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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1   Introduction to the Study

The United Nations estimates that an estimated 775 million people around the world can still not read or write. Out of this figure, about 122 million children of primary and lower secondary school age remain out of school; and millions still graduate with inadequate literacy skills. Women are on the high side here, because overall, they account for two-thirds of the world's illiterate population (UN-Literacy Day, 2012). In this time and age where efforts are being made to achieve the Millennium Development Goals and build inclusive knowledge societies, it is regrettable that the issue of illiteracy still persists and seems to be on the rise.

Efforts to make all citizens of the world literates [to be able to read and write] still remain such a huge challenge that in the launching of the UN- Literacy Day, 2012, Ban Ki-Moon in his speech, said; *"We must move faster to reach the most marginalized and uphold this basic human right. The global movement for education needs a big push. That is why, later this month, I will be launching a new Education First initiative"* (UN-Literacy Day, 2012).

 Such huge figures relayed by the UN poses grave danger to the youth of today and thus a big toll on future generations, if something drastic is not done to arrest the situation. Incidentally, the state of education in South Africa, where this research is being undertaken, is of a nationwide concern, as it has a lot of resemblance with the global picture. Statistics indicate that almost 80% of grade five learners are judged to be at "serious risk of not learning to read", as measured by international benchmarks, it is not an overstatement to say that South African education is in crisis (SA Education, 2011). Considering the dichotomy between the rich and the poor, it was further asserted that the crisis even takes on a moral dimension when one considers that, by the age of eight, the poorest 80% of learners face a substantial learning deficit. In other words, by an early age

there are already stark distinctions between the prospects of children from poorer communities and those from more affluent ones.

When South Africa's Education system is put in international perspective, one can conveniently conclude that the situation is nothing to write home about. For instance, out of the 50 countries tested in grade eight maths and science in the *Trends in International Mathematics and Science Study* (TIMSS) in 2003, South Africa came last. Three years later, when 40 countries were tested in the *Progress in International Reading Literacy Study* (PIRLS) grade five reading and literacy test in 2006, South Africa again came last. The issue at stake here is the fact that 78% of students, who participated in the above test, were not able to attain the low international benchmark in PIRLS, making grade five a serious risk grade with learners who are not learning how to read properly, a situation seen as very disconcerting.

Apart from the tests organized in 2003 and 2006, other tests conducted in 15 sub-Saharan African countries in 2007 by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), ranked South Africa at 10th position out of 15 for grade six reading and eighth for grade six maths, putting South Africa behind countries such as Tanzania, Kenya, Swaziland and Zimbabwe. Incidentally, South Africa has fewer pupils per teacher, better access to resources and more qualified teachers compared to the countries that also took part in the competition. This therefore makes the situation dicey, and that means something beyond the provision of huge budgets and top-bottom policies need to be done. The situation calls for strategic classroom management, in terms of teaching and learning strategies that are adopted by teachers in South African schools.

To crown the ongoing write up, it has been established that the cognitive performance of South African children is highly unequal. An analysis of the national school effectiveness study conducted by the Joint Education Trust revealed that by the age of eight the poorest 80% of learners were already considerably behind the richest 20% in terms of performance on the same tests. The study, that established this difference between the poorest and the richest; in terms of performance, took place over a three year period, starting in 2007 and

tracking children in grade 3 all the way to grade 5 in 2009 (SA Education, 2011).

The buildup so far makes it imperative for teachers to cater for individual differences in their classrooms in order to ensure that they do not go by a one size fit all policy in terms of content and especially methodology. To ensure equity, it is a matter of prudence on the part of teachers to make use of teaching strategies that would be beneficial to all learners, thus bringing all inclusive education to bear and this can best be done by adopting one of the most researched and trusted teaching strategies called "cooperative learning".

1.2 Background to the Study

The Department of Basic Education (DBE) emphasizes inclusivity as a central part of organizing, planning and teaching at school (DBE, 2010). The DBE acknowledges that inclusivity can become a reality when all teachers exhibit a sound understanding of recognizing and addressing the barriers to learning and also with the ability to plan for diversity. Planning for diversity should take into consideration individual differences and therefore different strategies that can be applied in the teaching process to ensure positive results are obtained at the end of the day. In a similar vein, Altshuler and Schmautz, (2006) add that the enactment of the *No Child Left Behind Act* (NCLB) in the United States of America (USA) in 2001 sought to ensure that schools improved in order to meet the demands of an unpredictable world [that required] an educational system that is capable of delivering world-class learning students.

In 2006, the Bill and Melinda Gates Foundation released a report that explained reasons why students dropped out of school. Of the students who had dropped out, 47% reported they were uninterested in school, and nearly 70% reported they were not inspired in school (Bridgeland, Dilulio, and Morison, 2006 cited in Tresner, 2010). Many factors may result in a student losing interest in school in this era of high competition in the job market. However, one factor that is likely to stand out is the teacher factor. It is therefore of little surprise that both Haskins and Loeb (2007) and Sanders and Rivers (1996) all agree teacher quality is the most dominant factor that affects students' academic achievement at school. What makes the teacher the most important factor is that though the teaching learning process has over the years changed from teacher dominance to learner-

centredness, the teacher is the one who is supposed to select teaching strategies that would work well for the benefit of all learners and this can be done by accepting that what works for a set of learners may not work for others (Berliner and Biddle, 1995 cited in Tresner, 2010). It therefore makes so much sense in agreeing with Brimijoin (2005) who establishes that teachers need foundational skills in differentiation to understand how each student best learns the curriculum.

According to Brimijoin (2005), NCLB emphasizes —one-size-fits-all accountability and assumes that all students have access to the same curriculum, instruction, and resources. However, in any given classroom there is a wide range of learners leaving teachers in a situation where they are mostly struggling to provide all students access because students have different learning styles and backgrounds. Strategies that work for some students do not work for other students (Berliner and Biddle, 1995). Furthermore, Stiggins (1999) argues that teachers who have disadvantaged students in their classrooms may have a much harder time preparing these students for state assessments because these students usually have less confidence in themselves. On the other hand, Brimijoin (2005) is of the view that it is therefore naturally behooves on teachers to build students' confidence and competence through knowledge of content and a broad repertoire of assessment tools .

Emanating from the studies, there is a high correlation between the quality of education that teachers provide to students and what the teachers do in the classroom. Thus, in preparing the students of today to become successful individuals of tomorrow, teachers need to ensure that their teaching is effective. Teachers should have knowledge of how students learn and how best to teach. Effandi and Iksan (2007) concur that *"changing the way we teach and what we teach in science and mathematics is a continuing professional concern. Efforts should be taken now to direct the presentation of [science and mathematics] lessons away from the traditional methods to a more student centered approach"* (p.35).

In 1997 Van Horst and McDonald established the following criticisms against traditional teaching and learning to prove that the traditional approach to teaching, which is also teacher-centered, does not work effectively due to the following weaknesses:

- The initiative and innovation of both teachers and learners are inhibited;
- Learners' critical learning is not promoted;
- Learners and teachers are tuned to focus on passing exams;
- Entrepreneurship skills are not developed; and
- Praxis is not built among students (p.6).

Waspe (1997) in buttressing the above assertion, declare that the approach to traditional teaching where inputs of learners are limited and they are not allowed to initiate or practice is not worthwhile now. In line with Waspe's assertion, the approach to teaching and learning in South African schools have taken a dramatic turn from the traditional approach, where the focus was on the mastery of specific learning content and the shift has been on outcome-based education approach since independence in 1994. In citing the National Department of Education (NDE) (1996c), Van Wyk (2007) believes that the change in the approach to teaching and learning in South Africa is in line with the cooperative learning and teaching strategy, which focuses on development of skills for the future in line with NCS policy of the NDE and also to enable active classroom participation among learners.

It is justified to agree that education today must enable students to meet the challenges ahead and demands of the work environment and of daily living because this will shape students' need not only knowledge but also for communication skills, problem solving skills, creative and critical thinking skills in the years ahead, which are all synonymous with the tenets of cooperative learning. An American Association for the Advancement of Science (1989 cited in Effandi and Iksan, 2007:36) report advises that:

> *"…the collaborative nature of scientific and technological work should be strongly reinforced by frequent group activity in the classroom. Scientists and engineers work mostly in groups and less often isolated investigators. Similarly, students should gain experience sharing responsibility for learning with each other"* (p.36).

Van Wyk (2007) posits that *"In recent years, South Africa has experienced an important paradigm shift in education: a teacher-centred approach has been replaced with a learner-centred approach. Put differently, the emphasis is now on an outcomes-based education (OBE) approach as the key underlying principle of the NCS"* (p.4). To add to this Effandi (2005) cited in Effandi and Iksan (2007) establish that cooperative learning has caused a paradigm shift where small groups remain the focus in teaching and learning, instead of the traditional teacher-centered approach. This situation is believed to offer excellent opportunities where leaners have the chance to engage in problem solving with the help of task members which brings into the fore cooperative learning.

Van Wyk (2007) opines that the learners' performance is influenced by the environment in which learning takes place, which therefore means that the teacher has to take efforts to create a learning environment that is free and at the same time will challenge and motivate learners. He sums up by noting that the learning environment must promote a learning culture. It is therefore worthy of note that, as many researchers have identified that one strategy that works well in the teaching and learning environment is cooperative learning, hence this strategy can therefore effectively be used in the teaching of English First Additional Language (EFAL) in grade twelve in the KwaZulu-Natal (KZN) Province in South Africa.

1.3 Basic Objectives of the Curriculum for South African Schools

In line with the important components of cooperative learning as a learning strategy, the curriculum for South African schools has two major objectives, which are presented in this study. Mention must be made of the importance of the cooperative learning strategy; however, the researcher deems it expedient to touch on it into detail in the literature review.

Objective 1:   Learner centeredness

The locus of learner centeredness is that in the curriculum development plan, the needs of learners and the learners themselves must take center stage in such a way that styles and paces in the learning environment must vary to enable learners earn their qualifications.

Again, motivation of learners must be ensured through the provision of positive learning experiences and respect for cultural diversity while leaners are made to follow their progress through the use of multimedia learning programmes and distance education (NDE, 1996a:52-55; 1996c:16-21).

Objective 2:   Nation-building and non-discrimination

In building a national identity through the curriculum development model, nation-building and non-discrimination are the watch words in order to tailor learning programmes to cater for the basic human rights and mutual respect for one another irrespective of the background of the individual (NDE, 1996a; 1996c). To buttress this, Van Wyk (2007 cited in Gultig, 1998), states that a requirement for learning is to motivate learners with positive learning experiences, encourage them to have respect for other languages, cultures and situations while they are reflecting on their own circumstances and learning experiences that will be useful in the open learning environment.

The NDE also emphasizes the concurrent promotion of a national identity and roles,as well as respect to Africa and the world at large. In attaining this the following tenets are expected to run through learning programmes:

  • Mutual respect for diverse religious views, value systems, cultures and languages;

  • Multilingualism and informed choices in respect of the language of instruction;

  • Cooperation, community responsibility, and the ability to participate in all aspects of the community; and
  • An understanding of national, provincial, regional and community development needs.

Moreover, learning programmes must protect and promote basic human rights, irrespective of gender, race, class or age. Learners must develop a sense of self-worth and acceptance, irrespective of their differences (Gultig, 1998 cited in Van Wyk, 2007).

Without doubt, it would be agreed that the objectives of the South African school curriculum has much in common with the key components of STAD which are teams, individual improvement scores, class presentations, team recognition and quizzes. It is, therefore, a

matter of necessity to conclude in the words of Van Wyk (2007), who establishes that for over ten years of democracy, a major challenge that government has had to deal with is provision of holistic education and training for the whole population. Irrespective of that, the outcomes-based education (OBE) has the capacity to transform and renew learners; and it relies heavily on cooperation, the core characteristic of STAD.

1.4   Putting Umalusi into Context

The name UMALUSI (Council for Quality Assurance in General and Further Education and Training) is derived from the Nguni "**UMALUSI**" meaning "shepherd" or, in the African context, "guardian of the family assets". **UMALUSI** is entrusted to take care of some of the nation's most valued possessions – general and further education and training. It is to encourage and support, but also be firm on growth in quality through powerful and effective learning. Quality assurance is one of the strongest tools for changing education and training in South Africa – it clarifies goals, motivates individuals, demands good practices and promotes thoughtfulness about what is important.

UMALUSI is the quality assurer in the general and further education and training bands of the National Qualifications Framework (NQF). The Council ensures that the providers of education and training have the capacity to deliver and assess qualifications and learning programmes and are doing so to expected standards of quality. UMALUSI is guided by the General and Further Education and Training Act, Act 58 of 2001, published in December of that year. SAFCERT mainly focused on quality assuring the Senior Certificate.

At the launching of UMALUSI, in April 2003, the then Minister for Education (Professor Kader Asmal) had this to say:

> *The words 'quality' and 'education' have become conjoined in our everyday usage.Every reference to education is prefaced by the term 'quality'. The meaning of quality seems to shift depending on what aspect of education is being considered. To construct a statutory body around something with varied meanings as quality in education was always going to be a challenge. But it is necessary, and possible, to*

do so. There is at present a worldwide quest for quality in education. From what we know about the subject, there are two points that seem to emerge, which bear repeating. The first is least contentious: that the search for quality is an enduring one. We must never claim easy victory, for quality requires sustained attention. The efforts to improve must be continuous and based on a critical reflection of what is happening in our institutions, in our classrooms and between teachers and learners."

Very typical of every organization, UMALUSI has a **vision** that commits them to ensure the pursuit of world class quality in general and further education and training for all in South Africa. As well as a **mission** that obligates them to promote and assure quality in general and further education and training through reliable, responsive and reputable services provided in a supportive and reflective manner.

Standard setting is a key quality assurance responsibility, which has been entrusted to Umalusi through the Quality Council Act. Umalusi addresses this responsibility through a number of quality assurance processes, of which the moderation of question papers is one.

Since this research is mainly on EFAL, consideration is given to the Umalusi Technical report on the 2011 question papers in the said subject. First, it was identified that:

- In English FAL P1 two of the pictures were dark and unclear.
- In English FAL P2 the paper complied in most respects with criteria requirements; however, the cognitive and difficulty level of the essays and the contextual questions needed to be raised. The Brainline English FAL P2 was an imbalanced paper as a result of the unequal distribution of cognitive and difficulty levels. The contextual question was cognitively below the set standard.
- In English FAL P3 technically, the paper satisfied the criteria in most respects; however, the length of the essay was inappropriate, one of the instructions was found to be ambiguous and unclear (*UMALUSI Report*, 2011).

The above picture of UMALUSI has been painted as a way of bringing the organization into perspective and also to briefly ascertain their jurisdiction in South African education, most especially in the area of English FAL. Later on in the study, it would be identified if the organizations jurisdiction impacts on teachers and learners as well as the teaching learning enterprise as a whole.

1.5 The Research Problem

In Janaury 4, 2012, the Minister for Basic Education mentioned that the 2011 matric results had shown improvement compared to the results of previous years. She further reiterated that all stakeholders in the education enterprise were playing their roles well, which meant that interventions articulated in sectoral Action Plan to 2014, could yield *Towards the Realisation of Schooling 2025* (p.5).

It was further revealed that the 2011 matric results realized an improvement in five of the gateway subjects. However, the *UMALUSI Report* (2011) proved otherwise in terms of EFAL. For instance, in English Paper 2, it was advised that there was need for upward adjustment as it did not meet the set standard in terms of cognitive difficulty levels.

In a bid to improve the standard of education in South Africa, the following national strategic interventions were put in place:

- Self Study Guides in selected Subjects
- Development of Practical Assessment Tasks (PATs)
- Support from social partners
- Mindset Learn Xtra
- Interactive Multimedia lessons;
- Dinaledi Project Plan for 2011/2012

Additionally, the provinces also came out with their own intervention strategies in order to ensure that synergy was at play for the benefit of South African education. The provinces among other things put in the following measures:

- Additional support and training for teachers and School Management Teams (SMTs)
- Revision camps
- Compulsory provincial common assessment

Both the national and provincial intervention strategies seem very laudable and one would be tempted to wonder why all these beautiful strategies have not been thought of after 16 years of self-rule in South Africa, coupled with four educational reforms. The answer to this thought may be ascertained by taking a cursory look into matric results for KZN over the past few years.

Table 1.1:   NSC pass rate for KZN from 2008 to 2011

Year	2008	2009	2010	2011
Achievement (%)	57.6	61.1	70.7	68.1

Source: Report on the 2011 NSC Examination (p. 44)

Table 1.2: Candidates performance in EFAL for KZN for 2010 and 2011

Year	2010	2011
Achievement (%)	94.5	96.2

Source: Report on the 2011 NSC Examination (p. 56)

In South Africa's education system, English remains the medium of instruction apart from when the home languages are being taught. This therefore calls into attention to the steady rise and fall of NSC results between the years 2008 and 2011 in table 1. Table 2 also shows a marginal rise in the performance of EFAL results for the years 2010 and 2011, but when compared on a larger scale, it is identified that the only language that learners performed poorer than EFAL is Afrikaans (FAL) as indicated in

the Report on the 2011 NSC Examination (p. 56). Based on the scenario given, the researcher seeks to *explore how STAD can be used as a cooperative learning strategy in teaching EFAL in secondary schools in the Kwazulu-Natal Province, so that learners' performance in the subject can be improved.*

1.6   Aims and Objectives of the Study

Mokhele (2011) cites Pretorius (2004), who establishes that worldwide many educational systems have undergone major reforms in the past two decades or more. This assertion by Pretorius is not different when one takes a look at the situation of post-apartheid South Africa, as far as curriculum innovation is concerned. South Africa has between 1994 and 2012 implemented four curriculum policies and all the four emphasize on learner centred approach to teaching which this research is about. To be specific, this research aims mainly at delving into STAD as a strategy for teaching EFAL to grade 12 learners in KZN, in order to improve upon their performance.

Several research works have proved that the learner centered approach to teaching and learning is more beneficial in comparison to traditional methods such as the banking or lecture method. One of the learner centered methods that has proved to be of utmost benefit is the cooperative learning strategy which encapsulates STAD as one of its main approaches, hence, the need to delve deeper into cooperative learning generally and more specifically scaling the research down to STAD.

Simoa (2008: 7) quotes Love and Smith (2003) that:

> *We are not hermits. Each of us is born and lives in a culture and a society. We cannot live alone. We depend on other people to satisfy many of our needs and wants. We are dependent upon, and influenced by, many institutions in our society such as: the family; a variety of social, recreational and work groups; financial, commercial, educational and industrial organizations; religious organizations; and, the media (p.7)*

This to a very large extent explains why STAD has chalked such great successes as a teaching strategy. Human beings by nature are social beings and feel secured when

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they work with others. It therefore makes it a matter of necessity to adopt a teaching strategy that would make learners socialize, compete and learn at the same time and these call for STAD, which this research seeks to delve into as much as possible.

This doctoral study aims at ***designing a framework to guide English teachers on how to use STAD as a cooperative learning teaching strategy in teaching English First Additional Language (EFAL) in Kwazulu-Natal.***

In order to achieve the above overall aim of this study, the following specific objectives were formulated for the purpose of conducting this investigation:

- To disseminate the specific theories which underpin cooperative learning as a teaching approach and reflect on the types of cooperative learning models that emerge from this phenomenon in the context of this study;
- To explore training that can be offered to English First Additional Language teachers in the cooperative learning approach and the extent to which they can use this approach in teaching the subject in Kwazulu-Natal secondary schools;
- To examine challenges EFAL teachers may face when using STAD as a teaching strategy and how these challenges can be overcome by the teachers.

It is believed that good teachers are not born, but they have been taught and given skills needed to assist students. It is in this light that this research will seek to establish reasons for the adoption of STAD in teaching, how the strategy is used effectively, and the challenges teachers face in using the strategy in their teaching and how they are able to overcome the challenges identified.

All the aforementioned will be done in order for the researcher to inform policy makers and teachers on ways of coming out with quality classroom strategies and its subsequent smooth adoption so as to benefit learners and South African education as a whole. Again, when the right strategies used in teaching EFAL effectively are identified and the challenges involved are identified and curbed, this can be replicated in other provinces, most especially, in low performing schools, which will by and large help improve upon the performance of learners in EFAL, as well as other subject areas.

1.7   Research Questions

The central question which this research seeks to find answers to is: How can a framework be designed to guide EFAL teachers on how to use STAD as a cooperative learning teaching strategy in teaching EFAL in Kwazulu-Natal?

The following sub questions were derived from the main research question and formulated towards addressing that question:

- What theories foreground cooperative learning as a teaching approach and what type of cooperative learning models emerged from this phenomena?
- To what extent have teachers been trained in the use of the use of cooperative learning and how are they using this approach in teaching the subject?
- Why do teachers adopt this teaching strategy in teaching EFAL?
- How can STAD be employed as a cooperative learning strategy in teaching EFAL secondary schools?
- What measures can be adopted by EFAL teachers to overcome challenges that result from using the STAD technique?

Finding answers to the above questions in this research will be very beneficial in helping to explore the use of STAD as a teaching strategy in teaching EFAL.

1.8   Motivation for the Research

My personal interest in embarking on this study stems from the fact that I have been a professional teacher for fourteen years. My background as a person who started teaching at a very early age has always pushed me to embark on studies to identify various government policies, how they are implemented and how they fare in the near and distant future, as these policies are likely to affect me in regard to my work at the personal level and the organizations I work in on a larger scale. I have personally embarked on a study to investigate how a text book policy was viewed by stakeholders in Ghana in 2005 and also on issues of child labour in relation to learners' performance in 2007.

Marsh (2006) posits that English language is continuing to establish itself as a global lingua franca in a period of unprecedented globalisation. He further establishes that between 1995 and 2005, educational systems worldwide have shown interest in the adoption of English as a medium of instruction. Similarly, in the case of South Africa, eleven languages are used as official languages; however, English is used as a medium of instruction in schools. The only time another language is supposed to be used in the classroom is when that language is being taught and learned as a subject. This exposition about the usage of English globally and in the South African context, has urged me since my arrival in South Africa as an EFAL teacher and a student to look into quality teaching strategies that can be used to effectively teach EFAL. The main centre of attraction to embark on this study is the fact that post-apartheid South Africa has undergone four curriculum reforms since 1994 and all of the reforms use learner centeredness as a benchmark for measuring success, hence, a need to consider a teaching strategy that promotes learner centeredness.

 Again, being someone who has always had a passion for teaching EFAL and striving to be among the best of teachers means not only limiting myself to the 'normal' classroom work (teaching and learning), thus being inquisitive enough to go beyond my scope. In the studies I have embarked on previously, one thing always came to light; it was identified that learners had different abilities and some learners improved or retrogressed as they moved from one class to another, which meant the teacher factor was affecting the learners. This situation makes one tend to think of factors that might have contributed to such a situation and one factor that stands out among the others, is quality teaching strategies.

Recounting the Minister of Basic Education's remarks in 2010 in relation to the current curriculum reforms, she stated that; '…our overarching priority is to bring about a fundamental change in schooling outcome.' The question that naturally follows this statement is: why are some teachers not able to bring about the said outcome in their learners? It is in view of this and other factors already stated in this build up, that I am

embarking on this research to investigate how STAD can be used as a teaching strategy in teaching EFAL in grade 12 in KZN.

1.9   Delimitations of the Study

Due to time and financial constraints, this study was limited to only teachers of EFAL in high schools in KZN. KZN was set as the geographical area because that is the province in which the researcher teaches and could effectively conduct this research considering the time and finances available. This study was conducted within the Department of Curriculum Studies, which is under the College of Education of the University of South Africa.

1.10   Research Methods

The researcher resorted to the mixed methods approach in order to tap rich information from participants using both survey and focus group methods. The mixed methods emanates from the pos-positivist-constructivist paradigm (pragmatic research design), which is also a merger of both the positivist and constructivist paradigms in order to have a broader scope of the topic under study. The focus group discussion was used to collect data from participants in the qualitative phase of the research, whereas a Likert scale questionnaire was used to collect data for the quantitative phase (refer to research methods in Chapter 5).

1.10.1 Literature review

Relevant literature from both primary and secondary sources were consulted for this study. Among the primary sources consulted are a number of official national and provincial Department of Education policy documents, viz:

- The Revised National Curriculum Statement (RNCS) for EFAL for the FET phase, and
- The National Curriculum Statement (NCS) for EFAL for the FET phase.

Secondary sources include books, subject journals, newspaper articles, reports and internet searches.

The following aspects are attended to in the literature review:

- Overview of teaching and learning
- The use of cooperative learning as a learner centered approach to teaching and learning
- Critical review of student team achievement divisions as a cooperative teaching technique for EFAL
- The design of a framework for EFAL teachers

1.11   Chapter Division

This thesis is divided into six chapters.

- Chapter 1 provides the introduction to the study, background rationale, problem statement, aims and objectives of the study and the research questions that will guide the study.
- Chapter 2 reviews literature on works of authors who have embarked on similar studies locally and internationally on the cooperative learning approach and issues such as teaching and learning strategies.
- Chapter 3 also reviews literature on the cooperative learning approach as a learner-centred approach to teaching and learning. The chapter also delves into various theories that foreground cooperative learning.
- Chapter 4 is the final literature review chapter and it takes a critical look at STAD as a cooperative teaching technique for EFAL.
- Chapter 5 presents the methodology that was used to carry out the research. Specifically, the approach, design, instruments, sampling procedures as well as data collection and analysis methods.
- Chapter 6 provides an analysis and interpretation of the results from the data that has been collected and collated from the field.
- Chapter 7 spells out the summary, conclusion, recommendations and implications for further studies.

- Chapter 8 finally designing a framework for English teachers on how to use STAD as a cooperative learning teaching strategy in teaching English First Additional Language (EFAL) in Kwazulu-Natal secondary schools.

1.12   Definition of Key Terms

The following words used in the study and are explained below:

- Cooperative learning: it is an instructional method that uses small groups of learners working together while educators act as facilitators of learning. Learners are given an opportunity to learn from each other (Tshibalo, 2003).

- Student-Team Achievement Divisions (STAD): STAD is a teaching technique that was designed and researched by Johns Hopkins (Sharan 1994) with the main purpose of drastically improving and accelerating learner performance. The modified STAD consists of: subsection teams; individual improvement scores; class presentations/ demonstrations and quizzes (Van Wyk, 2010).

- First Additional Language (FAL): English First Additional Language (EFAL) is the science of sharing and receiving ideas, facts, emotions and concepts successfully using different media. This subject develops skills to communicate effectively in both a socio-personal context and a vocational-work environment. The following modalities of learning and language will be addressed: Listening and Speaking, Writing and Presenting, Reading and viewing, and Language as a tool for communication and learning (Department of Education, 2007: 1).

- Learner-centeredness: Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on. In other words, students are actively involved in the learning process Huba and Freed (2000).

1.13 Conclusion

This introductory chapter has extensively focused attention on the twists and turns in the South African education system, especially in terms of EFAL in high schools in KZN. The various curriculum changes that have been implemented since the end of apartheid in 1994 were not left untouched. The importance of child-centered learning and the teacher factor were also discussed as they are both inherent in the curriculum policies as well as being the bedrock upon which the cooperative learning strategy leans.

The statement of the problem, aim and objectives of this research were formulated in this chapter. An indication of ways through which the researcher achieved the specific objectives and the motivation for undertaking this research were also touched on. The definition of key terms used in the study were also given in this chapter.

Chapter 2 follows, in which the researcher embarks on review of literature on teaching methods and teaching techniques. Additionally, an explanation of EFAL is offered before the chapter closes.

2.1   Introduction

Mokhele (2011) states; "these are changing times for many education systems around the world and the new millennium has, for many societies, offered opportunities for serious and promising educational reforms." To support her assertion, she cites Johnson and Donaldson (2007), who contend that the emphasis on standards and accountability has placed extraordinary demands on schools to improve instructional outcomes. To add their voice to the need for curriculum change and implementation, Athavale, Myring, Davis and Truell (2010) use the case of curriculum evolution in business schools and opine that various reasons may account for continuous curriculum evolution. They add that, the need to build successful future careers of graduates is seen as the overarching factor amongst the lot. This and many other reasons account for countries and institutions changing and improving upon their curricula every now and then.

The above build up is from the previous chapter of this research and it goes on to emphasize how post independent South Africa has gone through various curriculum policies all in a bid to make education in the country a force to reckon with. To be specific, four curriculum policies have been rolled out and implemented in post-apartheid South Africa and it is upon these curriculum reforms that schools operate. It is however a sad situation to realize that in spite of these efforts put into the education system, academic performance does not seem to be in tandem with the effort government is pumping in the educational sector, in terms of human and financial resources.

Emphasis is laid here that the fall in performance when it comes to learners' performance and for that matter when it comes to EFAL, can be attributed to various factors such as teaching environment, teaching methods, curriculum content, government policies and readiness of students to learn, as well as other factors. In the light of what has just been stated, this chapter looks into teaching principles, the two

main methods of teaching, viz; teacher-directed methods and learner-centered methods as well as the various strategies that fall under each of the broad methods and also teaching principles.

2.2   Overview of Teaching and Learning

Over the years there have been arguments as to whether there is any clear distinction between teaching and learning. Many are of the view that teaching cannot take place without learners and vice versa, making the two concepts of teaching and learning joint or running parallel, hence, the two concepts look the same as it may seem by virtue of the argument started in this build up. In the light of the argument that has opened up in this chapter, Stanton (1977) considered the works of various philosophers of education who had sought to define teaching but ended up embarking on a fruitless journey. The result was thus, addressing the relationship between 'teaching' and 'learning' through what they termed achievement distinction.

Stanton (1977) went further to look at an analogy between teaching and learning made by Kilpatrick in 1925 which resulted in affirming early assertions that teaching implied learning. The reason for this assertion goes back to the belief that a teacher cannot operate in a vacuum, that is to say that teaching and learning must take place concurrently, which in turn means teaching and learning are the same. To confirm his assertion that teaching is equated to learning, Kilpatrick (1925) equates the teacher to a salesman, the learner to a customer, and the art of teaching to selling, thereby painting a picture of how selling cannot take place without the two parties involved. He is quoted below on his view of the matter at stake that:

> The salesman hasn't sold unless the customer buys. The teacher
> hasn't taught unless the child learns. I believe in the proportion:
> teaching: learning = selling: buying. (p.35)

A sharp rebuttal to Kilpatrick's assertion on teaching and learning was thrown by Smith in 1960 that the central point of the assertion made earlier in 1925 by Kilpatrik cannot hold. He supports his claim on the basis that:

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There is a sense in which it would not be contradictory to say "I am selling X but no one is buying it." For example, "I have been selling cars all day but nobody bought one" is not self-contradictory. But in this case it would be more precise to say "I have been doing things intended to result in the sale of cars." (Smith, 1960, footnote No. 5).

In view of what has been established above, Macmillan and McClellan (1967:137) tackle the issue by looking at the goals of teaching activities. They come out with what they termed non-learning objectives (NLO), which states that "…objectives which signal their presence by such locutions as 'understand', 'grasp', 'comprehend', 'appreciate' and (perhaps) others." The locus of their assertion is that teaching is not always directed as learning.

In agreement to Macmillan and McClellan's (1967) assertion, some teachers have a wrong notion about teaching and learning, for which reason they feel that once they give their best in their teaching venture, learners are also expected to learn at the same rate that teaching takes place. It is for this reason that Stanton (1925:24) quoted Dewey that "But perhaps there are teachers who think that they have done a good day's teaching irrespective of what pupils have learnt." This assertion by Dewey opens up the fact that there is definitely a difference between teaching and learning, although one leads to the other or one cannot happen without the other.

To support the view that teaching and learning go hand-in-hand but are not the same, Dessus et al. (2008) opine that teaching and learning are activities that are casually tightly bound together. They further state that the closeness between the two concepts makes is such that when one questions what learning is, it might lead to having a closer look of what the precise components of teaching are. To add the first question may even lead to finding out the underlying principles guiding teaching and the subsequent causes of effective teaching. Atherton (2011) also adds a voice to Dessus et al's assertion by pointing out that what is taught is not the same as what the students learn.

It is however reiterated that a number of implications are found in the teaching-learning enterprise. The figure below gives a clearer picture of Artherton's assertion.

Figure 2.1: What is learned and what is taught
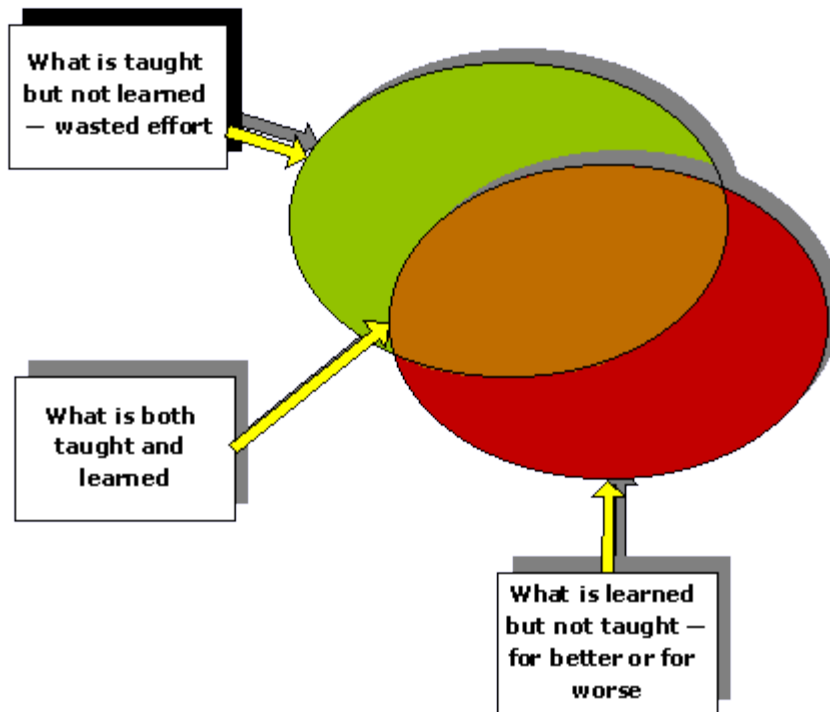
Source: Atherton, (2011) *Learning and Teaching; What is learning?*

In the figure above, Artherton (2011) explains that:

> It is clear that some of what we teach is wasted effort: but the diagram is a representation of only one learner's learning. It may be that within a class as a whole, everything we teach is learned, by someone. The shape representing the teaching is smaller than that for learning, because students are also learning from other sources, including colleagues and the sheer experience of being in the educational system, as well as more conventional other resources such as books.

If this diagram and explanation by Artheton is anything to go by, then one cannot but agree that truly, teaching and learning cannot be the same, though, teaching leads to learning; learning does not result from teaching and again, there are other ways of learning [acquire knowledge that results in a relatively permanent change] without being taught. It is in this vain that Frick (1961) looks at learning from the spectacles of a psychologist. He first looks at learning as a process of conditioning and secondly as an individual's personal discovery of meaning. The essence is that learning can take place whether or not there is teaching.

In order to further clarify what has been said by earlier researchers and educational philosophers, this study presently takes a dip into what has been said about learning, while the concept of teaching is tackled in the next section. First of all, MacMillan and McClellan (1967:136) define learning as "…translate 'learn' into 'getting… to learn'. The definition given here indicates that teaching and learning are not the same per se, rather, the action of teaching leads to learning supposedly. However, that is not always the case as some teaching may not result in learning.

In the words of Atkinson et al (1993), learning is defined as "a relatively permanent change in behaviour that results from practise." This definition clarifies the contention that teaching and learning are the same. Of course, the fact that learning must result in a [permanent] change is reiterated but it can be deduced from the definition that learning does not necessarily come about as a result of teaching. It is not being disputed that teaching engineers learning, however, the issue at stake is that learning can take place by virtue of the learner's own experience or it can even be accidental. It is in furtherance of this definition that Birkenholz (1999) established that "learning is often defined as a change in behavior which is demonstrated by people implementing knowledge, skills, or practices derived from education."

He continues to that:

Basically, from an educator's perspective, learning involves helping people along the learning process, and learning includes all of the things that we do to make it happen.

As an end result, we know that learning occurs when people take newfound information and incorporate it into their life. For example, if we are working with an audience that lacks basic financial management skills for budgeting, one of our objectives is to see people gain knowledge in this area and to actually implement the new skills – hopefully, over a long period of time.

The picture has become clearer with the explanation by Atkinson et al above. It can be rightly deduced that in the learning process, some help (teaching) may be needed as they start with the explanation. However, cognizance should be taken on the issue that the learner has to identify the new found knowledge, embrace it and make use of it so as to see the permanent change that learning [not teaching] is supposed to bring into the life of everyone who is expected to have learned something. In the nutshell, teaching and learning are closely linked but are not the same. As a matter of fact, teaching is supposed to result in learning, but it is not always the case and even if it does, there are other ways through which learners can learn without being taught by any teacher.

2.3   Concept of Teaching

As revealed in the earlier build up, there have been some misconceptions about the concepts of teaching and learning, which the introductory part of this chapter has done some work in establishing the differences that exist between the two concepts. It therefore calls for a look at what teaching is as a concept different from learning as some researchers and educational philosophers had sought to establish. In considering what teaching actually is, this research takes views from various researchers and educational philosophers who have researched on the concept in question.

First of all, Broudy (1961:14) was of the view that "To teach is deliberately to try to promote certain learning." This view establishes something that all the researchers who put teaching and learning at parallel could not see. He makes use of the word 'deliberate', which means that teaching is to do something well thought of and performed in order to result in learning. He continues to explain that some factors may

hinder teaching; and that these factors may emanate from the teacher, pupil or the environment but as far as some amount of effort has been put in place, teaching has undoubtedly taken place. Broody further supports his position on what teaching is by expounding that it [teaching] "allocates the teacher a definite area of responsibility." He continues that "There are procedures that one can rightfully expect he will follow, and there are results that he can conscientiously try to achieve." (p.15).

Stanton (1977) sampled four different authorities and all the definitions they gave about teaching pointed to what had earlier been established by Broody in 1961. Stanton first quotes Dearden (1967:136) who opined that "What, then is characteristic of teaching as an activity?... the central intention which lies behind his efforts." He then cites Scheffler (1967:120), who wrote, "Teaching may be characterized as an activity aimed at the achievement of learning…" Then comes Soltis (1968:33), who looked at teaching this way; "When we teach, we are trying to get someone to learn something…" Lastly, he quotes Hirst and Peters (1970:78), who opined that "But what characterizes teaching, and how are we distinguished its activities?... behind all the activities there lies the intention to bring about learning."

From the four definitions quoted by Stanton, certain key words (efforts, aimed, trying and intention). These words are informing us of an action [deliberate attempt] that brings about a reaction [learning]. The words inform us that the action must be planned and performed to perfection in order to result in an expected outcome. It is noted from Broody's (1961) definition that he makes use of the word 'deliberate', which means that an effort must be put in place; there must be an aim; teachers should try to cause a change in learners and there must be an intention to carry out teaching to achieve a goal or goals. To sum it all, it can be seen that there is a common denominator between all the definitions that have been given about education so far.

One researcher who also looks at teaching from different viewpoints is Frick (1961:146); he starts with what various teachers will say about teaching.

He states that some will call teaching an art, and in poetic terms attempt to describe what they mean. Others will say teaching is a science and attempt to analyse the process in terms of component parts. Others will describe what they have observed themselves and other teachers doing, and say, "This is teaching."

He further looks at an educated layman who sees teaching as living for people around to emulated, thereby, equating teaching to one's way of life. In very simple terms, the educated layman is saying that once you live an exemplary life for people to follow, you have taught them directly or indirectly, making you a teacher and those who followed your example, your learners. This assertion will compel teachers to live exemplary life but Frick quotes a brilliant lawyer who refutes what has been said by the educated layman. The lawyer is said to have quoted after listening to the layman's sermon that, "He is wrong about teaching- to me teaching is the specific act of one who knows that answers telling or explaining the answer to those who don't know it. It is simple." The layman and the lawyer are standing on different sides of a coin but a serious look into what they have both said will paint a very beautiful picture about teaching. The layman is simply ignoring the fact that there needs to be a teacher and a learner together before teaching can take place, whiles the lawyer thinks that cannot happen under any circumstance. What must be noted here is that in both situations teaching can take place (Atkinson, Atkinson, Smith, & Bem, 1993; Frick, 1961; Atherton, 2011).

To expatiate on the argument above, it must be noted that even when there is a teacher present as well as learners, as in the 'normal' face-to-face practice in everyday classrooms. To this end Amponsah (2010) explains the transactional distance model by Moore. He explains that the distance is pedagogical and not geographic therefore necessitating special organization and teaching procedures in any educational programme. He further states that transactional distance can be overcome by ensuring that the medium of the delivery [of teaching] has direct effect and also the quality of the dialogue need to be fine-tuned to suit the teaching learning environment.

Frick (1961:208) later comes out with a definition for teaching that;

> *… teaching is the application of the best known principles of human behavior in efforts to promote the highest possible achievement of personal adequacy through learning. In addition it involves the teacher in continuous study to discover new knowledge concerning the nature of personal adequacy in society, and the processes involved in the achievement of such adequacy.*

Frick's definition goes a step ahead of those given earlier in this study as it does not only talk hit on the point that an effort should be put in place to ensure that teaching has resulted in learning. He goes further to point out that for teachers to be able to bring about a permanent change in learners; teachers themselves should embark on regular study to discover knowledge all the time. This suggests that for teachers to bring about adequacy in learners and the society at large, they must be adequate prior to embarking on teaching. The definition also points to the fact that for teachers to be au fait in their jobs, they must be abreast of [current] teaching methods, techniques and strategies all of which will be discussed in this study later. Vakalisa (2011:2) adds that "effective learning takes place when the teacher has a sound knowledge of the learning content, a broad repertoire of teaching methods, as well as classroom management strategies that create an environment that is conducive to effective learning." In a similar vein, Kottler (1999) establishes that teachers should be encouraged to develop skills so as to gain access to the inner world of their learners. His belief was that when teachers possess the right skills, they can earn the trust of their learner.

For any change to take place in a person's life, it naturally has to start from the mind (cognitive domain) before it is processed and acted out. It is for this reason that educationists have embraced Bloom's taxonomy; which mainly deals with how people think. Bloom's cognitive taxonomy of mastery learning is made up of six levels of thinking and they range from lower-order to higher-order thinking as shown in the figure below.

Figure 2.2: Bloom's cognitive taxonomy of mastery learning

Higher-order thinking

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

Lower-order thinking
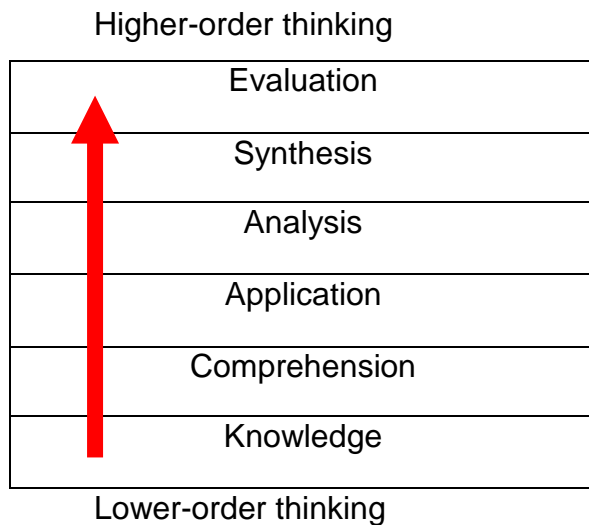
Source: Bloom (1961).

Bloom's taxonomy of mastery learning theory (1961) which is still valid and has a direct link to Frick's definition on the basis that whiles Bloom is alerting that the teacher needs to be prepared adequately ahead of the teaching itself, the latter paints a picture of a teacher who has to be ready to take learners through the lower-order thinking process to the higher-order, which, by and large, means that the teacher really has to do some learning and thinking in order to perform optimally. Killen (2009) fully agrees to what Frick and Bloom have both established. He opines that "Teaching can be thought of as the process of guiding learners as they work with information." He continues that in teaching, "teachers help learners to find information, remember it, understand it, organize it, apply it, evaluate it and do creative things with it." It is obvious that what Killen has done is to use verbs in the place of the nouns that have been used in Bloom's taxonomy, thereby making his definition a defense or reiteration of the latter's work.

2.4   Teaching Principles

Within the National Curriculum Statements (NCS), curriculum for South African schools [and specifically in Economics education], it is of vital importance that learners learn how to obtain relevant information and transform such information into knowledge, skills and values (NDE 2003), as stated by Van Wyk (2010). To explain this, learners must

possess the ability to be able to find solutions to problems that they may encounter in their studies by means of being creative as well as innovative in their thinking when it comes to real-life situations, what is termed praxis in educational circles (Grundy 1987).

Van Wyk (2010) further opines that to be able to make a responsible choice in respect of the teaching strategies, the teacher should have a sound knowledge of the didactic principles that apply to the teaching of a school subject. To add to this, Duminy et al. (1990) and Niemeijer et al. (2006), make mention of didactic principles and establish that these principles are universal in nature in the sense that they can be found in all teaching-learning situations, in all subjects, and at all levels of teaching.

The ongoing build up leads to what is termed principles of education and this study mainly leans on the principles outlined by Tyler in 1949. Tyler posed five questions as the basis for his principles of education and the first four of these questions, which follow immediately, are fully supported by Keating (2006).

1. What educational purposes should the school seek to attain?
2. How can learning experiences be selected which are likely to be useful in attaining these objectives?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated?

The fifth and final question posed by Tyler is "How a school or College staff may work on curriculum building" (Tyler, 1949).

Tyler mentions that one of the main problems with education is that educational programs "do not have clearly defined purposes." These "purposes" as he describes them should be translated into educational objectives. This objective-based approach to evaluation is at the core of what Tyler proposes.

His approach to evaluation followed these steps below, which is seen in this research as an expansion of the questions he earlier posed and forms the basis for the principles:

1. Establish broad goals or objectives.

2. Classify the goals or objectives.

3. Define objectives in behavioral terms.

4. Find situations in which achievement of objectives can be shown.

5. Develop or select measurement techniques.

6. Collect performance data.

7. Compare performance data with behaviorally stated objectives.

Tyler's principles, beautiful as they may be, have their own share of criticisms. Prideaux (2003), for instance, comes out with the following criticisms:

- Narrowly interpreted objectives (acceptable verbs)
- Difficult and time consuming construction of behavioral objectives
- Curriculum restricted to a constricted range of student skills and knowledge
- Critical thinking, problem solving and value acquiring processes cannot be plainly declared in behavioral objectives.

Howard (2007) also adds to the criticisms that:

> *Probably the biggest objection to Tyler's approach, and the cause of its demise in the 1970's, was its perceived mechanistic orientation to curriculum. As the theory was implemented in the 1950's and 60's, behavioral objectives provided the underpinning of its design, and the success or failure of the curriculum was based on pre-defined changes in student behaviour.*

Other criticisms Howard established were that:

- Student outcomes lost their authenticity or meaningfulness as they went through the process of being broken down into smaller parts in order to be measured.

- Tyler was a product of his time and that all that his ideas were behaviourial and reflected only the educational perspective of his time.

- His curriculum development was simple, logical and rational thereby making it lose touch as educators began to view learning experiences in a more holistic manner and also assess outcomes which are not easy to measure.

As Worthen and Sanders (1987) noted that discrepancies in performance would then lead to modification, and the cycle begins again, the criticisms of Tyler's principles does not in any way make it useless. Other educationist rose to his defence. One of his defendants is quoted below:

- Clearly stated objectives a good place to begin

- Involves the active participation of the learner (Prideaux, 2003)

Others have also studied his philosophy and established that it shares many similarities with contemporary views in many ways as he describes education as "an active process". He posits that "it [education] involves the active efforts of the learner himself." Even still he was also obviously influenced by the Bobbit's ideas of Job Analysis and Behaviorism (Tanner and Tanner, 1995). Tyler describes education as a "process of changing the behavior patterns of people." The "Tylerian" view of evaluation then becomes a process of determining the educational effectiveness of learning experiences (Bloom, Madaus, and Thomas Hastings, 1981).

2.5   Teaching Methods

Method can simply be said to be a way something is done which could be in the case of routine tasks, which is typical in teaching. Rosyita (2011) describes teaching methods as how a teacher applies answers from questions stated in teaching approaches in their day to day instruction while teaching students. In trying to arrive at what teaching methods is, the following questions are posed in the explanation given by Rosyita:

- Do you follow the textbooks and curricula to the letter with everything?

- Are you more of a Socratic teacher and prompt discussion by asking questions to lead students to understanding?

- Do you advocate learning by doing?

- Are your students expected to simply listen attentively and take notes (not that any student really does that) with the hopes that they can memorize the facts for assessment?

- This is not really a question of 'what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?

Rosyita does not thoroughly deal with what teaching methods really are in terms of explanation, rather, a set of questions are posed, which to a large extent gives a lead as to the concept is all about. Any attempt made by anyone to find answers to the questions that have been posed in Rosyita's explanation, will lead to an exposition of what teaching methods are. All the questions posed are looking at how the teacher does specifically does certain things in teaching and it comes naturally that, all things being equal, finding solutions to 'how' something is done leads to 'methods' or 'approaches'.

A study by Motitswe (2011) indicates that respondents [teachers] were using different methods and among the methods identified were: multi-level teaching, storytelling, learning through play, songs, rhymes, group work, individual work and cooperative learning. A respondent from her study mentioned that the main motive for using the multi-level method of teaching was that "learners varied according to their learning styles and abilities, and that some learned best through songs, others with rhymes, whilst some could understand while the educator was teaching." A rather taller list of teaching methods was identified through a study done at the University of North Carolina. The research came out with 150 teaching methods, which included common classroom methods like lecture, discussion and demonstration. They then come out with other methods such as pen pals, models and puppets. They also identified lesser known methods such as election of a hall of fame, researching local archaeological sites and exchange programs. In all it can be said that there are too many teaching

methods to mention, hence, the best a teacher can do is to select from a repertoire of these methods to enrich their teaching.

Jacobs (2011:156) provides a clearer picture of teaching methods. She defines teaching methods as "a procedure or way of teaching in accordance with a definite plan, such as lecturing, questioning or discussing." Jacobs considers a teaching method as 'a plan of action' and minces no words in saying that teachers must decide as to which plan of action they will adapt in order not to show ignorance in their teaching but display full understanding of the content to be taught.

To decipher what teaching methods really is, Jacobs (2011) puts various methods into two typologies, viz: teacher-directed methods and learner-centred methods. Under these typologies, she illustrates the various teaching methods that can be used under each of them. This is shown in the figure below.

Figure 2.3: Continuum of Teaching Methods
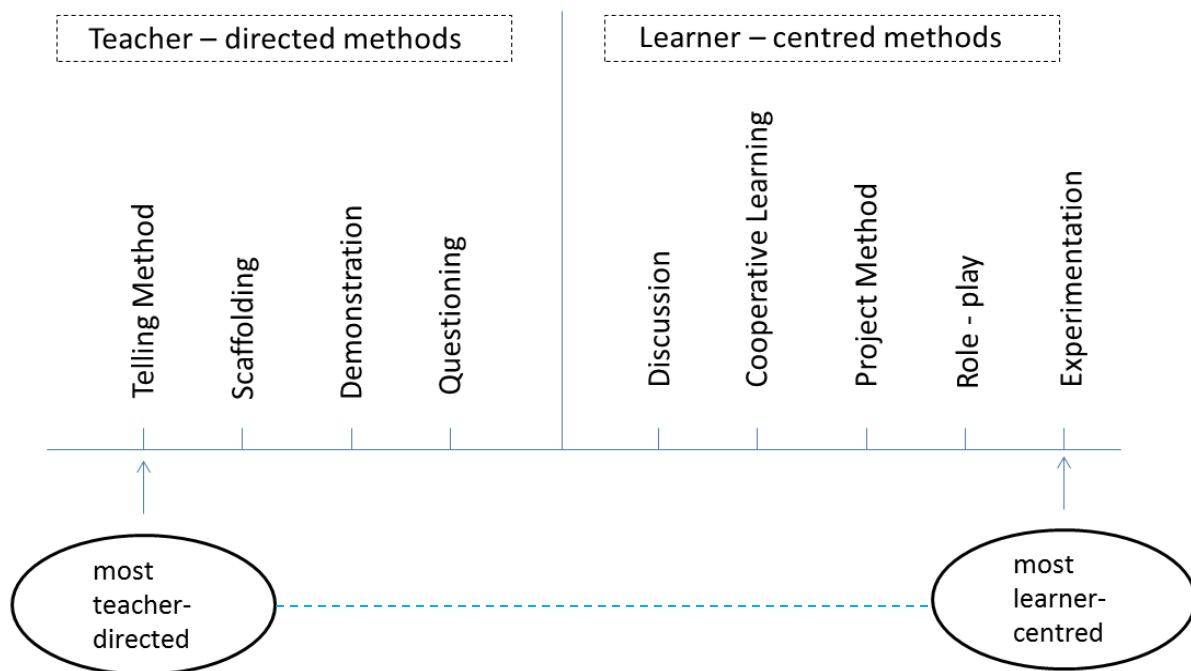
Source: Jacobs (2011), Teacher- directed methods

A cursory look at the figure above indicates that the most extreme teacher- directed learning [telling method] is at the left, whiles the most extreme learner-centred learning approach [experimentation method] is at the extreme right side. Jacobs exposes that the closer the method of teaching is to the centre of the continuum, the more balanced it is in its centredness. This means that the most balanced of all the methods are questioning and discussion, the reason for this explanation is that the two methods involve both teachers and learners more than any of the other methods.

In clarifying the various methods Jacobs (2011) used, she cites (Ausubel et al., 1986:24) who are of the opinion that teacher- directed methods are based on reception learning. The meaning is that the content to be learned is presented to the learner in its final form. Jacobs hold the view that purely teacher-centred learning belongs to the past, hence, for a teacher to be successful in South African schools, the teacher-centred teaching methods should be balanced with a fair amount of learner-centred teaching methods.

2.6   Exploring Teaching Methods

It is a matter of necessity to take a closer look at the various teaching methods expounded by Jacobs, as well as a few other methods she did not mention in her continuum of teaching methods.

2.6.1 Teacher-directed Methods

As the name depicts, with the teacher-directed methods, the teacher is put right at the centre of affairs to prepare and present material to learners. Learners are left with very little choice but to take what is presented to them. To a very great extent, learners are passive members, while the teacher becomes very active in the whole teaching-learning process.

2.6.1.1   The Telling Method

In the words of Jacobs (2011), the telling method of teaching a topic is delivered orally by the teacher to learners. O'Grady (2008:4) is cited in Jacobs work to have established that the telling method is the oldest of all teaching methods. It is stated that not only is the method the oldest, but it is also the most used method and that has been the case for many centuries till date. O'Grady goes on to reveal that the telling method has various names as 'lecturing', 'explanation' or 'structured teacher talk'. Gultig and Stielau, (2009:195) explain that the main reason behind the use of the telling method is that it allows the teacher to clarify and explain concepts in order to make student understand what is being taught. They advise that explanations must engage students in order to change their way of thinking. It would, to a large extent, be agreed that the telling method is a teacher-centred approach, but the fact that it can be done in such a way that learners are engaged suggests that the method can be balanced to suit modern day practice.

To bridge the gap between the telling as a purely teacher-centred method and the modern day practice of learner-centredness, Jacobs (2011:164-166) suggests the following must be put into consideration when planning and using the approach in teaching:

- Planning and preparing presentations
- Outcome of the presentation
- Simulating star
- Main theme in presentation
- Length and frequency of presentation
- Audio-visual tools in presentation
- Examples in presentations
- Class participation
- Conclusion of the telling method

2.6.1.2   The Scaffolding Method

Vygotsky (1978) in his socio-constructivist theory uses scaffolding as a term to describe the teaching-learning process. He suggests that when skills are being taught, teachers should use scaffolding method. In explaining scaffolding, Vygotsky hinted that when new skills are introduced, the teacher should give a lot of information and direction which are gradually reduced as learners begin to understand and use the skill. He further states that the assistance and information is eventually withdrawn when the learners are eventually able to use the skill on their own. The term he uses to describe the last part of scaffolding, thus, when learners use the skill on their own is 'take over'. In Vygotsky's work, he uses an image of scaffolding used in construction sites to give a clearer picture of what this method is really about.

2.6.1.3   The Demonstration Method

According to Jacobs (2011:171), "demonstration as a teaching method is a visual presentation showing how something must be done." She cites (Good and Brophy, 1991:164-166) who show seven important actions a good demonstration should consist as follows:

- Focus attention
- Give a general overview
- Label new objects or concepts
- Go through the process step by step
- Perform each action slowly
- Have a learner repeat the demonstration
- Do not dwell on mistakes

Jacobs establishes that two fundamental principles of demonstration are; verbalization, which means the teacher, should talk continuously as the demonstration goes on. The second principle is repetition, which means repeating the action few times by both the teacher and the learners in a bid to enhance understanding.

2.6.1.4   The Questioning and Answering Method

Questioning is used in everyday life in order to find answers to things we don't understand. In the teaching-learning process, teaching is used as a technique. Because learners have their own cognitive processes before they are taught new concepts and skills, it is of prime importance to use questioning to marry what they already know (what is termed 'relevant previous knowledge') to what is to be taught. This means that through questioning, learners unlearn what is not relevant in terms of content and learn what is useful. Both Cowley (2009) and Jacobs (2011) agree that through questions, learners' attention can be directed to what is to be presented to them. She further opines that questions can be used to arouse learners' interest and stimulate their natural curiosity which will lead to facilitating active participation on the part of the learners. It is again exposed that when questions are effectively used, by the end of the lesson, there will be no loose ends.

Jacobs (2011:176) is of the view that "a questioning technique is the constructive manner in which the teacher phrases a question and reacts to learner responses." She identifies good questioning techniques as follows:

- Redirection
- Prompting
- Pausing
- Dealing with incorrect responses
- Calling on non-volunteers
- Seeking clarification
- Refocusing

2.6.2 Learner-Centred Methods

According to Barr and Tagg (1995), the paradigm shift from teaching to an emphasis on learning has encouraged that power [in the teaching and learning enterprise] be moved from the teacher to the student. To support what has been opined by Barr and Tagg, Kang (undated:p.1) exposes how teacher-focused transmission of information formats, such as lecturing, has received an unprecedented amount of criticism, thereby paving

way for the widespread growth of "student-centered learning" (SCL) as an alternative approach. Juke states that "in SCL students might not only choose what to study, but how and why that topic might be an interesting one to study." An important issue that has emerged from the above build up on SCL shows that, unlike the traditional teacher-centred approach, learners have a choice and choice is very important as it will enable learners learn better and more comfortably. The figure below exposes learner-centred approach to learning.

Figure 2.4: A Systematic Evaluation Model for SCL
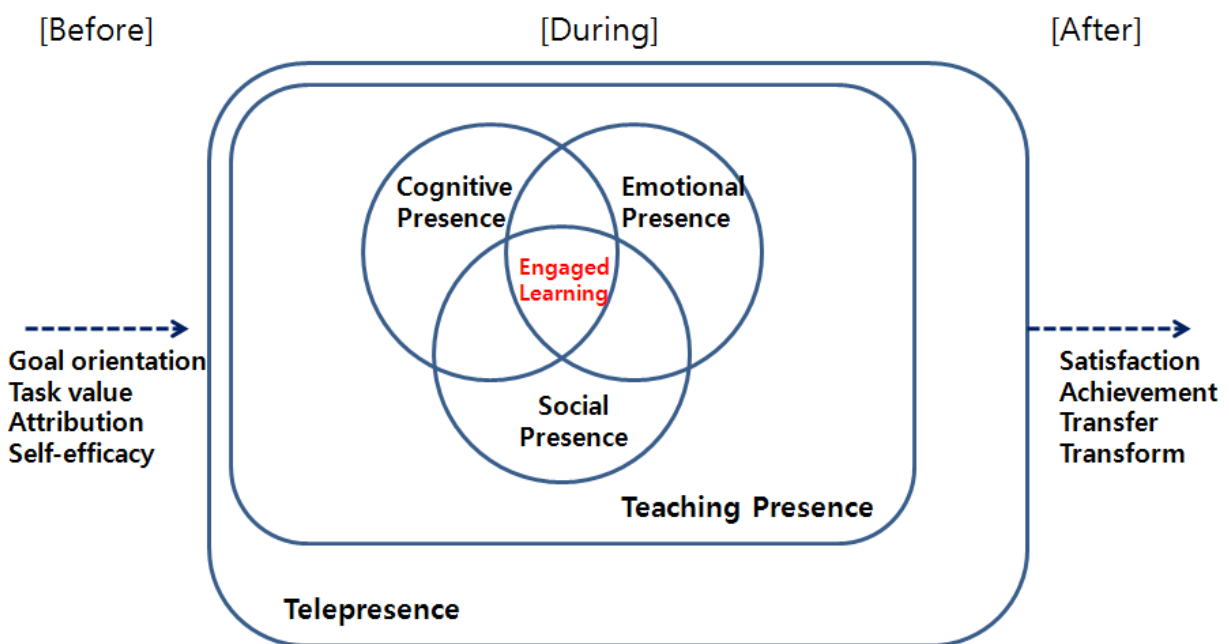
Source: Kang (undated:p.2)

In explaining the model, Kang writes;

> … *four indicators checking the readiness of students for SCL such as students' goal orientation, task value, attribution and self-efficacy level were identified to be useful before the learning experience. During the learning experience, students' perception of telepresence, teaching presence, and learning presence with cognitive, emotional and social domains could be effective*

indicators to measure the students' engagement in the learning process. Finally, the outcomes of students' satisfaction, achievement, transferability and transformation could be good indicators to measure the success of learning after SCL. (p.1)

2.6.2.1 The Discussion Method

Gawe et al. (2011:187) defines the discussion method as "A discourse between two or more people with a definite purpose". Jacques and Salmon (2007) are cited by Jacobs to have indicated that people join groups [discussions] with the belief that it will give them satisfaction as well as rewards, such as recognition and self-understanding through feedback that group members give.

Jacobs believes that the discussion method allows for a planned, systematic and teaching-learning conversation that goes on between teachers and learners. She further exposes that since discussion involve communicating with each other, members will influence and respond to each other, thereby helping in expanding and deepening learners' knowledge. Tewksbury and Macdonald (2005) add that a good discussion is an excellent way of engaging learners thinking, as well as analyse and defend issues.

