) and Aegean, Athens (T:20) and I felt this was unfortunate since students would be modelling their own pronunciation of difficult and "foreign" words on that of the lecturers.

There was not necessarily homogeneity in the ability of the students to speak English. English was difficult for many of them; when they arrived at the College, their oral communicative ability was poor, as was their reading. They were generally shy to speak English. Their writing was more fluent, if rather laboured and pompous. This seemed to indicate that little oral communication had gone on in the school classrooms. Although the bulk of the symbols for English in the standard 10 exams were Ds (23), Es (24) and Fs (11) - that is, ranging between 59% and 33 1/3 % (see Appendix A) - there were marked differences in the students' ability to communicate and one of the most articulate students in the class had obtained an F for English in standard 10. This indicates that the examinations were not testing communicative ability and also that the results, which become determinants for further study, are not necessarily a true reflection of ability.

There were students who used sophisticated vocabulary ("The way it is arranged, it is not arranged chronologically" (T:106) and "what is more we are living in a technologically advancing



country, so everything changes" (T:109)) and structures :

(S: But umm there is a story but er if they could communicate or write, we could have a a situation where we could compare stories although possibly the Hottentots can tell us now. I don't know whether they can speak now, whether we can understand their language. (T:112)

and

Yes, but my point of view is that now one from the textbook's side. What we are doing at school is different from what we learn outside the school. I mean it is limited from as far as the school syllabus is concerned. It is limited enough. Outside you can broaden your knowledge on that particular issue. And er on that. It is limited in the sense that there are a few issues which are not being mentioned in the book although they are current if I may put it like that, but there are features which are left out and then it depends on the pupil or the student who wants to know more, to go and search for information. (T:112-3))

but there were definite individual differences between students.

Structure seemed to be a common problem,<sup>3</sup> for example, the syntax

in:

ST: Caesar with the help of Egyptian astronomers, Caesar planned a new calender of Rome. The calender we are using today was developed in 1588. This made Caesar more famous among the Roman citizens. Then Caesar was accused by the Roman senators of giving land to the to the peasant. Not not that I'm the nobles (?) Why was Caesar accused for giving the land to the peasants? \$\$\$ And not to the noble people?

and

On 15 March, the day is called the Ide<sup>4</sup> of March, what do

you remember about the day of March? (T:28)

Explanations were not always strictly correct:

ST: First of all I want you to give me a definition of the word inheritance. He announced his inheritance over the entire Italy. Yes?

S: I think he's also was a descendant of Caesar family. He's a descendant of Octavius Caesar.

ST: He's a descendant of the family that ruled at the time. Some sort of, yes, that's inheritance. (T:31)

and those who were not confident in speaking English tended to keep quiet in the classroom unless they had to teach or take part in group report backs and not necessarily because they didn't know the answers. It also happened that students would laugh at and so embarrass students who said words incorrectly:

T: ... the sumptuary laws had to reinforce this division it was decided.

S: Is it sumptuary or sumptuous?

T: It's sumptuary.

S: Sumptuary.

[laughter about the confusion of words] (T:100)

and it seemed to be a source of pride to them that they could use English words such as in "Sir, on that issue, just endorse something which is not in the text." (T:34)

(vii) Asking questions

One area which I observed both Jacques and Suna to be particularly limited in was the area of questioning - they did not ask questions which stimulated thinking but rather questions which called for direct recall from the text. Mulholland suggests that students need to be taught that "it may be more important to pose the question than give the answer" and that they need to be made aware of "negative bias and disguised prejudice by the teacher willing to develop critical, questioning minds and warns against the dominance of the textbook in the classroom. (1986:14) Barnes (1971:24) also raises the issue of questioning and suggests that teachers seldom ask truly open questions "because the teacher was truly ignorant of the answer and wanted to know". This will also affect the type of conversation and interactive language that the student learns at school or college, if he learns to see the medium of instruction in this light. Barnes also questions the lack of student questioning:

Why, then, do our pupils not actively ask questions that would help bridge the gulf between their frame of reference and that of the teacher? (44)

In his research in 12 lessons, he found that only 20 pupil questions were asked.(44) In the Language in Education course which I described previously, I discussed this lack of

questioning with the students and they said that they felt afraid to ask questions, particularly of some of the lecturers who seemed "fierce" or actively discouraged questions. They felt freer to ask questions of some of the lecturers whom they perceived as being more "relaxed" in the classroom. (T:123 - 4) I suggested that they try to ask a question a day, in order to build up their confidence and also because I felt they had a right to demand that their questions be answered and a need to take responsibility for their learning in order to achieve what Mulholland calls "the only worthwhile product of education, the ability to pose questions and a knowledge of the techniques appropriate to finding the answers." (1986:15)

(viii) Graphic literacy

Along with problems of understanding the language of the classroom and the text and learning to interrogate the written word goes too the area of graphic literacy. Students had difficulty with drawing since most of them had had little art training at school. They found it difficult to interpret graphs and diagrams and illustrations on boards were often poor and inaccurate. In Suna's class, students took a long time to find towns (T:72), especially because she had not told them in which province they were, and a long time to copy down and fill in maps drawn on the chalkboard. (T:7) At one stage in Suna's class they were given a handout about lines of latitude and

longitude (T:8) with a sketch of these lines forming a square pattern and students seemed to find it difficult to relate this flat, diagrammatic sketch to the occurrence of these lines on the globe, but no clarification is given. One could perhaps assume that the lecturer thought that they had done this before if it were not for the very elementary question she asked them:

T: Are all the lines on that map running in the same direction? (T:8)

- it was not actually a "map" but the student read an answer straight from the handout. In Sue's class, there was also a problem when students were asked to draw and cut out a symmetrical vase.(T:76) When I asked students to comment on the picture in the text accompanying the extract on the gold rush, which pictures Chinese labourers working on the mines, their comments are as follows, from different students:

- \* the picture show people working, but differently to the actual mining situation
- \* The pictures on the page does not help the child to understand. It is just people they see with spades and wheelbarrows. This does not give them any idea of how a mine looks like, and they are used to see using these in their community.
- \* ... the picture is not quite clear and does not emphasise what the text explains ...
- \* ... it shows how did the black people suffered in those days
- \* ... The picture also have nothing to understand because there are black people who are working in the fields ... (T: 137)

I should like to suggest that graphic literacy is an important part of "reading to learn" and it needs to be actively taught. We cannot assume that pictures, graphs, maps and other diagrams are understood simply because they are not verbal text and, as Wegerhoff (1981:24) and Langham (1990:86) point out, issues such as layout of text are factors which affect readability.<sup>5</sup> Langham notes that this is especially important in a subject such as Geography which relies partially on graphic interpretation for learning. (87)

(ix) Sharing meanings

Two other issues which seemed to me to be relevant when looking at linguistic interaction were the issues of "Black English" and that of jokes, which I suggest portray something of the fibre of interaction in the classroom, creating shared meanings and sometimes relieving tension, as described by Adelman (1976). I noticed a number of examples of English which lend colour to the language and which are sure to endure in a post-apartheid English, for example, "Can you quickly put me in the green light about the last man who stabbed Caesar?" (T:26) (i.e explain it / clarify it), "on the side of now er History" (T:105) (with regard to ...), "if those mistakes were not done (T:108) ( ... made), and "the authors they favoured the Nationalists" (T:114) (a structural transference from the Xhosa which uses a noun subject and then also includes the subject pronoun in the verb).

If one is to conceptualise English as a future "linking language" which will have the intention of connecting people of a multiplicity of languages together in the future, then such "deviations" from Standard South African English are likely to become increasingly prevalent and lecturers / teachers will need to be able to understand a wider variety of "Englishes" in order to communicate effectively with students in a non-racial classroom.

Although generally there was little humour, the students found certain things funny:

T: ...they were able to make their own wine [men laugh] (T:2)

and were not averse to subtle teasing:

S: So this Jan Van Riebeeck was the only one who had a wife? (T:3)

They remembered the latter when I reminded them of it in an interview:

R: ... and then a student said so this Jan Van Riebeeck was the only one who had his wife [laughter] and he said, "No there were other wives." (T:111)

and they made jokes when they were teaching:

ST: [with reference to the Colosseum] I don't know why they don't just build it again. [laughter] (T:37)

However, they did not always react to what the lecturer seemed to perceive as a joke:

T: ..."I've got this picture of some er other Greek painter of what this god [Dionysus] er was supposed to look like. It doesn't actually mean much, but here we can see he's got wine glasses or something in his hand and a grape vine in the other. Looks like a big pleasure for him to stand there. Hopefully so. (T:15)

or

T: And these days we know orchestra as a whole lot of musicians together making music. I suppose you thought that we would have some rock party here today or something, with a system like this. (T:17)

They used humour to poke fun at each other and possibly relieve the tense situation of having to teach:

ST2: Who who of you can name any prophet he knows. \$\$\$  
Yes sir?

S: Isaiah.

ST: Isaiah, yes. The prophet Hoseah. Yes sir?

S: Madoda.

Ss: [laughter] [The prophet is from a nearby village].

ST: Good, now in Asia, in Asia, there was a prophet. His name was Mohammed. (T:40)

and



ST: ... this animal [the lion in the Colosseum] has been starved for several days, just imagine it, when it comes out there and sees Mr -, [laughter] what will it do, if you think? What do you think? (T:36)

The shared meanings of humorous interaction seem to be important for the lecturer / teacher who is attempting to build up a relationship with a class in which there is respect and trust for one another's opinions. It is part of a relaxed atmosphere and seems to underpin the attitude of the lecturer to how she perceives the whole learning process - as a one way transmission of facts or as a sharing of ideas from which both lecturer / teacher and student will learn. Barnes emphasises the need for students to "try out" new forms of language for thinking and feeling" in order that they can use language to organize reality. (61) His comment on transmission teachers is that "many see themselves as handing over an explicitly formulated body of learning." (60) This would then not allow room for Vygotsky's "verbal thought" category which intersects his categories of non-verbal thought and non-intellectual speech. (Britton 1970:206)

In the next chapter I shall go on to discuss these perceptions..

#### ENDNOTES

1.

My "vision" of suitable texts for learning does not stop at prescribed "textbooks" - rather it includes all material which a teacher / lecturer could find useful in discussing a particular topic and also assumes that one source would not be regarded as definitive. This would include reference books, newspaper and

topic and also assumes that one source would not be regarded as definitive. This would include reference books, newspaper and magazine articles, maps, posters, audio- and audiovisual material and students' own writing.

2.

Britton (1970 P 38) quotes a schoolgirl who says of a teacher: "Yes, I liked some of what she said - but she talked so much that there wasn't any time to learn."

3.

Lawton notes that:

Extension of vocabulary in a foreign language or one's native tongue is a very simple process indeed compared with learning to use unfamiliar structures... vocabulary extension or learning lexical items is the simplest one per cent of the language learning process. (1970:229)

My experience of second language teaching has been similar in this regard.

4.

I have attempted to be very accurate with the transcriptions. Incorrect wording or grammar can therefore be taken to have been used thus in the original tapes.

5.

Language texts such as Read well and Write well as well as the "Learning Nation" supplement to New Nation newspaper focus on graphic interpretation as one of the areas of literacy.

CHAPTER 7 "WE ARE EAGER TO WANT TO KNOW WHAT IT IS ALL ABOUT"(i) Introduction: perceptions of learning

Suna and Jacques seemed to have a linear and mechanistic perception of the nature of learning their subjects: from the lecturer / teacher and textbook through to the student, which fits in with McDonald's rote learning model "which results from committing facts to memory".(1988:48) McDonald, however, uses this model to apply primarily to teachers whom she sees as teaching this way because of cultural reasons (the authoritarian, top-down nature of tribal Africa, the need to listen to one's elders, etc), as well as insecurity on the part of the teacher.<sup>1</sup> I would like to suggest that part of this insecurity comes in fact from lack of preparation on the part of the lecturer / teacher, not because they are not capable of teaching to the class but because their perception of the students is that they do not deserve more or are not capable of contributing to the lesson. For example, Suna had no piece of cloth when she went to her lesson on the folding of the earth's crust, and stood at her table - her usual position - and had to read the experiment out of the book:

T: Experiment to demonstrate folding. See? Lift a piece of soft cloth. Place the cloth on a /smooth surface such as a table top. Then, fasten down one side with drawing pins. One side. Gently push the cloth from the other side. Right? Do you understand what they mean there? Fasten on one side with the drawing pins, and you just push from the

other side. Push the cloth up a little bit. What do you observe? All right, can any of you anybody tell us what we will be able to see? If you fasten the cloth, say with drawing pins on these two sides of the table, and we have the cloth, and we push it up a little bit from this side to that end of the table, that side of the table, what will what will we be able to see?

S: The cloth will form folds.

T: That's right, it will form folds, see? It will fold up a little bit, see? That's right. (T:61)

She also did this (T:54 - 55) when she needed to show them an experiment on the movement on the earth's crust. She also had no picture to show the students what metamorphic rock looked like: "maybe we can try and get a picture on that. I'll do that and maybe show you." (T:50) Sometimes I got the feeling that she was actually trying to explain the text to herself at the same time as she was teaching the students:

T: ... Imagine a stone stuck in the tar of the road [reading from book]. I'll explain that to help us understand a bit better ... (T:52)

(ii) Knowledge: banking or problem-posing

Suna seemed to convey the immutability of knowledge to the students by statements such as "That we must have." (T:45) Students did not always listen in her classes and frequently looked sleepy or inattentive. They also did not always underline when asked to do so and were not challenged to do more than fill in a few words in the "self study" sections in the text,

sometimes only two words. (T:63) The content was presented as an unchanging corpus of facts and there was little call for opinion or interpretive work.

Kros criticises History curricula in this regard since she feels that

... students are cut off from an understanding of how History is made. They are never really in a position to pose questions or to challenge the images which overwhelm them daily. Contemporary ideology shapes both the presentation of History and their reception of it. They are rendered passive and this must undermine their potential for meaningful democratic participation in their society. (Kros 1988-9:87)

and Wringe suggests that

historical events are no longer simply happenings with a cause or causes like scientific events. They are at least partly the outcome of human actions... (1976:68)

It is this need to study "human actions" which the students articulated in their interviews. My research indicates that students felt that what they were doing in History was not always pertinent to what they saw as their concern; (what Britton calls "the sympathy and understanding derived from both actual and virtual experience" (1970:154).) For example, they enjoyed the section on Shaka but felt that the texts were "limited" and that current issues were not being dealt with sufficiently, and wanted to know the origins of their foreparents "Because the pupils they must be aware of of their origins up to where they are now."

(T:113) Another student felt that "the authors they favoured the Nationalists." (T:114)

(iii) Subject divisions

There was confusion about the choice between History and Geography Academic as described earlier, and there were different levels of experience of the subject in the classrooms:

R: Don't you find it strange that you do the two separately?

Ss: Yes, we find it very strange.

S: We need to learn them together. (T:119)

Some students had never studied History but were doing History Didactics; others were studying Geography Academic but would only do the Didactics the following year, as would those who had not studied Geography at all. What was particularly confusing was that some students would emerge after three years with either no Academic History or Academic Geography but with a year in History Didactics or Geography Didactics and probably have to teach these subjects. Students in Jacques class felt that they were "taught History as if we are standard 3s" and did not feel that the text interested them because it was "childish" and "unchallenging" (T:126) and thought that it should "serve the History of today". They felt that History had greater popularity than Geography because "it is about human beings and human nature" and because of "events which took place in this

year" (T:129) - its political nature.

(iv) Structuring the course

This confusion about the division between the two areas of History and Geography reinforced the fact that students seemed to be kept in the dark about the structure of their whole course and how all the sections related to each other. Within the lectures too, there appeared to be little sharing of structure and ideas rolled into each other without warning. In Suna's class she switched from the topic of the lesson to the area of the upcoming test with hardly a breath:

T: Just so that you know what that is, just quickly look up if you've got it with you. Ermelo, Lichtenburg, Ladybrand and Vryheid, just look it up. All right? [walks around helping students] Then we will just go as far as our notes. Listen. I just want you to sort out what we are going to write our test on. Something there on the Netherlands for Thursday. Take out that quickly. The notes on the Netherlands we going to write on. \$\$\$ Just turn to your notes on the Netherlands there quickly. We still have to write our test on. \$\$\$ Chapter 5, we start on page 50. Fifty, 51 then 52 we said, 53 and 54. That part on the Netherlands. Have you got that with you? Got the notes on that? We can just go through that quickly. If there's anything that you want to ask or so, then you can just ask. That'll be the whole chapter then for Thursday. OK, just read from the back there and just ask if there's anything you don't understand. Right, everybody ready? OK, Right, let's start. Holland. Beginning, ja? (T:72)

and Jacques did something similar:

T: And when Dingaan heard what had happened, he set fire to

his capital and then fled. Also another person that was quite a well known leader in these days was Piet Uys. (T: 11)

This can be contrasted with Sue's lectures in which she outlined what they were doing at the beginning of the lesson and continued checking throughout the lesson so that the students were aware of the progress they were making.

T: OK, we're going to carry on now with your theme work for the rest of this week. Up to date you should have finished the English activity except for the dialogue. All right, so on page two you've got your crossword puzzle here, the jumbled set there and we'll come back to dialogue. You may have left a page for the Xhosa work, for the creative writing. If you haven't it doesn't matter, we'll come back to that; your time line you must have finished by now or you'll do it in your own time - I'm not spending more time in class. Remember your map: this is done correctly - you cut the map out and supply the answers here. OK, they're all correctly done. Remember that the book with this information is in the library under the counter. Just ask Mrs - for Understanding our past standard 3. All right now, today we're going to go on to the last one. (T:74)

She continually showed that she was aware of the basic structure of the lesson:

Do you see that we are talking basically about the same things that happened as would that we are talking about would happen if gold was discovered in [their town]"? (T: 85)

and she allowed time for critical reflection:



T: ...there are advantages, there are also disadvantages, so if you think about what did we gain or what kind of skills did pupils gain from these methods? Obviously there are also going to be disadvantages. And try to think of those as well. (T:87) [this is after a lesson on problem solving and discussion activities]

helping them to find solutions:

T: Any other comments? E I have a far a grave, just look at our time line. Where is the medieval period?

S: From 500.

T: OK, let's take it right there, and say from 500 to 1500, OK, this thousand years that we're talking about. Now you're talking about fashion in the 18th century. What 100s is the 18th century?

Ss: 17.

T: OK, so now we're in the 20th century and it's 1900s, then the 18th century is?

Ss: 1700s.

T: The 1700s. Aha! So you're in fact out of topic when you are talking about modern history. This section is modern history. You cannot throw, if you're talking about medieval, you've got to talk within this period, OK? And you didn't tell us very much about the fashions of medieval times. OK? So please check your dates. (T:101)

Sue did a large amount of teacher talk, but she did challenge the students and they did look interested in what she was saying, as long as she did not talk for too long. (See margin notes on T:91 and 92.) I should like to suggest that she conformed more to McDonald's generative model of teaching (1988:48) which she describes as that in which "children learn through generating new views of the world that enable them to make better sense of their world" and "learn through developing process strategies [which] enable them to interact with things about them and with the ideas

of others." This approach, she suggests, also allows them to develop metacognitive processes (higher order thinking skills) which in a rote learning approach "are likely to remain undeveloped."

(v) Different perspectives

The textbooks which the students used were written by white people, from a white perspective and little was done to make the students feel as if they should have any pride in their past or, for that matter, any hope for the future. Jacques discussed the leaders of the Great Trek with no reference to the fact that forefathers of the students were probably amongst those who were being deprived of their land or wealth. One is also forced to wonder at the imbalance in the following figures which he supplies a while later:

[Dingaan] sent out a lot of his troops, if you can call it that and they attacked the Voortrekkers again and 40 men, 50 women, 185 children and 250 servants were killed. (T:11)

The students saw that History could be distorted:

S: ...the only people who could write at that time was were Jan Van Riebeeck and his followers ... we can't compare his story and the story of the Hottentots because they, the Hottentots, have nothing on paper.

R: There is a story?

S: But umm there is a story but er if they could communicate or write, we could have a a situation where we could compare stories ...

and were not given the chance to consider History from alternative perspectives. The students were confused about the fact that Jacques used two textbooks:

S: In the sense that er now he must follow our book because it is we who are going to write examinations so he must follow the book we are using. So what is said in that book he must accept it, that's how I see it. (T:110)

not, it seems, by their use, but by the fact that somewhere in one of these texts lurked the right answer, and they needed to know where it was, because of the nature of the examination:

S: I was confused because he was using his own his own textbook and he was using History can be fun.

...

S2: Ja, and me too. And there was, if I can quote, Van Rensburg. In his book there was no Van Rensburg but in our books there was Van Rensburg, and if he's going to test, he's going to test in his book ... (T:106)

Later, one student said, when asked about the issue:

S: To answer that, our lecturer he's using our text book, the one we are using and he's got another book, his other book. Now it is said from now the educationalists that a lecturer or a teacher must probably use more than one book. Now I see that's what he's trying to do. Now he doesn't have one reference. Now in a sense if our textbook doesn't have all the information then he can refer to that book of him and then he can find out more information. Now in the sense that if I'll be a teacher, that'll also apply to me. I must have more than one book. But to the pupils it will

be some sort of confusing to for them because they won't be able to try to sort out what is relevant and what is irrelevant, but the teacher will be able to try, when he refers to his book and sees this is too much information to be given to the pupils so he will be able to limit himself.

R: How do you know ... how do you know which is the right answer though?

S: I want to answer the other speaker. What if there are discrepancies in the name of the people? Because I mean if his book said it was not Dingaan it was another person whereas our book said it was Dingaan so how is he going to determine? (T:109)

Suna did not get much constructive feedback from her students; they tended to parrot answers:

T: Is that right everybody?

Ss: Yes! (T:6)

and regurgitate items from the textbook when asked questions.

Geography students criticised the textbook method because "you cannot have your own opinions" and said that

S: ... sometimes there are mistakes in the book which you cannot understand but you've got to understand since they are from the textbook and you like to believe that the textbook is right and complete whereas it is not complete. (T:120)

Such perception coming from a student who is a product of transmission teaching and who has only been at college for a short while is an indication that students are able to be critical if they are asked their opinion. One student says of

the standard 3 book used in History: "The content isn't challenging. It doesn't need my insight." (T:125) She has insight but transmission teaching doesn't require it.

(vi) Using texts

I have stated in Chapter 6 that I do not see a "text" as being restricted to the conventional idea of a textbook. I should like to suggest that such an assumption denies the teacher the democratic right to choose for herself what means she wishes to employ in order to teach the content and tends to imply that teachers are not capable of doing more than "reworking" textbooks for the children's use. The model I propose in the following chapter in no way implies that the only text is the textbook. However, Langham does present a model for textbook writing which could also be applied to other texts which the teacher may use:

- 1) thematic coherence
- 2) propositional fullness and explicitness
- 3) logical relations between propositions
- 4) avoidance of obscure reference
- 5) transparent cohesive links
- 6) control of lexical and syntactic complexity
- 7) new vocabulary and register terms are established before they are applied
- 8) avoidance of unfamiliar expressions
- 9) interpretable maps and illustrations integrated logically into the text (1990:141)

but at tertiary level the students would need to learn to deal with more complicated texts since all resources are not going to

written in such a way; this is an ideal time for them to learn to do so, since they will then, hopefully, be able to teach their pupils to do the same. Perhaps, too, it is condescending to attempt to write texts for "second language" users; while I agree that present textbooks are fraught with problem areas, I suggest that one needs to view the issue from a more radical perspective of transforming education, part of which will include writing new materials.

Perera suggests some possible ways which lecturers / teachers could utilise to empower students to be able to deal with the textbooks they have. These are:

- (i) to draw their attention to recurrent structural problems in the text such as unusual word order and interrupted constructions
- (ii) explicit teaching of lay-out conventions
- (iii) to read good non-fiction aloud so that if students can "hear this kind of language well read, they will learn some of its characteristic vocabulary, sentence patterns and types of discourse organisation in a pleasant and natural way". (1988 :24-5)

Hull makes the point that knowledge in a subject may rely on some kind of "cultural capital" (shared and assumed meanings)<sup>2</sup> that fit in with previous experiences of the wider world and when lecturers / teachers are teaching through a medium which is not the mother tongue of the students nor, in Jacques's and Suna's

case, their own, then the possibilities for misinterpretation of meaning are considerably enlarged.

A consciousness of text can be built up in both language and content subject classroom; this dissertation has focussed mainly on the task of the content subject teacher, but it needs to be emphasised that "language consciousness" can only develop in an institution which is strongly committed to improving language skills, and that the task of the language lecturer / teacher should be symbiotic in this regard. Perera's strategies and Hull's idea of cultural capital imply a need for negotiating and sharing what happens in the classroom. My research has shown that the way in which some lecturers / teachers regard learning is problematic if learning is that which is going to empower students to become responsible and critical learners who are capable of taking risks rather than settling for the safety of the textbook. In the following chapter I shall examine the interaction in the classroom between the lecturers and the students and look at how effective interaction can be either conducive to learning.

#### ENDNOTES

1. Students tend to be quieter and better behaved in the classes of "white" teachers. (personal communication from student)

2.

An example of this was related to me recently from one of the schools in Cape Town which had recently become "open" to all races. A Xhosa child wrote notes on "the rotation of the earth" but when questioned was found not to know what "rotation" meant and to think that "earth" meant "ground one walked on". One can see how such misinterpretations can lead to students not understanding, and also how they can result in rote learning. (personal communication)



CHAPTER 8 "SOMETIMES WHEN WE SEE THE LECTURER IS FULL OF LIFE  
THEN WE FEEL FREE"

(i) Interaction in the classroom

The role of the lecturer was a dominant one in Jacques's and Suna's classes and this seemed to be the case in the large majority of classes at the college. This perpetuated the learnt model of transmission teaching which students brought with them from school. There was little "quality interaction" as described by Murphey (1990:2) in the classroom; students were not being taught to value the opinions of their fellow students or to negotiate with the lecturer about what was being taught. There is little evidence that the corpus of knowledge presented in the class could be at all altered by what students thought.

S: On that question the lady er she gave the answers which the group gave. Now on the question of the answer to that question, we decided that it was be the trip was unsuccessful.

T: Well I didn't say it was wrong. It was unsuccessful but most of the treks were unsuccessful in that sense of forming an own republic you see? Agreed. But another answer: they were the only ones being murdered out of token. (T:14)

and in Suna's class:

S: Excuse me, ma'am. The cause of this is the imbalance of pressure?

T: Ja, of compression, of?

S: An imbalance of pressure.

T: Of pressure, yes, yes.

S: I'm asking ...

T: Oh!

S: is it an imbalance of pressure that causes the er  
|folds?

T: That's right, the fold!| Ja, that's right, ja, ja  
that's right. (T:61)

I noticed that there was a much higher quality of interaction between students and a student teacher who had been chosen out of a group to present a section of a History Academic lesson:

ST: So, Rome was in peace now. Is there any question?

S: Yes, I just want to know, you see, why is it the Roman Empire?

ST: The Roman Empire?

S: Why is it the Roman Empire and not the Italian Empire?

ST: And another thing that Italy without Rome to start with is just like a body without a head, you see, so it was called the Roman Empire since everything started at Rome and since Rome was the capital city of Italy as the whole, so the Roman Empire taking the name from the capital /city. (T: 32)

and they were not afraid to ask for help:

ST: Chains are worn by men. A chain which is worn by men.

S: Sorry ma'am, I don't know whether when you are talking about the 18th century you are dealing about the introduction of the presentation of the lesson.

ST: The introduction was

S: But I hear you talking about 18th century.

ST: So you don't know? Who can help me?

S: Yes because now we are thinking about middle ages.

ST: Mr -?

S2: I think he was was just she was just making a comparison on time lines.

ST: You don't know where 18th century is on the time line?

S: No, I don't ask to tell me where 18th century is but I've heard you talking about 18th century so

ST: That men shaped hair wearing they wore wore wigs in the 18th century but then

T: Yes, but his question is why are you talking about that because it's not in the medieval period?

or to allow fellow students to ask questions:

ST: Now any comments? Any questions?

S: No.

ST: Yes sir?

S: On the er on his marriage. They had six children, two sons and four daughters.

ST: Thank you sir. (T:42)

Jacques himself seemed to be aware of this increased interaction when students teach their fellows when he said, in a lecture taped in August, "I saw some of you attended for the very first time" (T:38) - the irony is that it seems as if he was criticising the students' ability to listen, rather than his own to teach!

In Sue's class she allowed the students to disagree and differ and thus gave them more opportunities to use language:

T: ... Do you think that is a problem? Your Sotho mixing with your Venda mixing with your Xhosa mixing with your Zulu. Is that a problem?

Ss: °°° and @@@

T: Maybe put your hands up and tell me why it is a problem or is not a problem. \$\$\$ Yes?

S: I think it will be a problem because now we have different cultures in our groups. We won't live so quietly as before.

T: OK, you're not going to live so quietly and you might have to question or change a bit as you mix with other people?

S: Yes. Misunderstandings.

T: There may be misunderstandings? Why will there be misunderstandings? Is it a language or a cultural problem?

S: A language and also a cultural problem.  
 T: Both, all right. What else?  
 S: I think there's no problem.  
 T: Why?  
 S: Because we learn about their culture in their company.  
 T: So you think one would be enriched and benefit from that experience?  
 S: We will learn to know each other \$ in a sense.  
 T: Right, OK. Any other ? (T:82)

I suggest that students therefore felt empowered because the more they spoke in her classes, the more they seemed to want to share what they knew. The discussion which took place in Sue's classes could be seen as a model for the type of interaction necessary for students to make meaning of classroom learning.

(ii) More language rather than less

Murphey (1990:3) emphasises that when a student is learning a language he needs to learn not only words but appropriate conversational responses and the negotiation of meaning. Such linguistic practice does not become superfluous when a content subject is being taught through the medium of another language; rather, it becomes even more necessary if students are to make sense of what is happening in the classroom. There should, therefore, be more talking rather than less, but it should come from discussing, interpreting and questioning on the part of the students, with the lecturer / teacher playing a facilitating role in making resources available and pointing the way. In the Academic classes I went to, I found little talking which was not

directly controlled by the lecturer. The students were largely passive and the only time when Jacques had to tell the students to be quiet was when other students were teaching and they wanted to share what they knew. (T:28) This was also, I observed, the only time during which the students actually seemed to be involved in the lessons. Sue's classes were more animated and also more relaxed; Sue seemed to have what Brophy and Evertson (1976:53) call "withitness" - an ability to monitor what is going on in a class. There was more laughter and more interaction between students in her classes and they seemed more inclined to share their opinions with her than they did when they were in the other classes:

T: So you think one could gain from it, learn from each other? Yes?

S: And even for me too. I think it won't be a problem because there will be cultural development. I mean everyone is going to have, is going to know one another's culture and I'm sure the culture's developing. We are supposed to know each other and I'm taking that as one even if he is a Xhosa or I meet a Sotho, so what? I think that is something that is (?) to me. As far as I see, I see no problem.

T: You see no nobody misunderstanding one another? No Sothos trying to stay as Sothos or Xhosas trying to stay as Xhosas?

S: Even if it is like that, ultimately people will get er understand each other. Ultimately.

T: Thank you. That's a good word. He says ultimately they will understand one another. Do you think in the process of getting to understand, will there be problems?

Ss: @@@

S: It is possible.

T: I think it is possible that there may be misunderstandings and so on along the way but ultimately it may be a beneficial thing. (T:82)

In general, I found that when group work took place it was often extremely animated and I found that, eavesdropping on groups, what was said in group discussion was often far more valuable and insightful than what was actually reported back to the lecturer, as if students were only giving the lecturer what they thought she wanted to hear. Unfortunately, although in my own classes I insisted that students use English in group discussion, in other classes this was seldom the case and this militated against the practice which Murphey describes between non-native speakers (NNS) of the language:

In fact, some research indicates that NNSs receive more quality interaction among themselves than they do interacting with a native speaker: there is more negotiation, more clarification and more comprehension checks. (1990:2)

(iii) Taking control

Suna's control, as well as Jacques's - although his seemed more implicit, - included tests and examinations and her work in the class gave the idea that it was governed by the rush to examinations. Testing is important in transmission teaching, as Davidoff and Van Den Berg explain:

Regular tests and exams on factual information are hallmarks of our present schooling system (their emphasis) (1989:10)

and they say that such tests are part of the cycle in which marks equals discipline in the classroom which equals the perceived hallmark of a good teacher. This is supported by Walker (1987) in his experience of DET primary schools:

[Teaching methods] are authoritarian and teacher-centred, and enforced with strict, even harsh, discipline. No group work is used. The emphasis is on mass chanting and memorisation, copying and correctness. There are frequent tests and regular examinations. (1987:102)

In the Academic courses, such testing happened with awesome regularity, in Geography Academic:

T: ...just go as far as that, but remember now this is last term's work so try and make sure you do well in this chapter, hey? (T:73)

T: Let's just first hand that out then we can see what I have here for you. [hands out] It's the next chapter actually. As soon as they have handed out, just start reading on the first page, hey? Please just read the first page. We come to earthquakes and volcanoes, see? This is different from what we had in the first chapter. Just hand out. We won't be able to finish all of this today. But the you have it for a week's time. That's for Monday, ne? Thursday we're writing a test. [students read] (T:53)

and in History Academic:

T: ... what is left now for us is to complete the questions on this specific chapter and then our date for the test on chapter ten and eleven. Now, as I have had a look at the er timetable of ours and the calendar, it seems to me that the test will be on for next Thursday.

Ss: °°°

T: It's only on two chapters and it gives you at least a week and by now you have worked out already an assignment on this part of the work so you should know it very well, so I think a week's time is more than what is necessary. (T: 38-9)

The test dates sound immutable and the knowledge god given! What the students perceived as the purpose of tests is illuminated in the lesson on evaluation in transcript 11 where Sue discusses the role of evaluation with them:

S: Evaluation is necessary to help the teacher and to see which work has not been done. To test the knowledge which they have gained during the teaching session. To test the weakness children may encounter and to see if they can be able to go to the next class. The fourth one. To test the progress of a child, of the pupils. (T:89)

Students need to be shown that evaluation is not necessarily the same as testing and that there are other ways in which evaluation can take place, for example, through group or individual assignments, through oral discussion or presentations, and through projects; in this way the desire to learn will be less threatened by the inevitable ogre of testing at the end of each "chapter".

(iv) Linking learning and experience

I had a feeling that much of what went on in the History and Geography classes lacked relevance to the students and was not



made to be relevant.<sup>1</sup> Talk about the problem of soil erosion, for example, in Geography, was abstract and made no mention of the erosion right outside the College, visible from the classroom.

T: Then they have sketches here, diagrams and sketches to show you, on the next page, page 6. Maybe we can have a look at that too quickly. The first one they show us the land there. Let's just first look through all six of them actually, so that we know what's going on and then we can maybe look at each one on its own. Land starts to erode. Land eroded. There they show us. Sediment deposited in sea. That is when the er the part of the er crust is being changed a little bit, just dropped a little bit. Then on the third one, the land rises. The crust rises a little bit. See, when that sea bed and that part of the sea umm then sinks a bit. All parts of the earth's crust are in balance according to mass. And then millions of years later, what happened? Land eroded, therefore become lighter. Land eroded, therefore lighter eroded material deposited in the sea. Down to the sea. Therefore weight on ocean bed heavier. What will happen - the crust will move up a little bit again, see? The continent or the er of the land part, see? When it moves to the sea bed, all that eroded part it will \$\$\$ press up that other part a little bit, that is the one, the land and the crust part. (T:53)

and students were never made to feel that they were part of Africa. The History was colonial in approach as in the discussion of the architecture of houses in the Cape where the lecturer seemed completely oblivious to the students' frame of reference - with so many of them still living in matchbox (small one or two bedroomed) houses. (T:4)

When Jacques talked of Piet Retief's store in Grahamstown, a town familiar to many of the students, he did not ask them whether

they knew the store. (T:10) This in itself is not that serious, but the cumulative effect of such incidents serves to alienate the students from the subject matter:

S: ... But from this History we have done so far I don't see anything which we from the past which we have learnt as such because now...

R: This year? This year's History?

S: Yes. As from January up to now I don't remember anything which was done and which we could identify with.

R: You've learnt how Jan Van Riebeeck built houses.

S: But I don't like this History I mean learning about Jan Van Riebeeck. (T:108)

This interview was taped in April - for nearly three months, the student could not find anything with which he could identify, yet in two years' time he would have to go and teach the same content material to a class of standard threes.