2.6.2.2 The Cooperative Learning Method

Johnson and Johnson (1992:218) define cooperative learning as the interaction in which teams 'all work for one' and 'one for all'. Gawe et al. (2011:197) comes out with a similar definition with an addition. She defines cooperative learning as "a way of learning in which learners work together to ensure that all members in their groups have learnt and assimilated the same content." The principal advantage that Johnson and Johnson (1992:218) have about this method is its ability to give learners emotional and academic support to enable them to clear the hurdles and obstacles faced in schools.

Slavin (1983:85) in support of the cooperative learning methods mentions that the methods can be very effective in increasing learner achievement and that the

effectiveness is felt more when groups are rewarded based on the achievement of individual members. The various techniques under the cooperative learning method are mainly looked at as games and are listed as:

- Socio-technological form of cooperative learning
- Teams-games-tournaments (TGT)
- Student teams-achievement divisions (STAD)
- Socio-psychological form of cooperative learning
- Jigsaw technique
- Peer tutoring groups
- Positive controversy of cooperative learning
- Small-group teaching
- Cooperative integrated reading and composition (CIRC)
- Group investigative forms of cooperative learning
- Group investigations
- Team support groups

2.6.2.3   The Project Method

Gawe et al. (2011:203) identifies that the project method is based on constructivist principles. She defines the method as "a method in which learners work individually or collaboratively to gather and present information on a chosen topic as 'Transport', 'The Second World War', 'Butterflies' or 'China'. Gawe et al quoted an earlier definition by Coombs (1995:33), who described projects as "an out-of-class learner-centred activities that extend learning beyond the classroom and place it in the real world." From the definitions, it can be seen that projects are learner-centred, performed natural environment and has the ability to make learners work independently.

In order to have a successful project, the following suggestions have been provided by Gawe et al. (2011:204-205):

- Planning
- Time allowed

- Senior classes
- Subject-based or across the curriculum

2.6.2.4   The Role-Play Method

In the words of Gawe et al. (2011:206), the role-play method is a broad term that encompasses three techniques, viz; dramatization, simulation games and sociodrama. They are of the view that this teaching method uses acting to represent a make-believe situation.

2.6.2.4.1   Dramatisation

Dramatization is used when learners are made to read scripts aloud or act based on scripts written by popular play-wrights, a teacher, group of learners or individual learners. This method has the capacity of getting learners involved in the learning process, even the shy ones; however, it has the disadvantages of lacking spontaneity and sometimes failing to develop critical thinking.

2.6.2.4.2   Simulation games

Gawe, Jacobs and Vakalisa (2011) opine that this method depicts real-life situations. They cite Hyman (1974), who identified that in the simulation games approach, learners assume roles of decision-makers, act as though it was a real-life situation all in a bid to compete for certain goals. The essence of the game is to bring all hands on deck in the learning process to find solutions to identified problems.

2.6.2.4.3   Sociodrama

"Sociodrama" refers to group problem-solving which enables people to explore real-life situations through spontaneous enactment followed by guided discussion." (Hyman, 1974 cited in Gawe et al. (2011). Like the simulation games, technique, this approach has the advantages of getting learners on board and broadening their scope of thinking and sharpening their human skills. However, it has a disadvantage of using only few

learners in the acting process. It also takes a lot of time in its preparation and actual acting and in the face of a teacher who is not enthusiastic and creative; the application of this approach will amount to failure.

2.6.3 Experimentation

One effective way of giving learners a test of reality and also allowing them to discover things for themselves is through experimentation. To Gawe et al.(2011:209), experimentation in simple terms is to "test an idea". In building upon their simple definition (test an idea), they establish that the experimentation method consists of "actions and observation performed to prove or disprove a hypothesis, or to research a causal relationship between phenomena". This method of teaching is mostly used in the sciences and it calls for learners to constantly observe, classify, communicate, measure, predict and infer. To prove that the method has gone down well with them, learners need to constantly practice the skills learnt and also apply the principles that come with the learning of the skills.

2.6.4 Computer-Based Training Method (CBS)

This method better identified as a training method and is termed in this research as 'the contemporary teaching method'. Many books have not touched on this method but it has come to stay. This method allows for the use of the internet in the teaching learning process. One of the most significant training approaches within this method is the computer- based training (CBT); that is the use of the personal computer as a training device. CBT is sometimes called computer-based instruction (CBI). The terms CBT and CBI are synonymous and may be used interchangeably.

A statement posted on the web on the issue of is quoted below:

> *The personal computer or PC has revolutionized the way businesses function and promises the same for education and training. The new generation is as comfort- able with the PC as they are with the telephone. As a result, educators today are using*

personal computers as part of educational programs of all types.
(Teaching Methods, 2003).

The method has become so powerful that it is now used by the military, aviation industry and business enterprises as a way of training people and also to issue instructions to their people on the field. Quan-Baffour and Vambe (2006:297) earlier identified the CBS as computer-based multimedia learning technologies and they share that:

> *One of the major benefits of multimedia instructional modes is that*
> *they enable students to develop skills through structured activities,*
> *practices,and feedback. Different media provide alternative ways to*
> *reach understanding and comprehension.*

Quan-Baffour and Vambe (2006:297) admit that the greatest challenges to applying multimedia technologies are lack of funding and also the shortage of skilled personnel. Notwithstanding the challenges, it must be admitted that the use of technology and for that matter, the computer has come to stay and thus, must be embraced by all and sundry in the teaching and learning enterprise.

2.7   Teaching Strategies

Teaching methods is a broader spectrum that lends itself to teaching strategies, so the study now takes a dip into teaching strategies. We talk of strategies when we are faced with new situations or challenges, there arises the need to put down plans of action and implement these plans so that we ultimately become winners in whatever endeavour we engage ourselves in. The process of putting these plans of action down and implementing them is what is termed strategy. The Concise Oxford Dictionary (1995) and Teaching Methods (2003) both define strategy as "a plan of action". Rampasard (2001:288) adds that "a strategy comprises the most appropriate roles and mechanisms for teacher involvement in the different phases of curriculum development." To add to the already given definitions, Van Wyk (2008:19) also puts that "A teaching strategy

refers to a broad plan of action, which includes the selection of teaching activities with the purpose of achieving a specific outcome."

To zero in on what teaching strategies are, Tewksbury and Macdonald (2005) and (Killen, 2005 cited in Killen, 2009) outlined the following as teaching strategies:

- Setting overaching goals
- Organized content
- A developed course plan.

They go on to identify another teaching strategy they term; the walking gallery, which they opine is a strategy under cooperative learning. In this strategy, the teacher post different questions or problems at various points in the classroom (gallery) and learners form groups according to the number questions or problems posted. The groups move from one question to the other (walking) and write solutions. When learners get to the last post, they write their summary and present to the class. It is painstaking to organize and implement the walking gallery as a teaching strategy, nevertheless it is very effective. To support this, it is asserted that "By organizing the lesson material into a logical format, the instructor has maximized the opportunity for students to retain the desired information." (Teaching Methods, 2003).

Several other teaching strategies have been established by other researchers and educational philosophers when one considers the chunk of literature on the topic. For instance, Calderon, Slavin and Sanchez (2011) make use of four different strategies. They build on the premise that;

> Schools that serve English learners and other language-minority
> children, especially in regions where most families are struggling
> economically, provide children their best and perhaps only chance
> to achieve economic security. Such schools cannot leave anything
> to chance. They must be organized to capitalize on all of their
> assets, including students' and parents' aspirations, staff
> professionalism and care, and other intangibles as well as financial

and physical assets. Effective programs contain four structural elements. (p.109).

The four elements the identified are as follow:

- Constant collection and use of ongoing formative data on learning, teaching, attendance, behavior and other important immediate outcomes.

- A strong focus on professional development for all staff members, including administrators.

- Standards of behavior and effective strategies for classroom and school management.

- Leadership focused on building a "high-reliability organization" that shares information widely, monitors the quality of teaching and learning carefully, and holds all staff responsible for progress toward shared goals.

One strategy that has been identified by Motitswe (2011) in her data analysis and supported by other research works is 'code switching'. This method allows both the teacher and learners to use some amount of their home language and the second language used as a medium of instruction to enhance better understanding of the content being presented. Two other strategies that are in league with code switching were outlined by Bentley-Memon (2004), who first asserts that permitting students to use their native language to complete assignments help in teaching. This is supported by a study by Calderon, Slavin and Sanchez (2011:110) who mention the use of primary language during instruction. She mentions student peer translators as a second strategy. To this second strategy, she stated;

> *One of the most frequently observed strategies used by all teachers was the use of student peer translators from Spanish and Vietnamese to English. Peer translators translated instructions for a written assignment, teacher directions delivered orally, or throughout the completion of an assignment as needed for their student peers with limited knowledge of English (p.94).*

In addition to code switching, Killen (2009) earlier identified some other teaching strategies. He identified the following useful strategies in what he calls 'effective teaching strategies'. The crust of Killen's outline on effective teaching strategies is that teachers must do the following:

- Reflect on every lesson
- Get feedback on their lessons
- Engaging learners in learning
- Ensure learner success
- Make use of students' ideas
- Structure content to enhance learning takes place
- Make use of questioning
- Teacher must show enthusiasm in their work
- A good summary of content must be done at the end of lessons.

Bentley-Memon (2004) identified more teaching strategies in her work. The strategies she identified are most useful when it comes to the teaching of language, however, most of them can be used in teaching other subject areas of study. She first identified differentiated instruction and accommodation. This is explained as using of time and individual attention. What happens here is that the teacher gives different tasks to students according to their ability and gives them different times to complete their tasks. It must be noted that this happens in the same classroom. (p.104). Rogan and Havir, (1993) concur to this strategy and they call it accommodations.

Secondly, purposeful student grouping is mentioned. Groups are set for the whole year so members of the group will help each other to accomplish tasks and learn collaboratively (p.136). With this strategy learner groups can be made to engage in games, which is equally an effective strategy. In line with this strategy, Edelson (1998) shared that games can stimulate students to learn and assist them to discover concepts through exploration and enable students to discover knowledge through exploration. The next strategy identified by Bentley-Memon (2004) is what she termed timed

activities and other test-taking preparations. With this strategy, teachers incorporate test preparations in their lessons throughout the year so that from time to time they will take time to help learners identify what is expected of them when it comes to writing of examinations.

The use of incentives and rewards has been established as a very powerful strategy to get students to learn. There is no point doubting that intrinsic motivation is highly important should anyone have the urge to succeed. That notwithstanding, it has been identified that where some sort of extrinsic motivation is given, learners do better. (Mintrop, 2000; Bentley-Memon, 2004). Reading for a purpose is the last teaching strategy in Bentley-Memon's study. With this strategy teachers encouraged their learners to read books and materials that would help develop the learners' critical thinking abilities. After reading, the teachers would explain the content of the books, help learners to link the content of the books to their real world and encourage them to use adages in the books while in class.

The Education White paper 6 on Special Education Needs states;

> *Building an Inclusive Education and Training system (South Africa, 2001:14) posits that Inclusive Education provides for a diversity of learners needs by creating a diversity of rich learning experiences for all.*

To conclude, inclusion means catering for all learners in the classroom and this can best be done through active student engagement strategies which are rooted in cognitive learning theories such as constructivism and experiential learning (Dewey, 1916; Bruner, 1960; Piaget, 1970). Roosevelt (in Norris, 2001) declared that managing diversity is no way controlling it, rather it involves enabling every member to perform to his or her potential. It therefore behooves on the educator to have good teaching strategies in order to help learners to be flexible in their thinking, and to be motivated and be creative in their approaches to teaching and learning.

2.8 Teaching Techniques

There is an ancient Chinese adage that says; when I hear I forget, when I see I remember but when I do I understand. This adage brings to the fore that teaching must be done in such a way that learners will both remember and understand. To be able to do this, teachers must use teaching techniques that will aid understanding and success on the part of the learners. A technique can be explained as a special way of doing something or a skill or procedure for completing a specific task.

> *Teaching techniques are the little sneaky tricks we all know and use to get the job done in the classroom. … If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work. … Everything from sending a note home to mom and a trip to the principal's office to giving out 'points' for good behaviour are examples of techniques teachers can use to keep ahead of the pack* (Ulya, 2011).

When teachers select the teaching method to go by, then they select a teaching strategy. The last thing they do is to choose a special way (technique) to present content to the learners. Diagrammatically this can represented as:

Figure 2.5: Making a Choice

> **Teaching method** > **Teaching strategy** > **Teaching technique**

A study by Calderon, Slavin and Sanchez (2011) proved that vocabulary instructions must not only be a long term and comprehensive but must be explicitly taught before, during and after reading in order to benefit students. They emphasized that not only should vocabulary be taught in languages, but also in other subject areas. What their

research proved is that teaching vocabulary is one powerful technique that would enhance learning when teachers do it in varied ways.

Two other techniques outlined by Calderon, Slavin and Sanchez (2011) are first to offer one-to-one tutoring by well trained and certified teachers. Secondly, they mention that teachers must pay close attention not only to student achievements outlined in programmes but also to pay attention to how well each element of the programme is implemented.

The teacher's technique in use becomes very visible when it comes to presentation of content, which is at the core of the development of any lesson. It is for this reason that it has been stated that:

> *Development is the main part of the lesson. Here, the instructor develops the subject matter in a manner that helps the students achieve the desired learning outcomes. The instructor must logically organize the material to show the relationships of the main points. The instructor usually shows these primary relation- ships by developing the main points in one of the following ways: from past to present, simple to complex, known to unknown, and most frequently used to least frequently used.* (Ulya, 2011)

In dealing with the issue of teaching techniques, it must be admitted that though there are lot of strategies to pick from but when it comes to the actual art of teaching. Teachers use different strategies both consciously and unconsciously. To wit, teaching is a highly individualized activity which makes it difficult, if not impossible, to determine the actual technique a teacher would use when it is time to present content to learners. (Goodlad, Klein and associates, 1970; Brieschke, 1983; Samuelsen, 2004).

In a study, How to teach: concepts of teaching (undated), a trainer relates his work to the classroom and establishes that learners learn new concepts each day and these new concepts are to be taken from the chalkboard to the court (practical life). He

therefore recommends that teachers must possess special techniques which would be applied to benefit learners not only in the classroom, but in their everyday living as well. That is to say that the teachers' techniques should enable learners build bridges between what they learn in the classroom (theories and concepts) and make use of them in their day-to-day endeavours. The techniques suggested are summarized as follows:

- Begin teaching by using clear language. Make sure that you explain basic concepts of and assume that all players [learners] have come with the same experience. Teach what you want to be known on your court.

- Break concepts down into basic components. Create a curriculum where you build on knowledge day by day. Use only words and visual aides to explain the concepts.

- Allow for your students to ask questions and to take notes. Reading books on your topics and concepts is also a good idea for the development of your athlete.

- Explain that mistakes are made while learning new concepts and that is how growth and progress are gained. Encourage the student to practice their skills daily.

- Once your concepts have been introduced and the student has learned the basic form to be used begin drills or exercises with a game. Be creative in your curriculum.

- Give constructive criticism in a kind, gentle way. Explain concepts like discipline early on and help the youth athlete [learners] to achieve small goals as they learn new concepts.

One does not need to be an expert to see that the above summary is from a trainer who is concerned about readying his athletes physically, emotionally and mentally for a game. Nonetheless, these techniques when applied diligently in the classroom situation will yield positive results and students stand to benefit immensely should these teaching techniques be employed by teachers.

The findings of previous studies concerned much more about teachers' strategies for assisting students' second language learning in ESL context, in which assistances for students' English learning can be obtained either inside or outside schools, that EFL context, in which students are provided with assistances only in schools.

2.9   Explaining EFAL

English language is said to be continuing to establish itself as a global lingua franca in a period of unprecedented globalization, as established by (Marsh, 2006). He goes on to explain that between 1995 and 2005, educational systems worldwide have shown interest in the adoption of English as a medium of instruction and that teaching through a second language has been successful in certain educational environments.

To buttress what has been said earlier, Caldoron et.al. (2011) are of the view that English learners are the fastest-growing segment of the student population, with their growth highest in grades seven through twelve. In the South African context, Van Zyl (1994) exposes that no institution offers tertiary level education in an African language medium and for this reason, it could be argued that the medium of instruction often bars African students from obtaining proper educational qualification. This is to say that second language (L2) is what is used as a medium of instruction for schools in South Africa.

According to DoE (2007), English First Additional Language is the science of sharing and receiving ideas, facts, emotions and concepts successfully using different media. It is further established that this subject develops skills to communicate effectively in both a socio-personal context and a vocational-work environment and that the following modalities of learning and language will be addressed:

- Listening and Speaking
- Writing and Presenting
- Reading and Viewing
- Language as a tool for communication and learning

In explaining FAL in relation to learners of FAL, Bentley-Memon, (2004) is quoted that:

> *… some of the most commonly used terms include: "English language learners" (ELLs), "limited English proficient students" (LEP students), "English as a second language students" (ESL students), and "English for Speakers of Other Languages students" (ESOL students). The term "English language learners" (ELLs) is the preferred term in the ESL/bilingual education field and is used in this study. … English language learners are students whose first language is not English and who are in the process of learning English." … the term "English language learners" is understood to encompass both students who are limited English proficient, as well as those who are formerly limited English proficient (FEP) (p.4).*

As August, Hakuta, and Pompa (1994) explains that, current assessment instruments in English are inappropriate because they actually assess content concepts and language ability, particularly reading, comprehension and writing. They further establish that the interconnection of language and content makes it difficult when one tries to isolate one feature from the other. As a result, it makes it difficult to know whether a student is unable to demonstrate knowledge because of a language barrier or whether the student does not know the content material being tested. In a similar fashion, Yeh (2008) quotes Myles (2002: 2) that "the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. And for that matter, writing skills must be practiced and learned through experience."

Navarrete and Gustke (1996), and Zehler, Hopstock, Fleischman, and Greniuk (1994) have supported the notion of exposing English language learners to grade appropriate curricula, but cautioned that assessments used to evaluate native English speaking students' content knowledge may not be valid or reliable for ELLs. It is in this light that it has been exposed that speakers of English as a second language are not like native language speakers who have achieved a great deal of competence with the native

language. Hence, L2 speakers are both culturally and linguistically divergent people. Wang (2004) believes that L2 speakers have varying degrees of competence in the second language, therefore, there is a great demand to apply willingness to communicate (WTC) in the field of second language acquisition.

To add their voice on the debate on FAL, Caldoron et.al. (2011) establish that in spite of their [EFAL learners] striking diversity, English learners in secondary schools have typically been lumped into the same English as a Second Language (ESL) classroom, with one teacher addressing the needs of students with dramatically varied English proficiency, reading, and writing skills. It is worthy of note that no two individuals are the same, hence, when in the English FAL classroom, students are treated the same, the ultimate result will be massive failure to achieve anything useful after the completion of various courses in the field in question.

Despite the questions raised about EFAL concerning how it is taught and how learners are treated as one in most cases, the DoE (2007) has come out with the following as good reasons why EFAL is important as a fundamental:

- Sets a foundation for learning and is a life skill.
- Promotes literacy and comprehension, both verbally and non-verbally.
- Contributes to a holistic approach to learning and personal development.
- Develops critical thinking skills and higher level cognitive skills.
  Empowers students to communicate confidently and effectively in social and workplace contexts.
- Contributes to forming and maintaining healthy and positive relationships.

2.10 National Curriculum Statement (NCS) and Curriculum and Assessment Policy Statements (CAPS)

The Minister of Basic Education in her forward to introduce NCS, she stated *"Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy*

we have built our curriculum on the values that inspired our Constitution". She further outlined how outcome-based education was introduced in 1997 to overcome the curricular divisions that had been inherited from the apartheid system of education. To paint a clearer picture of current events as of the time, she hinted that there were problems which led to a review in 2000 and subsequent introduction, first of its kind after independence, in 2002 which brought forth The Revised National Curriculum Statements (RNCS) and National Curriculum Statements (NCS) for grades R to 9 and 10-12 respectively (Department of Basic Education, 2011).

Coming into the current dispensation of curriculum reforms in South Africa, the minister reveled that challenges again led to another review the 2002 curriculum statements in 2009. This review led to a merger of the RNCS and NCS into a single document called The National Curriculum Statement (NCS) for Grades R to 12 which was rolled out at the beginning of the 2012 academic year in some grades and will eventually take off in all grades by 2014, barring all unforeseen circumstances. (Department of Basic Education, 2011).

The Constitution of South Africa (Act 108 of 1996) sets the tone for effective curriculum implementation in the statement; 'everyone has the right … to further education which the State, through reasonable measures, must make progressively available and accessible'. The NCS Grades 10 – 12 (General) therefore lays a foundation for the achievement of these goals (enshrined in the constitution) by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum which are listed below:

■ social transformation;
■ outcomes-based education;
■ high knowledge and high skills;
■ integration and applied competence;
■ progression;
■ articulation and portability;

■ human rights, inclusivity, environmental and social justice;

■ valuing indigenous knowledge systems; and

■ credibility, quality and efficiency.

The Department of Education (2003) outlined seven critical outcomes and five developmental outcomes as follows:

The Critical Outcomes require learners to be able to:

■ identify and solve problems and make decisions using critical and creative thinking;

■ work effectively with others as members of a team, group, organisation and community;

■ organise and manage themselves and their activities responsibly and effectively;

■ collect, analyse, organise and critically evaluate information;

■ communicate effectively using visual, symbolic and/or language skills in various modes;

■ use science and technology effectively and critically showing responsibility towards the environment and the health of others; and

■ demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The Developmental Outcomes require learners to be able to:

■ reflect on and explore a variety of strategies to learn more effectively;

■ participate as responsible citizens in the life of local, national and global communities;

■ be culturally and aesthetically sensitive across a range of social contexts;

■ explore education and career opportunities; and

■ develop entrepreneurial opportunities.

In explaining the outcomes above, Van Wyk (2007) emphasizes that SAQA has accepted and proposed seven critical outcomes and five developmental outcomes had been propose and accepted by the South African Qualifications Authority (SAQA). He further stated that the seven critical outcomes, included a wide variety of skills, and represented the highest demands to be met by a learner when leaving school. Long

before the explanation by Van Wyk, the NDE (1997) had described the critical outcomes as the broad, generic and cross-curricular outcomes to ensure that learners acquire the necessary knowledge, skills and values to ensure the success of themselves, their family, community and nation. The outcomes are believed to be generally applicable to all learning areas and learning fields, with related subject areas pursuing critical outcomes.

The Oxford Teacher Toolkit (2012) states that *"According to the Department of Basic Education (14 June 2011), the NCS had four main concerns that motivated change:"*

1. Complaints about the implementation of the NCS

2. Overburdening of teachers with administration

3. Different interpretations of the curriculum requirements

4. Underperformance of learners

These complains among others called for measures to be taken to salvage the education system once again, hence, the introduction of CAPS. Oxford Teacher Toolkit (2012:2) and www.oxford.co.za (2012) establish that:

> *The Curriculum and Assessment Policy Statements (CAPS) is not a new curriculum, but an amendment to the National Curriculum Statement Grades R – 12 Subject Statements. It therefore still follows the requirements of the same process and procedure as the National Curriculum Statement Grades R – 12 (2002). The CAPS is an adjustment to what we teach (curriculum) and not how we teach (teaching methods). There is much debate and discussion about outcomes-based education (OBE) being removed, however OBE is a method of teaching and not a curriculum. It is the curriculum that has changed and not the teaching method. The way the curriculum is written is now in content format rather than outcomes format, so it is more prone to traditional teaching methods rather than OBE methods.*

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The NCS document (2012:3) buttresses the above assertion and states that in order to amend the NCS and improve its implementation, *"A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12."* The document also states that the CAPS represent a policy statement for learning and teaching in South Africa.

Implementation of any programme goes with time, hence, the CAPS has established times to be implemented from 2012 till it finally takes over the entire school system in 2014. The scheduled times for implementation are as follows:

- 2012: Implementation of Grades 1-3 and Grade 10
- 2013: Implementation of Grades 4-9 and Grade 11
- 2014: Implementation of Grade 12

(Curriculum News, May 2011, Oxford Teacher Toolkit, 2012 and www.oxford.co.za, 2012).

It is established by the buildup so far inter alia others that the CAPS did not replace the NCS. It rather simplified it and aided in its implementation by making changes where necessary. This study briefly delves into the major changes- terminology, planning and subject offerings- that are realized in the NCS and CAPS presently.

Terminology:

- The terminology "Learning Outcomes" and "Assessment Standards" will not be used anymore.
- Numeracy Grade R–3 is now called Mathematics Grade R–3.
- A Learning Area is now referred to as a Subject.

Planning:

- The CAPS give week-by-week planning for teachers to follow.
- It gives clear guidance in terms of pacing and progression.
- It gives clear guidelines in terms of assessment requirements.

Changes in subject offerings:

For the intermediate and senior phases, these changes will occur in subject offerings;

- In 2012, English First Additional Language will be introduced in Grades 1–3. Therefore, learners will take four subjects in the Foundation Phase, namely Home Language, English First Additional Language, Mathematics and Life Skills.

- In 2013, the following will change in Grades 4–6: Eight subjects will be reduced to six. Economic and Management Sciences will fall away; Technology will be combined with Natural Sciences; and Arts and Culture will be combined with Life Orientation.

For the FET phase, these changes will take place in subject offerings;

- **Little to no change:** Business Studies, English Home Language.

- **Moderate change:** Accounting, Agricultural Sciences, Consumer Studies, Economics, First Additional Language, Life Sciences, Physical Sciences.

- **Substantial change:** Geography**,** History, Mathematics, Mathematical Literacy, Tourism. (www.oxford.co.za, 2012).

From the buildup, it can be concluded and agreed that indeed the CAPS did not come as a replacement to NCS but to help solidify it and makes its implementation as earlier stated by the minister of education and also established by Oxford Teacher Toolkit (2012) and www.oxford.co.za (2012).

2.11 Conclusion

Over the years confusion has brewed over teaching and learning as to whether they are the same or they are different. Earlier, authorities, such as Kilpatrick (1925) firmly established that teaching and learning are the same. It was not until later on that other authorities set in to dissipate that notion. Frick (1961) and Broudy (1961) both worked hard to establish that though the two concepts were tightly linked, they were not the same. Bloom's Cognitive Taxonomy of Mastery Learning in 1961 also helped a great deal to define the different facets of understanding in learning, all in a bid to clarify the differences in the two concepts. To sum it all, Artherton (2011) proves how teaching is different from learning by establishing, through his diagram (Figure 2.1 in this study), that not all what is taught is learned.

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An expose is done on teaching principles by Wan Wyk (2007) and Rosyita (2011) and other researchers and authorities. The principal lesson that can be learned from their expose is that teachers have to be grounded in their work in order to teach well for students to understand and make use of the knowledge and skills they (teachers) offer them. Through Jacobs (2011), it can also be learnt how to apply the various approaches to teaching to enhance success.

As a very old Chinese saying, which is still very useful, goes:

When I hear I forget; when I see I remember but when I do, I understand brings to mind the various teaching techniques that have been outlined in this study and how teachers should as a matter of principle and practice make use of very practical way to ensure that their lessons are successful by enhancing understanding on the part of students.

 The last issues the study focuses on are; FAL and NCS and CAPS. FAL is seen as the medium of instruction for today and the foreseeable future. This makes it imperative to be put into force in the South African Education system, as has been done by the CAPS. Programme implementation takes time and careful planning to be implemented, as exposed in this study, so the idea of gradually reviewing various curricula over time and amending NCS with CAPS is a huge success and worth emulating in other areas and at other times.

Chapter three which follows discusses cooperative learning; in terms of historical view, principles of cooperative learning, definition, usage, benefits and challenges. The chapter also identifies, discusses various theories that foreground cooperative learning and establish the link between the theories the teaching and learning of EFAL.

CHAPTER THREE

THE USE OF COOPERATIVE LEARNING AS A LEARNER CENTERED APPROACH TO TEACHING AND LEARNING

3.1   Introduction

The previous chapter has dealt extensively with various teaching strategies, methods and techniques, as well as, EFAL and NCS and CAPS. This chapter narrows in on cooperative learning as a learner-centered approach to teaching. Specifically, the chapter will look at various theories that foreground cooperative learning as a teaching approach and will also look at the historical antecedents to the establishment of these theories. The principles of this strategy in question, as well as, its pros and cons will also be dealt with as the chapter unfolds.

The main basis for which this chapter dwells more on cooperative learning based on the premise established by Zahara and Hossain (2010) that for over three decades the approach has become a focal point for researchers due to the huge chunk of literature that supports that cooperative learning is a sure way of helping learners to work together to become higher achievers, which is in synch with the focus of this research. Zahara and Hossain's assertion had earlier been established by Millis (2001) who had established that not only has cooperative learning strategy a large research base for regular schools but mostly for high schools too. This therefore lays a solid foundation for me to critically look at how the cooperative approach is being used to teach EFAL in high schools in the Kwazulu-Natal Province.

Secondly, in high schools in the KZN, EFAL is used as a medium of instruction and it is not the first language of learners as well as that of teachers, and this may serve as a barrier to effective teaching and learning. In agreement with this Motitswe (2011) establishes that in the South African context, languages other than the child's mother tongue is used in the teaching learning environment. The simple deduction that can be made from Motitswe's assertion is that both formal and informal communication, an essential element in learning and development will breakdown in the classroom and this

will in turn lead to learning breakdown. Motitswe further adds that second language learners are often subjected to low expectations, discrimination and lack of cultural peers. I side with what has just been established by virtue of the fact that the first cultural identity of people is their language, hence where people are not able to fully identify with a language, it will be highly difficult, if not impossible to accept and use the language effectively, as in the case of the use of EFAL in KZN high schools.

In view of the above build up, it comes with little surprise that Ahuja (2007) had earlier asserted that educators often have trouble in their bid to develop appropriate support mechanisms for learners of a second language. Ahuja's argument is in concert with what Motitswe opined later in 2011. For both reasons just stated, the DoE (South Africa, 2005d) strongly recommends that educators acknowledge and respect differences in learners and foster a determined effort to among them. To be able to solve the problem with second language and individual differences, the cooperative learning strategy is highly recommended; as it caters for individual differences and also it is more effective compared to the traditional approach to teaching.

Cooperative learning approach is not being considered in a vacuum by this research. The study therefore establishes various theories that underpin cooperative learning as a specific teaching approach and moves on to build bridges between the outlined strategies and teaching to advance the objectives of quality education. The specifics will be determined when the study critically reflects and expands to the next chapter by doing an exposè on STAD, which is the specific strategy under cooperative learning under study in this research.

3.2   Theories Foregrounding the Cooperative Learning Approach

Many theories of learning are applicable when using co-operative learning which rests on the assumption that learners construct knowledge as they attempt to make sense of their experiences. Learners are not empty vessels [tabula rasa; the educational term

used for empty vessels or blank slates] waiting to be filled, they are rather active organisms seeking meaning and they do test their understanding against those of others, for example, educators or more experienced peers. Hence, opportunities should be given to learners in order for them to interact with each other within their co-operative teams so as to interact and learn (Driscoll, 1994) and also enable both high and slow learners to learn from each other. This chapter is therefore concerned with the theories under which cooperative learning is subsumed, the reason being that the theoretical orientation of both teachers and students has the tendency of determining their strategies adopted in facilitating teaching and learning.

3.2.1 Social Interdependence (S.I) Theory

It was categorically stated by Smith (1981) that right in the heart of the cooperative learning model lies the social interdependence theory. In 1981, Smith, Johnson, and Johnson, employed the social interdependence theory into the engineering education community. The researchers employed and elaborated on two types of social interdependence theory constructs, which are positive and negative interdependence as posited by Deutsch in both 1949 and 1962. Based on Deutsch's previous findings, Smith et al. (1981) further elaborate that **positive interdependence** exists when there is a positive correlation among individuals' goal attainments; individuals perceive that they can attain their goals if, and only if, the other individuals with whom they are cooperatively linked attain their goals. **Negative interdependence** exists when there is a negative correlation among individuals' goal achievements; when individuals are of the firm belief that their own objectives can be obtained only when those they are competing with fail in achieving their own goals. No interdependence or individualistic efforts exist when there is no correlation among individuals' goal achievements; individuals perceive that the achievement of their goals is unrelated to the goal achievement of others. Johnson and Johnson (1989) summarise the core of the social interdependence theory by postulating that *"Social interdependence exists when the outcomes of individuals are affected by their own and others' actions."* It can be perceived from the foregoing that negative interdependence leans on the traditional

teaching learning approach where the teacher was the only one active in the process and every individuals' aim was to outdo the others, which brought hostilities and a higher amount of unhealthy competition among learners, a situation that cooperative learning when applied appropriately will correct.

Emanating from this view and in tracing studies conducted on the social interdependence theory (SIT) and its effectiveness, Stanne, Johnson, and Johnson, (1999: 133-154) are quoted below:

> *Social interdependence theory is a classic example of the interaction among theory, research, and practice. The premise of the theory is that the way in which goals are structured determines how individuals interact, which in turn creates outcomes. These studies have validated, modified, refined, and extended the theory. Social interdependence theory has been widely applied, especially in education.*

Considering the core ideals of the social interdependence theory makes it clear there is cooperation among students, especially where there is a correlation between what group members do in a team. To expatiate, Stanne et al. (1999: 133-154) provide enough grounds that the theory imbibes in learners a higher sense of achieving, more positive relationships, and greater psychological health than the theories that are based on competition or individualism. Stanne et al's work helps in establishing what was earlier opined by Smith that the S.I Theory is the heart of cooperative learning because learners learn together and build good relationships as they learn. Stanne et al. further add that the cooperation remains a powerful tool as long as there is presence of a clear and positive interdependence that will lead to promotive interaction, through the use of social skills and group processing. From the write up, enough evidence has been provided so far as confirmation that the social interdependence theory is a strong foundation upon which cooperative learning can be built on and a sure consideration for effective and successful teaching and learning.

The researcher asserts that the social interdependence theory can provide many insights into preparing English FAL learners in the school /classroom when working with

fellow classmates/ others to synthesize common group outcomes/ goals and then attain common purposes to achieve higher academic performances and learn social skills such as respect and dignity, which are essential for developing collaborative advantage and navigating complexity amongst themselves. This comes about as a result of both gifted and weak English FAL learners /students coming together to tackle a common language writing/essay problem, bringing together individual (synergic effort) and group effort all in a bid to achieve the maximum best for the group, hence making the social interdependence theory a sure strategy in effective teaching and learning.

At the centre of the modern teaching learning process is the learner, a case very typical with the various South African curricula; hence the very tenets of the S.I theory have been used variously in establishing it as a theory underpinning the cooperative learning approach and most especially with regards to this study. First of all, individual and group accountability are enforced, where each individual is made accountable for a specific task or topic assigned to the group and other group members. This to a large extent helps students to see the need to work individually and in a group in order to achieve the ultimate goal of the group. When this stage is successfully passed, rivalry and competition (negative interdependence) gets out of the equation; making way for the principle of positive interdependence. Positive interdependence naturally emanates from the need, on the part of group members, to work on the task that has been assigned them and the quest to ensure that the group is successful. At this stage, group members tend to appreciate what has come to be termed "sink or swim together", which in turn helps them appreciate that the entire team benefits when all individual team member's performance is high and is also held accountable when one or more members do not perform well.

After members of a group, individually and collectively, come to terms with the idea of swim or sink and put in all effort to ensure that the group swims instead of sinking, the next stage that follows is group processing. Oliver (1999) explains that in group processing, students are coached on group process skills-supporting differences,

listening, providing feedback, gatekeeping to ensure all participate, coaching others, reaching consensus. Once students assimilated these skills, teacher [facilitator in a typical cooperative learning situation] will then make all efforts to channel students attention to the group processes outlined by Oliver in order to ensure that the S.I theory is employed to the fullest in establishing it as the heart of all theories that underpin cooperative learning and also an effective way of ensuring cooperative learning in the classroom.

3.2.2 Social Constructivism

According to Derry (1999) and McMahon (1997), the emphasis of social constructivism is on the importance of culture and context in understanding what occurs in society and construction of knowledge based on this understanding. Shunk (2000) cited in Kim (2001) notes that this perspective is closely associated with many contemporary theories. Shunk's statement gives the scope of theories that are associated with the social constructivist theory. Amongst the most prominent theories he noted are; the developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory which all emphasise group work, which for this research is cooperative learning.

It is noted firstly that reality, knowledge and learning are the specific assumptions upon which social constructivism is based. For a clearer understanding and application of the perspectives of this theory, it is necessary to understand the premise or assumptions earlier noted. An explanation of the three specific assumptions is done presently. Social constructivists believe that **reality** is constructed through human activity in that members of a society [group] together invent the properties of the world (Kukla, 2000). For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention. In short, reality is a social construct and names are only assigned to what is seen out there by human beings. It therefore behooves on teachers in the cooperative learning environment to help learners learn cooperatively in order to make use of what is inherent (skills, knowledge and experience) in them.

Several research studies have revealed that social constructivists, posit that **knowledge** is a human product, which is constructed according to our social and cultural orientation (Prawatt & Floden, 1994; Gredler, 1997 and Ernest, 1999). An explanation to this assertion is that meaning is created by individuals as they interact with others and the environment in which they live. In the nutshell, knowledge as a social construct is gained as one becomes more and more familiar with the environment and also with others.

In the words of McMahon (1997), **learning** is viewed as a social process by social constructivists. It is further explained that learning does not take place only within an individual, nor is it a passive development of behaviours that are shaped by external forces. In essence, meaningful learning results from engagement in group activity, which is the main pillar of cooperative learning. With this said, effective learning can fully take place when the teacher puts learners in the centre of learning and makes the classroom more activity based rather than making learners passive recipients of knowledge.

Another important element of the social constructivist theory is intersubjectivity, which Rogoff (1990) explained as "a shared understanding among individuals whose interaction is based on common interests and assumptions that form the ground for their communication." Being a teacher for over ten years, I know the content to be taught to learners is tailored to suit their needs and therefore most of the students will have an interest of what is being taught and will serve as premise for learners to share their knowledge with one another. Based on the content that serves as a common ground for learners, Ernest (1999) buttress Rogoff's assertion that communications and interactions among group members entail socially agreed-upon ideas of the world and the social patterns and rules of language use. To bring cooperative learning into the picture, it has been established that social meanings and knowledge are shaped and evolve through negotiation within the communicating groups (Gredler, 1997; Prawat & Floden, 1994). This is in view of the fact that through interaction among learners, some

will soften their stands on issues, some will change their minds entirely and some will unlearn, learn and relearn through the negotiations that go on as they negotiate.

To establish reason for which social constructivist theory is being discussed as a theory for cooperative learning, Rogoff (1990) and Vygotsky (1987) in Kim (2001) touch on intersubjectivity and posit that not only does social constructivist theory serve as a premise for communication to take place but it also serves as a support system for people to extend their understanding of the information they have newly acquired the and activities among task members. From the ongoing, it is agreed that through intersubjectivity, positive interaction can take place which will in turn help in building knowledge due to the cooperative nature of groups at work (Prawat & Floden, 1994; McMahon, 1997; Gredler, 1997 and Shunk, 2000). It can be concluded that when members of a community become aware of their intersubjective meanings, it becomes easier for them to understand new information and activities that arise in the community. This goes a long way in establishing that when task-members work in unison, taking into consideration the principle of intersubjectivity, success rate in teaching and learning will be higher compared to individual work and work done in the face of competition.

3.2.3 Social Learning Theory

Bandura's social learning theory lays emphasis on the importance of observing and modeling the behaviours, attitudes, and emotional reactions of others, the factors which are all inherent in cooperative learning. Bandura (1977) state:

> *Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action (p.22).*

In view of the above statements, human behavior is explained through the social learning theory by way of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Bandura (1977) outlines four component processes that underline observational learning as:

1. Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement),

2. Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal),

3. Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and

4. Motivation, including external, vicarious and self-reinforcement.

It is important to note that the social learning theory encompasses both cognitive and behavioural frameworks because it goes beyond attention, memory and motivation.

Kumpulainen and Wray (2002) shared the view that:

> *Guided participation is seen in schools across the United States and all around the world in language classes when the teacher says a phrase and asks the class to repeat the phrase. An extension of guided participation is reciprocal learning in which both student and teacher share responsibility in leading discussions.*

Emanating from this stance, another aspect for guided participation, a core element in the social learning theory, is when students on their own will practice and parents try to teach or help them, the parents are equipping their own children with speaking skills. This happens when the children model their parents' way of helping them with their work, which they are likely to emulate and also when they try to pronounce words and speak like their parents.

The social learning theory has also been variously applied as a way understanding aggressive behaviors and psychological disorders, especially in the context of behavior modification and it has also served as the theoretical foundation for the technique of

behavior modeling which is widely used in training programs (Bandura, 1969; Bandura, 1973; Bandura 1997). Bandura in 1979 focused his work on the self-concept concept, which is inherent in his social learning theory, in a variety of contexts including the following:

- The highest level of observational learning is achieved by first organizing and rehearsing the modeled behaviour symbolically and then enacting it overtly. Coding modeled behaviour into words, labels or images results in better retention than simply observing.

- Individuals are more likely to adopt a modeled behaviour if it results in outcomes they value.

- Individuals are more likely to adopt a modeled behaviour if the model is similar to the observer and has admired status and the behaviour has functional value.

The scope, content, elements and context of the social learning theory run parallel to what prevails in cooperative learning. This therefore makes it one of the theories that need to be considered as far as teaching and learning adopts the cooperative learning strategy. Secondly, cooperative learning is about group work and how individuality affects the ultimate goal(s) of the group, hence when one party's behaviour is modeled by the other as postulated in the social learning theory, it behooves on teachers to adopt it in their bid to enable students get the best from their group members.

To expatiate on what has just been said, human beings are social beings and naturally inquisitive which has led to various learning approaches, technology advancement and new ways of doing things every now and then. The use of Bandura's Social Learning theory in this study is encapsulated in the idea that in a cooperative learning situation, where students are put into study groups to work individually as well as for the benefit of the entire group, members tend to give out their best. Especially when they get to know that social loathing is unacceptable and each member of the group has to work in order to see to his or her own growth as well as that of the group.

It becomes such a beautiful experience when the high performing students accept the low performing students as members of the task team and render all the support they can offer, and the latter also accepts their weaknesses and work towards it all in a bid to put away their individuality in order to ensure that the best is achieved for the groups in which they have been placed and given a task to accomplish. In this circumstance, the weaker students directly or indirectly observe how the high performing students do their things and model their own around that. To sum it all, Hijazi and Al-Natour (2012) establish that students help each other when there is a task at hand because they know very well that the success or failure of their group hinges on their ability to work as a group. This is seen as a great motivator in cooperative learning because all things being equal, students working in groups would rather float than sink both individually and as a group.

3.2.4 The Zone of Proximal Development

Vygotsky's theory of the Zone of Proximal Development (ZPD) provides a framework for effective inclusive teaching and learning in the classroom (Vygotsky, 1978:120). This theory establishes that learning is a path through the ZPD. Pettigrew & Akhurst (1999:125) explain the term 'zone' as the space between what a learner cannot do alone and what he/she can do with the help of capable others, such as peers or educators. In other words, the capable others within the learners environment will to a large extent help the learner who is not capable at that moment to progress from what the learner already knows to what he/she does not know. From the ongoing build up Rowlands (2006) argue that teaching happens most effectively when the learner gets the required help at the actual point that it is needed in the ZDP. He also notes that there is a distinction between what the learners have mastered and where they are in the process of learning. It has been observed over time that students learn better and quicker when they learn from their mates and especially in groups. Hence, making maximum use of the ZDP in a cooperative learning environment will go a long way to help learner in an EFAL classroom learn faster and more effectively as they learn in groups and share what they know with each other.

In the ZPD, Vygotsky (1986: 135) identifies four stages through which learners must progress to reach their optimal development:

Stage one is where the learner has the ability to perform the task but has no understanding of how it should be done. The learner needs assistance from more knowledgeable others to mould behaviour and provide direct instruction. This understanding develops through conversation during the performance of the task. Support rendered to the learner at this stage is of utmost importance for his or her further development and success (Pettigrew & Akhurst, 1999:86). It is worthy of note that the learner at this level can move to stage two only when help from others, more knowledgeable and experienced, has been offered him/ her.

In the **second stage** the learner performs the task without assistance from others, even though performance has not fully developed. The learner uses inner speech (overt verbalization), that is the verbal instructions that have been passed on to him/her by more capable others. The learner, at this stage, talks to himself/herself to direct his/her own actions, in order to be kept reminded of what to do in the task (Pettigrew & Akhurst, 1999). Though a lot of trial and errors and or mistakes may occur at this stage, it is nonetheless very instrumental as the student will make all necessary effort to put into action what was observed or done with the help of others and this ushers in the third stage of the ZPD.

The **third stage** is where performance is developed and tasks are smoothly carried out in an integrated manner by the learner which implies that performance has been internalized. At this stage assistance from capable others ceases as learning at this stage is self-directed. The learner is able to attempt and finish tasks alone without mediation from the capable others (Pettigrew & Akhurst, 1999). This stage is a proof of what the student has been able to acquire with the help of others. It is self-fulfilling as students will be able to apply knowledge and skills acquired correctly and most importantly on their own.

Lee (2000:167) establishes that the **fourth stage** occurs when the learner may have fully developed a particular task, but suddenly discovers that he or she can no longer perform it automatically, due to intrinsic factors such as stress or illness, and extrinsic factors, such as the learning environment not being conducive, among other factors that may call for the learner needing assistance. The final stage is an indication that no matter how knowledgeable, skillful or experienced one becomes, the importance of cooperative work cannot be downplayed as help may still be needed in one way or the other. The fourth shows how knowledge can be obsolete (a common saying that what is knowledge to day becomes useless tomorrow). Hence it becomes imperative for students to continuously learn from others in order to be abreast of time and events.

The objective of Inclusive Education as explained by White Paper 6 (South Africa, 2001:10) is that collaboration, support and active engagement of learners in the learning process is the key to Inclusive Education. Thus, to achieve this objective, education requires the use of teaching methodologies driven by theories that promote collaboration and active participation. This spells out the need for Vygotsky's theory of the Zone of Proximal Development, because the theory encompasses all that has been outlined in White Paper 6 to help in inclusive education.

In furtherance of what is outlined in White Paper 6, cooperative learning ensures that no member ought to be left out in the learning process, no matter how high or low the person performs. So the mere fact that students are put in a group and given a common task to perform (the main distinguishing factor between cooperative groups and other groups) is a way of ensuring that all hands are put on deck in the performance of tasks and the achievement of common tasks assigned to the group. As spelt out in the ZDP, there is a gap between what a student knows and what he or she is supposed to know (the zone), hence where groups are put together, tasks are given and instructions are issued, the gap is almost closed because with the help of more knowledgeable and skilled members in the group, each member will acquire the necessary skill and knowledge to move on.

Various definitions of cooperative learning point to the fact that it is an approach where small groups are put together to work and accomplish a common goal (Johnson, Johnson and Holubc, 1994; Adams and Hamm, 1996; Bainbridge, 2012). An important issue here is one common thing with group where individual differences are not catered for at the initial stages but task members make the conscious effort to get into terms with what is going on in order not to be left behind. In a similar vein, the ZDP theory starts with somebody who needs to be helped to get to a certain level and gets to that level when the necessary help is obtained, as has been explained above.

Another very visible characteristic of the theory which is clearly exhibited in cooperative learning is the ability of the individual to work on his or her own for some time. This is similar to the third stage of cooperative learning, which is individual and group accountability. It is a foregone conclusion that in cooperative learning, it is a matter of "one for all" and "all for one". However, it is important to note that in this third principle, individual learners need to demonstrate mastery over the content under study since every task member accounts for his or her work, which helps in pushing the group agenda upward and forward. In corroboration to this assertion, Van Wyk (2007) establishes that the essence of every learning venture is the pursuance of maximum individual learning performance. To add to what is established by Van Wyk, once an individuals in a group achieve, the group will undoubtedly achieve as well because the synergic effect will be felt and utilized.

In the nutshell, the application of the ZDP is established when individuals are accepted in task teams and helped to attain the requisite skills and knowledge that propels them to work independently in achieving individual as well as group goals. Additionally, since internal and external factors may inhibit an individual from performing the best of his or her abilities, times may come when others may be needed to render their expertise when relapse sets in and the student is not able to perform as expected (the last stage of the ZDP). At this stage, the need to fall on others become eminent paving the way for cooperative work again in order to achieve the goal that has been achieved. The stages

of the ZDP make it inseparable from cooperative learning and also a useful theory for this research work.

3.2.5 Group Cohesion Theory

Carron and Brawley (2000) define cohesion as the inclination of a group to stay united as they work towards a goal or as a way of satisfying its members' emotional needs. They add that cohesiveness is an important aspect of the definition, and it includes the multidimensionality, dynamic nature, instrumental basis and emotional dimension of the theory.

Group cohesion is built upon certain causes, the first of these causes is known as **attraction** which was a proposal by Festinger and colleagues (1950). Their suggestion is that both attraction to individual group members or to the whole group constitute cohesiveness. What is proposed by Festinger and colleagues is an addition to Lott and Lott's (1965) argument that there is 'interpersonal attraction' within groups and that group cohesion results in members having mutual positive feelings for each other. In brief, whether a member of the group is sticking to the group because of an attraction to an individual or for the sake of the entire group, the attraction will eventually lead to cohesion and cooperation.

Group pride is the next cause of group cohesion which many theorists share the belief that it results from the feeling of belonging to a whole group or a deep sense of "we-ness" (Owen 1985; Bollen & Hoyle, 1990). Practical knowledge proves that group formation starts when one becomes fully engaged in the efforts of a group and recognizes the similarities existing among group members. Additionally, group pride creates that sense of 'we-ness' or community which has the ability to strengthen the bonds of unity that keep group members linked to each other.

To other theorists, what matters is the ability of individual group members to work together with others in order to accomplish their individual tasks and also contribute to accomplish the overall task of the group, which is termed **task commitment.** According

to Yukelson, Weinberg & Jackson (1984) and Guzzo (1995), group members typically exhibit great interdependence and often possess feelings of responsibility for the group's outcomes. The bonds of unity that develop from members' concerted effort to achieve their common goals directly result from the group cohesion that exists in task-oriented teams.

Apart from the three factors (attraction, group pride and task commitment) that cause group cohesion, there are factors that also influence group cohesion. These factors can be said to be motivating group members to work together as a team. These forces may be positive if it encourages group-based rewards or negative if group members loose anything upon leaving the group. Whether the forces are positive or negative, they influence group cohesiveness. The factors in question are: members' similarity, group size, entry difficulty, group success and external competition and threats.

The factors identified mostly work by enabling the individual to identify with the group they belong to and also weigh how the groups can help them fulfil their individual personal needs. (Gerard & Mathewson, 1966; Henri, 1982; Zaccaro & McCoy, 1988; Carron & Spink, 1995). Oliver (1988) establishes after a meta-analysis of various studies that there is a relationship between cohesion and performance. Forsyth, Zyzniewski and Giammanco (2002) and Brian and Cooper (1994) state: "studies have shown that cohesion can cause performance and that performance can cause cohesion." It consequently dawns on group members to remain committed to tasks at hand and to the group in order to make progress and achieve the ultimate goal assigned to the group.

Myers (1962) and Shaw & Shaw (1962) both assert that those in groups that are cohesive experience better emotional adjustments. They agree that this happens when people experience less anxiety and tension while working in groups. In agreement to what has just been stated, Zaccaro et al. (1995) establish that members of groups that have cohesion manage stress better than members of groups with less cohesion.

Juxtaposing what has been said, group cohesion has the propensity of bearing greater pressure on group members to conform to group norms. The theory of 'groupthink', for instance, implies that the pressures of sticking to the status quo does not enable the group to critically think about the decisions it makes. This emanates from the fact that group members are influenced by other members in the interaction process therefore making group cohesion theory a firm and solid grounds upon which teaching and learning under the cooperative learning style can be established.

The symmetry between the group cohesion theory and this study is best understood when the tenets of the theory are juxtaposed with the principles of cooperative learning. The principles are; positive interdependence, face-to-face promotive interaction, individual and group accountability, social skills and group processing. These principles are explained under the principles of cooperative learning in this chapter of the study and the explanation thereof helps in justifying why the theory is a suitable one for the study.

3.3   Historical Background of Cooperative Learning

Historical antecedents to the establishment of cooperative learning dates back to the time before World War II, when Allport, Watson, Shaw, and Mead and other social scientist began establishing cooperative learning theory after they found that group work was more effective and efficient in both quantity and quality, as well as, overall productivity when compared to working alone (Gilles, and Adrian, 2003). The idea of cooperative learning gained much grounds when May and Doob (1937) researched and established that when people worked cooperatively, the synergic effect of their individual contribution to the group made them more successful than those who worked to complete the same goals independently. They also established that independent achievers mostly displayed a greater likelihood of competitive behaviours compared to group achievers. This finding was later established by Johnson and Johnson in 1975 in a work by Coffey (2008). A good reason for the competitive edge with independent achievers is that each individual naturally wants recognition and be seen as the best. It is on the basis of the ongoing build up that Van Wyk (2007) also holds John Deyew's

1961 philosophy and belief about cooperative learning that democracy needs to be promoted in schools as a way of developing good citizenship among learners.

A similar historical perspective through the lens of Sharan (2010) is that during the 1930s and 1940's, philosophers and psychologists such as John Dewey, Kurt Lewin, and Morton Deutsh had all made an impact on the cooperative learning theory that is in practice today. Dewey emphasized the importance for learners to develop their knowledge and social skills in order to transfer what they have learned in the classroom outside and to contribute to a democratic society. In this wise, students are portrayed as people who actively receive knowledge and engage in discussions and answering groups and also engaging in the learning process as a team instead of being on the receiving side of everything that goes on in the teaching and learning, as is the case when a teacher does all the talking and students only listening. Lewin's contribution to cooperative learning is based on the idea of establishing relationships between group members so as to successfully carry out and achieve the learning goal. Deutsh's contribution to cooperative learning was based on positive social interdependence, the implication thereof being that the student is responsible for contributing to group knowledge.

Additionally, Johnson and Johnson (1975) focused beyond what has already been established by Sharan earlier. They opined that in 1975 David Johnson and Roger Johnson actively contributed to the cooperative learning theory by identifying that cooperative learning helps in promoting mutual liking, better communication, high acceptance and support, as well as demonstrated an increase in a variety of thinking strategies among individuals in the group. Conversely, students who showed more interest in competition are unable to cope when it comes to interacting with other students and their emotional involvement and trust in other students were also on the low side. To paint a more vivid picture about the cooperative learning strategy, Johnson and Johnson (1994) published, what they termed, five elements of the cooperative learning approach (positive interdependence, individual accountability, face-to-face interaction, social skills, and processing), which have proven to be essential for effective

group learning, achievement, and higher-order social, personal and cognitive skills in areas such as; problem solving, reasoning, decision-making, planning, organizing, and reflecting. In essence, the historical buildup of cooperative learning from the different authorities depicts how the tenets of the technique has evolved over time.

3.4   Conceptualized Cooperative Learning as a Teaching Method

According to Balkcom (1992) Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Bainbridge (2012) in a similar vein defines cooperative learning as a method of instruction that has students working together in groups, usually with the goal of completing a specific task.

Furthermore, Johnson, Johnson and Holubc, (1994:4) and Adams and Hamm (1996:3) define, "Cooperative learning as the instructional use of small groups through which students work together to maximize their own and each other's learning." In classrooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. In crowning all that has been projected, Hijazi and Al-Natour (2012) summarize that cooperative learning requires that students work together to achieve goals which they could not achieve individually, bringing to bear how students can learn from one another in order to complete tasks successfully.

Throwing more light on the definition of cooperative learning, Smith (2011) asserts that carefully structured cooperative learning involves people working in teams to accomplish a common goal, under conditions that involve both positive interdependence (all members must cooperate to complete the task) and individual and group accountability (each member individually as well as all members collectively

accountable for the work of the group). By implication, Smith is painting a picture of how synergic effect of team members helps in building individual task members and their groups as a whole.

Goor and Schwenn (1993:12) establish that "…cooperative learning views students as active participants in their own learning and as future citizens who are learning to work together and share responsibilities". In agreement to this definition, Van Wyk (2007) cites (Adams, Carlson & Hamm, 1990; Becker & Watts, 1998; Hanekom & Nel, 1991; Jacobs, Gawe & Vakalisa, 2004; Meyer & Steyn, 1989; Slavin, 1990:), who all agree that cooperative learning is a teaching approach in which learners engage communal learning in group context to ensure that group members engage in joint learning and achieve group outcomes at the end of the cooperative learning lesson.

3.5   Principles of Cooperative Learning

The principles of cooperative learning is what has been identified by The University of Tennessee at Chattanooga (1998) as the characteristics of cooperative learning and are as follows:

- Students work together in small groups containing two to five members

- Students are positively interdependent

- Activities are structured so that students need each other to accomplish their common tasks or learning activities

- Students are individually accountable or responsible for their work or learning (cited in Sims, 2010)

Moreover, Oliver (1999) conducted a research study and came out with three principles similar to the four outlined by the University of Tennessee. Oliver coined /names the principles the main tenets of cooperative learning as follows:

- *Individual and group accountability:* each student is accountable for a specific task or topic as well as topics assigned to other group members

- *Positive interdependence:* each team benefits when all members perform well, and is held accountable when one or more members do not; "sink or swim together"

- *Group processing:* students coached on group process skills-supporting differences, listening, providing feedback, gatekeeping to ensure all participate, coaching others, reaching consensus.

Brown and Ciuffetelli Parker (2009) as well as Siltala (2010) look at the principles as the five basic and essential elements to cooperative learning, which are discussed beneath:

1. Positive interdependence

They explain that there should be full participation by students and they should put their best effort to the group activity. They also hint that task members must be aware of their obligation to themselves and to the group as a whole. Van Wyk (2007) adds that when learners understand that they are interdependent on one another, they become obliged to work to achieve the goals of the group.

2. Face-to-Face Promotive Interaction

The explanation here is that members ensure that others succeed as they are also progressing. Individuals in the group take it upon themselves to explain and assist one another for understanding and completion of tasks. Johnson and Johnson (1986) earlier identified three ways in which the interaction process amongst learners takes place. Learners compete with one another to determine who is the best (competitive goal structure), or they work on their own to achieve a goal (individualistic goal structure), or they work together to achieve a common goal (cooperative goal structure), after which the group as a whole is rewarded.

3. Individual and Group Accountability

The proponents of the five elements explain that first, each task team member is responsible in demonstrating mastery of the content under study and secondly, each member is accountable for their learning and work, therefore eliminating "social loafing". In support of this assertion Van Wyk (2007: 157) states that "The purpose of any learning activity is to pursue maximum individual learning performance. Feedback mechanisms are necessary to determine each learner's mastery level, if learners are expected to support and help one another." Slavin (1987b) and Smith (1987) both agree to the issue of individual responsibility eventually contributing to the success of the whole group.

4. Social Skills

This principle seeks to establish that teaching of content to learners must be done to ensure the success of cooperative learning and also to inculcate in them skills such as effective communication, interpersonal and group skills. To Taylor (1991) cited in Van Wyk (2007) and Smith (2000), the social skill is termed interpersonal and small-group skills. Taylor is of the opinion there is the need to ensure a high level of cooperation among learners so that they can interact and decide how tasks will be assigned to members of the task team. Smith (2000) adds that "group formation is not a once-off occurrence, but rather a continual process that encompasses a number of separate and consecutive phases and these phases are termed; forming, storming, norming and performing".

5. Group Processing

It is important for task teams to often evaluate how effectively they have performed so they can plan strategies to improve upon what has been done. According to Brown & Ciuffetelli Parker (2009) and Siltala (2010), two characteristics must prevail in order to ensure considerable improvement in student achievement. The first characteristic is that the group are made to work together for a group goal or recognition and the second is creating the feeling that the success of the group depends on each task member's

learning towards the achievement of the goal. Solomon et al., (1992: 108) describe the group processing principle as 'intragroup communication'. They opine that, the focus of this principle falls primarily on performance and the development of life skills such as role acceptance, information sharing and respect.

Yager, Johnson, Johnson and Snider (1986) found out that high-, medium-, and low-achieving participants rated higher on daily achievement, as far as group processing conditions existed, than did participants who engaged in cooperation without any group processing or embarked on tasks with individualistic efforts.

3.6   Cooperative Learning Teaching Techniques /Strategies

Balkcom (1992) cited in Barkley, Cross and Major (2005) and Schul (2011) establish that there are many cooperative learning techniques that can be categorized in accordance to the skill that they enhance. Barkley et al. (2005) concedes that "…it is important to recognize that many cooperative learning exercises can be developed to fit within multiple categories." The categories include Barkley et al. put under the microscope include: discussion, reciprocal teaching, graphic organizers, writing and problem solving. To them each category is made up of a number of potential structures that help in the development of cooperative learning exercises.

Some of the techniques used under the cooperative learning strategy are discussed briefly:

Group Investigations are structured to emphasize higher-order thinking skills which includes analysis and evaluation. To Balkcom (1992), students involved in group investigations work together to produce a group project, which they may have a hand in selecting.

(STAD) Student Teams-Achievement Divisions is used for teaching grades 2-12. Students who vary in academic abilities are assigned to 4 or 5 member teams to enable studying what has been initially taught by the teacher and to help each task team

member reach his or her highest level of achievement possible. Afterwards students are tested individually. Teams earn certificates or other recognition based on the degree to which all team members have progressed over their past records (Balkcom, 1992; Siefert & Rosmary, 2009).

Jigsaw was developed by Aronson and his associates in the late 1970s. According to Coffey (2008), jigsaw is a cooperative learning technique that was created with the aim of reducing conflict and enhancing positive educational outcomes. The jigsaw technique is useful in helping students realize they are essential components of a team and that it encourages cooperation in a learning environment. A further explanation of the technique is that students are members of two groups, which are home group and expert group. Students in the heterogeneous home group are each assigned a different topic and once a topic has been identified, students leave their home groups and group with the other students with the topic they have been assigned. In the new group, students learn the material together before returning to their home group and once back they are back in their home group, each student is accountable for teaching his or her assigned topic (Schul, 2011).

Jigsaw II is used with narrative material in grades 3-12. Each team member is responsible for learning a specific part of a topic. After meeting with members of other groups, who are "experts" in the same part, the "experts" return to their own groups and present their findings. Team members then are quizzed on all topics (Balkcom, 1992). Robert Slavin's (1980) postulated a variation of Jigsaw in which members of the home group are assigned the same material, but focus on separate portions of the material. Each member must become an "expert" on his or her assigned portion and teach the other members of the home group.

Reverse Jigsaw is a variation of jigsaw created by Timothy Hedeen (2003). It differs from the original Jigsaw during the teaching portion of the activity. In the Reverse

Jigsaw technique, students in the expert groups teach the whole class rather than return to their home groups to teach the content as done in the original jigsaw activity.

Think Pair Share was originally developed by Frank T. Lyman in 1981. Think-Pair-Share allows for students to contemplate a posed question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pairs up with a peer and discusses his or her idea(s) and then listen to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group (Schul, 2011).

Reciprocal Teaching was developed by Brown and Paliscar in 1982. It is a cooperative technique that allows for student pairs to participate in a dialogue about text. Partners take turns reading and asking each other questions and receiving immediate feedback. This is a model that allows students to use important metacognitive techniques such as clarifying, questioning, predicting, and summarizing. It embraces the idea that students can effectively learn from each other (Brown and Paliscar, 1984).

The Williams is a cooperative learning technique in which students collaborate together to answer a big question that is the learning objective. Each group has differentiated questions that increase in cognitive ability to allow students to progress and meet the learning objective (Schul, 2011).

In the nutshell, Van Wyk (2007:177) posits:

> *Although there are different models of cooperative learning, cooperation amongst learners lies at the core of them all. However, there are clear shifts in emphasis in respect of the weight assigned to each of the following elements in the different models of cooperative learning: interdependent project structure; individual effect structure; team-oriented reward structure; and indirect authority structure.*

He further grouped the various cooperative learning strategies by citing the works of Du Plooy (1993:29-43) and Meyer & Steyn (1989:783-788) as indicated below:

- Socio-technological forms of cooperative learning, consisting of the STAD and TGT teaching techniques.

- The socio-psychological form of cooperative learning, consisting of jigsaw groups and peer   tutoring groups.

- Positive controversy, consisting of small-group teaching.

- The group investigation approach.

3.7   Usage of Cooperative Learning

The main purpose of cooperative learning is to actively involve students in the learning process; a level of student empowerment which is not possible in a lecture format or traditional teaching and learning set up. The underlying premise is founded in constructivist epistemology, which is a process that requires knowledge to be discovered by students and transformed into concepts to which the students can relate in terms of understanding and making use of the knowledge acquired. The knowledge is then reconstructed and expanded through new learning experiences in what is termed transfer of learning. It comes with no surprise therefore when Hijazi and Al-Natour (2012) posit that learning takes place through dialogue among students in a social setting.

In setting the tone for the use of cooperative learning, Slavin (1994), through his review of the literature on cooperative learning, as cited in Coffey (2008) identified three concepts that are fundamental to all cooperative learning or Student Team Learning techniques. First, he establishes that students are rewarded as a team but are graded individually. The meaning thereof is that the team's success is not conditionally based on individual performance of one student. His second assertion is that all students must help each other to achieve learning goals and the third states that all students are expected to improve upon their own previous performance, thus ensuring all students are challenged to do their best in each follow up task (Cofffey, 2008). A similar view is

shared in a study by Van Wyk (2007:152) that interest in cooperative learning arises mainly from two forces, viz:

- Recognising and accepting that traditional learning environments focus on competition which encourage learners to compete rather than learn; and

- Recognising that when cooperative learning is correctly and properly implemented, it can positively contribute towards the academic performance, social skills and self-esteem of learners.

Oakley, Felder and Elhajj (2004) were of the opinion that cooperative learning can be viewed from a number of perspectives. Their opinion is that cooperative learning can…

- seen as a teaching strategy.
- used a technique to facilitate workshops and training sessions.
- used to orient people in respect of the vision and objectives of an organisation.

Motsitsi (2001) also identified that cooperative learning in a learner-centered approach at certain Mangaung (primary) schools allowed learners to learn in a more concrete and realistic manner, which meant more active participation on the side of students making them more focused with social skills such as respect and opinions being more valued amongst the learners.

In elaborating on the usage of cooperative learning, Motitswe (2011: 40) is quoted below:

> *Learning is a social process and learners can develop greater knowledge and skills when working with others than they can on their own. There is therefore an increasing appreciation and promotion of the use of paired and group work. Being a member of a class community requires the ability to listen, understand, speak clearly, respond appropriately, express thoughts coherently, play and work co-operatively and empathize. Learning in a social context presents challenges for pupils with problems in the area of communication and interaction. The range of difficulties is wide and includes pupils with speech and language difficulties, specific learning difficulties such as dyslexia and dyspraxia, hearing impairment, those who are on the autistic spectrum, and those with moderate, severe or profound learning difficulties.*

In using cooperative learning, diversity, synergic effect, group achievements and rewards must be factored in so that all individuals within teams will be catered for, in order to be encouraged to do their best for the group to achieve their targets through participation and collaboration and also work to build their own individual communication and people skills in view of what has been established by Slavin (1994) that cooperative learning is a didactic strategy whereby small groups, each with learners different abilities and a variety of learning activities, are used to improve the understanding of certain subjects, with each member of the group being responsible for personally learning what is being taught and also helping other group members to learn.

3.8   Benefits of Cooperative Learning

Documented results of cooperative learning include improved academic achievement, improved behaviour and attendance, increased self-confidence and motivation, and increased liking of school and classmates. To Balkcom (1992), cooperative learning is relatively easy to implement and is inexpensive as in the case of other approaches to teaching and learning.

The Education Broadcasting Cooperation (2004) indicates that in small groups, students can share strengths and also develop their weaker skills. In addition, students also develop their interpersonal skills and learn to deal with conflicts effectively. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored. Education Broadcasting Cooperation (2004) further emphasizes that in cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;

- students learn skills for resolving conflicts when they arise;

- members draw upon their past experience and knowledge;

- goals are clearly identified and used as a guide;

- research tools such as internet access are made available;

- students invest in their own learning.

Oliver (1999) on his part makes the assertion that cooperative goals emphasize collaboration and shared understanding on any task (e.g. problems, discussions and writing). He further states that evaluation is interdependent and for that reason a group must succeed for an individual to succeed. According to Slavin's 1995 model on cooperative learning, the approach ultimately results in gains in learning because the process of cooperation prompts motivation and consequential cognitive activities (cited in Hui-Chuan, 2006).

In addition, cooperative learning has proven to be effective for all types of students, including academically gifted, mainstream students and English [FAL] language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students. In fact, the more diversity in a team, the higher the benefits for each student. Peers learn to depend on each other in a positive way for a variety of learning tasks in the sense that weaker students are ready to learn from the higher achievers and the latter is ready to share with the weaker students (Colorado, 2007).

Furthermore Cooperative Learning is particularly beneficial for any student learning a second language as in the case of this study. Cooperative Learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. It is important to assign ELLs to different teams so that they can benefit from English language role models. ELLs learn to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, ELLs benefit from observing how their peers learn and solve problems. If each student in a team is assigned a role, (such as; reporter, recorder, time keeper, and materials

manager), the roles might be rotated each week or by activity. This prevents what typically happens if students select their own roles - the same students wind up performing the same tasks. By rotating, students develop the skills they most need to practice (Colorado, 2007).

There are two major theoretical perspectives associated with cooperative learning: motivational and cognitive (Swortzel, 1997) cited in Hijazi and Al-Natour (2012: 445). First, because students perceive that their success or failure is dependent upon their ability to work together as a group; students are likely to encourage each other to do whatever helps the group to succeed. They are also more likely to help each other with the task(s) at hand. Therefore, cooperative learning increases student motivation to do academic work (Johnson, Johnson, & Holubec, 1986) cited in Hijazi and Al-Natour (2012).

While competition sometimes sets up a stage for students to strive for success over the failure of others, cooperative learning aims to create an arena for team members to have high expectancy of each other. If a teacher implements a cooperative learning method correctly, every learner, including low achievers and high achievers, is expected to be respected and cherished by their peers. More specifically, higher achievers are valued for their knowledge as well as their ability and willingness to share what they know; low achievers are accepted and also respected for who they are and their willingness to make improvement. Students realize that their group members want them to learn and thrive. They become enthusiastic in helping and encouraging one another to learn (Slavin, 1995) cited in Hui-Chuan (2006).

Humphreys, Johnson, and Johnson (1982) compared cooperative, competitive, and individualistic strategies in science classes and determined that students who were taught by teachers who use cooperative methods learned and retained significantly more information than students taught by teachers who use methods that showed characteristics of competitive and individualistic methods (cited in Abu and Flowers,

1992). Similarly, Seetape (2003) studied the effects of cooperative learning on English reading achievement and students' behaviour towards this learning method used in the English classroom. The post-test scores indicated that after learning English reading using cooperative learning, the pre-test scores improved at the .05 level of significance. Additionally, most of the samples displayed very good behaviour in cooperating in their tasks, their cooperative behaviour had increasingly developed and some elements of poor behaviour among the learners had decreased by up to 14.29 percent (cited in Hijazi and Al-Natour, 2012).

Hijazil and Al-Natour's research on teachers' attitudes towards using cooperative learning for teaching English skills in 2012 established that there is a statistically significant difference at α=0.05 between the achievement of the experimental group and that of the control group on the posttest in favor of the experimental group. This difference indicates that using cooperative learning for teaching English skills may have had a positive effect on students' achievement. The mean score for the experimental group on the posttest was 85.58 while that of the control group was 76.15. The study further showed that there is a statistically significant difference between the students who were taught by using cooperative learning and the students who were taught by using the traditional way on the posttest. The experimental group was significantly better than that of the control group.

Kayler (1998) conducted a qualitative research using twenty-seven high, middle and low achieving students as interviewees for this study. Students' semester grades served as a basis to determine achievement levels. Students participated in cooperative learning activities as part of their regular classroom instruction. The findings of this study suggested that cooperative learning instructional methods created opportunities that encouraged interactive learning among group members. This interactive teaching and learning process was beneficial to student content understanding, interpersonal skill development, self-reliance and self-esteem. Students benefited from peer explanation, a shared vocabulary, and giving and receiving specific and relevant information to enhance content understanding.

According to Tejada (2002), cooperative learning can be an extraordinary teaching strategy if utilized correctly. Cooperative learning gives students motivation and interest where other teaching strategies would not. It helps build an individual's competition streak because the student always wants to be the facilitator instead of the follower. Students that are normally shy can overcome their shyness in a cooperative learning group. Students can sometimes explain things better to a group of students that a teacher cannot. A student can make it more interesting or more understandable because they would probably use words students their own age or level are accustomed to listening (Tejada, 2002).

In a quasi-experimental study to find the effects of cooperative learning on utilization of learning Strategies Hui-Chuan (2006) found that cooperative learning enhanced the experimental learners' use of learning strategies beyond the formal class setting. When preparing for the course, the experimental learners turned out to use more elaboration skills, including paraphrasing, summarizing, and synthesizing, and more out-of-class peer collaboration than the control learners. In all cooperative learning has an avalanche of benefits to teaching and learning that are too many to be pointed out in just one study.

3.9   Challenges in Using Cooperative Learning

Despite the benefits of the cooperative learning method, it is worth noting that it has some inherent challenges. Bainbridge (2004) was of the view that this method can help students develop their leadership skills and their ability to work with others as a team. He however noted that gifted students are often placed in groups with non-gifted children, sometimes with the goal of having the gifted student help the others either directly or by example. The situation that may arise this instance is that at the end of the day, the gifted student is not likely to learn anything new because the non-gifted students may not be able to help in that direction, the non-gifted students are also not likely to develop any leadership skills because they may be fully under the guidance of the gifted ones. Additionally, Tsay and Brady (2010) posited that students often provide

feedback in the success of the teamwork experienced during cooperative learning experiences but peer review and evaluations done by the students for their groups may not reflect true experiences due to perceived competition among peers. In this regard, confidential evaluation process may help to increase evaluation strength and also help all task team members benefit equally.

Secondly, Kayler (1998) in her study also found some negative, unintended consequences of cooperative learning, which she related to the role of the classroom teacher, students, behaviour and roles within cooperative group work, level of content understanding, teacher imposed time limits, and cooperative group grades. She finally suggested that conflict resolution skills development is critical for all students in order to engage in more beneficial cooperative learning experiences.

In order to create an environment in which cooperative learning can take place, Education Broadcasting Cooperation (2004) recommends three things:

- Students need to feel safe, but also challenged.
- Groups need to be small enough that everyone can contribute.
- The task students' work together on must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

In the view of Ormrod (2004) cited in Sims (2010), who postulates that disadvantages of cooperative learning are that "students may sometimes be more interested in achieving a group reward with the least possible effort and so will focus more on getting the "right" answer than on ensuring that all group members understand the subject matter being studied". If one student does more talking and work, that student has the tendency to learn more than the others in the group. If incorrect information, strategies, or methods are suggested by one student, then the whole group is at risk of accepting it. It is important for the teacher to follow the group's discussions and lesson plans. The

teacher should provide structure and guidance to promote the utmost learning and achievement possibilities.

A clear manifestation of the challenges inherent in the cooperative method was reported by Chen (1998) in a study that revealed that many student interviewees reported feelings of stress in a traditional English classroom because they were worried that their peers, whom they considered rivals in competition for good grades as well as the teacher's attention and approval, might make fun of them if they failed to provide the accurate answer in front of the whole class. Cheng noticed that students' concern over loss of face and their sense of need to compete with and surpass their peers triggered a vicious cycle, which often increased the anxiety level and caused a chain reaction of poorer and lower self-esteem. Additionally, Cheng's study has shown that the traditional method, which has been adopted by a majority of the English teachers in Taiwan, could bore the students and even totally ruin some students' learning motivation (cited in Hui-Chuan, 2006).

Sharan (2010) also identified a problem with the constant evolution of the cooperative learning and describes the situation as a threat. It is stated that cooperative learning is constantly changing. A factor that leaves teachers confused and makes them lack a complete understanding of the method.

Furthermore, teachers implementing cooperative learning may also be challenged with resistance and hostility from students who may be harbouring the feeling that students in the team who are slow to learn, shy or have less confidence would be retarding their progress.

3.10 Conclusion

Van Wyk (2007) cites the works of various researchers and concludes that cooperative learning is capable of:

- Evoking the interest of learners in the subject matter;

- Promoting the process of effectively and efficiently establishing links between prior knowledge and new subject matter;

- Encouraging a critical attitude among learners towards the subject matter;

- Promoting a process of expanding learners' understanding of their social environment and their active engagement therein; and

- Developing and promoting thoroughness, tidiness, and precision within the teaching and learning environment.

All the factors outlined above are enough grounds to establish cooperative learning as the method to use in making teaching and learning more effective, compared to individual, competitive and the traditional method of teaching. In agreement with Van Wyk's conclusion, this research establishes through various research findings and classroom practice how teachers are able to arouse and sustain students' interest in learning through the use of cooperative learning and also how Smith's (2000) forming, storming, norming and performing in group work is established in order to ensure that task members work individually and collaboratively to ensure the attainment of group goals.

Various theories of cooperative learning were outlined in this study including the social interdependence theory, which serves as the backbone of the cooperative learning strategy and which makes clear the need to work together and depend on one another every now and then -interdependence- in order to reach a target that has been set for the whole group to attain, though individual efforts will be very important in reaching the ultimate goal of the task group. The other theories such as the social learning, social constructivist, the zone of proximal development and group cohesion theories are built on slightly different elements; they all lean on cooperation just like the SI theory, which is beneficial to achieving success in teaching and learning.

The cooperative learning method comes with its own principles which are basically five in all Siltala (2010). This study has looked at how some researchers and authorities

have come out with these principles and named them elements or characteristics and how they form the foundation of cooperative learning irrespective of the name that has been given to it. The usage of the method in question was also considered and it led to revealing some benefits that accrue as a result of adopting the cooperative learning method in teaching and learning. Although some challenges in using the method were also outlined, it still stands clearly that the benefits of using the theory far outweigh the challenges that do exist in using this method.

This study researches into how STAD is being applied in the teaching of EFAL in Kwazulu-Natal so the next chapter (Chapter Four) will do a critical investigation of the STAD by considering issues concerning the strategy. Some of the issues that will be considered in-depth are; historical overview, definition issues, application, benefits and challenges in using STAD.

CHAPTER FOUR

CRITICAL REVIEW OF STUDENT TEAM ACHIEVEMENT DIVISIONS AS A COOPERATIVE TEACHING TECHNIQUE FOR EFAL

4.1   Introduction

Various studies have proved that cooperative learning has established itself as the most widely researched learning approach which is highly efficient as long as group learning is concerned, as exposed in the previous chapter of this study. The cooperative learning approach comes with various techniques and again the Student Teams Achievement Divisions (STAD) has established itself as the most widely used technique under the cooperative learning approach. In expounding what has just been stated, various writers have agreed that STAD is a cooperative learning technique that has widely been researched into and has been assessed on academic achievements, attitudes, social interactions as well as the interpersonal relationships (Tarim and Akdeniz 2008; Nagib 2003; Johnson and Johnson 1998; Johnson et al. 1983; Slavin 1983, 1990; Kagan 1994).

Apart from being the most extensively researched technique in cooperative learning, STAD is also accepted as the simplest form compared to the other cooperative learning techniques which makes it an effective instrument for teachers who are new in using the cooperative learning technique (Becker and Watts 1998; Slavin 1990). In the light of the buildup so far, this study seeks to establish STAD as an effective learning technique for both students and teachers in a cooperative learning situation by taking a deep dive into STAD in terms of exposing the model upon which STAD, as a cooperative learning technique, is grounded and also do an exposition on the background to the technique as well as various definitions that have been given by different writers.

To do a critical review of STAD, it is worthy of note that the technique is a process made up of components which need to be discussed. This study therefore does a critical look at the various components of the technique by researchers such as Slavin (1990, 1994

and 1995) and Ghaith (2004). STAD as a technique also encapsulates techniques within it concerning how it be can applied in a second language classroom and this will also be touched on.

Furthermore, two issues that have a thin line between them will be mentioned and discussed into detail for clearer understanding. The issues are usage of STAD and application of STAD in an EFAL classroom. It is established severally that STAD is an efficient learning technique. However, the study will still move to see what various researchers have established as the benefits and lastly, the challenges that come with the application of STAD will be discussed.

4.2   A Model for Student Team Achievement Divisions

Models can serve as mental images of what is to be created and they can be used to give clear directions to or guide a study. It is therefore imperative to identify a model that foregrounds STAD as a cooperative teaching technique. The model that has been researched and is aligned to the technique under study is the Learning Together Model which was developed by Johnson and Johnson in 1994. The main motive for which this model was developed was to improve students' achievement which runs parallel to what cooperative learning in general, and STAD specifically, seek to achieve through group work.

In further supporting the use of the Learning Together Model as a strong foundation for STAD, it is of prime importance to identify that it develops into the five basic principles of group learning, viz. positive interdependence, face-to-face promotive interaction, individual and group accountability, social skills and group processing, which are also inherent in STAD.

By support of supporting the Learning Together Model, Vaughan (2002) establishes how crucial it is in grooming individuals and their success academically. Rimmerman was also inspired by the model so in 2004, he referred to the work of Johnson and

Johnson as the modern era of cooperative learning. Rimmerman asserted that the model by Johnson and Johnson is applicable to any discipline and at any grade level. To expatiate on Rimmerman's assertion, it will be agreed that the model's ability to cultivate both individual and academic success is seen in cooperative learning and for that matter STAD, which also makes it a model applicable for any discipline at any level which again supports the tenets of using STAD as a learning technique in various situations and at different levels.

Getting into the model more critically, it is seen that there are elements within it, which are based on some general perspectives, which are in line with the principles of cooperative learning. These elements are based on some general theoretical perspectives. In clarifying the model, Johnson and Johnson (1994) are of the belief that cooperative learning comes from three different theoretical perspectives, named; **social interdependence**, **cognitive development**, and **behavioral learning** which are discussed presently in this study.

The first theory underlying the Learning Together Model is the social interdependence perspective, which dates back to the early 1990's. Deutsch (1949), who pushed for this theory was of the belief that the structure of social interdependence is a determining factor of how individual's react and the interaction between individuals are in two ways. The first being is done through "promotive" interaction, which originates from positive interdependence among group members where each task member sees to the success of each. Oppositional interaction is the second and it results from negative interdependence where each member tries to impede the success of other members based on the thinking that the failure of an opponent will result in their own success.

The cognitive development perspectives which Piaget advocated for in 1965 is the second theoretical perspective that underlines the Learning Together Model. It is proposed in this theory that as group members get engaged in cooperative learning activities, cognitive conflicts are bound to appear as they engage in discussions and these arguments will be resolved as they allow group members to present their

information and views, discuss what is presented by each participant, identify the weaknesses in reasoning strategies, make corrections and finally learn new information and concepts from each other. The Group Cohesion theory which encapsulates concepts such as attraction, group pride and task commitment is a classic example of the cognitive development perspectives.

The final perspective underlying the Learning Together Model is the behavioral social perspectives purported by Bandura (1977). The behavioral learning theory emphasizes the effects of group reinforcement and the extrinsic motivation for learning. The main emphasis of Bandura's perspective is the importance of observing and modeling the behaviours, attitudes, and emotional reactions of others which are all factors inherent in cooperative learning. The principle in Bandura's work also corroborates Slavin's (1983) theory that extrinsic group rewards is capable of promoting further interaction among task team members and also increase their efforts to learn.

A graphical presentation of the Learning Together Model is presented below in order to create a clearer picture of what has been discussed earlier.

Figure 4.1: A Model for STAD

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┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│     Social      │   │    Cognitive    │   │   Behavioral    │
│ Interdependence │   │   Development   │   │     Social      │
│   Perspective   │   │   Perspective   │   │   Perspective   │
└─────────────────┘   └─────────────────┘   └─────────────────┘
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Cooperative Learning

Learning Together Model

Positive Interdependence
Individual Accountability
Promotive Interaction
Social Skills
Group Processing

Cooperative Learning [STAD]
Implementation
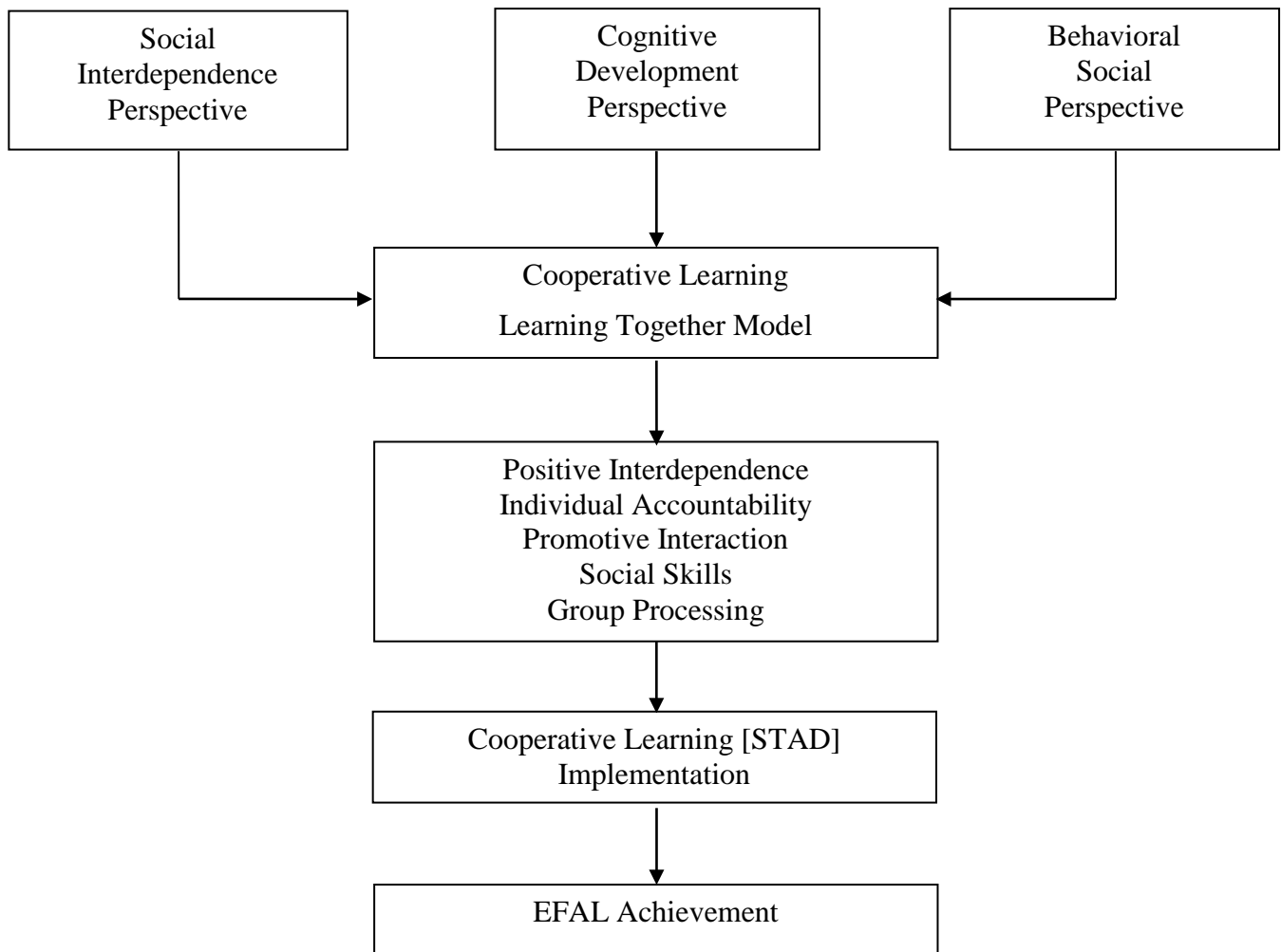
EFAL Achievement

Source: Adapted from Johnson and Johnson (1994)

4.3   Background to Student Team Achievement Divisions (STAD)

Kagan (1992) establishes that there are more than fifty forms of cooperative learning. By this statement Kagan is talking about the various techniques/strategies of the cooperative learning approach which started in the mid 1960's by Johnson and Johnson as learning together. A common denominator in all the cooperative learning strategies is

that they share a common concept, which is learners learning together and each learner taking personal responsibility for himself/herself and the group members.

In order to effectively address the key components of cooperative learning [students learning together], Student Team Achievement Division (STAD) was developed at John Hopkins University in 1978 by Robert Slavin and his team as part of a student learning approach with other cooperative learning techniques, which included Teams-Games-Tournaments, Jigsaw II and Team Assisted Individualization which were developed by Devries and Edwards in the early 1970s, Aronson and Associates in the late 1970s and Slavin and Associates in the early 1980s respectively. Zuo (2011) puts it that STAD was developed by Slavin in the late 1970s. Till date, the cooperative learning technique that has been mostly researched into is STAD and it is also very adaptable to almost all subjects and grades.

Slavin (1994) painted a bigger picture of STAD by indicating that it (STAD) is not meant to be a comprehensive teaching method, but it is rather a way of organizing classes, with the main aim of accelerating the achievement of all students. The picture painted by Slavin puts the principles of STAD side by side with the core principles of cooperative learning and makes it clear that the two set of principles are basically the same. STAD emphasizes that team goals and success depends on how all group members learn, which is exactly what Slavin believed in, that imperative for all group members to learn and understand that until the team members work as a team and each member understand the content presented to them, they cannot complete the work they have been assigned to do.

STAD was compared to Team-Groups-Tournament (TGT) by Slavin in 1986 and his opinion was that STAD works best with material that has single, correct answers and is most likely to be used in mathematics computation, spelling, language usage, and mechanics. He further contended that as in TGT students are placed in four- member heterogeneous groups for teacher directed instruction and for assisting one another in mastering the basic material. The main difference that came out between the two

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techniques was that instead of tournaments as in the case of TGT, individually administered quizzes were used in STAD and in the case of the later, members were not allowed to assist each other. However, a similarity was seen in the sense that both STAD and TGT were aimed at providing grade level instruction in basic skill areas at the same general pace for all students.

In a STAD setting, students are assigned to four- or five-member learning teams and the composition of the team is high, average, and low performing students, and of boys and girls of different racial or ethnic backgrounds. The essence here is that STAD teams absorb every individual in the learning situation, making it highly nondiscriminatory which may be a possible reason for its effectiveness when applied in different situations at different levels and for different subject areas. On the part of the teacher, the following five steps are to be followed:

- Introduces new material to be learned
- Let team members study worksheet on the material until they master the material
- Let individuals take quizzes on the material
- Combine the scores to create team scores
- Give recognition to members of the winning.

STAD as a cooperative learning technique has three central concepts (Slavin, 1994 and 1995). The three central concepts as identified by Slavin are: team rewards, individual accountability and equal opportunities for success. The explanations to the concepts are given below;

Team rewards:
-These can take the form of certificates or other rewards which are given if a STAD team achieves above a designated criterion.
-The teams are not in competition with each other but rather, all or none of the teams can achieve rewards depending on how they score.

Individual accountability:

-The success of the team depends on the individual learning of all team members.

-The activity focuses on team members tutoring one another and making sure that everyone in the team is ready for the quiz (or other assessment) that students take individually.

Equal opportunities for success:

- What students contribute to the team is based on their individual improvement from their own previous success.

- Ensures that high, average and low achievers are equally challenged to do their best and that the contributions of all members are equally valued by the team.

In tracing the background of STAD, which led to taking snapshots of how the technique operates, one issue continually stands tall and that is realising over and over again how the technique directly or indirectly weaves into the bigger approach- cooperative learning- and how the core principles of the technique and that of the approach overlap in ensuring that task teams work both individually and as groups in order to pull strength together (synergy) for the success of the members (individually) and the group as a whole.

4.4   Conceptualised STAD as a Cooperative Learning Technique

Without a shred of doubt, anyone who has ventured into the use of cooperative learning will readily agree that STAD has been widely researched and applied more than any other cooperative learning technique and for that reason a lot has been written about the technique. To start with, Slavin (1986) describes STAD as a model that works best with material that has single, correct answers which is most likely to be used in areas such as mathematics computation, spelling, language usage, mechanics, and grammar. Eight years after this description, Slavin (1994) gives a broader view of the technique by pointing that STAD is not meant to be a comprehensive teaching method, but it is rather a way of organizing classes, with the main aim of accelerating the achievement of all

students. By this latter explanation Slavin was, to a large extent, doing justice to misconceptions people might have had about STAD, due to its effectiveness, by way of narrowing it to where it rightly belonged - a cooperative learning technique and not an approach in itself.

An agreement and disagreement arise when the assertions by Johnson and Johnson (1999a) is put in perspective. First of all they agreed that cooperative learning results from healthy interaction skills, success of the individual student and group members, formation of personal and professional relationships which are all in line with what STAD was established for, a disagreement however arises when they mention that STAD is an approach because that notion had been discredited by Slavin in 1994. Nonetheless, the principles of the technique hold for both authorities and the strategy being accepted as a technique has come to stay over time.

In moving on, STAD in the lenses of Nagib (2003) is the use of heterogeneous teams for study and practice. A further explanation is that individual quizzes are given to teams on content to obtain team points so that if students want their team to earn some form of team recognition, they help their teammates learn the material. To corroborate Nagib's assertion, Rai and Samsuddin (2007) declare that STAD is one of the many strategies in cooperative learning which help promote collaboration and self-regulating learning skills. What can be learned from Nagib, Rai and Samsuddin's opinions is the fact that they both dwell on cooperation which makes their case a strong one as far as STAD as a cooperative learning technique is concerned.

Although different people have shared their views on STAD by way of defining or describing it, they all seem to pivot on the same issue - cooperation. For instance Seifert and Sutton (2009: 204) are quoted to have stated that in STAD:

> *Students are placed in small groups (or teams). The class in its entirety is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students*

are encouraged to work together to improve the overall performance of the group.

Similarly, (Zuo, 2011: 987) state that "STAD operates on the principle that students work together to learn and are responsible for their teammates' learning as well as their own, and emphasizes having team goals that are dependent on the learning of all group members". Zuo's definition has so much resemblance to that of Tiantong and Teemuangsai (2013) who in a similar vein describe STAD as a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal.

From the ongoing, which considered what various writers have stated on the technique chronologically from 1986 to 2013, STAD can be said to operate when and where there is positive cooperation among team members who embark on a mission with a vision. STAD can therefore be described as a cooperative learning technique in which small groups are formed irrespective of background, ability or any classification to ensure that each team mate puts in maximum effort in helping one another so as to ensure that the aim of the team is achieved at the end of the day.

4.5   Components of the STAD

In a bid to get into terms with what makes up STAD, consideration is first given to the five components Slavin (1990) originally stipulated as follows:

- class presentations,
- teams,
- quizzes,
- individual improvement scores, and
- team recognition.

A similar work on the components of STAD was later done by Ghaith (2004), who rather chose to identify the components as stages for carrying out STAD in the classroom. A slight difference between Ghaith and Slavin's original components is that he (Ghaith)

identified four components which coincide with what Slavin himself came out with in 1990. The components in question are presented in the table below:

Table 4.1: Stages and Activities of Ghaith's STAD Components

Stage	Activity
1: Teaching	Teacher explains material or content to learners
2: Team study	Learners are put in ability groups to complete activities or worksheets
3: Individual quizzes	Learners take individual quizzes
4: Team recognition	Team achievements are recognised

Source: Ghaith, 2004

In addition to Slavin's earlier work in 1990, his later work in 1995 and that of Ghaith in 2004 share so many similarities. Both of them related the components more to the implementing of STAD in the classroom than outlining the components in a vacuum. Slavin came out with four major components of STAD in 1995, thereby leaving out individual improvement scores, which was the fourth component in the original five outlined in 1990. A slight difference that may be seen initially from the works of the two is that whereas Ghaith starts with teaching as the first component, Slavin starts with class presentation, but a closer look at the latter's work show that teaching is actually the starting point of his class presentation. Again, individual recognition that seemed left out has actually been encapsulated in the last component- team recognition.

A better presentation is done below on the four major components outlined by Slavin (1995) with some explanations from his earlier work and that of other researchers.

Class presentations:
The teacher begins by presenting the lesson to the students for one or two periods of instruction while keeping the focus of the lesson directly linked to group assignments and individual quizzes of the STAD unit. Among the key things teachers should stress during the lessons include (Slavin, 1995): what is to be learnt and its importance,

demonstration of concepts and skills, randomly calling on students to answer questions as a way of sustaining their attention and making learners work on short assignments.

Teams:

- STAD teams are comprised of four or five members of mixed ability, gender and ethnicity.
- Teachers should emphasis on the factor of swim or sink to all team members (Slavin, 1994).
- Teams can work together or split into further sub-groups and teachers should ensure that students have been able to master the content presented to them (Slavin, 1994).
- Students should be taught to know when and how to seek help from each other and how to provide effective explanations (Tomei and Dembo, 1998). Teachers can help to facilitate this process by moving from group to group asking questions, and encouraging students to explain their answers to gain a deeper understanding of the content (Hassard, 2000).
- Slavin (1994) suggests that teams can be kept for up to six weeks before moving students into other groups so the low performing ones a chance to start again.

Assigning teams:

- Teachers should make summary sheets for each group showing their performance from the highest to the lowest and with the use of letters, for example A to H for groups of eight.

Quizzes:

- Each team member is individually tested after a week or two to ensure individual accountability.
- Scores after the tests are used to identify how each individual performed and also their improvement. This allows for equal opportunity for success where "high, average and low achievers are equally challenged to do their best, and the contributions of all team members are valued" (Slavin, 1994).
- To give a level ground to all members, each student begins with a base score that is dependent upon their average performance in their previous work points are awarded

to students based on how well they can improve on these base scores. Team points are calculated as follows:

- more than ten points below the base score – five points
- one to ten points below base score – ten points
- base score to ten points above – twenty points
- more than ten points above or a perfect score – thirty points.

- Individual improvement scores are added together and divided by the number of people in the group to get a team score and teams are awarded according to how well they perform as a team. One way this could be done could be as follows:

- 25-30 points – Super Team
- 20-24 points – Great Team
- Less than 20 – Good Team (Slavin, 1994 and 1995).

Recognition:

- Teams that perform better than the criterion set out are given some form of reward for their success which can be in the form of a group certificate.
- Creative teachers can think of ways of rewarding the groups taking into consideration that the size of the reward is not as important as the recognition students are giving based on their achievements (Slavin, 1995).
- Slavin referred to Elizabeth Cohen's research which emphasized the need for teachers to be keen on students who frequently performed poorly so that as soon as these students improve they are accordingly rewarded.
- Slavin (1994) suggested that fast tracking the scores of students and teams and giving them their rewards is a sure way of maximizing their motivation to work.

4.6   Usage of STAD

The days that teachers were placed in the centre of the teaching learning enterprise belong to the past, so it is of little use to make students memorize the content being

taught by the teacher and focusing on it rigidly without making way for students to fully participate in the their own learning, as this does not help in developing the full potentials of the student. Besides, the potential of students are not fully developed for them to have the desired characteristics such as curiosity, analysis thinking, logical solution, discipline and honesty until they have been trained to do so. In view of the afore-mentioned, the Office of the National Education Committee of Thailand (2002) posits that in cases where lectures given by teachers focus on content and the subject rather than the students, the students are not helped to face and solve problems in their real lives. The Committee's work suggests that to get out of the situation in discussion now and make students make use of their full potentials and take control of their own learning, in order to apply it in their real lives in the near and distant future, there comes the need for the use of STAD which has proved to be highly effective as long as cooperative learning is put into use.

In shedding more light on the use of STAD, Trilling & Fadel (2009) identify that good teaching and learning need to be able to draw more students' attention, serve different groups of students, and emphasize more on skill practice, thinking process and situational management. What Trilling and Fadel are calling for is the use of the cooperative learning approach and for that matter the STAD technique specifically. They added that in the 21st Century where learning consists of core subjects and themes that revolve around three core skills, viz: life and career skills, learning and innovation skills, and information media and technology skills. It is their firm belief that these three skills will aid students in acquiring knowledge and for that reason it behooves on teachers to create a situation where students are prepared for future jobs, products yet to be invented and new skills geared towards their creativity and innovation.What Trilling and Fadel are calling for goes even beyond the learning and teaching being focused on now. They actually foresee life after students have been taught today, so they are calling for exactly why STAD continuous to be a force to reckon with and so to go by what they established means making use of the technique in order to equip students with skills and knowledge for today and the future.

In furtherance of making a case for the use of STAD, the Australian Curriculum, Assessment and Reporting Authority (2013) posits that gifted and talented students are entitled to rigorous, relevant and engaging learning opportunities drawn from the curriculum and aligned with their individual learning needs, strengths, interests and goals. They state the purpose of this advice is "to focus on how teachers use the flexible design of the [Australian] Curriculum to meet the individual learning needs of gifted and talented students and make necessary adjustments to meet their individual learning needs."

In addition to all that have been said an advice is offered on how best STAD can work in relation to the role of the teacher when applying the STAD technique. It is advised here that when the students start to work in groups; the teacher should limit the amount of talking he or she does to limit interfering in the group activities of students and rather assume the role of a coach, classroom organizer, trouble shooter, consultant, personnel manager, and catalyst instead of a text explainer or information giver (Williams, 1986). Williams' advice is a way of making sure that students are 'trained to fish and not to be giving fish everyday'. In essence, students are expected to be equipped with ways of doing things and applying knowledge and skills on their own instead of being guided to do so every day.

In agreement to what has been shared by Williams, the South African Department of Education (DoE, 2007: 1) outlines in the EFAL subject guidelines the following as the reasons why EFAL is important as a fundamental. It is stated that students should study English First Additional Language as it:

- Sets a foundation for learning and is a life skill.
- Promotes literacy and comprehension, both verbally and non-verbally.
- Contributes to a holistic approach to learning and personal development.
- Develops critical thinking skills and higher level cognitive skills.
- Empowers students to communicate confidently and effectively in social and workplace contexts.

- Contributes to forming and maintaining healthy and positive relationships.

The question that will naturally be in the mind of anyone who goes through the points outlined by the DoE will be: how is it going to be done? The answer is that it is for such reasons that, in teaching and learning, successive South African curricula have put students in the centre of affairs instead of the teacher and have strongly advocated for teaching techniques that will ensure that students come out of school well equipped for the job market and for the society at large. To bring the curtain down, STAD as a cooperative learning technique supports and promotes what has been outlined by the DoE in promoting EFAL as a fundamental subject.

4.7   Applying STAD in the EFAL Classroom

The study now zooms into how to apply STAD as a cooperative learning technique specifically in an EFAL classroom in order to ascertain if the technique can work in these second language classrooms. Research by Kagan, Kessler, and Mcgoarty establish the theoretical relevance of cooperative learning in the teaching of a second language since opportunities of meaningful input and output within the interactive and supportive learning environment are provided (Ghaith, 2003). Their research also points out that cooperative learning integrates language and content learning and its varied applications are in harmony with the pedagogical implications of the input, socialization and interactive theories of second language acquisition by virtue of cooperative learning having the capacity to enhance the motivation and psychological adjustment of language learners. In further narrowing the scope to the real classroom application, Kagan (1995) argues that language acquisition is determined by a complex interaction of a number of critical **input, output**, and **context** variables. A graphical presentation of Kagan's complex presentation is done below after which explanations to make them more understandable follow.

Figure 4.2: Complex Interaction Determining Language Acquisition
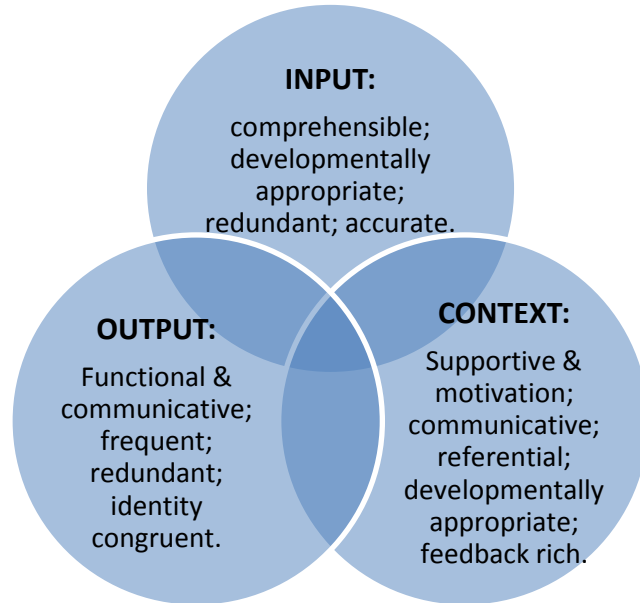
Source: Adapted from Kagan (2005)

Input:

Abdullah and Jacobs (2004) hypothesis is that as students make meaning through written and spoken words they are able to acquire a second language. Kagan (1995), the originator of the input, output, and context (complex) interaction argued that language can best be acquired when the input is **comprehensible**, **developmentally appropriate, redundant**, and **accurate**.

Comprehensible:

> Students in groups by adjusting their input to make understanding easier for others also ensure that meaning is regulated by bringing it to an appropriate level for all team members.

Developmentally appropriate:

- The input must be within the student's ZPD so they can understand through the help of others.

- Cooperative learning has the tendency of helping stimulate development to the next stage of language development.
- Extra input sources can be provided by peers and this may help in the transfer of learning outside the classroom.
- Students understand better when their peers help them and this helps in motivating them and decreasing the anxiety they often experience in a typical second language classroom.

Redundant:

- Students' retention of content is assured as they repeatedly receive input from varied sources.
- The requisition for repetition, explanation and clarification of content enable students triangulate meaning out of the content being shared.

Accurate:

- The errors groups often make may make group work inferior compared, hence the teacher should monitor how groups progress, check for accuracies and offer corrections where needed.
- Teachers should encourage students to work on their communication difficulties on their own but should also avail himself/herself when needed by the students.
- Effective interaction strategies will be increased as students learn cooperative and collaborative skills.

Output:

Language acquisition is fostered by output that is **functional and communicative**, **frequent, redundant**, and **consistent with the identity of the speaker**.

Functional and Communicative:

- The language used in the cooperative environment should not be different from the language used in the everyday life of students.

- Cooperative learning groups make way for expressive, functional, personally relevant, representative language output that is critical for language acquisition (Kagan, 1995).

Frequent:

- The greatest advantage of cooperative learning is its ability to maximize student's output (Kagan, 1995) and also its appropriateness for large classes where students are allowed to engage in more talking.

Redundant:

- Students' fluency in a language naturally increases as they speak repeatedly on a topic.

Identity Congruent:

- Increased fluency can be achieved when students practise classroom speech which projects the identity associated with the speech (Kagan, 1995).

Context:

Students can experience increased learning in a **supportive and motivating**, **communicative and referential**, **developmentally appropriate**, and **feedback rich** context. Abdullah and Jacobs (2004) added that cooperative learning can be structured in way such that the context in which it is being done will help balance opportunities that caters for individual group members.

Supportive and motivating:

Cooperative learning groups can provide a supportive and motivating context for a variety of reasons, including:

- Frequently asking questions
- Communicating in order to accomplish cooperative learning tasks

- Assigning peers to the same group (working for shared goals)

- Making speech an integral part of cooperative learning

- Ensuring students are taught appropriate skill so that when they are in their task teams they won't find it difficult exhibiting praise and encouragement to others

- Students are taught to depend on one another as a way of conditioning them to learn the same content

Communicative and referential:

- Students speak in real time, about real events and objects, to accomplish real goals which pushes them to strive for meaning and ends up facilitating acquisition.

Developmentally appropriate:

- By interacting with each other cooperatively, students are able to interact within each other's zone of proximal development.

Feedback rich:

- Students in cooperative learning groups get immediate feedback and correction opportunities through the process of communication.

- These feedback opportunities occur in a natural context, making it easier to assimilate and reduce student anxiety.

Feedback in language acquisition is so important that Abdullah and Jacobs (2004) argued that getting feedback on the comprehensibility of a student's second language output is essential to promote fluency, and pushes students to engage in syntactic processing of language, give them opportunities to test hypotheses about what works, and affords them with the opportunities to receive feedback from others.

Kagan's work, with some input by Abdullah and Jacob has put into the limelight how the interplay of the input, output and outcome variables play a big role when STAD is

applied in the second language classroom. To clarify and put into practical perspective the work of Kagan in this study, the figure below is created.

Figure 4.3: Application of STAD in a Second Language Classroom

STAD principles → Appying STAD in an EFAL classroom → Expected outcomes of appying STAD in an EFAL classroom
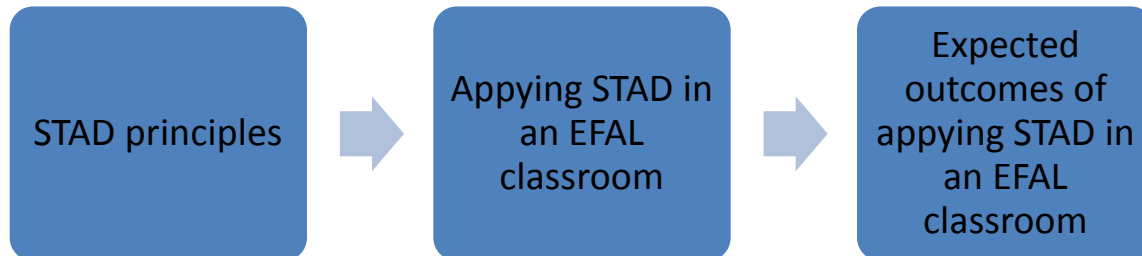
From the diagram above; the principles of STAD which are in line with that of cooperative learning should be the first point of call when applying STAD in a second language classroom. It is when that is done that the complex interaction of variables by Kagan can be utilized in order to arrive at the outcomes that follow. The divisions of EFAL and the modalities set out go a long way to corroborate what is being discussed. The DoE (2007) points out that EFAL develops skills to communicate effectively in both a socio-personal context and a vocational-work environment. They add that the following modalities of learning and language will be addressed:

- Listening and Speaking
- Writing and Presenting
- Reading and Viewing
- Language as a tool for communication and learning

The modalities set out show how practical the subject is and the need for a cooperative technique like STAD to be used for maximum success in the learning process. The DoE (2007) further places weights on the divisions of EFAL as presented in the table below.

Table 4.2: Weighted Values of the Topics

Topics	Weighted Value
1. Listening and Speaking	20%
2. Reading and Viewing	30%
3. Writing and Presenting	30%
4. Language in Practice	20%
Total	**100%**

Source: DoE (2007)

In considering the modalities and the weights put on various divisions of the subject, it goes without argument that when Kagan's (1995) complex interaction of variables is adhered to and the adaptation of Van Wyk's (2012) steps in applying STAD in a second language classroom, the results will obviously be positive.

4.8   Benefits of Using Student Team Achievement Strategies

STAD, as a cooperative learning technique has come to stay due to its numerous benefits at different levels and in different areas of studies. To start with the benefits, Van Wyk (2010) reports from works by Newman and Thompson (1987) that STAD is the most successful cooperative learning technique for increasing student academic achievement. The work of Nagib (2003) is cited in this study to ascertain the benefits of STAD further. He stated that four reasons accrued for his selection of STAD as an alternative teaching method. The four reasons he expounded are that STAD:

- Facilitates interaction between students in class.
- Improves attitude, self-esteem, and interpersonal relationships.
- Adds an extra source of learning within groups, such as the high achievers who take on the role of tutors. The end result is a higher achievement for everyone.

- Prepares students to fit into modern society by teaching them to work with their classmates efficiently and effectively.

In a similar vein Gillies (2003) cited a study done by Lou and co. in 1996 on small group learning and pointed out at the end of the study that children who work in small groups do better than those in whole class groups. In corroborating this finding, an investigation on the impact of STAD and group investigation on students' ability to do reading comprehension in a second language (EFL) by Jalilfar (2010) also proved that the STAD technique was better than both group investigation and traditional teaching approach in improving EFL reading achievement in colleges.

Two key strengths of the STAD technique is positive interdependence and group processing which both lean on students in task teams helping one another. In the light of what has been stated, Sporer and Brunstein (2009) in an attempt to examine the effects of peer-assisted learning strategies on reading comprehension of 7th grade students, compared students learning under the STAD technique and those in the traditional classroom. After their posttest, their findings were that students who learned under the STAD technique:

- Obtained higher scores in experiment constructed and standardized comprehension tests.
- Were higher achievers in terms of declarative and procedural measures of summarizing strategies.
- Greatly improved in their understanding of self-regulated reading activities than in traditional instruction students did.

Moreover, an attempt to find out the perception of a group of middle school learners who studied the rules and mechanics of English as a foreign language (EFL) in accordance with dynamics of STAD cooperative strategy by Gaith (2001) shows EFL learners expressing their conceptions of the enjoyableness and effectiveness of STAD by responding to a semantic differential scale. The results indicated that learners held

positive attitudes about their experience and were willing to recommend the use of STAD in other classes. Similarly, Gillies (2004) investigated the effect of cooperative learning on junior high school students who worked in structured and unstructured cooperative groups and the results of his study showed that children in the structured groups showed higher willingness to work with others on assigned tasks and they provided more elaborate assistance to each other than their peers in unstructured groups.

An important benefit of using the STAD technique is arousing and sustaining students' interest in learning so they remain motivated throughout the performance of their tasks. In shedding more light on motivations, Zhou (2012: 1318) declares that "motivation is one of the key influences on language learning success. Motivation influences learners' autonomy, attention, effort, persistence, the frequency of using learning strategies, and their learning achievement, etc." A meta-analysis on cooperative learning techniques by Johnson et al's (2000) corroborated what was later done by Zhou. Their meta-analysis indicated that teachers should be reflective in order to find new effective ways of teaching. They added that teachers should not be bonded by any particular technique they are implementing so they can vary their teaching. From the ongoing, teachers should not feel bounded by a particular technique and they should be reflective so as to enable them adopt various techniques to help motivate students throughout the performance of a task. The most important reason for which the issue of motivation should be taking seriously is that it paves the way for more fruitful results. It is due to the power STAD has in motivating learners that Johnson and Johnson (2004) postulates that cooperative learning promotes more positive attitudes toward the task and also promotes higher achievement.

Webb (1977, 1980) and Webb and Cullian (1983) conducted three studies using the same model in order to compare students' ability and achievement in group versus individual setting. The results of all the three studies had one thing in common: the higher achievement of the low-ability students in the mixed-ability groups. Lonning

(1993) in a study to evaluate the effectiveness of cooperative learning in secondary science on students' verbal interaction patterns and achievement using a conceptual-change instructional change model identified that students using cooperative learning strategies showed greater achievement gains and made greater use of the specific verbal patterns that are believed to be related to increased learning. As common with researches on STAD, the technique proved effective and efficient in the learning situations that Webb, Webb and Cullian and Lonning investigated.

Another benefit that accrues from STAD is what was established by Slavin & Tanner (1979) that collaborative efforts among students result in a higher degree of accomplishment by all participants as opposed to individual, competitive systems in which many students are left behind. On the issue of competition in learning, Kagan (1986) postulates that competition brings about a win-lose situation where higher achieving students get all the rewards and recognition while low achievers get none. He added that in contrast everyone benefits from a collaborative learning environment and that students help each other and in doing so build a supportive community which raises the performance level of each member. McAlphine (2000) also adds that learners will learn to do different types of activities in smaller groups, such as negotiations, conversations, exchanging ideas in groups or open learning that gives them more opportunities to search for, discover and find answers to existing problems.

In narrowing the benefits of applying the STAD technique to students' academic achievements, the following findings have been made:

- STAD has been researched into more than any other cooperative learning methods and the median effect size for all the studies was +.32 on all tests and +.21 on standardized measures, and these positive effects have been consistent in all subjects Slavin (1995).

-Out of twenty-two studies of STAD in grades three through twelve, seventeen were found to be significantly higher in achievement for this method than the traditional instructional methods (Slavin, 1995).

- Slavin (1994) referred to a study he conducted with Karweit (1984) which used STAD for a whole school year in an inner-city ninth grade math class and found significant increase in student performance.

- Using STAD where group goals and individual accountability matters, produced an effect size of +.32 compared to just +.07 across twenty-five studies that did not incorporate group goals and accountability (Slavin, 1995). Slavin (1995) points to a study conducted by Huber, Bogatzki and Winter (1982) which compared STAD with traditional groups lacking group goals and individual accountability and identified that the STAD group scored significantly better with an effect size of +.23.

- Van Wyk (2010) finally shares that, with regards to academic achievement, learners in the STAD groups benefited significantly more than those in the control groups. He explained that the mean difference for learners in the control group was 7.057, p=0.000 and that of students in the STAD groups was 2.310, p=0.000.

Finally, the words of Nagib (2003) are borrowed in rounding up the benefits of the STAD technique after a consideration of both the general and academic benefits have been outlined in the above build up. He explained that STAD enables [equips] the students according to the requirements of the modern society by teaching them to work with their colleagues competently and successfully. A further explanation that can be given on Nagib's explanation is that not only is the STAD technique applied in the classroom, but it is also an instrument which students can be equipped with to make them function effectively at the work place and in the bigger community.

4.9   Challenges in Using Student Team Achievement Strategies

The STAD technique is beneficial so much that the literature search could not assign many challenges in its application. What this research has done is to select some of the challenges associated with the cooperative learning approach, which has a direct bearing with the application of the STAD technique and presented them as the challenges that relate to the use of the technique in question. In relation to the

challenges, it is acknowledged that cooperative learning as an instructional methodology for teachers in the teaching learning process is the least regularly used (Johnson & Johnson 1991). This assertion corroborates the idea that the lecture method or competition contribute to more than 85% of the instruction in schools in which students are isolated from one another and forbidden to interact (Johnson, Johnson , Holubec , & Roy,1984). Goodlad (1984) even had a more damaging impression of the use of cooperative learning by reporting that the teacher was the one mostly engaged in classrooms rather than learners, a situation which seriously inhibits learners' ability to reason and express their opinions while learning.

A set of challenges were also ironed out by Slavin (1991), who associates the challenges to the use of academically talented students and reliance on weak treatment groups as misleading in a cooperative learning situation. He specified the weak comparisons as first, the use of the traditional classroom as the control treatment and second, the use of an individualistic comparison which specifically discourages student discussion. In support of what was identified by Slavin, Robinson (1991) also establishes that the effects of cooperative learning on academically talented students are difficult to assess. The reasons he adduced are that the groups chosen in studies involving the use of cooperative learning are not the population of interest and for that matter, only few studies have been able to adequately describe them in the sample and analyse outcomes clearly. They added that literature has proven that traditional classrooms, rather than educational provisions more suitable for academically talented students have continually been used in finding out the effects of the cooperative learning approach on students. The essence is the results will only be superfluous when compared to what is actually happening in practical sense.

According to Johnson, Johnson, & Stanne (1985), studies which have compared cooperative learning with individualistic learning have indicated that students in cooperative groups were encouraged to communicate with one another and in some cases were permitted to turn in one assignment for the group whereas under the individualistic condition, students were directed not to talk and were required to

complete the assignment on their own. It is against this backdrop that Slavin (1995) argues that when cooperative learning is poorly constructed, cooperative learning methods can allow for the "free rider" effect in which some group members do all or most of the work (and learning) while others do little or nothing. Slavin, in this situation was talking about social loafing, a situation that may arise in the use of cooperative learning and may be highly impossible in the case of individualistic learning because individual learners have in mind that if they do not do their work, nobody will be there to do it for them. And also for the reason that there is a competitor somewhere who would love to outdo others and be the best among the students.

In conclusion, it is important to note that merely putting students in groups and asking them to work together is not enough grounds upon which cooperative learning can be built. Johnson and Johnson (1994b) warns that how groupings are structured will determine whether or not they will be more effective than a competitive or individualistic grouping. The idea behind this is that without careful planning, proper instructions and quality insight in the composition and application of cooperative learning, all that will be done in the teaching learning situation will amount to nothing, if not a waste of students' time because groups will be formed and instructions will be issued but students will be at the losing end eventually.

4.10   Conclusion

In the conclusion remarks of this chapter of the study, a quotation is picked from Seifert and Sutton (2009). The reason for quoting their words is by virtue of how they do a beautiful summary of all that have been written about the STAD technique. They wrote:

> *Students are placed in small groups (or teams). The class in its entirety is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. (p.204)*

Johnson and Johnson's (1994) Learning Together Model was used in exposing the three theoretical perspectives upon which STAD is built. This led to the historical review of the technique under discussion and that in not small way helped in exposing what various writers like Kagan (1992), Slavin (1994) and Zhuo (2011) were resulted to in building a strong case for the establishment of how the technique came into being.

The conceptualization of the STAD technique outlined what various writers have come out with between 1986 and 2013, which eventually led to the birth of a definition of the STAD technique in this current study. From there followed the components of STAD to which both Slavin (1995) and Ghaith (2004) agree that there are four components, which were also exposed in order to create a smooth path for its implementation in various disciplines and at different levels.

A further stride is made when theory is turned into practice so the work looked at the usage of STAD and the conclusion is that the technique is a 'multi-purpose' one. The deduction here is that the technique is used almost for all situations and levels as already stated. The next big stride was therefore to zoom into how the technique can be applied in an EFAL classroom and synopsis from Kagan's (1995) complex interaction input, output, and context variables and an adaptation of Van Wyk's model on the practical application of STAD proved that students can learn and achieve when the technique is applied correctly and under the right conditions.

Also, the benefits of using the STAD technique were exposed and they are so many it will be difficult to capture all of them in one study. STAD has proved to build students' confidence, foster better understanding, increase academic performance, help in applying what is learned in the classroom in the community and work environment, just to mention but a few (Slavin, 1995; McAlphine, 2000; Gillies, 2003; Nagib, 2003; Van Wyk, 2010; Jalilfar, 2010 and Zhou, 2012).

Finally, some challenges came out as those that may inhibit the application of STAD as a cooperative learning technique. Caution was taken in establishing that the challenges

are not limited to the STAD technique but are generally associated with the mother approach- cooperative learning. Few of the challenges that came out were the use of the samples that were not representative enough to be studied, over reliance on traditional classrooms and poorly composing groups to represent task teams, which all thwart the whole idea of a goo cooperative work (Goodlad, 1984; Robinson, 1991 and Slavin 1991).

The next chapter (Chapter Five) takes the research to the field to look at the processes and procedures (methodology) used to gather data from the right sample to be analysed so that the research questions posed in chapter one can be answered.

CHAPTER FIVE

RESEARCH METHODOLOGY AND DESIGN

5.1 Introduction

The preceding chapter was a critical exposé on STAD in terms of its background, components, application through to challenges EFAL teachers face in applying STAD in their teaching. This chapter is directed at the research methodology and design as a way of gathering data and analyzing in order to fulfil the aim of the study, which is to design a framework for English teachers on how to use STAD as a cooperative learning strategy in teaching EFAL in Kwazulu-Natal secondary schools.

In the words of Giddings and Grant (2006), research methodology refers to the theoretical assumptions and principles that underpin a particular research approach and guides how a researcher frames the research question and decides on what process and methods to use. Moreover, Krauss (2005: 759*)* added that *"methodology identifies the particular practices used to attain knowledge [of it],"* whiles Kirshenblatt-Gimblett on the other hand establish that the research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way in order to effectively address the research problem. She notes that the research design constitutes the blueprint for the collection, measurement, and analysis of data. It is in light of what has been established concerning research methodology and design that the researcher, in this section, will present the methodological paradigm and research design, research site, population and sampling procedures, as well data collection, analysis and interpretation methods. Details of adherence to ethical considerations, the quality assurance measures used and the limitations of the study will be provided in order to explore how the STAD teaching technique is being used to teach EFAL in the KwaZulu-Natal Province.

5.2   Research Paradigm

5.2.1 Defining and Conceptualizing a Research Paradigm

According to Babbie (2007:31), a paradigm is a fundamental frame of reference used by researchers to organise their observations and reasons. When undertaking research, it is important to consider different research paradigms and matters of ontology and epistemology. Since these parameters describe perceptions, beliefs, assumptions and the nature of reality and truth, they can influence the way in which the research is undertaken, from design through to conclusions, and it is therefore important to understand and discuss these aspects in order that approaches congruent to the nature and aims of the particular inquiry are adopted, and to ensure that researcher biases are understood, exposed, and minimised.

Dobson (2002) equates philosophical assumptions to research paradigms and thus holds the belief that the assumptions or paradigms are the researcher's theoretical lens which plays a very crucial role in the choice of methods for the reason that the underlying belief system of the researcher largely defines the choice of method (methodology). In a similar vein, Hatch and Cunliffe (2006) draw attention to the fact that different paradigms 'encourage researchers to study phenomena in different ways', going on to describe a number of organisational phenomena from three different perspectives, thus highlighting how different kinds of knowledge may be derived through observing the same phenomena from different philosophical perspectives. As well as stimulating debate.