(v) Being sensitive

There was insensitivity in the interaction with the students, particularly in History Academic with discussion around ownership of land:

T: Now the idea was to get a piece of land to form his own republic or to have a certain piece of land in Natal, which was quite a nice piece of country in those days specially today as well. (T:11)

religion,

T: What is meant by er by saying a person is a heathen it means that he is not in a Christian belief. He may have another belief but not a Christian belief. That is what the person is called a heathen. He may be er Moslem for instance. He may have beliefs but from the Christian point he is a heathen.

the conflict between colonisers and indigenous peoples,

T: ... The Hottentots soon began to steal back the cattle they had bartered with Jan van Riebeeck (T:2)

T: ... they [Hottentots] thought that everything there belonged to them, that it was all their land ...

and values:

T: ... they [Hottentots] actually had no idea of the real value of things. (T:4)

Suna spoke of subsistence farming being found "exclusively among primitive societies" (from the textbook) when some of the students probably had substantial links with such farming. <sup>2</sup>

When Jacques asked students to teach sections on the text, in what was presumably supposed to be a teaching experience for them and not a rest for him, there was no critical commentary or

reflection on the students' teaching; occasionally facts were corrected, but nothing was said about teaching style - all of which was transmission teaching, the norm for his classes. Even group work reports of answers to question summaries in the text tended to be presented in the same factual delivery mode, and usually straight from the textbook without any interpretation.

The students seemed to be aware of the need to escape the domination of the textbook. When one of them talked of a practice teaching session in a school he said:

S: I asked them, I asked them why, why did they not understand History. I think the problem mainly lies to the teacher because the teacher I think he was just reading the book for them, not explaining to them and using things which the children could see maybe, some teaching aids maybe. There were no teaching aids up in her room. (T:106)

When they encountered a problem in History they were only able to argue with a lecturer up to a point:

S: Yes, I can't understand, because I was confused because he was using his own his own textbook and we were using History can be fun. If I can quote, there was something we couldn't agree of that was when Dingaan attacked Piet Retief. In his own book he said Piet Retief he said there was a victory in Piet Retief's side, but in our book it said Dingaan defeated Piet Retief, so it confuses the children.

R: It confuses you too?

S: Ja, and me too. And there was, if I can quote, Van Rensburg. In his book there was no Van Rensburg but in our books there was Van Rensburg, and if he's going to test, he's going to test in his book, so if we study his book,

we're going to be confused.

R: Did you point that out to him?

S: No. (T:107)

and realised that, in the end, the lecturer had the say:

R: So how do you decide who is right then?

S: Well we had to accept that since he, he who set the paper but there was still that argument, we didn't agree.  
(T:107)

A democratic model of teaching which focusses on interaction rather than on reproduction of knowledge would help to obviate the dominance of the teacher's point of view and values.

(vi) Affective learning

There was very little attention paid, except in some of Sue's lessons, to the development of the affective area of learning. There were wonderful scenes in Jacques's History lessons, such as the description of the war between the Greeks and the Persians, which cried out for dramatisation but which were taught on a solely cognitive level. When discussing what they liked in History (Questionnaire 2) a student said:

I also liked the SA History as from being a republic. I could see clearly how the Black man had to suffer in his country. I could also see how sinful the policy of apartheid is. And also how deep the roots of Afrikanerism were anchored in the Afrikaners of this

country. It is here why I can see why many progressive organisations are banned in this country (ANC, PAC, etc. The arrests of the Black people's leaders ... (T: 132)

It is sad that the affective area of development in learning any subject is so often neglected, since this leads to students having to compromise their need for learning.

(vii) Staying passive, staying out of trouble

Some students felt that their role at college was to be essentially a passive one if they were to succeed. I should like to quote the following at some length since I suggest that many students in colleges subscribed to such an attitude:

R: ... do you feel that you are free to disagree with what is happening in your Geography class? Do you feel that you are free to argue with the lecturer?

S1: No ma' am.

R: Why?

S2: Sometimes I think we just accept what the teacher is saying.

R: Why?

S2: Because since we are just student teachers and are afraid (?)

R: OK why...?

S: And it seems as if the lecturer is a senior to us and he knows each and every thing whereas we know that he might have some mistakes but we don't want to disagree.

R: OK. Are you trying to actually ... are you kind of entering into some sort of pretence, as it were, with the lecturer, that the lecturer is the one who knows and you are the ones who don't know? Are you taking part in like sort of a little play almost? Here we sit and we know nothing?

S: It is difficult because when I came here at the College we heard so many things that we must not ask. We must just take things.

R: Just accept. Such as? Can you give me one example?

S: Just that we are told something goes like this and this you must just accept it.

R: Just accept it. OK. So this is something that comes from the college?

S: From my colleagues.

R: OK Would you have done the same at school?

S: Yes we would have.

R: You used to sit and keep quiet and not argue? (T: 123)

They go on to list characteristics in lecturers which would make them feel freer to communicate - when the lecturer is lively, laughs and doesn't embarrass them or lose her temper and get cross with them. (T: 124) This seems to indicate a great dearth of communication about what learning is and to exemplify the roles of teacher and student which have been perpetuated in so many schools. Learning seldom seemed to touch their being; too often, only their heads were involved in some sort of "pact" which limited the penetration of the lecturer and preserved their affective being for their private cultural experiences.<sup>3</sup> In Suna's class she had little feedback on whether the students had understood or not and her questioning often took the form of someone in the class being asked to say a word or phrase which was in the text:

T: What will we be able to see?

S: The cloth will form folds.

T: That's right, it will form folds, see? It will fold up a little bit, see? That's right. (T: 62)

and she tended to solicit answers by using the word "Come?" Her explanations were confusing and one was not quite sure what exactly was being explained sometimes.

T: I want to finish page 5, just this one page, and then maybe these sketches. What I have on page 6 for you, and then maybe next time we'll start with something different again, see? All right, the theory. The theory, where do they get this from, the explanation they just gave us. Where do they get the theory from? Er, where did they get that from? Let's see on page 5. In 1912, Alfred Wegener, a German scientist, underline his name please, a German scientist, suggested that the earth's crust once consisted of only two large pieces. Right. let's repeat again. This specific German scientist suggested that the earth's crust, that outer layer, once consisted of only two large pieces, now we don't just have two pieces any more, we have different continents, hey? But now let's come to that, we'll come to that just now. (T: 51)

and a short while later,

T: Look at the diagram below. It shows that the mantle has currents of movement in it. [reading] Currents of movement. There they show you the sea level. The continent, the mantle, the ocean floor and currents of movement, those two arrows that show us. Currents of movement. These currents of movement are probably related to temperature differences within the mantle, getting colder and getting hotter. See? Warmer. And then you get the movement there. Currents of movement. Now currents of magma move below the continent. They tend to move it along. Currents of magma move below the continent. They tend to move it along the continent. See? Below the continent, and then it's also moving moves onto it also, the crust also. According to our time scale, this movement is extremely slow. Only a few millimetres over hundreds of years, see? Very very slowly. It has been calculated that the continent of North America is drifting 2 metres every century. So it's very very slow, hey? What I want you there to make



sure that you have, that you underline and that could be important to us please is the last part: these currents of movement - that part - are probably related to temperature differences within the mantle. (T: 52)

What "could be important to us" was probably what was going to be a test or examination question. There were bits in the textbook which were less or more important: "Ja, don't worry about that. Just fill in there" (T: 56) and items which had been previously read did not need to be explained: "Don't worry about this er definition because we already underlined the one on the previous page so leave out this one." (T: 54) Their understanding was tested by the (usually) one word answers to "self study" questions at the end of the chapter and the pace of her lessons was slow and very repetitive:

T: These lines have been drawn on the map to help you find different places. The lines that run from north to south are called lines of Longitude. The lines that run from west to east are called lines of Latitude. Now we underline north to south and longitude and we underline west to east and latitude. [this is repeated a few times] So you have your little definition on that as well, ne? Now we come to the eight lines of direction. (T: 8)

(viii) Using language for learning

Sue, on the other hand, asked questions and listened to and considered the answers:

T: OK, this is one of the examples of the Grecian vase. Of course, much, much bigger. And do remember what they put into these vases? What did they put in?

S: It was things, some flowers and things.

T: They didn't, no, they didn't use it like we would use it, for decorative purposes. These vases were very functional: they had a function in their daily lives. These days we are inclined to just decorate it and call it a vase, but in those days what did they keep inside?

S: Water.

T: Water, yes.

S: Or oil, wine.

T: Wine, oil. So it was a store, used for storage, and oil, water, wine, any kind of liquid would be kept in here.  
(T: 75)

She also expected them to use their imaginations, such as in the lesson on the discovery of gold, where they have to imagine what would happen if gold were discovered in their own town. (T: 78 ff.) and introduced elements such as song (T: 9) which livened up the lectures. She accepted their answers and worked with them sometimes toward clearer definitions:

S: The rate of crime would increase.

T: Right, good, nice points of view.

S2: International activities that (?)

T: Which activities?

S: International activities.

T: Like?

S: There'll be investors.

T: /OK. Next group? (T: 78)

clarifying, reiterating and expanding on what they had said:

T: Right, shortage of houses. And there was no planning. Because things happened so suddenly they hadn't been expecting to find gold. And so the Transvaal government which was basically a rural, agricultural umm country, they

were not prepared for this sudden umm discovery. So they were totally unprepared. [writes on board] Slums developed very quickly. (T: 84)

and making notes on a clipboard as she listened to their reports.

In Jacques's class, and in some others on campus, the students were called upon to chorus the answers to questions (T: 1,2): a technique which I had noticed being used in black primary and high school classes as well as in the students' own teaching, and it was very difficult to break the habit. Jacques's normal place in the classroom was at the overhead projector. During one lesson, (T: 20 ff.) he stood at the projector for 25 minutes before he looked at the students. Transparencies were often difficult to read. Many of the students did not look at them while he was talking. When he gave them discussion questions to do on work which had been done in class, the questions were from the end of the chapter being dealt with. Such questions required minimum thinking and maximum recall, e.g. (i) For the Voortrekker his waggon was also his ...?", (ii) "How did they iron their clothes?" and (iii) "Van Rensburg's trek was ...?" (Mocke and Wallis 1988 : 74) (T: 12) The answers were (i) home, (ii) with flat irons which had coals put into them from the top, and (iii) overwhelmed by hostile tribes and killed. These were all straight from the text. At the end of the lesson on the Greek wars he said: "Those questions you can fill in so you can have the main ideas summarised." (T: 25)

Kros says:

Perhaps it is not that Bantu Education tried to teach people to despise their own history that is so terrible, but that it prevented them from knowing how to go about exposing the myths and fallacies which they knew to be there. (1988-9 : 92)

(ix) The ability to be critical

The students who were instructed in Jacques's class to teach small sections of the work, did make attempts to concretise the text and make the students participate in the lesson, e.g. "let's say I can be a dictator and all the class be senators. The audience can form the senate ..." (T: 26) in a lesson on Julius Caesar, or "Now just pretend you are Mohammed meeting such a woman. How would you feel?" (T: 41) in a lesson on Islam.

They showed themselves to be critical of different teaching methods:

S: I don't think there's one specific method as far as History is concerned because all the methods have got the good and the bad so it is for the teacher to vary to see which one for that section is suitable. (T: 128)

and

R: How was Geog taught? Through a textbook or did you go on field trips?

S1 My teacher used to come without a textbook. He just used to write on the board...

S2 My teacher for standard 9 and 10 had not specialised in Geography therefore he used textbook most of the time; as a result our interest in Geography dropped.

R: What do you think is the best way to teach Geography?

S2 I think the teacher that teaches Geography standard 9 usually say at least you must see what you are doing that is at least you must draw a picture on the board lets say you must write what you think about that thing (?)

R: All right so where do the facts come in? Surely there 're some facts that one has to stick to? If you are going to write what you think, what about the facts?

S: We also consider the facts.

R: You also consider the facts. Did you use a textbook for that?

S: No he never used a textbook.

and

R: What do you do when you learn Geography? How do you learn it?

S: You concentrate on the theoretical part - the practical part is scarcer.

R: Scarcer. Why?

S: I think maybe our lecturer doesn't have enough time to go out and show us the things practically. (T: 118)

and were able to realise why a method wasn't working:

R: OK. The type of teaching that I've noticed in the Geography class is what they call transmission mode or transmission type teaching. OK. That means from the textbook through the teacher to the child or the student or

the pupil. Do you think that is an effective way of teaching? I must say that you all look very bored sometimes when I sit here [laughter] and I wonder why - do you just look bored or are you concentrating very hard?

[ ]

S: We are bored.

R: Why?

S: Because we don't like it that much, the textbook method. Sometimes you cannot say it is right; you cannot have your own opinions.

R: OK, mm.

S:: There are mistakes.

R: There are mistakes? You mean there is something wrong with the method or with the book?

S: Yes sometimes there are mistakes in the book which you cannot understand but you've got to understand them since they are from the textbook and you like to believe that the textbook is right and complete whereas it is not complete.

They realised that the textbook was not always suitable in Geography:

S: When talking about a slope, a child will not when using a textbook method a child will not understand what a slope look like. You may say you may show the child a picture of a mountain and say this is a slope but she will not have the

...

R: Perception?

S: The idea the idea of what you mean.

R: How would you do that then, how would you show her?

S: If you walkout and show them on the mountain, and show them that that part of the mountain is a steep slope because of this, that and that and that side of the mountain and that this side of the mountain is a gentle slope because of this that and that ... (T: 121)

and recognised the need for lessons to be stimulating, resenting the fact that they had to learn from a standard three book:

R: OK, so the book doesn't interest you. Why?

S: It's er I would say its more childish.

R: It's childish, yes. Would you agree with him, or not?

S: It's not challenging.

R: Umm umm.

S: The content isn't challenging. It doesn't need my insight. I have to just recall it, not state my own views.

...

R: ... Do you feel that you are also standard 3s in History Didactics?

Ss: No.

R: Why?

S: £

R: Is it because of the content?

S: It is because we don't know how to teach.

R: OK, it's because you don't know how to teach. Is that the only reason?

S: I think as it was said the History that is the academic, we already know so it doesn't as I said it doesn't challenge us. It is boring as such. And now to Didactics - it is something new to us. We are eager to want to know what it is all about.

R: Is there a difference in lecturing methods perhaps? What sort of, if you had to choose a lecturing method which you liked most, what would you say? What do you enjoy doing most in the classroom?

Ss: Discussion.

R: Discussion; anything else? Could the History Academic be taught like that, perhaps? Do you discuss in the class?

Ss: Yes.

S: Story. Storytelling. (T: 126)

They realised, too, that there were possibilities for alternate ways of teaching the subject matter:

S: ... then at the end the children are dramatising the story for instance the settlers, 1820 settlers then one child he will be maybe if he was a commander then the other child maybe he was a follower ... (T: 128).

Freire, according to Connolly (1980) asserts that

If [education] is for liberation the very methods and techniques in use for domestication must be inappropriate.  
(: 70)

and

... educators cannot present their own curriculum, but must seek for it dialogically with the learners. If we are to adopt methods which foster dialogue and reciprocity, we must be committed to equality and the abolition of privilege. (81)

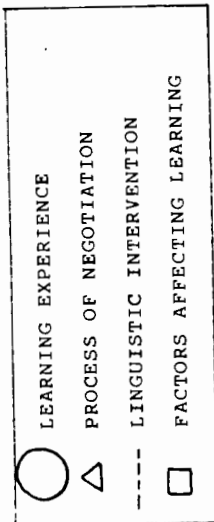
I suggest that if there is to be quality interaction in a classroom, then the methodologies currently being utilised when need to be critically appraised and undergo transformation into methodologies of learning rather than methodologies of the teacher. The role which texts play in present classrooms is problematic, as discussed in Chapter 7, and it will not be sufficient to rewrite and update texts; what is needed is an assessment of how texts are used and then the development of new texts which confidently cross present subject boundaries and focus on a far broader area of learning experience, part of which is language learning.

(x) A model for intervening and negotiating

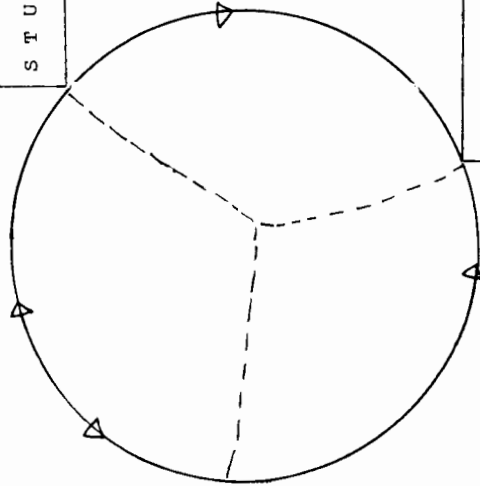
If one looks at the interaction in the classroom between lecturer / teacher and student and the negotiation of knowledge which takes place, then one has to bear in mind that what actually happens is restricted and defined by what the lecturer and students bring to the class as their "personal baggage" - their attitudes, previous experience, intelligence and assumptions.



Also pertinent is the subject which is being taught and the media which are used in the learning process. Furthermore, no learning takes place in isolation, so one has also to bear the socio-political and educational context in mind. I propose a model of interaction and negotiation which takes such areas into consideration and which indicates where linguistic intervention can take place in order to facilitate learning. The circular process is that of the process of negotiation of knowledge between lecturer / teacher, student and text, with arrows indicating the way in which such negotiation (conferring about interpretations in order to agree) takes place, while the internal lines indicate the possibilities for linguistic intervention (such as using language for asking reasons, explaining, clarifying, reiterating, summarising, expanding, omitting or just generally talking about the text). The boxes give some indication of the variables which are external to the learning process yet influence it, and the whole model is immersed in a socio-political and educational context. This model is suggested by what I have observed in the lecture rooms and by my conviction that little real classroom learning takes place unless what is being taught can be discussed in a meaningful way in the classroom and by the added conviction that learning through the medium of a language which is not one's own can become far less of an alienating experience if the lecturer / teacher encourages one to work with the language in order to



S T U D E N T



T E X T

T E A C H E R

1. Personal history and intelligence
2. Communicative competence
3. Attitude to language
4. Previous learning and teaching experience
5. Feelings about personal qualifications
6. Assumptions about students and learning process
7. Knowledge of subject and students
8. Situation in school ethos
9. Expectations
10. Attitude to dominant ideology

1. Personal history and intelligence
2. Previous learning experience
3. Learning style
4. Internalized language attitudes
5. Communicative competence
6. Critical ability
7. Relationship with teacher
8. Experience of subject being taught
9. Expectations
10. Socio-economic circumstances
11. Attitude to dominant ideology

1. Nature of text
2. Attractiveness and arrangement of material
3. Clarity of discourse
4. Assumptions about
  - linguistic ability of students
  - students' experience
  - cognitive order of learning
5. Assumptions about teachers
6. Suitability and comprehensibility of graphic material
7. Ideological influences

EDUCATIONAL, SOCIO-ECONOMIC AND  
POLITICAL ETHOS OF INSTITUTION

learn so that the language becomes a link rather than a barrier to learning. It is hoped that such a model can go some of the way towards making lecturers / teachers more sensitive to what happens in the classroom, to the fact that they can only provide "space" for learning to happen and to the fact that education in South Africa is complicated by a long history of impoverishment which has to be borne in mind when teaching in present and post-apartheid classrooms. I do not think that one can programme learning if learning is to be that which transforms. Teaching and learning are interactive processes and the circular nature of the model emphasises the fact that intervention between teacher, text and student can take place at any point of the process but that it will be influenced by factors extraneous to the actual situation so each learning situation will have a unique character.

(xi) Effective teaching

I said in the introduction to Chapter 5 that it was easier to criticise teaching than to teach. I should, however, like to suggest that teachers need to be open to innovation, willing to interact honestly with students and learn from them, able to share ideas with colleagues, and aware of the influence teachers and educational institutions can have on the student. As I have suggested in the model, a lecturer / teacher would need to see what happens in the classroom from a holistic viewpoint and view

learning as being a process stimulated by the interaction of teacher, student and text(s). The situation, then, is a dynamic one which will foster growth and language development, and those using the text would be critical of what it professed to be the truth because they had explored and worked with differing texts and learnt to see things from different points of view.

#### ENDNOTES

1.

Mulholland criticises South African texts for presenting "History as though it were an immutable body of knowledge ... Some interpretations support the notion that historical events are the revelation of a Divine Plan ... Truth and History become interwoven and essence precedes existence. (1986:11)

2.

Lecturers one day approached Sue with a complaint because students had written the causes of the Uitlander problem around the time of the gold rush on charts in the classroom - these included no vote, unemployment, slums, political unrest and poverty. The lecturers had not seen a heading for the chart and had assumed that these were complaints from the students about present conditions in the country.

3.

Rodrigues describes the conflict between intellectual (other language) knowledge and affective (mother tongue) knowledge:

But then there was Spanish. Espanol: my family's language. Espanol: the language that seemed to me a private language. I'd hear strangers on the radio and in the Mexican Catholic church across town speaking in Spanish, but I couldn't really believe that Spanish was a public language, like English. Spanish speakers, rather, seemed related to me, for I sensed that we shared - through our language - the experience of feeling apart from los gringos. It was thus a ghetto Spanish that I heard and I spoke. Like those whose lives are bound by a barrio, I was reminded of Spanish of my separateness from los otros, los gringos in power. But more intensely than for most barrio children - because I did not live in a barrio - Spanish seemed to me the language of home. (Most days it was only at home that I'd hear it.) It became the language of joyful return. (1980:15 - 16)

CHAPTER 9 "THERE IS A STORY"(i) Reflections on my research

Invariably, there are aspects of research which could, in retrospect, be improved upon. When I consider the research I did, I feel that I would have liked more time to talk to the students and lecturers about their perceptions of the college and their learning. I think what they had to say in the interviews I did was very valuable and I feel that more in-depth research, particularly at teacher training level, in which researchers interact with the people they are researching is required. It would be interesting to further my research by doing research particularly into perceptions of learning and the texture of interaction in the classroom situation as perceived by both lecturers and students, and also possibly to look further at the expectations which each had of the other, using the model which I have suggested. I should have liked to have talked more to the lecturers and the students and I should like to have had the time to get closer to them. For what they contributed I am very grateful.

Simons feels, when reflecting on his ethnographic research in Soweto classrooms, that he has

... realized, upon reflection, that it is far more ethical and desirable to (a) conduct research upon invitation and

(b) to examine areas which are defined as problematic by the subjects themselves, i.e. to engage in action research. (1985:37)

but I feel that one would not necessarily be researching the same problems, and also that lecturers / teachers who "invite" one into the classroom are more likely to be those who have at least gone some of the way towards defining and beginning to solve their problems. Delamont and Hamilton defend the positivists' criticism of the uniqueness of ethnographic research by saying that:

Despite their diversity, individual classrooms share many characteristics. Through the detailed study of one particular context it is still possible to clarify relationships, pinpoint critical processes and identify common phenomena. (1986:36)

There was a great deal which I feel can be shared with others as a result of ethnographic investigation. I was able to realise that students were able to be critical, that many of the students were articulate and able to perceive methodological problems in the way they were taught, that it is an error to assume that all abilities are equal in a particular group, that there is a need for far more emphasis to be placed on classroom interaction and discussion in order to facilitate learning, that education needs to be more relevant to the experience and needs of the students, and that teaching does not necessarily result in learning. Furthermore, I was able to observe the dynamics of

three different classrooms and see how students changed with different lecturers, and able to share with the students their views of the process of college education. I hope what I have observed will have some effect on liberating praxis and that teachers can examine the model I have suggested, attempt to depart from the absolute authority which the text seems to assume in the class and rather focus on the student who is learning.

CHAPTER 10 "THE BOOK DOESN'T INTEREST ME"

In this final chapter I shall conclude my observations and make recommendations about areas which I consider to require attention if there is to be effective learning at college level.

(i) Conclusions

The following are areas of concern which I feel need to be addressed at college level:

(a) The college ethos:

- \* Curricula in education are Eurocentric.
- \* Students and lecturers are not democratically involved in discussions on what should be taught.
- \* Lecturers tend to see themselves as accountable to the DET and its control staff but not to the students and the community.
- \* Some lecturers have no tertiary teaching experience prior to their appointment and are not given in-service training
- \* Research is not given sufficient priority

(b) In the classroom

- \* Students do not feel that what they are doing at college is always meaningful.<sup>1</sup>



- \* There is a wide gap between different subjects, and the thinking behind the curriculum is not made clear to the students.
- \* Students' inputs are undervalued and their ability not sufficiently recognised.
- \* Lecturing tends to be seen as an activity which happens behind closed doors, and ideas are not shared.
- \* The dominant mode of teaching is transmission teaching which does not encourage students to use language. As a method, it has implications for students' methodology when they go teaching.
- \* Little room is made for group work or co-operative learning.

(c) Language

- \* Learning through the medium of English is a problem particularly when subjects are taught by non-mother tongue speakers.
- \* Many lecturers are at a disadvantage if they do not know the students' mother-tongue and this can cause insensitivity to potential language problems.
- \* There is not enough room made for discussion and the use of informal writing and talking, and an overemphasis on note-taking and testing.
- \* Lecturers do not always have confidence in their linguistic competence and so are possibly loathe to experiment with forms of language in the classroom

\* There is insufficient awareness of what role language can play when a lecturer is teaching a content subject or of the links between subjects which a lecturer can use in order to widen the students' knowledge. (Young 1986:5)

\* There is sometimes suspicion between language lecturers and content subject lecturers about the necessity for linguistic intervention when they teach; they feel insecure about their knowledge of language (which they seem to think = grammar) and so feel threatened.

\* Texts being used encouraged rote learning. Texts were also sometimes insulting, insensitive and linguistically condescending and confusing. Such texts tend to become models for teaching and language use if the students are not made aware of shortcomings.

\* Apartheid education deprives non-mother tongue English speakers of natural social contact with mother-tongue speakers, and so they have little opportunity to speak English in and out of class.

It would be comforting if the problems discussed in the previous chapter were isolated, which, as previously mentioned, could be a drawback in this particular type of research, focussing as it does on a small number of classes in a college which was geographically and academically quite isolated. However, my subsequent experience of lecturing and teaching in city areas and also in another department of education has indicated to the

contrary.

(ii) Recommendations

(a) The college ethos

\* Curricula need to be democratically agreed upon, workshopped and experimented with in order for consensus to be arrived at; part of this consensus might provide for a number of different curricular options.

\* New curricula should focus on attempting to rationalise curricula across subject years, particularly in schools, and integrate subjects across traditional subject lines.

\* The community needs to become more involved in the colleges, colleges need to be sited within communities they serve and training colleges need to become resource centres which are accessible to the community and can be used for community activities.

\* Lecturers need to be encouraged to question what they are doing and to research various aspects of their praxis.

\* Lecturers appointed to colleges should be good communicators; they should also be encouraged to become familiar with their students' mother tongues.

(b) In the classroom

- \* Students should be given more practice in utilising a variety of methodologies; this example should be set by the lecturer who herself uses different methodologies.
- \* Students must be seen as participants in the learning process.
- \* There should be a greater focus on the lecturer as facilitator and on group learning.
- \* Lecturers need to be taught media skills which will equip them more fully to provide a variety of resources in the classroom.
- \* Teachers and lecturers need to be encouraged to be more open to working together, and to discussing their methodology, perhaps participating in each other's classes, and sessions need to be timetabled in which lecturers can get together to share ideas, demonstrate techniques which work and develop confidence in themselves and their teaching.

(c) Language:

- \* Colleges should see language as one of the central concerns of teaching.
- \* Language education courses need to take place in all teacher training courses and in in-service training. Such courses should use a workshop approach which would encourage teachers to identify problems for themselves and learn to cope with them. Libraries need to be centrally (psychologically and physically)

situated on all campuses with adequate, amenable areas for research and discussion.

\* A re-think about the role of languages as subjects in the college curriculum is required. A possibility is that the "language" component of the medium of instruction become a non-examinable subject in which language lecturers / teachers function as consultants and media resource persons across the curriculum. Another possibility is that courses at colleges function on a credits system, leaving the student more freedom to explore alternatives when they have completed compulsory courses.<sup>2</sup>

\* Language planning needs to be central to texts, timetabling, syllabus and curriculum planning.

\* Lecturers need to learn how to negotiate and consult in a more democratic way.

Language policy decisions are going to be central to syllabus design if language is set to be used for learning rather than only for teaching in transformative curricula. It is distressing that despite all the changes being made in South Africa at present, that education has become the last bastion of apartheid. Hartshorne said in 1986:

It will be more difficult for the government to change on this [the principle of segregated education] than to free Mandela, negotiate with the ANC or repeal the Group Areas Act, because it lies at the heart of a new ideology of separate development. (1986:64)

(b) In the classroom

- \* Students should be given more practice in utilising a variety of methodologies; this example should be set by the lecturer who herself uses different methodologies.
- \* Students must be seen as participants in the learning process.
- \* There should be a greater focus on the lecturer as facilitator and on group learning.
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Sadly, his words have proved prophetic; a new dispensation for education is inevitable but its urgency cannot be underestimated if educators are serious about the future of the country.

#### ENDNOTES

1.

A student recently said to me, "I really want to be a good teacher but when I wake up in the morning I can't face the thought of going to college because it is not helping me to teach well."

2.

I am not arguing the case for an integrated studies programme at colleges (such an assertion would require a dissertation on its own) but rather for curricula to be rationalised in line with LAC policy decisions and planned with democratic input, for methodologies to become more learner-centred, for far greater awareness of language as being central to learning and for lecturers to be empowered to gain confidence in using language as a learning tool in their areas of study.

3.

In the light of the present pressed need for place in schools, I suggest that brighter students could serve the community better if their progress at school were accelerated and their last year or two at school be devoted to wider community service: helping in schools, libraries, with social work, in community building construction programmes and other areas which will allow them to give something back to the community.



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APPENDIX ASTANDARD 10 SYMBOLS OF THE E AND F CLASSES

Symbol	English	History	Geography	Average
C (60 - 69%)	7	2		
D (50 - 59%)	23	5		4
E (40 - 49%)	24	18	13	13
EE (40 - 44%) aggregate only				24
F	11	15	7	24
G		3		
Not done:	1	23	46	1

N = 66

APPENDIX B    LANGUAGE OF INSTRUCTION AND TEACHERS' HOME LANGUAGES

B.1    LANGUAGE IN WHICH STUDENTS SAY THEY WERE TAUGHT

	E CLASS	F CLASS
ENGLISH	19	17
XHOSA / ENGLISH	13	14
XHOSA	1	0
ENG /AFR /XHOSA	0	1
AFRIKAANS	0    (n=33)	1    (n=33)

B.2    HOME LANGUAGES OF MAJORITY OF STANDARD 8,9 AND 10 TEACHERS,  
ACCORDING TO STUDENTS

	E CLASS	F CLASS
AFRIKAANS	1	1
ENGLISH	3	0
XHOSA/ ENGLISH	2	5
XHOSA	23	25
ENG / AFR / XHOSA	0	1
ENG / XHOSA / OTHER	0	1
XHOSA / AFRIKAANS	1	0
XHOSA / OTHER	2	0
OTHER	1    (n=33)	0    (n=33)

APPENDIX CLECTURES OBSERVED

	Jacques	Suna	Sue
CLASSES INVOLVED:	(E + 7 F)	(Some F)	(E)
No. of students:	40	10	33
February 25	*A		
March 10	*B	*C	
15			*E
31		*D	
April 21	/1	/7	/11
July 21	/2	/8	
25			/12
28	/3		
August 1		/9	
4	/4		
8			
11	/5		
22		/10	
25			
September 24			/13
29			/14
October 6	/6		

KEY: / = TAPE, FIELD NOTES

\* = FIELD NOTES

STUDENT INTERVIEWS - taped

19 April	15
15 August	16
31 October	17

STUDENT QUESTIONNAIRES

18 February

7 November

APPENDIX D

QUESTIONNAIRES

QUESTIONNAIRE 1

I should appreciate it if you would complete this form as accurately as possible for me. This questionnaire is part of the research I am doing as a student at the University of Cape Town- information collected here will not be used for any official purposes.

1. Name: -----

2. Age: -----

3. Name of the school where you passed standard ten:  
-----  
-----

4. Town / city where the school was situated: -----  
-----

5. Year in which you passed standard ten: -----

6. Results:

SUBJECT	SYMBOL
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

PASS SYMBOL: -----

MATRIC EXEMPTION : YES / NO (cross out what does not apply)

7. Were you taught your content subjects (that is History, Geography, Physical Science, Biology, Agriculture, etc.)

Tick( ) the relevant block

all in English

all in Xhosa / other mother tongues

all in Afrikaans

in English and Xhosa

in Afrikaans and Xhosa

in English and Afrikaans?

PLEASE NOTE I AM NOT REFERRING ABOVE TO THE LANGUAGES YOU STUDIED BUT TO YOUR CONTENT SUBJECTS.

8. Were your teachers in standard 8, 9 and 10 mainly

Tick( ) the relevant block

Xhosa speaking

Afrikaans speaking

English speaking

Other (state: -----)

9. Are you doing History Academic or Geography Academic this year?

History Academic YES / NO

Geography Academic YES / NO

10. In which standard at school did you last do

(i) History -----

(ii) Geography -----

THANK YOU VERY MUCH FOR YOUR CO-OPERATION IN COMPLETING THIS FORM.

R AUSTIN

QUESTIONNAIRE 2

1. Choose two pages from your history textbook and comment on the following:

a) Which words do you think a standard three pupil would find difficult to understand?

b) Are these words explained in the text? How?

c) Write down three sentences which you think a standard three pupil would find difficult and say why you think they would be difficult.

d) Look at the diagrams / illustrations on the pages. Do these help to explain the subject matter discussed? Comment.

e) Is the subject matter dealt with of a politically sensitive nature / is it made relevant to the pupil?

2. Which is your favourite topic in History and why?

COLLEGE OF EDUCATION

TEACHING PRACTICE: LESSON EVALUATION

Final mark

Student: ..... Date: .....  
 Course: ..... No. of pupils: .....  
 School: ..... Standard: .....

SUBJECT							* Circle the mark awarded for each particular criterion and add up the total of marks to obtain the relevant banding.
TOPIC							
LANGUAGE MEDIUM							
CRITERIA	*EVALUATION					TGT	REMARKS
<b>1. PERSONALITY AND APPEARANCE</b>							
1.1 Appearance: Groomed? Neat/Untidy? Flashy?	4	3	2	1	0		
1.2 Bearing: Self-confidence; movement; mannerisms; facial expression; animated/dull; spontaneous/tense	4	3	2	1	0		
1.3 Teaching style: Attitude towards pupils; enthusiasm; motivating ability; gaining pupils' attention	9	8	6	4	2	1	
1.4 Delivery and language usage: Quality of voice; articulation; clarity; fluency and correctness of language	9	8	6	4	2	1	
<b>2. LESSON PREPARATION</b>							
2.1 Teaching aims/objectives: Meaningful? Clear? Relevant? Adequate?	4	3	2	1	0		
2.2 Method(s): Appropriate? Correct? Original? Is it appropriate to the particular subject and topic?	4	3	2	1	0		
2.3 Lesson design: Quality of lesson scheme/notes—layout; system; sufficiency; neatness	4	3	2	1	0		
2.4 Teaching aids/materials: Suitability; relevancy; adequacy; originality; trouble taken	5	4	3	2	1	0	
2.5 Choice of subject matter: Scope/quantity; correctness; arrangement/logical sequence; relevancy to aims/topic	19	16	12	8	4	2	
<b>3. PRESENTATION OF THE LESSON</b>							
<b>3.1 Introduction</b>							
(a) Creating relationships/desirable atmosphere; effecting motivation and inclination to learning	9	8	6	4	2	1	
(b) Actualisation of pre-knowledge: Recalling relevant pre-knowledge, linking it to new matter	9	8	6	4	2	1	
(c) Posing the problem: Were pupils led to observe the problems of new matter in the context of pre-knowledge?	9	8	6	4	2	1	
<b>3.2 Exposition of the new subject matter</b>							
(a) Mastery of subject matter: Has student mastered content? Has it been presented logically and clearly?	14	12	9	6	3	1	
(b) Teaching strategy:							
* Questions: Clear? Well-aimed? Properly timed and spaced? Reaction to pupils' questions/answers	9	8	6	4	2	1	
* Chalkboard work: Neatness; legibility; lay-out; effectiveness; used throughout; sufficient	9	8	6	4	2	1	
* Other teaching aids: Effectivity; synchronisation; integration	5	4	3	2	1	0	
* Methods/techniques: Suitability; meaningfulness; effectiveness; success	5	4	3	2	1	0	
(c) Communication and pupil involvement: Class involvement; individualisation; activity; explanation of concepts	9	8	6	4	2	1	
<b>3.3 Conclusion</b>							
(a) Actualisation of content: Opportunity of gaining insight/productive thinking; schematising of insights	5	4	3	2	1	0	
(b) Gaining of objectives: Have aims/objectives been achieved?	5	4	3	2	1	0	
(c) Functionalising: Integration of pre-knowledge and new matter; application of new knowledge; mastery	9	8	6	4	2	1	
3.4 Class control: Quality of guidance/control; spontaneous reaction encouraged? (Disregard discipline)	9	8	6	4	2	1	
3.5 Time allocation: Realistic for each part of lesson? Steady pace? Time spent profitably throughout?	9	8	6	4	2	1	
3.6 Didactic flexibility: Continuous evaluation? Accommodation of circumstances; reaction to pupils	9	8	6	4	2	1	

Adjudicator:

\*\* The final mark is obtained by dividing this total by two →



9. A character of its own

The mining town of Johannesburg had a character of its own which was very different to that of other towns in the Transvaal Republic. In the other towns and villages, the church tower was usually the focal point of the community. In Johannesburg it was the chimneys of engine houses and headgears above the mine shafts.

Shops were opened up very rapidly. By 1894 it was stated that the shops in Johannesburg were just as attractive as any that could be found in London. There were already three theatres.

10. The wealthy mining magnates

The wealthy mining magnates from Kimberley also had offices built in Johannesburg and started mining operations. It was soon evident that the gold ore was far too deep to be worked by ordinary diggers. Tunnels had to be dug. Only the large mining companies had the money available to undertake this type of mining.

11. Mining companies

One of the first big mining companies to be established in Johannesburg was the Robinson Gold Mining Company of J. B. Robinson. This was followed by Cecil Rhodes with his Consolidated Goldfields of South Africa and De Beers Consolidated Mines.

12. From wood and iron to brick buildings

The wood and iron buildings soon made way for permanent brick buildings and within a matter of a few years Johannesburg became a large city with high buildings, streets, parks and open squares. Planning was, however, not very good. The city was actually built around the mine shafts.

13. Wealth for the Transvaal

Gold brought the Transvaal many advantages. Before its discovery, the Transvaal had been a very poor country. After gold had been discovered money became plentiful. In Johannesburg there was plenty of work available. Much trading was done and railways and roads were built. The farmers could also sell their produce there. The government received a great deal of money from taxation.

14. Many disadvantages

But gold also brought many disadvantages to the Transvaal Republic. Thousands of foreigners from many countries throughout the world came to live in Johannesburg. The government in Pretoria were faced with many problems in trying to control the situation.

Text in general lacks cohesion between sections; ideas are not related to a central theme;

M

Johannesburg was not regarded as an ordinary village and could therefore not become a municipality with an elected mayor. Until 1897 the town was controlled by a Health Committee even though its population had grown to more than 100 000.

15. A rough life

Among these rough people, drinking and gambling were the order of the day (common practices), and fist fights were a regular occurrence. The police tried desperately to maintain law and order. (3 complicated phrases with the same meaning in 3 lines)

B. Political problems — war breaks out

The Uitlanders in Johannesburg continued to make more and more political demands. They wanted voting rights. President Kruger was not prepared to grant this as he was afraid they would overwhelm the Government.

The British government was also keen to gain possession of the Transvaal gold. This eventually led to the Jameson Raid in 1895, about which we have already learned, as well as to the Second Anglo-Boer War. And so in 1902 Transvaal became a British Colony after the Peace of Vereeniging had been signed.

KEY

unnecessarily complex vocabulary for Std 3/

words not explained

incorrect spelling

lack of cohesion

Eurocentric / insensitive

Obscure meaning

SP O ? E M

Short sentences; text lacks cohesion



Chinese labourers worked on the mines

E/M Poor drawing - what are they doing?

... 11.2.77. can be fin std 4

TRANSCRIPT CONVENTIONS

... utterance trails off  
| | simultaneous or overlapping utterance  
[ ] researcher's comments  
(?) indecipherable utterance  
/ rising intonation  
bold emphasis or stress  
£ no answer forthcoming  
|| || to another student  
... general dissent or disagreement  
eee general assent or agreement  
\$\$\$ pause  
?word uncertainty about word

TRANSCRIPTS

OF

FIELD NOTES, TAPES,

INTERVIEWS AND QUESTIONNAIRES

ABBREVIATIONS

S student  
ST student teacher / student in front of class  
T lecturer  
R researcher

OBSERVATIONS FROM FIRST FIELD NOTES

A. 25 February - History Academic - Jacques

Topic: The DEIC and Jan Van Riebeeck

T ... JvR was a well-known figure in those days ....the DEIC had colonies all over the world ... Cape Town was known to the sailors in those days... the sailors even ate rats on the ships. They would take their shoes and boil them.

[A book is shown] T: Show the kids in your class so that they don't only work out of the textbook. Ss told to turn to "The story of South Africa". Some Ss have their textbooks open.

T: JvR was a merchant and ship's doctor... He wanted to clear his name. [Story told implies that he was not really guilty of his crime]... He was accessible to those under his command.

Ss all chorus names of his ships in response to cue.

T: The progress of his ships was totally dependant on the ind... How was it possible for them to sail against the wind? [Follows with an explanation of West / East which R does not understand]

T asks a question about the problems of trade and students find the answers in their textbooks.:

T: How were ships driven?

S: They used sails.

T: Can a sailing ship sail against the wind? How is it possible?

S: The ... Can I draw it sir? What I'm talking?

T draws. T: OK, look here.

S attempts to direct his drawing. T: Come and draw it yourself and let's see. S draws ship with 4 sails. T: How is it possible for a ship to sail against the wind? S: They twist. T: NO let me explain it. You had a good try there.



T shows Ss picture in book. Draws diagram.

T: Then they had this one, more triangular. Draws and explains.



T uses a piece of paper and his body to illustrate. T: It's impossible to go against the wind straight from the front... but to move in a zigzag manner...

Ss reply to 2 more questions, reading from the text.

T: How did a sailor get keelhauled? S answer from text. [The questions are at the end of the chapter "White settlers arrive at the Cape".] T: Why was it a harsh form of discipline? S: I think there were not enough food on the ship.... T: If they got hungry it was difficult for them to stay within the limits.

Discussion of scurvy; Ss parrot last part of answer. Question was "Sailors got ... because there was no food and water."

S: When did JvR actually arrive there? T: They only stepped onto the real soil here on the 6th. The real history facts that they looked up say that they arrived on the 6th.

T explained what JvR did when he arrived at the Cape, e.g. building the castle. T: They had a ditch and it was not easy for any intruder to get over the walls... If we think of the first whites, it was a totally new experience for them if you think of Holland ... it should be a rendezvous and a garrison [Cape Town] ... to barter for livestock sufficient for the company's needs ...biltong ... now you all know that this is very salty. S: Yes. T carries on. T: ... only in October was he able to barter with them ... copper wire and mirrors. Mirrors was something very funny for them. They would look behind ... S: How did they communicate when they were bartering? T explains how they would use sign language. T: This is what I want. This you can have. They would demonstrate.

They discuss Dutch surnames. Ss are amused.

T talks about differences between Dutch climate and long hot Mediterranean summers. T: ... they were able to eat their first vegetables ... [Some Ss laugh] ... farmlands near Rondebosch... they were able to make their own wine [men laugh]. T reads from text: ... the small group of whites was alone. They were used to having their own friends around them ... The Hottentots soon began to steal back the cattle they had bartered with JvR. [Some

laugh, others seem tense] ... The first baby boy was born in the Cape ... S: Whose child was that? T: It was the child of a sick comforter. He was a male nurse or nearly like a doctor. S: So this JVR was the only one who had his wife? T: No, there were other wives ... The Hottentots also set fire to their grazing lands ... they thought that everything there belonged to them, that it was all their land.

B. 10 March - History Academic - Jacques

Topic: Agriculture and architecture in the 1600s.

T: The first school that was built here in S A was for the? Ss [Slaves. T: Slaves] T: On page 37 they have an H style house. [This diagram is explained; I sense the irrelevance of talking about such structures to those who generally have "matchbox houses"!] Picture in book shown to students. Book sent around class with pictures of H and T shaped houses. T: La Gratitude is in the shape of a U. [Picture shown]

There are different diagrams of the styles in the textbook. The class is divided into groups and they have to discuss certain questions. Some Ss speak Xhosa; some speak a mixture, especially when they give each other instructions. There is no insistence on English being spoken. T collects the names of the leaders from the groups and tells them he only wants key words. T tells R that Ss find it difficult to find the main idea in a sentence or paragraph.

S answers questions about buildings. S: Walls were made of earth. There was a deep ditch around the fort which was always filled with water. Inside there was a stone tower with a flat roof... [writes down main ideas on the board] from where the soldiers could shoot when they were attacked.

T: JvR wanted to barter cattle with the Hottentots or the Bushmen. Which? S: Hottentots. T: Yes, they even thought the cattle of the Hottentots were wild animals. T: Why were the Hottentots prepared to exchange cattle? S gives answer. T: Yes, that's correct and they actually had no idea of the real value of things. Who was Hendrik Boom? S: He was the gardener of JvR. Why is it easy to connect him with gardening and agriculture particularly? S: His name was Boom. T: The first wheat crop was destroyed by the? S: The first wheat storm was destroyed by the storm. S2: In which form was the storm occurring? Was it a rain storm or a wind storm or not? T offers to help. T can't understand the S's pronunciation. They decide eventually it was a wind and rain storm. T: Especially south eastern. Why was JvR lonely? S1: Firstly there was lack of communication between JvR and the Hottentots. T: Elaborate? S2: Their numbers were very few. S1: Poor living conditions. T: Yes, there were no recreational facilities. T: Mention a few of JvR's problems. S: 1. Fresh meat was badly needed. 2. It was difficult to communicate with the Hottentots. T: Just write communication problems. S: 3. There was not enough food. T: We can see food shortage because there was not enough. They only started with agriculture. Hottentots took back the cattle... Perhaps that was also a reason why they were so keen to barter cattle - they knew they would take them back!

C. 10 March 1990 - Geography - Suna

Topic: Using a compass to find direction

[This is the second period of the lesson. The T is showing the students how to use their watches to find direction.]

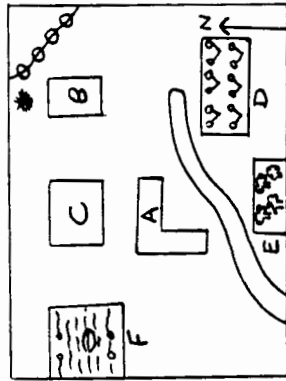
T: Why do we use lines of direction? Why can't we just say to children turn left or turn right? Why do we need definite or specific lines of direction?

S: We want to be accurate. T: Pardon? S repeats himself.

T: Yes, that won't be accurate, is that right? S: Yes.

On board:

Questions on direction



KEY

- A = school
- B = bicycle shed
- C = school hall
- F = windmill
- N = fence
- (bicycle icon) = sports fields

Questions

- a. Find the school classrooms on the map.
- b. What building lies to the east of the school classrooms?
- c. What lies to the north of the bicycle shed?
- d. In which field do the vegetables grow, D or E?
- e. In which direction must you walk from the school to get to the sportsfield?

T: Quickly answer the questions. When you've finished then we'll come to map work. [Some students are still drawing the diagram]

[After 5 minutes:] T: Did you start doing the questions yet? The answers? You've started? Good. Don't draw a line when

you've finished yet, see? We are going to write down some more, so don't draw a line yet see? I'm going to give you 3 more questions to answer on your own.

Questions are corrected. One student only starts doing the work when the one is being corrected.

T repeats answers. T: ... The windmill lies to the north; it's not exactly north.

Other questions are answered. T stands at the back of the class while the questions are discussed. T: I don't want to fill in East and West because you still have to do it. S: I just want to know the answer to D. T: Is it D or E? S: D. T: It's the same as the key, vegetables, see?

Students copy down questions already answered. T summarises 4 ways in which to find direction. T: All right, now we have a b c d e; the next one we can make then? S: f. T: Yes, f. T: f. What building lies to the west of the vegetable field? g. In which direction should you walk from the school to go to the school hall? h. What lies to the west of the vegetable field? T repeats each question twice. She helps a student with the last question and then repeats "of the vegetable field" twice again.

The students are given 5 minutes. T stands at the back of the class while the questions are answered.

T: Is that right everybody? Ss: Yes! [frequent checking is done like this]

D. 3 March - Geography - Suna

Topic: Mapwork

Test on board, done during the first period:

1. What is the difference between weather and climate? A short definition of both.
2. Explains altitude and latitude.
3. Name the instrument with which heat and cold is measured.
4. [rubbed off board]

T: Who can tell me what is a map? S: It is a drawing of a certain place. T: We also said it's like a photograph. Is it exactly the same? S: (?) T: That's right - it's not exactly like a photograph. T: Why do we need a key? S: (?) T gives out map of latitude and longitude of Barberton, Eastern Transvaal. Quickly draws a map on the board. T: Quickly draw it. Ss draw, no talking.



T: And then we have an example of our key:  
An example of a key

	Roads
	Farmland
	River
	house
	open veld
	railway lines

T: Use the key and then you fill in on the map, see? ... and it won't be the same as when we take a photograph of a town. ... when we've finished here we come to kinds of maps... Are all maps the same or do we get different kinds of maps? Think about it.

Ss are still drawing maps from board. T: [twice] Are you nearly finished?

T reads key again: T: Will you quickly fill it in on your map?... What is E? S: It's farmland. T: Ja, because it's shown on the key. S asks what they will do on the map. T explains that they must write down names from the key onto the map.

T: What is B? Ss give a few wrong suggestions. S: It's an aerodrome that's why it has these signs crossing each other. S: It's a road [to C2] S2: A road [to C1] S3: Railway line [D]

S4: Open veld [G]

T: Right, that is to show map symbols and our key. Now we come to kinds of maps. [twice] In order to know what each map represent ... S: Demographic [explains meaning] T: Others? S: Aerographic [explains]. S is interrupted and T gives explanation of climatic map. T: That right? Ss Yes!

T shows world population map. Not all students look.

On board: Kinds of maps

1. There are different kinds of maps. Some show mountains, rivers, and other features. We call these Relief maps.
2. Maps showing towns, political boundaries and countries. These are called political maps.
3. Maps showing rainfall and temperature will be called Climatic Maps.

T reads this all while she is writing and then repeats important statements. T: Then we move on to important lines on a map. That will be longitude and latitude. ... When you've finished there you have a look on that page I've handed out. Latitude and longitude.

On board: Latitude and longitude: important lines on a map. Ss told to look at pages handed out. T: Are all the lines on that map running in the same direction? Have a look.  
S: These are going vertically and these are going horizontally and these lines that are going vertically are called longitude and these are called latitude. [This is read from the handout. Some Ss are still copying the notes from the board.] T: Put in your north and south and east and west then you know which way you go. O goes through the equator, the line going through the centre of the earth.

Note on board carries on:

These lines have been drawn on the map to help you find different places. The lines that run from north to south are called lines of Longitude. The lines that run from west to east are called lines of Latitude. Now we underline north to south and longitude and we underline west to east and latitude. [This is repeated a few times] So you have your little definition on that as well, ne? Now we come to the eight lines of direction.

On board: The eight lines of direction.  
[bell rings]

Topic: Ancient Greece

[This lesson was taped but erased in error. Comments made in notes do not elucidate what happened except that T asked Ss to relate what they were doing (discussing Sparta) to other subjects and they came up with suggestions such as music and drama. They were asked to make up a song for the following period about Sparta in which they are the soldiers - an easy song which could be used for standard 3.]

21 April - History Academic - Jacques

OHF-6.M's  
tvip

T: ... Triegaardt and Van Rensburg. I'm going to have a quick look at Gerrit Maritz first. Just to make it perhaps easier for you, you can follow in your books, on that little map as well. But sometimes if you do that you get confused by the big maps, er small maps. I've taken Gerrit Maritz and indicated here so perhaps it will be easier for you then to follow it in your book as well. Here the most important things that we are going to look at: firstly Gerrit Maritz he left from Graaff-Reinet and with him he took about 700 people, and after the battle at Vegkop where Potgieter returned with all his men, the first Voortrekker Government was formed then, and there Maritz was chosen as president of the er this burger council who er consisted out of 7 members. Also er Maritz helped er oh yes, before that, Potgieter was chosen as military leader of the Voortrekkers at that stage. Er Maritz helped Potgieter to defeat the Matabele eventually and that is in short what Maritz are all about. So we also see that he came from Graaff-Reinet. Most of the Voortrekkers went in this direction eventually past Thaba Nchu so er after Vegkop eventually his trek ended at Wenen. That was after he helped Potgieter defeat the Matabele. Right, then if we could take a look at Piet Retief. Now we can actually elaborate a lot on P R, but let's keep this initially short. We see here that he led from Grahamstown and you will see there at that side - I'm just struggling to get the focus here. He led from Grahamstown. He was a well-known businessman businessman in those days. I think I've seen this little shop in Grahamstown - about a week ago I was there, and er I'm not sure if it's at exactly the same spot as it was in those days, but he was a businessman and he left Grahamstown. And he published his Manifesto as he called it in the Grahamstown Journal. It was the paper of those days - newspaper - and that Manifesto consisted out of all of the problems that the Voortrekkers or the people in the colony was facing and er that is why they left the Cape Colony. He left in March 87 with 400 people but as he went up north he gathered a lot of other people as well, other trekkers, and eventually they were about 5 000 so er er you can see he started with only 400 and eventually a lot of people was leaving the Cape Colonies during that stage. Right and then on 17 April 1837, that's only a month after he has left, the national convention or a national convention was held at Winburg and there also they chose certain leaders, and Retief himself was chosen as er Governor as well as the military leader. Now here you can also follow more or less the way he went also past Thaba Nchu. This here is an indication of the Rapensberg Mountains there. And this er umm national convention was at Winburg there. On your little maps you can see it as well. So, the later History if you think of that and follow that, we see that also went from Wenen to Port Natal. And then I think you can remember from the

OHF-6.M's

previous period, he went from Port Natal - that is called Durban today - and there he met a lot of traders and with him he took two interpreters and then only went to Ungungundlovu - now there you all still remember what happened there. Now the idea was to get a piece of land to form his own republic or to have a certain piece of land in Natal, which was quite a nice piece of country in those days specially - today as well. But the first time he came to Dingaan at Ungungundlovu, Dingaan said or accused him of stealing some of his cattle, but in actual fact it was Sibongela's people, the Batlokwa as they were known. They had the same clothes on as the Voortrekkers and they were also on horseback, so er Dingaan or some of his people thought that they were Voortrekkers but fortunately Piet Retief saw these people when he was on his way into Natal and he told Dingaan that to show his innocence, he would go and fetch those cattle so he went there and he came back and they had an agreement on er where Dingaan would give them this piece of land. But then you all know the story of Dingaan murdering Piet Retief and a couple of men. Just to get the statistics right, they say Dingaan went there with 67 men, 4 boys and 30 coloured servants, and they all were murdered there. So nobody was expecting an attack from Dingaan. He sent out a lot of these troops, if you can call it that, and they attacked the Voortrekkers again and 40 men, 50 women, 185 children and 250 servants were killed. So some of their survivors gathered and they forced the Zulu king, Dingaan, and his forces to go back over the Tugela River, and at that stage the Voortrekkers also lost about 25 000 head of cattle and only then they decided that this can't go without er punishing Dingaan again. So Uys and Potgieter led an expedition against Dingaan. And at Italeni however, they were defeated er Uys and his son Dirkie both lost their lives there. But what is not said here in the book is that this they they perhaps would have won this battle of Italeni but there was er a misunderstanding between Uys and Cilliers, Sarel Cilliers, you will come to know about him also. So er each and each one of them wanted to be the leader in this er expedition and er so while the one decided to retreat the other one thought no it was the time to attack and eventually that led to Dirkie and his father Piet Uys losing their lives. And then after that they thought they should have a very strong military leader and er that was actually urgently needed because of er certain things amongst the Voortrekkers. There was also quite a difference between the men. The one wanted to do it this way and the other that way. That is a thing that we find these days as well - everybody wants to be a leader - and after that Andries Pretorius was brought from the Cape because he was a strong leader himself. And at the Battle of Blood River on 16 December 1838, the Zulu army of 15 000 was finally defeated. And when Dingaan heard what had happened, he set fire to his capital and then fled. Also another person that was quite a well-known leader in these days was Piet Uys. As you have seen he lost his life. He came with about 100 people and he arrived in the Free State round about August 1837.

11

If we have a look here at the questions here at the end of this chapter and those we can usually divide there again into groups, how many questions are there: about 35 - so last we were er six groups, one two, three four five, six, now let's make it seven so each group can have five questions again, er all right you another group and from you to you another group, OK, we'll start on that side then, group 1, 2, 3, 4, 5, 6 and 7 here. Now quickly get the answers of those questions here...

Now we start from question 1, group 1 take the first part, OK let me rather do it, group 1 you take from 1 to 5 [etc]... Don't take a long time people, each one can just answer a question - this is only to revise the chapter. [group discussion, largely in Xhosa]

T: OK, now we want silence. Group 1 is going to be the one to start.

S: (?) No. 2 is The Voortrekkers wanted to establish their own republic.

T: That was the main reason of the Great Trek.

ST: Question no. 3. is "What do you think was the most important reason for the Great Trek?" Answer is "They were not given protection along their border by the British army."

T: They wanted to establish their own ?

ST: Answer: They were not given protection along their own borders by the British army.

T: Can I just add to that: that was one of the reasons but actually all er there were quite a lot of different reasons; eventually they got tired of the British Government and they wanted to rule themselves. They wanted to form their own republic. That was eventually the main reason for their trek.

ST: Question number 4: Why were there no people living in some of the areas through which the Great Trek travelled? The answer is they were dispersed by the Mfecane.

T: Ah, remember that we started the year with that part. Good, let's carry on.

ST: Question number 5: For the Voortrekker, his wagon was also his ...? Home.

T: Next group?

ST2: Question number 7...



[ST: Murdered.]  
 T: They were murdered.]  
 Ss: ...  
 S: On that question the lady er she gave the answers which the group gave. Now on the question of the answer to that question, we decided that it was be the trip was unsuccessful.  
 T: Well I didn't say it was wrong. It was unsuccessful but most of the treks were unsuccessful in that sense of forming an own republic you see? Agreed. But another answer: they were the only ones being murdered out of ?token. [Turn over tape]  
 T: ... Right, you still not satisfied about it.  
 S: Doesn't trek imply to move forward? The word "trek"?  
 T: Why?  
 S: Does it include the people who were on it?  
 T: The trek? Yes. That is why they were calling, they called them the Voortrekkers.  
 S: I thought it was the movement forward.  
 T: Yes trek means movement forward but in this sense um otherwise they would have called it the Great Movement. And they used the Afrikaans word "trek" because it was movement but it also implied more things than only movement.  
 S: Question 16. The trek of A H Potgieter left the Colony at the end of? The answer is 1866. Number 17. Why did the chief Moroko welcome the presence of the Voortrekkers? The answer is they could protect him against Mzilikatse.  
 T: Everybody satisfied there?  
 Ss: @@@  
 T:(?) [Jokes and laughter]  
 ST: No. 18: Potgieter exchanged ... for ground from Makwana. A number of cattle.  
 T: Number of cattle. OK, number 19?  
 ST: No.19 Did Mzilikazi welcome the presence of the Trekkers? He saw them as a threat to himself.  
 T: Threat. [corrects pronunciation] [Bell rings.]

T: 6, you must start off with 6.  
 ST2: How did the Voortrekkers know which were the best routes to follow every day? The men were sent on prospects, forward to search for a suitable route.  
 T: What do we call those persons?  
 Ss: Scouts.  
 T: Scouts.  
 ST: Question number 7: Describe how the Voortrekkers formed a lager. The wagons were drawn into a large circle. \$\$\$ The wagons were drawn into a large circle. Question number 8: What sort of houses did they build on the trek? They built themselves wattle and daub houses which were [struggles with pronunciation] hartbeeshuisies.  
 T: Hartbeeshuisies.  
 ST: Hartbeeshuisies. Wattle and daub houses. Why did the women, question no. 9, why did the women wear sunbonnets? They protected themselves from the sun.  
 T: And also part of their [culture].  
 Ss: Culture.]  
 ST: How did the Voortrekkers bake their bread? Their bread was baked in clay ovens.  
 T: [Corrects pronunciation] Clay ovens.  
 ST: Clay ovens.  
 T: They also used old ant \$ heaps. OK, next group. no. 3.  
 ST: Question number 11. How did they iron their clothes? There were glowing coals and they put the iron on them. 12. What did the children play with? Clay oxen and knuckle bones.  
 T: Old knuckles and clay oxen. Like, that was their toys. To show you on page 66, that part about the iron, just look at that iron on the right hand side of that picture. Can you see that is an iron. So what they did was they took glowing hot coals and they threw it in at the top, so it actually warmed up the bottom part of that iron and in that way they ironed their clothes.  
 ST: Question number 13. (?) Van Rensburg's trips was Van Rensburg's trip was unsuccessful.  
 T: What is the better answer then?

[Ouvant]

[Orit]

21 July - History Academic - Jacques

T: I want to deal with only the Greek theatre today. Give you a little information about the Greek theatre. Now that you will find on page \$\$\$ 84 in your textbooks. There are a few things that we are going to refer to, and I'll show you a few examples here and er pictures of what we are referring to. So, in the 6th century before Christ, the Greeks began to hold a spring festival for the God Dionysus [pronounced Dionysus]. Now if we think of the 6th century before Christ, somewhere, yes, if we look at this line here, birth of Christ, round about there, then already they started with this er festival of theirs, Greek festival, and, as you remember, everything they did was to please some or other god, and this one is called Dionysus. Now here I've got this picture of some er other Greek painter of what this god er was supposed to look like. It doesn't mean actually much, but here we can see he's got wine glasses or something in his hand and a grape vine in the other. Looks like big pleasure for him to stand there. Hopefully so. OK, that is the first thing there that you must take note of. Another thing is that all the citizens were expected to attend and I want to read you a little part here from another book later on. And here they say that everybody was supposed to go there. If you were poor, you couldn't pay an entrance fee, then the state, the government would pay for you out of a certain fund. So already in those days we had the wealthy and the poor with us. Then, another thing, they say that the first place, plays, came from dances, and while the people were dancing they were also singing and they had umm masks on their faces to either, instead of telling you what role they were playing, they had this mask of clay and different other stuff; put that onto their faces and then you could at least form an idea of what the role was that the person played. Here at the bottom are a few of these masks that you can see. You see? Some are ugly faces, some are smiling and portraying different characters. Another one here somewhere, if you look at these again, they are totally different from the previous ones. So for each and every role there was a different face that you put on. So they did this in the way of singing, and then one person would go one side and he would act in the way of, say for instance, some or other hero and then they could get the impression of how big this hero could be, or was, in the past. Another thing that is quite interesting here is that they never showed any violence here on stage. As you know, these days we see on television, in the cinemas, quite often a movie is umm full of a lot of violence, and that is one thing that they never showed on the Greek stage. Then they say that these plays were performed in different places. One was called then, that's right, I've got here, Epidaurus, is one of these theatres. And umm to give this a description, you all can see it's like a saucer with a lot of seats around a certain flat plain there in

the middle and then they say theatres like these can take more than 3 000 people, and even if you would be on the right outer er circle, you would be able to hear the people, using only ordinary voice, without any aid whatsoever because they haven't had any loudspeakers or PA systems in those days. OK, just to get an impression of what a festival, a day at the theatre would be like. Here, just have a look here. Here they say even today they still go to these theatres and they still use it, and the acoustics is very good in these theatres. One of the great events of the year for a Greek was a visit to the theatre. Plays were only put on for ten days in the year. Not every day, only ten days of the year. Each play was only performed once, and naturally every one wanted to see it. So the theatre had to be huge. People waited at theatres soon after sunrise. They paid their two?ogles, as they call it: that was a third of a drachma. That is the unit of payment that they used in those days. If anyone was too poor to pay, the state paid for him out of a special fund for festivals. Once in the theatre people sat there all day. They took food with them to eat in the short intervals between the plays. They watched three er tragedies or three comedies followed by a short satire. Now in your books again, you can just underline these. There were three kinds of Greek plays that we have mentioned here in this one also. The first we call er the more serious plays. They were called tragedies. They usually told the story of how man had to give up or sacrifice his own happiness for the sake of his friends or his people. And then the second one that they had was the satire plays and they made fun of a legend or a story, and they say also that animals played a large part in these plays. And then the last one was the comedies, and they made fun of the gods er and ordinary men. And they say even the best known and respected people er might be shown as fools and bad men in those comedies. We will later have a look at people, some of the best known writers of plays in those days. To go further here, they say er the audience usually knew the plots, for plays were almost always based on well-known myths and legends. The interesting thing was to see what the poet had done with the story. The greatest difference between Greek theatre and the modern theatre was that the Greek plays were part of a religious festival held in honour of the gods. Everything was done to please the gods. For the theatre had begun as a festival of songs which told stories of the gods then one man stepped out of line of singers to act the part of the main character. Later the second actor was introduced, and gradually plays as we know them today developed. Words for instance like scene, a scene in a play comes from the Greek word, I'm not sure of the pronunciation, but the Greek word something like this [writes it on board]; you can obviously see that the word scene can be easily derived from that. Also words like drama, these things like satire, comedy, many of the words that we still use today come from that period. Then we can mention a few of the best-known writers of plays. Now in this book, in in the textbook, they mention three, but I want to add

Picture

Picture  
of  
Epidaurus

that those people were actually in close contact with the Greeks themselves. Here is an illustration of that. Can you see fumes coming out here? And then, as we know, they say it was normally a woman who was this oracle, and she inhaled the fumes, became intoxicated; even the kings of other countries came to her come get help from her, because that really believed that she was umm really speaking to the gods, but as we know now, she was umm drunk, intoxicated. But they and they had even priests sitting there with a notebook - I don't think it was a book at that stage, but in any case, and they took down everything that she said and then they tried to make their own idea of what the real message was, and they took a lot of money for this - the people, all ancient er people from those days, they came here to solve their problems. And then, she had actually a very good job, I suppose, one would think of sitting there, inhaling these fumes and telling whatever she liked. This is also an illustration of how the whole system - can you see a number of different er temples that we have here. There's one down below, another in between as we say for each and every thing in life, they had a certain god that they had to please. Umm, there's another thing that I wanted to show you here. Yes, another interesting thing is that no woman were allowed to take part in these plays. It was only for men, and we have seen this the previous year that it was only the men er who were taken for education and with the plays as well, and that is why they had these masks that they put on, so if there would be a woman in the play they would put on a mask that would then give the audience the idea that that was a woman taking part. I'm going to send round these books because I feel especially a book like this, not very expensive and the whole story about the Greeks you can find in it. I say not very expensive because it looks not to be very expensive but on the other hand I see here at the back, R24.

Ss: ...

T: So it is actually expensive but er hopefully one can get hold of this through the department, but this is actually a must to have in your class or in the library when you deal with this. OK, then you can have a quick look at this on page 96 in your books. There the main facts are er put into question form, and see if you can er quickly answer those on page 96 P. I see we are a lot more here today than the previous time, so perhaps it would be a good thing to start at section E and perhaps it would be a good thing to help those who are here for the first time. Take a quick look and pass it on while the others are preparing for those answers. [shows books] You take this one.

[ students work on questions]

T: The temple. Quickly I want to show you that this is the

another one there, but the first one you will find there on page 85. It's it's sometimes difficult to pronounce these names - tongue twisters and jaw-breakers - but to make it easy I've looked it up in this book. They give us a easy way of pronouncing it. The first one we say Aeschylus, pronounce that as Eskilus so if you want you can just write it phonetically in there as Eskilus. Now Aeschylus wrote the first great tragedies. He was a great Greek writer and he's often known as the father of Greek tragedy, and they say he lived from about 525 to er 456 BC. Then we get Euripides. Euripides was born at Salamis and they say as a young man he was the finest athlete and writer. He wrote his first play when he was 25 years old. He wrote between 80 and 90 plays. Now many er they say there were thousands of plays written in that period in ancient er in that time of the ancient Greeks. But only a few of them remain and some of them are, even today, being studied at different times in schools, universities. Umm they say often those plays, er of those plays, 18 are still studied and acted today. Er Medea, one of the plays, was written in 431, 431 BC. Now that is Aeschylus. Now also in this book I've got here, they say er another one that he wrote was Orestaea and that tells the story of how er justice came to Athens. Now that must have been some or other legend, then he made his own story about it, Then another one is er Euripides that we say er he also wrote, let me just find it here, Hippolytus and there he made his characters more real than ever before, and that is where he became well-known for. Sophocles, now that is one that you sometimes er hear more often. He was born at Colonus near Athens. His father was a metal-worker and he received a good education. He won his first prize for er tragedy in 468, 468 BC and he wrote about 130 plays but I'd say only seven of them are known today. His best plays is Antigone in which the woman is a heroine. In this play, Sophocles also shows a higher unseen hand that rules the destiny of men. And then another one that I want you to add there is Aristophanes. Make that number 4. And he was known for his witty comedies. This is the way you spell it. [on board] And he was very well known for his comedies. OK. Quickly copy that. There's another word that we find that comes from the Greeks and that is orchestra or orchestra, as we say in English, but the orchestra was a group of people doing the singing part the whole time, and it actually means dance and as we know that the first play started in the way of singing and dancing the whole time. And these days we know orchestra as a whole lot of musicians together making music. I suppose you thought that we would have some rock party here today or something, with a system like this. Now this is a view from the top of the theatre [shows book]. This is something that was built even as far back as 600 years BC. Now and it's still in use. There, in one of these, there are a few other things that I want to show you as well that we also mentioned er previously, and that was about the gods and how they worked through the oracles, where they sat down, inhaled the fumes that came out of cracks in er that mountain and then eventually er they believed

theatre and the temple of Dionysus, the god of the theatre itself. It was his place where he was doing his thing.

S: Are we supposed to do the questions orally?

T: Orally? You may write them down, that's actually the idea, because when you are doing the revision then you've already got your answers. Make it easier.

T: Now ja I believe that you must have the answers of the first section already. Where did the Greeks believe their gods lived?

S: Mount Olympus.

T: That is correct; among the clouds on Mount Olympus.

End of period.