For Flowers (2009), a study can successfully be completed if a research paradigm that best suits the study is employed. Over the years, three basic paradigms have been mostly used in research, viz; positivist, interpretivist/constructivist and realist. First of all the positivist position is derived from that of natural science and is characterised by the testing of hypothesis developed from existing theory (hence deductive or theory testing) through measurement of observable social realities. This position presumes the social

world exists objectively and externally, that knowledge is valid only if it is based on observations of this external reality and that universal or general laws exist or that theoretical models can be developed that are generalisable, can explain cause and effect relationships, and which lend themselves to predicting outcomes. Positivism is based upon values of reason, truth and validity and there is a focus purely on facts, gathered through direct observation and experience and measured empirically using quantitative methods and statistical analysis (Saunders, Lewis and Thornhill, 2007; Eriksson and Kovalainen, 2008). The research methodology that is mostly associated with the positivist paradigm is quantitative research.

On the other extreme is the interpretivist/constructivist paradigm which is described by Hatch and Cunliffe (2006) as anti-positivist and by Blaikie (1993) as post-positivist since it is contended that there is a fundamental difference between the subject matters of natural and social sciences. Under this paradigm, meaning is constructed and (over time) constantly re-constructed through experience resulting in many differing interpretations. It is these multiple interpretations that create a social reality in which people act. It is therefore seen as important to discover and understand these meanings and the contextual factors that influence, determine and affect the interpretations reached by different individuals.

Intepretivists, unlike positivist, consider that there are multiple realities (Denzin and Lincoln, 2003). Since 'all knowledge is relative to the knower,' interpretivists aim to work alongside others as they make sense of, draw meaning from and create their realities in order to understand their points of view, and to interpret these experiences in the context of the researcher's academic experience (Hatch and Cunliffe, 2006), hence it is inductive or theory building. The focus of the researcher is on understanding the meanings and interpretations of 'social actors' and to understand their world from their point of view. This paradigm is highly contextual and hence is not widely generalisable [as in the positivist paradigm] (Saunders, Lewis and Thornhill, 2007). Understanding what people are thinking and feeling, as well as how they communicate, verbally and

non-verbally are considered important (Easterby-Smith, Thorpe and Jackson, 2008) in the interpretivist paradigm. It is worth noting that the qualitative research approach leans towards this paradigm.

The third paradigm is realism which emerged after the positivist and interpretative/constructivist paradigms and it takes aspects from both positivist and interpretivist positions. This paradigm in question was born out of frustration that positivism was over-deterministic and that constructionism was so totally relativist. It holds that real structures exist independent of human consciousness [positivist notion], but that knowledge is socially created [interpretivist notion]. While Saunders, Lewis and Thornhill (2007) contend that our knowledge of reality is a result of social conditioning, Blaikie (1993) is of the view that whilst realism is concerned with what kinds of things there are, and how these things behave, it is accepted that reality may exist in spite of science or observation, and so there is validity in recognising realities that are simply claimed to exist or act, whether proven or not. In common with intepretivist positions, realism recognises that natural and social sciences are different, and that social reality is pre-interpreted, however realists, in line with the positivist position also hold that science must be empirically-based, rational and objective and so it argues that social objects may be studied 'scientifically' as social objects, not simply through language and discourse as held by qualitative researchers.

Although Blaikie describes realism as 'ultimately a search for generative mechanisms' he points out that realists recognise that the underlying mechanisms can act apparently independently or 'out of phase' with the observable events, and that events can occur independently of them being experienced, a view that Hatch and Cunliffe (2006) describe as a 'stratified' form of reality whereby surface events are shaped by underlying structures and mechanisms but that what we see is only part of the picture. Realists take the view that researching from different angles and at multiple levels will all contribute to understanding since reality can exist on multiple levels (Chia, 2002) and hence realism may be seen as inductive or theory building.

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5.2.2 Motivation for choosing a combination (mixed research paradigm) research paradigm for this doctoral study

In view of the above, this doctoral study emanates from a combination of elements of both the positivist and interpretivist paradigms. This doctoral study is underpinned by the 'post-positivist-constructivist research paradigm'. The rationale for choosing this combination paradigm is to enable the researcher to explore critically the use of STAD as a cooperative learning approach in teaching EFAL through the use of a cross-sectional survey (quantitative research method) and focus group interviews (qualitative research method) to collect data. These data sets was analysed both quantitatively and qualitatively so as to cover enough grounds for the sake of generalizability and transferability. In support of the use of the positivist-constructivist paradigm, which aligns itself to the mixed methods design (approach), Patton (2002) outlines the following strengths of the mixed methods approach: first, it is held that the approach has a broader focus than a single method design and gathers more information in different modes about a phenomenon. Second, it gives insight into complex social phenomena and third, the breadth of findings from a mixed methods study can bring value to the research process by highlighting and compensating for the shortcomings of each method.

5.3   Research Design

5.3.1 Reason for a Research Design

Burton and Bartlett (2005:215) advise that it is important that every researcher creates guidelines that give order and direction to the project they set out to do. They advise that the guidelines must be set before undertaking research in order to assist the researcher not to lose focus. In order to be guided throughout this study, the researcher chose the mixed methods approach, which combines elements of quantitative and qualitative methods in studying a phenomenon. In applying the mixed methods approach, the researcher is able to use different tools of data collection, sampling, or

data analysis in a single study. The main reason for the use of this method was to get a holistic picture of how STAD is used in the teaching of EFAL in the KZN province.

According to Cresswell (2006) the mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (ibid). In the view of Spratt and Robinson (2004) multi-method designs (as they call the mixed methods approach) are generally intended to supplement one information source with another, or 'triangulate' on an issue by using different data sources to approach a research problem from different points of view.

5.3.2. Rationale for employing a mixed method design for this study

Among other reasons why the researcher chose the mixed methods, which some writers prefer to call 'triangulation', is what some scholars have noted as advantages of the method. First, Jick (1979) postulated that the method is a strategy that may be suitable for all research purposes. Though he admits that constraints such as time, may hinder the effective use of the method, it has vital strengths and encourages productive research. It is further established that the mixed methods is very useful whether there is convergence or not. This is due to the fact that where there is convergence; confidence in the results grows considerably. However, where divergent results emerge, explanations are generated (ibid). To crown it all, confidence is built in the researcher irrespective of the result (be it convergent or divergent) which will go a long way to equip the researcher with how to come out with quality ideas in improving upon the results of teaching EFAL in secondary schools through recommendations that will result

from the findings of this study. A graphical presentation of the mixed methods approach is presented in figure 5.1 below:

Figure 5.1: Graphic Presentation of the Mixed Methods Approach

		Research Problems		
Intepretivist				**Positivist**
Constructivist ontology Interpretivist epistemology	←	**Philosophical school of thought, world view**	→	**Realist/Objectivist ontology Empiricist epistemology**
Qualitative Methodology		**Methodology**		**Quantitative Methodology**
Flexible Design		**Design**		**Fixed Design**
-Interview Focus Group Discussion Observation, etc. Non-numerical analysis		**Instruments/Methods**		**Questionnaire Tests, Inventories, Check list, etc. Statistical analysis**

Adapted mixed method approach from work by Tuli (2010)

The study will specifically adopt a sequential mixed methods design to be conducted in two phases, which is **QUANT ⟶ QUAL** (Giddings and Grant, 2006: 3). In the sequential method much priority is given to the notions in upper case and less priority to those in lower case but the method in use in this study is represented with the upper

case to indicate that both the quantitative and qualitative data collection and analysis processes have been given equal priority.

As indicated above (figure 5.1), the cross-sectional survey (quantitative design) was used to collect data from a large group of respondents (FAL teachers) to give a snapshot of the use of STAD in teaching EFAL in KZN secondary schools. There after focus group discussions (qualitative design) was used to collect data from teachers in order to gain in-depth data for this study. In sum, the quantitative results from the study will provide a general picture of the research problem, while the qualitative results will extend the general picture through specific interpretations via the themes, subthemes and categories that would emerge.

5.4   Quantitative Phase

This is the first phase of the sequential mixed-methods research and it dealt with site selection, how the questionnaire was designed, implemented in the cross-sectional survey and the analysis that followed.

5.4.1 Site Selection

Since the KwaZulu-Natal Province Department of Basic Education (KZNPDBE) is made up of twelve (12) education districts, it proved not feasible in conducting this study in all the districts as far as money, time and energy to be expended are put into consideration. The researcher therefore opted to use the simple random sampling technique, specifically the lottery system to select four out of the 12 districts for the cross-sectional survey. The use of the simple random sampling emanates from the assertion by Bailey (1978) that the sample size needs to reflect the population value of a particular variable which depends both on the size of the population and the amount of heterogeneity in the population.

Considering the time and energy at hand and the assertion by Bailey; Ilembe, Sisonke, Ugu and Vryheid are the four districts that were selected through the lottery system in order to gather data for this study.

5.4.2 Population and Sample

The population of the study comprised all EFAL teachers in all the 1585 high schools in the KZNPDBE (Education Management Information Systems [EMIS], 2012). The motive behind using this population stems from the fact that the teachers are in charge of adopting teaching strategies to benefit learners. Secondly, it behooves on teachers to ensure that the teaching strategies they opt for are effectively implemented in order to ensure efficiency, in terms of learner participation in their classrooms and output or results at the end of the day.

In defining a sample, Strydom in De Vos et al.,(2011) states that it [sample] comprises elements of the population considered for actual inclusion in the study, or a subset of measurements drawn purposively from a population in which researchers are interested. In KZN there are 1585 high schools (EMIS, 2012), with 3170 teachers in charge of EFAL. To get a sample that is representative enough, 50 percent (50%= 262) [see Table 5.2] of the teachers were selected from the four districts for the study, using the multistage sampling technique. The number was deemed representative in view of the assertion by Fraenkel and Wallen (2012:102) that a sample should be as large as the researcher can obtain with reasonable expenditure of time and energy.

5.4.3 Sampling and Sampling Techniques Used for this Investigation

Sampling in research basically means the selection of a suitable sample for study. Fraenkel et al. (2012: 91) stress that "One of the most important steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned). Sampling refers to the process of selecting these individuals."

To select an accurate sample for a study, in order to enhance the validity and reliability of the research, certain steps need to be put in place. To do that, the researcher considered the 1585 high schools scattered in 12 districts in KZN (EMIS, 2012) and used the lottery system to select four districts out of the 12 which is seen as representative enough to represent the other districts since the teachers in the selected districts share the same or similar characteristics with their counterparts in the other districts not selected through the lottery system. The allocation of the schools is represented in Table 5.1 below:

Table 5.1: Number of Schools per District in KZN

District	Number of Schools
Amajuba	53
Empangeni	194
Ilembe	117
Obonjeni	155
Othukela	118
Pinetown	140
Sisonke	77
Ugu	143
Umlazi	154
Umzinyathi	109
Ungmgundlovu	139
Vryheid	186
Total	**1585**

Source: EMIS- KZN (2012)

In order to obtain a sample representative of the entire population of teachers in the district, the multi-stage sampling technique was used. Sarantakos (1998) holds the view that in a multi-stage sampling method, a sequence of samples is drawn from samples already selected but only the last sample of subjects is studied. Sarantakos further

opines that "the main advantage of this sampling procedure is that it allows the establishment of a sample that is directly related to the research project. With every additional drawing, the sample becomes more specific and more relevant to the research question, and the results are expected to become more relevant and more representative". Similarly, Sharma postulates that multistage sampling is carried out in various stages where the population is regarded as made up of a number of primary units, each of which is further composed of a number of secondary stage units and so on, till the desired sampling unit in which lies the researcher's interest is ultimately reached. The multi-stage sampling technique was selected because it enabled the researcher to have a more concise and less scattered sample for the study.

The procedure for applying the multi-stage sampling technique was first to identify all the districts that fall under KZNDBE. Information gathered from the KZNDBE (EMIS, 2012) indicated that there are 12 districts in the province, so the researcher used the proportional stratified sampling procedure to select 50 percent of teachers from the four districts that were earlier selected through the lottery system. The researcher applied the technique by putting the numbers 1 to 10 in a box and drew one out at random. The number that was drawn was used to represent the nth term, which means that every nth school in the selected districts was selected until the required number of schools that has been allocated is selected to make up the total of each district was attained. After this the next process was to send the total number of 262 questionnaires in the cross-sectional survey and that meant sending a questionnaire each to the schools selected for the study but the researcher sent two questionnaires to each school in order to ensure high rate of return. In other words, when the saturation point was reached questionnaires left were not used for the research.

 Though, the multi-stage sampling technique has the weakness of periodicity, especially where the sampling frame is already listed in a special order. That notwithstanding, the researcher ensured that there is no bias by starting at random and also made sure that the list was randomly organized. It must be emphasized that the main strength for

choosing the systematic sampling with a random start over the simple random start is the huge number of schools represented when time and energy to be expended is taken into consideration.

Also, the stratified sampling was deemed appropriate for this study because the schools are categorized into various districts. To justify the use of the stratified sampling technique further, Badu-Nyarko (2009:108) opines that: "Stratified sampling is regarded as more efficient than simple random sampling because of the small number of subjects used for each stratum. Breaking the population into subgroups allows the researcher to compare subgroups results."

The table 5.2 below indicates the sample size of the number of schools selected for the study.

Table 5.2: Proportional Allocation of Schools

District	Schools per district	Sent questionnaires
Ilembe	117	**59**
Sisonke	77	**39**
Ugu	143	**71**
Vryheid	186	**93**
Total	**523**	**262**

5.4.4 The Questionnaire

A questionnaire refers to any structured research instrument used to collect social research data in a face-to-face interview, self-completion survey, telephone interview or web survey. Generally, questionnaires use standard questions to gather data from a normally wide range of respondents in order to permit comparison of the replies that may be received. Results from questionnaires are mostly aggregated and summarized and often, but not invariably, quantitative analysis of the results are done using multi-variate methods.

The rationale for using a questionnaire lies in the fact that it is widely used and it is a useful instrument for collecting survey information and providing structured, often numerical data. The fact that it can be administered without the presence of the researcher, and because it is often straightforward to analyse (Van Wyk, 2007) makes it a good and useful instrument to use in collecting data. The questionnaire as a data collection tool also allows respondents in a study to respond to the same set of questions on a particular topic in a predertemined way (Fraenkel et.al., 2012), that is, if it is highly structured or strictly closed-ended. In the case of semi-structured or open-ended questionnaires, respondents are able to air their views almost limitlessly, thereby making the later suitable for both quantitative and qualitative designs.

Fraenkel et.al (2012: 13) conclude that responses are then tabulated and reported, usually in the form of frequencies or percentages of those who answer in a particular way to each of the questions. Their conclusion suggests that questionnaires are easier to analyse compared to other data collecting tools.

5.4.4.1   Design of the Structured Questionnaire

The questionnaire was the instrument chosen for the cross-sectional survey (quantitative phase) of this study for reasons which have been outlined above. The questionnaire was made up of six sections with closed-ended questions which made use of various Likert scales. The design of the questionnaire is summarised in the table that follows:

Table 5.3: Design of the Structured Questionnaire

Section	Item	Number of Questions	Total
A	Biographic data	08	08
B	Teaching and learning	14	14
C	Cooperative learning	12	12
D	STAD	21	21
E	English (FAL)	05	05
F	Challenges in using STAD	06	06
Total		**66**	**66**

Closed-ended questions were used because such questions are normally associated with quantitative designs, which is the phase of this research currently. Another reason is its ability in enabling respondents to select answers from a number of options, thereby saving their time and making the whole process easier compared to administering open-ended or semi-structured questionnaires. As indicated by Fraenkel et. al. (2012), most surveys rely on closed-ended questions to measure opinions, attitudes and knowledge level of people for easy quantitative analysis. Closed-ended questions are easy to use, score and code for analysis on a computer.

5.4.5 Quantitative Data Collection and Analysis

The field work started after the researcher had obtained clearance from the KZNPDBE (Appendix E) and a series of discussions and scrutiny had been done on the instrument with the supervisor and after the supervisor had sanctioned that this researcher could embark on the research within the KZN Province under certain conditions.

With the authorization granted, the researcher visited the districts selected one after the other and used the accidental, snowballing and purposive methods in reaching the number of schools that had been randomly picked during the sampling technique

process. The reason for the use of the three methods emanate from the fact that any school within the district that the researcher came into contact with was a point to start with (accidental method) as far as the school was selected in the sampling process. From then teachers were asked for directions to nearby schools (snowballing) and once the first and second methods had been used the researcher handed over two questionnaires to the teachers (purposive) responsible for teaching EFAL. The researcher then asked teachers to complete the questionnaires and hand them over to their Principals or Heads of Departments (HoDs) for collection after one week.

While the cross-sectional survey was going from early October to the middle of November 2013, the researcher made use of the opportunity in meeting teachers who admitted to using STAD as a technique in teaching EFAL by informally informing them and seeking their consent for their participation in the second (qualitative) phase, the focus group interviews.

5.4.6 Response rate of questionnaires

With the sample size obtained, 262 questionnaires were sent to the selected schools. The rate of responses received are indicated in the table 5.4 and graph 5.1

Table 5.4   Responses rate of questionnaires from schools per district

District	Schools per district	Sent questionnaires	Completed questionnaires received	Return rate per district
Ilembe	117	59	42	71.2%
Sisonke	77	39	39	100%
Ugu	143	71	60	84.5%
Vryheid	186	93	61	65.6%
Total	**523**	**262**	**202**	**77%**

Graph 5.1   Responses from EFAL teachers
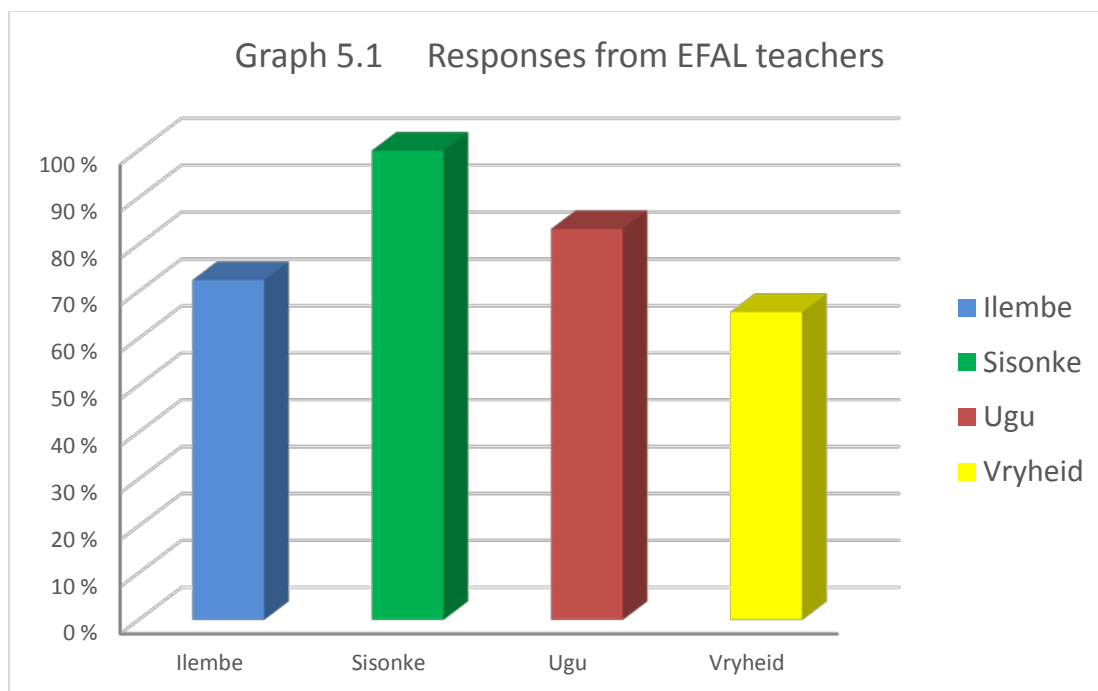
The Sisonke educational district had the highest return rate of 100%, while Vryhied which is the largest district in this study had the lowest return rate of 65.6%. The usable rate of 77% of questionnaires completed by EFAL teachers in the KZN province is regarded sufficient for the purpose of this study.

The survey questionnaires were collected from the Principals and HoDs after one week for analysis (Appendix A). The quantitative data that emanated from the closed-ended questions were edited, coded and analysed using the Statistical Package for Social Sciences (SPSS). The results were then presented descriptively in the form of frequency tables (cross-tabulations), histograms and pie charts and inferential statistics (factor analysis, t-test, ANOVA).

5.4.6.1   Validity of the instruments used in this study

Validity is in many ways the most important criterion of research and it is concerned with the integrity of the conclusions that are generated from a research (Bryman, 2012). A research instrument is valid if it measures what it is supposed to measure (Cohen *et al.*, 2003; Van Wyk, 2007). The earlier view of what validity is, has changed over time, hence, Cohen et. al. (2007) admit that validity has taken many forms recently and that 100 percent validity cannot be achieved. They, as a result, advise that in quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. All these stipulations by Cohen et al. were adhered to in this study to ensure its validity.

The first step in ensuring the validity of this study was in piloting the questionnaire (Appendix A) with a quota sample having similar characteristics as those for the actual study. The essence of the pilot study was to enable the researcher to check the wording and sequence of questions, the length of the questionnaire, clarity of instructions, and effectiveness of the cover letter. It also enabled the researcher to correct any inconsistencies and inaccuracies in the instrument to be used in the actual survey. As Bell (2008) puts it, the purpose of the pilot study is to get the 'bugs' out of the instruments so that respondents in the main study will experience no difficulties in completing it.

In using the quota sampling procedure and piloting the questionnaire, the researcher randomly selected ten EFAL teachers from outside the study area to respond to the questionnaire. After a week there was 80 percent response rate which makes the instrument valid in accordance to the standard set by Krejcie & Morgan (1970) that if 80 percent of the questionnaires to be used in the cross-sectional survey are returned, then the survey can be regarded as valid for piloting the instrument.

The responses from the piloted questionnaires indicated that the closed-ended questions were easy to understand and answer probably because; the closed-ended questions were all Likert scale, the questionnaire had been peer reviewed and

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discussed with the supervisor severally. However, it became necessary to delete the few open-ended questions since respondents could not adequately answer them and the answer they provided needed to be probed into further. Though they were deleted from the questionnaire, they still appeared in the focus group discussion in order to help answer the research questions of the study effectively.

Secondly, a factor analysis (inferential statistics) was computed on the questionnaire in order to compare relationship sampling adequacy of the themes on the interview schedule -questions (Appendix B) and subsequent questions that were asked.

Cohen et. al. (2007) state that:

> *Factor analysis is a method of grouping together variables which have something in common. It is a process which enables the researcher to take a set of variables and reduce them to a smaller number of underlying factors which account for as many variables as possible. It detects structures and commonalities in the relationships between variables. Thus it enables researchers to identify where different variables in fact are addressing the same underlying concept (p.560).*

The main motive for conducting the factor analysis in this final questionnaire (Appendix A) for this study was to identify how STAD is used in teaching EFAL. The way STAD has been broken into three parts under Section D of the questionnaire is indicative of how the factor analysis was conducted. In precise words; Principles of STAD, STAD and Teaching and Learning Subject outcomes are all looked into under the main variable- STAD in order to compare, find commonalities and summarize issues that emerged after the survey.

The third step in ensuring validity of the research instrument is content validity which refer to as the degree to which the contents of the test are representative of the applicable body of knowledge that it purports to cover (Van Wyk, 2007; Bryman, 2012; Cohen et al., 2007). Applying this to the questionnaire used in this cross-sectional

survey is a means of ensuring that the contents covered by this questionnaire are the different concepts found in the application of STAD in teaching EFAL in the KZN Province. It is for this reason that the researcher constructed questions under six broad sections in the questionnaire so that possibly nothing of importance will be left out in the data collection and subsequent analysis.

To strengthen the validity of this study an independent T-test was conducted to establish the variation between the responses of male and female respondents in relation to all the sections of the questionnaire, apart from the demographic data (Section A), in order to compare the responses given by the two genders. Additionally, ANOVA was computed and resulted to so as to identify the significance of the responses given in questions 4 and 6 in comparison to Sections B to F of the survey questionnaire. The statistical significance level of testing (p-value) was set at $p=0.05$ in all cases.

Again, the use of two totally different instruments in the data collection phase of the study, to a large extent helped in ensuring the validity of the study. Each of the instruments compensated for the weaknesses in the other instrument or complemented the strength of the other. The instruments also enhanced more credibility and produced different results that could easily be missed when a single instrument. The importance of the use of the survey questionnaire and focus group interview in the quantitative and qualitative phases of this study respectively, is made bare here. This strategy was very useful in ensuring the construct validity (Cohen et. al., 2007) of the study.

Concurrent validity, which gathers evidence to defend the use of a test for predicting other outcomes, was also used to validate this study. McIntire et al. (2005) are of the view that concurrent validity is demonstrated when a test correlates well with a measure that has previously been validated. They establish that the two measures in the study are taken at the same time. In a similar development, The Institute for Statistics Education (2013) added that The concurrent validity of survey instruments is a measure of agreement between the results obtained by the given survey instrument and the

results obtained for the same population by another instrument acknowledged as the "gold standard". It is for the reason of achieving concurrent validity that this study applied the sequential mixed method design which was applied in such a way that both the quantitative and qualitative approaches were given the same priority and data was collected with the cross-sectional questionnaire and the focus group discussion.

Lastly, the proportional stratified sampling procedure also helped in reducing sampling errors that could possibly bias the study and thus, affect the validity thereof. As established by Badu-Nyarko (2009:108), "this procedure helps to reduce sampling error to the extent that each stratum is homogeneous with regard to the variable of interest." To achieve this, the researcher adopted the right sampling techniques at every stage where sampling was done all in a bid not to use a sampling technique or sample that might invalidate the study. After using the right sampling techniques to get the right sample and the other measures that have been put in place in this study, validity can be said to have been assured to a very large extent.

5.4.6.2   Reliability of the Study

Reliability refers to the following in research:
- The extent to which results are consistent over time,
- An accurate representation of the total population under study,
- If the results of a study can be reproduced under a similar methodology, and
- The degree of consistency the instrument displays in measuring that which it is supposed to measure (Cohen et. al., 2003; Gray, 2004; Bryman, 2012).

In light of what has been outlined by authorities above, the researcher in this study ensured that the instrument used in the data collection phase will stand the test of time by first ensuring its validity and also ensured that the cross-sectional survey questionnaire was the right instrument to be used in collecting data.

Ultimately, the Cronbach's alpha coefficient was the measure instituted in this study to test for reliability. The Cronbach's alpha coefficient was used as a measure of internal consistency in that it indicates the degree to which all the items in a test measure the same attribute (Starborn 2006). Further it is mentioned that Cronbach's alpha is an appropriate test that is useful in assessing the internal consistency of scales that are computed from Likert items.

The alpha coefficient covers values from 0 to 1 and is applied to multipoint formatted questions, as in this study. The higher the score, the more reliable the data rating of 0.7 is acceptable (Gray, 2004). Cronbach's α (alpha) has an important use as a measure of the reliability of a research questionnaire, hence, Cronbach's alpha coefficient, was conducted to test the reliability of the questions and to assess the reliability of the research results of the research questions of this study.

Cronbach's alpha is calculated by (Starborn, 2006:1-2).

$$\frac{N}{N-1}\left(\frac{\sigma_X^2 - \sum_{i=1}^{N}\sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Where N is the number of components (items or testlets),

σ_X^2 is the variance of the observed total test scores, and

$\sigma_{Y_i}^2$ is the variance of component i.

To test the reliability of the research results, Cronbach's alpha coefficient was calculated for questions for all the sections on the close-ended likert scale questionnaire apart from the first section which deals with the demographics of the respondents, which were not directly answering the research questions. Table 5.5 is a summary of the questionnaire indicating the reliability coefficient of the various items on the questionnaire.

Table 5.5 Cronbach's alpha coefficient for the items in terms of how EFAL teachers employ STAD in their English classrooms

Items	Section of questionnaire	Reliability coefficient
9-22	B	0.721 **
23-34	C	0.617**
35-55	D	0.740**
56-60	E	0.759**
61-66	F	0.955**
Overall		**0.758****

** Cronbach's α (alpha) **0.758** > 0.7

The summary of the reliability of the use of STAD in teaching EFAL in KZN high schools range from 0.617 to 0.955 (See below Table 5.6). The overall reliability coefficient of the summary 0.758 is higher than the benchmark set by Cronbach's alpha at 0.7 indicating that the internal consistency or reliability of this study is reliable.

Table 5.6   Score measurement for reliability test

Score of measurement	Reliability criterion
>0.90	Very highly reliable
0.80 - 0.89	Highly reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Marginally / minimally reliable
<0.60	Unacceptable low reliable

Source: Cohen et al. 2009:506

Lastly, to further ensure reliability of the study, the researcher ensured that the research instrument was standardized for all respondents so as to yield similar results, thus the use of likert scale in all the questions. Peer debriefing and audit trial were also used while the supervisor critically assessed the instrument and offered guidance until it was finalised. With all the scrutiny the research instrument went through, it was made to pass the test of reliability and subsequently ensured the study as a whole is reliable.

5.5   Qualitative Data Collection and Analysis

The second phase of this chapter delves into the qualitative methodology, where focus group interviews were used to collect data from participants and analysed in order to gain a more in-depth understanding of information collected than the survey can gather, regarding how STAD is used in teaching EFAL. Reed & Payton (1997) defined a focus group as a "group discussion organized to explore a specific set of issues…" The group is 'focused' in the sense that it involves some kind of collective activity" (p. 765). Brynam (2012: 501) also defined the focus group as… "an interview with several people on a specific topic or issue."

To Krueger (1994), the most common purpose of a focus group is for an in-depth exploration of a topic, in order to gather information about why people think or feel the way they do. To this end, the researcher allowed a more discursive approach whereby participants shared their views freely, though the moderator ensured that other issues did not creep into the actual issue for which the focus group was embarked on. The more the discursive approach is used, the more the inter-relational dynamics of participants to take center stage (Johnson, 1996; Kitzinger, 1994a). Within such a discussion model, participants were encouraged to discuss issues specific to the application of STAD in their teaching in terms of training received and their attitude toward STAD as a teaching strategy (Parker & Tritter, 2006).

5.5.1   Recruitment of Participants

In the qualitative phase of the methodology, the researcher first submitted an application to the KZNPDE for clearance. After which permissions were sought from principals of the schools participants teach in, as well as from the participants themselves. The clearance and permissions were sought in order to treat participants of the study with respect and confidentiality. The accidental sampling and snowballing were used to identify teachers of EFAL who admitted to using STAD in order to share their experiences to enrich the data gathered through the survey during the first phase

of data collection in this study. Finally, at this stage, the purposive sampling technique, which is described as gathering data specifically from people with the actual information or experience that the researcher needs, was used to get teachers to participate in the focus group discussion. With this sampling technique, all participants well selected voluntarily, detailed explanation on every bit of the focus group process was given to the participants to alert them on their roles in the focus group discussion process.

Three focus groups were used for this study, the number of members within each group was carefully considered so the right data could be obtained for this research. Most writers pitch membership for focus groups at six to ten in number. It is believed that there is potential for high involvement or a high level of emotional attachment, hence, it is advisable to keep the number of participants within each group low (Morgan, 1997). Most often, large groups lead to situations where some participants do not get the chance to share their experience, so writers such as Morgan (1997) and Madriz (2000) are of the opinion that concentrating on small number of group members allowed for a deep understanding of the topic through the perspective of the individual. It is in light of the above that the researcher saw sense in purposively selecting four members for each of the three focus groups.

5.5.2 Group Characteristics

Participants for the first focus group session came from three schools in the Ugu district who all agreed to be experienced in STAD and were using it as a cooperative learning strategy in teaching EFAL. The first focus group session lasted sixty five minutes.

The second and third focus groups members shared similar characteristics with the first group, in terms of knowledge and experience. They were from Ilembe and Sisonke districts in the KZN Province and each of the sessions lasted approximately sixty four minutes.

5.5.3 Interview Process

For this study, a focus group script was developed and two audio recording devices were used to record the discussions, as well as field notes written to augment the recordings done during the process. The focus group script was designed to encourage

participation in the discussion of the five main questions as well as the more specific probes.

Three focus group sessions were conducted for this study; all three focus group sessions were after school hours as per agreement with the participants. Each of the focus group discussions were held in staff rooms made available by the focus group members by virtue of proximity to them. In total there were twelve participants. Each focus group session began with the facilitator thanking the participants for availing themselves, after which the purpose of the study was explained to them. Participants were informed that there were no right or wrong points for any given issue to be discussed, thus they could freely and openly express their opinions and experiences. It was also noted that the participants were not being asked to disclose any sensitive information that could be injurious to them emotionally and or psychologically. Participants were also given the opportunity to contact the research team afterwards if they believed they had inadvertently revealed anything that should not be included in the transcript of the discussion.

Participants were also informed that an audio recording would be made of the discussion, the place where the audio files would be securely stored, as well as the precautions taken to keep their identities confidential. Participants were asked to read and sign the consent form before the discussion started. It was not explicitly stated that participants could leave at any time, but they were allowed to do so once they wished to. Once the consent forms were signed, the moderator began to ask questions from the focus group script to open the discussion. The moderator moved on to the next question once the discussions following the probes were fully exhausted. In situations where participants digressed or brought issues that would be dealt with later, the moderator brought them back to the issue at stake by asking probing questions or told them to hold on to the issues being brought forward till it became the locus of the focus group discussion.

5.5.4 Constraints and Goals

Four EFAL teachers were purposively chosen for each of the three focus groups for this study. Though many EFAL teachers were consulted earlier and invited but some declined to partake due to fear of being exposed to their authorities because of their 'perceived' weaknesses.

In one school a participant opted out immediately after the Informed Consent Form had been read and had to be replaced with another participant who had been invited and was around at the moment. The hitches notwithstanding, the focus group discussions took place with the three groups which had teachers who were experienced and who seemingly had the knowledge and experience to enrich this study with quality information needed to answer the research questions.

It is understood that the number of groups and participants could serve as a limitation to the study, it does in no way render the study invalid because data saturation was reached with the three focus discussions and on a high point (Woods and Catanzaro, 1988; Sandelowski, 2008). In short, the focus group discussions achieved its objective, bearing in mind that qualitative studies are inductive and seeks replicability as opposed to generalization in quantitative studies.

5.5.5 Recording Process

Participants sat at tables oriented in a semi-circle manner, with the moderator and facilitator facing them (horse-shoe formation) as shown in pictures 5.1 and 5.2 below.

Source: Field work during the focus group interviews (16 November 2013)

The recording equipment was set up on a table in the middle of the research team and the participants. The equipment was checked for proper function prior to the commencement of each focus group. A research assistant monitored the sound using headphones throughout the focus group to ensure proper recording. Recording began once all participants were seated and after they were informed that they would be

recorded. All group dialogue was recorded and the equipment was turned off during any break.

A summary of each focus group was written by the facilitator within two days of completing each focus group. This summary includes the name of the group, the date, time and location, as well as the gender of the participants and the schools they represented. This summary also includes some of the major themes that emerged from each group, as well as any group dynamics that may have shaped the discussion. The researcher used field notes to report and reflects on everything that was observed in the STAD teaching and learning process of EFAL. Denzin and Lincoln (2000) state that field notes should consist of everything the researcher sees and hears, whilst for Arkava and Lane (1998) field notes should contain a chronological description of what happens to the setting and the participants.

5.5.6 Analysis Process

The constant comparison analysis, also termed the method of constant comparison developed by Glaser and Strauss (1967) was used in analyzing the data collected during the focus group discussions. Though this analysis in question was first used in Grounded theory research, Leech and Onwuegbuzie (2007, 2008) demonstrated that it can equally be used in analyzing many types of data including focus group data. Strauss & Corbin (1998) also established that the constant comparison analysis is characterized by three major stages. They explain that during the first stage called 'open coding'; the data collected are chunked into small units where the researcher attaches a descriptor or code to each of the chunked units.

The second stage (axial coding) follows, where codes are grouped into categories or what can simply be termed as grouping of like-terms or where all the codes that has some similarities are put together into a single category. The third and final stage (selective coding) comes in when the researcher systematically develops one or more themes, out of the categories, that express each of the groups.

Figure 5.2: Constant Comparison Analysis

Stage 1 (open coding)

-data chunked into small units

-descriptors or codes attached to each unit

Stage 2 (axial coding)

-codes grouped into categories

Stage 3 (selective coding)

-developing one or more themes that express content of   each group
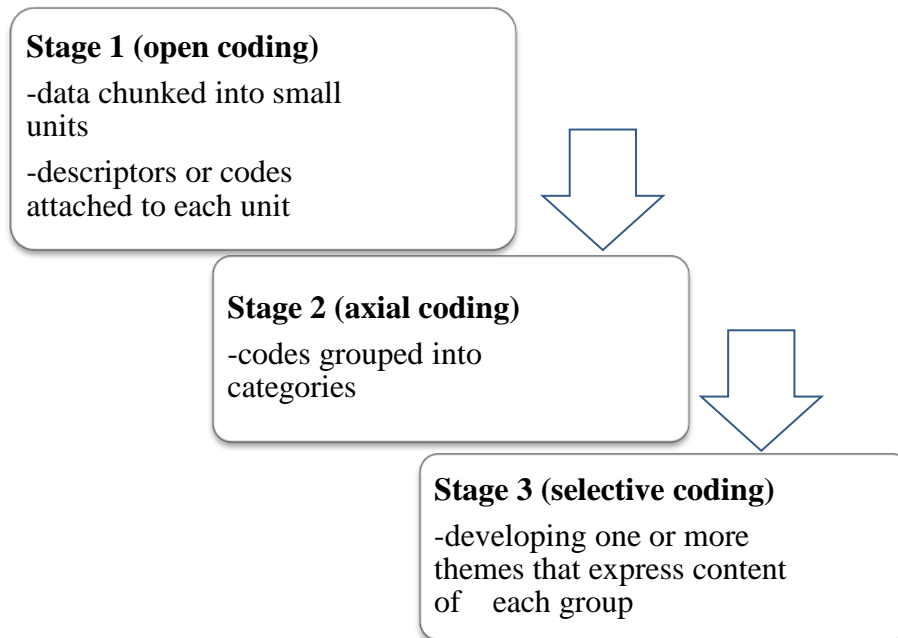
Adapted from Glasser and Strauss (1967)

In using the constant comparison analysis in this study, the researcher carefully listened to the audio recordings three times after each focus group (Krueger, 1988a) and in conjunction with the field notes transcribed all the discussions obtained from the focus group. At the first stage, the researcher opened up all themes that emanated from the recording and gave each of them codes. Though some of the themes were very identical, the researcher still opened them up per what was outlined by Glasser and Strauss as the first stage in their 1967 model for analysis.

Secondly, the researcher compared all the themes that had been outlined in the first stage. This stage being the axial coding stage allowed for merging categories that were similar under one broad umbrella or category. The objectives for the study set out in Chapter One helped the researcher greatly at this second stage. The broad categories under which all the themes were grouped were; teaching and learning, cooperative learning, STAD, EFAL, challenges in using STAD and other emerging themes.

At the final stage, emergent themes from the broad categories were developed into more themes to express the content of each of the groups. The idea was to make all the themes ready to be thoroughly discussed in the next chapter of this study.

5.5.7 Trustworthiness

Research can be said to be trustworthy if it can account for their validity and reliability. In other words, the extent to which it can be replicated in another study is termed trustworthiness in qualitative research (Merriam, 2002:198-199). To ensure trustworthiness of the data, the researcher conducted this investigation in an ethical manner and used data triangulation as much as possible. The focus group discussions were tape-recorded to allow for crosschecking with transcripts.

Again, the focus group was done in such a way that the research team played only facilitator roles in order not to make respondents feel intimidated and also not to influence respondents' behaviour. Bryman (2012; 390) outlines four criteria making up trustworthiness as; credibility, transferability, dependability and confirmability which are explained presently in this study.

5.5.7.1 Credibility

To Fraenkel et. al. (2012: 582) credibility questions involve the soundness of the conclusions reached in the study, based on its design and execution. To wit, credibility encompasses accurate descriptions or interpretations of human experience that those who share it would immediately recognise the descriptions. For the study to be credible, the researcher had frequent meetings with my supervisor, who is a professor in curriculum studies, in order to broaden the vision of the study. The supervisor of this study served as a "*peer debriefer*" who brought his experience in research to bear so that flaws in the approach, bias and preferences that could compromise the credibility of the research findings were identified and eliminated.

Lincoln and Guba (2000) asserted that credibility can be obtained through sufficient engagement with the research participants in the field. By virtue of this assertion, the researcher engaged in pilot testing of data collection instruments, ensured the honesty of research participants during data collection by the use of repetitive questioning and probes. Member checking became highly beneficial in ensuring credibility and this was done when the researcher summarized what had happened during the focus group discussions for participants to react to. The participants agreed to the summary and made clarifications where necessary. These healthy engagements with the research participants added up to the credibility of the study.

5.5.7.2   Transferability

Lincoln and Guba (1985) established that investigators ensure the transferability of the qualitative study by providing sufficient contextual information about the fieldwork site to enable the reader to make transfer. In compliance to the tenets laid down by Lincoln and Guba, the researcher provided detailed information on the following aspects of the study, at the onset, to enhance transferability:

- The name of the province and districts where the research is to be conducted
- The restriction in the type of participants who were selected for the qualitative phases of the data collection
- Data collection methods employed in the research
- The number and length of data collection sessions, and lastly,
- The time period over which data was collected.

The motive for providing the bulleted information lies in the fact that it is readers of a study who seek to compare what is done in the study with other studies and not the researcher, hence the need to provide the readers with all the necessary information related to the current research. In a bid to make way for transferability, the researcher took the pain to do an intensive exposition of STAD in the previous chapter of this study to enable readers make a better comparison on studies that have been conducted on the phenomenon under study and also with future works that may be done on the same phenomenon.

5.5.7.3   Dependability

The researcher ensured dependability of the findings of the qualitative phase of data collection by clearly outlining the details of the research methods used for conducting the study. The research design and its implementation were projected by giving detailed information on how the fieldwork was done and the ethical considerations adhered to as part of the fieldwork. The researcher also projected the effectiveness of the methods used in the field and its concomitant challenges. Aside the vivid description of the sample selection and data collection processes in this study, the use of both the likert scale questionnaire and the focus group discussions serve as a big platform to ensure the dependability of the study. This is revealed in the similar responses obtained from the survey and the focus group discussions.

5.5.7.4   Confirmability

Confirmability in qualitative studies refers to objectivity on the part of the researcher. To obtain confirmability the researcher ensured that personal preferences and biases did not influence the findings of the study. Though the researcher is an EFAL teacher, the cross-sectional survey and focus group discussion were used to obtain as much data as possible from participants and ultimately the findings were directed by the data gathered from the participants and not the researcher's own views. Additionally, confirmability was ensured through projection of the limitations of the study methods used in the qualitative study and its potential effects in a candid manner. Also, there was an in-depth description of the research methods used for this study to allow for the integrity of the results for scrutiny if any. Lastly, the thesis as a whole was run through the Turnitin Originality Report System to ensure that it passed the international benchmark for originality and also to avoid plagiarism as much as possible.

5.6   Adhering to Specific Ethical Considerations to Conduct this Investigation

Punch (1986) suggests that field researchers exercise common sense and moral responsibility, always putting subjects first, the study next and then themselves

[researchers] last. Heeding to the guidelines by Punch as well to KZNDBE and Unisa College of Education Ethical clearance requirements, the researcher adopted the following measures during the course of the study to ensure the study passed all ethical requirements and considerations. Negotiated with the KZNPDBE, heads of schools and EFAL teachers to ensure access to the various schools was obtained.

Neuman (2007) opines that it is ethically and politically astute to call on gatekeepers because gatekeepers can shape the direction of research. Informed consent was given to the respondents and participants in both the quantitative and qualitative phases of data collection respectively. As part of the structured questionnaire (Appendix A) for teachers, a preamble was provided at the beginning of each questionnaire that informed respondents about the background of the researcher, the purpose of the study, assurance of confidentiality of biographic information and experiences relating to their work as teachers. Prior to each qualitative phase of the data collection process, the researcher sent a consent letter to inform each of the participants to introduce the purpose of the study, assured them of confidentiality of information to be given as part of the study and secure their voluntary participation by means of the consent form which was read and signed by each participant before the commencement of each focus group discussion.

Also voluntary participation was one of the guiding ethics for soliciting participation of respondents in all the phases of the research. Participants were told, as part of the rapport establishment phase of the fieldwork, they were not compelled to participate in the study and even when they freely agreed to participate, they could still opt out if they did not feel comfortable to answer the questionnaires or participate in the focus group discussion. The researcher also ensured that the Supervisor sanctioned all data collection instruments and agreed upon the time frame for the collection of the data. Approval official letters were obtained from KZN PDBE (Appendix E) and my supervisor before embarking on all data collection phases. Furthermore, the researcher ensured that all information solicited from participants in all data collection phases were kept

confidential and used solely for the purpose of conducting this doctoral research and not disclosed to any party for whatever the reason might be. Finally, the researcher painstakingly acknowledged the source of all secondary materials used for the compilation of this research report, so as to avoid falling victim to plagiarism.

5.6   Conclusion

This chapter has focused on the research design and methodology, discussing how both quantitative and qualitative tools were used in collecting data through a cross-sectional survey and focus group discussion respectively in a sequential mixed-methods design. All the data were collected from grade twelve EFAL teachers in KZN in connection with how they use STAD as a cooperative teaching technique. The reasons for using both qualitative and quantitative (mixed-methods) were explained. Reliability of the study was ensured by making use of the Cronbach's alpha coefficient, standardization of the survey questionnaire, peer debriefing and audit trial. Validity was also ensured by piloting the survey questionnaire, doing a factor analysis, ensuring content validity, conducting an independence t-test and making use of proportional stratified sampling procedure. Credibility, transferability, dependability and confirmability were all instituted to make this study trustworthy. The data gathered in this chapter is both statistically and descriptively presented and analyzed in the next chapter.

CHAPTER 6

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

6.1   INTRODUCTION

The aim of this doctoral study is to design a framework for English teachers on how to use STAD as a cooperative learning teaching strategy in teaching EFAL in Kwazulu-Natal secondary schools. The chapters preceding this current chapter did literature review on teaching and learning, cooperative learning and STAD as a way of pointing out how cooperative learning and STAD are seen through the lenses of various researchers and authorities and also as a way of gleaning important information to develop the proposed framework for EFAL teachers.

To achieve the overall aim of the study, information was gathered through an empirical study on the following research questions:

- To what extent have teachers been trained in the use of the use of cooperative learning and how are they using this approach in teaching the subject?
- Why do teachers adopt this teaching strategy in teaching EFAL?
- How can STAD be employed as a cooperative learning strategy in teaching EFAL secondary schools?
- What measures can be adopted by EFAL teachers to overcome challenges that result from using the STAD technique?

The analysis and interpretation of the research results is done by means of measurement frequencies in accordance with the six sections of the questionnaire. The data have been presented in the form of frequency tables, histograms and pie charts.

6.2 ANALYSIS OF QUANTITATIVE DATA

SECTION A: 6.2.1 - DEMOGRAPHIC DATA OF EFAL TEACHERS

Answers to questions related to the personal information of respondents were sought through questions 1 to 8. The questions included respondents' educational district, gender, number of years in teaching profession, number of years in teaching EFAL, academic qualifications, professional qualifications, training received and level of training. A summary of the data obtained is presented in table 6.1.

Table 6.1   Summary of Biographical Data of EFAL Teachers (n=202)

Personal Particulars of EFAL teachers	Response for grade twelve EFAL teachers (N=202)		Vryheid		Ilembe		Sisonke		Ugu	
Educational districts	f	%	f	%	f	%	f	%	f	%
	202	100	61	30.2	42	20.8	39	19.3	60	29.7
Gender										
Male	108	53.5	46	42.6	21	19.4	10	9	31	29
Female	94	46.5	39	41.5	20	21.3	07	7.4	28	29.8
Teaching Experience: Professionals										
01-10 years	42	20.8	20	48	09	21	03	07	10	24
11-20 years	72	35.6	41	57	08	11	04	06	19	26
21-30 years	50	24.8	29	58	09	18	01	02	11	22
30+ years	38	18.8	21	55	06	16	01	03	10	26
Subject Teaching Experience										
1-10 years	72	35.6	25	35	13	18	10	14	24	33
11-20 years	65	32.2	23	35.4	11	16.9	10	15.4	21	32.3
21-30 years	40	19.8	15	37.5	07	17.5	06	15	12	30
31+ years	25	12.4	10	40	05	20	04	16	06	24
Qualification: Academic										
Grade 12	40	19.8	15	37.5	8	20	04	10	13	32.5
Degree	83	41.1	31	37	16	19	12	15	24	29
Honours	51	25.2	20	39.2	10	19.6	08	15.7	13	25.5
Masters	26	12.9	17	65	02	08	00	00	07	27

Doctorate	02	01	02	100	00	00	00	00	00	00
Qualification: Professional										
Hed(s)	08	4	04	50	01	12.5	01	12.5	02	25
PGCE	46	22.8	15	33	10	22	07	15	14	30
HED (PG)	16	7.9	08	50	02	13	01	06	05	31
UED	04	2	02	50	01	25	00	00	01	25
Bed	47	23.3	17	36	09	19	05	11	16	34
Bed (HONS)	50	24.8	20	40	09	18	05	10	16	32
Med	25	12.4	10	40	04	16	02	08	09	36
Doctorate	04	2	01	25	01	25	01	25	01	25
Others	02	1	02	100	00	00	00	00	00	00
Training to implement CAPS										
Yes	188	93	56	30	49	26	30	16	53	28
No	14	7.0	05	36	03	21	02	14	04	29
Level of training for CAPS										
HED	51	25.2	17	33.3	14	27.5	04	7.8	16	31.4
Bed	64	31.7	25	39	11	17	09	14	19	30
In-service training	73	36.1	27	37	10	13.7	10	13.7	26	35.6
Others	14	6.9	05	36	03	21	02	14	04	29

From Table 6.1, the following can be discerned from the 202 respondents who answered questions 1-8 on the questionnaires:

- **Educational Districts**

From the table, it can be seen that the highest response to the questionnaire came from Vryheid district making 30.2%, of the total number of respondents. This was closely followed by Ugu district with 29.7%. The Ilembe and Sisonke districts followed with 20.8% and 19.3% respectively. The differences in the percentage of teachers from the four districts are due to the highest concentration of teachers in the Vryheid district and the least in the Sisonke district.

However, to solve this discrepancy, the allocation of proportional sampling was resulted to as described in the methodology chapter of this study.

- **Gender**

Majority of EFAL teachers who took part in this study were males making up 53.5% of the total respondents. Of the 53.5% males, Vryheid ranked highest making up 42.6% of the males, followed by Ugu making up 29% with Ilembe also following at 19,4% of the males and getting the least percentage of the males from Sisonke at 9% of the total males of 53.5%. The females who formed the minority made up the remaining 46.5%. Of the 46.5% females, Vryheid ranked highest making up 41.5% of the females, followed by Ugu making up 29.8% with Ilembe also following at 21.3% of the females and getting the least percentage of the females from Sisonke at 7.4% of the total of 46.5% females. The percentages emerging from the data on gender is not reflective of the number of teachers and especially EFAL teachers. The reason for majority of those who handed in their answered questionnaires on time might emanate from the male teachers' willingness to respond or perhaps they were able to make time to answer the questionnaires on time.

- **Years in teaching Profession**

It emerged from this data analysis that most (35.6%) of the teachers who responded to the questionnaires have been teaching in the category 11-20 years. Out of the 35.6% who responded, 57% of them were from Vryheid, 26% from Ugu, 11% from Ilembe and 6% from Sisonke. This was followed by those in the bracket of 21 to 30 years who comprised 24.8%. Out of the 24.8% who responded, 58% of them were from Vryheid, 22% from Ugu, 18% from Ilembe and 2% from Sisonke. The next was 20.8% that is those who have been teaching for one to 10 years of which 48% of them were from Vryheid, 24% from Ugu, 21% from Ilembe and 7% from Sisonke and the minority were those whose experiences are beyond 30 years making up 18.8% of the respondents. Out of the 18.8% who responded, 55% of them were from Vryheid, 26% from Ugu, 16% from Ilembe and 3% from Sisonke.

- **Years in teaching EFAL**

The highest number of teachers who had been teaching EFAL were those whose experiences in the category1 to 10 years. They comprises 35.6% of the respondents, Vryheid had the highest number of 35%, followed closely by Ugu with 33% and then followed by Ilembe with 18% and Sisonke at 14%. They were followed by those whose experiences were between 11-20 years who also made up 32.2% and out of the 32.2%, Vryheid was highest at 35.4%, followed closely by Ugu with 32.3% and then followed by Ilembe with 16.9% and Sisonke at 15.4%. They were followed by those whose experiences were between 21-30 years who also made up 19.8% and out of the 19.8%, Vryheid was highest at 37.5%, followed closely by Ugu with 30% and then followed by Ilembe with 17.5% and Sisonke at 15%. The group that formed the minority here were those who have been teaching for more than 30 years who formed 12.4% and out of the 12.4%, Vryheid was highest at 40%, followed by Ugu with 24% and then followed by Ilembe with 20% and Sisonke at 16%.

- **Highest academic qualification**

The group with the highest academic qualification was those within the Degree category. They formed the vast majority with 41.1% of which Vryheid had the highest at 37%, followed by Ugu with 29%, Ilembe at 19% and Sisonke with 15%. The second with the highest academic qualification were those with Honours, who made up 25.2% of the total respondents in this study. 39.2% were from Vryheid, 25.5% from Ugu, 19.6% from Ilembe and 15.7% from Sisonke. Those who are still teaching with Grade 12 certificates made up a significant figure of 19.8% out of which Vryheid had the highest at 37.5%, followed by Ugu with 32.5%, Ilembe at 20% and Sisonke with 10%. This is followed by those with Masters Degree who constitute 12.9% of which Vryheid had the highest at 65%, followed by Ugu with 27%, Ilembe at 8% and Sisonke producing none with Masters Degree. Those with Doctorate Degree formed the least that is 1.0%. Vryheid produced 100% percent of Doctorate Degree holders. Ilembe, Sisonke and Ugu produced no Doctorate Degree holders. The impression created here is that though,

majority of teachers are upgrading their qualifications, only few strive to get to the highest level, which is the doctoral degree

- **Highest Professional Qualification**

In terms of professional qualification, majority of the respondents fell within a certain range indicating some similarity with their responses. It is indicative from table 6.1 that 24.8% of the teachers have Bed (HONS) and out of the 24.8% who have Bed (Hons), 40% are from Vryheid, 32% from Ugu, 18% from Ilembe and 10% from Sisonke. 23.3% have Bed, out of which 36% are from Vryheid, followed closely by 34% from Ugu, 19% from Ilembe and 11% from Sisonke. 22.8% have PGCE out of which 33% are from Vryheid, followed closely by 30% from Ugu, 22% from Ilembe and 15% from Sisonke. On the lower side, 12.4% have M.ed out of which 40% are from Vryheid, followed closely by 36% from Ugu, 16% from Ilembe and 8% from Sisonke. 7.9% of the respondents have HED (PG) out of which 50% are from Vryheid, followed by 31% from Ugu, 13% from Ilembe and 6% from Sisonke. Those with HED(S) form 4.0% out of which 50% are from Vryheid, followed by 25% from Ugu, 12.5% from Ilembe and 12.5% from Sisonke. Those with UED form 2.0% out of which 50% are from Vryheid, followed by 25% from Ugu, 25% from Ilembe and none from Sisonke. Those with Doctorate form 2.0% out of which there 25% each from all four places. Incidentally, 1.0% of the teachers who happen to be from Vryheid did not allocate themselves a professional qualification which meant that two out of the 202 teachers who responded to the questionnaires have no professional qualifications.

- **Training to implement CAPS**

A huge majority of 93.0% out of which 30% happen to be from Vryheid, 28% from Ugu, 26% from Ilembe and 16% from Sisonke acceded that they had received training to implement CAPS. The remaining 7.0% out of which 36% happen to be from Vryheid, 29% from Ugu, 21% from Ilembe and 14% from Sisonke were without any training on the implementation of CAPS. A cursory observation of the answers from respondents of the questionnaire indicate that enough training has been provided to prepare teachers

to implement CAPS but the focus group discussion, which will be looked at in the qualitative analysis part of this study proved otherwise, with the implication that though training was provided but was too short to equip teachers to implement CAPS smoothly.

- **Level of training to implement CAPS**

Teachers who agree to have received training on how to implement CAPS through in-service training form the majority of 36.1% out of which 37% are from Vryheid, 35.6% from Ugu, 13.7% each from both Ilembe and Sisonke, followed by those who were trained as they were doing their B.ed, who form 31.7%. Out of the 31.7% who were trained as they were doing their B. ed, 39% were from Vryheid, 30% from Ugu, 17% from Ilembe and 14% from Sisonke. Those who received training through HED make up 25.2% out of which 33.3% were from Vryheid, 31.4% from Ugu, 27.5% from Ilembe and 7.8% from Sisonke and the least group are those who opted for others as an option, 36% of which were from Vryheid, 29% from Ugu, 21% from Ilembe and 14% from Sisonke. With this last option, some indicate they were mentored by colleagues, others read about CAPS on their own while others shared ideas with those who received training. This group constitutes 6.9% of the participants.

6.2.2: SECTION B - TEACHING AND LEARNING

6.2.2.1 Qualification and teaching of subject

Question 9 was asked to ascertain how the qualification and or training received by teachers enable them to teach EFAL with ease and their responses are presented on graph 6.1

Graph 6.1   Qualification and teaching of EFAL

Teach EFAL easily (n= 202)

	To a great extent	Somewhat	Very Little	Not at all	Unanswered
■ Percent	76.7	19.8	2.5	0.5	0.5
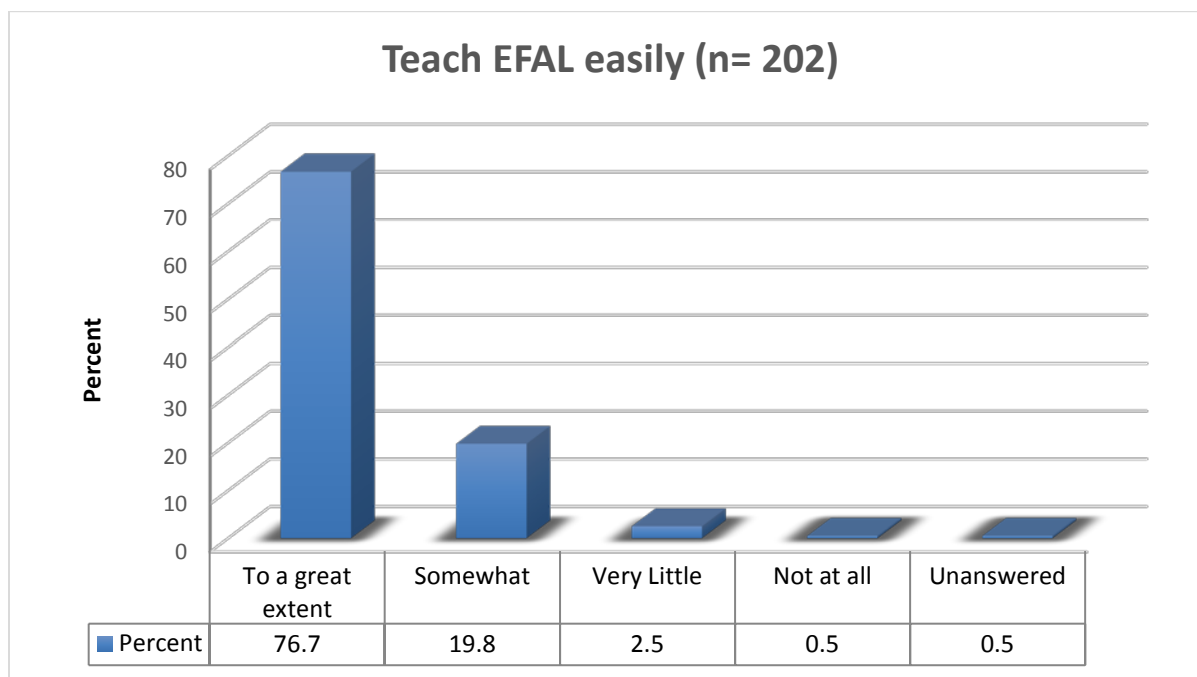
The data from this graph shows that 76.7% which forms the majority of responses received do believe their qualification and training have enabled them to teach EFAL easily, with 19.8% believing somewhat and 2.5% believing the training their qualification has very little with how easily they can teach the subject, while 0.5% do not believe their qualifications have helped them at all. This shows that majority believe their qualifications or trainings have had much impact on their ability to teach EFAL easily since this forms 76.7% and 0.5% were unanswered.

6.2.2.2   Teach EFAL effectively

A follow-up Question 10 was asked to further probe into how effectively the qualification and or training received by respondents enable them to teach, and the results are represented below as Graph 6.2.

Graph 6.2: Teach EFAL effectively

Percent	To a great extent	Somewhat	Very Little	Not at all	Unanswered
	76.2	19.3	3.0	.5	1
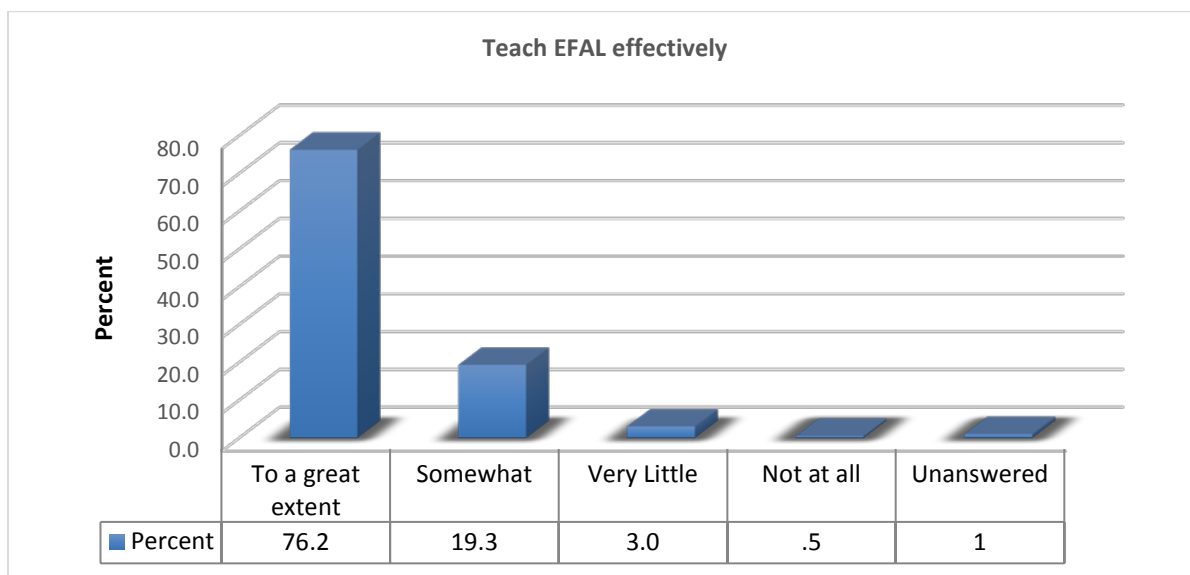
The data from this graph shows that 76.2% of respondents, who form the majority of responses received, do believe to a great extent their qualification and training have enabled them to teach EFAL effectively, with 19.3% believing somewhat and 3% believing very little that their qualifications and trainings have enabled them to teach EFAL effectively. 0.5% do not believe at all that their qualifications and trainings have enabled them to teach EFAL effectively. This shows that a majority of the respondents believe their qualifications or trainings have had much impact on their ability to teach EFAL effectively, leaving 1% unanswered.