Empire

T: Right, today we will have a quick look at the wars and also peace period during the time of ancient Greece. Who were the main leaders in these battles and wars and er perhaps you will learn something new about Greece. OK, by now you should have an idea of where ancient Greece was, so I will indicate on this transparency where some of the battles took place, and which routes the Persians took to eventually reach Greece itself, before that. Now this part, some of the main facts are on page 88 in your books. There they say from the earliest days and times, the Greeks started to trade, and for trade they had to build their own ships. Now I want you to form an idea of this. The bluish colour is sea, and this with the reddish lines on it, that is continent. Greece itself. Er, can you people see on that side? \$\$\$ In any case, just get an idea of this. Now we see this whole area here, especially the bottom part, was known as ancient Greece. And all along, the coast here of the ancient sea, they had small towns, cities. We have to come to that part where we learnt something about the city states that they have. To show you two of the important ones, there is the city state of Sparta, and that, Athens. OK? That will give you an idea, but all along, all on these small islands in the Aegean Sea there were many small cities, city states, and therefore they had to have ships to trade, the one city with the other. But they say that er they even went as far as the coast of France. All along the sea they had small cities. But some of the colonies along the control of Asia came under the control of the Persian empire. Now here I've written Persian empire. This part is part of Asia. Now, at a certain stage, the Persian empire took control of certain areas, for instance, the city of (?) and er even later they even took over the cities here very close to Greece. They took part in many battles against the Greeks in those days. So when the Persian king er Darius the first attacked er the Greek cities on the coast, they asked for help from the main umm part or the main colony of Greece. Now this was the main part but this er Persian king Darius, he started to attack all these small islands and conquered the one after the other. And then they say, in 490 BC, he landed in Greece but was defeated at the battle of Marathon. Now, here I have made a little spot where the city of Marathon was in those days, and he sent a few of his ships with a number of soldiers directly across the Asian Sea to attack Greece, and on his way up there they also attacked many of the smaller cities and they conquered them but umm eventually they were defeated at that specific place. Now I want to read you an interesting part. They say only a little very short er things in your specific book on this. They say that the Persians er lost about 6 400 men and the Greeks lost about so it was actually a great battle but the er Persians lost quite a lot of men, whereas the Greeks had only a few people killed. They say

[Revision]

before this main battle at Marathon, King er Darius sent over two of his er best soldiers as such with a message. Firstly the one went to Sparta and the other one went to Athens. Now when they arrived there they said to er the er governors there, that they want a token gift that they called earth and water. That was to say that these cities would surrender without even a battle, but the Greeks, they thought that he was mad to think that they would surrender that easily, so what they did was both of them, they took those people, those er generals or what they called them, and they threw them the one threw it er his messenger into a pit and the other one threw the other one they say into some hole, and they said to the people as they threw them in there, go and take your own earth and water down there, you're not going to take our piece of land, our earth and water as they called it. So immediately, Darius was quite annoyed by this, and he then attacked. So they say in 490 BC, Darius struck again. He sent again two generals across the Aegean Sea with a fleet of 600 ships and a large and well-equipped army. They sailed for the bay of Marathon, intending to land their troops and to march overland to Athens. Now, if we have a look here, it was somewhere in this area here at Sardis. So he sent them across here to \$\$\$ Marathon there. Here we have got the big island in front of it so he went through there, eventually reached that place, so they wanted to umm leave their troops there and then walk across land and march up to Marathon. But they also kept their ships still afloat in a harbour round there and they say with the enemy on their home soil, the Athenians suddenly awoke to their danger. In a remarkably successful instance of hurried, last minute planning, they decided on a strategy er tactics that turned out to be flawless. Most of the credit for these plans must go to a determined and able general known as Miltiades, a Greek, and who had first hand acquaintance with the Persian battle tactics. He persuaded his fellow generals not to wait for the Persians to attack but to take the offensive and march immediately to meet them at Marathon. Er his purpose was partly to save as much of the countryside as possible from devastation, in other words, they marched from Athens. Now from Athens to Marathon is about er 22 miles, now that is approximately 40 kilometres, you see? So he decided, rather go and attack them there than wait here for them to come over, and therefore he er could save a lot of the countryside from possible devastation. They say at Marathon, Miltiades took the initiative and ordered his infantry to advance at a run and in close order for a distance. In other words, stay close together but instead of just walking together, they should stay close together and put a bit of running into it. Make as if they were really vicious. They say it was a new tactic for the Greeks and astounded the Persians who, according to Heroditus, when they saw the Greeks coming without the support of horses and archers, made ready to receive them although it seemed to them that the Athenians were bereft of their senses, they were mad, they thought, coming in er for battle at a speed like that, and bend upon their own

destruction but the onslaught was more than the Persians could deal with. They fell back to their ships and into the sea, and there they say the Persians lost 6 400 men to the Athenians 192. They say then Miltiades dispatched a runner to Athens with the news of the victory. He sent then a runner from there to there. And er er and hurried his army back to meet the Persian forces now advancing on umm er advancing on their ships. Er then they say the er runner meanwhile had run non-stop the whole distance from Marathon to Athens, 22 miles and er he delivered his message: we have been victorious, and fell dead down onto the floor, the whole distance he ran at quite a pace, and still today we know a standard marathon to be - how many miles - 22 miles or 42 kilometres - and that is where the name of that distance comes from, from Marathon to Athens, and er we still have the marathon today. OK, then they say after er Darius had died, Xerxes and that Xerxes that they refer to there was the son of Darius. He became the Persian king but for 10 years, we see that that first battle took place at 4, 490 BC, that was Marathon. For 10 years they had a good time, a peace, but in the meanwhile Xerxes had a slave that stood next to him each and every meal and he would bend down to him and say Remember Marathon, Remember Marathon. Whenever he went to have a meal, that was the only job he had, he would just tell him the whole time, Remember Marathon. [students amused] Remember the battle of Marathon. Something like that. So Xerxes never forgot this big defeat that they had at Marathon. And that is why ten years later, Xerxes decided that he would go over and er then take over the whole of Greece, see? So they say that er his army of 300 000 invaded Greece from the north east. They tried to stop er, ja, they marched towards Athens. At Thermopilaie the Greeks were 7 000 men trying to stop the Persians but all the Greek soldiers were killed after a long and brave fight. But all the er all the Greek soldiers at that specific point, we can see, we can have a look here, this is where, at Sardis, where Xerxes met. It is not in your books but they say if we look at this red line that I've got there, that is the route that the army of Xerxes took, and if we look at this black line, this is the route that his fleet took. They first met there, and then they went all across, but I, I don't have all the battles here, but they had many battles all along, right down to Athens again, but one of his main battles was at Thermopilaie and er as we've heard now, the Greeks lost all their soldiers there, but they still had a number of soldiers left over here, and in this part here, especially a lot of Spartans and we have heard that were very brave soldiers. And I want to read you a part from this book again on this battle where Xerxes, the son of Darius, took control. And one quite interesting thing I want to show you, is here I've indicated a place called Hellespont, do you see it? It's actually right over there. OK? Yes, it's not that clear on that transparency (?). Now that is sea, it's not crossing the sea there, but they had to build a certain bridge, and Xerxes said to his er his engineers, they should build a bridge across there because though that way round there also they

would have to cross the sea. And this was sort of the nearest point between the two continents. So they tried different ways, the first one or the first bridge that they tried to build was umm destroyed by heavy seas, so they went about to find a different way and here, for instance, just look at this, this was a new idea, that their engineers came up with, putting smaller ships next to each other all along the water line there, and across these ships they would then put umm poles, they would cover the whole (?), build a bridge like that, but he had even the movement across the bridge would be too slow so he had another one built, see there across, but this is the way they did it. Just to tell you more or less how many, they say the one bridge had 314 boats, lashed together, and the other 316. They spanned something over a mile and a quarter. It was so long. Now that is umm about 2 kilometres, so umm that is one way of doing it, and even in those days there were clever people who used their initiative to build a thing like that. And he moved all along this coast, he conquered many of the smaller cities all the way, but his main purpose was to come back here to Athens. Now Thermoplae was one of the big battles that the Persians but he went further, umm, yes I want to pick up the story here. They say when he entered then the other battle was at Salamis. This was also a very great battle, over there, now you can see that's very near to Athens. There, that little spot there is Athens. I couldn't get in the name there, but there's a little arrow pointed there, Athens. The harbour of Athens was called Thaloran and they say that a Greek traitor showed the Persians a way through the mountains, because we've got a lot of high mountains across this part from Thermoplae down to Athens, and it was difficult to cross those mountains, and a Greek traitor showed the Persians a way through the mountains enabling them to strike at the Greeks from the rear because they thought that because the fleet came from this side, umm over here, the fleet came from this isle, the army could move across the mountains and attack the fleet from the back here and the then as they say that at that battle eventually the Greeks lost a few men and the Persians were defeated totally, and that is where the fights ended. And now in your book they specifically give us a little more information about er Thermistocles, Thermistocles, that's something difficult to pronounce again. A number of years before the Persians attacked Greece, the Athenians had found silver. They had started silver mines. Many people wanted the silver to be divided up among the people of Athens, but Thermistocles said the money should be spent to build warships. He knew that the Persians were planning to invade Athens. Now here you can see what a warship looked like. Nou ja I'm going to send this around here in the class. You can take that one, but here it's got well (?) it looks something like this. Now here in front you will see, I'll send this round again, that there was a ram as they call it, made of bronze in front, er with this the ship was able to travel at speed due to the force of the wind, pushing it forward, and then it would ram right in to another ship and

causing it to sink and this is what it looked like. They also had people rowing the whole time. You will see it in that thing as well, as it is going on, read what is written there as well. [in the book being passed around] Then they say that umm when Athens was in danger from the army of Xerxes, many people were taken from Athens to a nearby island, Salamis. When Xerxes came to Athens there were only a few people, and Xerxes burnt the city of Athens. In the bay of Salamis the Greek fleet waited for the Persian again. Thermistocles was one of the Greek commanders then. He was afraid that the Greeks would split up before the Persians attacked. He sent a message there to the Persian king, Xerxes, and now listen how clever he was: he pretended to be a friend. He told him that the Greek fleet was planning to escape. Xerxes sent some of his ships to the other end of the island. This was just what Thermistocles had planned. [this is being read from the textbook] The Persians were now divided. The Greeks attacked with nearly 400 ships. And, through this clever plan of Thermistocles, the Persian fleet was wiped out. The wars against the Persians ended there. Now this little island is very small: it's right over there. I have put in the name here with an arrow over here because it's a very small little island over there. Now when the fleet came to the one end, he sent this messenger and said but they were going to escape on the other side of that little island, so Xerxes then sent his fleet or some of them across to this island. They were then divided. And then er the Greeks outnumbered them and eventually took control of the war, and everything ended right there. Now another person who is quite well known during this time is Pericles. Now Pericles was one of the generals in the wars against the Persians. Er, when these wars ended he returned to Athens. He was a very clever speaker and a leader. Er, he also supported the Athenian democracy. All the Greek cities which were now free from the Persian rule came to an agreement with the other city states to unite. This agreement was called the Confederation of Delos. All the members gave ships and money to the headquarters. Some er er soon Athens was all-powerful in the Confederation. But Pericles used the money of the Confederation to beautify Athens. But now the people started to think but this is not fair. Why should only this one city state then be rebuilt, because it was burnt down (?) whereas everybody was contributing towards this er one united state. he had hired the best artists and sculptors in Greece. They worked on the temples and buildings of the er er what is this, the Acropolis in Athens, OK. They say the other members of the Confederation were not very happy that their money was being spent to rebuild Athens. In 431 BC, war broke out against Athens, under the leadership of Sparta. Now you can see now the Greeks again, they fight with one another again amongst all these cities. Athens did not have a harbour. The harbour it used was Piraeus. This harbour was 8 kilometres away. Pericles had two long walls built from umm Athens to Piraeus to protect the route. When war broke out with the Confederation, the people from

Picture of  
Sculptures  
[sketches]

the countryside camped between the two walls ... [end of tape]

A terrible epidemic of plague broke out in Athens amongst the people who lived between the two walls. More than a quarter of the population died. Pericles was one of those who died. They say the war went on until the great fleet of Athens was destroyed in 404 BC and the starving city surrendered to the Spartans and everybody eventually got killed there. Now in this book again I want to show you a few pictures. Umm, of culture that was built during the time of Pericles. \$\$\$ This is also some of the sculptures that beautified Athens. And that some of the people didn't like - their money being used. Then you people can open your books again on page 95, 96. Those questions you can fill in so you can have the main ideas summarised.

[ S asks question about the harbour. T looks at map on OHP and then gets picture book back to explain to them in a small group.]

#### TRANS 4

4 August - History Academic - Jacques

S: I heard you talking about the about the dictatorship of Caesar but now I am hearing you talking about the senators. What I want to know whether senators weren't allowed to have any say to them.

ST: Sorry, let's say I can be a dictator and all the class be senators. The audience can form the senate. Even in parliament if I'm a dictator I will tell the it (?) then all of the people will become the senators.

S: That is, in other words, they were not allowed to talk, just to listen to what he was saying.

ST: Yes, yes.

T: I could add something, that he was having the only say. He could accept what they were saying or reject it. Do you want to add something?

S: Sorry, sorry, I would like to say to to be more specific or to go further, let's say, the people who were against Caesar, they were they were cast umm er Cassius and all of the others, since those were the followers of his so (?) they disliked Caesar, however, they say it was not for the people, for the Romans, that's why Caesar had to die.

ST: I've already said that Caesar who (?) he joined Caesar's enemies, so that's why Pompey turned against Caesar and most of them before applauded him and for not working against somebody so senators together with Pompey thwarted Caesar.

S: Can you quickly just put me in the green light about the last man who stabbed Caesar?

ST: That last man was Caesar's friend but I'm coming to that. |I'm sure I'm coming to that.

S: Was he |also the follower of the...

|ST: Sorry, I'm coming to that. I'm coming to that.

S: I think Pompey was one of them. I think Pompey was one of them.

S: I've heard it said he was being murdered in Egypt.

Ss: @@@

ST: Caesar returned to Rome in victory. Why Caesar had come, sorry, sir, I'm on the floor. Caesar returned to Rome in victory. Why? He came to Rome in victory. Why?

S: Because he defeated Pompey.

ST: He defeated Pompey?

Ss: And his sons, his sons as well, Pompey's sons.

ST: OK, \$\$\$ when Caesar returned from Rome he was declared a dictator but he refused the throne thrice. Caesar was honoured the name of the fifth month of the year. It was changed to Julius, forming the name, what, what, which month?

Ss: | July.

ST: July. | In the battle Caesar had no pity. It could be a general he defeated. During the battle Caesar was no Hamlet. What is a Hamlet? What is a Hamlet? \$\$\$ Hamlet. When the soldiers or knights, do you know what a knight are?

Ss: Yes.

ST: Hamlet, when they are going to war [general confusion]

Ss: Hamlet? ...

T: OK, I just want to correct something here.

S: Sorry sir, I'll (?) something here, a Hamlet is a book, sir.

ST: Sorry, I said we don't want to have a conversation.

T: A hamlet is a small village but you are referring to a book here.

ST: Caesar with the help of Egyptian astronomers, Caesar planned a new calendar of Rome. The calendar we are using today was developed in 1588. This made Caesar more famous among the Roman citizens. Then Caesar was accused by the Roman senators of giving land to the peasant. Not not that I'm the nobles (?) Why was Caesar accused for giving the land to the peasants? \$\$\$ And not to the noble people?

S: I think the peasants, it is because the peasants were important so Caesar wanted the public to be part of (?)

ST: Caesar, I have already said that Caesar was too much interesting about public affairs so he was concerning about that the peasant. On 15 March, the day is called the Ide of March, what do you remember about the day of March?

S: I think he was killed.

ST: Yes, who made Caesar beware of the Ide of March?

S: Excuse me, sir. Am I wrong when I say when Caesar gave land to the peasants that the way he was trying to sell his (?) to the government.

ST: Sorry?

S: Am I wrong when I say when Caesar gave land to the peasants that's the way he was trying to sell (?) to the government.

ST: You can be right but on the story of ...

S: No sir, he can, he is right or he's not right.

S: So sir, I'd like to add on to what I'm saying he can be right because when the story ends it is said that Caesar he gave each 75 drachmas.

ST: Sorry?

T: Ag people can I interrupt here because if someone is talking can we please be quiet because we can't hear if everybody comments and murmurs. OK, put up your hand and then say what you want to say.

ST: Oh sorry I want to finish here. I say on 15 March, the day that was called the Ide of March, Caesar was planned to attend the meeting of the senate but his wife begged Caesar not to attend a meeting because she had a bad dream. She said that she saw his statue murdered. Caesar agreed to postpone the meeting to the to the forum, but his friend Brutus, his cruel friend, persuaded him to go. When he entered he was attacked by the conspirators. What are conspirators?

Ss: E

ST: What are conspirators? Yes?

S: Conspirators are people who are co-operating to do some evil. ST: Those people who co-operated to do some /evil. Brutus himself, Caesar when he entered he was attacked by (?) conspirators. Most of the senators including his beloved friend, Brutus. When he died, Caesar's last words were, You too, Brutus. With Caesar's last death, Rome was plunged in 18 years civil war. Caesar remained a symbol of tyranny of the Roman. Others say he was the founder of Roman.

S: Sorry, sir. In everything there should be an immediate



cause because I ...

ST: Sorry, you mean to tell me you don't know the cause of Julius Caesar's death?

[Student sits down. End of his lesson.]

T: OK, let's take number \$\$\$ who's number 4? Mr - . Now we must first do Augustus Caesar now. Right, whose turn is it now?

ST2: [draws a very rough map of Italy across both boards] I want to look at the place I am going to talk about. This is some sort of a sketch of Italy. Italy is this space about here. Do you all see it?

T: I've got the transparency for you sir if you need one.

ST: Then can I get the projector?

T: You can get the projector but I asked you before you started if you wanted an overhead projector ... But OK, carry on then.

ST: Then its capital city is somewhere over here. What is its capital city?

S: Rome.

ST: It's /Rome. It's Rome, and Africa is somewhere here. Then there is a sea between Africa and Italy. What is the name of that sea? Mr -?

S: Mediterranean Sea.

ST: Mediterranean Sea. And all this portion here is the Mediterranean Sea. At the head of Africa. The Mediterranean Sea is somewhere here. Do you get me?

Ss: Yes, sir!

ST: Now, we are dealing with Augustus Caesar. I would like to put you in the situation in which Augustus Caesar find found himself in during that time. Introduction: this man is believed to have been the first emperor of Italy as a whole. \$\$\$ First emperor and he experienced a situation of great change and civil wars in Italy and Rome. \$\$\$ At this time Augustus Caesar found it very much difficult to be an emperor of the entire Italy. Is there any relationship between Caesar and this Octavius Caesar? Who knows?

S: Augustus Caesar his (?) was Octavius, so he was Caesar's nephew.

ST: Caesar's nephew, oh ja. Then Octavius was Caesar's nephew.

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Then let's consider his early life. This guy was born Gaius Octavius Caesar. Never mind about the word Augustus Caesar. His first name, I mean how can I say, his ...

S: Christian name.

ST: His home name I would say, his home name was Gaius Octavius Caesar and he was born at a place which was called Gaul. Is it so?

Ss: @@@

ST: In September the 23rd \$\$\$ 63 BC. Let's all look at this time line of ours. 63BC is somewhere here, not so? [laughter] -, who can show me please? Come and show me please. [students indicate] Somewhere here?

Ss: No.

ST: Somewhere here?

Ss: Yes.

ST: OK, I get it. Then we see somewhere there he was born during this time. This time. And he studied, sorry, he was born here at the Palatine here in Rome. Palatine is some sort of a place which was meant for the people who had the royal power. OK, then he was born at that Palatine Hill in Rome. He studied oratory. Where? Who knows? -? E

ST: Which school did he attend? Where did he study? E

ST: Octavius studied at Appilumius and there he studied oratory and his beliefs were ...

S: Sorry, I would like to know the name of Octavius's institution. \$\$\$ [ST writes on board]

ST: He studied here and he got his influence from his mother, Archia, and Julius Caesar himself and as we have already heard that Julius Caesar was an orator, so surely this guy was also an orator. What kind of a person is an orator?

S: He is a gifted speaker.

ST: Gifted speaker. A person who can convince the crowd, no? A person who can divide and unite the crowd through his way of speaking. \$\$\$ Yes?

S: An example of an orator, also an orator, an example of an orator is Hitler.

ST: Hitler?

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Not's on  
board

announced to be an emperor of the whole Italy. Then Octavius, feeling humiliated, he followed Mark Anthony and defeated Mark Anthony together with his wife, Cleopatra, and Cleopatra, Mark Anthony's wife, together with his husband, Anthony himself, committed suicide. They murdered themselves, OK? Then it was then that this guy took over rule over the whole em over the whole Italy, and it is then that he got the name Emperor Augustus. OK? He calls himself Emperor Augustus. We have a new name now, Augustus. Is it right? That is his rise in power. Let's look at the way in which he ran his leadership. There were laws which he drafted by himself. As you know, as a leader or each and every country has laws, laws in which they ordered that each and every citizen would where each and every citizen would and every citizen would be recognised by the by the state so that each and every family would pay taxes. In these orders, lists lists were made for each and every citizen so that he or she could pay taxes. Is it right?

Ss: Yes.

ST: With these taxes he wanted to run the army, he wanted to run the public works and the police force. That's OK? And he developed the army on land. Soldiers were there to guard up the borders, and these soldiers acted as acted as priests in some provinces there in Italy where the bandits were killed in droves. This was because they wanted peace and order in the entire Italy. And for the sake of appearance at sea, he established a strong navy. What's a navy? Miss -?

ST: Soldiers. Sea soldiers. What you wanted to say?

S: I wanted to say which(?) fighting in the sea.

ST: Yes, those soldiers (?) on fighting at sea. Is it OK? Then they got rid of the pirates at sea. So we hear now that Italy as a whole was in a state of peace and order. We've moved away from that, that those civil wars and great change. So, Rome was in peace now. Is there any question?

S: Yes, I just want to know, you see, why is it the Roman Empire?

ST: The Roman Empire?

S: Why is it the Roman Empire and not the Italian Empire?

ST: And another thing that Italy without Rome to start with is just like a body without a head, you see, so it was called the Roman Empire since everything started at Rome and since Rome was the capital city of Italy as the whole, so the Roman Empire taking the name from the capital /city. And after this, after this after all these struggles, Augustus Caesar boasted that he

S: Yes, sir.

ST: Oh yes. Thank you for that. Then he studied oratory in this Appilunius. Let's have now his rise in power. His rise in power. Octavius Caesar announced his inheritance over the entire Italy, over the whole Italy. He wanted to rule the whole Italy not Rome alone. First of all what I would like from you is to give me a definition of the word inheritance. He announced his inheritance over the entire Italy. Yes?

S: I think he's also was a descendant of Caesar family. He's a descendant of Octavius Caesar.

ST: He's a descendant of the family who ruled at that time. Some sort of, yes, that's inheritance. So seemingly he was of the royal power. So he he announced his inheritance over the entire Italy at that time. And the senate who ruled at that time refused his triumph for his for his inheritance. They didn't want him to give that sort of privilege over ruling to rule over the whole Italy. So this guy, what he did, he joined the forces of the leaders and Mark Anthony. There were two leaders who were called Lepidus and Mark Anthony \$\$\$ Mark Anthony, so as he joined the forces of Mark Anthony and Lepidus so there were three. They called themselves the second triumvirate. The second triumvirate. Was there any triumvirate called the first triumvirate?

Ss: Yes. | Yes there was. Yes.

ST: Triumvirate? | I think you know the meaning of triumvirate. They called themselves the second triumvirate. And as this guy was an orator it was a thing you know who convinced the crowd, he wanted to join forces to get his privilege, a privilege he wanted at that time, that is, his inheritance. Since the senate refused him, OK? Now this triumvirate divided these Mediterranean borders into spheres of influence. Which means that, as they wanted to rule the entire Italy, the three of them, so Octavius Caesar took the west of Italy and Lepidus took influence on Africa, Egypt and those bordering lands around Egypt. This third guy Mark Anthony took influence on the west, and there was rivalry between the two. Who ruled the west and the east. Some sort of competition, each one of them would become emperor of the entire Italy. Who were these men? They were Octavius Caesar and?

|Ss: Mark Anthony.

ST: Mark Anthony. | Since they competed to be leader over the entire land, there was a civil war, a war within \$\$\$ the same country or city. Now this guy, Mark Anthony, married Cleopatra and fearing Octavius, he fled to Egypt. And stayed there. And

Unklar  
nach er-  
beard

was the emperor of Italy and he founded Rome a city of a city of a brick but left it a city of marble. Which means that he beautified Rome, he decorated Rome as much as he could. Is it right?

Ss: @@@

ST: So this guy is believed to have been the first emperor of the entire Italy, and we now he was the first emperor of Italy. A talented one. Any questions? E No questions. Then we've dealt with the introduction, his early life, the rise to power, now the third step, then the third step we give it to Miss -, his political power. Thanks.

T: Thank you. I think you did a good job.

ST3: I am --. The political rule of Octavius. Er, this time it's not er the er Octavius is not given the title Augustus yet but er teacher has been jumped it to the er topic. Right, er Octavius Caesar. Octavius whose power was based on his art. He knew the he knew the way of using the mind. In so much that he was popular in er in er three resources, which are his triumvirate and his popularity and also the \$\$\$ the system of governing he established. So er Octavius was a clever general. He always used to say himself that he found Rome a city of bricks. Now he made it a city of marbles. So he he was far-sighted in his political arrangements but he emphasised that his rule was a return to the ancestors, to the customs of his ancestors. So what he what er Octavius did was his ancestors deeds: they were the rulers of Rome and he just continued to the path they followed by his ancestors. Then earlier on, the 27th January BC he went before the senate and announced that he was restoring the rule of the Roman world and Roman people. Then senate world and Roman people voted for himself and that is when he got the name, the title, Augustus. He got the title Augustus because of his powerful role and his position in the state. [notes read from a piece of paper]

T: Well I see we only have about 5 minutes left, so we'll rather keep our next topic, and that is Nero, for Monday, and carry on there. \$\$\$ You've got a question?

S: Yes, sir, it is said that Augustus Caesar played a role in the er in the religious in the organisation of religion.

T: Yes, so what can you say about that?  
S expands, referring to his text book. Asks whether Cleopatra was married to Julius Caesar or Mark Antony. T: In those days you could have more than one wife. S asks about underlying cause of Caesar's death. S1 and ST3 negotiate around the underlying causes of his death. Decide there are different factors. T: OK, we'll carry on next time.

TRANS 5

11 August - History Academic - Jacques

ST: Last time we ended where we said Constantine was baptised. He died a Christian. \$\$\$ We also stressed the point that he was the first Christian Roman Empire ruler ever and he was an influential leader because we can see that Nero was a cruel emperor but after Nero died he, Constantine, I can see that time of Christianity was something which the people don't know about, so he was the first emperor who stressed the point that Christianity should be there. And since his time, Constantine, Christianity ceased to exist as a major, as a major force in shaping of the civilisation of the world. Is it clear?

Ss: @@@

ST: And he, emperor, and he, Constantine, he was a great emperor since he got the nickname The Great. And he was (?) I can say he was a leader who was greatly and deeply loved and respected by the Roman people. Questions?

Ss: E

ST: I think there, those people which I wrote here that time er that which the people believed since Constantine brought that sickness, it was due to the punishment of those people (? three names) I can say those people are also people who wanted to have power in Rome but they were defeated by Constantine. So \$\$\$

S: Sir, on that issue of Constantine, just endorse something which is not in the text. How factual is the fact that it was this Constantine who changed to this this calendar, as you see the calendar today? It was due to Constantine's reforms?

ST: I can say on that point it is Julius Caesar which you can associate with the calendar because it is he, Julius Caesar who changed that whole Jewish calendar to the one which is here .

S: No questions.

T: Thank you, Mr -. Are you going to deal with the last bit?

ST2: I will now take our next sub-heading, the Colosseum. Who will tell me what are the Colosseum?

S: E

ST: OK, a Colosseum was a theatre. What is a theatre?

S: It's where many people are sitting to look at plays, dramas, etc.

ST: Right. The Colosseum was built during the time of (?), the Roman Emperor who had managed to stabilise things in Rome during that time. That is AD 69 to 79. It is said that his predecessors had unstable reign over Rome, so at least during his time they had more stability. That is what he is important about. Then during his time this Colosseum was built but it was only a start. It was finished during the time of (?) I want to look at the structure of the Colosseum and see how it looked like. Another thing which is said about the Colosseum is that it stayed for more than 400 years. It stood for about 100, 400 years. That's how it looks like. You see on this yellow part on top here, it is the catwalk. I'll tell you what the catwalk is for. Then this green part here is how is how the seats were arranged. They were circular. Then this blue part here is the sunflight? or velar, veralium. The veralium was the sunflight- it protected people against sun. Down here you see some black parts, black dots like. These were the entrances for the animals that were taken into the arena of the Colosseum. It is said that the Colosseum was oval shaped, as you see it. About 4 er 55 000 people could go into the Colosseum to watch games, er fights, terrific fights between men; men and men, and some between men and animals. The people who built the Colosseum used a Doric order. I hope you understand what is meant by Doric. The orders we used to hear from History Didactics: Doric, Ionic and all that. It was built on er on a lake side, Nero's old Doric? site. What they did, they took out all the water in that in that lake, then they built the Colosseum on the side with concrete and marble. Let's look here: you'll find that there are arches on the bottom part. That was, they call it this Colosseum. And on that part there, it is said that the Emperor used to sit there and watch the games on the inside. Only he could sit in that and important people who went to that Colosseum. There were 80 exits altogether. That made it possible for people to vanish in 3 minutes. I don't know how possible that was but it is said that people could go out the Colosseum in 3 minutes through those exits, yet 2 of those exits had to be spared for the emperor then 78 were used by the people. Umm, if this part here, this catwalk, on the catwalk, they placed archers, people they called archers, yes, archers. Those people were armed with shooting implements, I don't know whether it was bows and arrows or what but they shot animals that were (?) from the fighting side of the Colosseum. That is where men and animals were fighting in the Colosseum. OK, let's say one man and an animal were fighting, then the animal retreated. They shot it because it showed that it was defeated by the man. Umm, another thing that happened in this Colosseum, was that they saw fights between, I said men and men, that was the gladiators. What is a gladiator?

Ss: Sword fighter.

ST: Sword fighters.

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S: Sword fighters. Two men were (?) each other, one with a shield and a sword, fully armed, and the other one half naked and with a fork, something like a fork and a net. Ja.

ST: They were not sword fighters as such. Another man was armed with a sword and a shield and another one was armed with only a tripod, a three pronged fork and a net like this one I have here. [shows them] That's how the gladiators looked like. This is the man who is carrying a sword and a shield. The intshanga? is this one who is carrying a sword and a shield. The aim of this one is to cover this one which is armed with a net and a sword with that net, then he can stab him with this trident but that was not an easy job. It is said that the gladiators were trained in special barracks so that they could do that job. Some of the people who went there to fight as gladiators were convicted people so in order to gain his freedom he had to fight and beat that other guy he was opposed to. Or people who wanted some adventures or get popular in the Roman Empire. Er, they went there to get famous and make a lot of money through defeating their opponents. So that's how the gladiators' fight took place in the Colosseum. And er another thing, it was set, I told you about this part here, it was set on the on the catwalk. I think the next thing will be said by the next speaker, Mr -. About the other wars that were fought in the Colosseum.

T: Thank you. \$\$\$

ST3: Good morning class.

S: Good morning, sir.

ST: The part I'm going to do is the neighbouring warships. It's one of the activities which took place inside the inside the Colosseum. The arena \$\$\$ the arena over here was flooded with water, and then ships were brought inside the arena then they would pretend as if it is a sea. And during this activity, bloody wars were, bloody battles were fought and people died and some of the men just jumped into the water and drowned sometimes. You can watch here, the arena here, and then you can see those ships here. [shows them] So, as we all know that the Romans liked to see people watch bloody battles, these games, all the games in the arena, in the Colosseum were bloody battles, bloody games but as far as I'm concerned, the worst of them all was to (?) of men wild animals, animals like bears, tigers, panthers, wolves and all those. It happened that sometimes maybe let's say this er opponent of the government, the Roman government of that time and then he was sent prisoner, condemned to death, so it was said he would be taken there to the arena and a lion, either a lion or a panther or a tiger would be taken out. Know that this, this animal has been starved for several days, just imagine it, when it comes out there and sees Mr -, [laughter] what will it

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do, if you think? What do you think?

S: It will eat him up, so.

ST: That was terrible as far as we are concerned. That was terrible. So this this (?) to wild animals reminded me about the one story I had heard, er read, the story, because I liked this story. [laughter] Er, the story I once read, Androcles and the lion, does anyone know the story of Androcles and the lion?

Some Ss: Yes.

T: I don't know it. [laughter]

ST: So Androcles once met, once saw a lion which was er which had a thorn in its paw, in its foot, and then he took out that thorn and the lion just went away, and it happened that Androcles was one of the Christians who was prosecuted in the group? so he was also arrested and er condemned to death. He was delivered to this lion, and it was the strongest lion ever. But when this lion came and saw him it just became very tame and it just sat before him and he just brushed it. This surprised the emperor. All the people thought, how can this happen? They don't know that these are good friends. So, another event the people would watch the two animals fighting each other and this was a good sight for them, watching these animals tearing at each other until one of them died. For as, what would happen, they would bring bushes inside the arena and then the lot of animals would be let loose there inside the arena among the bushes and men would be brought inside and act as hunters. And they would kill these animals. That was a very good game. So now the Colosseum was popular in those times because the Romans were not Christians and it it became popular until AD 404. It was popular amongst people but after that year, it lost popularity, but because Christianity had gained power among the people of Rome, and the other thing, it was Constantine because Constantine became Christianised, they saw that no, these games no, they are not encourage, cannot watch because they are too bloody. Another fact is that the Roman Empire was divided into two. Can you remember? You do Constantine, ne? Who, was doing Constantine? It was divided into two, the Roman Empire, where was the other Roman Empire? \$\$\$ Constantine was in Turkey, ne? In Turkey. Where Constantine built himself a castle there called Constantinople. So then other people lived in Constantinople and others lived in Rome, so this this Colosseum was left there with no-one to go inside and watch these games and due to this abandonment, in the Middle Ages stolen from the Colosseum, stolen by er other people, built, to construct new buildings, and you can see, you can see now, the Colosseum is still standing there, even today, you can go to Rome, just outside Rome. I have not been there myself? [laughter]. After so many years it is still standing.

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S: I don't know why they don't just build it again. [laughter]

ST: [to lecturer] There was that question: why don't they build it again?

T: No, I think it's part of the past and it's such a beautiful, it's one of the wonders of the world, so they'd rather keep it as it is so they can have a good look at what people in ancient times built.

ST: Any questions?

S: (? [this bit is unintelligible])

T: Thank you. One of the most interesting parts of this is, I think, is this whole idea of taking all the water away out of a lake, building a huge, enormous theatre there, and then from time to time to let the water come back again: that must have taken quite a lot of engineering. Er, I've quickly worked out, I think, Mr - said that there were about 88 or how many entrances?

S: 80.

T: 80?

S: Yes sir.

T: OK, we can just quickly work it out again. Er, about 80 entrances, and say for instance they say this Colosseum would take 50, 55 000 people and er, divided by the 80 that gives us about say 687 people per entrance, and they said about three minutes time, now let's make it seconds, so that is 180 \$\$\$ That gives us about 4 persons per second to leave that. I dunno, perhaps theoretically it's, it can be done, but

S: It can be possible if in our stadium you have five exits and it can seat 8 000 people ...

T: Pardon?

S: In our stadium you can leave in 5 minutes.

T: Yes, OK, they it may be they won't be able to leave in three minutes time, that is what I want to say. Er, perhaps it's possible: it depends on how big these entrances were, because people can walk side to side and if you put four people next to one another and they walk out that way, per second, it could be true, so it's not that far fetched. OK, I want to thank those who contributed to our discussions here. I think, well I have enjoyed it, er hopefully the others as well, and I think it's sometimes a good thing to have other people who take over the lesson here, and I saw some of you attended for the very first

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time, umm, what is left now for us is to complete the questions on this specific chapter and then our date for the test on chapter ten and eleven. Now, as I have had a look at the timetable of ours and the calendar, it seems to me that the test will be on for next Thursday.

S: ...

T: It's only the two chapters and it gives you at least a week and by now you have worked out already an assignment on this part of the work so you should know it very well, so I think a week's time is more than what is necessary. Er, to cover the questions quickly, we've got Section A up to Section F. That gives us 6 groups more or less. Now let's see quickly, 1,2,3,4,5,6. Yes, let's say up to this part, new group, this group here, say number 1, you're taking section A. Section B, half way around over there, C, D, E, F. OK. You may decide whether you want to join the left or this group. OK, quickly. Let's quickly go through those, cover that.

[Groups discuss]

End of tape

TRANS 6

6 October - History Academic - Jacques

T: He's going to deal with only a short part: the birth of Islam.

ST: Good morning class.

Ss: Good morning, sir.

ST: The (?) part we are dealing with is the birth of Islam as part of the Arab society which is these Islams were Arab society. Now a word about the early society. [writes on board] The word Arab comes from the word nomad and nomadic. [writes on board]. In those times there were three there were three different kinds of religion. There were Christians, Jews and the Arabs, which was the Moslems. There were Christians, [on board] Jews and then and these Arabs they (?). As you know, the Jew has got his god [on board]. The Jews they believe in God and then they do not believe in Jesus. The Christians believe in Jesus first of all. The Jews they believe in God but they believe in Jesus also but not the son of God. He was not the son of God. He was a Jew and now er we are going to speak about the Mecca. A place where Mohammed appeared. In Arab there were these three towns: Mecca, Medina. It was the Mecca and the Medina and then this here was better known as the Medina and it was, its name was Yethrib [on board]. You know?

Ss: Yes sir.

T: Ok, they've got it in the introduction, the whole story about Islam, where it comes from. Where it comes from. Secondly, Mr- I believe. \$\$\$

ST2: Who who of you can name any prophet he knows. \$\$\$ Yes sir?

S: Isaiah.

ST: Isaiah, yes. The prophet Hoseah. Yes sir?

S: Madoda.

Ss: [laughter] [The prophet is from a nearby village].

ST: Good, now in Asia, in Asia, there was a prophet. His name was Mohammed. [on board] Mohammed was the founder of the new faith of the Islam. He was born in the year AD 570. OK now let's have a look at his rise to power. Mohammed was born in about here.

S: ...

ST: Am I wrong?

S: No you are right.

ST: Who says I am wrong when I say he was born about here? Just lift up your hand. Yes sir, come and show me. Where about was (?)

S: Here sir.

ST: Good, good. Do you all see? Good, he was born in about here. Now say Mohammed it is there is little known about his life. Mohammed orphaned at a very early age. You know what an orphan is?

Ss: Yes sir. A child whose parents are both dead.

S: Mohammed's parents died when he was too young. They died when he was too young. So, he he went to his uncle. His uncle's name was Abu Talib. [on board] Abu Talib grew him until he was until he was er a boy of the middle age. Then as Mohammed grew, as Mohammed grew on he used to spend his work in doing some jobs in order to get money. [on board: He did some jobs. The question is what type of job did he do? It was nothing else but he used to accompany the caravans on their way from Mecca to Syria. Now let's have a look where that was. There is Mecca, here is Syria. So he accompanied those caravans. The caravans, do you understand what I mean by caravans?

Ss: Yes / No.

ST: The caravans is nothing else but a group of camels crossing a desert. Is that clear? \$\$\$ [on board: camels; crossing the desert.] Now as he travelled together with his caravans he was influenced by contact with the Jews and the Christians. Now let's have a look at his interest in meditation. [on board] Now it was in the beginning of his early twenties. In his early twenties Mohammed looked like er he looked like a very handsome man. \$\$\$ [on board: looked like a very handsome man; married Kadijah at the age of 25] At the age of 25 he met Kadijah. Kadijah was the owner of a flourishing caravan business so he met this Kadijah so he came more interested in Kadijah and married her. \$\$\$ This woman Kadijah was too much rich. Now, just pretend you are Mohammed meeting such a woman. How would you feel? How would you feel? Yes sir?

S: Great, great.

ST: You say you would feel great? Yes sir?

S: Inferior.

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ST: He says he will feel inferior. Yes sir?

S: A little bit worried because other rich men will follow her. [laughter]

ST: Yes good sir. What was yours? Yes sir?

S: I'd feel a bit perplexed. [laughter]

ST: OK, now this Mohammed felt \$\$\$ Mohammed felt ...

S: Sorry sir, just to add to what you have said, according to, it is said, Kadijah was 15 years older than Mohammed and it is said she proposed marriage to Mohammed.

ST: Yes, thank you. As as I have already said, Mohammed was a very handsome guy. He was too much beautiful so that woman was attracted by his beauty. Even today in our days, that thing happens. [laughter] \$\$\$ Now this Mohammed became more and more superstitious after marrying this woman Kadijah so that he wanted to get rid of the Arabs' lack of religion, so he used to visit the place called the caves or the Mount Hira. These caves was a huge embedded rock where Mohammed used to pray. He also when he was praying he also spent some nights over there praying to God. His family now just imagine, pretend you were Mohammed's wife, then your husband leaving you every night, so how how would you feel? You'd feel bad or cross, ne? (?) Jealous. \$\$\$ [interruption at door] Now on this cave at Mount Hira, he used to pray there, \$\$\$ [writes on board]. Now when he left when he left for those caves on Mount Hira he would spend some nights over there [writes on board] \$\$\$ but on the other hand this was a development of the Islam religion and that's all.

T: People it's not necessary to write out everything. You can just er take out the most important things and write that down. It's not necessary to really write out the complete chalkboard summary, otherwise we take too much time for a certain part.

ST: Now any comments? Any questions?

S: No.

S2: Yes sir, I just want to add something

ST: Yes sir?

S: On the er on his marriage. They had six children, two sons and four daughters.

ST: Thank you sir.

S: (?)

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ST: Anything else? Yes sir?

S: Er sorry, just to add more to that. It is also said that Mohammed when he was er (?) he had some visions that when he was old he had two visions which he beheld a supernatural being who was talking to him. That person was saying that he will be the messenger of God.

ST: Anybody want to say more? Nothing.

T: Thank you Mr -. I believe it's now Miss -. \$\$\$ She's going to start where Mohammed started to preach.

ST2: Er good morning class.

Ss: Good morning miss.

ST: Our lesson is Mohammed begins to preach. [writes on board] It is said that when Mohammed began to receive God's ambition he recounted these experiences to his wife Kadijah. You have heard about Kadijah his wife. And his close relatives. And also his friends. Then all these people they got interested and they listened to Mohammed and Mohammed was talking about the coming of the judgement day. We have all heard about the coming of the judgement day in our lives. That er it is the day that the dead will wake up in their graves. And then they also listened to Mohammed about the (?) [writes on board] and also the word of the God he was preaching to all his people. Then this this (?) they all grew passionate, they were very excited, so Mohammed was asking their interest with the result many of them changed their minds. By converts I mean they changed from other religions, other religions. So he he grasped their interest by preaching his revelation, God's revelation, so these people changed their mind. \$\$\$ Right, now Mohammed soon he was making up (?) to Mecca. We have all seen Mecca there? [on the map] There at the sacred harbour I mean sorry at the sacred harbour er sacred place, a place called (?). As I know it is called (?). So at the sacred harbour while attempting while trying to attempt on the he was killed while trying to attempt on the being of Allah being the true one God. We know Allah is the one god not God that not [writes God/ god on board]. Right, Mohammed, his claims that his claims that all ...

S: I don't agree with you. If Allah is their God so it should be it's not a heathen god. So he's the God of the Muslims.

ST: But he's not the real god.

T: She wants to say from her point of view it's not the God. OK, now don't worry about that. We'll come back to that point again. OK.

ST: It is strange that all the believers who (?) Allah in sight of God and they are rich must share with the poor gave serious offence to many (?). The rich er the wealthy people don't want to share with the poor. As you know that if you are a rich man you don't want to share with the poor. You are jealous, as you all know. [laughter] Right by doing that he was causing many pagans to doubt of their old beliefs. Pagans are heathens. So he was causing many of them to doubt of their old beliefs. Because he was drawing the increasing crowds, many of many of the officials regarded him as a political traitor. So the official launched a programme of persecution against Mohammed's followers and they began of whom these followers were stoned, were killed were beaten and also were tortured so it was it was a serious offence. By doing that they were causing many people to revolt against against Mohammed and become (?) [bell rings]

S: What was the reaction of the government after the followers of Mohammed were stoned?

ST: It is clear that if you have done something wrong [uses Xhosa to explain]. [laughter]

S2: Sorry, just on this point. It is clear for us to see that people who trying to follow Islam's faith they were against the government so there was that ?reaction of the government.

S3: Just to answer your question this pagans, their beliefs?

ST: The pagans?

S3: Yes. The others lost their beliefs but as I see it the heathens don't have any beliefs.

S: No the heathens do have beliefs. They believe to their ancestors.

T: What is meant by er by saying a person is a heathen it means that he is not in a Christian belief. He may have another belief but not a Christian belief. That is what the person is called a heathen. He may be er Moslem for instance. He may have beliefs but from the Christian point he is a heathen.

[Tape ends]





water. In the desert, hey? Palm trees may grow there where there are Treads from book  
is a natural spring of water. The Sahara Desert in North Africa is the biggest desert in the world. Right? Do you have that? at the  
Underline that. The Namib Desert in South West Africa is the second best er biggest. That is closer. That's what we talked  
about earlier. Where the rainfall is slightly higher, thorn trees and bushes and succulents may grow. When you crush, ja, this is called semi-desert, a semi-desert like our Karoo regions. The South African Karoo, ja there they have that, is a good example of the semi-desert. See the Karoo is a semi-desert region. Karoo bushes and thorn trees are found here. There are also semi-deserts around each of the Sahara and Namib deserts. Then, the last one, the Mediterranean Region, where the rain falls mainly in the winter. All right, tell us in which part of South Africa the rain falls mainly in the winter. Winter-time, ja?

S: The rain falls in the winter in the Western Cape.

T: Ja, in the Western Cape. That's correct. The plants are used to hot, dry summers. Hot dry summers, because they have plenty of rain during the winter months. They have different ways of looking after water. Some plants have leaves that are small and leathery. Others have silky hairs on their leaves. Both kinds of leaves help stop water from leaving the plants. Others have deep roots so that they can get to water deep in the ground. There are plants which have thick bark which helps to keep the water in. Just to show you there, the plants in these Mediterranean regions. Now just let's have a look at the summary quickly before we do that self study there on the right hand side in my book. Africa is the second biggest continent. Right, underline that - that's just our short summary. And the second one. Much of Africa is a plateau - underline that as well. 3. Between the plateau and the sea is a narrow coastal plain. That's what we had last time. Talked about the coastal plain. Africa has very large rivers. And then number 4 as well for the summary. Then for the climate quickly - most of Africa is very hot. Places far from the equator have cold winters and hot summers. It is usually cool on the plateau. We had that. Underline that number 1 as well then. And then the second one. The equatorial areas have a high rainfall all the year round. Just up to there. Natural vegetation. Near the equator there is thick equatorial forest. Forests are also found in the Southern Cape and the northern East Coast. That part as well. Second one: grasslands are found near the forest areas where it warm to hot and there are tropical grasslands there as well. Much of northern Africa and South West Africa is desert. Desert region or desert part. The winter rainfall areas have Mediterranean vegetation, what we just had now. And then we come to questions on that, and the self study on page 44 in my book as well, on the right hand side. Now they have a map: Test Questions on Africa. Do you also have that? [checks their books]. And let's just do

the questions then first. Do the questions first and then I'll let you have some maps on Africa. Test questions on Africa. I thought it may be in your book as well. Umm a) Which is the highest mountain in Africa? In what country is this mountain? That one, mark that one. b) Name one mountain range which is part of the escarpment. Name one country into which part ja. in which part of the African plateau falls. And the last one as well, number d) Which is the largest river in Africa? And then I have this map here which I'll let you have; I thought it would be in your book as well. Now this one. And then you have questions on that also. Self study. I'll let you have this map and then we can just write down the, what they have the questions for you there, see. On the map. First do these questions what they have here quickly and then we can have a look at the self study on page 44 after that. [students do questions]

T: When we've finished with the questions we can just make sure that we have the answers of the er of the questions of the self study first and I'll let you have to have them next time then. First finish these few questions. All the questions come out of this chapter that we've just finished. I think you'll be able to do them. There, that one as well [talking to a student].

When you've finished and you wait maybe, you can turn to page 46 and start with that self study there. There, you can start there: page 46 and just wait until everyone's finished.

[helps students while walking around the class]

Let's have a look at those questions on 44, maybe quickly. Let's make sure that you have them. Then you can finish the short ones on 46. Let's quickly have a look on page 44. Which is the highest mountain in Africa and in which country is this found?

Ss: Mount Kilimanjaro.

T: Mount Kilimanjaro, that's right. Right, let's see if that's right. Mount Kilimanjaro, that's right. OK the second one. Name one mountain range which is part of the African escarpment. Name one mountain range? The?

S: Drakensberg.

T: Ja, the Drakensberg. One mountain range which is part of the African escarpment is the Drakensberg. Now, name one country ...

S: If I would say (?) ,

T: Ja, they want here \$ (?) ja, that is correct. Name one country other than South Africa into which part of the African plateau falls. Now we can have a few countries there. Let's hear from anybody.

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T: ...Soft coal becomes anthracite through great pressure. Granite becomes gneiss through great, through heat. G-n-e-i-s-s is that right, Mrs Austin? G-n-e-i-s-s; is it "nize" or "nees"?

R: Never heard of it.

T: Ja, it's the first time I \$\$\$ I tried to find, I asked a few people, they're not sure about that word. Graphite becomes excited? through heat. Right, that word, that's just for interesting sake. Characteristics of metamorphic rock, let's come to that. Characteristics of metamorphic rock. Metamorphic rocks are usually very hard. There, underline those words to show you. Metamorphic rocks are usually very hard. Then they've got that example there. G-n-e-i-s-s, "nize", maybe we can try and get a picture on that. I'll do that and then maybe show you. Many metamorphic rock [reads from book] are fine textured, for example, marble. Many metamorphic rocks are fine textured, for instance, marble. Then, many metamorphic rocks are valued for their appearance, for instance the tiger's eye. Can anybody tell me, have you seen a tiger's eye? That stone that we call the tiger's eye, maybe a necklace or a brownish colour, to go with brownish colour. Maybe the ladies will ... \$\$\$ Right. Uses of metamorphic rock. Slate is used for roofs and on garden paths. This is important now again. Slate, where do we find slate? It's used for roofs and on garden paths. Marble, where do we find that and what is it used for? Marble is used to beautify buildings and for sculpture. To beautify buildings and for sculpture. Right? Many metamorphic rocks contain metals. All of South Africa's gold is found in metamorphic rock or banked. Various metamorphic rocks are used as stones chips in surfacing roads. Various kinds, hey. Various. Various metamorphic rocks are used as stones chips in surfacing roads. That you can just (?) mark next to those four. Different kinds of rock. Then we come to changes in the shape of the earth's crust. Now we er quickly turn back to your sketch, the sketch on page umm 1, on the first page, where we can see a thin layer, the crust, a thin layer on that sketch. Changes in the shape of the earth's crust. The earth's crust is constantly changing in shape, That is important. Underline that please. The earth's crust is constantly changing in shape. Forces from within are bending it and breaking it up, and forces from without are wearing it down. That's maybe weathering it, hey. We come to that later on. We will discuss the (?) of (?) forces first. We will first discuss the forces. Just underline forces there. First forces. Then, isostasy. Place a large cork in water and put a small stone on the cork. a) Oh at least 1, what will happen to the cork? Of course, it will sink, hey, because you've got the stone on it. Right? Second one, what will happen to the cork if you remove the stone? Come? Ss: It will rise.

S: Kenya.

T: Ja, ja...

S2: The Sudan.

T: The Sudan, that's right. Any more?

S: Zambia.

T: Ja, [talks to student; indecipherable] I think we can have there Zimbabwe too, Zambia, Tanzania, Uganda, Kenya, Sudan and even Angola. That can go in there as well. Then the last one: Which is the longest river in Africa? Come?

S: The Nile.

T: The Nile; the Nile is the longest river in Africa. Right, then the last few questions on 46. (?) and rain clouds. 6.1 Then we start on that (?) That we can quickly do too; just four questions there. Try to do those four as well. Page 46. \$\$\$ [helps students find them] \$\$\$ Page 28 - you get the map there: some (?) countries of Africa. Just mark that one. ... [bell rings]

T: Ja, it will rise again. That's just to show us something. We'll come to that just now. Illustrate something. The continents have behaved in the same way as the cork. The continents. That we've got. If you add that's add, made a mistake there. Just fill in there. If you add any mass to them they tend to sink down a little into the mantle. Right, where do we get the mantle again from? Come, where is the part, the mantle part? If you look at the sketch? \$\$\$ Anybody? \$\$\$ First a cross and then at

S: Mantle.

T: Mantle. See? There you can see that layer. The mantle. Now, let's just repeat here, so that you understand it a bit better. The continents behave in the same way as the cork if you add any mass to them they tend to sink down at the top into the mantle. When mass is reduced they tend to rise up in the mantle again. Understand, everybody.

Ss: @@@

T: Right, mass may be lost, for example through erosion. Then the mass may be lost a bit and the continents will rise a little bit. This tendency of the continents to rise and fall is known as isostasy - i-s-o-s-t-a-s-y. Underline just that little definition there please. We'll come to that later on. They repeat it, they explain it a bit more - we'll come to that just now - as long as you understand that first part. What happened with the continents, continents, you know. Why they're rising a bit and then sinking a bit into the mantle. Continental drift or the floating continent theory, now we come to that. Have a look on page 5. I want to finish page 5, just this one page, and then maybe these sketches. What I have on page 6 for you, and then maybe next time we'll start with something different again, see? All right, the theory. The theory, where do they get this from, the explanation they just gave us. Where do they get the theory from? Er, where did they get that from? Let's see on page 5. In 1912, Alfred Wegener, a German scientist, underline his name please, a German scientist, suggested that the earth's crust once consisted of only two large pieces. Right. Let's repeat again. This specific German scientist suggested that the earth's crust, that outer layer, once consisted of only two large pieces, now we don't just have two pieces any more, we have different continents, hey? But now let's come to that, we'll come to that just now. There was one large piece in the northern hemisphere which we called Norasia and another large piece in the south which he called Gwondoland, Gwondoland. He suggested that these two large continents broke up, and that pieces drifted apart to form the continents as they are today: just one big one in the northern hemisphere, a big one in the southern hemisphere. And then something happened, we'll come to that, and they drift apart, these two pieces of the earth. Understand what he wants to tell us, there what he, that was his theory, see? We'll come to that just now. Since Wegener, other er, since him, Wegener, W-

e-g-e-n-e-r, since Wegener, other scientists have investigated the possibility, other scientists, hey, they have investigated and we have what they found. And it is now clear that the continents have not always been in their present position. They haven't always been in their present position. And movement over the earth over millions of years is quite feasible. We can believe that. Movement over the earth over millions of years is quite feasible. What I want you to underline there is the name there and then this last little paragraph, the last one. Other scientists have investigated the possibility and it is now clear, that part, that the continents have not always been in their present position. Movement over millions of years is quite feasible. How is any movement possible? This is now more important, the next little part. How is any movement possible? Consider the following. Consider the following. A crust consists of light material. Consider the crust of the earth consists of light material called sial er sile at least, file. The crust has only an average thickness of about 30 kilometres - I think we must shut the door [noise outside]. Right, just repeat those, number 1, 2 and 3. Consider the following. The crust consists of light material called sial. The crust has only an average thickness of about 30 kilometre and the crust rests on or floats on a much denser material in the mantle. A much denser material in the mantle. Imagine a stone stuck in the tar of the road [reading from book]. I'll explain that to help us understand a bit better. Imagine a stone stuck in the tar of a road. On a hot day you will be able to move the stone slowly through the tar. [still reading] Is that right, that you understand? The stone can be compared to the continents or the crust and the tar compared to the mantle, so it will move a little bit, see? What force will move the continents? Let's come to that. We also have a little sketch here to show you. Umm ja, I'll finish this part. If you were to drop a cork into a pot of boiling water, it would move about on the surface because of the moving water, boiling. Right, drop a cork into a pot of boiling water, boiling. It would move about on the surface because of the moving water. Look at the diagram below. It shows that the mantle has currents of movement in it. [reading] Currents of movement. There they show you the sea level. The continent, the mantle, the ocean floor and currents of movement, those two arrows that show us. Currents of movement. These currents of movement are probably related to temperature differences within the mantle, getting colder and getting hotter. See? Warmer. And then you get the movement there. Currents of movement. Now currents of magma move below the continent. They tend to move it along. Currents of magma move below the continent. They tend to move it along the continent. See? Below the continent, and then it's also moving moves onto it also, the crust also. According to our time scale, this movement is extremely slow. Only a few millimetres over hundreds of years, see? Very very slowly. It has been calculated that the continent of North America is drifting 2 metres every century. So it's very very slow, hey? What I want you there to make sure that you have, that you underline and that

could be important to us please is the last part: these currents of movement - that part - are probably related to temperature differences within the mantle. And then, currents of magma move below the continent. They tend to move it along too. Move it along. According to our time scale then, the movement is extremely slow, only a few millimetres over hundreds of years. And the last sentence too: it's been calculated then that the continent of North America is drifting, to show you, two metres every century. See, that sentence too. Then they have sketches here, diagrams and sketches to show you, on the next page, page 6. Maybe we can have a look at that too quickly. The first one they show us the land there. Let's just first look through all six of them actually, so that we know what's going on and then we can maybe look at each one on its own. Land starts to erode. Land eroded. There they show us. Sediment deposited in sea. That is when the er the part of the er crust is being changed a little bit, just dropped a little bit. Then on the third one, the land rises. The crust rises a little bit. See, when that sea bed and that part of the sea umm then sinks a bit. All parts of the earth's crust are in balance according to mass. And then millions of years later, what happened? Land eroded, therefore become lighter. Land eroded, therefore lighter eroded material deposited in the sea. Down to the sea. Therefore weight on ocean bed heavier. What will happen - the crust will move up a little bit again, see? The continent or the er of the land part, see? When it moves to the sea bed, all that eroded part it will \$\$\$ press up that other part a little bit, that is the one, the lighter land has risen again. Millions of years of years later, our restored again and then it starts all over again. Rocks and eroded rocks flow down to the sea, and that part goes down a little bit, see? And then the other part rises. Er land rises again. That top part picture of number c) see? To show you that there's always movement, even if it's very slowly. Very slowly, but there is movement all the time. See? All right, I think just up to there for now. Then I want to hand out what we have here. Let's just first hand that out then we can see what I have here for you. [hands out] It's the next chapter actually. As soon as they have handed out, just start reading on the first page, hey? Please just read the first page. We come to earthquakes and volcanoes, see? This is different from what we had in the first chapter. Just hand out. We won't be able to finish all of this today. But the you have it for a week's time. That's for Monday, ne? Thursday we're writing a test. [Students read]

All right, you just read that first page. It's based on what we just had now, on the first chapter, see? Just read through that first page on your own. You'll see it's the next chapter. Crustal/ forces. Internal or idiogenic? forces. That is what we are going to find in the next chapter. All on that, crustal forces. Did we hand out to everybody? Nobody was absent, that's OK. [Pages handed out]

All right, let's just have a look at page 1 there. We can try and finish this one page. Won't be able to finish all but we hand it out now. Crustal forces. Now we just had in the first chapter now, movement of the continents and why, what happened, and now let's see. [reads] We saw above that the crustal forces are those that have their origins inside the earth's crust and produce changes in the crust. The first sentence there. We saw above that the crustal forces are those that have their origin inside the earth's crust and produce changes in the crust. Changes, hey? Under this heading, two types of force can be distinguished. For instance those that are of continental extent and those that are of regional extent. We come to that just now when you understand a bit better: the change in the two types of forces. Forces of continental extent. As a rule these forces operate very slowly, that's important, very slowly, and are responsible for large scale changes in the continents and oceans of the world. And are responsible, that part as well, for large scale changes in the continents and oceans of the world. Scientists have proved beyond all doubt that continents are subject to vertical movement. Vertical, not horizontal but vertical. That continents also move horizontally is being supported by modern research to an increasing extent. Only those few things that I told you to underline, that is important there. Now isostasy and the vertical movement of continents, we come to that again now, that's why I said it was based on the first chapter's work, see? Because continents are constantly being lowered by immersion and because the material is being deposited in the nearby oceans, the balance between the continents and oceans is being disturbed. Right, just repeat that, because the continents are constantly being lowered by erosion, by or being eroded by erosion, flowing to the sea, and because the material is being deposited in the oceans, the balance between the continents and the oceans is being disturbed, that's what we had in the sketch, of what they showed us in that previous, on that previous page. For instance, the land surfaces are being reduced to lower elevations above sea level while the oceans are being lifted up. In order to compensate for this, the earth reacts like a see-saw, moving up and down a bit, see? While the section that is becoming lighter rises, the section that is becoming heavier, sinks again. In this way the balance is restored again. See? Moving one side er sinks on one side a bit and then rises again to get the balance back again. The balance of equilibrium in the earth's crust between the continents and the ocean basins is known as isostasy. Don't worry about this er definition because we already underlined the one on the previous page so leave out this one. Note that isostasy is the state of the earth's crust and not the crustal force; it's just the state of the earth's crust. Just what happens to the crust, but it's not the force, it's a separate force that on one hand maybe umm force up the crust. It's not a force, it's just a er a state. [reading] To illustrate this further, we can visualise two blocks of wood floating in a dish of water. Just to show us we have there, umm an explanation. Two blocks of wood, floating in a dish of water. They are floating in the equilibrium. If we

know now saw off the section of one block, think of the erosion of the land surface, see? One side, place it on the other block. On top of the other block. Compare them. This block will sink deeper into the water while the other will rise slightly, just to show us what happened there. Both will return once again to a state, to the same state that they were before, see? The fact that the outermost part of the mantle is plastic almost fluid, makes the restoration of this state of balance possible. Don't worry about that. That's just to explain us, the same as what we had in the previous er on the previous pages. Through the subsidence of the ocean floor under the great weight of the sediments, fluid material in the outer mantle is slowly forced under the continents from beneath the oceans. Just underline that part. Fluid material in the outer mantle is slowly forced under the continents from beneath the oceans. Just that bit there. In this way the continents are raised. See? In this way the continents are raised. Then, next paragraph. Ice sheets have the same effect on the crust and disturb the isostatic (?). Don't have to underline that. Leave that out. During the most recent ice age in the North Western Europe, the ice cover was about 5 kilometre thick in the region of the gulf of ?Bartholomew. Just to explain that a bit more. Then this tremendous mass forced the earth's crust to be depressed by about ,75 kilometre. As the ice melted again, the crust was relieved of its mass and the land began to rise to its original position, see? Since 10 000 years ago when this ice age ended, this part of Scandinavia has risen about by about 100 metre. Just to show you there. All of what we already had in the first chapter, see? To explain it a bit more. Now number two. I think we just move on to number two. Horizontal movement of continents. Horizontal (?) ja, horizontal movement of continents. Let's start there, just to finish that part. While we now no while we now no longer have any doubt that continents are subject to vertical movement, we may wonder whether earth as well. The theory of drifting continents, let's come to that, that's also what we part of it what we had in the first chapter. We come to that back again now: the German scientist, ne? What he umm what he discovered. For many researchers, the remarkable similar similarity in the shapes of the coasts of the various continents between for instance between the east coast of South America and the west coast of Africa is obvious proof. The German professor there they've got him again, that thought that that this similarity was more than coincidental. In 1912 he published his theory of drifting continents. Just underline that theory of drifting continents there. Which was later to become to become famous, very famous. He expressed the opinion that since continents consisted of the light granite material, sile, they were capable of floating or drifting on the (?). According to him, all the land at an earlier stage formed part of one great continent, we had that just now, which he called Panthea? from the Greek word. Don't have to worry about that. Just to explain it a little bit more what we had in the first chapter. Eventually this continent which was supposed er supposedly

located around the south pole began to break up, and various sections moved apart very slowly until they assumed their present positions. Just to explain what he er discovered a bit more. In detail. The major force responsible for the breaking up and horizontal movement of the continental masses were according to Wegener to be found in the difference in the rotation speeds of the poles and the equator. Just mark that little short paragraph there please. The major force responsible for the breaking up and horizontal movement of the continental masses is according to Wegener to be found in the difference of the rotation speeds of the poles and the equator. This force would have produced movement towards the equator. Ja, and now that as well. This force would have produced movement towards the equator. A smaller force, namely the gravity of the moon, would have caused a tendency for movement in a westerly direction again. As a result, the \$\$\$ ja where are we now, the continent would have broken up in a western path, ja, and eastern path (?). Ja, don't worry about that. Just fill in there. At the same time the movement of the sile in the denser (?) would have caused the (?) edges of the continent to be thrust upwards and in so doing would have produced the great mountain ranges. Just the part we underlined, that first three, number 1,2, and 3. Ja, first three sentences there. (?) Just see. We want number 2 on page 2 here again. They come to the sketches. I think maybe just read number 2 on your own again. It's also based on the first chapter's work. Just explain it a little bit more. Just read it quietly on your own. Two, up to before a), see? On page two? Just before the end of that one er one side of the page, next to the sketches. Then we can start on rapping? again. [students read]

End of tape.

1 August - Geography Academic - Suna

T: This one, with the sketches on, we'll start on that one please. Page two. All right, then I want to hand out a little more for you. \$\$\$ [hands out material] Right, then we start off on this one first. This one. Have you got that one with the sketches on? Right. Now there they show you on the sketches first. We're busy with the theory first of drifting of continents, right? Do you remember last Monday we started this one, or we were busy on this. The theory of the drifting of continents. Now the sketches. I just want you to have a look at the sketches. First two million years ago, that first little sketch there. They show you the theory they had on that or at least they still have it. The continents all umm not drifting apart but still actually one part, all one part. And then the next one, 135 million years ago, how they started to drift apart. Can you see that there? They show you there. And then even recently more recent, 85 million years ago, that's how they looked then, the different continents, see? drifting apart. Now in the middle of this page, page two there, er just in the middle we start off with Most South African scientists, have you got that? About in the middle there, more or less in the middle. Most [reading] South African scientists support this theory and increasing numbers of scientists worldwide, got it? are also accepting it, this er theory of the drifting of continents, how they drifted apart. See? The following evidence has been advanced for the theory in the last few years. See? Now we come to that. They've got about four points on that. As mentioned above, the similarity of the eastern coastline of South America. Now on the bottom sketch, now you see South America on the left hand side, the bottom of that sketch there. There, here, South America. [indicating on sketch] They show you there when they talked about it there, how it could fit in in the bottom part of Africa, see? Can you see that on the sketch? Right. Umm then ja, eastern coastline of South America and the west coast of Africa has received much attention. Then: attempts to fit the two continents together at various levels above and below sea level have indicated that the two match almost exactly. Almost exactly. The two parts, or the two continents, now. A depth of 2 000 metre below the present sea level, up to there, they show that they could have fit in there, could have fitted in there. If these two continents were joined at an earlier time, it is easy to understand why their plant and animal life is so similar, that's an important point, why their plant and animal life is so similar still today. It is also clear why certain plant or animal species are found only on certain continents. They developed only after disintegration had occurred. Ja, the discovery of fossils of some similar plants and animals support this argument, see? You find the same fossils, same plant and er animal life in both these two

continents. Fossils of a certain fern have been found in South America, South Africa, Australia and within 500 kilometre of the South Pole er Antarctica but they have been discovered nowhere else in the world, only because of the continents that formed one part at first, see? That's the theory they have on that - that middle sketch, where there was still not, haven't drifted apart yet, see? Then, the third one: some mountain ranges on these continents end rather abruptly near the sea - very close to the sea. /If the continents were joined together as suggested above, the mountains of the South Western Cape, ja, South Western Cape, on our bottom sketch to the there, the point there, Cape Town where Cape Town should be should be there, on the bottom sketch, South Western Cape, ja, would fit the Sierra de la Venta Mountains all consists of the same type of rock, displays similar structures and are all equally old. Now the mountains there, they er the Sierra de la Venta is in South America just across there, across the ocean there more or less on the same er height as that er on the same level as South Western Cape, see? That's that mountain range in South America. The same rock, same type of rock and equally old, see? /Proof of glacial deposits of identical age is found in the continents of South America, Africa, Australia, India, see? Because they were joined together, that bottom sketch again, they show you South America, Antarctica, right the bottom /sketch, Australia, see? India, there they show you India, all drifted apart already. Then [reading] today these continents are located far apart and are not regions of glacial formation, not not any more. Not part of Antarctica any more. Then that these deposits are found on these continents and that they experienced simultaneous Ice Age can be explained only if it is accepted that at one at one time they were joined together, right? So those four points there, that is important for us, those four different points there. Then we came to we come to at least we come to warping. Just next to it warping a). We'll come to that just now. We'll come to warping and then to folding on the next page. This page that I handed out. First here warping and then on this one that I handed out, folding. I just want to finish these two forces today. We come to that quickly. Warping. Some parts of the earth's crust are fairly stable. If weak horizontal stresses are applied to such parts, small irregularities result. This surface bends in much the same way that a record warps, see? Like that. They show you here what warps actually the sketch here on that warps on warping on the next /page, there they show you. It's a bit vague there, but maybe you will be able to see it. That is warping in South Africa, the earth's crust warping like that, doing that. see? With low lying areas in between. Warping like that. To explain it a little bit more just /now. The earth's crust bends, see, in much the same way that a record warps. As a result, broad, flat, irregular distributed swells are formed. Swells? Swells, going like that, hey? Swells. Er then, between them there are shallow depressions or hollows. See, low lying areas. Hollows. Between the swells. South Africa has also experienced warping in the

fairly recent geological past. These swells are not very prominent, but they are nevertheless sometimes sufficiently elevated? to disturb or modify drain, drain, drainage. Drainage, /ja. Just see on this one, draining and of longer duration, ja. Let's just wait there a little while; I just want you to underline a few things there, a few important things. Some parts, that first line, of the earth's crust are fairly stable. That you must underline. Then, if weak horizontal stresses are applied to such parts, small, irregular abnormalities result. That sentence as well. And then, the earth's surface bends in much the same way that a record warps to show you, so that you can understand it a little bit better. That one as well. As a result, broad, flat, irregularly distributed swells are formed. Between them there are shallow depressions or hollows. Up to there we underline, see? Er we'll explain it a little bit more. On the next page we go on with warping. Just leave out the top paragraph and then we go on, it's still part of that. Here we come to these swells in the middle here, in the middle of that long paragraph, the second paragraph. Warping, first second paragraph. These swells that we just talked about are not very prominent, but are sometimes nevertheless sufficiently elevated? to disturb or modify drainage. That's where we end off that first page, see? We'll go on here: drainage. The swell for instance which stretches from the Kamiesberg near Springbok in the west past the Boegoeberg Dam near Upington to the Witwatersrand has made it's presence felt. Ja, the swell that er higher area, see? Then the north flowing (?) and Hartbees Rivers have been obstructed in their flow, and large pans like Vanwykslei and Verneukpan have been formed. Low lying areas again, see? See the swell and you get the low lying area, see? The Etosha Pan we know or at least may have heard of the Etosha Pan in South West Africa, in the north of South West Africa, as well as the Makaripari? Pan in the northern Kalahari are situated in such a down-warped warped depression - a down-warped depression. See? Down. Low lying part. Ja, up to there. This these last umm the last paragraph is just to discuss it a bit more, to tell you where in our country we find those low lying parts, and so that's not for you to underline anything there. Just as long as we know what is warping. Then we come to folding. Now let's quickly try and finish folding as well. Warping then folding. Then we'll do faulting the next time. /Folding. On cliffs or road cuttings we often see how the rock layers are bend or folded. Underline that. That's where we can see this er what they discuss here, where they build roads, we often see how the rock layers rock layers are bend or folded. This occurs particularly in sedimentary rocks. This occurs particularly in sedimentary rocks. We've already had that. Sedimentary rocks. Such folds are formed when the rocks are sufficiently plastic, plastic, soft to bend, when strong forces act upon them over long periods of time. That sentence is important. Such folds and there you can

understand it a little bit more, explain it a bit more. Such folds are formed when the rocks are sufficiently plastic, able to fold, to bend or fold when strong forces act upon them over long periods of time, right? Rocks are only plastic when both temperature and pressure upon them are high. Right? It's easy to understand that. Rocks are only plastic, easy to bend, when both temperature, hot weather, cold weather and pressure upon them are high. This we only find at depths. In contrast to warping and faulting, we'll come to faulting later on, therefore, as we shall see later, folding never occurs at the earth's surface but well beneath it. That's also important, see? In contrast to warping which we can see, those swells that we can see on the surface, see the er swells at the low lying parts and the high parts, we can see on the surface, but folding is inside, in the earth's beneath the earth's surface, at least. Ja. Folding never occurs at the earth's surface but well beneath it. So that is important there. The overlay er lying layers must first be removed by erosion, erosion is important there, before folds become visible at the surface. Erosion happens and then folds become visible at the surface. Three simple types of folds may be distinguished. Just next er underneath that picture there, sketch there. Warping in South Africa, Southern Africa, there they show you. Upward axis, those lines there and depressions, just before we read on. Depressions. The low lying part see? On the sketch, on that top one there, the top sketch. It show you the low lying parts and the upward axis. Three simple types of folds may be distinguished. A monocline is formed where the forces acting upon the layers are not very strong. A monocline is formed when the forces acting upon the different layers are not very strong. This is a one-sided fold, for instance it consists /of \$ for ja for example horizontal strata folded downward and then continue to continuing in a horizontal attitude. It is not always easy to identify that monocline because the bend is sometimes so gradual that it occurs over a distance of some kilometres. Just that one \$ sentence there. In South Africa we often speak of the Lebombo monocline. This monocline in the Eastern Transvaal approximately follows the boundary between the Kruger National Park and Mocambique. There is example of that. Umm you can maybe underline - this monocline, ja, in the Eastern Transvaal follows the boundary between the Kruger National Park and Mocambique. This marks the transition from the already low lying Kruger Park to the even low more low lying coastal plain towards Mocambique, there near the coast there. If the compression is somewhat greater and the layers are also more pliable, more regular coastal folds are formed. If the compression is somewhat greater, underline there, and the layers are also more pliable, more regular wrinkles or folds are formed. Right? Wrinkles or folds are formed. To show you there, see? So that's a bit easier to understand. And then, the /upfolded section is called the anticline, and the down the downfolded section is called the (?) or the sincline. Sincline. If the compressional force was



equally strong both sides, from both sides, symmetrical folding <sup>2 more</sup> will be the result. The degree of compression, of compression <sup>handout</sup> will determine whether a upon or closed, upon or closed folds are <sup>gwr</sup> formed. We'll come to figure 3.8. This is 3.6 up there. To show just to show you in warping. And then we come to folding on 3.8. I just want to hand out here, two more pages quickly, also in connection with what we're doing now so that you can see on the sketches. [Hands out] \$\$\$ Just take one, then you just pass on, see? Just get those two pages. \$\$\$ Right, just this one sketch quickly on page 12 that we just handed out. I want you quickly to have a look at that one. This one here at the bottom, that sketch there, umm, there they show you anticline and sincline, see? On folding. That paragraph on /folding. That last paragraph on folding. The previous page. That last paragraph, and then they have the sketch on this next one, to show that, to demonstrate that one, see? If the compression is somewhat greater and the layer, just have your sketch with you, and the layers are also more pliable, more regular wrinkles or folds are formed. There they show you the folds or the wrinkles there, /see? In the sketch there. But now we come to the upfolded section is called the anticline. There you can see anticline on your sketch, the upfolded part. See? That is called the /anticline. Section. And the downfolded section, the sincline. There they have it, sincline also. Right, written in, see there, to show you that one. Ja?

S: Excuse me ma'am. The cause of this is the imbalance of pressure?