6.2.2.3 Identify differences between teaching and learning

Question 11 was asked in order to establish if teachers are able to identify differences between teaching and learning as a result of their qualifications and or training. Graph 6.3 represents the responses obtained.

Graph 6.3:   Identify differences in teaching and learning
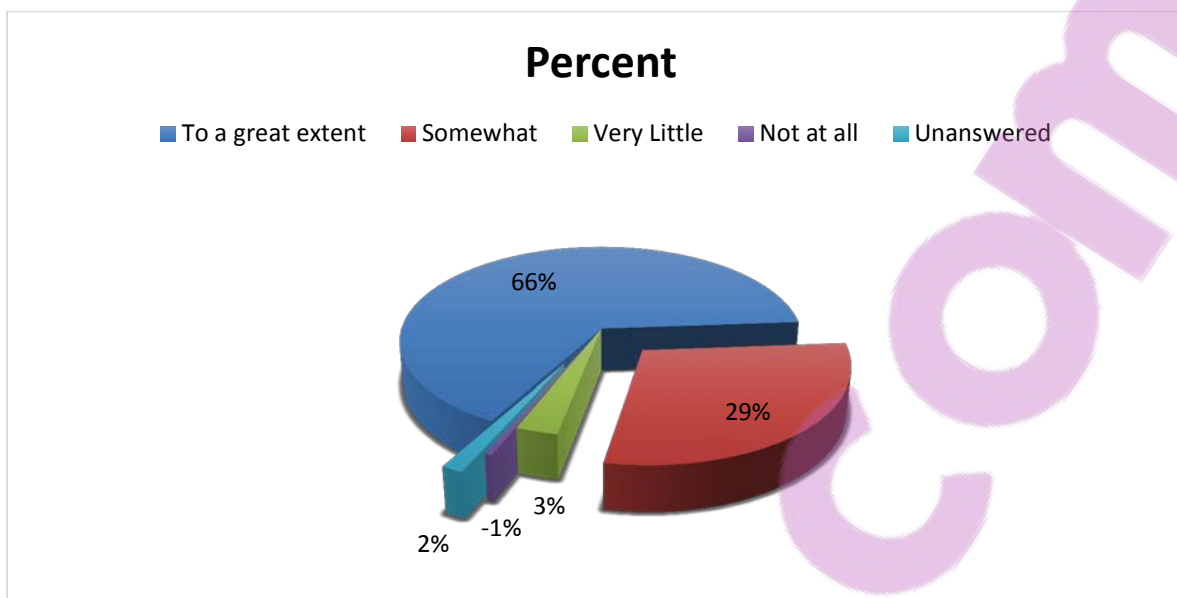
The data from graph 6.3 shows that 65.8% of the respondents who form the majority of the responses received, do believe their qualification and training have enabled them to identify differences between teaching and learning to a great extent, with 29.2% of people believing somewhat and 3% believing very little that their qualifications and trainings have enabled them to Identify differences between teaching and learning. 0.5% do not believe at all that their qualifications and trainings have enabled them to identify differences between teaching and learning. This shows that only a few (5%) of the respondents do not believe their qualifications or trainings have had much impact on their ability to identify differences between teaching and learning.

6.2.2.4   Identify different teaching methods

A follow up question to question 11, was to establish whether teachers are able to identify different teaching methods by virtue of their qualifications and training and their responses are presented on graph 6.4 below.

Graph 6.4:   Identify different teaching methods

Identify different teaching methods (n=202)

	To a great extent	Somewhat	Very Little	Not at all	Unanswered
Percent	68.8	27.2	3.0	.5	.5
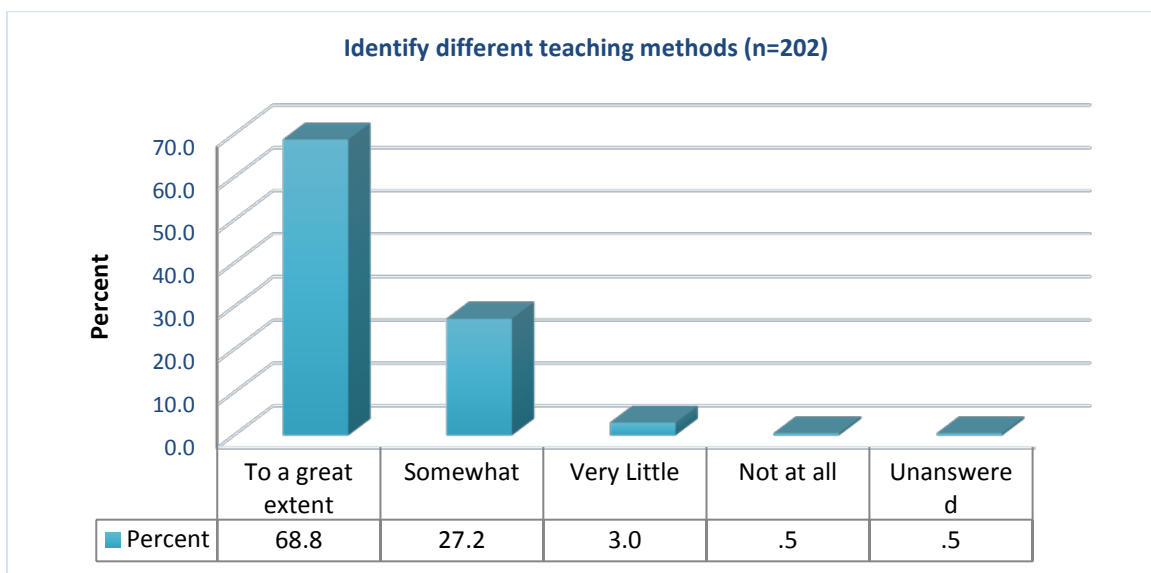
The data from this graph indicates that 68.8% of respondents who form the majority of responses received, do believe to a great extent that their qualifications and training have enabled them to identify different teaching methods, with 27.2% of respondents believing somewhat and 3% of respondents believing very little that their qualifications and trainings have enabled them to identify different teaching methods. Meanwhile 0.5% of respondents do not believe at all that their qualifications and trainings have enabled them to identify different teaching methods. It can be established that a huge majority of 96% believe their qualifications or trainings have had much impact on their ability to identify different teaching methods.

6.2.2.5   Applying different teaching and learning techniques

As a follow up question to question 12, respondents were asked to illustrate if their qualifications and training have enabled them to apply different teaching and learning techniques in their teaching. The responses provided are presented below as graph 6.5.

Graph 6.5   Apply different teaching and learning techniques

Apply different teaching and learning techniques (n=202)

Percent	To a great extent	Somewhat	Very Little	Not at all
Percent	71.3	24.8	3	1
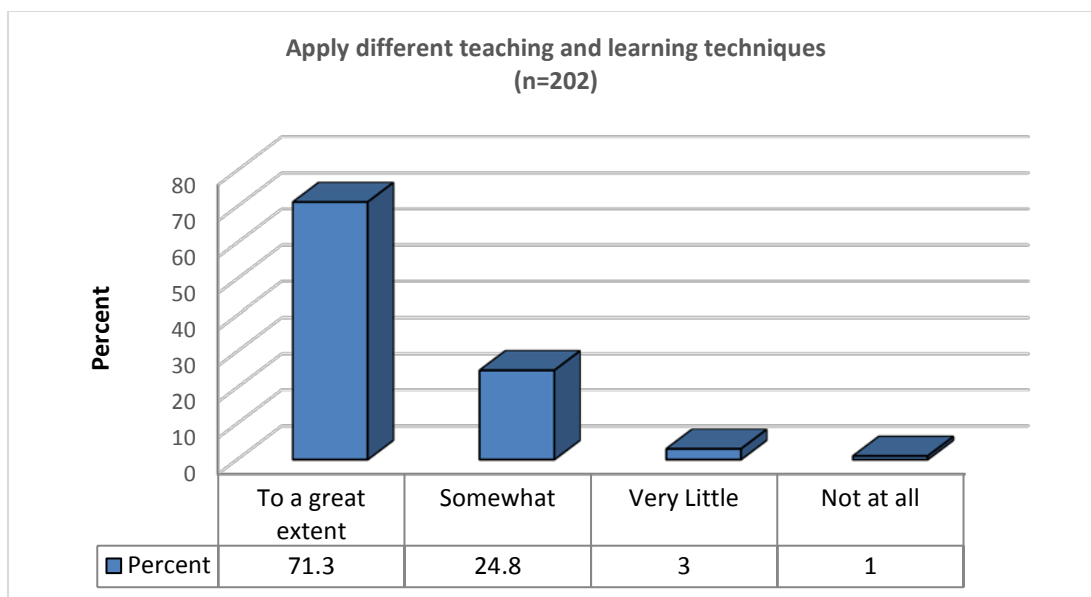
The above graph illustrates that 71.3% of the respondents do believe to a great extent that their qualification and training have enabled them to apply different teaching and learning techniques, and 24.8% believe somewhat the effect of their qualification and training on their ability to apply different teaching and learning techniques. On the lower side, 3% believe very little and a meagre 1% do not believe at all that their qualification and training have enabled them to apply different teaching and learning techniques.

6.2.2.6   Summary of questions 9 to 13

Mean and standard deviation tests were conducted on questions 9 to 13 to establish the impact of teachers' qualifications and or training on teaching and learning. A four likert scale with 1= To a great extent, 2= Somewhat, 3= Very little and 4= Not at all was used in this summary which is presented in table 6.2 below.

Table 6.2   Impact of qualification and training on teaching and learning

Item	N	Mean	Std. Deviation
9. Teach EFAL easily	201	1.26	0.525
10. Teach EFAL effectively	200	1.27	0.537
11. Identify differences between teaching and learning	199	1.37	0.571
12. Identify different teaching methods	201	1.35	0.564
13. Apply different teaching and learning techniques	202	1.34	0.586

* $p < 0.05$ for significance

As indicated by table 6.2, the impact of teachers' qualification and or training on teaching and learning is very minimal. It can be identified from the table that there is an average of mean=1.26 (SD 0.525) to mean =1.37 (SD 0.571). The average is slightly above p=0.05) for significance, hence, a very minimal impact as stated earlier.

6.2.2.7   Continually finding better ways to teach EFAL

Question 14 was posed to ascertain the attitude of teachers in continuously trying to find better ways to teach EFAL. The teachers' responses are presented as graph 6.6

Graph 6.6   I am continually finding better ways to teach EFAL

I AM CONTINUALLY FINDING BETTER WAYS TO TEACH EFAL

59.9%
27.2%
0.5%
9.4%
3%

Strongly Disagree
Disagree
Agree
Strongly Agree
Unanswered
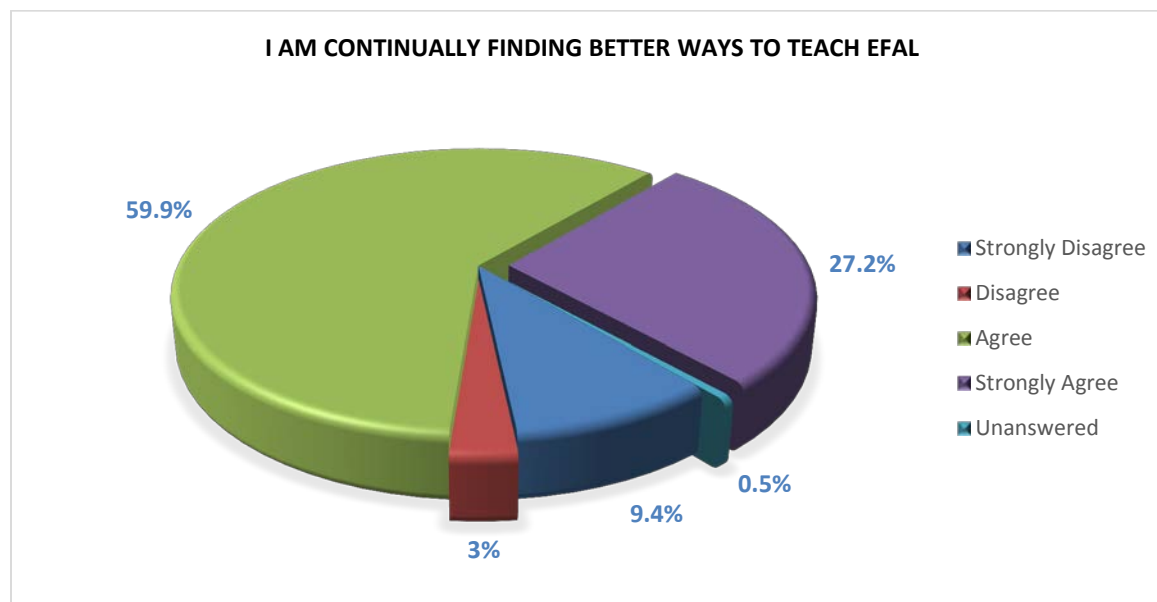
From graph 6.6, most of the respondents (59.9%) agreed that their attitude to teaching and learning was helping them continually find better ways to teach EFAL, while 3% of the respondents disagreed with this assertion, 27.2% strongly agreed, while another 9.4% strongly disagreed and 0.5% were unanswered. On the whole an overwhelming 87.1% of the respondents agreed that they are continuously finding better ways to teach EFAL.

6.2.2.8   Use of effective teaching methods to improve learner scores

As a follow up question to question 14, respondents were asked to how the use of effective teaching methods lead to improved scores in EFAL. Graph 6.7 reflects the teachers' responses in this regard.

Graph 6.7   Use of effective teaching methods to improve learner scores

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	7.9	2.5	41.6	46.5	1.5
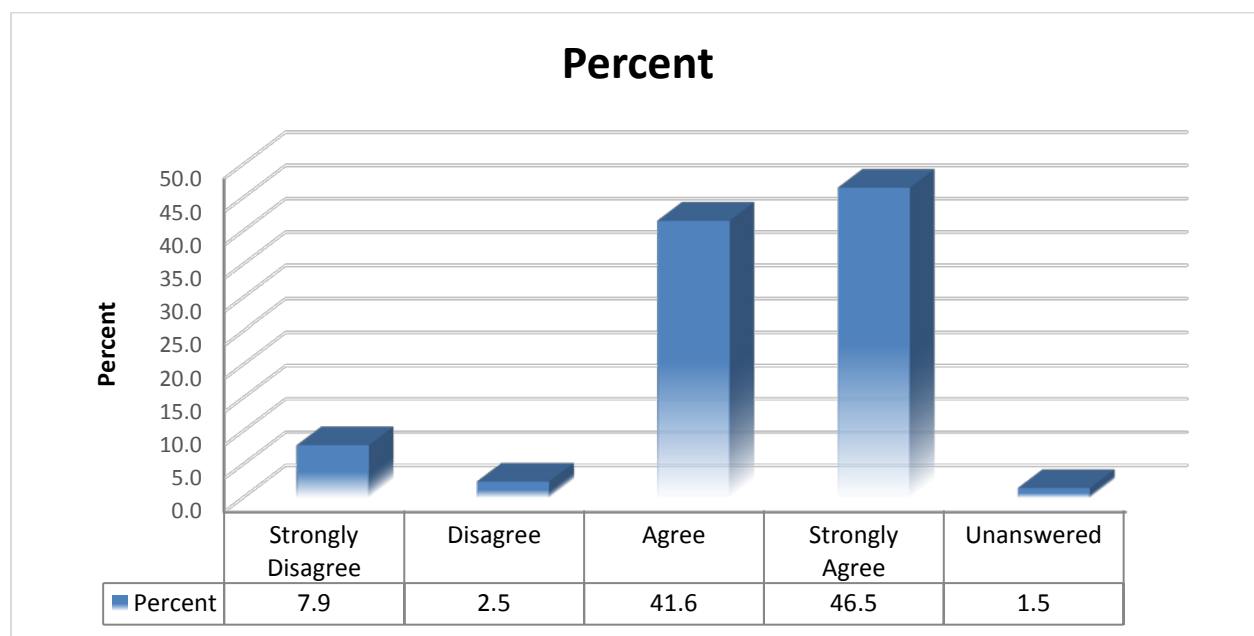
It can be ascertained form graph 6.7 that majority of the respondents, a combined total of 88.1% agreed that teachers' use of effective teaching methods lead to improved learner scores in EFAL, while a meagre combined total of 10.4% disagreed with this assertion with 1.5% giving no response to this question.

6.2.2.9   Different methods to teach effectively

A follow up question to question 15 was to establish if teachers know different teaching methods that capacitates them to teach effectively. The responses obtained from the teachers are presented in graph 6.8.

Graph 6.8   Different methods to teach effectively

Percent	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	4	1	53.5	37.6	4
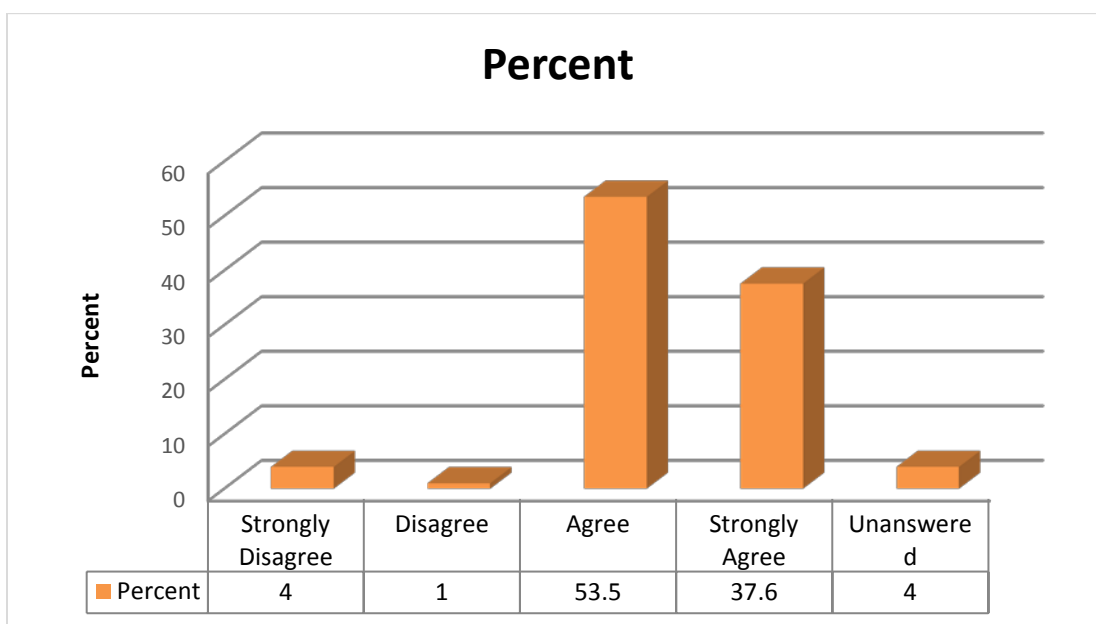
It can be reflected from graph 6.8 that a combined total percentage of 91% [53.5%+37.6%] agreed that they know different methods to teach effectively, while 5% disagreed that their attitude to teaching and learning has helped them know different methods of teaching effectively with 4% were unanswered.

6.2.2.10   Extra attention by EFAL teachers

EFAL teachers were asked by means of question 17 if learners' performance improved when they were giving extra attention by their teachers. Graph 6.9 indicates the responses given by the respondents.

Graph 6.9   Extra attention by EFAL teachers
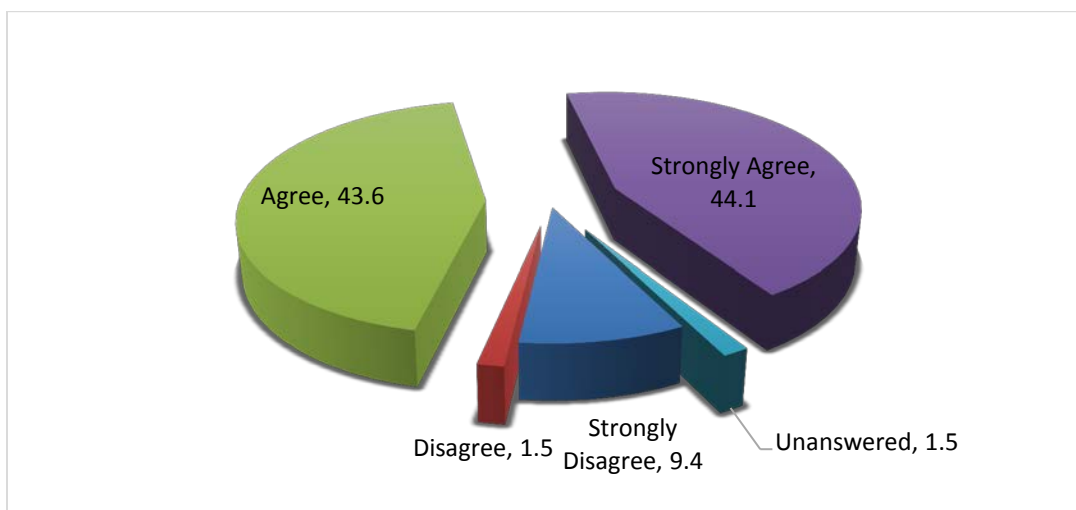
The above graph shows a combined total of 87.7% agree that extra attention by EFAL teachers lead to improve performance of students, while 10.9% disagree. The remaining 1.5% were unanswered. In essence, a large majority agreed that extra attention offered by EFAL teachers lead to student improved performance.

6.2.2.11   Understanding of all aspects of EFAL

The essence of asking question 18 was to determine mastery of all the aspects of EFAL to enable the teachers teach effectively. Graph 6.10 indicates the responses obtained from the respondents

Graph 6.10   Understanding of all aspects of EFAL
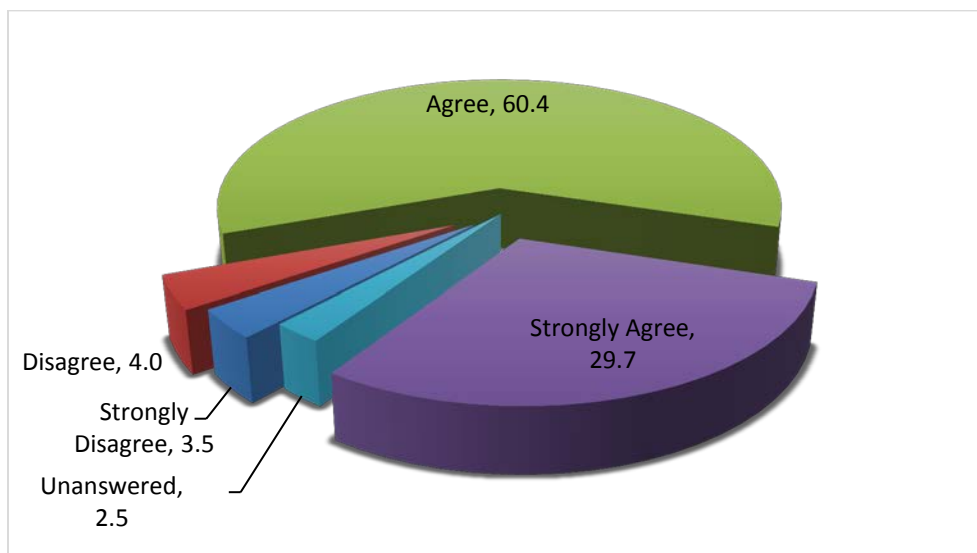
The above graph shows that 60.4% of the respondents agreed that they understand all the aspects in EFAL well enough to teach effectively and 29.7% strongly agreed. A minority 4% disagreed and 3.5% strongly disagreed that they understand all the aspects in EFAL well enough to teach effectively with 2.5% were unanswered.

6.2.2.12 Ability to answer learners' questions

A teachers who understands all aspects of EFAL will undoubtedly be able to answer questions students pose in the classroom so as a follow up to the previous question, the current one was raised and responses received are presented in graph 6.11.

Graph 6.11

I am usually able to answer learners' questions in class

[PERCENTAGE]
2.5%
5.4%
22.3%
65.8%

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree ■ Unanswered
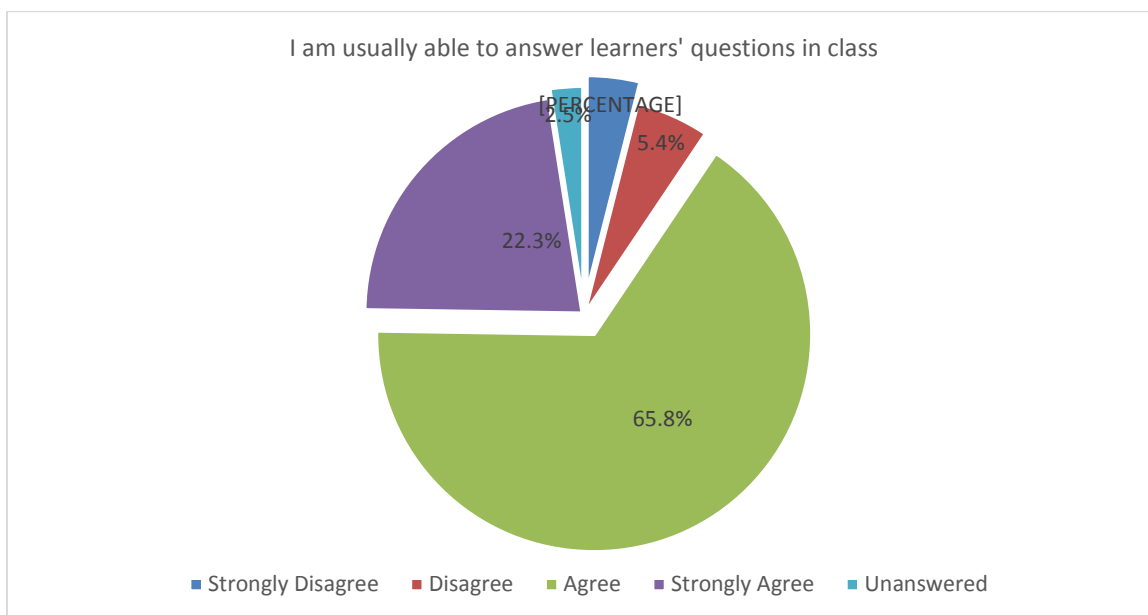
The above graph shows that 65.8% of the respondents agreed that they are usually able to answer learners' questions in class, 22.3% strongly agree while 5.4% disagree and 4% strongly disagree that they are usually able to answer learners' questions in class leaving 2.5% unanswered.

6.2.2.13   Effective teaching and learning

Participants reflected on their agreement or otherwise on if effective teaching of EFAL leads to higher achievement in the subject. Their views are presented in graph 6.12.

Graph 6.12   Effective teaching and learning

Effective teaching of EFAL leads to higher achievement in the subject

Percent	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	12.4	5.0	30.7	50.0	2.0
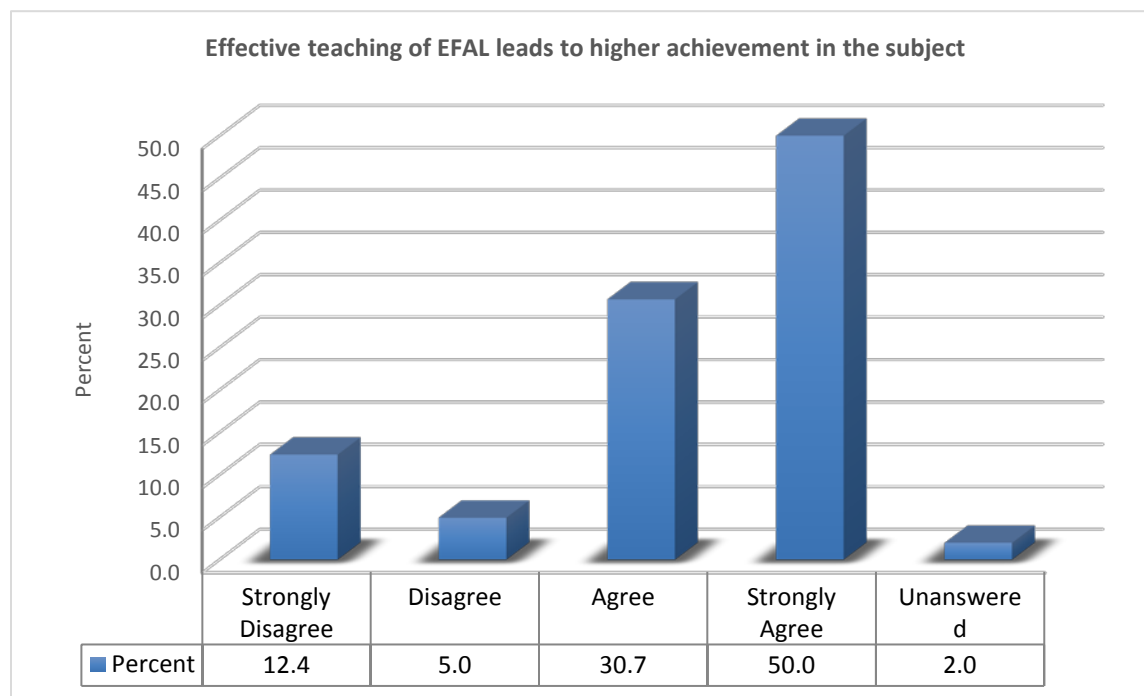
The above graph illustrates that about 50% of people strongly agree that effective teaching of EFAL leads to higher achievement in the subject, 30.7% of people also agree whilst 5% people disagree and another 12.4% people strongly disagree and 2% were unanswered.

6.2.2.14   Getting learners' attention

In order to establish if teachers are able to get learners' attention during EFAL lessons, question 21 was asked. The responses teachers gave are presented in graph 6.13.

Graph 6.13   Getting learners' attention

I do not know what to do to get learners' attention during EFAL lessons

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
■ Percent	33.7	36.6	16.3	9.9	3.5
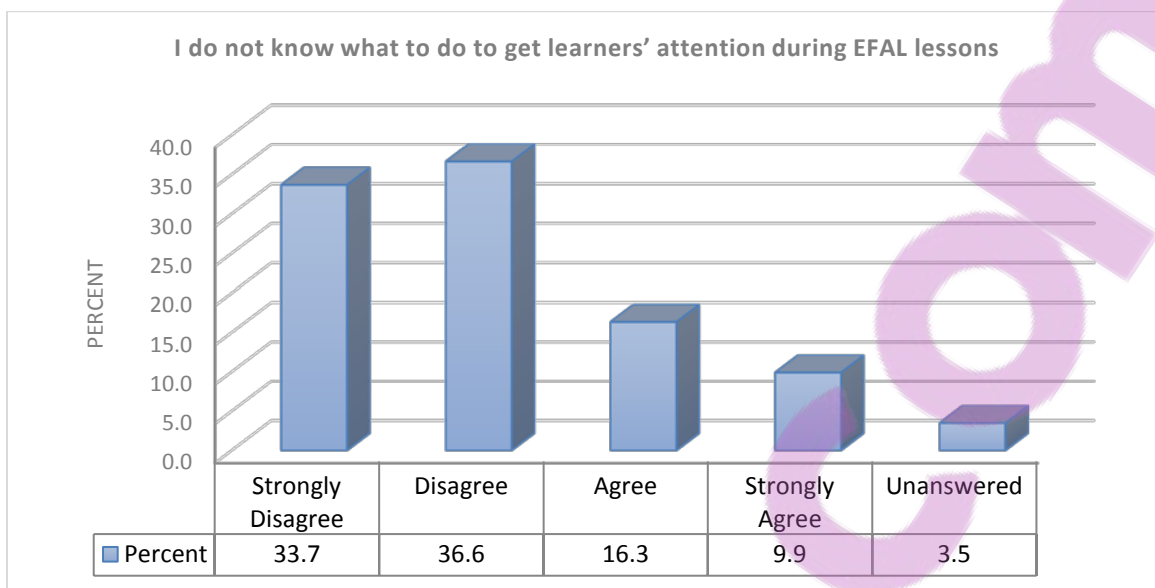
The data from graph 6.13 shows that 26.2% of responders agree they do not know what to do to get learners' attention during EFAL lessons, a combined total of 70.3% of respondents disagree and therefore do know what to do to get learners' attention during EFAL lessons while 3.5% were unanswered.

6.2.2.15   Learners' interest in EFAL

Question 22 was asked to determine the interest learners have in EFAL as compared to other languages. The perspectives of respondents on this question are presented as Graph 6.14.

Graph 6.14   Learners' interest in EFAL
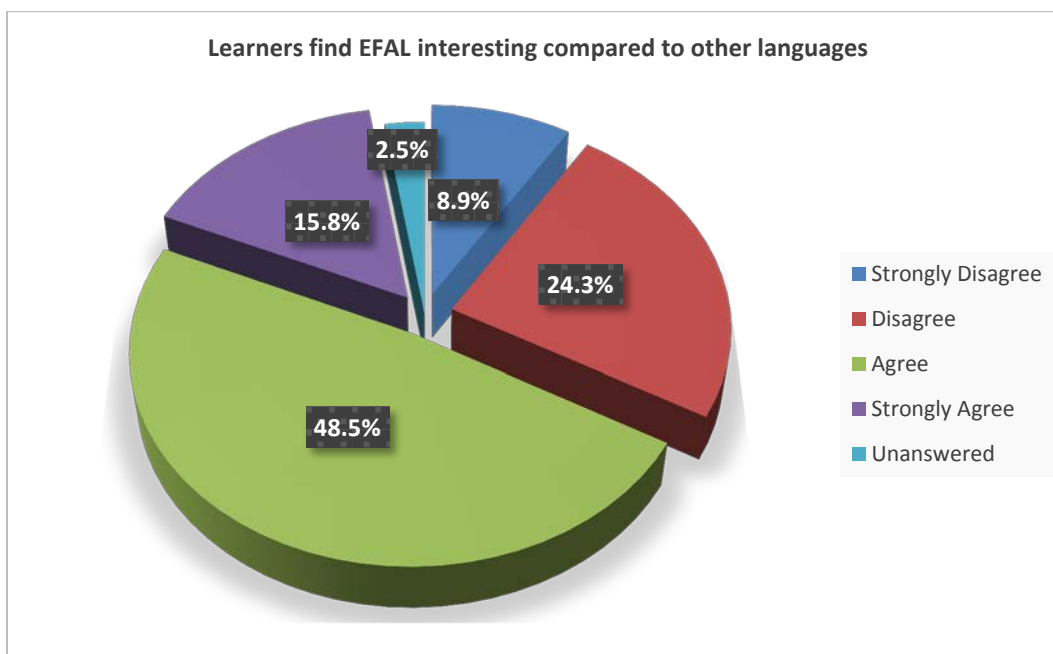
The data from this graph shows that a total majority of 64.3% of respondents agree that learners find EFAL interesting compared to other languages, a combined total of 33.2% of responders disagree and therefore think learners do not find EFAL interesting compared to other languages, and 2.5% were unanswered.

6.2.2.16   Summary of questions 14 to 22

To establish the impact of the attitude of teachers on teaching and learning, Mean and standard deviation tests were conducted on questions 14 to 22. A four likert scale with 1= Strongly disagree, 2= Disagree, 3= Agree and 4= Strongly agree, was used in this summary which is presented in table 6.3 below.

Table 6.3 **Impact of attitude of teachers on teaching and learning**

Item	N	Mean	Std. Deviation
14. I am continually finding better ways to teach EFAL	201	3.05	0.826
15. Effective teaching methods leads to improved scores	199	3.29	0.861
16. I know different methods to teach effectively	194	3.30	0.693
17. Extra attention by teachers lead to improved performance	199	3.24	0.889
18. I understand all aspects of English (FAL) to teach well enough to teach effectively	197	3.19	0.673
19. I am usually able to answer learners' questions in class	197	3.09	0.664
20. effective teaching leads to higher achievement in the subject	198	3.21	0.014
21. I do not know how to get learners' attention during lessons	195	2.03	0.966
22. Learners find EFAL interesting compared to other languages	197	2.73	0.841

* p<0.05 for significance

It can be ascertained from table 6.3 is that there is the highest average of 3.30 (SD 0.861) and the lowest average of 2.03 (0.966). The significance of the averages is an indication that there is no significant impact because the average is greater than p (0.05).

6.2.3: SECTION C - COOPERATIVE LEARNING

Questions 23 to 28 were asked to make teachers reflect on the importance of cooperative learning strategies teaching EFAL. Their answers are presented in the tables that follow.

6.2.3.1 Group members depending positively on each other

Responses here are for question 28 on how teachers think group members depend positively on each other while pursuing tasks is important. Their responses are reflected in graph 6.15.

Graph 6.15   Group members depending positively on each other

	Very Important	Important	Moderately Important	Of little Important	Unanswered
■ Percent	55.0	31.7	8.4	3.0	2.0
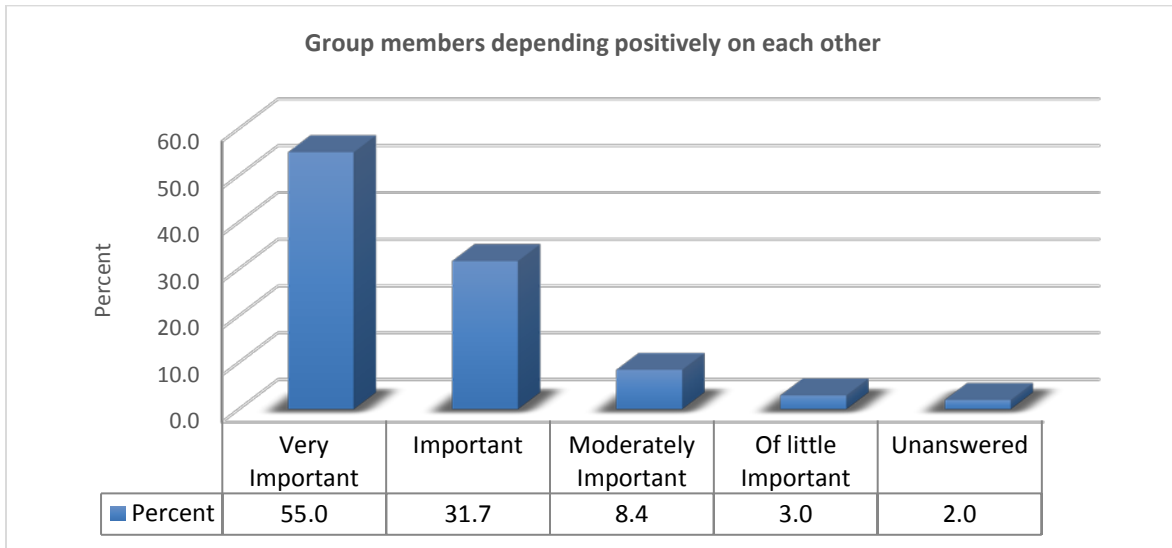
From the above graph majority of the respondents (86.7%) believe that group members depending positively on each other is important, while 3% of respondents believe it's of little importance, 8.4% of the respondents believe it's moderately important and 2% were unanswered.

6.2.3.2   Face-to-face interaction among group members

Reflections on question 24 made respondents share their views on the importance of face-to-face interaction among group members and their responses are reflected on graph 6.16.

Graph 6.16   Face-to-face interaction among group members
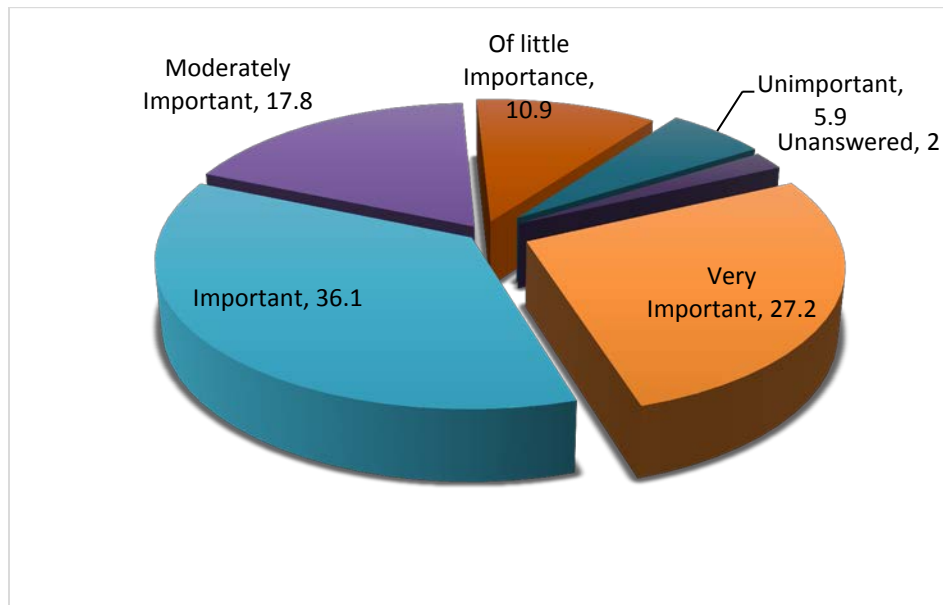
From graph 6.16 it can be ascertained that a combined majority of 63.3% of responders believe face-to-face interaction among group members is important, 17.8% believe it's moderately important, 10.9% believe it's of little importance while 5.9% responders believe its unimportant 2% were unanswered.

6.2.3.3   Group members for their teams to succeed

The reason for asking question 25 was to determine the importance that accrued from group members working for their teams to succeed. Respondents reflected on this question and their responses are presented as graph 6.17.

Graph 6.17   Group members for their teams to succeed

GROUP MEMBERS WORKING FOR THEIR TEAMS TO SUCCEED

	Very Important	Important	Moderately Important	Of little Importance	Unanswered
Percent	43.6	40.6	10.4	3.5	2.0
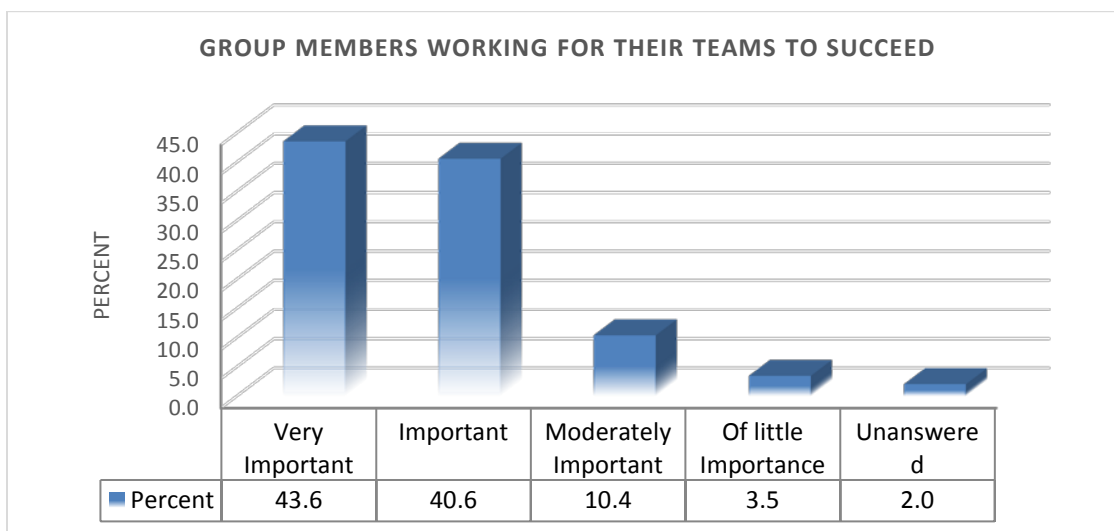
There is a clear indication from above graph 6.17 that 84.2% of the responders do believe that group members working for their teams to succeed is important, 10.4% believe it's moderately important while 3.5% believe group members working for their teams to succeed is of little importance. 2% were unanswered.

6.2.3.4   Effective communication among group member

Effective communication is an important principles in cooperative learning so respondents were asked to reflect on the importance through question 26. Their views are reflected as graph 6.18

Graph 6.18   Effective communication among group members

Effective communication among group members

Percent	Very Important	Important	Moderately Important	Of little Importance	Unimportant
Percent	56.4	30.7	11.4	1.0	.5
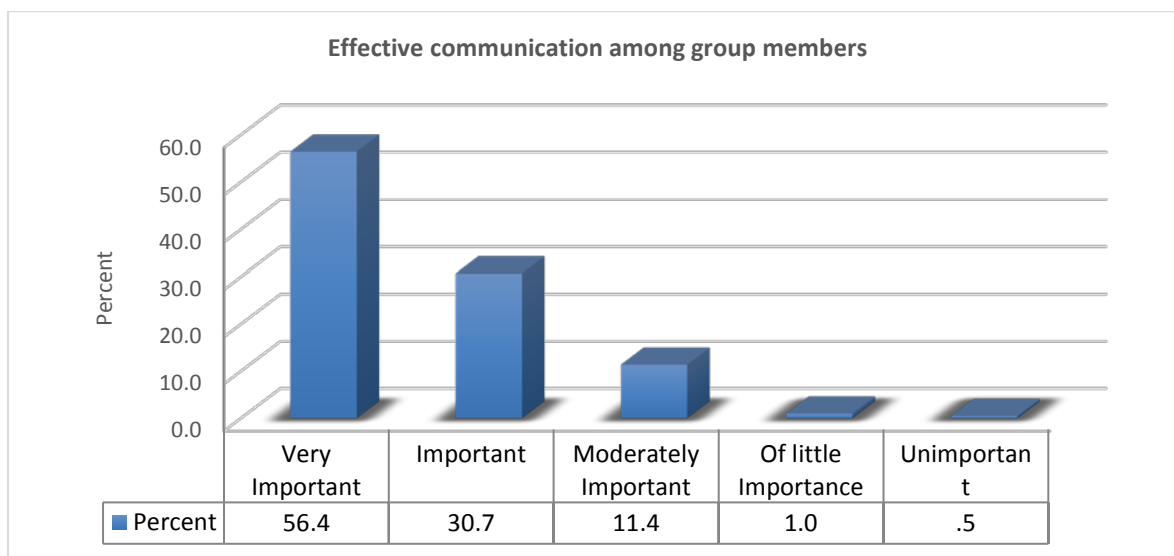
The above graph illustrates that 56.4% of the responders do believe that effective communication among group members is very important, whiles 0.5% believes it is unimportant. Another 30.7% believe it's important, 11.4% believe it's moderately important and 1% believe it's of little importance. This shows that the majority believe effective communication among group members is important.

6.2.3.5   Mutual respect for each group member

Asked on the importance of mutual respect for each group member in cooperative learning. Respondents shared their views as answers to question 27 and their views are reflected on graph 6.19.

Graph 6.19   Mutual respect for each group member

Percent	Very Important	Important	Moderately Important	Of little Importance	Unimportant	Unanswered
	43.6	38.6	12.9	3.5	.5	1
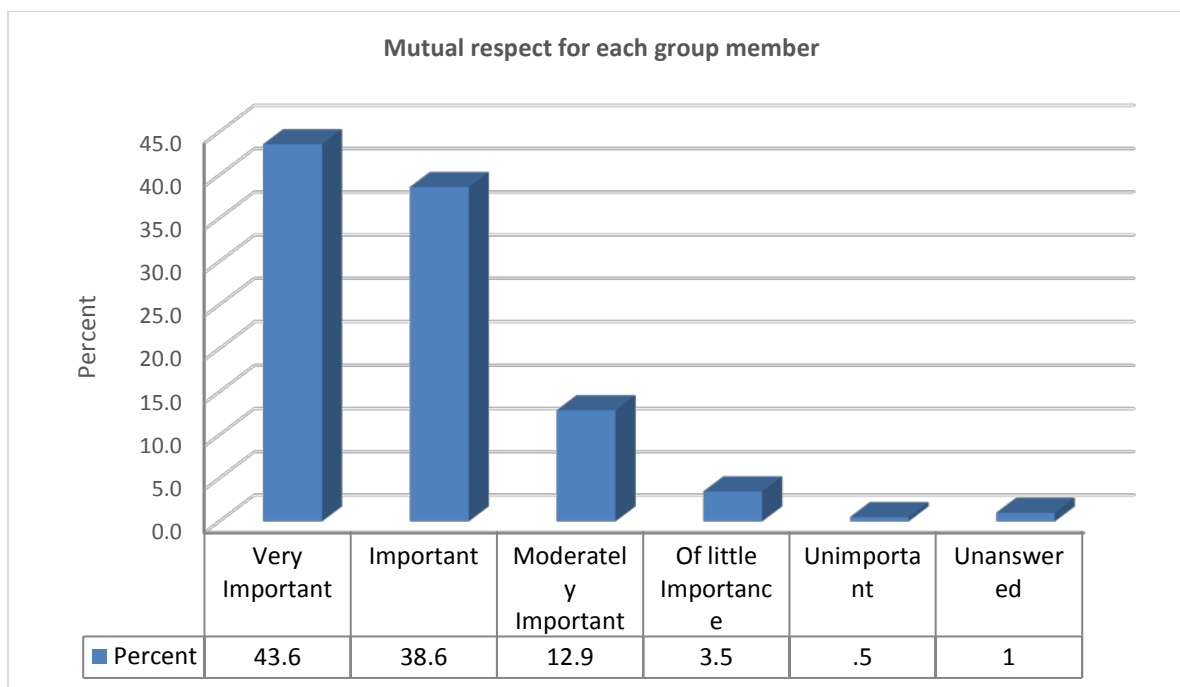
Graph 6.19 illustrates that 43.6% of the responders do believe that mutual respect for each group member is very important, while 0.5% of responders believe mutual respect for each group member is unimportant, 38.6% believe it's important, 12.9% believe it's moderately important and 3.5% believe it's of little importance and 1% was unanswered.

6.2.3.6   Each student is responsible for his/her own learning

The reason for asking question 28 was to determine the importance of each student taking responsibility for his/her own learning. Graph 6.20 indicate the reflection of teachers on that question.

Graph 6.20   Each student is responsible for his/her own learning

Each student is responsible for his/her own learning

	Very Important	Important	Moderately Important	Of little Importance	Unimportant	Unanswered
Percent	26.7	47.5	18.8	5.4	1.0	0.5
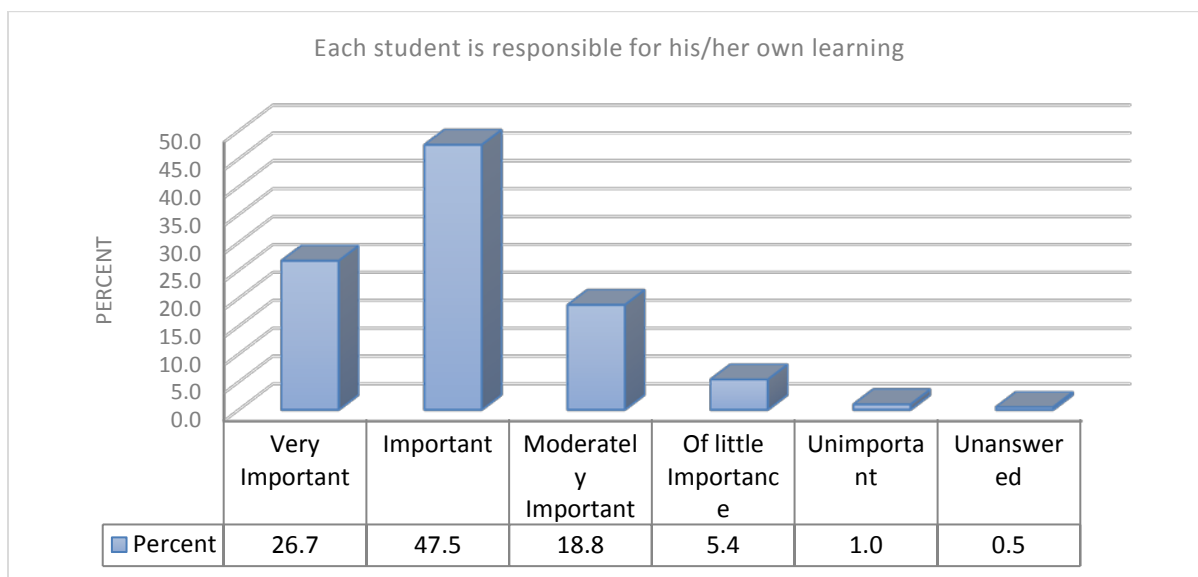
The data from graph 6.20 is an indication that 26.7% of respondents consider each student's responsibility for his/her own learning as very important while a meagre 1% consider it as unimportant. A majority 47.5% believe it's important, 18.8% find it moderately important and 5.4% find students being responsible for their own learning as of little importance. This shows that students' responsibility for their own learning is important since majority of responders consider it either very important or important. 0.5% were unanswered.

6.2.3.7   Students valuing what other students say during lessons

To establish the importance of the value learners place on what others say during lessons, respondents were asked to reflect on question 29 and the responses obtained are represented as graph 6.21.

Graph 6.21   Students valuing what other students say during lessons

Students valuing what other students say during lessons

	Strongly Disagree	Disagree	Uncertain	Agree	Stongly Agree	Unanswered
■ Percent	2.5	2	9.4	49.5	36.1	0.5
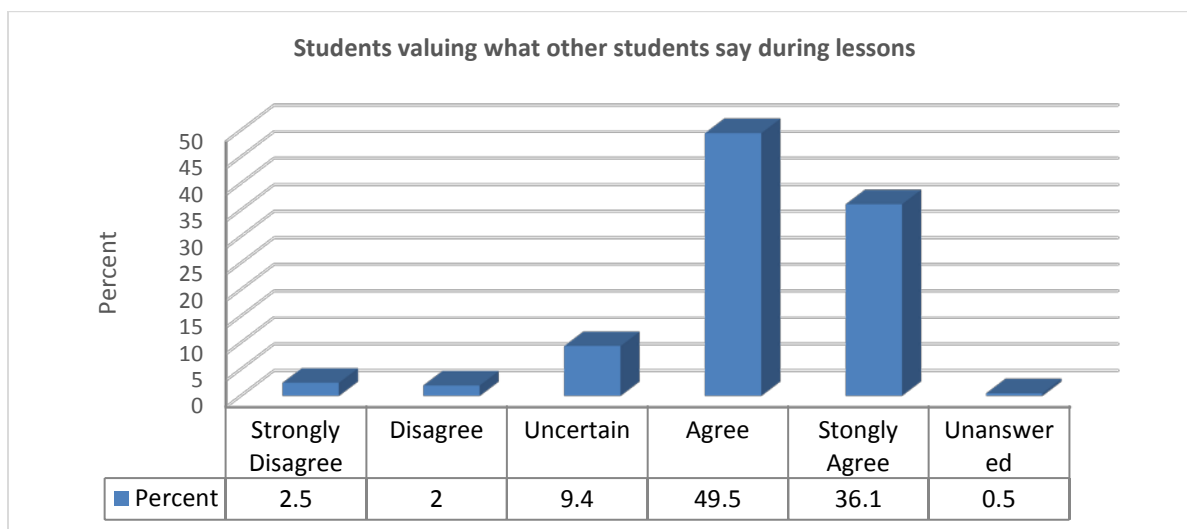
As can be seen on graph 6.21, a combined total of 85.6% who form the majority of responses received, mostly agree and some strongly agree that students value what other students say during lessons. A combined total of 4.5% who form the minority of responses received, mostly strongly disagree and others disagree, therefore believe that students do not value what other students say during lessons, while 9.4% are uncertain and 0.5% were unanswered.

6.2.3.8   Students acquiring critical thinking skill

Acquisition of critical thinking skills is one of the main benefits of cooperative learning so respondents were asked in question 30 to reflect on this question. The responses given are presented as graph 6.22.

Graph 6.22   Students acquiring critical thinking skills

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Unanswered
Percent	1.5	3	9.4	42.1	43.6	0.5
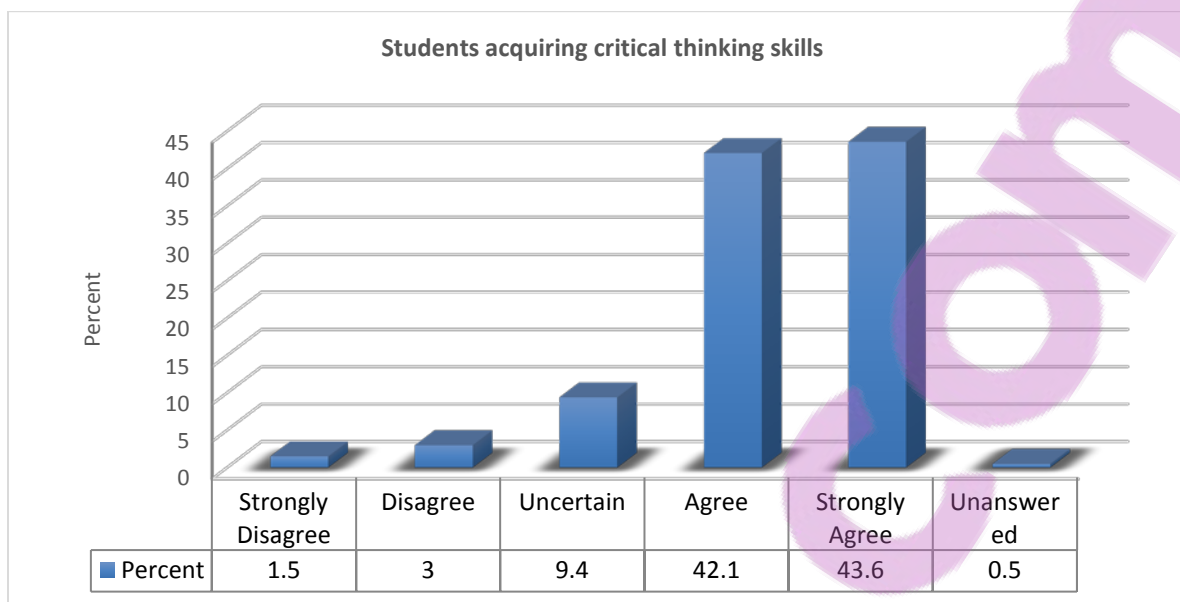
The data from question 30 presented as graph 6.22 gives the indication that a combined total of 85.7%, who form the majority of responses received, agree or strongly agree that students attitude to cooperative learning enables them to acquire critical thinking skills while a combine total of 4.5% who form the minority of responses received, strongly disagree or disagree, therefore do not believe that students attitude to cooperative learning enables them to acquire critical thinking skills, while 9.4% are uncertain whether they agree or disagree and 0.5% were unanswered.

6.2.3.9   Gaining better problem skills

Question 31 was a follow up to question 30 and it was asked to ascertain if leaners gained better problem solving skills as they participate in cooperative learning. The reflections of the teachers are giving on graph 6.23

Graph 6.23   Gaining better problem skills

Gaining better problem solving skills

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Unanswered
Percent	1	0.5	11.4	41.1	44.6	1.5
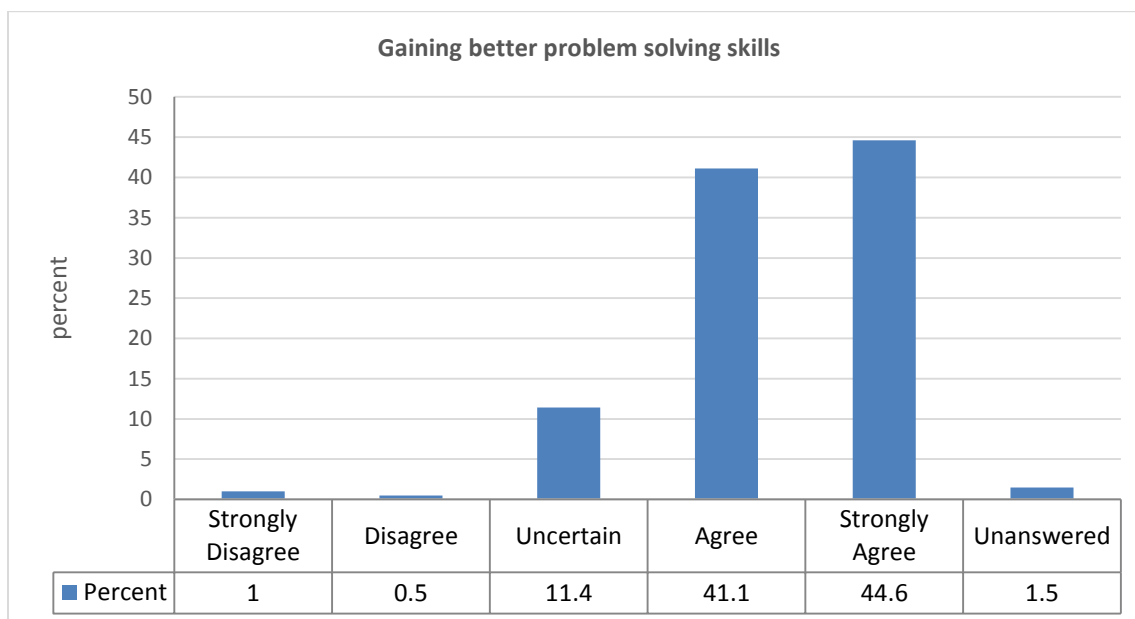
It can be seen from the graph above that 44.6% respondents strongly agree that students' attitude to cooperative learning helps them gain better problem solving skills, 41.1% also agree, while 0.5% respondents disagree and 1% strongly disagree, 11.4% respondents are uncertain whether students' attitude to cooperative learning helps them gain better problem solving skills or does not help them. This shows that the majority of responders believe students attitude to cooperate learning helps them gain better problem solving skills. The graph also shows 1.5% were unanswered responses.