T: Ja, of compression. Of?

S: An imbalance of pressure.

T: Of pressure, yes, yes.

S: I'm asking ...

T: Oh!

S: ...is it an imbalance of pressure that causes the er | folds?

T: That's right, the fold! | Ja, the folds, that's right, ja, ja that's right. Then here at the bottom there, if the compressional force was equally strong from both sides, sin sin sintila sin symmetrical folding will be the result. Now there's the sketch there. Folding is easiest in sedimentary rock. See, there they have an anticline and a sincline. (?) or fault. There they show you again. Caused by folding. See? Caused by folding. Then I want you quickly to have a look at folding of the earth's crust, on this page here. Just a little bit more <sup>physical</sup> explanation. On this one. About this sketch here. Let's just <sup>demonstrate</sup> read what they have there. Experiment to demonstrate folding. <sup>action</sup>

See? Lift a piece of soft cloth. Place the cloth on a /smooth surface such as a table top. Then, fasten down one side with drawing pins. One side. Gently push the cloth from the other side. Right? Do you understand what they mean there? Fasten on one side with the drawing pins, and you just push from the other side. Push the cloth up a little bit. What do you observe? All right, can any of you anybody tell us what we will be able to see? If you fasten the cloth, say with drawing pins on these two sides of the table, and we have the cloth, and we push it up a little bit from this side to that end of the table, that side of the table, what will what will we be able to see?

S: The cloth will form folds.

T: That's right, it will form folds, see? It will fold up a little bit, see? That's right. Right, [reading], the earth is sometimes subject to great sideward pressure, sideward as well. This maybe due, for example, to continental drift, we'll come to that later. When this happens, parts of the crust are folded upwards then fold mountains are thus formed. Fold mountains. The tops of the mountains are known as anticlines and the valleys formed between them as sinclines. See figure 1.5. That is the one that we just looked at. To show you the anticline and the downward sincline. Folding is easiest then in that softer rock, sedimentary rock, more plastic. Then just something on faulting or rifting. We come to that later on again. I just want to quickly read that small paragraph they have on folding. Warping then folding and then something quickly on faulting. But we'll do faulting in more detail on Thursday. The earth's crust is made up of hard, rigid rock.. This rock is likely to crack if it is compressed or stretched. /Right? The rock is likely to crack if it is compressed or stretched. /When cracks occur in the crust, the earth's crust, they are called faults or rifts. Can you just underline that one sentence? Because we're going to explain it a bit more later. We'll come to that again on the next page. But just now so that you have a small definition. /When cracks occur in the crust, they are called faults or rifts, faults, faulting, we'll do faulting there. Faults may be very deep and they often allow magma to escape from inside the earth, thus causing a volcano. Right, let's just read that one sentence again. Faults may be very deep inside the earth and they often allow magma to escape, thus causing a volcano. All right, then. Faulting caused by stretching the earth's crust is called tensional faulting, and faulting caused by compressing the crust is called compressional faulting. Ja, you can just underline tensional, compressional. Faulting is often associate with folding. Faulting is often associate with folding. Folding and then you find the crack. There, faulting. That's right? See what they mean there? If you look at the bottom sketch again, you'll see the folds or the f the folding of the mountain there and then the fault, that crack there, right? That's what that faulting is, we'll come to that but the crack in the rock. The

crack there. All right. Faulting is often associated with folding. Most of the fold mountain areas such as the Rockies of North America or the Alps of Europe have numerous faults in them. Rift valleys and block mountains. Figure 1.6. Ja, the top one there, that top sketch. Just quickly finish this small part here then we can have a look at the top sketch. The cross between the faults may sink down forming a rift valley. The crust between the faults, we have the fault, the crack, and another crack, and crust between the cracks or faults may /sink down, forming a rift or a valley. This is sometimes referred to as a gr gray graben graben at least I think, g-r-a-b-e-n. On the other hand, a block mountain or horse may be pushed up between the fault lines as shown, see? If you have a look at the sketch, the direction of movement, two faults, cracks, the rift valley. Two faults again, cracks, and then rift valley and then that whole part is the earth's crust there. And then we come to double faulting, and faults may cause other features. Then I think this last er underneath that sketch, you can just read that part through quickly, on your own, before I want to come to a little bit more on faulting. Just read that part underneath that sketch. Then we come to our next page. Then we come to explain faulting a little bit more in detail. [students read]

They have there, while you're reading, study for yourself, fill in the missing word and see if you can identify those words that you've got to fill in there, maybe from the part that we just read on that on that left hand side of the page. Umm it's on rift valleys and block mountains are caused by. Then just read up till the end of this page and then see if you can maybe fill in on your own those two words there they want us to fill in.

[Bell rings]

TRANS 10

22 August - Geography Academic - Suna

T: All right, you've finished on ?flural erosion, those short notes, write short notes to explain a rapid, a waterfall, a kloof or ravine, permanent rivers. Periodic rivers and the episodic rivers. Let's just have a look at those notes. If you all finished?

Ss: Yes

T: Someone start for us and read? Anybody? What have you got on a rapid? Anybody? Yes please? \$\$\$

S: It was formed when an outcrop is (?) and also where (?)

T: /Yes, I wonder if you'd read a little bit louder maybe? Little bit louder.

S: (?)

T: Ja, oh all right, is somebody else wants to read? Somebody else what he's got on a rapid? Somebody else, -, come?

S: I think it's when an outcrop of (?) exposed by a (?) and also where a (?) downstream.

T: Yes, yes, all right, that's what we found in the notes. That's quite correct. Let's get to water, a waterfall. A waterfall. (?) one of the ladies. A /waterfall. \$\$\$ Just a short sentence. What did you write on that?

S: A waterfall. When water is falling or running down a steep slope.

T: Down a deep slope?

S: Yes.

T: When water is falling or running down a steep slope. Is that what it is? Ja, down a steep slope. Let's go on to a kloof or ravine. Anybody else? Something on that? A short sentence to describe that? Come, a kloof or ravine?

S: A kloof ...

T: Ja?

S: ... often develops as water causes erosion upstream.

T: If the water is eroded |upstream?

S: Small, yes. The flow is jagged, the speed of the flow is slow.

T: Ja, anything else? The water comes through a wide level plain and forms lakes, or lakes occur. Let's have somebody else to read the difference for us there? We've been with three sections. We need someone else? Come? Somebody?

S: The youth section?

T: The first, the youth section, /yes.

S: The gradient of the river ...

T: /Ja?

S: ... is con consid considerable.

T: Ja, |the gradient is steep

S: and flows into waterfalls at the upper end.]

T: Ja, just repeat that one sentence again Mr -. Just repeat that one sentence again. Just start it again.

S: My first section? The gradient of the river is considerable. Rapids may occur but waterfalls |are rare.

T: Are rare| or scarce, hey? Ja, and what have you got anything on the youth section there? Not? You finished that? The youth section and the last one, the old section.

S: The youth section.

T: /Ja? The youth section? |Anything that ...

S: The gradient| is steep.

T: /Ja? Waterfalls and |rapids

S: And waterfalls and rapids occur frequently.]

T: Yes, yes. The water is /clear. Anybody got that? That is also a difference there. Let's hear yours, umm Mr -.

S: Water is clear.

T: Ja, that's the youth section. Read all you've got on that.

S: The gradient is steep.

T: Ja?

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S: Upstream.]

T: Then a |kloof is formed.

S: A kloof is formed.]

T: /Ja. Right. Let's get to a permanent river. Permanent river. Anybody? The word tells us, yes? All right, one of the ladies here, yes?

S: A permanent river, rivers that flows throughout the year.

T: That has got water or are rivers that flows throughout the year. I couldn't make out that flow, that flows throughout the year. Yes? And the next one, the next one? Will you do the next one for us? Periodic rivers.

S: Rivers which flow yearly in the season when most rain falls.

T: When most rain falls. That's correct. The last one? Anybody else for us? Yes please?

S: Episodic rivers flow during periods of heavier rain.

T: Only during periods of heavy rain. Rain storms or so, hey? Or thunderstorms. That's correct. All right, let's get on to renewable, was that the next one?

S: No.

T: No first, characteristics, characteristics of the river, that's the first one. Characteristics of the river. The youth section, the mature section and the old section. Let's have a look at the umm characteristics of a river. Something to des or to er show what the difference could be between the two sections, the youth, the mature and the old section. Let's have a look, anybody wants to read to us what he's got there, on the first, the youth section? Come?

S: Gradual and steep rapids and waterfalls occur frequently. The mature section: the gradient of the river decreases considerably and rapids may occur but waterfalls are rare.

T: Ja, rapids may occur, but waterfalls are rare. Ja, that's one difference. Yes, old age section?

S: The old age section: the gradient is extremely small

T: Small, small, ja?

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S: Rapids occur frequently.

T: That's /right.

S: The water is clear.

T: Correct.

S: Suspension load is small.

T: /Yes, /yes.

S: Rapids occur frequently.

T: Ja, that's right.

S: It is twice deep as its width.

T: As its width.

S: As its width.

T: Ja.

S: Tributaries are short and steep.

T: Oh yes, you, did you write all of it out? You wrote out the whole paragraph? All right, and then for the mature section? What have you got there?

S: Rapids occur. Waterfalls are rare.

T: /Ja.

S: Suspension load is greater and water is dis|coloured.

T: Discoloured|. Right, ja, that is the difference there, then for the last one?

S: The old section?

T: Ja, /ja.

S: Gradients is small and speed of flow is very slow.

T: /Yes.

S: Often lakes occur. Meandering takes place to avoid (?)

T: And forms lakes, or lakes occur. Ja, that last one. Anybody else? That's got maybe has it in a different way or er anybody else who wants to (?).

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S: Between the three sections?

T: Ja, between the three /sections. Or have you got more or less the same. The same?

Ss: The same.

T: The same? All right, then we can go on, let's have a look at renewable resources and non-renewable resources, have you got that?

Ss: Yes.

T: All right, have you finished that? Let's just make /sure. All right, that was on page 37. I think maybe we can just read through here and then afterwards you can just read what you've got, see? Because it's all on that, this whole page, resources. Anybody wants to read for us? Got your page there?

S: Renewable resources are that which such as {plants, animals

T: OK, ja|. Have you got the page with you? Have you got the note that I handed out?

Ss: Yes.

T: Just get the note out as well. The note on resources, see? Then we can just make sure that we that we've got everything, see? Umm humm?

S2: This includes living resources, that is plants and animals, as well as soil. These resources can be replenished.

T: /Ja.

S: Man can plant another trees and animals can be bred.

T: That's right.

S: The water resources ...

T: Right, non-renewable?

S: Non-renewable resources. They cannot be replenished by man as was stated. They are non-renewable resources such as minerals and fossils minerals. Petroleum and ...

T: And coal. Ja, that was the difference between the two there, to show renewable and non-renewable, /right? Do you have that? Let's just read from the beginning everything on resources to make sure. Have you all got the notes with you? The notes on

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resources. Let's start here and then we'll just start on resources. Right on top, hey? Man uses?

S: Man uses the treasures of nature to supply his needs. In this way he obtains books, clothing, furniture and food. If you consider that (?) you realise that (?) the material (?) of the world's resources.

T: Yes, now we come to renewable, what you've got, and non-renewable. Let's just read the next /person. Got that? Read the two paragraphs for us, renewable and non-renewable.

S: These renewable resources, these living resources ...

T: Living resources, see it's underlined because it shows you what the important the important parts there, see? Er living resources, yes?

S: Living is [plants

T: Plants, ja].

S: and animals, soil and water.

T: Plants and animals as well as soil and water, those four. Plants, animals, soil and water. Renewable resources, see? Which can be replaced. Just finish that er there.

S: Living resources can be replenished.

T: Ja, or replaced.

S: Plants and other trees. Animals can be bred, water resources are replenished by regular rain.

T: Ja, that we know, we know they can be replaced by regular rainfall. Er just finish non-renewable as well.

S: Non-renewable resources they can't be replenished by rain, etc. They are non-renewable resources, non-renewable such as minerals and fossil fuels like petroleum.

T: And coal for instance, ja, they are non-living, that's the important er aspect there, they are non-living resources such as minerals, underlined, and then fuels like petroleum and coal to show you it cannot be replaced. Then primary activities. Let's go on to that part, yes?

S: Primary activities: through these activities man obtains his needs direct from nature, eg mining.

T: For instance, mining, coal, /ja.

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S: Catching fish or growing maize. There are five types of primary activities: namely crop farming, stock farming, forestry, mining and fishing.

T: Ja. That first part is important. Through these activities man obtains his needs direct from nature. That part, direct from nature. Mining gold, catching a fish, growing maize, these are five types, er there are five types of primary activities, farming, er stock farming, crop farming, forestry, mining, hunting, fishing. Let's get on to farming then first. We distinguish two types of farming [interruption at door] Farming. Umm, describe the difference between substance farming and commercial farming. Right, shall we go on to that then? Substance, did you all finish that, on the notes on that? Substance farming?

Ss: E

T: Finish the questions on that. Substance farming, commercial farming. All right. Who's going to read on? Let's go on? Yes?

S: Here the main aim is to produce provides in one's own needs.

T: One's own needs. /Ja?

S: And it is found exclusively among primitive societies. Sometimes a small surplus can be bartered for something else. These farmers can be divided into two groups, namely nomadic farmers and tillers of the soil.

T: Yes! Then, nomadic farmers?

S: Nomadic farmers are to be found in two regions only. One is in Northern |Eurasia

T: Eurasia|.

S: where they keep reindeers and in the Arab regions of Africa and the south western part of Asia where camels, goats and sheep are kept.

T: Ja! Then the last?

S: Tillers of the soil are primitive farmers and they (?) botches batches in the tropical forests of Africa and (?).

T: Yes, just as far as that first. That is now substance farming. Here the main aim that is important there, is to produce to provide in one's own needs, and is found exclusively among primitive societies. Then they made a difference there, nomadic farmers can are to be found within they have the regions

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there, nomadic farmers and tillers of the soil. Then when we get on to it, we also get intensive substance farming, and here we have intensive cultivation of the soil. Intensive cultivation of the soil. This occurs in South Eastern Asia with its dense population. Every available piece of land is cultivated but the production methods are still primitive. Right? Production methods are still primitive. The emphasis falls on the production of food like vegetables, wheat and rice. All right, let's hear commercial farming anybody? Something like that? Anybody on his own? Ja? Right?

S: Substance farming: it has a small piece of land (?) and production methods are still primitive.

T: That's /right, /ja, and what have you got there on er ...

S: Commercial farming/

T: /Ja?

S: The aim here is to sell the crops.

T: The whole crop? /Ja?

S: It is the general system in the developed countries. Scientific methods and machines are widely used.

T: \$\$\$ Yes. Anybody else? Wants to read what he's got on that?

S: Subsistence farming. The main aim is to produce to provide (?) among primitive societies.

T: /Yes?

S: Commercial farming: the aim is to sell the entire crop. It is the general system in the developed countries. They can, subsistence farming can be divided into two groups, namely nomad farmers and tillers of the soil.

T: /Yes.

S: Commercial farming. We can distinguish between four types. Arable, (?) irrigation and plantation but we are only going to do one.

T: Ja. Do maize. We are going to do maize. And then just one more difference. Modern machines for commercial farming. Modern machines. Scientific methods are widely used as well as fertilisers. To show, see, that it's modern and that it's commercial farming. Right? Then we can move on to maize farming in South Africa. Let's just finish as far as that and then we want to have a look at our test for Thursday. Maize

farming in South Africa. Our average maize production per year is more than 7 million tons and our annual consumption is 5 million tons at present. Under normal conditions we are able to export maize mainly through East London. In 1981 we had a record crop or record crop of 14 million tons. The average annual er gross income is R450 000 000. Then production areas. Now this part, the next part is more important, the production areas. Anybody to read to us that part? From the notes? Yes, all /right.

S: 90% of our maize in grown in the maize/

T: Quadrangle.

S: Quadrangle.

T: /Ja?

S: Between Ermelo, Lichtenburg, Ladybrand and Vryheid.

T: /Ja.

S: Requirements for the successful production of maize.

T: Requirements for the successful production of maize. Yes?

S: Well-distributed summer rainfall of 500 to 1 000mm.

T: /Ja.

S: Heavy showers and the possibility? of sunny days in between.

T: Yes.

S: A sunny, frost free period of 140 days.

T: Yes.

S: High temperatures. (?) Fertile soil rich in humous and ...

T: Nitrogen, /ja.

S: Nitrogen and well-drained.

T: And well-drained. That part is important, that whole paragraph there, yes, just finish the last paragraph.

S: Characteristics of maize farming. Machines and implements are used widely spread as well as (?) seeds which are included (?) often sprayed with light aircraft. Fertilisers are also used to improve the yield.

T: Yes, that's the characteristics of maize farming. And I think the notes we handed out went, is as far as that, is that right? We handed out as far as that? Yes. Umm I just want you to have a look at your atlas. You got your atlas with you? Just to look up these main areas for maize production. Just so that you know what that is, just quickly look up if you've got it with you. Ermelo, Lichtenburg, Ladybrand and Vryheid, just look it up. All right? [walks around helping students]

Then we will just go as far as our notes. Listen. I just want you to sort out what we are going to write our test on. Something there on the Netherlands for Thursday. Take out that quickly. The notes on the Netherlands we going to write on. \$\$\$ Just turn to your notes on the Netherlands there quickly. We still have to write our test on. \$\$\$ Chapter 5, we start on page 50. Fifty, 51 then 52 we said, 53 and 54. That part on the Netherlands. Have you got that with you? Got the notes on that? We can just go through that quickly. If there's anything that you want to ask or so, then you can just ask. That'll be the whole chapter then for Thursday. OK, just read from the back there and just ask if there's anything you don't understand. Right, everybody ready? OK, Right, let's start. Holland. Beginning, ja?

S: Holland is the main province of the Netherlands and the main (?), producer of the whole of the state. The Netherlands has a pivot pivotal position for obtaining grain (?). It also lies near the Dogger Banks for fishing and has a healthy climate just like the British Isles.

T: Ja?

S: It is a very small country with about (?) [bell rings]

T: Yes, just finish. Nevertheless.

S: Nevertheless, 130 million, 30 million people live there which makes the Netherlands the most densely populated state in Europe with 380 people per km<sup>2</sup>. Compare with the South African figure of 50 people per km<sup>2</sup>.

T: Yes, you can just go as far as that now, but remember now this is last term's work so try and make sure that you do well in this chapter, hey? Because it's the test that we were still er still from last term, see? From here, from 50 to 55, hey, 54, sorry, have you got all the notes? Do you want this that we just handed out, [helps a student].

[End of tape.]

TRANS 11

21 April - History Didactics - Sue

*Shows example of theme book to class*  
T: OK, we're going to carry on now with your theme work for the rest of this week. Up to date you should have finished the English activity except for the dialogue. All right, so on page two you've got your crossword puzzle here, the jumbled set there and we'll come back to dialogue. You may have left a page for the Xhosa work, for the creative writing. If you haven't it doesn't matter, we'll come back to that; your time line you must have finished by now or you'll do it in your own time - I'm not spending more time in class. Remember your map: this is done correctly - you cut the map out and supply the answers here. OK, they're all correctly done. Remember that the book with this information is in the library under the counter. Just ask Mrs- for Understanding our past standard 3. All right now, today we're going to go on to the last one. If you have a look at these pictures of Greek architecture, what do you remember the Greeks are famous for, for their architecture? What did they use in their buildings that later on the Romans copied and we still copy today, if you look around you, in the big centres, like Port Elizabeth and Cape Town, Johannesburg. We'll see buildings that use a certain form of architecture. What is it?

S: (?)

T: All right, good, you're telling me Doric. Do you remember any of the others?

S: Ionic.

T: All right, Ionic and Corinthian. But what are they? They're the columns. The different types of columns. So the Greek people were the first people to use columns. Later on the Romans copied them. We still copy them today, especially banks or very impressive buildings, you will see columns outside. OK, now do you remember, when they built the Parthenon, because the Greeks liked beautiful things; they liked things to look absolutely perfect and in perfect balance, and so when they made these columns they did something at the top of the column so that when you looked at it would look perfect. Do you remember what they did? \$\$\$ They actually thickened the column a little bit up at the top, because when you look at things from a long way away, they're inclined to get smaller, right? They actually thickened them so that when you looked at the parthenon it would look absolutely straight. Now they went to all that trouble because they felt that the visual beauty was very important. They didn't build buildings just to be functional, for a purpose, they built things, buildings to be beautiful. Now that love of beauty carried on into other things. We know that they had many famous sculptors, and they also are remembered for their vases.

OK, this is one of the examples of the Grecian vase. Of course, much, much bigger. And do remember what they put into these vases? What did they put in?

S: It was things, some flowers and things.

T: They didn't, no, they didn't use it like we would use it, for decorative purposes. These vases were very functional: they had a function in their daily lives. These days we are inclined to just decorate it and call it a vase, but in those days what did they keep inside?

S: Water.

T: Water, yes.

S: Or oil, wine.

T: Wine, oil. So it was a store, used for storage, and oil, water, wine, any kind of liquid would be kept in here. The other thing that you would notice particularly about the Grecian vases were they were usually this tan colour, light brown and then the decorations that they did on them were? brown or black. So very often the traditional colours were tan and then the decoration in dark brown or black. Now of course they weren't just that shape. Here are examples of other types of Grecian vases. Again, you'll notice that the shape to the Greeks <sup>shows</sup> is very important. Although they were storing water or oil or <sup>examples</sup> very ordinary everyday things, they still wanted it to look in <sup>looks</sup> beautiful. If you look at the decoration - you can't see from there, but later on I'll let you look more closely - this is where much of our knowledge of History comes from, not just from the written word but from umm vases and things that they have found, urns that they have found long ago. When you look closer, you'll be able to see the animals that they used, the weapons that they used, umm this one over here shows their farming-horses and a very old kind of plough, and it looks like they're growing wheat. So much of our knowledge is based on the pictures, also the kind of clothes and we gain that information from these urns. OK, now I said that we would use this as a Art activity which you could do with your children. What you can do, because the Greeks umm emphasised the importance of beauty and perfect balance, see that these vases are the same, they're <sup>shows</sup> symmetrical - the one side is the same as the other. So you can give your children templates of a vase; give them paper which <sup>the vase</sup> all you have to do [demonstrates] is bend over, put the straight edge on the fold, take your pencil and draw around, still keeping your paper folded so that the one side is exactly the same as the other side. Cut out with your scissors, so that your one side is the same as the other side. Your one side exactly the same as the other side - do you follow? OK, so you take, maybe you take another vase. You find the straight edge, \$\$\$ put it against the

edge, go round with your pencil and cut it out. This is a very informal way also of introducing your children to symmetry which they will do in Maths later. You don't have to tell your children that you are teaching them symmetry - you're not. But in an informal way they are seeing that this half is going to be exactly the same as that half. Follow? Right. Umm I'd like you then, once you've cut out the different shapes of vases, I'll stick this up and I want you to have a look carefully at the types of decorations that these vases have, so that you can try to copy some of them. Some of them obviously tell some kind of a story, others are patterns, OK, so that the first thing to do is fold your paper, cut out the template and then decorate, following more or less the patterns here. You look at the patterns and then interpret it yourself. You can put in some of your own ideas. Right, that's what I want you to do today, and I want it finished by the end of the lesson, so you must move quite quickly. \$\$\$ There are a number of templates - take one and then hand them on to other people. \$\$\$ Hand those out. Hand those out to the other side of the class. There are 4 different types of vases, so you should have four different ones.

[students work]

You're not going to do it straight into your books. Put it on paper so you're sure it's correct.

Right, you fold your paper; watch carefully so that you know what to do. You don't have to fold it in half - you don't need that much, just take a little bit and fold it. \$\$\$ You don't have to fold it in half. Take your template, put the straight edge of your template onto the straight edge of your paper. Hold it there steadily, take a pencil and draw around the edge in pencil. Pass the template on to the next person and quickly cut it out; do your next one. OK? Put your hand up please if you have any problem with that.

[students work]

OK, when you cut it out, just have a look here please, when you cut this out, please hold the two pieces of paper together; you don't open it and cut half; you're still closing it and cutting it.

[students work and help each other]

The only edge you don't cut is the edge on the fold. You don't cut the fold.

S: So ma'am, each one must have four different vases?

T: Yes.



[students work]

[T helps students] OK, fasten that here \$\$\$ How many templates have you got? \$\$\$ How many templates do you have? Two. ||How many templates?|| \$\$\$

OK, can I have your attention? Some of you are wasting time by sitting waiting for scissors. If you've cut one out, while you're waiting for scissors, I'll put Koki pens on you desk so you have something to carry on with. So while you wait, go up, have a look at the pictures, look at the different styles, remember the main colours that we used, and then come back and start decorating while you wait. \$\$\$

No, you don't have to copy exactly; do your own thing; I just want you to look at, for example some of them have farming things, some of them have people, looks like playing sport, (?) fighting, just so that you know the everyday things that they did.

[Bell rings]

TRANS 12

25 July - History Didactics - Sue

T: OK, let's, just go with this /group. Yes.

S: The discovery of gold in [their town] affected the lives of people in the area. The introduction of new machinery for mining purposes.

T: Yes?

S: Creation of opportunity for a lot of people. Creation of job opportunity for a lot of people inside and outside [their town].

T: /Right.

S: [Their town] became overpopulated and housing becomes a problem. \$\$\$ [Their town] would improve being (?).

T: So it would improve?

S: Yes.

T: /Right. OK, let's just take the points and then we'll discuss them. Next group? OK. The back group.

S: The standard of living would be better. (?) Fathers won't be leaving their homes to find work. (?)

T: So the family life would improve?

S: in which the (?) because the fathers worked (?)

T: OK, coming here, OK. \$\$\$

S: The rate of crime would increase.

T: Right, good, nice points of view.

S2: International activities that (?)

T: Which activities?

S: International activities.

T: Like?

S: There'll be investors.

T: /OK. Next group?

S: The population is going to increase. It means that there should be able to be enough accommodation in [their town]. It would solve the problem of unemployment. [their town] would be one of the big cities in South Africa. There would be a lot of shops and supermarkets too to provide for the population (?).

T: OK. This group?

S: All our points have been covered.

T: All of them?

S: Yes. (?)

T: Right, back group?

S: (?) That is air and land pollution.

T: OK. \$\$\$ Air pollution. Did you mention any other? Environmental problems?

§

T: Just air.

S: Air and land. To solve the problems. \$\$\$

S2: There will be more facilities. (?)

T: OK, I think that was a good point to end off, because I see that that group was trying to divide the problems down into umm into <sup>down</sup> sort of groups of umm social and economic. \$\$\$ OK, when you <sup>social</sup> have a problem like this, it is perhaps better or easier if you <sup>economic</sup> do think of all the economic things and therefore all the social patterns. You'll find that they are also umm quite closely related. Now the first thing that most of you realized: if we discovered gold right here, there was going to be a great influx of people. With the influx of people, you're going to get certain problems. They're going to need housing. If there's a housing shortage, what will develop?

S: Slums.

T: Slums, OK. Now if you've got slums, then what happens?

S: Disease.

T: Right, there's disease.

S: Crimes.

T: Crime because people are overcrowded and tensions develop in that situation. Crime escalates. So, from there, a whole line of problems will arise. OK? But if you have gold, a lot of people will come but there will be job opportunities created. Following a different tack, somebody said that umm there will be, because there are more people there will be more education. One or two points that you've raised here, I think we could disagree on perhaps. [Their town] will change from a town into a city. Do you think that will be an improvement or not? Who of you would like to see [their town] as a city, and who of you would like to it to stay as a town, as a nice quiet rural town? Who wants it as a city? [laughter] Why do you want it as a city?

S: I'd like to see how how it would be like.

T: Why?

S: I'd like to see how it would be.

T: OK, you can't really imagine, but you'd like to be part of that growth.

S: Yes.

T: And watch it grow? Yes? [to another student]

S: The people who are living around in these very small towns it would be easier for them to do their shopping than how it would be in a city. In small towns there are very poor people (?)

T: OK, so if it was a city, shopping would be more easy, OK would be easier, /good. Is life in [their town] exciting?

Ss: No; yes.

T: Well, if it was a city, what would be more exciting? What would be changed?

S: Life.

T: Life? [laughter] What kind of life where you talking about?

S: Modern life.

T: Be more specific than modern /life.

S: There would be more social activities.

T: More social activities like what?

S: Like recreation.

T: OK, you're not going to live so quietly and you might have to question or change a bit as you mix with other people?

S: Yes. Misunderstandings.

T: There may be misunderstandings? Why will there be misunderstandings? Is it a language or a cultural problem?

S: A language and also a cultural problem.

T: Both, all right. What else?

S: I think there's no problem.

T: Why?

S: Because we learn about their culture in their company.

T: So you think one would be enriched and benefit from that experience?

S: We will learn to know each other \$\$\$ in a sense.

T: Right, OK. Any other ?

S: I don't think it will be bad because of their skills. Maybe they will be different and could be shared.

T: So you think one could gain from it, learn from each other? Yes?

S: And even for me too. I think it won't be a problem because there will be cultural development. I mean everyone is going to have, is going to know one another's culture and I'm sure the culture's developing. We are supposed to know each other and I'm taking that as one even if he is a Xhosa or I meet a Sotho, what? I think that is something that is (?) to me. As far as I see, I see no problem.

T: You see no nobody misunderstanding one another? No Sothos trying to stay as Sothos or Xhosas trying to stay as Xhosas?

S: Even if it is like that, ultimately people will get er understand each other. Ultimately.

T: Thank you. That's a good word. He says ultimately they will understand one another. Do you think in the process of getting to understand, will there be problems?

Ss: No.

S: It is possible.

T: More recreation. Right. Facilities.

S: Party activities.

T: More [laughter]. Yes.

S: More er social activities like er entertainment like drive in also like Kentucky or Mr Rooster.

T: OK, there'll be more social and more formal things that you can go to like, besides the discos, there'd be theatres and dramas and films and drive ins and so on. OK? Now those of you who do not want it to be a city. Why would you like [their town] to stay the way it is?

S: What we have is so much environmental problems like we have mentioned like air pollution and land pollution.

T: OK, so you don't want to live in a city that's full of smoke and cars hooting and so on. Good point. What else.

S: In a city there are crimes. Here there won't be too much crimes.

T: OK, in a quiet rural area there's not usually so much crime You don't have to be quite so scared when you walk home at night, perhaps, that you might be mugged.

S: What I would think is that in order of the fact that there will be problems. There will be the Sotho will mix with the Venda and so on.

T: And is that going to cause a problem?

S: It will cause a problem, yes.

T: OK, that's an interesting point that in the city, you're going to get all different types of people mixing with one another. Do you think that is a problem? Your Sotho mixing with your Venda mixing with your Xhosa mixing with your Zulu. Is that a problem?

Ss: @@@ and \*\*\* [loudly!]

T: Maybe put your hands up and tell me why it is a problem or is not a problem. \$\$\$ Yes?

S: I think it will be a problem because now we have different cultures in our groups. We won't live so quietly as before.

about the Natal unemployed people who rush here to get jobs on these goldfields. They might then have left families. So where it would improve the local families, people that move in may have a problem. OK, now we've been discussing what we'd have here if gold was discovered right here and right now. Let's try to go back and think about when gold was discovered in the Transvaal. Do you think the situations, we can compare the situation we've been talking about with what happened in the Transvaal? Do you think we can make a comparison? Let's see? \$\$\$ OK, again we're going to think roughly in economic and social points er factors and I'm expecting you now to cast back to your high school maybe even senior primary days when you did History at school. Now what we want is the things that happened in the Transvaal when gold was discovered.

S: People rushed.

T: Right, good. It's the same thing that we've been talking about. There was a great influx of people. Which people were they? Remember the Afrikaners were there, farming.

S: English.

T: Right, many of them were English, or other European countries, mainly English. Umm, French or German or Italians. OK, do you remember what we called the what these people were called.

S: Uit uitlanders.

T: Right, they were called \$\$\$ uitlanders. What other people came, looking for work?

S: Indians.

T: No, not many Indians.

S: Blacks.

T: Many many black tribes. Many black people. Umm, so you had lots of people coming. What were some of the problems that arose from that influx?

S: Many of them (?)

Notes  
board  
T: OK, let's come back to that in a moment.

S: Shortage of houses.

T: Right, shortage of houses. And there was no planning. Because things happened so suddenly they hadn't been expecting to find gold. And so the Transvaal government which was basically a

T: I think it is possible that there may be misunderstandings and so on along the way but ultimately it may be a beneficial thing. In between, some people some places may have the problems. OK, but you do realise that some of you here are believing that it would be much better to stay in a rural community. That you like it in [their town] where it is nice and quiet, where the air is clean, where the water is unpolluted, the noise level is lower umm and life is probably a lot slower and quieter, you know your neighbours, you know that you are far safer from crime than you are in a city. OK, then if it changed to a city, there would be many, many changes. Umm, some of you believed that the standard of living would improve. There again it might, it may not. What do you think? [their town] changed to a city. Lots and lots of people moved in. Would our standard of living improve?

S: Yes. First of all, the streets of [their town] would be tarred. Also, there would be better houses for those people.

T: OK, what about those people who haven't been able to get a house, that are living in the slums? There standard of living won't be very good, will it?

S: No.

T: So I think you're going to find a kind of stratified standard of living. There will be some people living very comfortably in houses. The standard of living may have improved in that now we have umm Kentucky Chicken and Wimpy's and Pizza Huts and drive ins and films and theatres but there will be other people who cannot take advantage of those. OK? That haven't got housing and that maybe haven't got the skills to get a good job. Some will, some won't have a better standard of living. Break down of family life was another thing that many of you thought of. OK umm when men come looking for jobs and the family stays at home in the villages. OK, that's a very important social problem. Yes?

S: Umm excuse me ma'am, but I don't think it will be created as a result of the gold being found in [their town]. What I am thinking is that we are having that problem now - the the the fathers leave their families here and just go up to the Transvaal.

T: So now they would just stay here? Instead of, so for some families it would in fact improve?

S: Yes but er what I think, from here, that is in the Cape, that problem would be in a way be solved. Partly.

T: OK, yes. So that the men that have been rushing off to the Transvaal goldfields would now stay here. One has to then think

rural, agricultural umm country, they were not prepared for this sudden umm discovery. So they were totally unprepared. [writes on board] Slums developed very quickly.

S: Squatters.

T: Right, squatters. \$\$\$ And there was a lot of crime that came with all of that.

S: I think er also farmers, farmers who were experiencing problems.

T: What kind of problems?

S: Because people are many now and er some er cattle stolen and places smaller for farming on and er great demand.

T: OK, there's a demand for land, to buy land to look for gold. Ok, so there was shortage of land for farmers, OK, good.

S: To add er in the farmers. Some of the farmers sold their farms and er became traders in the gold industry.

T: Now we're going to go, we could go into a whole different field there. Many of the farmers were really struggling. That their land was too, too small to umm farm well, successfully, and there had been drought, there'd been disease, and eventually many of the farmers just could not carry on with the farms, and many had to sell them and they came to umm they came to look for work on the mines. But now these farmers didn't have any skills, any mining skills, so they came to work as unskilled labourers. Who were they competing with? For jobs?

S: The blacks.

T: With the blacks. OK, and there rose a whole lot of new problems. Who do you think the er employers wanted to take on?

S: The blacks.

T: Why would they rather take on blacks?

Ss: Cheaper.

T: Cheaper? /OK. And so this white unemployed group got bigger and bigger. And so what happened?

S: Strikes.

T: Yes, there were many strikes. And what did the government try to do to provide employment for the er unemployed whites? \$\$\$ This is where you get all your protection laws, where jobs

became whites only. Forced the employer to take on whites to try and lift up that er what we used to call poor whites. OK? so that's where that originates from, but you've got me on a completely different tack to what I was what we were going to talk about. \$\$\$ Do you see that we are talking basically about the same things that happened as would that we were talking about would happen if gold was discovered in [their town]? Now many of these points you have been able to think about for yourself - you didn't need to go and read it in the textbook. Your own common sense and logic and reasoning worked it out. You could now go and refresh your memories and look at it in the textbooks. Umm because of slums and so on, of course you also got your diseases. Because you have your uitlanders coming along with all their ideas, their language, their values, their traditions, their customs on one side; on the other side you have your Boers, their rural background, their farming background, did they just come together and live happily ever after?

S: /No.

T: /No. Maybe ultimately they will but it didn't happen automatically. There have been there have been problems. All right? They had they came they had different outlooks on life, values and so on, and that caused many problems. You remember that the government, although the uitlanders paid taxes and so on, they were not represented in the government, were they? And Kruger realised he would have to do that, but he kept putting it off and putting it off. He said you've got to have been in the country for five years, then he would change it and say well you've got to be in the country for ten years, and then you've got to be in the country for - and so he kept trying to put off the time when he'd have to enfranchise the uitlanders. Now all of that obviously led to a lot of tension which went on to cause what?