6.2.3.10   Students better at working collaboratively

Cooperative learning is about collaborative and synergic effort, hence question 32 was posed to establish the extent of collaboration among learners. Respondents reflected on this question and their responses are represented by graph 6.24

Graph 6.24   Students better at working collaboratively

Students better at working collaboratively

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Unanswered
Percent	1.5	1	8.4	50	37.6	1.5
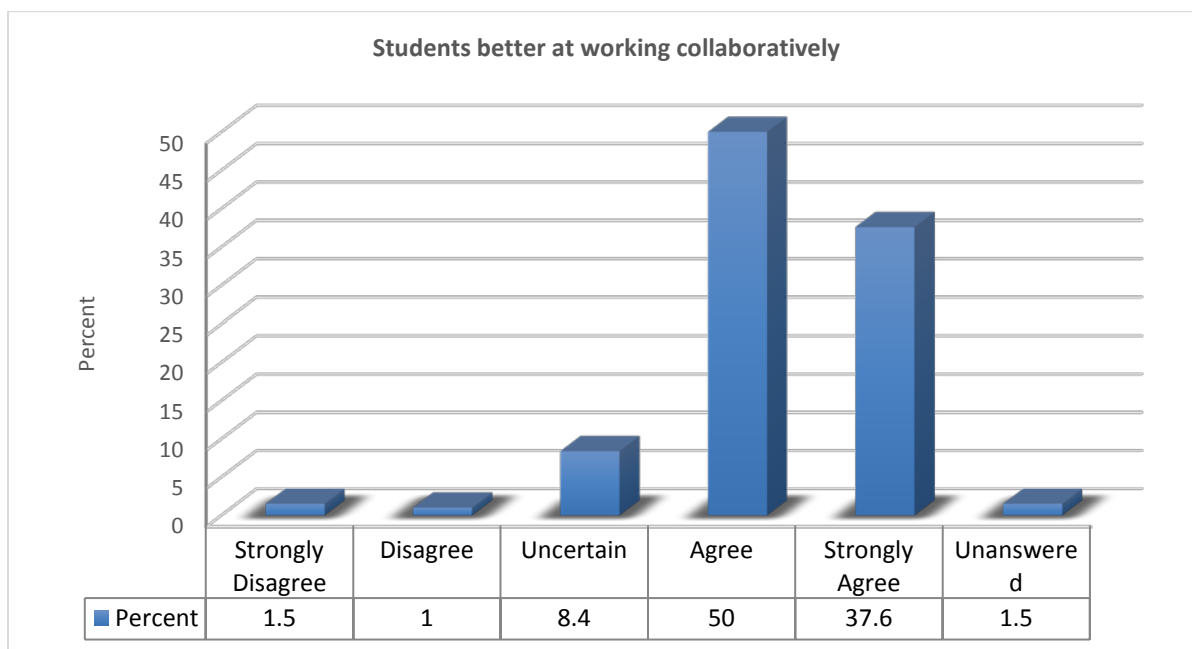
From graph 6.24, it can be seen that a combine total of 87.6% of respondents agree or strongly agree that students are better at working collaboratively, while a combine total of 2.5% respondents, who form the minority of responses received, strongly disagree or disagree, therefore believe that students are not better at working collaboratively and 8.4% are uncertain whether they agree or disagree with 1.5% were unanswered.

6.2.3.11   Students working consistently during team work

Question 33 probed further into question 32 to establish the consistency with which students work together during team work. The views shared by respondents are presented as graph 6.25.

Graph 6.25 Students working consistently during team work

Students working consistently during team work

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Unanswered
■ Percent	.5	1.5	18.3	42.6	35.6	1.5
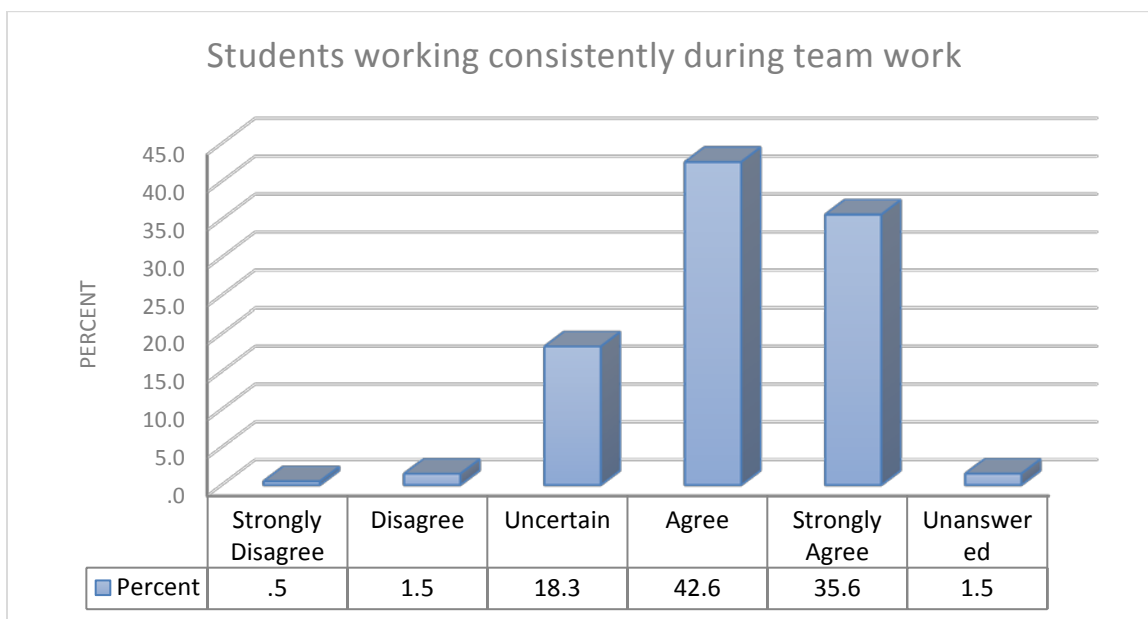
From the above graph, it is indicative that a combined total of 78.2% of respondents, who form the majority of responses received, agree or strongly agree with students working consistently during team work, while a combine total of 2% of responders who form the minority of responses received, strongly disagree or disagree, therefore disagree with students consistently during team work. 18.3% are uncertain whether they agree or disagree and 1.5% were unanswered.

6.2.3.12 Acquisition of discussion skills

The last question (34) of section C of the questionnaire was to identify the extent to which leaners gain discussion skills through cooperative learning activities. The reflection of the respondents are presented as graph 6.26.

Graph 6.26   Acquisition of discussion skills
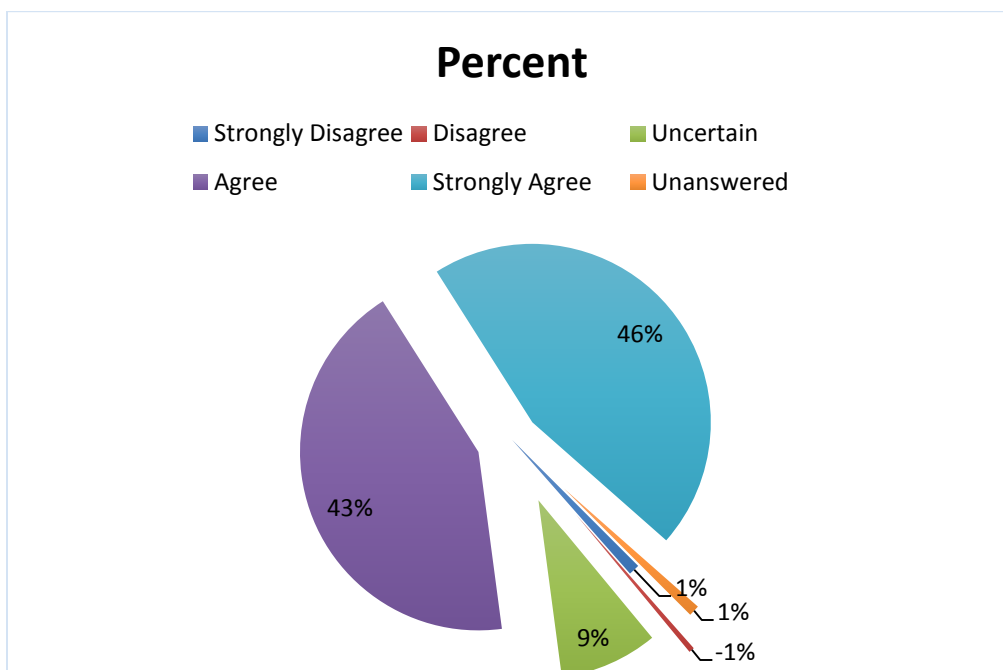
It can be seen from the chart above that 45.5% of respondents strongly agree that students acquire discussion skills through cooperative learning, 43.1% also agree, while 0.5% of responders disagree and 1% strongly disagree. 8.9% of responders are uncertain whether cooperative learning will enable students to acquire discussion skills. This shows that the majority of responders believe students attitude to cooperate learning helps them acquire discussion skills. The graph also shows 1% were unanswered.

6.2.3.13   INFERENTIAL STATISTICS: ANOVA test on Section C

An ANOVA test was conducted to establish the statistical difference between question 4 (number of years in teaching EFAL, question 6 (highest professional qualification) and Section C (cooperative learning). Table 6.4 gives indication of the difference.

Table 6.4   ANOVA test on Section C

Section	Question	df	Mean square	F	Sig
C: cooperative learning	4	3	12.937	0.747	0.526
	6	7	126.733	7.315	0.00

The difference is statistically significant if P < 0.05

In table 6.4, when question 4 is compared to the responses gathered from Section C of the questionnaire, the result is a p-value of 0.526 which is more than 0.05 indicating that there is no statistically significant difference between number of years in teaching EFAL and attitude towards cooperative learning. However, when question 6 was compared to the same section, the result was a p-value of 0.00 which is less than 0.00, the implication thereof is that there is a statistically significant difference between the highest professional qualification of teachers and the importance of the principles of cooperative leaning in their teaching.

6.2.4: SECTION D – STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD)

6.2.4.1   Benefits of STAD as strategy in teaching EFAL

Section D mainly sought to establish the benefits of STAD as a teaching strategy in EFAL. Questions 40 to 51 of Section D on the survey questionnaire were specifically aimed at making respondents reflect on the benefits of STAD to teaching and learning. Table 6.5 and graph 6.27 indicate the significance between the variables and the general response pattern respectively. The section under discussion used True or False as scales with 1=True and 2=False.

Table 6.5   Impact of attitude of teachers on teaching and learning

Item	N	Mean	Std. Deviation
40. Clears learners' misconceptions about EFAL	201	1.05	0.228
41. Gives a better understanding of concepts in EFAL	200	1.04	0.184
42. Builds learners' social skills	200	1.08	0.264
43. Makes learners responsible for their learning	199	1.05	0.208
44. Builds the urge to succeed in learners	201	1.04	0.207
45. Creates a spirit of team work among learners	200	1.05	0.218
46. Builds mutual respect among learners	200	1.09	0.287
47. Helps slow learners to learn from fast learners	199	1.08	0.273
48. Helps to put away shyness among learners	199	1.05	0.219
49. Enables learners to make maximum use of available resources	199	1.07	0.248
50. Enables learners to tap into team members' knowledge	200	1.04	0.196
51. Enables learners to tap into team members' skills	200	1.05	0.218

* $p < 0.05$ for significance

With means from table 6.5 ranging from 1.04 (f3) to 1.09 (f1), it is evident from the table that all the responses skew towards 1 (true) which has an average of 1.5 or more. It can therefore be established that there is no statistically significant difference with variables being compared since the p=1.5 > 0.05.

Graph 6.27   STAD and teaching and learning
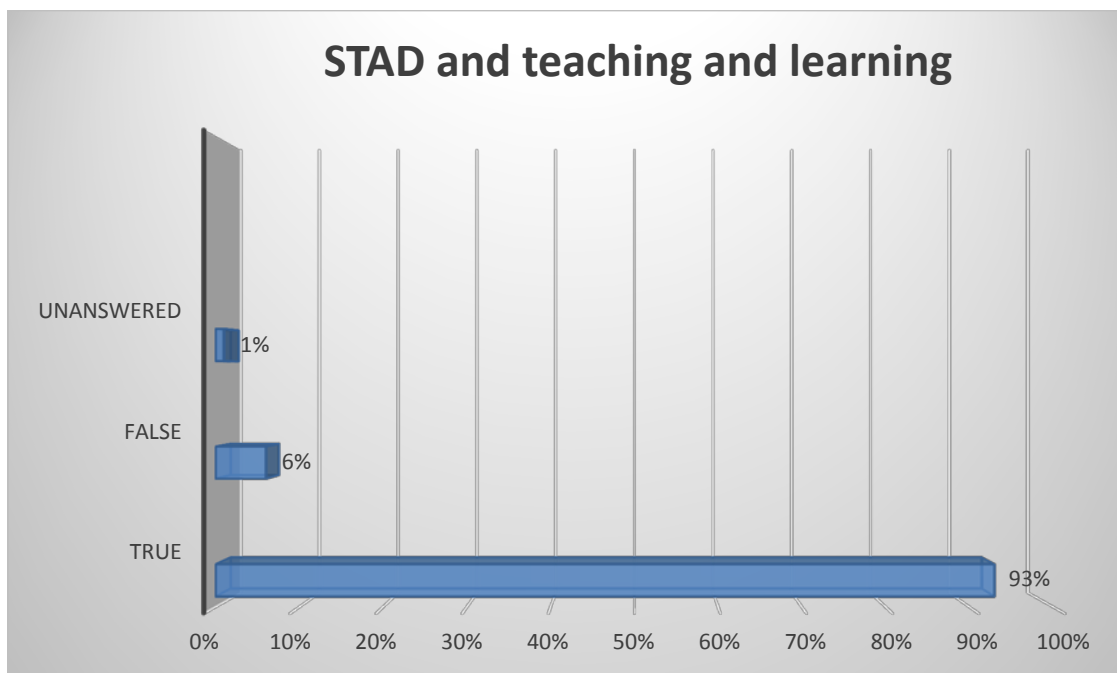
Graph 6.27 gives a clear indication that a large majority of 93% of respondents believe it is true that STAD is beneficial to the teaching and learning of EFAL. As little as 6% of respondents regard STAD as not beneficial to the teaching and learning of EFAL with 1% not responding to this section.

6.2.4.2   Use of strategies to deliver and reply messages appropriately

Further probe was done to re-affirm the benefits of STAD to teaching and learning of EFAL by considering the subject outcomes. Question 52 was specifically asked to importance of STAD as a technique that enables team members to use strategies to deliver messages and reply appropriately to sustain dialogue. The responses obtained are presented as graph 6.28.

Graph 6.28   Use of strategies to deliver and reply messages appropriately

Use strategies to deliver messages and reply appropriately to sustain dialogue

	Very Important	Important	Moderately Important	Of little Importance	Unanswered
■ Percent	41.6	37.6	15.3	2.5	3
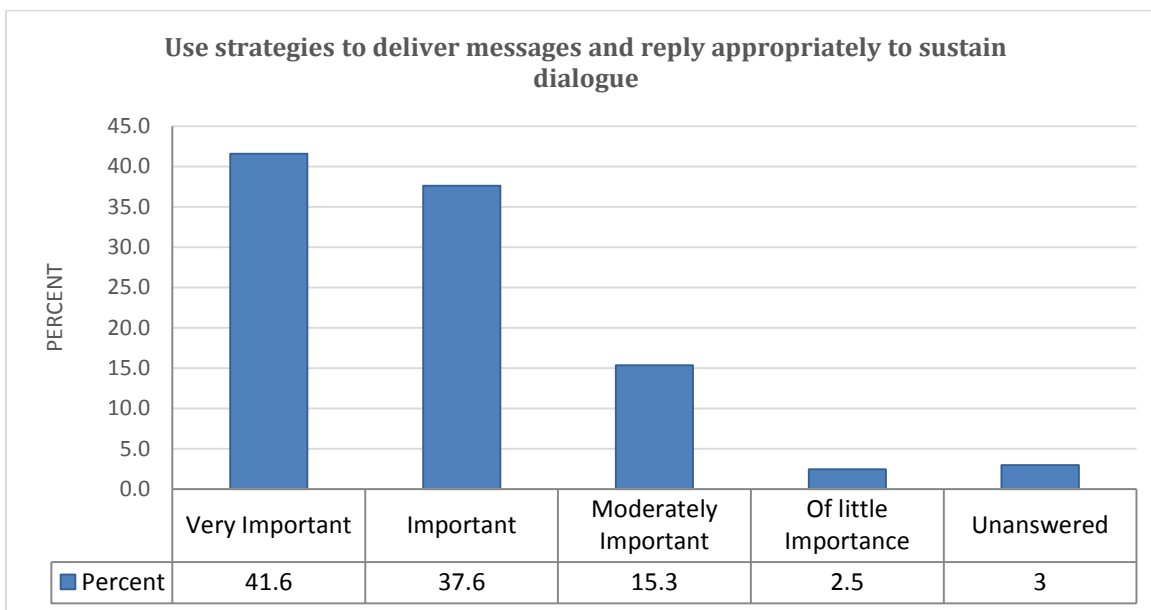
The above graph shows that, 41.6% of respondents believe it is very important to use strategies to deliver messages and reply appropriately to sustain dialogue, 37.6% believe it to be important, 15.3% believe it to be moderately important and 2.5% believe it to be of little importance while 3% were unanswered. Overall, 79.2% of the respondents are in agreement that STAD enables task team members to use strategies to deliver and reply messages appropriately.

6.2.4.3   Use of reading and viewing strategies to determine meaning

Question 53 was directed at determining the use of reading and viewing strategies to determine meaning. Respondents' reflections are represented as graph 6.29

Graph 6.29   Use of reading and viewing strategies to determine meaning

Use reading and viewing strategies to determine meaning

	Very Important	Important	Moderately Important	Of little Importance	Unanswered
Percent	36.6	45.0	12.9	2.5	3
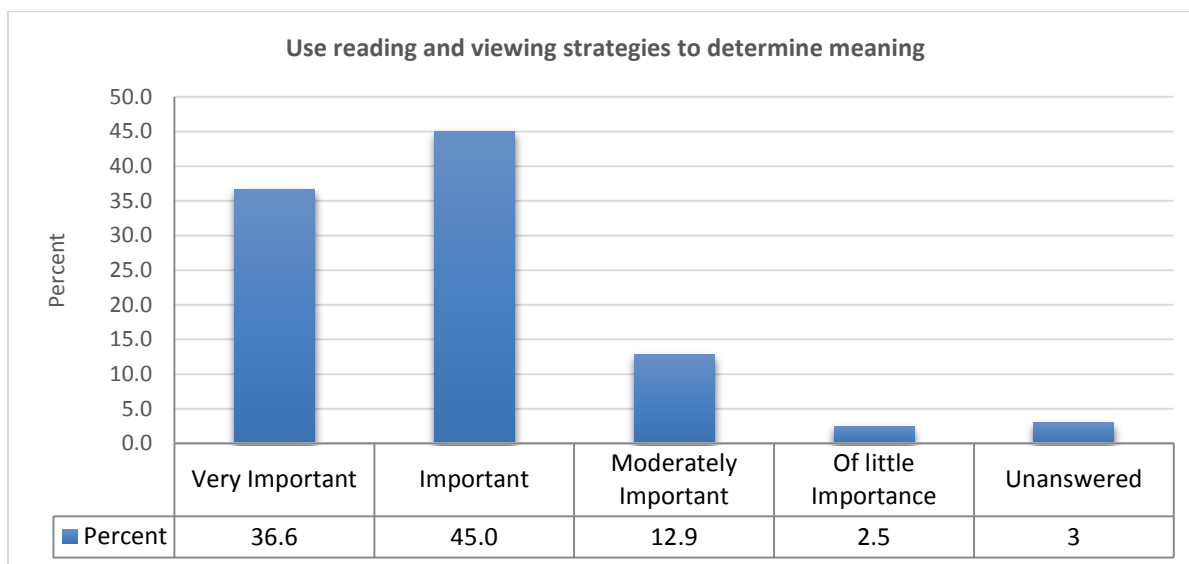
The graph above gives a clear indication that 36.6% of respondents believe it is very important to use reading and viewing strategies to determine meaning, 45% believe it to be important, 12.9% believe it to be moderately important and 2.5% believe it to be of little importance while 3% were unanswered.

6.2.4.4   Use of strategies to write for specific audience, purpose and context

Respondents were asked to reflect on the importance of STAD as a technique that helps in using strategies to write for specific audience, purpose and context. Graph 6.30 represents the reflections of respondents to this question.

Graph 6.30   Use of strategies to write for specific audience, purpose and context

Use strategies to write for a specific audience, purpose and context

	Very Important	Important	Moderately Important	Of little Importance	Unanswered
Percent	38.6	42.6	13.9	2	3
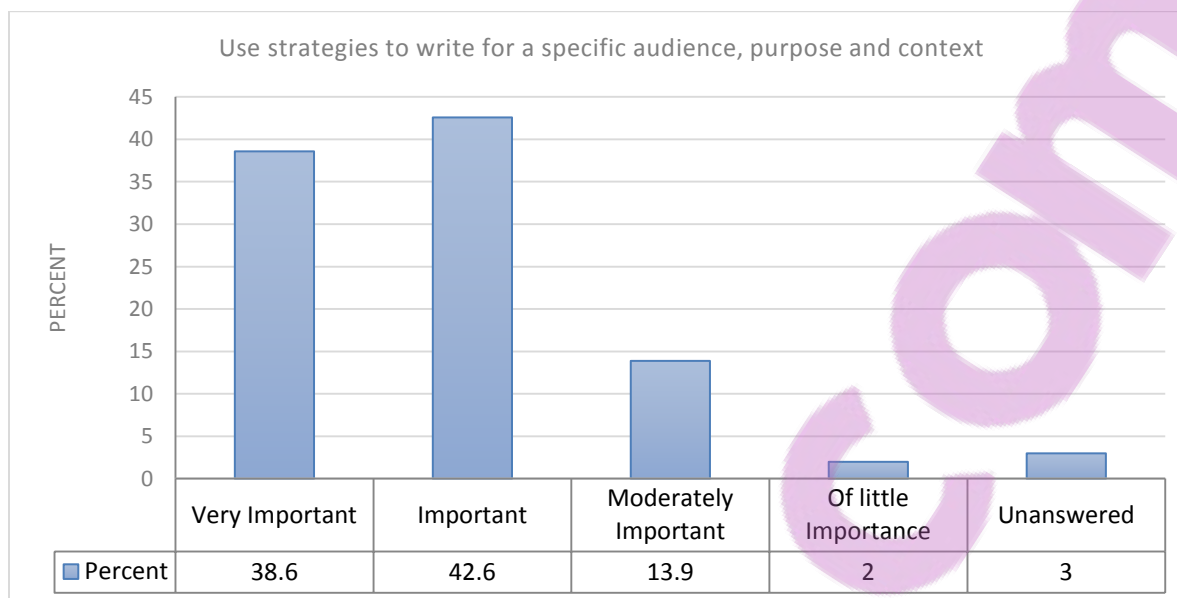
From graph 6.30, it is evident that 38.6% of respondents believe it is very important to use strategies to write for a specific audience, purpose and context, 42.6% of respondents also believe it to be important, 13.9% of respondents also believe it to be moderately important and 2% believe it to be of little importance while 3% were unanswered. In short, almost all the respondents are of the view that it is important to use strategies in writing for a specific audience, purpose and context.

6.2.4.5   Access and use suitable resources to improve training

The last question under this section was to identify the importance of STAD in accessing and using suitable resources to improve learning. The respondents' views are presented as graph 6.31.

Graph 6.31   Access and use suitable resources to improve training

Access and use suitable resources to improve learning

	Very Important	Important	Moderately Important	Of little Importance	Unimportant	Unanswered
Percent	39.1	39.1	15.3	3.0	.5	3

Most of the respondents, according to the above graph believe that accessing and using suitable resources to improve learning is either very important or important. 39.1% of respondents each believe it is very important or important, 15.3% believe it to be moderately important, 3% believe it to be of little importance while 0.5% believe it to be unimportant and 3% were unanswered.

6.2.5: SECTION E – ENGLISH FIRST ADDITIONAL LANGUAGE

6.2.5.1   STAD brings about effective teaching of subject

The first question under this section (question 56) aimed at establishing the extent to which STAD brings about effective teaching of EFAL. Graph 6.32 reflects the agreements or otherwise of respondents.

Graph 6.32   STAD brings about effective teaching of subject

It brings about effective teaching of the subject

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	1	0.5	50	45	3.5
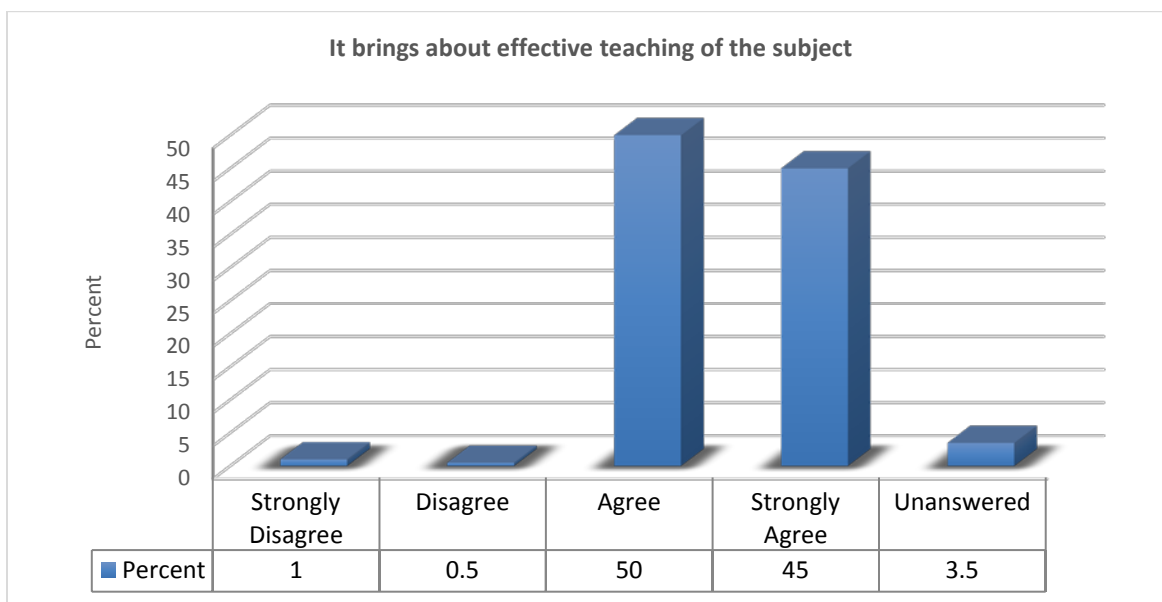
The above graph shows that, 50% of respondents agree that using STAD to teach EFAL brings about effective teaching of the subject, 45% of responders strongly agree, 0.5% of the responders disagree while 1% strongly disagree and 3.5% were unanswered.

6.2.5.2   Teachers play important role in facilitating the STAD classroom

To establish if or not STAD supports the teacher to play an important role in facilitating the STAD classroom, question 57 was asked. The reflections of respondents in view of the question is represented as graph 6.33.

Graph 6.33 Teachers play important role in facilitating the STAD classroom

IT SUPPORTS THE TEACHER TO PLAY AN IMPORTANT ROLE IN FACILITATING THE STAD CLASSROOM

Percent	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	.5	3.5	62.9	29.7	3.5
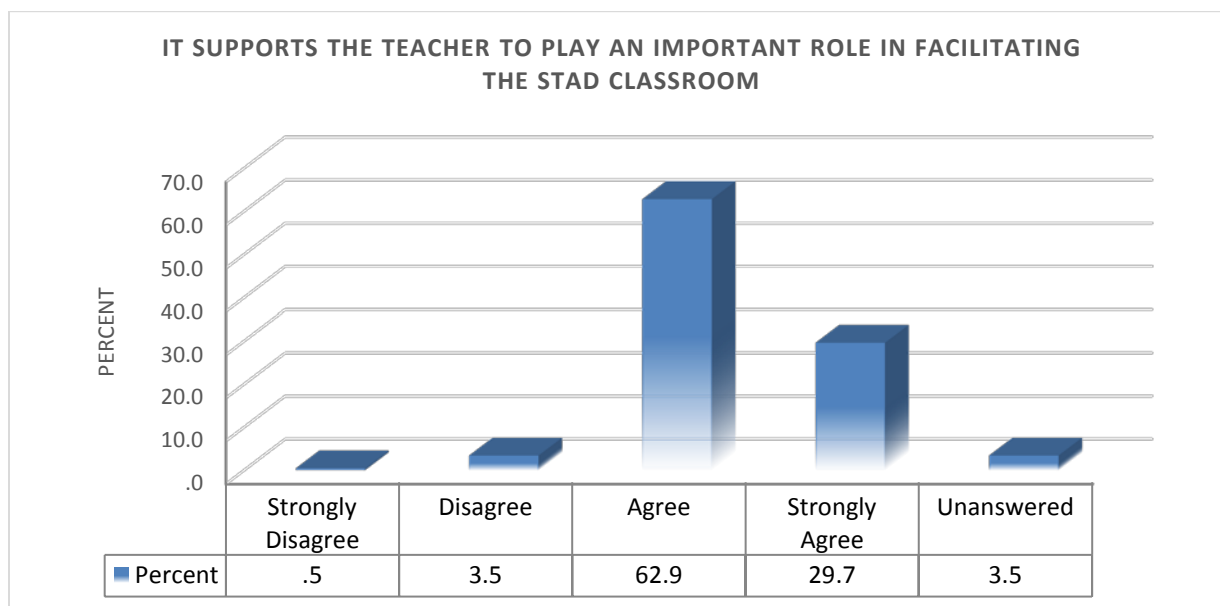
A majority 62.9% of respondents agree that using STAD to teach EFAL supports the teacher to play an important role in facilitating the STAD classroom, 29.7% of responders strongly agree, 3.5% disagree while 0.5% strongly disagree that using STAD to teach EFAL supports the teacher to play an important role in facilitating the STAD classroom and 3.5% were unanswered.

6.2.5.3   STAD compels students to play a major role in the classroom

In order to ascertain if STAD compels learners to play a major role in the classroom, question 58 was asked. The responses obtained are presented as graph 6.34.

Graph 6.34   STAD compels students to play a major role in the classroom

It compels students to play a major role in the STAD classroom

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
■ Percent	1	5.4	47.5	43.1	3
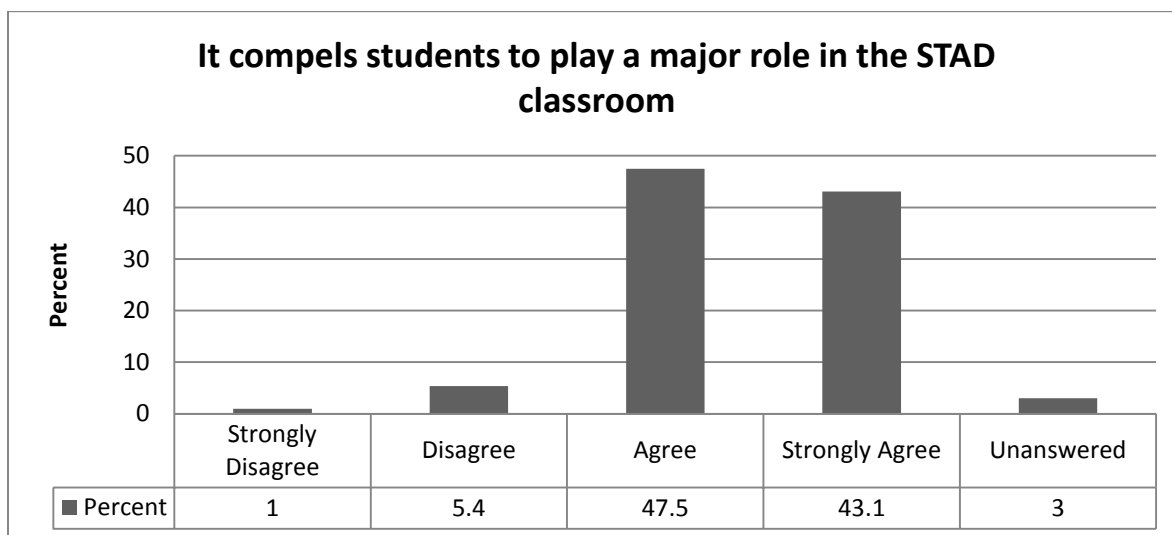
The indication from the above graph is that 47.5% of respondents agree that using STAD to teach EFAL compels students to play a major role in the STAD classroom, 43.1% of respondents strongly agree, 5.4% of respondents disagree while 1% strongly disagree that using STAD to teach EFAL compels students to play a major role in the STAD classroom and 3% were unanswered.

6.2.5.4   STAD directs teacher and learners to play equal roles

Question 59 was asked to establish if there is a balance between the roles of teachers and learners in the STAD classroom. The teachers' responses are represented with graph 6.35.

Graph 6.35   STAD directs teacher and learners to play equal roles

It directs teachers and students to play equal roles in the STAD classroom

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	2	5	61.4	28.7	3
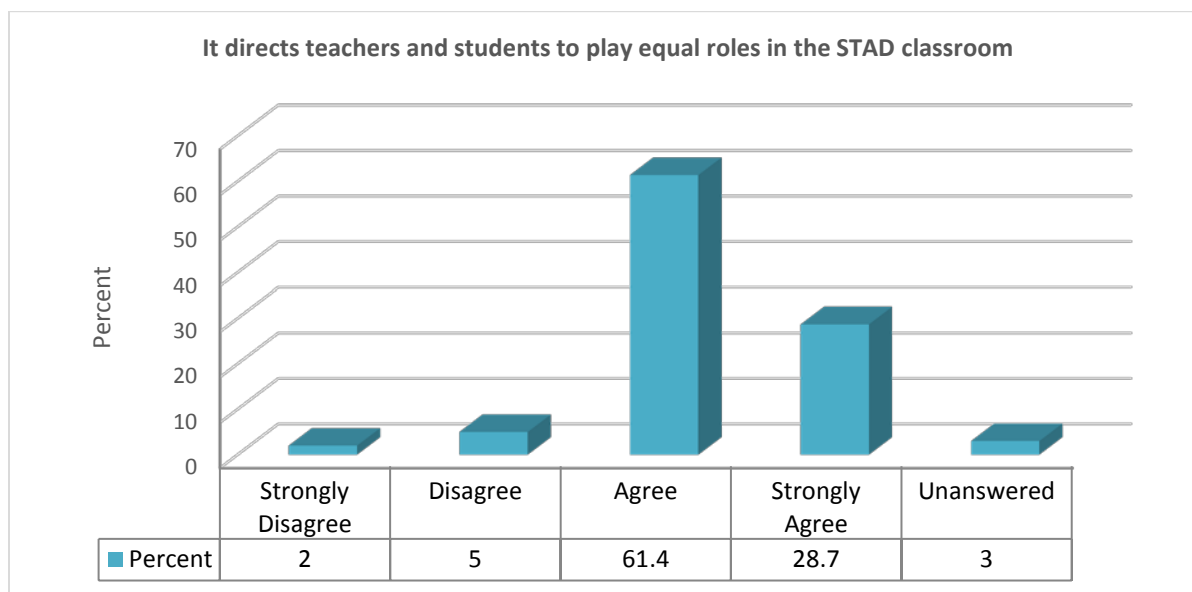
The evidence generated from graph 6.35is that 61.4% respondents agree that using STAD to teach EFAL directs teachers and students to play equal roles in the STAD classroom, 28.7% of responders strongly agree, 5% responders disagree while 2% strongly disagree and 3% were unanswered.

6.2.5.5   STAD improves students' learning

The last question in this section sought to establish if STAD improves students' learning. The reflections of the teachers are presented as graph 6.36.

Graph 6.36   STAD improves students' learning

STAD improves student learning and enables effective teaching in the subject

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unanswered
Percent	1.5	2.0	44.6	49.0	3
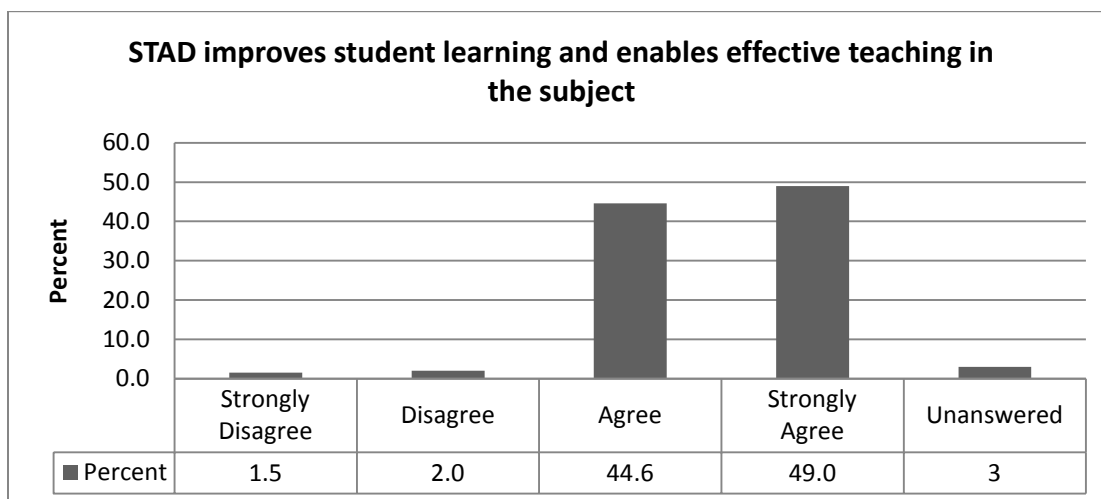
The above graph shows that 44.6% of respondents agree that STAD improves student learning and enables effective teaching in the subject, 49% strongly agree, 2% disagree while 1.5% strongly disagree and 3% were unanswered.

6.2.5.6   INFERENTIAL STATISTICS: ANOVA test of Section E

An anova test was conducted to identify differences between questions 4 and 6 and section E of the questionnaire. The information gathered is summarized on table 6.6.

Table 6.6   ANOVA test of section E

Section	Question	df	Mean square	F	Sig
E: Benefits of STAD	4	3	4.945	1.367	0.254
	6	7	37.639	10.408	0.00

The difference is statistically significant if P < 0.05

In table 6.6, when question 4 is compared to the responses gathered from Section E of the questionnaire, the result is a p-value of 0.254 which is more than 0.05 indicating that there is no statistically significant difference between the variables compared (number of years in teaching EFAL and benefits of STAD). However, when question 6 was compared to the same section, the result was a p-value of 0.00 which is less than 0.00,

the implication thereof is that there is a statistically significant difference between the highest professional qualification of teachers and the benefits of STAD as a teaching strategy in EFAL.

6.2.6: SECTION F - CHALLENGES IN USING STAD

6.2.6.1   Learners' attitude to group work

The last part of the questionnaire dug into the major challenges teachers farce in implementing STAD as a technique to teach EFAL. The first question asked was to establish the extent to which learners' attitude impact on group work. Graph 6.37 provides information based on the respondents' responses.

Graph 6.37   Learners' attitude to group work
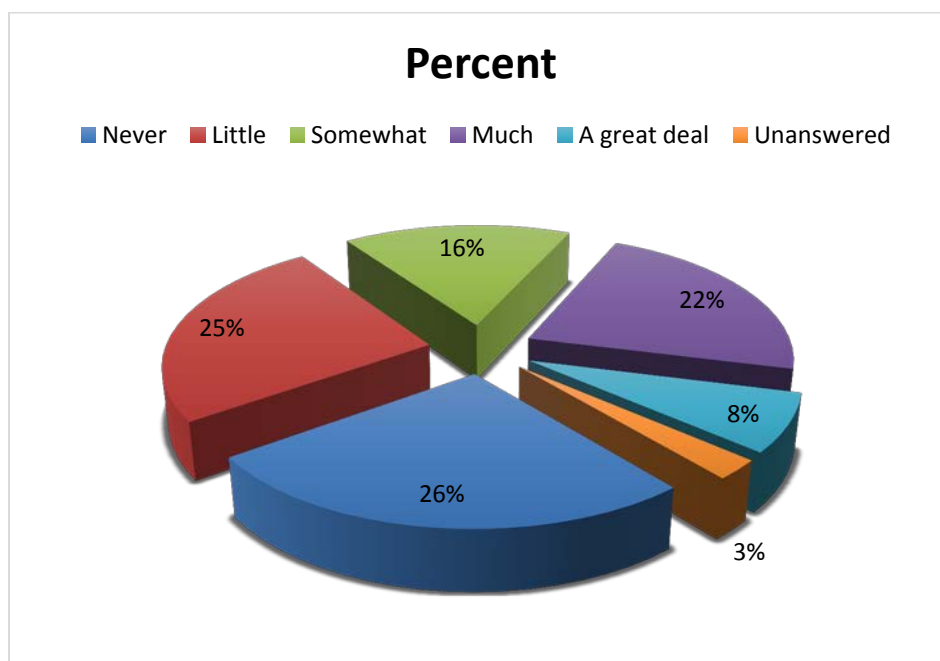
The above graph shows that, 26.2% of respondents admit that learners' attitude to group work is never a challenge when STAD is used as a technique in teaching EFAL, 25.2% find it a little challenging, 16.3% find it somewhat challenging, 22.3% find it much challenging, while 7.4% find it a great deal of challenge and 2.5% were unanswered.

6.2.6.2   Use of teaching and learning materials

The use of teaching and learning materials are important in the STAD environment but to ascertain whether or not they a challenge to the use of STAD, question 62 was posed and the information gathered from the respondents are provided as graph 6.38.

Graph 6.38   Use of teaching and learning materials

Graph title: Use of teaching and learning materials

	Never	Little	Somewhat	Much	A great deal	Unanswered
Percent	19.3	24.3	14.4	16.8	23.3	2
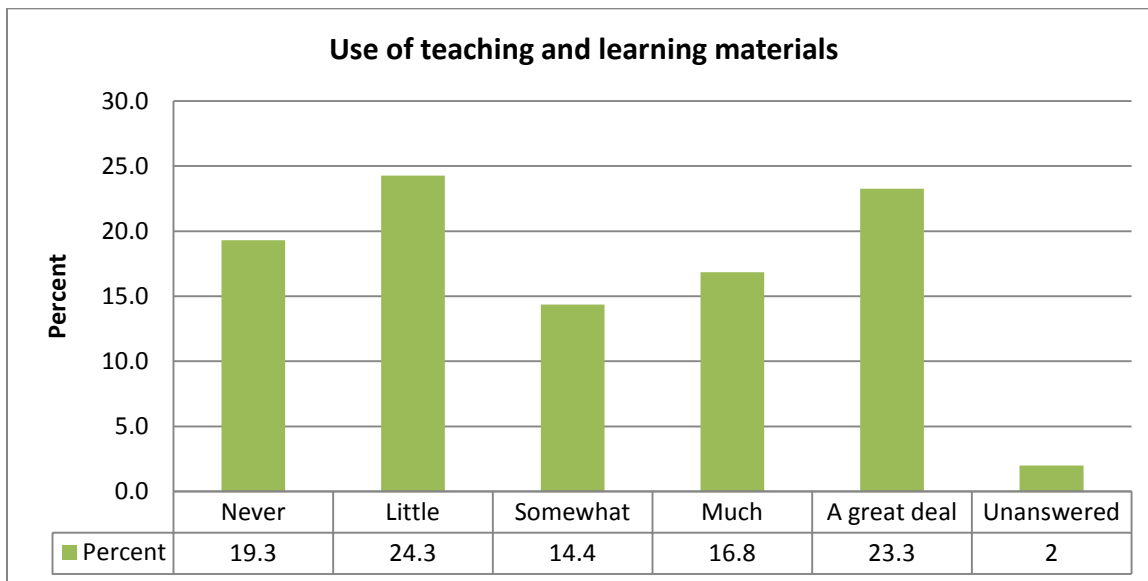
There is almost a balance on the responses as seen on graph 6.38. It is indicated that 19.3% of respondents admit that the use of teaching and learning materials is never a challenge when STAD is used as a technique in teaching EFAL, 24.3% find it a little challenging, 14.4% find it somewhat challenging, 16.8% find it much challenging, while 23.3% find it a great deal of challenge and 2% were unanswered.

6.2.6.3   Activities designed for task teams

The extent to which activities designed for task teams serve as a challenge was asked in question 63. The reflections of respondents on this question is presented as graph 6.39.

Graph 6.39   Activities designed for task teams

Activities designed for task teams

	Never	Little	Somewhat	Much	A great deal	Unanswered
Percent	12.9	30.7	10.4	14.4	29.2	2.5
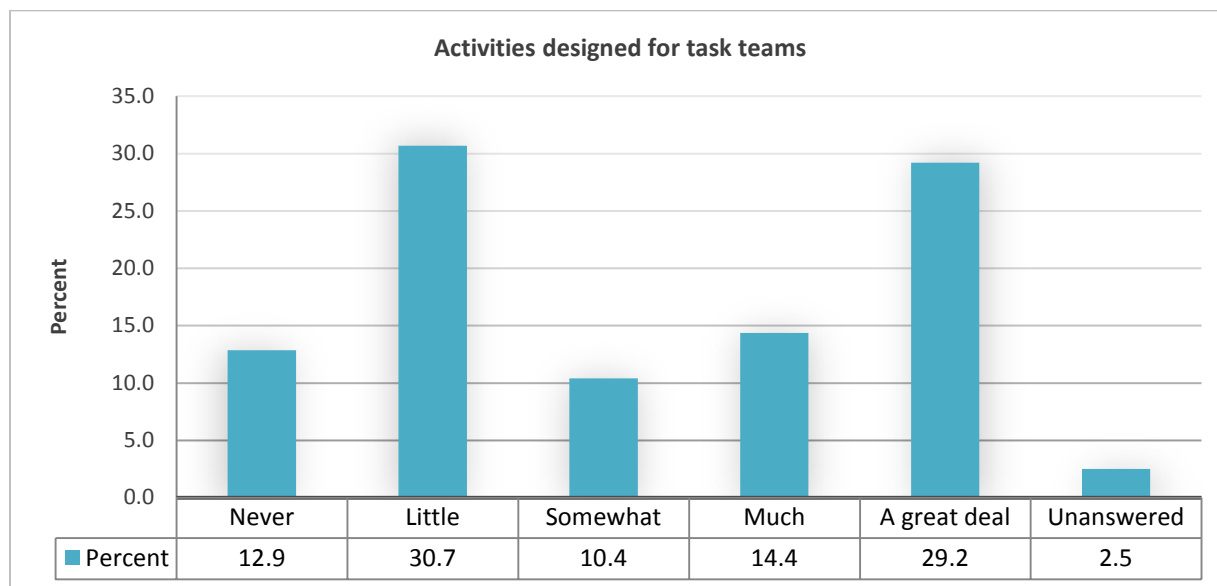
As seen from the above graph, 12.9% of respondents admit that activities designed for task teams is never a challenge when STAD is used as a technique in teaching EFAL, 30.7% find it a little challenging, 10.4% find it somewhat challenging, 14.4% find it much challenging, while 29.2% find it a great deal of challenge and 2.5% were unanswered.

6.2.6.4   Time allocated on the timetable for EFAL

Time is an important factor in every endeavor, at the same time it might be a limiting factor. To ascertain the extent to which time allocated on the timetable may serve as a challenge to the implementation of STAD, question 64 was asked. The responses provided by the respondents are represented as graph 6.40.

Graph 6.40   Time allocated on the timetable for EFAL
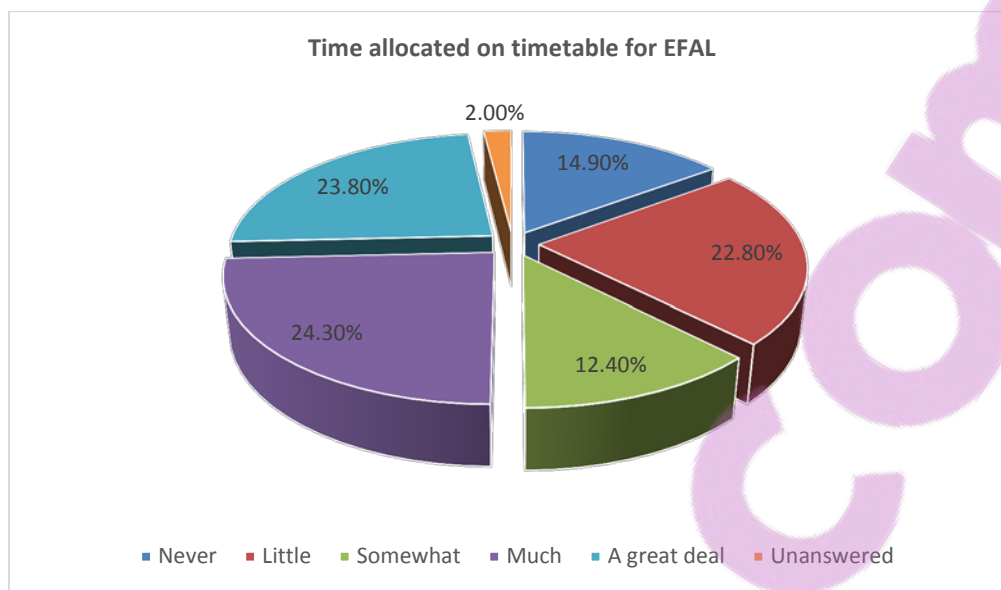
The responses as indicated by graph 6.41 seems to be fairly distributed as 14.9% of the respondents admit that time allocated on timetable for EFAL is never a challenge when STAD is used as a technique in teaching EFAL, 22.8% of responders find it a little challenging, 12.4% find it somewhat challenging, 24.3% find it much challenging, while 23.8% find it a great deal of challenge and 2% were unanswered.

6.2.6.5   EFAL syllabus

The EFAL syllabus is the main guide to teaching and learning of the subject. To ascertain whether the syllabus serve as a challenge and the extent of any such challenge, question 65 was asked. Information gathered from the responses of the respondents are shown as graph 6.41.

Graph 6.41   EFAL syllabus

EFAL syllabus

	Never	Little	Somewhat	Much	A great deal	Unanswered
■ Percent	13.9	21.3	12.4	19.3	30.2	3
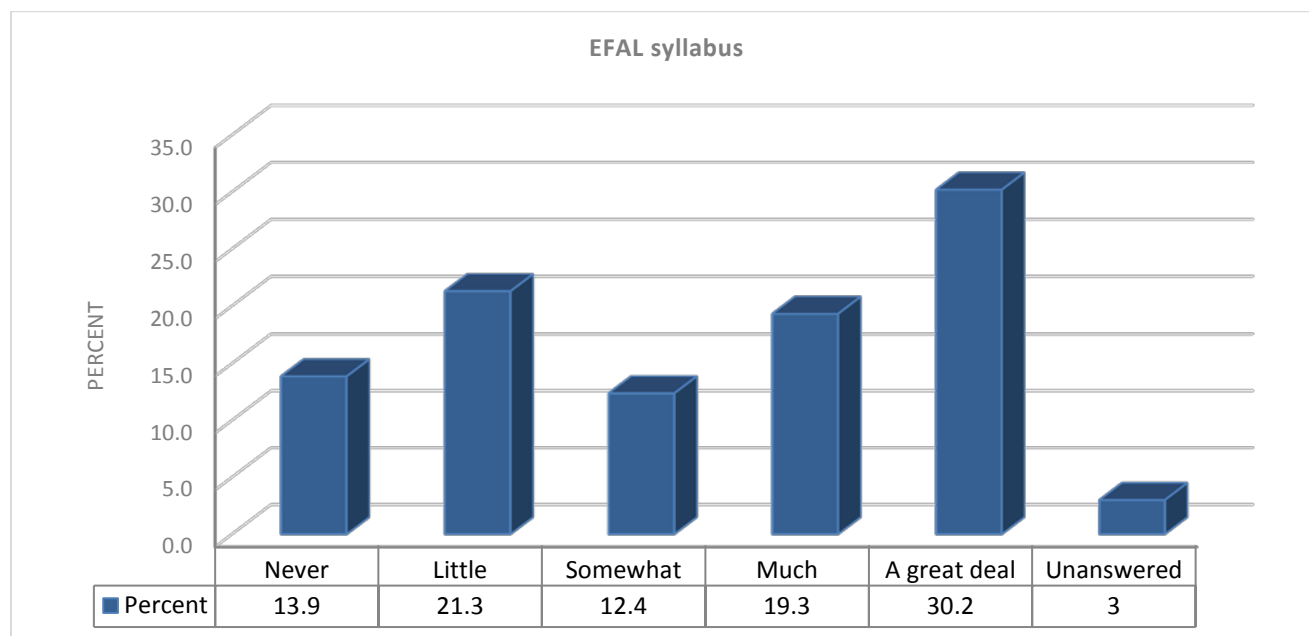
From the graph above, 13.9% of respondents admit that EFAL syllabus is never a challenge when STAD is used as a technique in teaching EFAL, 21.3% of responders find it a little challenging, 12.4% find it somewhat challenging, 19.3% find it much challenging, while 30.2% find it a great deal of challenge and 3% were unanswered.

6.2.6.6   Attitude of other teachers towards STAD activities

The last question on the questionnaire (question 66) was asked to specifically establish the extent to which other teachers' attitude posed a challenge towards STAD activities. The responses generated for respondents are presented as graph 6.42.

Graph 6.42   Attitude of other teachers towards STAD activities

Attitude of other teachers towards STAD activities

	Never	Little	Somewhat	Much	A great deal	Unanswered
■ Percent	14.9	21.8	22.3	22.3	15.8	3
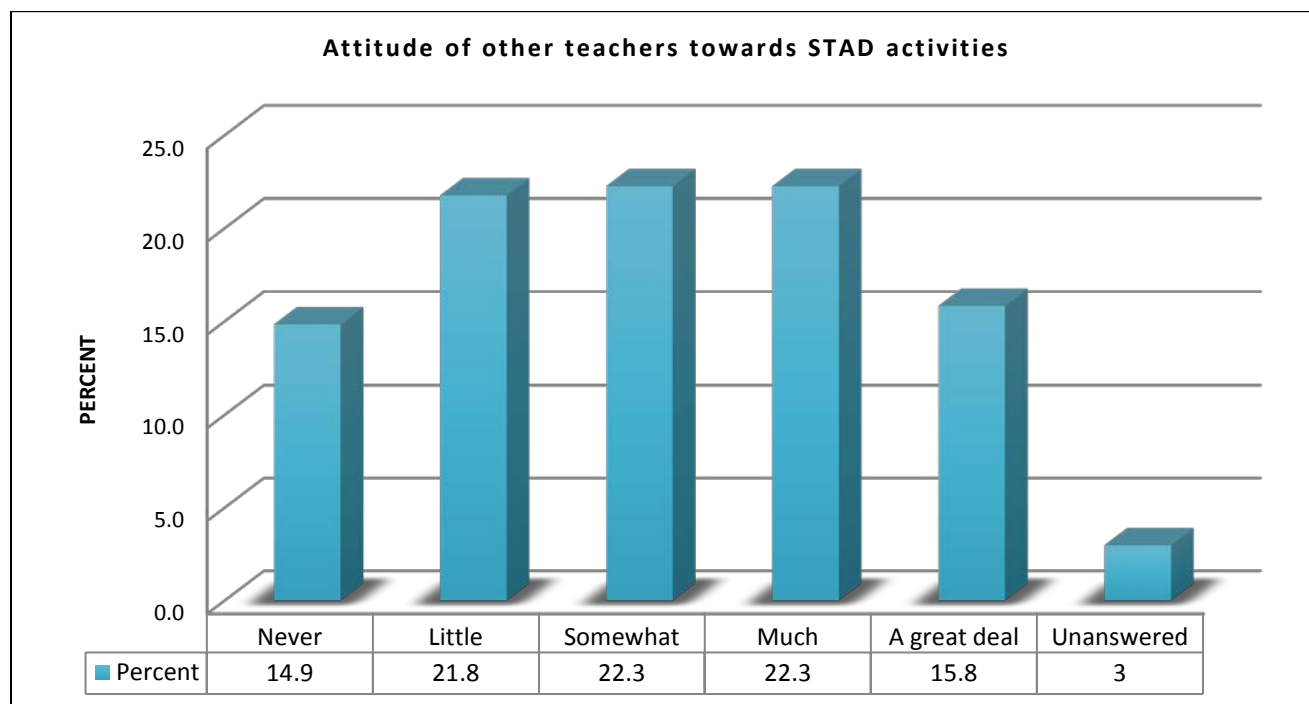
The above graph shows that, 14.9% of respondents admit that attitude of other teachers towards STAD activities is never a challenge when STAD is used as a technique in teaching EFAL, 21.8% find the attitude of other teachers towards STAD activities a little challenging, 22.3% find it somewhat challenging, 22.3% find it much challenging, while 15.8% find it a great deal of challenge and 3% were unanswered.

6.2.6.7   INFERENTIAL STATISTICS: ANOVA test on Section F

An anova test was run to compare number of years teachers have been teaching EFAL and their highest professional qualification to Section F (challenges in using STAD). A summary of the responses is presented on table 6.7.

Table 6.7   Anova test on section F

Section	Question	Df	Mean square	F	Sig
F: Challenges in using STAD	4	3	53.553	0.977	0.405
	6	7	151.085	2.758	0.010

The difference is statistically significant if $P < 0.05$

In table 6.7, when question 4 is compared to the responses gathered from Section F of the questionnaire, the result is a p-value of 0.405 which is more than 0.05 indicating that there is no statistically significant difference between the number of years respondents have taught and the application of STAD. However, when question 6 (highest professional qualification) was compared to the same section, the result was a p-value of 0.010 which is less than 0.05, the implication thereof is that there is a statistically significant difference between the highest professional qualification of teachers and the application of STAD.

6.2.7 Independent T-test

To run up on the responses on all sections of the questionnaire, apart from Section A which looked at the biographical data of respondents. An independent t-test was carried out to ascertain the differences in trend oh how male and female respondents responded to Section B to F of the survey questionnaire. A summary of the responses by respondents are shown presented on table 6.8.

Table 6.8   T-test for male and female respondents

Section B					
Item	**n**	**Mean**	**Df**	**Significance**	**Conf. interval**
Male	108	32.5278	200	0.143	Ci(-2.74961-0.40091)
Female	94	33.7021			
Section C					
Male	108	35.5741	200	0.199	Ci(-2.39679-0.50238)
Female	94	36.5213			
Section D					
Male	107	28.3738	199	0.530	Ci(-1.70935-0.88254)
Female	94	28.7872			
Section E					
Male	104	16.6250	194	0.641	Ci(-0.76565-0.47217)
Female	92	16.7717			
Section F					
Male	106	17.8113	196	0.440	Ci(-2.98220-1.30050)
Female	92	18.6522			

The difference is statistically significant if P < 0.05

From table 6.8, the independent t-test conducted to establish differences between male and female responses against the variables in the sections of the questionnaire indicated there is no statistically significant difference between the two sets of respondents and the variables in sections B to F of the questionnaire. The table indicates a low average significance of 0.143 and a high of 0.641. By implication, p > 0.05 for all the sections which means that there is no significant difference in the responses.

6.2.8 CONCLUDING REMARKS

In this section, the study has reflected on issues like the personal particulars of the respondents e.g. gender, teaching/ lecturing experience, as well as academic and professional qualifications to illuminate the characteristics of the respondents involved in the study. Further, there has been reflection on cooperative learning to gain insight into the extent to which respondents have been trained to implement the approach in KZN high schools. Moreover, the study highlighted the training received by respondents to implement STAD, challenges they face in implementing the technique, as well as issues around EFAL. In the next section of this chapter, the qualitative data analysis and interpretation is presented.

6.3   ANALYSIS OF QUALITATIVE DATA

It was highlighted in the previous chapter that data from the focus group discussion (qualitative methods) would be described with thick description with words along the themes which emerged out of the data collected which were all in line with the research questions stated in chapter one of this research. The data were collected from participants in order to get more in-depth information than the survey could gather, regarding how STAD is used in teaching EFAL. The data collected from the focus group discussions were used to triangulate and throw more light on the responses from the

questionnaires. The responses from both methods together with information gleaned from the literature review helped in answering the research questions of this study.

Glaser and Strauss (1967) developed the constant comparison analysis, which is also called the method of constant comparison as is useful approach in analyzing data collected during a focus group discussion. Strauss and Corbin (1998) established that the constant comparison analysis is characterized by three major stages. They explain that during the first stage called 'open coding'; the data collected are chunked into small units where the researcher attaches a descriptor or code to each of the chunked units. The second stage (axial coding) follows, where codes are grouped into categories or what can simply be termed as grouping of like-terms or where all the codes that have some similarities are put together into a single category. The third and final stage (selective coding) comes in when the researcher systematically develops one or more themes, out of the categories, that express each of the groups.

In integrating the constant comparison analysis approach into this study, I integrated the research questions (apart from research question one, which looks at theories of CL and not for participants to answer) with the focus group questions (see Appendix B) for discussion with the latter as a guide which also helped in open, axial and selective coding for the analysis as set out by Glasser and Strauss (1967). After coding the responses, I developed themes from the three transcripts generated from the focus group discussion. The themes were in line with the research questions of the study.

After developing the themes, relationships among the identified themes were identified and grouped based on similarity in content, which also helped in developing patterns. The procedure used in the analysis is graphically represented by figure 6.1.

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Figure 6.1   Constant Comparison Analysis

Research Questions
2. To what extent have teachers been trained in the use of the use of cooperative learning and how are they using this approach in teaching the subject?
3.   Why do teachers adopt this teaching strategy in teaching EFAL?
4. How can STAD be employed as a cooperative learning strategy in teaching EFAL in secondary schools?
5. What measures can be adopted by EFAL teachers to overcome challenges that result from using the STAD technique?

Focus Group Interview Questions
1. What teaching strategy or strategies do you normally use when teaching EFAL?
2. Are you trained to implement CAPS FOR YOUR SUBJECT and what is your opinion on CAPS FOR ENGLISH FAL?
3. Have you been trained to use the cooperative learning approach to teach?
4. How do you prepare to use STAD activities? Provide an example.
5. What major problem(s)/challenge(s) do you face when you use the STAD technique to teach EFAL?

Themes
1. Teaching strategies used when teaching EFAL.
2. In-service training in CAPS in teaching EFAL.
3. Training in the use of cooperative learning.
4. Training in STAD as a teaching technique.
5. Major challenges faced in implementing STAD.
❖ Major emerging theme: Benefits of STAD.