S: The Anglo Boer War.

T: Right, the Anglo Boer War. [writes on board] Remember that when you consider a situation like that, think of the social implications of the discovery of gold, economic and the?

S: Political ones.

T: The political ones. Remember that Britain had been very happy to leave the Transvaal as a little republic, all by itself. But when gold was discovered, what were what was Britain's political views? How did that change?

S: The British wanted to change Transvaal to a British subject.

T: Right. Once Transvaal was seen as a wealthy country, Britain

got more interested again, and her foreign policy, her attitude to the Transvaal changed. She was prepared to leave the Transvaal as a republic, ruling itself independently while it was weak and not a threat, but the minute she realised, that Britain realised that Transvaal was in fact going to become the most powerful of the four provinces, her foreign policy changed. All of this, you could have worked out for yourselves. OK, what I want you to do now in your groups, don't worry about looking at the History aims too carefully; it can be a guideline. Just think about it. Put it into your own English. What do you think you have learnt, and what do you think pupils will learn from doing problem solving or discussion activities? Do you think you learned anything, or is it a waste of time? If you learnt anything, what is it that you learnt? OK now, the bell's going soon so I'm going to give you three minutes to think about that. [students talk]

[bell goes] OK, I'm going to give you 5 minutes at the beginning of the next lesson; you can carry on for a few minutes. Remember though, that the same with the story-telling method where we had there are advantages, there are also disadvantages, so if you think about what did we gain or what kind of skills could pupils gain from these methods? Obviously there are also going to be disadvantages. And try and think of those as well.

TRANS 13

24 September - History Didactics - Sue

[The researcher has asked the group to speak English in discussion so that she can record it]

S1: I've put down in this third one of mine to see which grounds have been touched, yes, that's in other words to see which work has been done and ...

S2: Right?

S3: That is the meaning of this third question on which they have test ...

S2 What? Tested knowledge?

S3: tested knowledge which they have gained during the teaching.

S4: If I say to see the most difficult, the most difficult parts which was which was understood which could not be ...

S: Understand.

S4: Understood (?) and pupils \$\$\$ and to test them, to know whether they can go to the other classes or not.

S2: What about if to see whether they have understood their the work? It would be right if I say that?

S4: But here we've put it in such a way it doesn't sound clear.

S2: So what would you say?

S4: To test their knowledge.

S2: To test their knowledge.

S: Which one?

S: The first one.

S: To see which work has not been done.

S2: Yeah. Thought of that.

S: OK. To see which work has not been done.

S2: What does your point say?

S: To test the knowledge which they may have gained during the

teaching.

S: Come on, again please? Again?

S: To test the progress

S: Write it down.

S: To test the progress ...

S: In other words what we are saying must be written down.

S: Progress? Of the child?

S: Of the child.

S: Can't we say here the purpose is to see how specific things you want to see? To to know if we can help ...

S2: OK, gentlemen where shall we, where shall we ...

S: It can be even to go on to the next chapter.

S2: OK. What should we try to evaluate?

S: What is this to teach the children?

S: To see if they can be able to go somewhere. To teach the difficulties children may encounter. To see if they can be able to go to the next standard. So this this already to, this one, to teach the kids

T: Just what do you actually mean by number 3?

S: Just to to teach the difficulties children encounter during teaching.

T: To teach the difficulties. To teach the, to find the weaknesses?

S: Yes yes.

T: That is what you mean. OK, so you want to actually use the test to find the weakness?

S: Yes.

T: OK, if you're gonna do that, OK, so you're going to use the test to find the weakness or to find what the child finds difficult.

S: Yes.

T: OK, in other words you're going to analyse

S: Analyse, yes.

T: What the children have done. \$\$\$ .[to class] OK, try to finish off now.

S: (?) Let's go on to the second one. What should one try to evaluate? \$\$\$

[students puzzle over question.]

S: The question is |what should one try to evaluate.

T: Doesn't matter if you haven't finished but let's just go through what you have got now.]

S [still in group]: Write it down. I can say maybe I will be wrong if we can say we want to evaluate ...

T: Please listen carefully so that we don't have to you don't have to repeat what they say if they've already said it.

S: Why is evaluation necessary? To judge the standard of the individual's progress of each pupil.

T: OK.

S: To see whether you as a teacher has achieved your objectives. \$\$\$ To analyse what you can do to help the weaker pupils. \$\$\$

T: OK, who wants to go next? You? OK.

S: Evaluation is necessary to help the teacher and to see which work has not been done. To test the knowledge which they have gained during the teaching session. To test the weakness children may encounter and to see if they can be able to go to the next class. The fourth one. To test the progress of a child, of the pupils. \$\$\$ Any more?

S2: No. The others have already said.

T: OK. Who has something more to add to that? Have they raised all your points?

Ss: Yes. [laughter]

T: Have you got nothing left?

S3: The point of evaluation is that to see and to correct one's mistakes. I think we've had that. (?)

teaching.

S: Come on, again please? Again?

S: To test the progress

S: Write it down.

S: To test the progress ...

S: In other words what we are saying must be written down.

S: Progress? Of the child?

S: Of the child.

S: Can't we say here the purpose is to see how specific things you want to see? To to know if we can help ...

S2: OK, gentlemen where shall we, where shall we ...

S: It can be even to go on to the next chapter.

S2: OK. What should we try to evaluate?

S: What is this to teach the children?

S: To see if they can be able to go somewhere. To teach the difficulties children may encounter. To see if they can be able to go to the next standard. So this this already to, this one, to teach the kids

T: Just what do you actually mean by number 3?

S: Just to to teach the difficulties children encounter during teaching.

T: To teach the difficulties. To teach the, to find the weaknesses?

S: Yes yes.

T: That is what you mean. OK, so you want to actually use the test to find the weakness?

S: Yes.

T: OK, if you're gonna do that, OK, so you're going to use the test to find the weakness or to find what the child finds difficult.

S: Yes.

T: Is that all?  
 S3: Yes.  
 T: OK, thank you. Do you have anything to add? [laughter]  
 S: No. [laughter]  
 T: Nothing new?  
 S: Nothing new.  
 T: We'll start with them next time. OK, let's look at what you've been telling me now. You seem to look at it only from the pupils' point of view and then from the teacher's point of view. You're telling me that you want to judge the pupil's progress, that you want to test the child's knowledge, you want to find his weaknesses and you want to check the progress, in other words, if the child has been getting say 50%, 50%, 50% or 55, 55, 55, how much progress is there? Nothing, huh/. He's passing, he's OK, but he's not ...  
 S: |Progressing.  
 T: Progressing. | Maybe there is something you can do about that child. Very often if you allow the children to perhaps keep a graph of their results, and if they see for themselves, maybe Maths or English is 55, 55, 55 they really are just staying level. If you can umm if you provide stimulation or motivation, that next time we're going to try and get maybe 60 or or show some sort of improvement. Umm \$\$\$ and you dealt quite a lot on the feedback that the teacher is getting from evaluating. OK, the teacher is able to check whether she has checked her objectives. You can analyse the results. You can then if you're analysing your results, you see who are the weaker pupils who need remedial help, who are the ones that are just doing all right, who are not really umm progressing as well as you would like, umm \$\$\$ OK, very often when you do a test and you get the results back you find that there's a common pattern. Even if I am marking your tests I find the majority of people have a problem with number 3. Number 7 they were confused with. I then go back and then look at question 3 and look at question 7 and I try and ask myself, did I word the question badly, were you confused by the wording of the question or maybe you didn't understand that section. Then I have to come back and er teach that section to you again. I only find that information out by testing. I analyse it and I find out where the weak spots are so that I can come back and teach you again. OK? This group told me that you see one's mistakes, the teacher sees her mistakes, she went through a section too quickly, or she presumed too much. To see that one presents lessons in a logical order. In other words, if the children do not have a clear picture or they cannot

put things into a logical order perhaps it was because your lessons were confusing. So after you've marked a test, the important thing is to analyse it, where did the students do well, or pupils do well, where did they do badly, and then try and find out, why did they do badly and then try and find out why did they do badly, because that then redirects your next phase of teaching. You may think I've got to go back and reteach that section, but they did badly because my explanations weren't good enough, I was rushing them, going too quickly, and that <sup>lose interest</sup> information determines how you carry on teaching. OK? So is there anybody that decided that evaluation was not necessary?  
 Ss: No.  
 T: So you're all quite happy about the coming exams? You all think it's very necessary?  
 Ss: Yes.  
 T: OK. Let's look briefly at number 2 then: what should one try to evaluate? OK.  
 S: What should one try to evaluate? One should try to evaluate an overall amount of work.  
 T: Sorry, a what amount of work?  
 S: Overall.  
 T: Yes?  
 S: Pupils' potentialities.  
 T: The?  
 S: Potentialities. The pupils' intelligence quotient.  
 T: Shoo! [laughter]  
 S: It shows the amount of knowledge that pupils (?).  
 T: Umm, OK, I'm going to just look at these immediately. When you say you're going to test the child's overall work, you mean that you try to, in your questioning, cover the whole syllabus? Like lots of short questions or something?  
 S: Not only short questions but all over over all the work that we've done, (?) and the child's environment (?)  
 T: Yes, I think you're saying that you ask questions from the overall work you've done?



evaluating your content knowledge of a subject. So umm for example if I were giving a History test, I wouldn't evaluate the child's personality or his character, right, I'd be concentrating on other things. Any other points?

S: Yes.

T: OK?

S: Are they responding to the methods which are used by the teacher? Is the work accordingly to their level?

T: Sorry, repeat that last point again?

S: Is the work according to their level.

T: \$\$\$ Anything else? At the back there, do you have anything else?

S: (?)

T: OK, do you see how I said 1 and 2 were very closely related? You're starting to give me the same answers for both questions now. OK. What we're going to teach we've discussed. One tests the overall knowledge of the child, how much the child remembers of a certain subject, you've told me you wanted to test his capabilities, and if you're going to test somebody's capabilities, what kind of questions do you set?

S: Objective.

T: Objective? When did JvR arrive at the Cape?

S: Yes.

Ss: No!

T: OK, so you're going to try and give questions which will challenge his mind, to make him think?

Ss: Yes.

T: To try and ask himself why did that happen, what was the cause of that? What was the result? OK. Umm, now you also want to test to find the intellig intelligence quotient of the child. Now I think you're getting into a very difficult field there. Umm \$\$\$ I mean if you knew the child's intelligence quotient, if you were given his IQ as a teacher, you might be interested to see if he performed at the level that his intelligence quotient is, but I think that will be very complex. I think perhaps let's concentrate on whether the child has got an overall understanding of the work that you've done, either during that week or that

S: Yes.

T: All right, now what is this other section that you want to do? To test the child's knowledge of the environment?

S: Yes it's important, what is important is that the teacher should check the needs of the child. If for instance the child lives on a farm then he must not be taken for granted things of the city (?).

T: I think that's a good sort of basic educational principle, that one teaches the child what is relevant to the child but at some stage do you not have to extend the child beyond the limits of his environment?

S: What I mean is that moving from this point to the other side.

T: But at some stage he has to move?

S: Yes.

T: Umm, now when we come to evaluating though, I'm not sure how, for example if you've got a History umm if you're testing the child in History, what you are testing him is what's laid down in the syllabus, what you've taught during that year, so I'm not sure that that point really belongs under evaluation. I think it's an important educational principle but umm I'm not sure how you could fit it in to testing. Do you see my point? You know, that you go according to what's in the syllabus, you don't have that amount of choice. You know it's an important principle to remember, for example if you are choosing themes, say if you are teaching English and you are allowed a choice to choose a theme, choose a theme that is relevant to the child, but in History it will probably be more difficult. There's not that amount of choice. But we'll come back to that point later. The rest of you? What else are you going to test? \$\$\$

S: The scheme of presenting the lesson. \$\$\$

T: OK, now, when are you going to evaluate that?

S: E

T: You are evaluating your pupils, judging your pupils. In History or in a subject. \$\$\$ I think you, I think you do evaluate the pupils' development, personal development, their social development and so on, but not in a specific subject. That is bound to knowledge. I think where you're getting those points are umm from the evaluation form, all right, when we do practice teaching, or in the workshop, and we evaluate, we have to judge you as well, but there is a slightly different type of evaluation because it's evaluating you as a teacher rather than

month or that year, and whether you are finding out or developing his capabilities which you tell me is asking thought questions, questions to make the child think. OK, the notes that I've given you, this is the introduction. Evaluation is when the teacher tries to find out how much learning has taken place, in the framework of certain objectives. OK, now the first bit is fairly clear, I think. Evaluation is when the teacher is trying to find out how much learning is taking place, that's what you were telling me, the overall, how much has he understood, what about this bit, within the framework of certain objectives. Now an objective, according to a dictionary, is something that is the object which you aim at, aimed at or the purpose. So if I said, what are your objectives?, I'm saying what is your purpose, what are your reasons. So what do you think that statement means?

Ss: E

T: It's the framework and the objectives that I think present the problem. \$\$\$ Any ideas? Yes, that's right. Drawing a picture on his desk of, of a framework. Can you see that? Of a frame. All right, I'll give you an example of what I think this means. If I teach for example the Voortrekkers in Std 3, I only expect the children to know a certain number of facts or have a certain understanding. They are 10 year olds. So their level of understanding will be at a certain stage. If I were a History teacher teaching the Voortrekkers to a standard 8 class, my expectation will be much greater. I will expect them to be able to analyse the situation more, to have a more in depth understanding of the situation. So it depends what your framework is. OK, the older, the more developed the class is, so the more that you will expect then. Another example, that now that you've just begun in the workshops, although we might say to you umm group work, and you haven't got the groups working quite the way you wanted to and so on, if I evaluated you, I would not mark you down for that. The reason being is that umm setting out or getting children working in groups well is quite difficult. I would expect the third years to be able to do it, but as you are just starting out, I would be looking at things like, are you establishing contact with your pupils, are you managing to make teaching aids, and introducing and using the teaching aids, are you umm asking the right types of questions. So that is then the framework I would use with first year students; it would be a different framework and a different way of evaluating with third year students. Do you follow?

Ss: Yes.

T: The same with pupils. What you expect from a standard 3 might be different from what you expect from a standard 4 or standard 5 child. And that you are only going to really get with experience. In education, you learn about the development of the

child, and how er different er children at different levels are capable of different sort of skills. OK, so from a standard 3, you are not going to get them analysing things in depth, but in standard 5 they should be. Now the aims of evaluation. You've basically given me all the main points of why we evaluate. OK? Your own common sense can actually give you those points. The only thing is that the text book rearranges it in a slightly different order to what you've given me and they divided it into 3 sections. Content purposes, umm, now by content purposes they mean things like \$\$\$ that which is contained in or the amount the vessel will hold, or the substance. So if you say the content, that's what you mean. So content purposes are what you said earlier, to test the overall whether the child is overall, an overall understanding of what you've taught him. OK, so if you had a standard 3 class, you would give him a test to see if he has understood the content of what you taught him. These are just examples. [bell rings] We would try to find out what a child has learnt in a week or a month or a year or you might try to test to find out how much a child knows about a topic, how much does he know about JVR, how much does he know about the Voortrekkers. Or if you've given the children a project, there now you've just done the medieval period, on Monday, I'm going to listen to see how much you've actually understood. I will evaluate to see whether you were able to read all those different books, put all that information together and present it logically. I will be evaluating the content. All right, how much you've understood.. OK, we'll go on with the others next time, criterion and then general ...

[End of tape]

29 September - History Didactics - Sue

T: ... and if you think Yes, then try and think what makes that person a successful presenter or not, then try and look for the points that makes the person successful or not, because once you know that you can start redirecting your own style and your own teaching, so watch quite carefully. Who's starting off this morning? OK.

ST: Starting from the third crusade. [this part is unintelligible because of singing and shouting in the adjacent classroom and the student also has a speech problem] The last remaining crusade, that's in the last remaining crusade the last remaining crusade (?) [the student recited all the facts with no interruptions.]

T: OK, leave your teaching aids up for if there are any comments. Questions? OK?

S: He said that er this er (?) celebrated his victories by massacres. What do you mean?

ST: By massacres. They say he killed his own people. He celebrated ...

T: Was it not that he would bring back the captains and then have them killed?

ST: Yes (?)

S: Excuse me sir, I didn't quite hear. The knights wanted to take back the land that was taken by the Moslems?

ST: For instance Constants constant Constantinople was captured by the Moslems.

S: Earlier on you said you were talking about er ...

ST: Yes, Constantinople was captured after the second time he was captured. named after Constantinople. Nicholas captured by the Moslems (?) <sup>Notes on board</sup>

T: Right, and if there are further questions? \$\$\$ Could you explain to us a little bit more about why these crusades became scandalous?

ST: They enjoyed the crusades in fact they (?) for their own reasons. For instance Constantinople when Constantinople was captured all the churches were looted and broken. And even (?) joined the Crusade. They wanted to escape from the Saracens.

T: OK, then what you're saying then is that when the Crusades started as Holy Wars but then slowly over time deteriorated. The knights and everybody went on crusade mainly to loot and pillage.

ST: Yes ma'am.

T: Any other comments before we finish there? OK, whose turn?

ST2: Good morning.

Ss: Good morning.

ST: Firstly I want to know why do we wear clothes?

S: To protect them against cold weather.

ST: Er secondly they wore clothes for their magical protection. They wore skins of animals they killed. They even scarred their faces to protect them from evil spirits. They also wear the charms made from ?bears' teeth which were taken from them so this is protection.

S: What if I say they also wore clothes to hide themselves?

ST: To hide themselves?

S2: What do you mean when you say they wore clothes for magical protection?

ST: And even they wore clothes to protect them from evil spirits.

S: From evil spirits?

ST: Yes. So later on they discovered jewels (?) so a fashion started. Then Mr - is going to talk on.

S: No no.

T: Have you got a question?

S: Yes! She said they wore scars on their faces to protect themselves against evil spirits, but she was talking about wearing clothes. I am not clear about the relationship between scarred faces and wearing clothes.

S2: Maybe those skirts and clothes ...

T: So you think that's irrelevant?

Ss: Yes.

?elite. They wore corsets to show off their ranks and power. The skirts which high ranking women used to wear they were very wide, so wide that they had to be hanged in hoops. This was way back in the 50s. And those skirts they caused a great stir. Seemingly everybody would like to have that skirt. That favourite skirt at that time. There were mini skirts, I cannot see myself wearing a mini skirt! [laughter - student is male] Make up is put on us. Make up is also part of fashion in this case. Now it was bad for complexion and it was dangerous, poisonous, and harms one's skin. Ladies did not (?) in tights in corsets. Corsets were so tight that they had to suffer from lung diseases because air did not enter and circulate the lungs. They were so tight these corsets [laughter] very very tight and pushed the ribs out of space. Before the 18th century there were laws to stop poorer people and also where the people were merchants to look very smart, and those were called sumptuary laws. \$\$\$ Now coming to the shoes a man wore. ?Low sharp-pointed shoes like I can see [laughter] There are some of the shoes here that they wore [on teaching aid]. Japanese, American and Egyptian (?).

S: Sorry sorry sir, before, sorry sir, I don't understand what a corset is.

ST: Corset?

S: Yes sir. [They look at pictures; confusion]

T: All right, a corset is a very tight fitting thing that if you've got a big fat tummy then you're going to wear it, very usually very tight elastic, elasticized, to make it look smaller. In the olden days they had corsets made that had laces, and they used to tie the laces very very tight to because it was attractive to their custom to be very very slim, so they would lace it in and pull it tighter and tighter and tighter until it was actually unhealthy, and try to starve.

S: You talk about the sumptuary laws.

ST: Sumptuary laws.

S: It says these laws were to ...

ST: Ja, these laws were to stop merchants from looking very smart.

S: Am I right if I say I'm a bit confused now. I think last week the other lady or the talker mentioned it but she said something else about it.

T: No she also said the trades people had become, as they became wealthier, so they also started making and wearing smarter

S2: |I'm not I'm not  
T: That it's not connected to the talk on clothing?]

S2: Yes because ...

S: Sorry, I can try and answer as best I can. Maybe the whole those clothes and afterwards they sprinkled something over their clothes, those fashions, so that they can protect themselves or they wore skins of certain animals which will protect them from the evil spirits.

S: I just want to say something about that scarring. It's customary that people cut themselves in some circles. Maybe they are also considered a part of beauty, the cutting, those scratches. [discuss briefly amongst themselves]

T: You are correct in saying that the scratching of the face isn't part of the clothing but perhaps it is part of the total appearance. You know for example we don't only wear clothes, we wear accessories or things to the hair to give a total appearance and whereas skins or clothes or charms might be for protection, scars on the face may add to the total appearance. So although it's not strictly clothing, I think that's probably the reason why it's been brought in though not strictly clothing.

S: I think to add more there there are some people who are confused about the scars. They made the cut on their face just like [laughter].

T: OK, let's carry on with the programme now.

ST3: Afternoon class.

Ss: Afternoon.

ST: We are going to talk about fashion. What do you associate with fashion?

S: I associate fashion with time.

ST: With time?

S: Yes.

S2: With ladies.

S: And also with hair.

ST: We associate fashion with clothes some of the time. And now to say fashion is not the thing of this modern time. It started long ago. It was started by the royalties and the

main concentration must be, you must concentrate on medieval clothing. Right, thank you. Are there any other, oh Miss - are you going to do it?

\$\$\$

[student writes on board]

ST4: Some people long ago were wearing clothes to show any particular (?) of society. Others were show were wearing clothes to show their rank. We find the kings and the queens wearing royal costumes for processions. These royal costumes were made out of fur and silk. We find the churchmen wearing ceremonial robes. We have the bishop's hat called a mitre [on board] and monks and nuns monks and nuns was wearing their clothes was called habits. [writes on board] Mayots were wearing heavy chains of office and all his clothes made those who wear them to feel grander than everyone else in the community. Years ago in the 18th century we find men wearing their hair in various styles. They shaped their hair, they wore wigs, but now the custom died long ago. Only in England where we could find judges wearing those wigs for their importance of the community.

S: Sorry, ma'am, you are talking about heavy chains. What are heavy chains?

ST: Chains are worn by men. A chain which is worn by men.

S: Sorry ma'am, I don't know whether when you are talking about the 18th century you are dealing about the introduction of the presentation of the lesson.

ST: The introduction was ...

S: But I hear you talking about 18th century.

ST: So you don't know? Who can help me?

S: Yes because now we are thinking about middle ages.

ST: Mr -?

S2: I think he was just she was just making a comparison on time lines.

ST: You don't know where 18th century is on the time line?

S: No, I don't ask to tell me where 18th century is but I've heard you talking about 18th century so

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and smarter clothes and the nobility didn't like it because they needed a clear distinction that only nobility wore certain things. So the sumptuary laws had to reinforce this division it was decided.

S2: Is it sumptuary or sumptuous?

T: It's sumptuary.

S2: Sumptuary.

[laughter about the confusion of words]

S3: I said that last week the rich people was afraid to the poor people so that they did not look smarter than the nobility.

T: That is what you are saying as well?

Ss: Yes.

T: Any other comments? I have a far a grave, just look at our time line. Where is the medieval period?

S: From 500.

T: OK, let's take it right there, and say from 500 to 1500, OK, this thousand years that we're talking about. Now you're talking about fashion in the 18th century. What 100s is the 18th century?

Ss: 17.

T: OK, so now we're in the 20th century and it's 1900s, then the 18th century is?

Ss: 1700s.

T: The 1700s. Aha! So you're in fact out of topic when you are talking about modern history. This section is modern history. You cannot throw, if you're talking about medieval, you've got to talk within this period, OK? And you didn't tell us very much about the fashions of medieval times. OK? So please check your dates. It's very important, if you're given something like clothing in medieval time, that you know any time span you are covering. Rather than look in general terms.

ST: Even those skirts of the 1950s?

T: That that is all right if you were doing it simply as an introduction, talking about how fashions had changed, you know that that fashion is something that constantly changes. Remember in the 1960s people used to wear mini skirts, and back in the 18th century maybe the hoops and the wide skirts, but then the

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it's here, you can just glance down, and it reminds you what the next step is about. Umm, also if you're going to use a chalkboard and have a chalkboard summary, please think about it before so that you know what you want to put up on the board and out it up as neatly as you can. And the third point, listen to how you respond to questions. And I use an example here. What do you associate with fashion? If you've asked the question, if somebody says, I think you answered women, what was the answer you were hoping to get?

ST: Clothes.

T: And you haven't, nobody's quite come up with the answer you wanted. But she said women, so respond to that and carry on with your question and say, yes, what about women and fashion? They like to buy, I'm sure she would have given it to you then and said Oh they like to wear modern, fashionable clothes. OK, so listen to what your pupils or your 'umm people say to you and the redirect your questions according to their answer. You follow?

S: Yes.

T: OK, any other general questions about or comments about today's talks? £ Nothing? OK. Who is left? OK, hands up?

[Tape ends]

ST: That men shaped hair wearing they wore wigs in the 18th century but then

T: Yes, but his question is why are you talking about that because it's not in the medieval period? Question?

S: I can say who will help this student in saying from the (?) so now she is confusing for me.

T: Which is something we've already discussed?

S: Yes.

T: OK.

S2: There is something I can't understand. Is it right for bishops to wear hats?

ST: Bishops? Hat was part of the clothing. Bishops wore their hats. Not an ordinary hat but a mitre.

S3: Even in our days the bishops wear hats.

T: OK, so there we see that there are still some sort of hangovers, if you can explain them that way, from the medieval period. The traditions that started there we can see some of them continuing even today, in that kind of hat that was worn. As you said, with the judges still wearing wigs in the British judicial system. That also comes back from about the 1700s. Ja. While some things change, some things don't change. They carry on in tradition. Is there time to do the last lot? I don't think there's going to be time for us to hear them. Umm, did you people have a teaching aid?

S: Yes.

\$\$\$

T: All right, there's three general comments that I'd like to make before the bell goes here. If you have to stand up and give a talk like this and you're worried that you're not going to remember all the facts, what can you do so that you don't keep referring or having to look at your essay, that you can still see the facts quite clearly. Right, look for the key words, just the main points, and even if you just have a little piece of cardboard or a piece of paper, with just the main points written on it, the points that you know, that you keep forgetting. Or if it's a spellin) that you're worried about, put it on a piece of paper, you might put one here, leave a few lines, put another one here, leave a few lines, so that it stands out at you. You can put it here, and without obviously having to look at your notes,

19 April - Student interview - 4 History students - E class

R: Now we're going to talk specifically about History Academic, and I'm also looking at some of the History Didactics lessons, so you can also comment about that or about anything else that you'd like to comment on. Umm, what I'd like to hear from you is your opinion of what you do in the History classes, the language that is used in the textbook, by the lecturer, problems that you might have with the language specifically, the level of instruction, OK, and then perhaps I'll talk a little bit about words that have cropped up, ideas that have cropped up when I've been watching two specific lessons. The first one was on Jan Van Riebeeck, do you remember that one? And then the second one was on Agriculture and Architecture in the 1600s and he showed you the houses, the pictures of the houses and things like that so we can perhaps look specifically at those lessons and then also perhaps at the History Didactics lesson which I went to which the History Didactics lecturer gave. OK? Who'd like to start? Do you have any comments to start with?

S: History Didactics?

R: And Academic. More specifically Academic but Didactics as well.

S1: From my point of view, er on the side of now er History Academic, er the lecturer er I mean from my point, I do understand him because er basically he's using er the textbook and so the language which is used in the textbook is quite understandable to me so I can follow him actually at this stage.

R: What textbook is he using?

S1: History can be fun.

R: For standard?

S1: Three.

R: Standard three?

S1: Yes. So, that language which is used in that textbook is for that standard so what I am saying I can understand because basically I'm through with the language for standard three. I'm at a higher level now so it's easy for me to understand.

S2: So do I, ma'am. Well, what was confusing to me. You know they are using there are two textbooks used. I think History can be fun for - ||it's History can be fun?|| and the other one it's ||which one, that textbook which we use - that one we used for History Didactics?||

S1: ||That one you were referring to? Our past...||

S2: Our past. Understanding our past. It starts with Greece but History can be fun start with starts with the Bushmens, Khoi Khois, it start with the Khoi Khois.

R: Why are there two different umm?

S: I don't know why they are vice versa, although in a school I went to they were using Understanding our past standard 3, so I couldn't have a chance to teach them because they did Greece but we didn't do Greece here at school.

R: What is the actual syllabus?

S: The actual syllabus? It is the same but it's versa vice. The way the way it is arranged, it is not arranged chronologically.

R: I see, and the History can be fun?

S: And History can be fun ...

R: I see, so it also deals with Ancient Greece later on.

S: Ja, it deals with Ancient Greece, but mostly the language which is used, so do I understand it. I have no problems, but I don't know maybe when I meet the child how would they understand if I explain. But in as far as I'm concerned, I don't have problems.

R: Why do you think there might be a problem with you explaining to them?

S: There might be a problem in the sense that in the school in which I was the children were complaining in a sense that they didn't understand anything about History. I asked them, I asked them why, why did they not understand History. I think the problem mainly lies to the teacher because the teacher I think he was just reading the book for them, not explaining to them and using things which the children could see maybe, some teaching aids maybe. There were no teaching aids up in her room.

S: Something that I don't understand is on History Academic. When the lecturer is using his own ...

R: So you can't understand or you can understand?

S: Yes, I can't understand, because I was confused because he was using his own his own textbook and we were using History can be fun. If I can quote, there was something we couldn't agree of that was when Dingaana attacked Piet Retief. In his own book he said Piet Retief he said there was a victory in Piet Retief's side, but in our book it said Dingaana defeated Piet Retief, so it confuses the children.

R: It confuses you too?

S: To pronounce English words. He pronounce he pronounces it by using Afrikaans some times.

S: (?)

R: Ja, I think that is a problem at the College. Perhaps, you know, because we've got so many Afrikaans speaking lecturers. What is History anyway?

S1: History? It is a subject which teaches us about the last events and the present events.

R: Umm umm, why?

S2: To add more, it is a study of the past whereby people learn from the past.

S3: Not to do mistakes which were did by our ancestors.

R: OK, so what have you learnt this year?

S: The speakers who have spoken they did not only mean this year they meant History as a whole, er previous high school and primary school. Now in a sense as History goes there are some mistakes which were done by our ancestors and er other people now from other countries, now those mistakes they have changed the world. Quite possibly if those mistakes were not done as History tells us the world would have been different from what it is now. So now as we want now to make a better world we have to judge for those mistakes and not do the same ones. But from this History we have done so far I don't see anything which we from the past which we have learnt as such because now...

R: This year? This year's History?

S: Yes. As from January up to now I don't remember anything which was done and which we could identify with.

R: You've learnt how Jan Van Riebeeck built houses .

S: But I don't like this History I mean learning about Jan Van Riebeeck.

R: Why?

S: E

R: Did you like learning about Shaka?

S: I like History because it tells me how did people do things in olden days and it tells us if something did happen in the olden days that it will happen because it was done by the people

S: Ja, and me too. And there was, if I can quote, Van Rensburg. In his book there was no Van Rensburg but in our books there was Van Rensburg, and if he's going to test, he's going to test in his book, so if we study his book, we're going to be confused.  
R: Did you point that out to him?

S: No.

R: Who actually won the battle? Was it Piet Retief or Dingaan?

S1: It was Dingaan who won the battle.

S2: It was Dingaan.

S1: It was Dingaan who won the battle. But his book said Piet Retief won the battle.

R: Did you question him?

S: We questioned him and we showed him the book.

S3: I don't find any difficulties with this textbook of ours but the other day when we were writing the test there was a little bit of confusion when he asked what was the next king after after Shaka was killed. Our book said that it was Dingaan but his book said it was ...

S: I don't know whether it was Mzilikatse.

R: Mzilikatse?

S3: No, it was not.

R: Not?

S: I've forgotten the name but it was not Dingaan. It's a different name from Dingaan in his book.

S3: And we asked him. We said we have seen on the TV, we have also seen on the TV we have also seen it on the TV it was Dingaan but he argued with us and told us no it is wrong.

R: So how do you decide who is right then?

S: Well we had to accept that since he, he who set the paper but there was still that argument, we didn't agree.

S3: And sometimes when he teaches us History he find difficult it's difficult for him to describe some words, to ...

|S: To pronounce...



and it helps us to ... if there's a mistake we must not repeat that mistake that was done by the people and those other people if there was if I can quote of Shaka. Then Shaka was trying to unite the people but he in other words he was some sort of dictatorship.

R: Is he ... I wanted to ask two things there. Is Shaka really as bad as he was depicted, because I was reading somewhere the other day that he wasn't as umm cannibalistic almost as the History books have depicted him, and secondly ... oh yes, do we only learn by people's mistakes?

S: Even if I can compare Shaka, if I compare Shaka and Hitler then they are the same because Shaka and Hitler ... Hitler also wanted to unite his country and make the Germans the most powerful nation in the world and also Shaka did the same thing whereby he made those reforms. But there the same idea of aggressiveness was within them, within Shaka and Hitler.

R: Do you agree or disagree?

S: No I don't agree in the sense that well I can agree with him because really nobody can rule without History. We are the children of History and we ought to know about our past so that we can just change what has been done by the people in the olden days and what is more we are living in a technologically advancing country, so everything changes.

S: And to add more: if someone doesn't know History some books say he is like a tree without roots because a tree without roots is like ...

R: The History book said that? Let's have a look.

S: Yes.

S2: I agree with that.

R: One of the comments that was made in your class - a book was shown to you. You were told to show your class so that they don't only work out of one text book. So coming back to the question of ... Retief and Dingaan, or Van Rensburg, or the next king after Dingaan ...

S: To answer that, our lecturer he's using our text book, the one we are using and he's got another book, his other book. Now it is said from now the educationalists that a lecturer or a teacher must probably use more than one book. Now I see that's what he's trying to do. Now he doesn't have one reference. Now in a sense if our textbook doesn't have all the information then he can refer to that book of him and then he can find out more information. Now in the sense that if I'll be a teacher,

that'll also apply to me. I must have more than one book. But to the pupils it will be some sort of confusing to for them because they won't be able to try to sort out what is relevant and what is irrelevant, but the teacher will be able to try, when he refers to his book and sees this is too much information to be given to the pupils so he will be able to limit himself.

R: How do you know ... how do you know which is the right answer though?

S: I want to answer the other speaker. What if there are discrepancies in the name of the people? Because I mean if his book said it was not Dingaan it was another person whereas our book said it was Dingaan so how is he going to determine?

S: In the sense that er now he must follow our book because it is we who are going to write examinations so he must follow the book we are using. So what is said in that book he must accept it, that's how I see it.

R: OK, ja I don't want to spend too long on that particular thing, but what about using reference books in the library and seeing how many references support your statement. Do you use references?

Ss: Yes.

R: OK, there seem to be two problems here: finding out what is right, and finding out what to learn for exams. Yes, right. Can we just leave that for a little bit. Did you want to say something else?

S: I want to say we did go to a library is one time ...

R: Mmmm?

S: In a history period (?) ... George Washington. There are two George Washingtons - there is the one who was president then there is another George Washington ...

R: So you found out about that too? Would you like to go in English one day to try to find out about all these problems that you've come up with in History? Perhaps we could have a look at, you know, who succeeded Dingaan, the question of Van Rensburg and Piet Retief and so on, so that you've got some information to support what is in your textbook or to refute what is in your textbook.

Ss: Yes.

R: You were dealing in your lesson on Jan Van Riebeeck with the sort of clash between the Hottentots and JvR. Now, whose point

of view did you think the teacher was explaining all that from? He said for example "If we think of the first whites it was a totally new experience for them, if we think of Holland and so on" and then he said "Mirrors were something very funny for them" - that is the Hottentots - "they would look behind them" and so on and so forth, and the students said "How did they communicate when they were bartering?" and then he explained sign language and then he said umm the Hottentots soon began to steal back the cattle they had bartered with JvR, and "The first baby boy born in the Cape was so and so and then the students said whose child was that and then he said that was the child of a sick comforter and then a student said so this JvR was the only one who had his wife [laughter] and he said, "No, there were other wives." "They also set fire to the (?)" - that was the Hottentots. And then they thought that everything belonged to them - that it was all their land.

S: What do you want us to comment on?

R: Anything. You can comment on anything there. But my question was whose point of view is the lecturer teaching from? Do you agree with that point of view? He also says of the Hottentots - they actually had no idea of the real value of things. Ja, he talks about them being cattle farmers and so on. Is he talking from JvR's perspective or is he talking from the Hottentots point of view?

S: I think he is talking on JvR's point of view.

R: Why?

S: Because I think the JvR is the only person who played a big role in the Cape. Since here we are told about the first white people to arrive in S.A. While they were here they met the Hottentots and the question was how do they communicate, and since they were bartering with the Hottentots, well the lecturer said they were communicating maybe by gestures, I don't know. But one thing I'm sure of, they didn't understand the language.