Categories of Subthemes (Patterns)
1. Direct instructions, group work and share to work-to-work together
2. District workshops, implementation of CAPS and short training sessions
3. Received training at the university, college and workshops
4. Trained while learning at the university (Unisa)
5. Class control, takes time, large classes, dealing with shy students
❖ Sharing important information, teaches creative and critical thinking, develops communication skills and team building

Adapted from Glasser and Strauss (1967)

It is evident from figure 6.1 above that six themes emerged out of the focus group discussion and it became imperative that they are integrated with the aim of this

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research, which is to design a framework to guide EFAL teachers on how to use STAD as a cooperative learning teaching strategy in teaching EFAL in Kwazulu-Natal secondary schools, with the themes and patterns already identified in figure 6.1.

Figure 6.2   Integration between themes and patterns
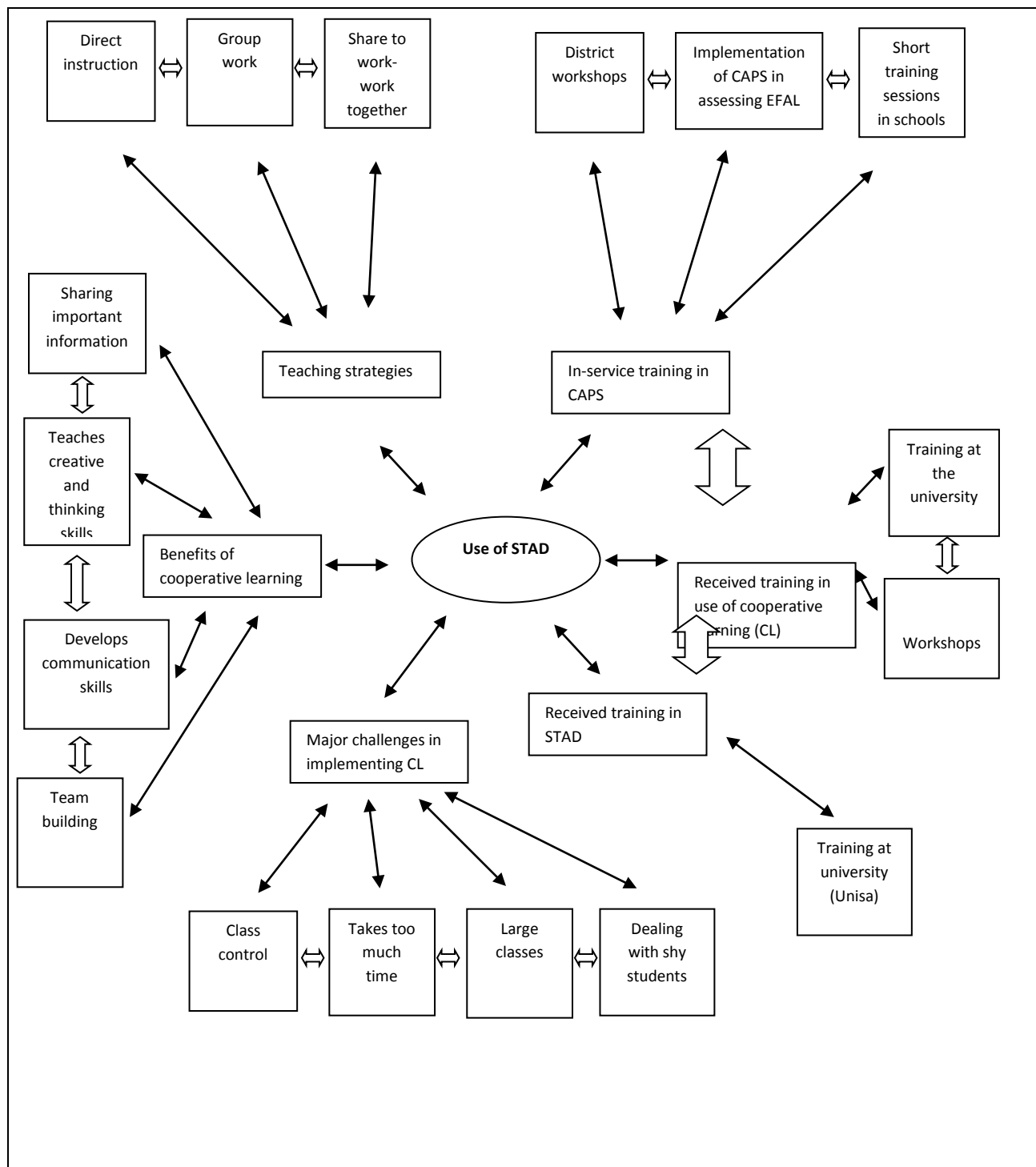
Figure 6.2 has indicated the integration between the aims of the study and the themes and patterns that emanated from the data collected from the focus group discussions. To paint a clearer picture of events, the themes and patterns together with literature gleaned from chapters two to four will be used to further explored from the researcher's perspective to dig deeper into how the STAD technique is used in teaching EFAL in Kwazulu-natal high schools.

6.3.1 Demographic Information of Participants

Answers to questions related to the personal information of respondents were sought as a way of breaking the eyes for the focus group discussions to take place. The questions included respondents' age, qualifications, educational districts and number of years in teaching EFAL. A summary of the data obtained is presented in table 6.9.

Table 6.9   Demographic data of participants

Pseudo name	Participant code	Gender	Age category	Qualification	Education district	Teaching in years EFAL
Thembisa	A1	Male	31-40	PGCE	Ugu	10
Samkeliso	A2	Female	51-60	Bed	Ugu	28
Sinazo	A3	Female	21-30	Hed	Ugu	05
Eunice	A4	Female	21-30	HONS	Ugu	08
S'bu	B1	Male	41-50	Bed (HONS)	Ilembe	25
Thando	B2	Female	31-40	Bed	Ilembe	15

Rasheem	B3	Male	41-50	Med	Ilembe	18
Zizo	B4	Female	21-30	PGCE	Ilembe	07
Bongi	C1	Female	31-40	PGCE	Sisonke	11
Zolo	C2	Female	21-30	Bed	Sisonke	04
Fred	C3	Male	51-60	Hed	Sisonke	19
Michelle	C4	Female	31-40	Beh (HONS)	Sisonke	10

The part of this qualitative research that deals with the demographic data of participants (see chapter five for details) does not directly fall under the themes that have been generated, however it is of great importance to be included in this study for reasons such as one, to welcome participants and make them feel accommodated with the focus group discussion environment.

Secondly, it was important to ascertain that the participants were EFAL teachers and also for the reason that they are currently teaching grade twelve as this study mainly deals with grade twelve teachers.

Follow-up questions were also used in order to ascertain the reality of what respondents said and also to help expand on what they had already said. It also helped in digging into the training teachers have undergone in order to position them to teach the subject and also to establish their qualifications and experiences that enables them to adopt cooperative learning as an approach to teaching and STAD as a teaching technique in EFAL.

The results from the focus group discussion responses of the total sampling (**n=12)** were recorded, transcribed, analyzed and reported. From the analysis of participants' responses, six themes emerged. A presentation of the participants' responses is given below.

6.3.2 Theme 1: Teaching strategies used when teaching EFAL

The first question for discussion on the focus group interview guide was to get into EFAL teachers mind on the strategy or strategies they normally use when teaching the subject (see appendix B). In chapter two of this study, Vakalisa (2011:2) is quoted that "effective learning takes place when the teacher has a sound knowledge of the learning content, a broad repertoire of teaching methods, as well as classroom management strategies that create an environment that is conducive to effective learning." Kottler (1999:2) also establishes that teachers should be encouraged to develop skills so as to gain access to the inner world of their learners with the belief that when teachers possess the right skills, they can earn the trust of their learners.

6.3.2.1   Subtheme: Active and participative teaching strategies

Motitswe (2011:70) narrows in on teaching strategies by indicating in her study that her respondents who were all teachers, identified that they used different methods in their teaching. Among the methods they mentioned are: *multi-level teaching, storytelling, learning through play, songs, rhymes, group work, individual work and cooperative learning.* An important ingredient of teaching strategy is added by Bentley-Memon (2004), who came out with a lot of teaching strategies for teaching language and summed up her study by asserting that differentiated instruction and accommodation in order to cater for all individuals in the classroom.

Directly connected to Bentley-Memon's assertion is what is termed 'inclusion' in the classroom. The essence of inclusion is that a teaching strategy that does not cater for all learners is not a good strategy to be used. Inclusion has been explained as a way of catering for all learners in the classroom which can best be done through active student engagement strategies rooted in cognitive learning theories such as constructivism and experiential learning (Dewey, 1916; Bruner, 1960; Piaget, 1970).

In the light of the ongoing, the participants provided the following answers:

In grammar we teach, we present before we give them some classwork and then homework which we mark the next day to see how much students understand and check issues like; verbs, nouns, agreements and others(Samkelliso: Vryheid; Mpho: Ugu.)

With grammar we have to instill because people's grammar doesn't change so we actually do the presentation (teaching) so the students will do the classwork and homework (Samkeliso; Vryheid).

First of all in the classroom you don't use the same strategies, your strategies vary and it depends on the lesson you are taking at that particular time. You plan as a teacher to use a certain method but you come to class you don't use that particular method depending on the answers that learners are given you and depending on the way that you have approached the lesson, so the strategy that I use most when I am teaching is a strategy where I ask my learners questions, we interact through questions is something that is working best for me in teaching language. There are some areas in language that you have to give clarity to expand because most of the language come from the learners themselves but they don't give the answers easily on their own so you have to give them questions to make them come out with ideas.(John: Ugu)

6.3.2.2   Subtheme: Communicative approach

Participant B4: Yes, that is the communicative approach to teaching and learning.

Participant B2: I don't normally start my lessons with questions and answers. I normally teach first, especially with novels where I have to give them information, they are lessons where I cannot just come and ask learners questions. I also concur with what Participant B4 said that sometimes because there are different strategies that we use. It depends entirely on the lesson that you want to teach, you feel here you want to be informative then you can ask questions at a later stage. So sometimes I use the question and answer technique, sometimes I just present my lesson and I ask questions based on what I have delivered to them then they will get an activity.

6.3.2.3   Subtheme: Direct instruction approach

From the ongoing, it can be ascertained that the teachers were using direct instructions which are more tilted towards the mostly teacher-directed methods to teaching (figure 2.3: Continuum of teaching methods from chapter two of this study) and though the

approach may indirectly have some traces of cooperative learning, it does not completely cover what this study seeks to obtain. That notwithstanding, the strategies that followed narrows in on cooperative learning.

Participant A2: For literature we have all the kids read individually at times then we all discuss before the actual assessment.

Participant A1: If I have a lot of learners, I make them read may be once or twice a week so that I can check if they understand what they are reading then in class I put a question before them to double check if they really do understand the words and the meaning of what they read. While one is reading the others will be listening.

Participant B1: I also ask my learners some questions where maybe by the use of examples. I write questions on the board and I ask them whatever I want from that example on the board then learners will tell me different answers and I will write them on the board and discuss the answers with them. For me I prefer learners to be active in class along with me for them to learn. I don't believe in just giving them information and then figuring out hmmm answers on their own to work together on the answers. Also, I do use group work when we are having class discussion, may be when we are practicing for debating and all that we do use group work and I also like it because learners tend to learn from others and they participate more because in a way they feel that they working with other learners and the teacher is just there to supervise so it gives them the freedom to participate in class.

Participant B4; I use questions and answers (the communicative approach) because I know that learners know. There is something that they know so you move from the known to the unknown, so it is encouraged that we teach learners before we give them ready made information so that they can do research on their own and they must be active; before you come to class they must ready that they are going to participate, you make them active participants [that is through the use of questions and answers].

Participant C2: They have said a lot, this is what we do. You know English is not their [learners] mother tongue, same as us. That is what we do, we train them to communicate, and communication is what she is talking about. This is what we do for them to know what they know, what they do not know, we have to make them to communicate. In all that they are saying, we stick to that, we do that here.

6.3.2.4   Subtheme: Group work as a type of cooperative learning

The responses are making it evident that participants understand and use cooperative learning unlike the first batch of responses. Though most of the respondents preferred the term group work, they all still fall under cooperative learning. Cooperative learning can be seen to be running through the responses as Participant A2 mentions discussion, Participant A1 mentions that one student reads as the others are listening. Participant B1 also mentions discussion and Participation, as B4 and C2 talks about active participation and training learners to communicate respectively. The second batch of responses that have just been summed up indicates that the principles of cooperative learning are known directly or indirectly to English (EFAL) teachers and they are making use of it.

Participant C3: The communicative approach. It is a strategy where by you don't impact to the students while they keep quite. Is a form of communication, you communicate with them. For instance when you are teaching a short story; the students are not empty vessels, they have knowledge, you have to base your lesson upon what they already know then according to that strategy that one is moving from the known to the unknown. Then from that point you will get them right and you know where to start, what you have to tell them and your discussion goes on. You communicate well there and then you will see the gap and that gap you have to fill in, this is where they don't know and this is where I have to tell them the new information and it depends upon their responses and according to their backgrounds. Students have different backgrounds and their backgrounds contribute to the effectiveness of the lesson you are going to teach them. If you don't consider their backgrounds your lessons will not be good and by knowing their backgrounds, you can put them into groups to work effectively on activities that you give them because they will use their background and what they know already to contribute to the task giving to the group.

From the responses just given, it is understood that the participant is making good use of his experience in teaching. The respondent does not only use his experience but also resorts to what has become a key element of teaching and learning - Bloom's

Taxonomy (see figure 2.2 from chapter two of this study) to ensure that learners are gradually led to understand issues better and also make use of their backgrounds to group them into task teams. Painting a more wholistic picture of the responses from the respondents, it is evident that the respondents are generally able to bring their experience to bear as long as teaching is concerned. This is by virtue of the fact that they are able to use or apply strategies in their teaching (Participants B4, B2 and B1). In addition, the participants are able to identify the different background of learners and this helps them in putting them into groups to save time and bring more synergic effect in group work.

One thing that can be deduced from the above write up is that, participants in the focus group discussion who are all professionally qualified and with most of them trained to implement CAPS brought their training and experience to bear in their teaching by mentioning the different teaching strategies they use and also how they are able to use group work. In connecting the responses of the respondents to what was obtained in the survey questionnaire used in the quantitative data collection, there is a direct correlation between the responses between the focus group responses and the survey. Section B of the survey questionnaire which sought answers on teaching and learning (see Appendix A) yielded very positive responses from respondents and their responses have been corroborated with responses from the focus group discussions.

Killen (2009) fully agrees to this what Frick and Bloom have both established. He opines that "Teaching can be thought of as the process of guiding learners as they work with information." He continues that in teaching, "teachers help learners to find information, remember it, understand it, organize it, apply it, evaluate it and do creative things with it." It is obvious that what Killen has done is to use verbs in place of the nouns that have been used in Bloom's taxonomy, thereby making his definition a defense or reiteration of the latter's work.

In further touching on theme one, Van Wyk (2010) declares that for teachers to be able to make a responsible choice with respect to teaching strategies, they should have a sound knowledge of the didactic principles that apply to the teaching of a school subject. To add to this, Duminy et al. (1990) and Niemeijer et al. (2006), make mention of didactic principles and establish that these principles are universal in nature in the sense that they can be found in all teaching-learning situations, in all subjects, and at all levels of teaching. The Constitution of South Africa (Act 108 of 1996) also sets the tone for effective curriculum implementation by stating that; 'everyone has the right … to further education which the State, through reasonable measures, must make progressively available and accessible'.

In the nutshell, it is very important to throw light on the fact that any teaching strategy that teachers choose must put learners in a position to enable them possess the ability to be able to find solutions to problems that they may encounter in their studies by means of being creative as well as innovative in their thinking when it comes to real-life situations, what is termed praxis in educational circles (Grundy 1987: 115) or in ordinary terms, transfer of learning should be possible after teaching has taken place. In short, any teaching strategy that does not equip learners with skills, knowledge, experience and attitude for life outside the classroom must not be used by any teacher as such teaching strategies have no benefit for the learners.

6.3.3 Theme 2: In-service training in Curriculum Assessment Policy Statement (CAPS) in teaching EFAL.

Question two was posed to the participants in the focus group discussion to establish the training they have received to implement their subject and their opinions on CAPS for EFAL. Macmillan and McClellan's (1967) made an assertion that some teachers have a wrong notion about teaching and learning, for which reason they feel that once they give their best in their teaching venture, learners are also expected to learn at the same rate that teaching takes place. It is in this light that teachers need to be trained in implementing curriculum policies and also to be abreast of events relating to their profession.

6.3.3.1   Subtheme: Duration and period of EFAL CAPS in-service training

For the sake of this study, respondents were asked specifically on training they have received on CAPS and the responses they gave are as follows:

Participant A2: I think it was me and some few other teachers, it was very limited. It was just 15 minutes training for the whole year, someone rushed in and gave us the materials on CAPS, which was mostly Grade 10 materials then they told us what to do and left.

Participant A1: It was only Participant A2 and few other teachers who were invited for that 15 minute training and then this year [2013] there has been nothing for the rest of us.

Participant A3: In the middle of this year there was a workshop on CAPS that I attended with my HOD. It lasted about one and a half hours.

Participant B4: Hmmm we have received the training but it was short training whereby we have to use our experience to add to what we have received so without our experience the training will be meaningless. For a new teacher to be introduced to CAPS without training, he or she will not make it, so we are making it just because we are having experience but not because of the training.

6.3.3.2   Subtheme: Types of training received in CAPS

Participant B4: I was at a workshop organized by the subject advisors by the Department of Education at the formal College of Education. The workshops are obstructing our teaching and learning because they do it during the time we are to teach in school and not on holidays. The training took place in 2012 for grades 10 and 11 but we have not received any training this year for grade 12. The training was for two days.

Participant B2: Okay, I attended training on CAPS for grade 11 in November 2012 at a close by high school, so it was meant for grade 11 we haven't undergone any training for grade 12 as indicated. The training lasted a day.

Participant B1: I am also new in teaching, I started in 2011 and as the speaker before said if you don't have training for NCS and all that it's very difficult but having mentorship of my fellow colleagues, I have learnt new things because when you are new you really need mentors to ask things and they clarify for you because a one day

workshop can never train you for the whole year. I just feel it's not enough [indicating the short training received on CAPS].

From the responses so far, it is obvious that all the participants have received some form of training to enable them implement CAPS mostly in the form of in-service training and workshops. The question that follows is likely to be on how effective was the training in terms of depth and duration.

It can be established that the training sessions were mostly very short as both Participants A2 and A1 mention that the training they attended lasted for fifteen minutes. Participant A3 mentions one and half hours for the training while Participant B4 simply states that the training session was short. Though Participant B2 states that the training session was for a day, B1 emphasizes that a day's workshop is not enough to implement a curriculum policy, especially for new teachers.

6.3.3.3   Subtheme: Training received to implement CAPS

Though answers from question seven on the questionnaire, which sort to establish whether respondents had received training to implement CAPS or not established as much as 93 percent of the respondents answering in the affirmative. Though it is true that they had received training, the picture being painted from the focus group responses indicates that the training was too short or just cosmetic to fulfil the curriculum requirement of training teachers to implement the policy.

Responses from two other participants further reveal teachers own attitude towards training and the mode of training that were offered. Their responses are as follows:

Participant C4: Honestly speaking I had an opportunity to attend this training about CAPS but I took it for granted that it is an old wine in a new bottle that is the impression I had. In fact the reasons behind is that it is slightly technical because once we were told that the training is supposed to be done by the political unions then we got mixed reactions from the different political groups about the training on CAPS so the coordination all got mixed up. I must also blame myself as a person because I told myself that at this age [elderly teacher], what is there for me to go and learn to apply in my teaching. These are the three reasons why I never got exposed to CAPS training.

Participant C1: I was fortunate my subject advisor came to school to offer training though it was short but it was very effective. The training was for about 15 minutes and

he showed us the policies and what the differences were between NCS and CAPS. As a result I did not see the need of going for any other training because what we had was effective. He also told us that SADTU is coming but I don't know when SADTU came to offer training on CAPS.

From the ongoing, it is obvious that the respondents simply ignored the call for training because they think being in the teaching profession for a long time makes you know it all, hence no need to spend time in trying to acquire new ways of doing things. The second respondent also thought in a similar fashion, though a fifteen minute training was received but that is woefully inadequate to ready oneself to implement a curriculum. Aside the attitude of the teachers towards training that has just been exposed, the Department of Education and other stakeholders with the responsibility of organizing training sessions did not organize and coordinate things effectively and efficiently, hence resulting in some training sessions being very short and others relatively longer. Again, affording some teachers the right not to attend a training that is so important in implementing a whole curriculum policy.

6.3.3.4   Subtheme: Benefits of CAPS training

The discussion further revealed on the benefits of CAPS and one factor that benefit that stood tall was the number of tasks for annual assessment. Some of the responses given are as follows:

Participant A3: They told us that nothing has changed [that is with the NCS and CAPS], it is only the number of tasks for students that have been reduced for the annual assessment. They also told us that all the staff in grammar is still there and the aspects of literature have also not changed. They also said that the teaching method in NCS which was mainly student-centred (where students had to do a lot of research and present once a topic is introduced) is no more there. With CAPS teachers have to present before students are assessed, that is another thing that has changed.

Participant A2: I will say there are. If you look at the nature of CAPS, because students can have more time to study now because there are less tasks. We can also go home to read and do research before we come to class to teach the learners.

Participants B2 and B3: There is more of oral work now than before.

Participant A2: Except for the obvious, less marking. With essay writing too, it has been reduced from four for the year to two and exams are also not written per term. For example in September they do tasks instead of end of term examinations. You do less marking making you able to read what you are marking properly.

In line with what August, Hakuta, and Pompa (1994) explained that current assessment instruments in English are inappropriate because they actually assess content concepts and language ability, particularly reading, comprehension and writing, CAPS went beyond the content concepts and others mentioned in this paragraph to ensure that for thorough work to be done by teachers by way of research, presentation and reviewing and for learners to understand issues better by getting their hands on the job through research and presentation, the number of tasks from the previous policy were slashed down. From the responses, it can be established that the reduction in the number of tasks is appreciated by the teachers and though the learners' voice is not directly seen in this write-up, one can still deduce from what the teachers are saying that it has benefited them [learners] as well. Again, it re-echoes the fact assertion that CAPS did not replace the NCS. It rather simplified it and aided in its implementation by making changes where necessary (Curriculum News, May 2011, Oxford Teacher Toolkit, 2012 and www.oxford.co.za, 2012).

During the course of the discussion, participants were made to reflect on their views on the implementation of CAPS in assessing learners in EFAL and their responses are presented below:

Participant A3: Even the time because with NCS you spend time begging the learners to present what they have gone to research about but now [with CAPS] you can brief them on a topic for about 20 minutes and ask them about what you have told them and it works unlike NCS where shy students were afraid to stand up and say what they have gone to research.

Participant A2: As we said earlier, the training was very limited but what happens is that the teacher introduces the topic and gives the learners all the necessary information so that they can go home and research on what you have given them.

Participant A4: I have a very vague idea about CAPS because with my degree all my curriculum courses are based on NCS and in school I am teaching using CAPS so it's

quite new to me. What I have noticed on my own is that with CAPS they have a lot of activities in the learners' books and the teachers' guide. There are also a lot of explanations in the books that come with CAPS which wasn't so with the NCS. Even the activities I can give the learners after introducing the topic is much simpler than previously in NCS.

The responses so far are in line with the major shift of focus in teaching and learning in South Africa as a whole. Van Wyk (2007) emphasized that in recent years, South Africa has experienced an important paradigm shift in education where the teacher-centred approach has been replaced with the learner-centred approach and that is corroborated by what was established by Effandi (2005) cited in Effandi and Iksan (2007:37) that cooperative learning has caused a paradigm shift in the teaching learning environment where the focus has shifted from teacher-centered to making it learner-centered.

To sum up on this this section, it can be established that the focus of the curriculum, and for that matter teaching and learning, has changed by putting learners at the centre of affairs. Additionally more activities are given to learners and they are made to do more work on their own than to be spoon-fed by their educators in order to make them ready for life after classroom and also to aid in transfer of learning as they mostly learn through experience and research.

Though the training received to implement CAPS and its benefits have been touched upon by participants, it seems the overall implementation process left much to be desired on the part of teachers who are at the centre of the implementation process. The responses below points to the feelings of the participants towards the implementation of CAPS:

Participant B2: What I noted from that workshop is that their aim for introducing it [workshop] is that they want us to move away from what we say is Outcome-based education (OBE) but to make sure that we are now focusing on content so what they indicated is that they want educators to use strategies, it's like in a way concur with what B4 is saying that it's coming from us educators, they want us to come out with strategies which are going to make sure that we use activities which are content based and it was not like they are bringing something very different, they want us to try to revert from what we have been doing with outcome-based education to make sure that there is more content taught in our classes but there is but the 'how' part of it was not

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clarified because it can never be clarified in one day. For me it was much better when the Department [of Education] introduced OBE because I was trained in OBE at the university for four years because it was within me. Now with CAPS it's like just a twist so I have to read it from the book, I have to understand what is in the book before I go to class. That is it.

Participant B4: It is like a trial and error method which gets corrected when they [supervisors] come to see our work at school and they say this is what is expected of you. If the subject advisor comes, he will use his own strategies and tell you this is how I want things to be done.

Participant B2: It's never one thing so it's so bad, it's never one strategy coming from one department, one advisor will say something and the other will say another thing so you won't have a uniform thing when it comes to CAPS. Another thing that I want to mention is that when they brought CAPS they said it was going to reduce paper work [filing] but it's not, it's like we still have a lot of paper work that we need to sign and fill in and do before you go to class then it's not clear exactly what is it that they want.

Participant C3: Let me finish up for him and add mine. CAPS is a new version of NCS, we were all trained for NCS throughout the years. It wasn't for one year, we were trained time and again for NCS then when CAPS came, it came to grade 10 so those who were allocated to grade 10 were the ones who received a little bit of training. The little bit of training came because there was a pulling of legs between the unions and the Department of Education (DoE). It seems the DoE takes a lot of money out of its coffers to give to trainers to organize these training sessions, then the unions were challenging that how come you take just a little of the money that has been given by the department to give to trainers, yet training is all about teaching, let training be done by the teachers and then SADTU wanted to grab the teachers although they called them in the very last hour. I was one of those who were called at the eleventh hour to be trained to conduct training for others then I declined because it was a short notice and I had to travel to Pietermarisburg [the KzN provincial capital] so I declined. It seems the unions did not do it well so they were barred from organizing the training so my subject advisor secretly came to my school because if the results of my districts were bad we were counted as a big culprit because my school has the biggest population in the district. He even told us that it is a favour and a secret so we shouldn't tell other schools about it.

The views of the participants sums it all up. Participant B2 mentions that even where there were workshops, teachers were expected to come out with strategies for teaching. In any case that is the essence of workshops; to share ideas and to put all hands on deck. But the misunderstanding on the part of the respondent is an indication that the

organizers of the workshops did not put teachers in the known as to what is expected of them or the organizers were not prepared and or ignorant themselves, so they resulted to buying time by pushing the responsibility on the teachers who were present at the workshop.

Participant B4 simply puts that the whole implementation process was 'trial and error' and this is a serious indictment on the stakeholders of those who are expected to implement the policy. In short, the policy is a still birth case. In adding to the already bleak implementation process, Participant C3 adds that the training was provided for only grade 10 educators and not for those in grades 11 and 12. The participant adds a very serious point that in spite of all the monies the DoE is investing the training process, there are political undertones in the process- the use of SADTU in training teachers- which made some teachers reject the training sessions, though they were giving short notices to attend.

In view of all that have been said by participants concerning the whole implementation process, Participant C4 concludes: "*In brief CAPS is introduced not on a proper platform, rather it was a bit harsh and of a sudden in nature, that's what I felt."* Deductions that can be made from this response are that the implementation was done in an ad hoc manner, teachers were not prepared emotionally, psychologically and physically for the implementation and the stakeholders might have been ready in principle to roll out the policy, practically, they were not ready.

One important benefit of qualitative research comes out here, especially with the use of the focus group discussion as a method for data collection. It has helped in painting a bigger and better picture of the response the survey questionnaire generated on the question (Q 7) of training received by teachers to implement CAPS. An overwhelming 93 percent of the respondents accepted being trained to implement CAPS and that ended it but with the focus group, though all of the participants have received training in

one way or the other, an exposition into the training received is a gross digression from what the questionnaire projects. In sum, the training received is woefully inadequate.

6.3.4 Theme 3: Trained in the use of cooperative learning

The third question that was tabled for discussion was to enable respondents to share their views on whether they had been trained in the use of cooperative learning and issues such as where they received the training and for how long they received the training. Both Balkcom (1992) and Bainbridge (2012) define cooperative learning as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. They emphasize that each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Their definition holistically covers what cooperative learning is about and even gives a hint on the principles of cooperative learning (chapter three: 3.5). The connection between their definition, the principles and this part of this research is that the cooperative learning approach entails a lot both on the part of the teacher and learners. However, the teacher is usually the one who initiates what is to be done in the teaching learning process, hence, needs to be abreast of events so as to excel and help learners achieve their aim for being in his or her class.

Responses on the training received by respondents in the use of cooperative training are as follows:

Participant A1: I will say I was trained at the college where they said groups should be made up of four or five but the maximum should be six so that everybody could participate, so it was good.

Participant A1: Ooh I was there for four years so I was trained for four years.

Participant A1 accedes to receiving training to implement cooperative learning at the college of education. The participant demonstrates understanding for cooperative learning by indicating the appropriate number of members who are expected to be in a task team. Though the participant calls the approach group work, much understanding

is still deduced from the response given. By mentioning participation in the response, the respondent is adding a voice to what was opined by Driscoll (1994) that opportunities should be given to learners in order for them to interact with each other within their co-operative teams so as to interact and learn.

Other participants also acceded to receiving training and their responses follow:

Participant A3: It was an integral part of the course so we learned it in order to pass our assignments and exams.

Participant A2: It was for a year. But we were actually implementing it without knowledge that what we were doing was cooperative learning.

Participant A4: Yes we have been trained on cooperative learning at the university, it is part of the curriculum for EFAL. Eeem honestly, I haven't implemented it for EFAL but I am also teaching History and that's where I implemented it. I give them classwork to do then once I know their marks I know who is who [referring to achievement levels] *in the class and I also notice problems they have with solving questions so what I do is pick few of the students who are doing well and then I elect them as group leaders then I will bring a topic and we discuss it with the group leader made to read the material to them* [rest of the group] *and to help them understand even if he/she can use the local language or familiar examples to make the group leaders understand. Then I will go round the class to assess if they are doing well or not then the ones that are doing very poorly, I will ask them to be in a group with the best ones. I will then ask the weak ones to read while the group leader is interpreting so that he/she* [weaker learner] *will also be participating in the group work.*

Participants B2: I have received training when I was at the University of Western Cape on OBE. I am saying so because its aim was to make sure that you make learners involved in your teaching and learning. Its main aim was that so I received it there.

Participants B2: It was for four years.

Obviously all the participants at this point have received training in the use of cooperative learning as part of the courses they took at the university and have implemented it consciously (Participant A4) or unknowingly (Participant A2), the fact still remains that all the participants have received training. It is also seen from the responses that the duration for the training varies, the shortest being one year and the longest being four, but it does not take the value of the training as a year is enough to

equip teachers to use the cooperative learning approach effectively and efficiently depending on their own attitude towards the use of the approach.

Participants B1 and B3 adds a little bit of twist to what the participants said. Their responses are as follows:

Participants B1: For me practically I never received any training but theoretically I did it in one of my PGCE Modules where it talked about an educator being a mediator, so we learned eight teaching strategies and I think group work was one of them. That's the only thing I have on it. It was a semester module so I mean I did it for a semester.

Participants B3: Actually mine is the same as B1 and B2 [meaning B3 was trained on cooperative learning at the university]. *While I was doing my course at the university I did receive the theory on how I can use the cooperative learning. I only received the theory for six months at the university, which is for a semester. Then after that they assigned us to schools to apply the theory we had received.*

Essentially, their training was shorter than what the others received and they both touch on the fact that they received the theoretical training at the university for a semester. Again, the six months should be enough because the various universities they attended obviously assigned that duration as a result of research and establishing that it is enough to equip teachers to use cooperative learning. Participant B3 finally adds that they were assigned schools so that they apply the theory they learned at the university, which is proof enough that they were equipped both theoretically and practically, therefore, it is right to state once again that the application of the cooperative learning approach depends on the attitude of the participants.

6.3.5 Theme 4: Benefits of cooperative learning

A further probe into theme three led to participants reflecting on the benefits of using cooperative learning as a teaching strategy and the points that were raised in the discussion were so enormous that the benefits can be looked at as an emerging theme in this study. The benefits of cooperative learning have been largely discussed with literature in chapter three of this study. The synopsis of the benefits is encapsulated in a statement by Oliver (1999) when he asserts that cooperative goals emphasize

collaboration and shared understanding on any task (e.g. problems, discussions and writing). He further states that evaluation is interdependent and for that reason a group must succeed for an individual to succeed. In line with this assertion, The Education Broadcasting Cooperation (2004) also indicated that in small groups, students can share strengths and also develop their weaker skills.

The responses from participants on the benefits of cooperative learning are as follow:

Participant A1: If you find yourself not participating in the group, you could feel in yourself that you are doing nothing so you end up trying to do something with yourself. I used to ask my friends 'how do you always find something to talk about'. And they will tell me to do some research about the topic so I can say something during group work. At first when they were talking I will sit and look at them but I learned to talk too. I will say it [cooperative learning] *is a good approach. But now we just observe, with a class of 80 and 70 how do we put students into groups to take part in cooperative learning? That approach was good, I can maintain that. It made me to talk.*

As indicated from this response, the participant apart from being trained at school to use cooperative learning also learned about the approach from friends and that has equipped the participant to implement the approach smoothly as he has experienced the process of learning from friends. This participant discusses the issue of social loafing, one factor that the third cooperative learning principle (Individual and Group Accountability) seeks to eliminate and points out how through the approach one can effectively fit into a task team.

Participant A1 mentioned how he was able to get into discussion after encouragement from friends and some research had been done on the topic. Participant A2 in a similar fashion also mentions discussion and the response given follows:

Participant A2: Eeem say you give a topic in class or discussion, you set up different groups so they discuss and come to present to the rest of the class. A group member will present for the whole group after that the class will discuss what has been presented.

The responses obtained from Participants A1 and A2 have a positive correlation with the responses from questions 29 and 34 on the survey questionnaire. For question 29, as much as 85.6 of the respondents agreed that students value what other students say

during cooperative lessons and for question 34, an overwhelming 86.6 percent agreed that task team members acquire discussion skills through cooperative learning.

Participants B1: For me the first one is I think it teaches learners creative thinking and critical thinking when you when you give them a task where they have to come out with new ideas, for instance in a class where they brainstorm solutions for global warming, creative thinking there is enhanced and then also learners self-esteem gets built because they interact. When they say something and their fellow group members are listening to them, something good is being built in them so that is why I like that approach and it also promotes activeness among the learners.

By listening, doing research and positively contributing to task team assignments and discussions, one is compelled to weigh his/her thoughts critically in order to be in line with the point for discussion and also not be seen as the odd one in the group. This mentality of being conscious of what to say and how to present it helps being creative in thought and being a critical thinker which will both lead to the attainment of positive self-esteem among learners who learn cooperatively. Data from question 30 of the questionnaire indicated that the indicated 85.7 percent of respondents agree that students acquire critical thinking skills through cooperative learning.

Positive interdependence is the first principle of cooperative learning and Van Wyk (2007) explains the principle as a situation when learners understand that they are interdependent on one another and for that matter become obliged to work to achieve the goals of the group. This principle is about responsibility among group members and the responses from Participants B2 and B4 below reflects their understanding of the principle:

Participants B2: With me just to add, I think communication skills are also developed in a group work. Another thing is responsibility; you know in a group there will be people who will be giving certain tasks to do and then they learn to be responsible. There will be a scribe, then someone will be a speaker, etc. so they will learn to share ideas in a group.

Participants B4: It is a cause of team building because in team work learners are encouraged to work together, they are encouraged to respect one another in group

work and every learner has a role to play and if you are changing roles in your group; switching your team leader to be someone else, time keeper to be someone, you are making them experiment different roles to play.

The responses support the importance of assigning English Language Learners (ELLs) to different teams so that they can benefit from English language role models as discussed in the literature review in chapter three of this research. It was emphasized that ELLs learn to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, ELLs benefit from observing how their peers learn and solve problems. If each student in a team is assigned a role, (such as; reporter, recorder, time keeper, and materials manager), the roles might be rotated each week or by activity in order to prevents what typically happens if students select their own roles - the same students wind up performing the same tasks. By rotating, students develop the skills they most need to practice (Colorado, 2007).

The last set of benefits are outlined by Participants A1 and B3 and their responses are in line with the second principle of cooperative learning (Face-to-Face Promotive Interaction), which stipulates that members ensure that others succeed as they are also progressing. In order to ensure that the team progresses cooperatively, individuals in the group take it upon themselves to explain and assist one another for understanding and completion of tasks.

The responses are presented below:

Participant A1: I agree with them because when there is group work even those who cause trouble and don't participate, come end of the year you see they have something to say [meaning there is improvement in their performance] *and sometimes you wonder how they 'sneaked' to the next grade so you ask yourself 'Did this one also pass to be here?' You wonder because you are surprised a student has passed but they are supposed to pass because you have been working towards that any way…*

Participants B3: Since the students are not the same in terms of their IQ in the classroom it is very important for those students who know better than others to share the information they know. If you say that there are five students in a class who are performing better than the others it is very beneficial to put those five students in different groups so that they can share their information with those ones who are below them in terms of the knowledge that they possess.

Both respondents accept that in group work, there are individual differences in terms of attitude, strength and performance, that notwithstanding they reflect on how the cooperative learning approach is able to cater for that through task team members efforts. Linking these responses from the questionnaire, it is evident that as much as 86.7 percent of respondents agreed that it is important for group members to depend positively on each other. Also, data on question 25 yielded 83.6 percent of respondents indicating that it is important for group members to work for the success of their teams.

In rounding up on the differences among group members, Slavin (1994) endorses in cooperative learning, cooperative team members are able to share and succeed together by explaining cooperative learning as a didactic strategy whereby small groups, each with learners of different abilities and a variety of learning activities, are used to improve the understanding of certain subjects, with each member of the group being responsible for personally learning, what is being taught and also helping other group members to learn.

6.3.6 Theme 5: Received training in STAD as a teaching technique

The set of responses under this theme were reflections from participants on the training they have received in using STAD as a teaching strategy. The responses are presented below:

Participant A2: I only saw that term STAD in one of my Unisa Modules that it is one of the techniques under cooperative learning and I read about it most of the time because I need to pass my exams but I never implemented it consciously.

Participants A1 and A2: Yes, as part of our curriculum modules.

It is obvious from the two responses that the attention given to the cooperative learning approach is not the same as what is given to the STAD technique. Nonetheless, few of the respondents have an idea on the technique directly or indirectly as indicated above, mostly emanating from the view that the technique is the main pillar of the cooperative learning approach and for that matter getting into the approach in a way prepares you for the technique. The views of some writers explains the issue better. They agree that

STAD is a cooperative learning technique that has widely been researched into and has been assessed on academic achievements, attitudes, social interactions as well as the interpersonal relationships (Tarim and Akdeniz 2008; Nagib 2003; Johnson and Johnson 1998; Johnson et al. 1983; Slavin 1983, 1990; Kagan 1994).

Both participants agree that they have never consciously implemented STAD and that may mean that with their background of the cooperative learning approach they have been doing some group work which includes applying the STAD technique.

A response from Participant C4 indicates the STAD technique has been put to use. The response follows:

Participant C4: As a preparation we prepare special worksheets for them to contribute in each and every aspect of that worksheet then recording, each group has to be giving double scoring along with the individual scores. Basically you tell the entire class the reward for each group, it can be telling them this group has done well or that group has not done well and advise them that they can do better as a team.

The response above proves that the respondent is grounded in the use of the STAD technique and goes the extra mile in ensuring that learners benefit from it. In line with what Slavin (1995) identified as the three central concept of the STAD as a cooperative learning technique, namely: team rewards, individual accountability and equal opportunities for success, the respondent ensures that the task teams work hard and in harmony, the teams are advised on what to do and they are rewarded when they excel.

Finally, a positive correlation is drawn between the response from the focus group discussion and the questionnaire. Response from question 39 of the questionnaire indicates that 35.1 percent of the respondent agree to a great extent that rewarding groups after performance is a great benefit of the STAD technique and another 47.5 percent indicated that rewards are somewhat beneficial in the use of the technique. In all, the participant is sticking to the central concepts of the technique and that is enough proof that the technique is being used effectively to benefit learners.

6.3.7 Theme 6: Major challenges faced in the implementation of cooperative learning or group work in the EFAL classroom.

The last theme emerged when respondents were asked to share their views on the major challenges they face as a result of implementing the cooperative learning approach in their EFAL classrooms. As discussed in chapter three of this research, the cooperative learning approach is of immense benefits to the teaching and learning environment, however, there are some challenges that come with it. Researchers such as Tsay and Brady (2010), Bainbridge (2004) and Kayler (1998) identified some of the challenges with the approach. The challenges they established include the placement of gifted and non-gifted students in the same group, peer review by learners which may be wrongly done and teacher-imposed time which may hinder learners from completing tasks.

6.3.7.1   Subtheme: Indiscipline of learners

The views of respondents on the challenges remain paramount. The first major challenge respondents mentioned is that of class control and their responses are presented below:

Participant A2: As has been said before, though you do your best when you are using cooperative learning but as Participant A3 said, learners when they are together cannot be controlled at all times. You cannot control five learners compared to one so sometimes you get some learners making reckless noise, they make a joke, others they do the right thing, others they just don't take you seriously, and others do. Those are some of the challenges we actually experience. Though they are helping each other, you can't be sure how they do it especially when it comes to when one person has to present because you can't be sure how well the others know or if one knows much more than the others. I guess that's a big disadvantage that can weigh down group work.

Participants B1: For me the disadvantages of group work, firstly the main one is that one of the learners may feel as not been a member of the group, maybe he or she wanted to be in a group with a certain somebody. But the most important problem of group work, I think lies with the educator. Why do I say that? Because if an educator is not able to instill discipline measures, you find that in group work there is a lot of

movement and noise, if the educator herself or himself cannot control the learners in ensuring discipline in that particular lesson or task, the educator will not be to reach his or her target because of lack of discipline in class coming from the educator or being unable to maintain disciplined.

6.3.7.2   Subtheme: Demotivated and disinterested learners

Participants B4: Group work on my part is very difficult to apply as a teacher in class when you don't know the abilities of students, so you have to change it now and again when you have picked some students who are better than others and you distribute them among all groups. Another challenge I have is that these students are not motivated to work on their own, they need teachers to work with them. As you are concentrating on one group other groups are not working, they are not motivated and when you are with that group helping them you have to have some questions to drive them, to drive the discussion of that group. Other kids they don't know how to start, how to brainstorm in their groups, it is you as a teacher who has to lead them through the questions so that they can discuss.

The challenge of class control cropped up immediately the issue of challenges was raised and it is obvious to be the first because in a situation where you are putting learners of different abilities to work together, per the requirements for setting up task teams in cooperative learning, this is bound to be one of the teething problems. It is so obvious that Johnson and Johnson (1994b) warned that how groupings are structured will determine whether or not they will be more effective than a competitive or individualistic grouping. In line with this challenge, lessons can be drawn from the questionnaire (question 61) where almost half of the respondents agreed that learners' attitude was a challenge to group work.

6.3.7.3   Subtheme; Assessment task

The second part of the response giving is on fair assessment to task teams and it is obvious from what the participant has said that it is wrong to actually reward a team based on the performance of a team member who is representing the whole team. Such a situation is likely to cause the 'free rider' effect' as explained by Slavin (1995) and may even lead to a challenge. Sims (2010) identified that students may be more interested in achieving a group reward with the least possible effort and so will focus more on getting

the "right" answer than on ensuring that all group members understand the subject matter being studied. The conclusion is that if a student does more talking and work than the others in the team, that student has the tendency to learn more than the others in the group and such a situation renders the assessment of groups collectively, an ineffective assessment.

6.3.7.4   Subtheme: Time consuming

Teaching is seen as the main activity of teachers because that is what teachers are seen doing so people don't really see the activities of teachers behind the scenes. It is understood that effective teaching is the result of good pre-planning and after the teaching, there should be post-teaching activities such as assessment, marking and setting of tasks. From this build up, it becomes obvious that teaching takes a lot of time and for that matter when activities like group work are included, more time will be expended to make it effective. The participants shared their views on how time is a challenge in the implementation of the cooperative learning approach and their responses are as follows:

Participant A3: As in time wasting, they waste a lot of time. You hear noise from the desks but you can't see where they are moving especially when you are working with large numbers. And when you ask them to go outside some will go to the toilet and others will be walking on the corridors which make other teachers complain that they are making noise. So sometimes it is chaotic when you try to organize group work.

Participant A3: Yes, there are four or five groups so by the time they settle and you tell them to participate in the group activity about half of your time is already gone.

Participant C2: In my school the big numbers is the main challenge we face, with the large numbers you find out that grouping them putting themselves in groups takes a lot of time.

Participants B3: The group work is time consuming so when using the group work it is unusual to use one period to complete it so you find out that if a teacher starts with a topic today, he has to finish the next day do the issue of time makes things more difficult because that task is not the only thing you have to do. There are so many tasks that you should do as a teacher within a week so it makes it difficult using this strategy.

When asked if the time allocated on the time table for EFAL served as a challenge in the use of STAD (question 64 on the survey questionnaire), over 60 percent of the respondents agreed and this is corroborated with the responses from the respondents. Again, the issue of the attitude of students is raised again. It is understandable that learners' attitude may not favour the implementation of cooperative learning and the time allocated for EFAL may not be enough, it is also deduced that the teachers concerned have not been able to negotiate with other teachers to exchange periods in order to get enough time to implement cooperative learning and they have also not been able to make learners fully accept cooperative learning and its benefits which both result in spending too much time to get things done in their classrooms.

6.3.7.5   Subtheme: Negative attitude of teachers and learners

Closely related to the challenge with time is the attitude of other teachers towards implementation of cooperative learning in EFAL classrooms. It cannot be ascertained whether the other teachers are against the use of the approach or not but one thing that is almost certain to this research is that the EFAL teachers have not been able to negotiate with their school management and other teachers to make the other teachers involved in the implementation of the approach. The responses received in this direction are as follows:

Participant A1: Like in doing that, if it is your period and you don't finish the next teacher thinks you have wasted his time but learners have to arrange themselves before the activity so it becomes something of a clash. You explain that you are trying to do your work within your time but they will not understand so it's a hectic situation, you know. But it's happening because I try to do things within my time so the moment the bell rings that the period is over, I stop so there won't be clashes with other teachers.

Participant A2: You can only tell the person what you are doing but if they have it in their mind that you are just playing, they report you to the principal.

Participants B3: Immediately the bell rings for your period to end there is a teacher already standing by the door ready to come into the classroom to teach his or her lesson and that makes it compulsory for you to leave the class so the next teacher can come and deliver.

There seems to be a positive correlation between responses received from respondents here and that of the survey questionnaire (question 64). On the survey questionnaire around 60 percent of the respondents indicated that the attitude of other teachers to STAD activities was a challenge and their responses have been expanded from the respondents to the extent to which other teachers can react to what the EFAL teachers are doing. Once again, it can be generated that negotiations with these other teachers were not done earlier and it is also understood that they may think the EFAL teachers are playing with the learners time because the other teachers are oblivious of what is going on and may also result to report to their principals because they also need to work within the times allocated for their periods on the time table.

All definitions given for cooperative learning mentions groups and most of the definition clearly state that small groups are put to task. From what the definitions say, it is indicative that the groups are made up of learners and these learners cannot be of the same abilities and strength. Some will be very confident and some will be very shy and the latter group pose a challenge to the implementation of cooperative learning by teachers. The challenge emanates from the situation where these shy students are not ready or able to partake in the tasks given to their group. First of all, these learners will not be building themselves and will also not help the group to complete its task on time and even if they do they may not be successful.

The responses respondents gave on the issue of shy learners being a problem are presented below:

Participant C2: The challenges we face is that some of them they are too shy especially when you come to them for the first time they will not say anything until you have some things to provoke them to make them talk and sometimes you have stories that they are familiar with then they will talk but in the beginning it is too early to say anything.

Participant C3: The problem there is some of the learners are really really shy and when you try to probe those ones to speak they feel like you are exposing them. When you probe one or two in a group to speak that means they will be singled out as the shy one then the feeling they will be having is that of being exposed to others that they know nothing.

Chen (1998) revealed that learners may be stressed in a traditional English classroom because they were worried that their peers, whom they considered rivals in competition for good grades as well as the teacher's attention and approval, might make fun of them if they failed to provide the accurate answer in front of the whole class. This revelation by Chen might be the reason why learners are shy in participation in group work but there is some relief as the respondents in this study indicated that after probing or provoking the shy students, they assimilate into their groups and start working well in their groups.

6.3.8 CONCLUDING REMARKS

In this section, there has been reflection on the six themes that have been developed, based on the participants' responses during the focus group discussions. The implication is that the development of these themes has been influenced by the need to answer the research questions. For this reason, and wherever possible, reference has been done to show integration between the quantitative and qualitative components of the study.

6.4 CONCLUSION

In the preceding sections, the researcher has reported on the data collected through the quantitative and qualitative modes of data collection. These modes of data collection focused on providing data in order to try and answer the research questions

In the next chapter, findings derived from both the quantitative and qualitative components of the study have been presented, and this has been accompanied by a reflection on possible recommendations related to the research questions.

CHAPTER 7

SUMMARY, DISCUSSION OF FINDINGS, LIMITATION, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

7.1   INTRODUCTION

The primary goal of this study was to design a framework that can be used as a model for the implementation of STAD as a cooperative learning strategy for EFAL teachers in high schools in the Kwazulu-Natal Province of South Africa. This study was undertaken by means of a literature study, as well as empirical research. Therefore certain findings and recommendations can be made, taking into consideration the literature view, personal experience regarding cooperative learning and STAD, and the empirical results.

In this chapter a summary of the research is firstly given. Secondly, the findings of the research is discussed with regard to the aims of the research and in relation to literature view reflected in chapters 2, 3 and 4 and also in relation with the empirical research reported in chapters 5 and 6 as well as the framework of a model for the implementation of STAD as a cooperative learning technique for EFAL teachers in high schools in the Kwazulu-Natal Province as contained in chapter 8 of this study. Limitations of the study, mainly with regards to the methodology applied in this study, are also outlined. Next, recommendations are made regarding the literature view, the empirical research and the framework for STAD as a cooperative learning strategy for EFAL teachers. Lastly, areas for further research are outlined for the sake of future research in relation to this current research.

7.2   SUMMARY OF CHAPTERS

Chapter 1 provides background information on the research study, describes the problem, and outlines the purpose of the study as well as the research design.

Chapter 2 describes teaching and learning holistically with regards to teaching principles, methods, strategies and techniques. In this chapter, an attempt was also made to briefly discuss EFAL and the National Curriculum Statement and Curriculum and Assessment Statement Policy (CAPS).

Chapter 3 discusses the use of cooperative learning as a learner centered approach to the teaching of EFAL. In order to have a thorough discussion of the approach, various theories that foreground it were discussed. This was followed by the historical antecedents to the cooperative learning approach and an attempt to conceptualise the approach as a teaching method. Principles of cooperative learning, its techniques as well as benefits and challenges in its usage were all discussed in order to establish its strength as a teaching approach. In the end, it stood out that the approach has stood the test of time and has the important benefit of putting leaners in the centre of the teaching learning environment.

Chapter 4 engages in a critical literature review of student team achievement divisions (STAD), which is the focal point of the study. The chapter zoomed into a model for STAD, a background to the technique. STAD was conceptualized next, where some of its benefits came out. Other issues relating to STAD that were touched on in this chapter were; its components, usage, application in the EFAL classroom, benefits and challenges in its application were discussed. In the final analysis, STAD was established as the strongest force in the cooperative learning approach and thus beneficial in the teaching of EFAL.

Chapter 5 reported on the research design of the study in preparation for an empirical study comprising quantitative and qualitative aspects. This section provided information on the research paradigm followed in this study, sampling issues, as well as the employment of structured questionnaire and interview guide as data collection methods for the study. The analysis of the data collected which were done both quantitatively and qualitatively were not left untouched in this chapter.

Chapter 6 presents the data collected through the questionnaire and interview schedule as reflected in Chapter 5. In the quantitative mode, data collected through the Likert scale survey questionnaire in all the four districts in the KZN Province is presented. These data covered aspects such as the teachers' highest professional and academic qualifications, training they have received to implement CAPS, cooperative learning and STAD, challenges they face in implementing cooperative learning and STAD and how they are able to overcome the challenges.

Few sample questions were set out for the focus group discussion in the qualitative data collection phase as a way of getting a broader picture of the data that will be collected with the use of the likert scale questionnaire. In chapter 6, the researcher linked the themes that emerged out of the focus group discussion to the research questions set out in chapter 1 of this study.

Chapter 8 outlines the framework of a model to be used by EFAL teachers in the implementation of STAD as a cooperative learning technique in KZN high schools. This framework is based on the literature study, the researcher's personal experience as an EFAL teacher, and the empirical research conducted by means of this study.

The findings of this study are now discussed in respect of the research questions and research outcomes put forward in chapter 1.

7.3   DISCUSSION OF FINDINGS

7.3.1 Findings with regard to the first research question and the aim of the study: *What theories foreground cooperative learning as a teaching approach and what type of cooperative learning models emerged from this phenomena?*

Van Wyk (2007) opines that the learners' performance is influenced by the environment in which learning takes place, which therefore means that the teacher has to make efforts to create a learning environment that is free and at the same time will challenge and motivate learners. He sums up by noting that the learning environment must promote a learning culture (cf.1.2).

Moreover, to promote a positive learning culture among learners, various researchers have identified different theories that robes into the cooperative learning approach and which all have the basic tenets of the approach imbedded within them. These theories, which are also referred to as theories of learning are established to be applicable when using cooperative learning which rests on the assumption that learners construct knowledge as they attempt to make sense of their experiences. Learners are not empty vessels [tabula rasa; the educational term used for empty vessels or blank slates] waiting to be filled, they are rather active organisms seeking meaning and they do test their understanding against those of others, for example, educators or more experienced peers. Hence, opportunities should be given to learners in order for them to interact with each other within their co-operative teams so as to interact and learn (Driscoll, 1994) and also enable both high and slow learners to learn from each other (cf. 3.2).

It is understandable that there has been a paradigm shift of the approach to teaching and learning in South Africa, from teacher centered to learner centered. The times where teachers were seen as warehouses of all knowledge and thus resulted to being in the center of all teaching and learning without allowing learners to make inputs is long

past in educational circles. In the teaching and learning environment, learners have been put in the center and this is inherent in all the theories that foreground the cooperative learning approach.

First of all, **the Social Interdependence Theory** has been used variously established as a theory underpinning the cooperative learning approach, most especially with regards to this study. First of all, individual and group accountability are enforced, where each individual is made accountable for a specific task or topic assigned to the group and other group members. This to a large extent helps students to see the need to work individually and in a group in order to achieve the ultimate goal of the group. When this stage is successfully passed, rivalry and competition (negative interdependence) gets out of the equation; making way for the principle of positive interdependence. Positive interdependence naturally emanates from the need, on the part of group members, to work on the task that has been assigned them and the quest to ensure that the group is successful. At this stage, group members tend to appreciate what has come to be termed "sink or swim together", which in turn helps them appreciate that the entire team benefits when all individual team member's performance is high and is also held accountable when one or more members do not perform well (cf. 3.3.1).

Practical experience shows that learners learn best from their mates. In addition to learning from mates, experiential learning is also very instrumental in the development of children, and learners in the case of this research. Children should try till they get the right answers to the problems they face in the classroom and their environment as a whole. They should not also be put in the receiving end to be receptacles of knowledge, rather, they should be allowed to experience the teaching learning endeavours to be able to fully understand what they are taught and also to aid transfer of learning outside the classroom. The assumptions made about learners learning from mates and experiencing what they learn leads to **The Constructivist Theory**. The main pillars of this theory are intersubjectivity, which Kim (2001) discussed that not only does the social constructivist theory serve as a premise for communication to take place but

serves as a supports system for people to extend their understanding of information they have newly acquired and activities among task members (cf. 3.2.2).

From the ongoing, it is agreed that through intersubjectivity, positive interaction can take place which will in turn help in building knowledge due to the cooperative nature of groups at work (Prawat & Floden, 1994; McMahon, 1997; Gredler, 1997 and Shunk, 2000). It can be concluded that when members of a community become aware of their intersubjective meanings, it becomes easier for them to understand new information and activities that arise in the community. This goes a long way in establishing that when task-members work in unison, taking into consideration the principle of intersubjectivity, success rate in teaching and learning will be higher compared to individual work and work done in the face of competition (cf. 3.2.2).

Closely related to the constructivist theory is Bandura's **Social Learning Theory**. The main assumption in this theory is that human beings are social beings and naturally inquisitive which has led to various learning approaches, technology advancement and new ways of doing things every now and then. The use of this theory in this study is therefore encapsulated in the idea that in a cooperative learning situation, where students are put into study groups to work individually as well as for the benefit of the entire group, members tend to give out their best. Especially when they get to know that social loathing is unacceptable and each member of the group has to work in order to see to his or her own growth as well as that of the group. This theory also reflects the first principle of cooperative learning- positive interdependence- which seeks the full participation of all group members, dependence on each other and ensuring the team ultimately succeeds in the task they have been given (cf. 3.2.3 & 3.5).

The Zone of Proximal Development Theory (ZPD) by Vygotsky (1978) is next in line in outlining theories that establish the cooperative learning approach. This theory provides a framework for effective inclusive teaching and learning in the classroom. Pettigrew & Akhurst (1999) explain the term 'zone' as the space between what a learner

cannot do alone and what he/she can do with the help of capable others, such as peers or educators. In other words, the capable others within the learner's environment will to a large extent help the learner who is not capable at that moment to progress from what the learner already knows to what he/she does not know. From the ongoing build up Rowlands (2006) argued that teaching happens most effectively when the learner gets the required help at the actual point that it is needed in the ZDP. He also noted that there is a distinction between what the learners have mastered and where they are in the process of learning. It has been observed over time that students learn better and quicker when they learn from their mates and especially in groups. Hence, making maximum use of the ZDP in a cooperative learning environment will go a long way to help learners in an EFAL classroom learn faster and more effectively as they learn in groups and share what they know with each other (cf. 3.2.4).

The last theory used to help build a solid foundation for cooperative learning approach as an approach for this study and a useful approach in the teaching of EFAL is the **Group Cohesion Theory**. Attraction, group pride and task commitment are established as the three factors that cause group cohesion. Other factors are believed to also influence group cohesion and these factors can be said to be the motivating factors that urge group members to work together as a team. These forces may be positive, depending on if it leans group-based rewards or negative if group members loose anything upon leaving the group. Whether the forces are positive or negative, they influence group cohesiveness. The factors in question are: members' similarity, group size, entry difficulty, group success and external competition and threats (Gerard & Mathewson, 1966; Henri, 1982; Zaccaro & McCoy, 1988; Carron & Spink, 1995 (cf. 3.2.5).

The essence of identifying and discussing the above theories in this study was first of all to strengthen the basis of this research work through the theories. Second, to prove that the cooperative learning approach is solid as far as teaching and learning are concerned. In view of that the principles of the approach; positive interdependence,

face-to-face promotive interaction, individual and group accountability, social skills and group processing were all identified in the various theories which ultimately led to STAD, the locus of this study, which has team reward, individual accountability and equal opportunities for success as its components. In the nutshell, bridges have been built between the theories, the cooperative learning approach and STAD (cf. 3.5 & 4.3).

7.3.2 Findings with regard to the second research question and the aim of the study: *To what extent have teachers been trained in the use of the use of cooperative learning and how are they using this approach in teaching the subject?*

Cooperative learning is defined as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. They emphasize that each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement (Balkcom, 1992 and Bainbridge, 2012). Their definition holistically covers what cooperative learning is about and even gives a hint on the principles of cooperative learning (chapter three: 3.5). The connection between their definition, the principles and this part of this research is that the cooperative learning approach entails a lot both on the part of the teacher and learners. However, the teacher is usually the one who initiates what is to be done in the teaching learning process, hence, needs to be abreast of events so as to excel and help learners achieve their aim for being in his or her class (cf. 3.4).

From the definition of cooperative learning, it is obvious that a novice in the field of teaching and without any knowledge of the approach cannot implement it the EFAL classroom or in any other subject area. The implementation of the cooperative learning approach calls for some training and so the aspect of whether teachers have received training to implement the approach was covered in this study (cf. 6.4.4).

Through the responses obtained from the focus group discussion, it is clear that the teachers had received training in implementing the cooperative learning approach through training they received from the colleges of education they attended and some through their study at the university. The duration of training received to implement the approach ranged from six months to four years and from the responses that followed as teachers were reflecting on how they implemented the approach, it is obvious that the training equipped them well to implement it in their EFAL classrooms (cf. 6.4.4.1 & 6.4.4.2).

Though the survey questionnaire did not directly enquire about the training teachers had received to implement the approach, however, answers to questions like teachers'; experience in teaching, experience in teaching EFAL and highest professional qualification directly or indirectly impacted on their attitude towards the approach. A reflection from the biographic part of the questionnaire indicated that out of 202 respondents, 42 teachers which translates to 20.8% have been teaching between one and 10 years with all the other 160 (79.2%) of teachers having experiences of over 11 years. In terms of experience in teaching EFAL, 72 teachers, translating to 35.6% have between one to 10 years of experience in teaching the subject with the rest having over 11 years and with professional experience, all the 202 teachers who answered the questionnaire are professionally trained. The import therefore is that with the pedigree of the respondents, implementing of the cooperative learning approach in the EFAL classroom can be carried out effectively (cf. 6.2.1 & table 6.1).

Furthermore, Bloom's taxonomy of mastery learning theory (1961) alerts that the teacher needs to be prepared adequately ahead of the teaching itself, in order to be ready to take learners through the lower-order thinking process to the higher-order, which, by and large, means that the teacher really has to do some learning and thinking in order to perform optimally in the teaching and learning process (cf. 2.3).