R: Mmmm, how ...? Ja?

S: I don't agree on gestures. Maybe there were some that could communicate when they bartered. They would show JvR what they would want. I don't agree how they communicated with gestures.

R: Ja well as you said they were showing what they wanted. OK, let's not get involved in how they were communicating, but look at History as if we were sitting above it all. As you said, he was teaching from JvR's point of view. Why? Why not teach from the Hottentots point of view, for example?

S: I would like to say that the History has been recorded. Now

the only people who could write at that time was JvR and his followers, so the Hottentots, they couldn't put it on paper, their side of the History, so whatever is being said comes from these people who could write although they may exaggerate or say not the truth at some stage, but we it comes from the point of view of JvR, but again I'll say that I can't argue too much on the thing that he is favouring JvR because now we are learning History now, we are only having the side from from these other people now, JvR, because now we can't compare his story and the story of the Hottentots because they, the Hottentots, have nothing on paper.

R: There is a story?

S: But umm there is a story but er if they could communicate or write, we could have a situation where we could compare stories although possibly the Hottentots can tell us now. I don't know whether they can speak now, whether we can understand their language.

R: Are there still Hottentots?

S: No.

S2: Yes, but the lecturer said there were still Hottentots. They are from the Namib.

R: Interesting. I've been to Namibia, and I didn't know there were any alive.

S: So, did you say there were bushmen?

R: Yes, San.

S: San?

R: Yes.

S: Some of the books said when the white man came, there were many of them, when JvR came, so the men decided to murder those Hottentots then there were few of them just now, and now there was a cross.

R: OK, so you were saying we haven't got their side because they can't write, umm what about, let's move perhaps to present day History where everybody can write, well most people can write. Do we study both sides of History now? - or all sides, I'm sure there are not just two sides. Whose History do we study?

S: Well, I think at the present moment History locally goes up to 1948.

R: Do you mean the textbooks go up to 1948, or the History?

S: \$\$\$ I don't agree - it goes to 1960, because for example there was, during the (?) time, it goes up to 1960 ... it is also written in the History book of standard ten so it goes until 1970 maybe 1973 ...

R: So umm who decides what History is - does History go up until the present moment?

S2: Yes, it goes up to the present moment.

R: I think there's quite a debate about that.

S: Yes, but my point of view is that now one from the textbook's side. What we are doing at school is different from what we learn outside the school. I mean it is limited from as far as the school syllabus is concerned. It is limited enough. Outside you can broaden your knowledge on that particular issue. And er on that. It is limited in the sense that there are a few issues which are not being mentioned in the book although they are current if I may put it like that, but there are features which are left out and then it depends on the pupil or the student who wants to know more, to go and search for information.

R: Isn't that doing things backwards? If we are teaching pupils, shouldn't we start with now and go back to then? What do you think?

S: I don't think that that will work. Because the pupils they must be aware of of their origins up to where they are now.

S2: Yes

S: And also so that they should understand.

R: You mean their European origins, as in "from Europe"?

S: Not basically [laughter] er what I mean is their origin as we are now, as Blacks, they must know their origin.

R: Does that get taught?

Ss: @@@

R: Black migration?

Ss: Black migration.

S: The times in which we lived.

S: They are taught from where they come until they reached South

Africa, then how did they communicate with the whites and how they were educated until the present, until the present.

R: Until the present? 1988?

S2: There isn't much which has been said; it's just a brief explanation. It has not been put into details.

S: But er, if possibly it could be put let's say in detail in the book, possibly you would have a very ...

R: Big book?

S: Yes.

R: Why 1948? History goes up to 1948?

S: That's during Malan's time, 1948.

R: Umm, what else happened in 1948?

S: The national party.

S2: Yes now as far as my history is concerned, it was the beginning of the rule of the national party and up to now it is still the rule of the national party.

R: Why isn't that written in the books?

S: The rule of the nationalist party?

R: Mmm yes. The rule of the nationalist party.

S: Yes ...

R: From whose point of view?

S2: Well er from the books, now from the History we have done in standard ten, they have put it there now the split of the Herstigte Nasionale Party from the Nasionale Party. Now basically I would say they favoured the authors they favoured the Nationalists. They doesn't put most of the wrongs the National Party have done but er they did a few but not too much. But the others er who broke away from them, they have been now blamed and that.

S: Smuts (?) ... the National Party. And they blame Smuts.

R: So would you agree that History is written from a certain perspective?

Ss: Yes

R: OK, just let me see if there is anything else I wanted to discuss with you. Yes, I wanted to ask you what are garrisons and what are barricades. Do you know?

S: I'd say garrisons are, if I'm right, I'd say garrisons are are soldiers.

R: Ja, mmm and barricades?

S2: I'll try - the difference is now, a garrison is a group of soldiers who are stationed in that particular area, let's say protected from the others or possibly may fight them. Now a barricade is now non-living things who are put to prevent people from entering.

R: Ja, it can also be a garrison which barricades if they don't want you to go past a certain place - they can actually like all stand together, so a barricade is just a thing that prevents you from going out or coming in or whatever. OK, I just wrote those two words down because they were mentioned in the lesson - I think they were mentioned in the textbook. How are you going to deal with those sorts of words when you come across them in teaching.

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S: I think we are not so familiar with these words, in the sense that we will try to explain to the child; maybe he won't even know what is a barricade, what a barricade is.

S2: To add more, these words were used in the past ...

R: Mmm ...

S: They are no more modern words, words they tend to use.

R: You don't think someone might talk about a garrison of soldiers, in the townships perhaps?

S: Yes.

R: Where would you find an explanation of these words?

S: I think you might get them in these reference books ...

R: Dictionaries?

S: Dictionaries...

[End of tape]

15 August - Student interview - Geography class

R: How was Geog taught? Through a textbook or did you go on field trips?

S1 My teacher used to come without a textbook. He just used to write on the board...

S2 My teacher for standard 9 and 10 had not specialised in Geography therefore he used textbook most of the time; as a result our interest in Geography dropped.

R: What do you think is the best way to teach Geography?

S2 I think the teacher that teaches Geography standard 9 usually say at least you must see what you are doing that is at least you must draw a picture on the board, let's say you must write what you think about that thing (?)

R: All right so where do the facts come in? Surely there're some facts that one has to stick to? If you are going to write what you think, what about the facts?

S: We also consider the facts.

R: You also consider the facts. Did you use a textbook for that?

S: No he never used a textbook.

R: He never used a textbook. All right. OK and what about learning for exams then? What about exam learning?

S: Yes, sometimes we would get it from the textbook but usually he wrote some notes for us.

R: I see, so the teacher would have used the textbook somewhere along the line.

S: Yes.

R: I see. Do you understand what's going on in your Geography at present?

S: Yes.

R: I find it quite difficult myself because I don't really know Geography very well. You know things like Geomorphology and all that. You know that? Do you understand all that? Did you do it at school? Was that part of your school syllabus?

R: OK...

S: And when you are telling him about what you are talking about then you let him associate that picture or that teaching aid(?)..

R: What do you do when you learn Geography? How do you learn it?

S: You concentrate on the theoretical part - the practical part is scarcer.

R: Scarcer. Why?

S: I think maybe our lecturer doesn't have enough time to go out and show us the things practically.

R: Mmm. Practically. So you're going to have to know mainly theory.. You're going to have to learn theory for the exams.

S: Yes.

R: Ja. Do you feel that what you are learning this year is equipping you to teach it at all, or are you waiting for the Didactics next year to learn how to teach it?

S: We wait, we wait until we (?)

R: You can't teach from this. Why?

S: We won't know how to teach Geography because we have no instruction in it, in teaching.

R: OK, all right. So what purpose is your lecturer actually fulfilling doing this Geography. What is her aim, do you think?

S: The aim is that we know Geography as an academic subject.

R: That you know it as an academic subject. And you think the way in which she is teaching it is suitable for teaching an academic subject?

S: And then after having been taught the content and then...

R: And then...?

S: Didactics will (?)

R: Learn how to teach it. Don't you find it strange that you do the two separately?

Ss: Yes, we find it very strange.

S: We need to learn them together.

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S: Yes.

R: It was? In what standard?

S: 8.

R: And now its going to be taught to standard threes? fours? Do you think they're going to have difficulty understanding that?

S: I think some of the words are difficult for them at their age...

R: Right...

S: Because they are difficult words which need to be defined, so for a young child in standard 3 or 4 I don't think they can grasp them easily like we do (?)..

R: Did you have difficulty with the language at matric level?

S: Yes we did, because some of the teachers used to say they cannot teach language - they say we should have learnt it long time ago in the primary school so now when we find difficulties they say we must consult a dictionary. Sometimes we find the words we can use in the dictionary they are not fitting to what you want to say so somehow you need a guidance.

R: Was this the language of the Geography textbook that you should have learnt long ago in the primary school?

S: Yes, I mean since I didn't do Geography (?)

R: The rest of you - did you have problems with language? Were you taught in English?

Ss: Yes

R: All of you were taught in English? Was there Xhosa used at all? Or sometimes or for explanations?

Ss: |A little,| a lot...|

R: Just a little?

S: Yes.

R: You say some of these words are difficult for standard 3s and 4s. I would agree with you on that. How do you think you are going to bridge the gap between the textbook and the child's understanding of language?

S: I think the best thing is to show the child teaching aids.

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R: Together? I know for English I find it very strange that I am supposed to teach English Academic and Didactics separately because I think you're talking about something and then you're going to be talking about how to teach it at the same time. Do you sometimes wonder when she's talking perhaps about how you would teach that particular thing?

S: (No reply)

T: You don't think about the teaching at all?

S: I think (?) that if we are taught like that I mean it can go hand in hand with the content as a result of that. Maybe a particular person can I mean as individuals he can make the difference between those two -(Didactics and Academic) and you are given a particular task to do then you can hope to do it.

R: Right, so next year you're going to go over the same material - standard 3 and 4 - right, but from a teaching point of view?

S: We don't know.

R: That seems to be what they're doing in History, you know, because the History Academic people do umm they started off with umm South African History and then they went on to Ancient Greece and then in History Didactics you're doing it the other way round. You started with Greece? Right. So presumably the Geography's going to be the same so you're actually repeating that work, as it were. Do you think that what you've learnt in History Didactics could help you in Geography?

S: Here and there.

R: Where?

S: Interpretation.

R: Interpretation. What about activities that the lecturer does?

S: There's some.

R: You find some of them useful? If you are asked to teach History and you haven't done History Academic, how would you do it? Let's imagine that this is two or three years' time and you're in a school. How would you teach it? Would you use the methods that you've learnt in Didactics?

S: Yes ...

R: But you haven't got the background.

S: You must vary your methods with your teaching .

R: You must vary your methods? OK, so would you expect the History Academic lecturer to vary his methods when he taught History Academic?

S: Yes.

R: And the Geography lecturer? But she doesn't though, does she? And when you do English Academic, does the lecturer vary her methods?

S: @@@

R: OK. The type of teaching that I've noticed in the Geography class is what they call transmission mode or transmission type teaching. OK. That means from the textbook through the teacher to the child or the student or the pupil. Do you think that is an effective way of teaching? I mu:t say that you all look very bored sometimes when I sit here [laughter] and I wonder why - do you just look bored or are you concentrating very hard?

S: We are bored.

R: Why?

S: Because we don't like it that much, the textbook method. Sometimes you cannot say it is right; you cannot have your own opinions.

R: OK, mmm.

S:: There are mistakes.

R: There are mistakes? You mean there is something wrong with the method or with the book?

S: Yes sometimes there are mistakes in the book which you cannot understand but you've got to understand them since they are from the textbook and you like to believe that the textbook is right and complete whereas it is not complete.

R: Why should it be right? £

R: Do you think it's easier to umm teach Geography using the textbook method than to teach History using the textbook method? Does Geography have more facts in it than History, or not? Are some facts open to discussion, to debate?

S: Some of the facts are open to discussion.

R: Are they? Such as? Give me an example. As I say I don't

know Geography very well.

S: When talking about a slope, a child will not when using a textbook method a child will not understand what a slope look like. You may say you may show the child a picture of a mountain and say this is a slope but she will not have the ...

R: Perception?

S: The idea the idea of what you mean.

R: How would you do that then, how would you show her?

S: If you walk out and show them on the mountain, and show them that that part of the mountain is a steep slope because of this, that and that and that side of the mountain and that this side of the mountain is a gentle slope because of this that and that...

R: What are drifting continents? The theory of drifting continents?

S: It's quite difficult.

R: Explain to me?

S: You see, it's something imaginary: you cannot really support yourself. (?) accept it as it is.

R: What?

S: The drifting continents.

R: But where were they from and where did they go to? Is this separating the continents? When they decided to separate? How will you explain that to the children? Do children even know what Africa actually looks like in standard 3? I mean do children actually have an awareness of Africa? E

R: Is there, with Geography, do you think that one could perhaps, is this very much a Western Geography that you're doing? Could one do it perhaps from a more African point of view?

S: I think we should have more (?)

R: Do you in the present Geography? Is there much focus on Africa? Those of you who've done Geography at school, do you spend a lot of time learning about different countries in Africa? I had one of my students the other day who told me that Malawi was a town. Now surely if she'd done a little bit of Geography at school, you know, she'd have known that Malawi wasn't a town... Do you learn quite a bit about Africa?

S: Not so much because what we learn about Africa its relief, its climate, mountain ranges and sort of the population of countries and how it is divided into African states and its vegetation.

R: In what standard?

S: In 9.

R: Standard 9. OK. Umm. This is what I was looking at. This bit on the bushmen here. Would you find this offensive? Umm Bushmen are short people. Their skin is yellowish brown in colour. Umm Most bushmen are short people. Their skin is yellowish brown in colour. Most Bushmen have big buttocks and their face is triangular in shape. Is this offensive to you?

Ss: No (Generally "No")

R: It doesn't offend you? Does it offend anybody? ... Do you think it might offend the bushmen? Do they like to be called Bushmen? They like to be called something else don't they? @@@ San, have you heard that? San. S- a- n. That is actually the name of their tribe, so the Bushmen would find that offensive, you know, to actually be called a bushman, anyway. Umm, I was interested here, they talked about ... African states, Zambia, Malawi, Kenya, Nigeria, Algeria and Egypt. Why do you think they chose those six? Isn't that a bit of a strange choice? Zambia, Malawi, Kenya. OK, obviously Central Africa and then Nigeria, Algeria and Egypt. Could there have been others that they could have included? Why do you think they chose these specific ones. Is there some sort of method in their choice perhaps?

S: Their (?)

R: What?

S: Their (?)

R: I beg your pardon?

S: Their size ( ? )

R: Yes, OK. What is the effect do you think, of a map like this, where you've just got umm the only name here I can see says "desert". It's supposed to be a map of Algeria. You've got Morocco and Tunisia here. What do you think is the effect on the child of a map like this. Is he actually going to know where Algeria is?

S: It's a bit vague.

R: It's a bit vague. Why?

find that certain lecturers are more relaxed about perhaps answering questions than others, or do you keep quiet in front of all your lecturers? I mean you don't have to name names. Are there some that you feel freer to question, to ask questions from?

S: Yes.

R: Why? I'm interested to know what in that lecturer actually makes you feel freer to ask questions.

S: Sometimes when we see that that lecturer is full of life and then we feel free.

R: Full of life ?

S: Yes, then we feel freer ...

R: OK, you mean like relaxed, OK here at the back, what do you think?

S: (?)

R: If she what?

S: If she if she laughs.

R: If she laughs?

S: Yes.

R: Must she laugh in a certain way? Must she behave in a certain way? Because I mean laughing can actually be quite sort of nasty sometimes too, can't it? You say she must be relaxed. OK, what else?

S1: Yes, and sometimes when you ask a question she must just answer you in a right way like maybe there are some things she can tell you afterwards. In front of your colleagues maybe you become shy and you didn't expect such a question and answer. You may become embarrassed.

R: OK, so she mustn't embarrass you.

S2: I support her because maybe sometimes when I ask her a question then she just loses her temper. I don't know why.

R: OK, so you're scared of lecturers getting cross with you perhaps?

S: Yes.  
[End of period]

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S: Because it's not ( ? )

R: Yes, where in the world ...

S: If it's if it's in Africa.

R: Yes, all right. Do you, just to come back to something else, do you feel that you are free to disagree with what is happening in your Geography class? Do you feel that you are free to argue with the lecturer?

S1: No ma' am

R: Why?

S2: Sometimes I think we just accept what the teacher is saying.

R: Why?

S2: Because since we are just student teachers and are afraid (?)

R: OK why...?

S: And it seems as if the lecturer is a senior to us and he knows each and every thing whereas we know that he might have some mistakes but we don't want to disagree.

R: OK. Are you trying to actually ... are you kind of entering into some sort of pretence, as it were, with the lecturer, that the lecturer is the one who knows and you are the ones who don't know? Are you taking part in like sort of a little play almost? Here we sit and we know nothing?

S: It is difficult because when I came here at the College we heard so many things that we must not ask. We must just take things.

R: Just accept. Such as? Can you give me one example?

S: Just that we are told something goes like this and this you must just accept it.

R: Just accept it. OK. So this is something that comes from the college?

S: From my colleagues.

R: OK. Would you have done the same at school?

S: Yes we would have.

R: You used to sit and keep quiet and not argue? OK. Do you

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31 October - Student interview - E class

R: One of the things I've done for this morning is to photostat some umm pages out of a History textbook and I want to ask you to look at those pages. Now I see luckily that most people have got their History textbooks here so I can just give the pages to those who don't have them. What do you think you were doing in History Academic this year?

S: E

R: You were doing the content of which book?

S: Standard three.

R: Standard three. Why was it called Academic then?

S: I think it is because we are taught that History as if we are standard 3s.

R: OK, and how do you feel about that?

S: I don't feel quite happy because I can say the book doesn't interest me.

R: OK, so the book doesn't interest you. Why?

S: It's er I would say its more childish.

R: It's childish, yes. Would you agree with him, or not?

S: It's not challenging.

R: Umm umm.

S: The content isn't challenging. It doesn't need my insight. I have to just recall it, not state my own views.

R: OK so the content is not challenging, you can't have your own views, it doesn't require insight.

S: Yes.

R: OK. Do other people feel the same about that?

S: @@@

R: And are you going to sit through another two years of doing History like that? Is it next year you're standard 4s and the next year you're standard 5s?

Ss: Yes

R: Is there some sort of solution to that? Do you find that you get treated as standard threes? Or do you get treated as students learning standard three work?

S: E

R: Are you all familiar with this History or are some of you not familiar with it? Have you learnt it before?

S: @@@

R: You have? What about History Didactics then? Do you feel that you are also standard 3s in History Didactics?

Ss: No.

R: Why?

S: E

R: Is it because of the content?

S: It is because we don't know how to teach.

R: OK, it's because you don't know how to teach. Is that the only reason?

S: I think as it was said the History that is the academic, we already know so it doesn't as I said it doesn't challenge us. It is boring as such. And now to Didactics - it is something new to us. We are eager to want to know what it is all about.

R: Is there a difference in lecturing methods perhaps? What sort of, if you had to choose a lecturing method which you liked most, what would you say? What do you enjoy doing most in the classroom?

Ss: Discussion.

R: Discussion; anything else? Could the History Academic be taught like that, perhaps? Do you discuss in the class?

Ss: Yes.

S: Story. Storytelling.

R: Who's going to tell the story?

S: The teacher.

R: The teacher's going to tell you a story? OK, what sort of story?

S: Sometimes a story about long time ago.

R: So he's going to make History into a story?

S: (?) to the History of today.

R: Relating to the History of today? Why?

S: Because the History that I've learnt must serve the History of today.

R: What do you mean by that?

S: There are things that had happened so now they are still (?).

R: OK, does History provide you with some sort of insight? Why does one actually teach a little child History?

S: I would say it's still existing even today. What she says now is that History is relevant even today because we get these children here maybe they also see monuments, statues here 177 in town and they don't know about them so we are going to teach them these er what happened are of such vital importance so we've got to teach about them.

R: OK, monuments such as what?

S: The settler monument.

R: The settler monument. And how would you tell the child that that was important?

S: Maybe had been taught at school that the British settlers were such people and did this and that and they arrived here on such a date and he doesn't know what a British settler looks like or what things did they do. Then getting to see the those monuments at least he will be much more interested.

R: Right. Umm umm?

S: I think it will convey to the pupils that History has got an influence on our today's life.

R: Do you think that your book provides for that? Your standard 3 book? If the child uses those books, is he going to get those insights into the present, for example?

S:£

R: How are you going to teach History as a matter of interest.

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You walk into the class, umm you get to the school and you get told you're going to teach History. What are you going to do? Umm umm?

S: I think you must have good methods to apply to pupils.

R: So, good methods to apply to pupils, such as what?

S: Whereby they are active.

R: OK, they're going to be active, but how can one be active in History? Isn't History sort of old and dry?

S: They can be active when you are teaching something that is done at that time and then you show they must do it.

R: They must do what?

S: (?) how to make clothes for a black child.

R: How to make clothes for a black child. But surely they don't they know how to do that? Or are you talking about black children in the past? Yes?

S: I would say History can be taught better if the teacher presents it as if in the form of a story then at the end the children are dramatising the story for instance the settlers, 1820 settlers then one child he will be maybe if he was a commander then the other child maybe he was a follower and then maybe others would form a sort of shape then some (?) will say this is the town where they got to and that sort of thing as a story then they will dramatise.

R: Right, so they're going to dramatise, they're going to participate?

S: Yes.

R: OK. So somebody said that they thought discussion was the best method, some others seemed to think that telling was the best method. Are there any other methods? If you had to be realistic, what method are you going to use when you go and teach History?

S: I don't think there's one specific method as far as History is concerned because all the methods have got the good and the bad so it is for the teacher to vary to see which one for that section is suitable.

R: OK. Why do you think History was more popular than Geography this year? Why do you think History was more popular than Geography?

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S: Because you can relate it to the history of the day because you know that there were people who were trying to come together. Still today there are people who are trying to come together so that they can (?).

R: So would you say in general the topics which you could relate to would be the most exciting?

S: (?) South African History the history of the poor whites.

R: Later later history. Yes. Why?

S: Because during that time ...

R: Also enforced their policies. Such as?

S: (?)

R: Was that a policy or was it just a moral standpoint?

S: A policy.

R: Yes?

S: The part which I like best is about international relations (?)

R: Yes, present day international relations. OK, what I'm going to do is to give you a handout and I'd like you to copy down a few questions on a piece of paper and then just give them to me on this handout. OK, just write them down very quickly. Just write them on a clean piece of paper. \$\$\$ Just let me assure you that whatever you say is confidential. Nobody else gets to see it but me and my professor. Number one. What is your favourite topic in History - or topics, you can mention a couple, and why? OK that's just a general question. \$\$\$ Then the rest of the questions relate to the handout here. \$\$\$ Write down 5 words which you think a standard 4 child would have difficulty understanding. Write down 5 words which you think a standard 4 child would have difficulty understanding. \$\$\$ Say how they are explained in the text, if at all, if at all, if at all, say how they are explained in the text, comma, and whether this explanation is satisfactory and if this explanation is satisfactory. \$\$\$ Number 2: are there sentences which are difficult because are there sentences which are difficult because of the way in which they are arranged? I'll read you an example. You don't have to copy it down. This is from a Geography textbook. Beyond the Lebomboes and the highveld is the middle veld. What would have been a more easier, a more easy way of structuring that sentence? \$\$\$ What are they doing? They're saying we're putting in some information first but the important information comes at the end of the sentence. It would have been

S: I think because it is about human beings and human nature.

R: OK, do you think perhaps that some people might have chosen History because History was more political? I mean by its nature that it was more political?

S: I think by the fact that events which took place in this year...

R: Umm umm.

S: ... show me. That's why it had such popularity.

R: Umm umm. Yes?

S: I also think this time when there are changes taking place, politics, so History is about change.

R: Right, what would you say were the most political subjects at a college or at a school?

S: I would say History, because if something did happen even in the past (?) then if it happens again then they will have some explanation.

R: What are you most if you had to choose your favourite topics in History, what would they be? OK, I'll give you a while to think about that. I'm going to actually ask you to write that down in a few minutes. What are your favourite topics? I know I had some favourite topics when I was at school. And they don't have to particularly be in this book. They could be other topics as well. Yes?

S: (?)

R: No, any. Just in general. You obviously have some experience of History.

S: The causes of the Anglo Boer War.

R: The causes of the Anglo Boer War. Why?

S: In History it is stated that the way in which the British came to South Africa that's the (?) part.

R: Umm umm. Yes?

S: I think the Treaty of Versailles.

R: Versailles. Mmm mmm?

a far easier sentence to say: The middleveld is between the Lebombo and the highveld. You see?

S: @@@

R: OK? Here's a lovely explanation of a word here. Well, a very poor one - a nice example: Swaziland has two main climatic regions. In brackets: a climatic region is a region which has the same climate everywhere. Does it explain climate or regions? No, it doesn't does it? Swaziland has two main climatic regions. A climatic region is a region - which we don't understand - which has the same climate - we don't understand climate either everywhere. You see it hasn't been explained. For example - there are few trees, mainly along the river. Note that there are many plantations of exotic trees on the highveld. An exotic tree is one which comes from another country. Firs and pines from North America have been planted here to provide timber for the country. And all that, from Note to country is all in the same bracket. OK? Part is explanation and part is information. So those are the sort of things that you're looking for. OK so umm, are there sentences which are difficult because of the way they're structured? Quote three. In other words, quote three sentences. / Quote three sentences. \$\$\$ Quote three q-u-o-t-e. Quote means put in inverted commas. Quote three sentences and say why you think they are difficult. \$\$\$ The next question: umm Do the pictures on the page help the child to understand what is going on? \$\$\$ And the last question - obviously you would answer that not with a yes or no but would explain, all right? - and then the last question - is the material on this page politically sensitive to the black child, to the black standard four child, and why? Why or why not? is the material on this page politically sensitive to the black child, to the black standard four child, and why or why not? \$\$\$ OK, I'd like you to spend a little time thinking about this. If you could hand them in to me before the end of the term? OK? In other words, like next Monday. Can we make it next Monday? Will you have time to do it before then? OK.

S: @@@

[End of tape]

## SUMMARY OF RESPONSES TO QUESTIONS GIVEN TO HISTORY STUDENTS

7 November

[Not all students responded as this was very near to the final exams]

\*\*\*\* - different respondent

1. What is your favourite topic and why?

I liked the part of History which deals with the rise of Hitler and the second world war because Hitler has shown me that National Unity is the most important, for success in any country. I fancied Hitler's ideas of nationalism for reviving Germany after Versailles. I also liked his diplomacy. I could see in him how to be diplomatic can win you many verbal wars/ conflicts. During his time diplomacy played a very big role. But there was something wrong with him: he was too ambitious. His ambition caused him his life and brought great misery to people. I was also against the way he planned his nationalism - by murders. I also liked the SA History as from being a republic. I could see clearly how the Black man had to suffer in his country. I could also see how sinful the policy of apartheid is. And also how deep the roots of Afrikanerism were anchored in the Afrikaners of this country. It is here why I can see why many progressive organisations are banned in this country (ANC, PAC, etc). The arrests of the Black people's leaders ...? In this section I can see why and how most of the countries oppressive laws were introduced. I can also see now why I have to sit here and write this piece of work.

\*\*\*\*

The international relations: the restoration of peace in Southern Africa particularly between Angola, Namibia and SA.

\*\*\*\*

Peace treaty - how the states after a long came to agreements by means of peace.

\*\*\*\*

The chapter which is most interesting to me is life in Europe in the Middle Ages whereby the Monasteries played a great role in keeping civilisation alive, the art of writing and old traditions. People committed themselves to serve God and were even prepared to live in isolation, these people were known as monks and nuns.

\*\*\*\*

My favourite part in History is the Rise of Adolf Hitler - The part I like very much is Anschluss (Austria).

\*\*\*\*

My favourite topic in History is the arrival of the British settlers at the Cape because it more interesting to know what the problems were like in Britain. Because 1. After the war soldiers who were employed could not find jobs. 2. Political unrest 3. Slum conditions 4. Poverty.

\*\*\*\*

My favourite part of History is the Treaty of Versailles after the first World War. The part I like very much is the Woodrow Wilson 14 points which asked for rearment of nations and association of nations under one body.

\*\*\*\*

My favourite topic in History is the formation of two Arm's Camp whereby the West (USA) clashes with the East (USSR) to an extend that a buffer zone was formed between two countries. My reason for regarding this as a favourite topic is because the conflict between the two countries is still growing even now. There is still that competition of Armament between Communistic states USSR and Capitalistic states USA. On the other hand USA is curbing communist infiltration in America and USSR curbing capitalist infiltration in Asia from my point of view this can be the main cause of World War II.

\*\*\*\*

#### The Peace Treaty of Versailles.

I like this topic because in spite of all wars, hatred between nation and nation, there was somebody who raised the point of making peace. There was somebody who realized that this was useless. The fighting must come to an end. As Woodrow Wilson came up with the idea of his 14 points, He tried to work it out so that no nation can dominate the other one. He did not work it out to suit the needs of his own people. He tried to please even the minority. He tried to be fare to everyone. No other nation would dominate the other. The one who was found guilty was punished there was no favours. Although the Treaty had its disadvantages it helped putting the war to an end.

[The following questions refer to pages 76 and 77 of History Can be fun Standard 4.]

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2. Write down 5 words which you think a standard 4 child would have difficulty understanding. Say how they are explained in the text, if at all, and whether this explanation is satisfactory.

focal point, head gears, magnates, foreigners/uitlanders, consolidated : all 5 words are not explained in the text at all.

\*\*\*\*

mining magnates, mine shafts, focal point, overwhelm, maintain: a standard 4 child would have difficulty understanding these.

\*\*\*\*

magnates, taxation, demands, overwhelm, voting rights. Magnates refers to the wealthy men. Taxation - imposition of tax (money) to people to pay. Demands refers to rights people fighting for. Overwhelm refers to the overpowering of government by certain people. Voting rights refers to the people who want to have a say in the running of the government. The explanation is quite satisfactory.

\*\*\*\*

attractive, headgear, mining operations, undertake, permanent. This are explained satisfactory. attractive used as what will stimulate the interest of the people. Headgears. These are in the machines for moving them. Mining operations is the acting which is responsible for mining purposes. Undertake - the meaning here is that how the company was able to do this mining. Permanent means something which will exist for a long time.

\*\*\*\*

character - the word is placed in a situation as if it referred to a human. magnates - it seems as if the word has to do with having properties of magnet while it refers to wealthy men. shaft - vertical or inclined excavation giving access to mine. theatres - The pupils must understand what it is because of its utmost importance. A theatre is a building for dramatic representations.

\*\*\*\*

Magnates - it also means wealthy people with lot of money. Operation - to put something in action. Consolidated - group together with a certain motive. Situation - the position. Overwhelm - outnumber something. Possession - In hold f something. Occurrence - Happenings.

\*\*\*\*

Rapidly, consolidate, magnate, wealthy, theatres.

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\*\*\*\*

magnets, consolidated, desperately, character, shafts.

\*\*\*\*

Character of its own - This is not explained only differences between the chimneys, and shops is not satisfaction. Foreigners - not explained. Overwhelm the government - not explained. Jameson Raid - It is said to be explained as well as the Second Anglo Boer War. British Colony - not explained.

3. Are there sentences which are difficult because of the way in which they are arranged? Quote 3.

"The wood and iron buildings. iron made way for permanent buck buildings and within a matter of few years Johannesburg became a large city of with high buildings, streets and open squares." It will be difficult to understand because of the beginning of talks about bricks and high buildings but at the end, it talks about streets, parks and open squares, that are quite irrelevant. A new sentence could have been made for those aspects.

"Johannesburg was not regarded as an ordinary village and could therefore not become a municipality with an elected mayor." A mayor is elected in a town/ city with a town/ city council, and not in a village. But I personally don't understand the statement clearly.

"The government in Pretoria were faced with many problems in trying to control the situation." The verb "were" is wrong. The sentence is too long. I think "The government in Pretoria faced many problems." would have been right. The sentence also talks about problems and situation which are not mentioned in the preceding ones. How bad the situation was is also not stated.

\*\*\*\*

There are sentences which are difficult in the text because of the way they are explained. e.g 1. The church tower was usually the focal point. 2. The wealthy mining magnates 3. The city was built around mine shafts. These sentences are difficult because the child maybe has never been to big cities which have mines. The child has no idea about the mines. If the words can be explained a little bit more to them.

\*\*\*\*

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"They wanted voting rights." "President Kruger was not prepared to grant this as he was afraid they would overwhelm the government." "The Uitlanders in Johannesburg continued to make more and more political demands." Yes, the standard four child is not familiar with the above sentences because he is not really sure of the situation happening outside.

\*\*\*\*

Yes, because other are used differently to the meaning. "Only this large mining companies had the money available to undertake this kind of mining." "The wood and iron buildings soon made way for permanent brick buildings." The pupils will have a difficult to understand how this wood and iron buildings made way. "Farmers could also sell their produce there." This can give difficult understanding to pupils because it is they are talking about mining now they are talking about farmers.

\*\*\*\*

By 1894 it was stated that shops in Johannesburg were just as attractive as any that could be found in London. After this sentence it is then stated that there were already 3 theatres. Confusion can be caused because last time we heard about the shops which were attractive and we are told about theatres which are different from shops and then we are not sure whether they are in London or in Johannesburg.

\*\*\*\*

"Planning was, however, not very good." There should be no reason for this. "The city was actually built around the mine shafts." "The government received a great deal of money from taxation."

\*\*\*\*

"The farmers could also sell their produce there." It is difficult because it is not clear the meaning of it. "In Johannesburg it was the chimneys of engine houses and headgears above the mine shafts." Firstly the engine houses and headgears are something which are new to me, so it makes the sentence difficult. "The wood and iron buildings soon made way for permanent brick buildings and within a matter of a few years Johannesburg became a large city with high buildings, streets, parks and open squares." It is very long for a child.

4. Does the picture on the page help the child to understand what is going on?

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I don't think the child will understand because the picture show people working, but differently to the actual mining situation. It is either they are just cleaning the streets or they are construction (building) labourers.

\*\*\*\*

The pictures on the page does not help the child to understand. It is just people they see with spades and wheelbarrows. This does not give them any idea of how a mine looks like, and they are used to see using these in their community.

\*\*\*\*

Yes, the child could easily understand what is going on.

\*\*\*\*

No I don't think the picture is useful because it is even not clear and this cannot help pupils.

\*\*\*\*

I don't think the picture on the page will help the child in understanding because the picture is not quite clear and does not emphasise what the text explains.

\*\*\*\*

The pictures help the children to understand what is going on because the child can see the people are busy digging up the soil. The picture also have nothing to understand because there are black people who are working in the fields. The Chinese are just supervisors.

\*\*\*\*

Yes, it shows how did the black people suffered in those days without any reason only for slavery.

\*\*\*\*

The pictures on the page, I think these pictures help the child by giving him a little bit idea of what is happening in the chapter.

\*\*\*\*

Yes because it shows the picture of workers.

5. Is the material on this page politically sensitive to a black standard 4 child, and why or why not?

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No I don't think so. The material is talking about something which is not political. No persons or figures are mentioned in the material. No suffering of the black people is mentioned, which could have had an influence on the child. Some other child will be absorbed by the facts he get and whilst trying to figure out how those goldmines were like, then his mind will not think politically.

\*\*\*\*

The material on this page I think is not politically sensitive to the black child. They are not given the real situation in the mines. The only thing given to them here is about the companies, and the good side of mining. They are not told about the difficulties the workers encounter under ground, the risks they take with their lives. They are not given the reality of the mining situation. If a black child can read this he can think that it is best to go to the mines because everything is easy. There are no dangers.

\*\*\*\*

Yes, because every child in the black community especially in the rural areas knows in fact he is aware that people who work in the mines are mostly black people and if he can see the picture with "Chinese labourers worked on the mines". Even in urban areas most of the workers are the black labourers. It is rare to find a white labourer especially in nowadays.

\*\*\*\*

Yes this material is of vital importance because this will help pupils to understand how Johannesburg developed or established.

\*\*\*\*

The material on the page is politically sensitive to the standard 4 black child as it gives him or her an understanding of how Johannesburg developed into the gigantic city it is today.

\*\*\*\*

Yes, it is where some of our black brothers were working in the mines with low wages. It was one of the causes of the 1922 strike, the replacement of white skilled labourers by black cheap labour.

\*\*\*\*

Yes because it shows us how the blacks were cheated in the olden days because they were politically unaware.

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\*\*\*\*

It can be senseless to the black standard 4 child because he know nothing about mining.

\*\*\*\*

It is politically because it deals with the uitlanders wanting franchise qualifications.