From the survey questionnaire, teachers were not made to answer directly how they apply the approach in their teaching, rather, indications were given on; how teachers identify different teaching methods and how they apply different teaching and learning

techniques in their teaching. With regards to the first question, a huge majority of 139 of the respondents (68.8%) indicated that they identify different methods in teaching and with the later, 144 (71.3%) agreed that they apply different teaching and learning techniques. The conclusion that can be drawn from these responses is that with the background of the respondents and with how they answered questions with regards to the implementation of the approach, the benefits and the challenges they face in implementing the approach, they are in one way or the other implementing it in their EFAL classrooms (cf. 6.2.2.3; 6.2.2.4; graphs 6.4 & 6.5).

The focus group discussion, unlike the survey questionnaire gave a broader and more direct picture of the extent to which teachers are implementing the cooperative learning approach in their EFAL classrooms. The participant demonstrates understanding for cooperative learning by indicating the appropriate number of members who are expected to be in a task team. Though the participant calls the approach group work, much understanding is still deduced from the response given. By mentioning participation in the response, the respondent is adding a voice to what was opined by Driscoll (1994) that opportunities should be given to learners in order for them to interact with each other within their co-operative teams so as to interact and learn. An indication is given by another participant who states that by marking classwork at the beginning of the term, she is able to identify high and low achievers in her classroom, which enables her to put learners into appropriate task teams and assign them roles as they work as a group to solve a common problem (cf. 6.4.4.1 & 6.4.4.2).

Artheton (2011) indicated that teaching and learning cannot be the same. It is explained that though teaching leads to learning, however, learning does not result from teaching and again, there are other ways of learning without being taught. This assertion by Artheton is used to sum up the discussion of the findings with regards to research question two, to impress upon teachers to make use of varying teaching methods and techniques in order to ensure that learners do not only learn because they are being taught but also to be able to tap into the minds and experiences of classmates and

group members. By making learners experience what they learn through participation and also work positively with their task team members, learners are bound to able to apply what they learn outside their classrooms and in their future careers and also live their lives as responsible citizens of the nation (cf. 2.2).

7.3.3 Findings with regard to the third research question and the aim of the study: *Why do teachers adopt this teaching strategy in teaching EFAL?*

The main reasons why EFAL teachers adopt STAD as a teaching technique in their classrooms are by virtue of the benefits that accrue from the usage of the technique. Many advantages have been established by various researchers in relation to the usage of the technique and it has also been established as a good teaching technique that cuts across various subjects and classes. Oliver (1999) considers the benefits of cooperative learning as cooperative goals that emphasize collaboration and shared understanding on any task (e.g. problems, discussions and writing). He further states that evaluation is interdependent and for that reason a group must succeed for an individual to succeed (cf. 6.4.5).

In shedding more light on the use of STAD, Trilling & Fadel (2009) identified that good teaching and learning need to be able to draw more students' attention, serve different groups of students, and emphasize more on skill practice, thinking process and situational management. What Trilling and Fadel are calling for is the use of the cooperative learning approach and for that matter the STAD technique specifically. They added that in the 21st Century where learning consists of core subjects and themes that revolve around three core skills, viz: life and career skills, learning and innovation skills, and information media and technology skills. It is their firm belief that these three skills will aid students in acquiring knowledge and for that reason it behooves on teachers to create a situation where students are prepared for future jobs, products yet to be invented and new skills geared towards their creativity and innovation (cf. 4.6).

From both the survey questionnaire and the focus group discussion, the benefits of the STAD approach are countless and it gives reason for EFAL teachers continue usage of the technique. As a matter of fact, the technique is of utmost benefit to learners as it helps to build them mentally, emotionally and socially for the classroom and life after school in their work places and in their communities at large.

In further exposing the reasons why teachers continue to adopt STAD as a cooperative learning teaching strategy, the responses of participants in the focus group discussion are sampled and backed with data from the questionnaire. First, participants believe the strategy gives opportunity to learners to learn from friends and it also sets the tone for a more discursive tone in the EFAL classroom. The participants agree that the learners, through STAD activities, get encouragement from each other which in turn aids their learning. From the respondents of the questionnaire, a combine total of 87.6% (177) of respondents agree or strongly agree that students are better at working collaboratively, while a combined total of 2.5% (5) of the respondents disagree that learners are better at working collaboratively (cf. 6.4.5.1; 6.2.3.9 & graph 6.24).

The responses obtained from above also have a positive correlation with the responses from questions 29 and 34 on the survey questionnaire. From question 29 on the questionnaire which inquired about the value learners place on what other learners say during discussions, as much as 85.6% (173) of the respondents agreed that students value what other students say during cooperative lessons and for question 34, an overwhelming 88.6% (179) of the respondents agreed that task team members acquire discussion skills through cooperative learning (cf. 6.4.5.1; 6.2.3.7; 6.2.3.11 & graphs 6.21 & 6.26).

Nagib (2003) outlines four reasons that makes STAD beneficial compared to other teaching techniques. The four reasons he expounds are that STAD:

- Facilitates interaction between students in class.

- Improves attitude, self-esteem, and interpersonal relationships.

- Adds an extra source of learning within groups, such as the high achievers who take on the role of tutors. The end result is a higher achievement for everyone.

- Prepares students to fit into modern society by teaching them to work with their classmates efficiently and effectively (cf. 4.8).

Nagib gives more prominence to the benefits of the STAD strategy that has been outlined already and also paves way for more to be fished out from the data collected. The participants again made mention of creative and critical thinking skills as a product of the STAD teaching technique. It is explained that by listening, doing research and positively contributing to task team assignments and discussions, one is compelled to weigh his/her thoughts critically in order to be in line with the point for discussion and also not be seen as the odd one in the group. This mentality of being conscious of what to say and how to present it helps being creative in thought and being a critical thinker which will both lead to the attainment of positive self-esteem among learners who learn cooperatively. This was corroborated with data from question 30 of the survey questionnaire, which indicated that the indicated 85.7% (173) of respondents agree that students acquire critical thinking skills through cooperative learning (cf. 6.4.5.2; 6.2.3.8 & graph 6.22). This in turn points to the great extent to which the STAD technique can equip learners for the job market and life after school.

Further benefits emanated from both the focus group and the survey questionnaires to establish reasons why EFAL teachers adopt the STAD technique in their classrooms. Van Wyk (2007) posits that positive interdependence is the first principle of cooperative learning and explains the principle as a situation when learners understand that they are interdependent on one another and for that matter become obliged to work to achieve the goals of the group. It is understood that this principle is about responsibility among group members and participants in the focus group discussion reflected that the STAD technique develops communication and team work. The researcher in this study believes that both development of communication skills and team work can be achieved

when learners learn to depend positively on one another and take responsibility for themselves and their groups. (cf. 3.5 % 6.4.5.3).

One challenge respondents made mention of in both the qualitative and quantitative modes of this research was the issue of shy students who find it difficult to settle in task teams. However, it was identified that with time these shy learners are able to gain their confidence and work in accordance with the ground rules of task teams in order to improve upon their own performance and ultimately to benefit the team as a whole. From the focus one participant mentioned how he realized that his inability to partake in group work was a setback so made deliberate efforts to learn from friends and play his part in task team activities. Additionally, 93.6% (189) of respondents who answered question 48 on the survey questionnaire agreed the STAD technique helped in putting away shyness from learners. An indication that the technique is highly beneficial in teaching and learning as it helps to cater for all manner of students in the teaching and learning environment (cf. 6.4.5.1 & 6.2.4).

From the above, prominence is given with the idea that ELLs learn to express themselves with greater confidence when working in small teams in addition to 'picking up' vocabulary, ELLs benefit from observing how their peers learn and solve problems. If each student in a team is assigned a role, (such as; reporter, recorder, time keeper, and materials manager), the roles might be rotated each week or by activity in order to prevents what typically happens if students select their own roles - the same students wind up performing the same tasks. By rotating, students develop the skills they most need to practice (Colorado, 2007) (cf. 6.4.5.3). Inarguably, the constant rotation of learners in groups and the opportunity to learn from other learners will help shy learners get out of their shells to participate fully in tasks assigned to their groups.

The benefits of the STAD technique are too many to be captured in a single research. Slavin and Tanner (1979) established that collaborative efforts among students result in a higher degree of accomplishment by all participants as opposed to individual,

competitive systems in which many students are left behind. The third central concept of the STAD technique also comes into play here. The concept of equal opportunity for success which ensures that what students contribute to the team is based on their individual improvement from their own previous success. And secondly, ensures that high, average and low achievers are equally challenged to do their best and that the contributions of all members are equally valued by the team (cf. 4.8 & 4.3).

Participants in this research concurred to the assertions above and identified improvement in the performance of learners as a benefit of the technique under study. The respondents' responses were in line with the second principle of cooperative learning (Face-to-Face Promotive Interaction), which stipulates that members ensure that others succeed as they are also progressing. In order to ensure that the team progresses cooperatively, individuals in the group take it upon themselves to explain and assist one another for understanding and completion of tasks. The respondents basically accepted that in group work, there are individual differences in terms of attitude, strength and performance. That notwithstanding they reflected on how the cooperative learning approach is able to cater for that through task team members efforts. Linking these responses from the focus group to that of the questionnaire; it is evident that as much as 86.7% (175) of respondents, who answered question 23, agreed that it is important for group members to depend positively on each other. Also, data on question 25 yielded 83.6% (170) of respondents indicating that it is important for group members to work for the success of their teams (cf. 6.4.5.4; 6.2.3; 6.2.3.3 & graph 6.17).

In rounding the benefits of the STAD technique as a cooperative learning strategy, an assertion by Slavin (1994) is adopted. He endorses that cooperative team members are able to share and succeed together by explaining cooperative learning as a didactic strategy whereby small groups, each with learners of different abilities and a variety of learning activities, are used to improve the understanding of certain subjects, with each

member of the group being responsible for personally learning, what is being taught and also helping other group members to learn.

7.3.4 Findings with regard to the fourth research question and the aim of the study: *How can STAD be employed as a cooperative learning strategy in teaching EFAL in secondary schools?*

The first question for discussion on the focus group interview guide was to get into EFAL teachers mind on the strategy or strategies they normally use when teaching the subject (see appendix B). In chapter two of this study, Vakalisa (2011:2) is quoted that "effective learning takes place when the teacher has a sound knowledge of the learning content, a broad repertoire of teaching methods, as well as classroom management strategies that create an environment that is conducive to effective learning." Kottler (1999:2) also establishes that teachers should be encouraged to develop skills so as to gain access to the inner world of their learners with the belief that when teachers possess the right skills, they can earn the trust of their learners (cf. 6.4.2).

In getting to the inner world of learners as established by Kottler, participants in this research first accepted using active and participative teaching strategies as a way of employing the STAD teaching technique in their EFAL classrooms. To reiterate this point, Motitswe (2011:70) shares the views of respondents in her study that using different methods such as: *multi-level teaching, storytelling, learning through play, songs, rhymes, group work, individual work and cooperative learning* are beneficial to learners. Additionally, Bentley-Memon (2004), points out a lot of teaching strategies for teaching language and summed up her study by asserting that differentiated instruction and accommodation helps in catering for all individuals in the classroom.

It is noteworthy that participants in the focus group discussion reflected using the active and participative teaching strategies to put learners in a more discursive mode and also

to help them expand what they already know. Question 42 on the survey questionnaire sought to identify whether it is true if the STAD technique builds learner's social skills and a huge 95.5% (190) responded in the affirmative. Similarly, question 45 was to identify the truth in the technique's ability to create a spirit of team work among learners and again as high as 90.1% (182) of the respondents acceded that it is true. It can be established from the respondents on both the focus group discussion and the questionnaire adds to what has been established earlier by Kotler and other researchers and for that matter allowing learners to be as active as possible in the teaching learning environment and more especially where the STAD technique is applied cannot be downplayed (cf. 6.4.2.1; 6.2.4.1 & table 6.3).

The ongoing is putting into perspective the importance of a strategy or strategies in teaching and the need for teachers to employ the right strategy or strategies in order to succeed in their teaching and also aid learners to succeed alongside. It is understood that a strategy comes to mind when we are faced with new situations or challenges, and a need arises to put down plans of action and implement these plans so that we ultimately become winners in whatever endeavour we engage ourselves in. The process of putting these plans of action down and implementing them is what is termed strategy (cf. 2.7). Hence, EFAL teachers result to using the STAD technique as a cooperative learning strategy in their classrooms and the benefits are enormous as already discussed in chapter 4 and from the data presented in chapter 6 of this research.

To further establish how teachers employ the STAD strategy, participants in the focus group discussion reflected on the use of the communicative approach. They explained that the communicative approach is what is commonly termed the question and answer method and they accede that the commonest way they start their lessons is to pose a question for learners to think of and answer to set the tone for a longer communication throughout the lesson. The participants also agreed that this approach makes them

prepare well before they come to class, knowing their learners have been trained to ask and answer questions. Lastly, they made mention of making learners move from the known to the unknown as they get deeper into the communicative approach in line with Bloom's cognitive taxonomy of mastery learning already discussed in chapter 2 of this study (cf. 6.4.2.2; 2.3 & figure 2.2).

Although the survey questionnaire did ask questions directly relating to how EFAL teachers employ the STAD strategy. However, a look at the importance of STAD to four subject outcomes of EFAL are in agreement with data gleaned from the focus group discussion. For instance, a combined total of 79.2% (160) respondents agree that the STAD is important in aiding to use strategies to deliver messages and reply appropriately to sustain dialogue. Another 81.6% (165) agreed that it enables the use of reading and viewing strategies to determine meaning, while yet another 81.2% (164) agree to the use of strategies to write for specific audience, purpose and context. Lastly, 78.2% (158) agreed to the importance of STAD in accessing and using suitable resources to improve learning (cf. 6.2.4.2-6.2.4.5 & graphs 6.28-6.31).

Killen (2009) opines that "Teaching can be thought of as the process of guiding learners as they work with information." He continues that in teaching, "teachers help learners to find information, remember it, understand it, organize it, apply it, evaluate it and do creative things with it" (cf. 2.3). In juxtaposing the findings from both the qualitative and quantitative modes above with the opinion of Killen, it is clear that teachers do not only teach in order to succeed in what they do but they prepare well and use strategies that are deemed fit for the level of their learners and also for the content they are teaching.

It can be ascertained from the focus group discussion that the teachers were using direct instructions which are more tilted towards the mostly teacher-directed methods to teaching (see figure 2.3: Continuum of teaching methods from chapter two of this study). Though the approach may indirectly have some traces of cooperative learning, it

does not completely cover what this study seeks to obtain (cf. 6.4.2.3). That notwithstanding, the strategies that followed narrows in on cooperative learning.

Teachers explained this approach as making learners read individually, followed by discussion and assessment. As stated earlier, this approach is not directly related to cooperative learning but teachers through their reflection made it clear that they still resorted to some extent of discussion and group work to make learners more active (cf. 6.4.2.3). What the teachers have reflected can best be understood in the words Smith (2011) that carefully structured cooperative learning involves people working in teams to accomplish a common goal, under conditions that involve both positive interdependence (all members must cooperate to complete the task) and individual and group accountability (each member individually as well as all members collectively accountable for the work of the group). By implication, Smith is painting a picture of how synergic effect of team members helps in building individual task members and their groups as a whole.

The last finding under this section touches on the core of the STAD technique and the real essence of cooperative learning. It was established that group work was seen as a type of cooperative learning, therefore it was employed as a STAD technique in their teaching. A further check on the responses by the respondents rather revealed that most of the respondents termed the cooperative learning approach or the STAD technique as a group work and under that they used strategies such as the communicative approach and discussion in their teaching.

One thing that can be deduced from the above write up is that, participants in the focus group discussion, who are all professionally qualified and with most of them trained to implement CAPS, brings their training and experience to bear in their teaching by mentioning the different teaching strategies they use and also touching on how they are able to use group work. In connecting the responses of the respondents to what was

obtained in the survey questionnaire used in the quantitative data collection, there is a direct correlation between the responses between the focus group responses and the survey. Section B of the survey questionnaire which sought answers on teaching and learning (see Appendix A) yielded very positive responses from respondents and their responses have been corroborated with responses from the focus group discussions (cf. 6.4.2.4).

In the nutshell, it is very important to throw light on the fact that any teaching strategy that teachers choose must put learners in a position to enable them possess the ability to be able to find solutions to problems that they may encounter in their studies by means of being creative as well as innovative in their thinking when it comes to real-life situations, what is termed praxis in educational circles (Grundy 1987) or in ordinary terms, transfer of learning should be possible after teaching has taken place as a way of ensuring that learning really means a relatively permanent change in attitude. In short, any teaching strategy that does not equip learners with skills, knowledge, experience and attitude for life outside the classroom must not be used by any teacher as such teaching strategies have no benefit for the learners (cf. 2.4).

7.3.5 Findings with regard to the fifth research question and the aim of the study: What measures can be adopted by EFAL teachers to overcome challenges that result from using the STAD technique?

Of course, the benefits of the cooperative learning approach, on the larger scale and the STAD technique have many benefits compared to its challenges as outlined in chapters 3 and 4 of this research and through the data collected and presented in the preceding chapter. What is done in this research is therefore to make use of the challenges respondents mentioned and others associated with the cooperative learning approach, which have a direct bearing with the application of the STAD technique and presented them as the challenges that relate to the use of the technique in question.

The challenge of class control in terms of learner indiscipline and that of demotivated and disinterested learners cropped up immediately the issue of challenges was raised. It is obvious being the first set of challenges because in a situation where you are putting learners of different abilities to work together, per the requirements for setting up task teams in cooperative learning, this is bound to be one of the teething problems. It is so obvious that Johnson and Johnson (1994b) warned that how groupings are structured will determine whether or not they will be more effective than a competitive or individualistic grouping. In line with this challenge, lessons can be drawn from the questionnaire (question 61) where almost half of the respondents agreed that learners' attitude was a challenge to group work (cf. 6.4.7.1 &6.4.7.2). In corroborating this finding from the focus group discussion, answers from question 61 that sought answers from respondents on the extent to which learners' attitude to group work served as a challenge to group work provided the following data. Out of 202 respondents, only 26.2% (53) disagreed that learners' attitude was never a challenge to group work while a great majority of 71.2% (144) agreed that leaners' attitude posed a challenge to group work (cf. 6.2.6.1 and graph 6.37). A clear manifestation that learners' attitude can make group work, in the case of this research, STAD activities a success or otherwise.

From the focus group discussion, Samkeleso (Ugu) states the following in support of the ongoing: *As has been said before, though you do your best when you are using cooperative learning but as Participant A3 said, learners when they are together cannot be controlled at all times. You cannot control five learners compared to one so sometimes you get some learners making reckless noise, they make a joke, others they do the right thing, others they just don't take you seriously, and others do. Those are some of the challenges we actually experience (cf. 6.4.7.1).*

Shyness can affect the way an individual relates to others or reacts to issues, hence the attitude of learners is greatly influenced by shyness. Literature search has indicated that all the definitions given for cooperative learning mention groups and most of the definitions clearly state that small groups are put to task. From what the definitions say, it is indicative that the groups are made up of learners and these learners cannot be of

the same abilities and strength. Some will be very confident and some will be very shy and the latter group pose a challenge to the implementation of cooperative learning by teachers. The challenge emanates from the situation where these shy students are not ready or able to partake in the tasks given to their group. First of all, these learners will not be building themselves and will also not help the group to complete its task on time and even if they do they may not be successful (cf. 6.4.7.6).

Chen (1998) revealed that learners may be stressed in a traditional English classroom because they were worried that their peers, whom they considered rivals in competition for good grades as well as the teacher's attention and approval, might make fun of them if they failed to provide the accurate answer in front of the whole class. This revelation by Chen might be the reason why learners are shy in participation in group work but there is some relief as the respondents in this study indicated that after probing or provoking the shy students, they assimilate into their groups and start working well in their groups (cf. 3.9).

The next challenge that emerged was that of activities designed for task teams in a STAD classroom. It can be seen from the responses given that the assessment on task teams is not fair and it is obvious from what the participant has said that it is wrong to actually reward a team based on the performance of a team member who is representing the whole team. Such a situation is likely to cause the 'free rider' effect' as explained by Slavin (1995). Sims (2010) identified that students may be more interested in achieving a group reward with the least possible effort and so will focus more on getting the "right" answer than on ensuring that all group members understand the subject matter being studied. The conclusion is that if a student does more talking and work than the others in the team, that student has the tendency to learn more than the others in the group and such a situation renders the assessment of groups collectively, an ineffective assessment (cf. 6.4.7.3).

In direct relation to the challenge with assessment of tasks, 12.9% (26) respondents of the survey questionnaire disagreed to the assertion that the activities designed for task teams posed as a challenge. However, a combined total of 84.7% (151) agreed there was an extent of challenge as far as activities designed for task teams came into play (cf. 6.2.6.3 & graph 6.39). The import of the findings from the participants, as outlined presently, is that the correct form of assessment must be employed by teachers as they use the STAD technique in their teaching and their modes of assessing task teams must be in such a way that as the group in entirety benefits or otherwise, the individual group members must enjoy the benefits or otherwise.

In every teaching and learning environment, a time table is of utmost importance. What makes the time table important is its ability to indicate the times for which lessons are to be held and other activities, both curricula and co-curricula are to take place. From the responses that were obtained from the respondents of the study, the teachers did not directly talk on the issue of time tabling, but they acceded to the fact that the application of the STAD technique is time consuming. Factors that the respondents reflected on that make the application of the technique time consuming include; the large number of learners involved in group work, the time learners spend before they settle into their groups and the situation where learners will excuse themselves to go to washrooms and other places means some things need to be repeated once the learners return in order to accommodate them, and all such factors lead to planned activities not being completed.

Teaching is seen as the main activity of teachers because that is what teachers are seen doing so people don't really see the activities of teachers behind the scenes. It is understood that effective teaching is the result of good pre-planning and after the teaching, there should be post-teaching activities such as assessment, marking and setting of tasks. From this build up, it becomes obvious that teaching takes a lot of time and for that matter when activities like group work are included, more time will be expended to make it effective (cf. 6.4.7.4). In a direct relation to the challenge of time allocated on the timetable for EFAL, only 14.9% (30) of the respondents disagreed that

the allocation of time posed a challenge to the implementation of the STAD technique. On the other side, a huge combined majority of 83.3% (168) are in agreement to the fact that time allocation on the time table serves as a challenge to some extent (cf. 6.2.6.4 & graph 6.40).

Closely related to the challenge with time is the attitude of other teachers towards implementation of cooperative learning in EFAL classrooms. It cannot be ascertained whether the other teachers are against the use of the approach or not but one thing that is almost certain to this researcher is that the EFAL teachers have not been able to negotiate with their school management and other teachers to make the other teachers involved in the implementation of the approach. In this regard, respondents in the focus group discussion made mention of situations where other teachers think the EFAL teachers are wasting time as they implement the technique. They also mention how other teachers do not even mind when the teachers make efforts to explain what they are doing to them and a common situation where other teachers will be seen standing by the entrance of the classroom even before the bell rings for EFAL lessons to end so the other teachers take over (cf. 6.4.7.5).

In reacting to the attitude of teachers, Rasheem (Ilembe) reflects: *Immediately the bell rings for your period to end there is a teacher already standing by the door ready to come into the classroom to teach his or her lesson and that makes it compulsory for you to leave the class so the next teacher can come and deliver* (6.4.7.4)*.*

In concluding on the issue of time tabling as a challenge to STAD activities, it is understandable that that learners' attitude may not favour the implementation of cooperative learning and the time allocated for EFAL may not be enough, it is also deduced that the teachers concerned have not been able to negotiate with other teachers to exchange periods in order to get enough time to implement cooperative learning and they have also not been able to make learners fully accept cooperative learning and its benefits which both result in spending too much time to get things done in their classrooms.

Lastly, the extent to which the EFAL syllabus posed a challenge in the implementation of the STAD technique. There were no direct responses from the qualitative data to support or dispel this assertion but the quantitative data did. From the responses given by the respondents, on this issue; 13.9% (28) believed the EFAL syllabus presented no challenge to the implementation of the STAD technique in the classroom, where as 83.2% (168) were of the view that there was some extent of challenge that the EFAL syllabus posed when STAD is used a teaching technique (6.2.6.5 & graph 6.41).

EFAL according to DoE (2007,) and DBE (2011) is the science of sharing and receiving ideas, facts, emotions and concepts successfully using different media. It is further established that this subject develops skills to communicate effectively in both a socio-personal context and a vocational-work environment and that the following modalities of learning and language will be addressed:

- Listening and Speaking
- Writing and Presenting
- Reading and Viewing
- Language as a tool for communication and learning (cf.2.9).

It is obvious from the DBE's definition and the four modalities of learning teaching and learning the subject that it comprises a lot of areas compared to other subjects, therefore contributing to how the subject syllabus serves as a challenge in teaching the subject and implementing the STAD technique in the classroom.

Finally, in assessing the challenges teachers face in implementing the STAD technique in their classrooms, necessary data was picked from table 6.6 in chapter 6, where an ANOVA test was run on Section F of the questionnaire. From the table question 4 (number of years in teaching profession) was compared to the responses gathered from Section F (challenges in using STAD) of the questionnaire, the result is a p-value of 0.405 which is more than 0.05 indicating that there is no statistically significant difference between the number of years respondents have taught and the application of

STAD. However, when question 6 (highest professional qualification) was compared to the same section, the result was a p-value of 0.010 which is less than 0.00, the implication thereof is that there is a statistically significant difference between the highest professional qualification of teachers and the application of STAD (cf. 6.2.3.12 & table 6.7). The indication from the ANOVA test proves that most of the challenges EFAL teachers face in implementing the STAD technique in their classrooms are due to professional standing. This is by virtue of the fact that their experience in teaching gave them an advantage in their teaching but because they have not equipped themselves fully as far as the technique is concerned, they are somehow adversely affected and that calls for more training to enable them apply the technique smoothly and effectively in their teaching.

In spite of the challenges reflected upon, the teachers involved in this study made mention of steps they use to overcome these challenges. First of all the participants in the qualitative mode made mention of strategies such as; the communicative approach, the active and participative teaching strategies and other strategies discussed under section 7.3.4 of this study to curb the challenges they face in implementing the STAD technique in their classrooms. In terms of the quantitative mode, a mean and standard deviation tests were conducted on questions 14 to 22 to establish the impact of the attitude of teachers on teaching and learning and it was ascertained that there is the highest average of 3.30 (SD 0.861) and the lowest average of 2.03 (0.966). The significance being that the averages are an indication that there is no significant impact because the average is greater than p (0.05) (cf. 6.2.2.6 & table 6.3).

The conclusion that follows is that EFAL teachers face some challenges in implementing the STAD technique in their classrooms, in spite of the numerous benefits of the technique in question, however, they are able to overcome these challenges through the use of various and varied strategies in their teaching and also by having a positive attitude and some amount of dedication to their work in the classroom.

7.4   LIMITATIONS OF THE STUDY

It is accepted first of all that, the findings of this study are based on EFAL teachers' perceptions, reactions and feelings, introducing the potential for distortion due to their desires to present themselves in a positive manner, or poor recall of their actual reactions to how they implement the STAD technique in their teaching. However, care was taken to carefully document the participants' voices and collect data with the likert-scale survey questionnaire as well to minimize the situation where participants paint only beautiful pictures of their teaching that might not always be the case.

Secondly, the findings of this study are based on responses of 214 EFAL teachers in both the qualitative and quantitative phases of this research. It is also noted that this research was conducted in parts of one province (KZN) out of the nine provinces in South Africa. Considering the number of respondents and participants used in this study, it makes it a bit impossible to project the findings onto larger populations. This notwithstanding, the mixed methods approach was resulted to as the methodology of the study, to glean quality data that are likely to represent the views of the larger population.

In one school a participant opted out immediately after the Informed Consent Form had been read and the participant had to be replaced with another who had been invited and was around at the moment, which caused some delays and created a bit of surprise to the research team as well as the participants who had begun to think there might have been a hidden agenda by the research team that had been uncovered by the participant who opted out. The hitches notwithstanding, the focus group discussions took place with the three groups which had teachers who were experienced and who seemingly had the knowledge and experience to enrich this study with quality information needed to answer the research questions.

Finally, the number of institutions and individuals needed to be consulted before embarking on the field work created some bottlenecks that impeded on the rate at which this study was supposed to be completed. On a bigger scale, this bottlenecks contributed in making the researcher expend more time, money and energy in getting

things done compared to the timelines and budgets that were allocated for this research. However, with passion, tenacity and endurance, the researcher was able to surmount all the bottlenecks to complete the research.

7.5   RECOMMENDATIONS

In the preceding sections, there have been discussions on what has been presented as findings regarding the research questions. In the subsequent sections, certain recommendations are made with regards to the use of the STAD technique by EFAL teachers. As Van Wyk (2007) puts it:

> *The researcher contends from a constructivist perspective that the primary responsibility of the teacher is to create and maintain a collaborative problem solving environment, where students are allowed to construct their own knowledge and the teacher serves as a facilitator and guide (p.341).*

Based on the aim of this research, the data collected and the findings, the following recommendations are made:

7.5.1   Recommendations regarding the theories foreground cooperative learning as a teaching approach

The following recommendations are made regarding the theories that foreground cooperative learning as teaching approach:

- It is recommended that any theory that is used in the study of cooperative learning or STAD or that is adopted for use by teachers should be one that helps in creating a learning environment that is free and at the same time challenge and motivate learners to learn in order to improve upon their individual performances as well as that of the task teams to which they belong (cf.1.2).

- Secondly, it is recommended that every theory that is adopted in the implementation of the STAD technique help in promoting a positive learning culture by taking cognizance of the fact that learners are not empty vessels but

are active beings whom when given the necessary opportunities and needed assistance can make meaning out of what is taught and make use of the knowledge and skills gained from the content taught (cf. 3.2).

- In close association to the above, every theory in use when implementing the STAD technique should factor in the paradigm shift, from teacher-centred learning to student-centred approach, in order to create the necessary environment for learners to fully partake in the teaching and learning experience and also help them make as much contribution in the classroom as possible.

- Furthermore, theories adopted for the implementation of the STAD technique should equip learners to work individually and also work effectively in a team in order to rid any motive that will lead to negative interdependence – rivalry and competition – among learners (cf. 3.3.1; 3.2.3 & 3.5).

- Positive interdependence is one virtue that each theory used for implementing the STAD technique should possess as a way of making learners see the need to work hard in their task teams so the entire group swims or they all sink (cf. 3.3.1; 3.2.3 & 3.5).

- EFAL teachers must make sure to adopt theories that imbibe in learners the attitude of learning from each other so they can construct knowledge as they partake in group activity and transfer what they learn from their groups to real life situations (cf. 3.2.2).

- Additionally, theories adopted should build positive interaction skills among learners so they can build knowledge by virtue of the cooperative nature of groups they are involved in (cf. 3.2.2).

- This theory provides a framework for effective inclusive teaching and learning in the classroom so that weaker learners will be helped by brighter ones to reach

higher till they can finally perform harder tasks and also become higher achievers (cf. 3.2.4).

- Lastly, any theory adopted by EFAL teachers should help build a solid foundation for the cooperative learning approach as an approach for this study and a useful approach in the teaching of English (cf. 3.2.5).

7.5.2 Recommendations regarding the extent of training EFAL teachers receive in the cooperative learning approach and to what extend are they using this approach in teaching the subject

The following recommendations are made regarding training received by EFAL teachers and the extent to which they use the cooperative learning approach:

- The cooperative learning approach entails both teachers and learners playing active roles, therefore teachers of EFAL should acquire some level of training in order to equip them employ the theory effectively (cf. 2.3 & 3.4).

- Newly trained teachers and already existing teachers who have not received training in the use of the approach should be made to undergo some training in order to keep them abreast of event and enable them to apply the approach in their teaching (cf. 6.4.4).

- Importantly, the duration for training teachers in the use of the approach should be steam lined and stipulated to ensure all teachers receive training and to also make them see the essence of the training exercises cf. 6.4.4.1 & 6.4.4.2).

- The cooperative learning approach is of enormous benefits when applied at the right time and in the right place, therefore teachers should make very conscious efforts to deliberately implement the approach in their teaching (cf. 6.2.2.3 &6.2.2.4).

- Opportunities should be given to learners in order for them to interact with each other within their co-operative teams so as to interact and learn from one another as they try to achieve task team assignments (cf. 6.4.4.1 & 6.4.4.2).

- Lastly, teachers should make use of varying teaching methods and techniques in order to ensure that learners do not only learn because they are being taught but also to be able to tap into the minds and experiences of group members. By making learners experience what they learn through participation and also work positively with their task team members, they are able to apply what they learn in real life situations (cf. 2.2).

7.5.3 Recommendations regarding the adoption of STAD by EFAL teachers in their teaching.

The following recommendations are made regarding the adoption of STAD by EFAL teachers in their teaching:

- In adopting the STAD technique, the main goal should be bringing out the benefits of the technique such as collaboration and shared understanding on given tasks (cf. 6.4.5).

- Second, in applying the STAD technique, teachers should create situations where learners will be prepared for future jobs, products yet to be invented and new skills geared towards their creativity and innovation. This can best be done when teachers structure their teaching to centre on life and career skills, learning and innovation skills and information media and technology skills (cf. 4.6).

- Similarly, the use of the technique should help should and be able to ultimately benefit learners in terms of building them mentally, emotionally and socially for the classroom and life after school; in their work places and in their communities at large (cf. 4.8).

- One of the main benefits of the STAD technique is its ability to get learners in a discussion mode as they try to find solutions to given tasks, hence, in applying the technique in teaching, teachers should ensure that discussion of ideas and sharing of views is never left out in the equation (cf. 6.4.5.1; 6.2.3.7 & 6.2.3.11).

- Moreover, the application of the technique should enable learners to listen, embark on research and positively contribute to tasks so that they will acquire creative and critical thinking skills (cf. 6.4.5.2 & 6.2.3.8).

- Also, learners should be encouraged to depend positively on one another through the use of the communication skills and team work so they can learn from one another and share what they know with others in the team (cf. 3.5 % 6.4.5.3).

- The composition of task teams are learners of different abilities and backgrounds, therefore in making up task teams teachers should deliberately make sure the teams meet this condition so that at the end of the day even the most shy or lowest performing learners can fully participate and learn from the more active and brighter ones (cf. 6.4.5.1 & 6.2.4).

- Roles assigned to task teams should be rotated from time to time so that by the end of each task team learners learn not only from their peers but also experience different situations which will put them in a position to handle real life situations at ease (cf. 6.4.5.3).

- Finally, equal opportunity for success should be given to all learners and to ensure that high, average and low achievers are equally challenged to do their best and contribute value the contribution of other members in the task team (cf. 4.8 & 4.3).

7.5.4 Recommendations regarding how teachers employ STAD as a cooperative learning strategy in teaching EFAL in grade 12

The following recommendations are made how teachers employ STAD as a cooperative learning strategy in teaching EFAL in grade 12:

- Teachers should be encouraged to develop skills so as to gain access to the inner world of their learners with the belief that when teachers possess the right skills, they can earn the trust of their learners (cf. 6.4.2).

- Teachers should endeavor to use different methods such as: multi-level teaching, storytelling, learning through play, songs, rhymes, group work, individual work and cooperative learning to help learners experience variety in their learning.

- Moreover, teachers should use the active and participative teaching strategies to put learners in a more discursive mode and also to help them expand what they already know as they interact with other members of their groups (cf. 6.4.2.1 & 6.2.4.1).

- Also, teachers should make sure they employ the right strategy or strategies in their teaching in order to succeed in their teaching and also aid learners to succeed alongside as the latter partake in the teaching and learning experience (cf. 2.7).

- Teachers should make use of the communicative approach (questions and answers) so they prepare fully before they start teaching and to make learners ready to ask questions and answer questions posed by their teachers and mates (cf. 6.4.2.2 & 2.3).

- To overcome the challenges teachers face in applying the cooperative learning approach, teachers should use strategies that encourage learners to find

information, remember it, organize it, apply it and do creative things with it (cf. 2.3).

- The approach should be employed in such a way that learners will understand they are not competing with other members of the group but learning to gain more knowledge and skills as they help their task teams to succeed in giving tasks.

- Lastly, the strategy when applied should put learners in a position to enable them possess the ability to be able to find solutions to problems that they may encounter in their studies by means of being creative as well as innovative in their thinking when it comes to real-life situations (cf. 2.4).

7.5.5 Recommendations regarding the challenges teachers face in applying STAD as a teaching strategy in the EFAL classroom

The following recommendations are made regarding the challenges teachers face in applying STAD as a teaching strategy in the EFAL classroom:

- Teachers should facilitate STAD activities in such a way that the learners will be motivated and interested in the learning experience as a way of curbing or totally eradicating the challenges that come with the application of the STAD strategy in teaching (cf. 6.4.7.1 &6.4.7.2).

- Task teams must be composed in such a way that it fully accommodate and cater for shy students. In the task teams there should be learners who are confident so they can impart on the shy ones to partake fully in group activities while accepting contributions of the shy ones even when they are not what is expected (cf. 3.9 % 6.4.7.6).

- In terms of tasks for EFAL, first, curriculum planners should restructure the syllabus so teachers will not be overloaded in their teaching. Second, teachers

should endeavor to break down the content in such a way that they can effectively cater for STAD activities in their teaching (cf. 6.4.7.3).

- With regards to timetabling and the duration of time spent on STAD activities, teachers should plan with school management to arrange for appropriate times for STAD activities and they should have their groups organized ahead of time so they will not spend long time trying to organize the learners into groups before classes start (cf. 6.2.6.4).

- Lastly, teachers have to negotiate with their school management and other teachers to create awareness of the essence of the STAD technique so that notions that EFAL teachers are wasting time and that of the other teachers stepping in while STAD activities are ongoing will be totally diffused (cf. 6.4.7.5).

7.6   RECOMMENDATIONS FOR FURTHER RESEARCH

This research has exposed how the STAD technique is used as a cooperative learning approach to teach EFAL in KZN high schools. The following aspects are recommended for further study and research for the implementation of the strategy in high schools:

- Enhancing the ability of teachers to fully implement the STAD technique in their teaching;
- Capacitating the skills of teachers through team work;
- Capacitating teachers to select and use effective teaching methods in their teaching;
- Making use of STAD as a teaching strategy in the inclusive classroom;
- The application and impact of the STAD technique as a teaching strategy for EFAL teachers in high schools;
- The design and application of the STAD technique to enhance critical thinking in the EFAL classroom;
- The use and application of STAD to improve learners' academic performance in EFAL;

- The impact the STAD technique on the interpersonal relationships and academic performance of learners;

- Enhancing individual and group performance through the use of task team activities;

- Making the EFAL classroom accommodative through the use of the STAD technique;

- The use of the STAD technique to enhance sharpen learners' creative thinking skills;

- Putting learners in the centre of affairs in the classroom through the use of the STAD technique.

7.7   CONCLUSION

This thesis has so far provided an overview of the literature review with regards to teaching and learning, the cooperative learning approach and a critical review of the student team achievement division. The findings and recommendations in respect of the aim of this study have been identified in view of the design of a framework for English teachers on how to use STAD as a cooperative learning teaching strategy in teaching English First Additional Language (EFAL) in Kwazulu-Natal secondary schools.

The next chapter contains a framework designed and recommended for use by EFAL teachers on how to use the STAD technique as a cooperative learning strategy in KZN high schools. The proposed framework is based on the literature review (cf. chapters 2, 3 and 4) and the outcomes of the empirical research (cf. chapters 5 and 6) of this study.

CHAPTER EIGHT

FRAMEWORK FOR THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION IN EFAL IN HIGH SCHOOLS

8.1 INTRODUCTION

The overall aim of this study was to design a framework for the use of STAD as a learning technique in EFAL in high schools in the KZN Province.

The recommended components of the framework for the use of the STAD technique as a teaching strategy described in this chapter were compiled from information gathered from the following:

- Literature review (cf. chapters 2, 3 and 4);
- Empirical research (cf. chapters 5 and 6);
- Personal experience as an EFAL teacher;
- Interactions with colleagues over the years;
- Conversations with EFAL heads of departments and experienced teachers;
- Informal interviews with subject advisors.

This framework serves as a guideline for EFAL teachers in high and primary schools and will require adjustment according to personal circumstances, content to be taught and level of learners. The framework is structured according to the principles, application and expected outcomes of STAD as a teaching strategy for EFAL, as set out in figure 8.1. (cf. Appendix G).

8.2   COMPONENTS OF A FRAMEWORK FOR THE USE OF STAD AS A TEACHING STRATEGY FOR EFAL

The proposed framework is built around the undermentioned components for the implementation of the STAD technique in the EFAL classroom. It is imperative for the EFAL teacher to study these components before designing a lesson plan. The components of the proposed framework for the implementation of the STAD technique are discussed presently.

8.2.1   Principles of STAD

In identifying the principles that hold STAD, it is of prime importance to identify that the principles under the microscope now are akin to the five basic principles of group learning, viz. positive interdependence, face-to-face promotive interaction, individual and group accountability, social skills and group processing (cf. 4.2).

8.2.1.1   Individual accountability

The principle of individual accountability first of all draw attention of team success depending on individual learning of all team members, as well as making team member tutor one another as a way of ensuring every member of the team was ready for quizzes or assessments that team members were made to take individually. In agreement with the cooperative learning principle of individual and group accountability; each student is accountable for a specific task or topic as well as topics assigned to other group members (cf. 4.3 & 3.5).

Also, in using the STAD technique, each task team member is responsible in demonstrating mastery of the content under study and secondly, each member is accountable for their learning and work, therefore eliminating "social loafing". In support of this assertion Van Wyk (2007: 157) stated that "The purpose of any learning activity is to pursue maximum individual learning performance. Feedback mechanisms are necessary to determine each learner's mastery level, if learners are expected to support and help one another." Slavin (1987b) and Smith (1987) both agree to the issue of

individual responsibility eventually contributing to the success of the whole group (cf. 3.5).

Finally, akin to the third stage of cooperative learning, which is individual and group accountability, the individual accountability principle brings into mind the issue of "one for all" and "all for one". However, it is important to note that in this third principle, individual learners need to demonstrate mastery over the content under study since every task member accounts for his or her work, which helps in pushing the group agenda upward and forward. In corroboration to this assertion, Van Wyk (2007: 157) established that the essence of every learning venture is the pursuance of maximum individual learning performance. It is therefore agreed that once an individual in a group achieves, the group will undoubtedly achieve as well because the synergic effect will be felt and utilized (cf. 3.2.1).

8.2.1.2   Positive interdependence

Positive interdependence among group members is established where each task member sees to the success of one another. If not handled well, the interdependence on one another may result in negative interdependence where each member tries to impede the success of other members based on the thinking that the failure of an opponent will result in their own success (cf. 4.2).

However, the STAD technique has positive interdependence and group processing as its two key strengths to overcome the negative interdependence as these two key strengths both lean on students in task teams helping one another. In the light of what is being discussed, Sporer and Brunstein (2009) in an attempt to examine the effects of peer-assisted learning strategies on reading comprehension of 7th grade students, compared students learning under the STAD technique and those in the traditional classroom, after which their posttest result showed that learners who were taught using the STAD technique:

- Obtained higher scores in experiment constructed and standardized comprehension tests.

- Were higher achievers in terms of declarative and procedural measures of summarizing strategies.

- Greatly improved in their understanding of self-regulated reading activities than in traditional instruction students did (cf. 4.8).

In another development, Smith et al. (1981) elaborated that positive interdependence exists when there is a positive correlation among individuals' goal attainments; individuals perceive that they can attain their goals if, and only if, the other individuals with whom they are cooperatively linked attain their goals. It comes with little doubt that positive interdependence naturally emanates from the need, on the part of group members, to work on the task that has been assigned them and the quest to ensure that the group is successful. Where the positive interdependence principle is really at work, group members tend to appreciate what has come to be termed "sink or swim together", which in turn helps them appreciate that the entire team benefits when all individual team members performance is high and is also held accountable when one or more members do not perform well. It is in light of this Van Wyk (2007) added that when learners understand that they are interdependent on one another, they become obliged to work to achieve the goals of the group (cf. 3.2.1 & 3.5).

8.2.1.3   Goal achievement

Goal achievement is the third STAD principle to be put under the microscope. This principle clarifies that no interdependence or individualistic efforts exist when there is no correlation among individuals' goal achievements; individuals perceive that the achievement of their goals is unrelated to the goal achievement of others. Tendencies such as negative interdependence and the traditional thinking of making teachers the only active ones in the teaching and learning environment, as well as situations where every individual's aim is to outdo the other, which brings hostilities and a higher amount

of unhealthy competition among learners, are eradicated under the goal achievement principle since learners stay focused to achieve the goal of their task teams (cf. 3.2.1).

The fourth stage of ZDP robes into the goal achievement theory because this stage occurs when the learner may have fully developed a particular task, but suddenly discovers that he or she can no longer perform it automatically; due to intrinsic factors such as stress or illness, and extrinsic factors, such as the learning environment not being conducive, among other factors that may call for the learner needing assistance. The indication thereof is that no matter how knowledgeable, skillful or experienced one becomes, the importance of cooperative work cannot be downplayed as help may still be needed in one way or the other to achieve set goals. Hence it becomes imperative for students to continuously learn from others in order to be abreast of time and events (CF. 3.2.4).

It is important for task teams to often evaluate how effectively they have performed so they can plan strategies to improve upon what has been done. According to Brown & Ciuffetelli Parker (2009) and Siltala (2010), two characteristics must prevail in order to ensure considerable improvement in student achievement. The first characteristic is that the group are made to work together for a group goal or recognition and the second is creating the feeling that the success of the group depends on each task member's learning towards the achievement of the goal (Brown and Parker, 2009 and Siltala, 2010) (CF.3.5).

8.2.1.4   Shared responsibility

The last principle of the STAD technique is shared responsibility which has some tenets of group processing such as; students coached on group process skills-supporting differences, listening, providing feedback, gatekeeping to ensure all participate, coaching others and reaching consensus among others in it (cf. 3.5).

The third stage of ZPD is where performance is developed and tasks are smoothly carried out in an integrated manner by the learner which implies that performance has been internalized. At this stage assistance from capable others ceases as learning at this stage is self-directed. The learner is able to attempt and finish tasks alone without mediation from the capable others (Pettigrew & Akhurst, 1999:132). This stage is a proof of what the student has been able to acquire with the help of others. It is self-fulfilling as students will be able to apply knowledge and skills acquired correctly and most importantly on their own (CF. 3.2.4). The link between this stage of ZDP and the principle of shared responsibility under the STAD learning technique comes in as it is accepted that the individual learner might have achieved a set goal mainly as an individual, yet it must be accepted that different learners played different roles (shared responsibility) before the individual learner could achieve any goal.

Social skills is a cooperative learning principle that seeks to establish that teaching of content to learners must be done to ensure the success of cooperative learning and also to inculcate in them skills such as effective communication, interpersonal and group skills. To Van Wyk (2007), the social skills is termed interpersonal and small-group skills. Taylor (1991) is of the opinion that there is the need to ensure a high level of cooperation among learners so that they can interact and decide how tasks will be assigned to members of the task team. Smith (2000) also added that "group formation is not a once-off occurrence, but rather a continual process that encompasses a number of separate and consecutive phases and these phases are termed; forming, storming, norming and performing" (cf. 3.5). The import here is that as group members interact as social beings, they will take on different roles and ensure their groups perform to their utmost best.

In summing up, it has been established that there are two major theoretical perspectives associated with cooperative learning: motivational and cognitive (Swortzel, 1997) cited in Hijazi and Al-Natour (2012: 445). First, because students perceive that their success or failure is dependent upon their ability to work together as a group; students are likely to encourage each other to do whatever helps the group to succeed. They are also

more likely to help each other with the task(s) at hand and also take on different roles assigned them for the betterment of their task teams' performance and achievement (CF. 3.8).

8.2.2 Applying STAD in an EFAL Classroom

Van Wyk (2012) clearly establishes that merely putting learners together in groups does not guarantee group success. It therefore behooves on language teachers to apply the right strategies and follow the correct steps to ensure success in their teaching. In narrowing the scope of the STAD to the real classroom application, Kagan (1995) argued that language acquisition is determined by a complex interaction of a number of critical **input, output**, and **context** variables (cf. 4.7). Synopsis of the discussion on the variables outlined by Kagan in chapter four (cf. 4.7) of this study are presented as follows:

8.2.2.1 Input:

Abdullah and Jacobs (2004) hypothesis is that as students make meaning through written and spoken words they are able to acquire a second language. Kagan (1995), the originator of the input, output, and context (complex) interaction argued that language can best be acquired when the input is **comprehensible**, **developmentally appropriate, redundant**, and **accurate**.

8.2.2.2 Output:

Language acquisition is fostered by output that is **functional and communicative**, **frequent, redundant**, and **consistent with the identity of the speaker**.

8.2.2.3 Context:

Students can experience increased learning in a **supportive and motivating**, **communicative and referential**, **developmentally appropriate**, and **feedback rich** context. Abdullah and Jacobs (2004) added that cooperative learning can be structured

in way such that the context in which it is being done will help balance opportunities that cater for individual group members.

Kagan's work, with some input by Abdullah and Jacob has put into the limelight how the interplay of the input, output and outcome variables play a big role when STAD is applied in the second language classroom (cf. 4.7).

8.2.3 Expected Outcomes of Applying STAD in the EFAL Classroom

The expected outcomes that are expected when the STAD technique is applied in the EFAL classroom are also inherent mainly in the work of Kagan (1995) with support from Abdullah and Jacobs (2004). These expected outcomes result from the three variables (input, output and context) and are presented below:

8.2.3.1   Comprehensible:

Students in groups by adjusting their input to make understanding easier for others also ensure that meaning is regulated by bringing it to an appropriate level for all team members.

8.2.3.2   Developmentally appropriate:

- The input must be within the student's ZPD so they can understand through the help of others.
- Cooperative learning has the tendency of helping stimulate development to the next stage of language development.
- Extra input sources can be provided by peers and this may help in the transfer of learning outside the classroom.
- Students understand better when their peers help them and this helps in motivating them and decreasing the anxiety they often experience in a typical second language classroom.

8.2.3.3   Redundant:

- Students' retention of content is assured as they repeatedly receive input from varied sources.
- The requisition for repetition, explanation and clarification of content enable students triangulate meaning out of the content being shared.

8.2.3.4   Accurate:

- The errors groups often make may make group work inferior compared, hence the teacher should monitor how groups progress, check for accuracies and offer corrections where needed.
- Teachers should encourage students to work on their communication difficulties on their own but should also avail himself/herself when needed by the students.
- Effective interaction strategies will be increased as students learn cooperative and collaborative skills.

8.2.3.5   Functional and Communicative:

- The language used in the cooperative environment should not be different from the language used in the everyday life of students.
- Cooperative learning groups make way for expressive, functional, personally relevant, representative language output that is critical for language acquisition (Kagan, 1995).

8.2.3.6   Frequent:

- The greatest advantage of cooperative learning is its ability to maximize student's output (Kagan, 1995) and also its appropriateness for large classes where students are allowed to engage in more talking.

8.2.3.7   Redundant:

- Students' fluency in a language naturally increases as they speak repeatedly on a topic.

8.2.3.8   Identity Congruent:

- Increased fluency can be achieved when students practise classroom speech which projects the identity associated with the speech (Kagan, 1995).

8.2.3.9   Supportive and motivating:

Cooperative learning groups can provide a supportive and motivating context for a variety of reasons, including:

- Frequently asking questions

- Communicating in order to accomplish cooperative learning tasks

- Assigning peers to the same group (working for shared goals)

- Making speech an integral part of cooperative learning

- Ensuring students are taught appropriate skill so that when they are in their task teams they won't find it difficult exhibiting praise and encouragement to others

- Students are taught to depend on one another as a way of conditioning them to learn the same content

8.2.3.10 Communicative and referential:

- Students speak in real time, about real events and objects, to accomplish real goals which pushes them to strive for meaning and ends up facilitating acquisition.

8.2.3.11 Developmentally appropriate:

- By interacting with each other cooperatively, students are able to interact within each other's zone of proximal development.

8.2.3.12 Feedback rich:

- Students in cooperative learning groups get immediate feedback and correction opportunities through the process of communication.

- These feedback opportunities occur in a natural context, making it easier to assimilate and reduce student anxiety.

Figure 8.1: Constructive alignment of STAD in an EFAL Classroom
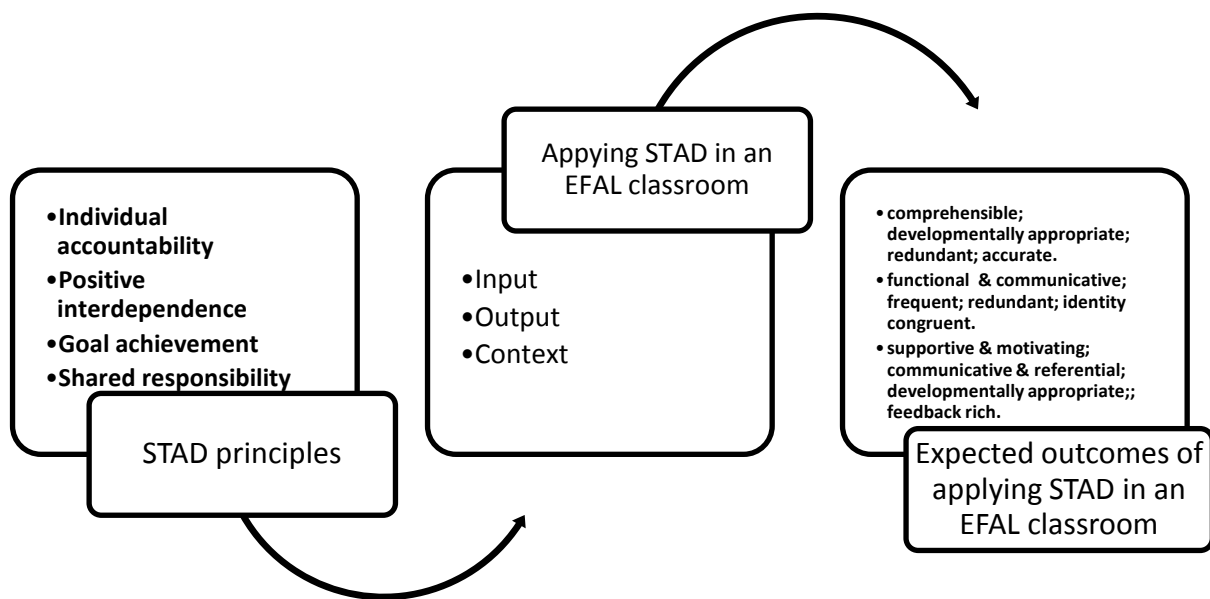
From the constructive alignment (figure 8.1), the principles of STAD which are in line with that of cooperative learning approach should be the first point of departure when designing and applying STAD as a teaching strategy in the English FAL classroom. It is when that is done that the complex interaction of variables by Kagan can be utilized in

order to arrive at the outcomes that follow. The divisions of EFAL and the modalities set out go a long way to corroborate what is being discussed. The DoE (2007) on NCS and DBE (2011) pointed out that CAPS policy for EFAL develops skills to communicate effectively in both a socio-personal context and a vocational-work environment. These policies (NCS replaced by CAPS) add that the following modalities of learning and language will be addressed:

- Listening and Speaking

- Writing and Presenting

- Reading and Viewing

- Language as a tool for communication and learning

The modalities set out show how practical the subject is and the need for a cooperative technique like STAD to be used for maximum success in the learning process. In considering the modalities and the weights put on various divisions of EFAL in high schools, it goes without argument that when Kagan's (1995) complex interaction of variables is adhered to so as to improve upon learners' performance in the subject and to make it practical and applicable in life after school (cf. 4.7).

8.3   The Role of the EFAL Teacher in a STAD Classroom

In considering the amount of work to be done before, during and after implementing the STAD technique in the EFAL classroom, the teacher has a lot of work do, in terms of preparation, implementation and assessment. What comes to mind at this point is the role the teacher plays in the STAD classroom. Xu and Huang (2010) outlines the roles of the teacher in four domains as summarized below:

8.3.1 Being a Humanistic Teacher

It is explained that a humanistic teacher means the teacher's behavior should be democratic and his teaching aims at what the modern classroom situation is centred on; to put the learner in the centre of the teaching-learning process. Being democratic means the teacher is both sympathetic and empathic towards his or her learners in such

a way that the teacher acts as an organizer, encourager and guide in the classroom instead of going by the traditional 'know all' teacher who deposits knowledge into learners so as to holistically promote the development of learners.

Secondly, a humanistic teacher is regarded as a facilitator and acknowledges that significant learning can be facilitated by establishing an interpersonal relationship between the facilitator and the learner. In this wise, the teacher treats learners as individuals with specific needs to be met and provides them with trust and emphatic understanding. From the ongoing, it is obvious the humanistic teacher will promote learning and improve upon performance to a large extent.

8.3.2 Motivation in the English Teaching Process

As long as learning is concerned and outcomes are expected to be met, motivation cannot be taken out of the equation. Research has proved that motivation in the teaching of a second language is imperative, hence, it takes a teacher who is also a motivator to succeed in teaching EFAL. It is believed that motivated teachers impact on their learners in such a way that the learners directly or indirectly learn from the teachers experiences till they see their full potential has been developed.

8.3.3 Designing affective course

Practice indicates that teaching is not only what is seen in the classroom when the teacher is seen presenting to learners. The effective teacher takes time to design courses to a level where the learners will be and decipher what they are taught and contribute to the classroom activities, especially when the STAD technique is applied.
In the case where teachers are not in a position to design courses on their own, they still have the liberty to breakdown the courses into chunks that can easily be digested by the learners. They also have to adopt effective teaching strategies, such as STAD to get learners involved in the classroom activities so they can experience and practise what they learn in their lives. Additionally, it is the duty of the teacher to ensure that teaching and learning materials that will make teaching and learning beneficial are

acquired and used in the teaching and learning process for improved performance and for expected outcomes to be met.

8.3.4 Creating a Psychologically Secure Learning Environment for the Students

The findings from this research and literature have proved beyond doubt that learners of EFAL exhibit feelings of anxiety and some amount of fear mainly because it is not their mother tongue and they find it difficult to adapt fully to the usage of the language. That notwithstanding, EFAL teachers can reduce or eradicate these feelings by ensuring a harmonious and pleasant climate in the EFAL classroom. This can be achieved if the teacher would pay more attention to establishing a positive relationship with learners. It is believed that the EFAL classroom can be free of anxiety, should the teacher in charge make it a welcoming, accommodating and relaxing place where the psychological needs of learners are met.

A publication on the role of a teacher found on www.csun.edu (2014) indicated that one of the first places kid's behavior and future educational success are shaped is the school. It is further iterated that teachers are not born experts in their field of work, neither do they become experts within a day but with training, experience, dedication and love for their careers, they eventually become experts. The roles of the teacher from this publication are bulleted as follows:

- An expert in the field of teaching based on training, experience and preparation towards work in the classroom;
- Teachers are motivated to motivate learners to get involved in the classroom work and break all psychological barriers that the learners bring into the classroom;
- Teachers are responsible for social behavior in the classroom because their attitude (anger, frustration or delight) will impart directly or indirectly on learners and the learners will emulate the attitude of the teacher in the near or remote future;

- Teachers have a responsibility of creating a warm and protective environment in the classroom. In as much as teachers remain professional, they should ensure their learners feel secured and trust is established among the teacher and learners for academic progress;

- Teachers should be creative with their lessons and plan ahead of time in order to sustain learners interest in what they are taught;

- Being a guide or facilitator should be the role of the teacher in the modern day classroom instead of being a totalitarian over the learners;

- Teachers must serve as role models for the learners that they teach and for the community at large.

In summation, the role of the teacher in the EFAL classroom, it is understandable that the roles spelt out by Xu and Huang (2010) overlap with those identified by www.csun.edu (2014) and to a lesser extend to CAPs, and at the same time corroborate what has been pointed out by each authority making the teacher's role in the classroom so clear. By implication, any teacher who plays these roles well is bound to get learners highly involved in STAD activities in the EFAL classroom, sustain their interest throughout classroom activities and bound to improve upon the performance of learners in due time.

8.4   The Role of Learners in a STAD Classroom

The approach to teaching and learning in South African schools have taken a dramatic turn from the traditional approach, where the focus was on the mastery of specific learning content and the shift has been on outcome-based education approach since independence in 1994. In citing the National Department of Education (NDE) (1996c), Van Wyk (2007) believed that the change in the approach to teaching and learning in South Africa is in line with the cooperative learning and teaching strategy, which focuses on development of skills for the future in line with NCS policy of the NDE and the CAPS also to enable active classroom participation among learners (cf. 1.2).

With this declaration by the NDE and in agreement with the proposed framework in this study, EFAL learners in a STAD classroom have a role to play in order to ensure their own progress and that of their task teams as a whole. In view of the role learner play in the STAD classroom, it comes as no surprise when answers from questions 58 and 59 respectively on the survey questionnaire gives an indication of 90.6% of respondents agreeing that play a major role in the STAD classroom and 90.1% agreeing that both teachers and learners play equal roles when the STAD technique is in use (cf. 6.2.5.4; 6.2.5.5 & graphs 6.35; 6.36).

From the ongoing, the role of EFAL learners in a STAD classroom are summarized below:

- Learners construct knowledge as they attempt to make sense of their experiences (cf. 3.2). This assertion is in line with the social constructivism theory and interpretivist paradigm where it is believed knowledge is constructed and (over time) constantly re-constructed through experience resulting in many differing interpretations. It is these multiple interpretations that create a social reality in which people act (cf. 3.2; 3.2.2 & 5.2.1).

- Positive interdependence exists when there is a positive correlation among individual's goal attainments; individuals perceive that they can attain their goals if, and only if, the other individuals with whom they are cooperatively linked attain their goals (cf. 3.2.1 & 4.4). The learner's role, therefore is to cooperate with others for individual and team success.

- Through interaction among learners, some will soften their stands on issues, some will change their minds entirely and some will unlearn, learn and relearn through the negotiations that go on as they negotiate to find solutions to given tasks (cf. 3.2.2 & 4.7).

- It becomes such a beautiful experience when the high performing students accept the low performing students as members of the task team and render all the support they can offer, and the latter also accepts their weaknesses and work towards it all in a bid to put away their individuality in order to ensure that the best is achieved for the groups in which they have been placed and giving a task to accomplish (cf. 3.2.3). The learner's role here is to put away individual differences and see to the progress of all members of the team.

- The individual should be able to work on his or her own for some time. This is similar to the third stage of cooperative learning, which is individual and group accountability where each individual is made accountable for a specific task or topic that assigned to the group and other group members (cf. 3.2.1 & 3.2.4).

- When given tasks or assigned roles; students are expected to speak in real time, about real events and objects, to accomplish real goals which will enable them to strive for meaning (cf. 4.7).

8.5   Steps in Implementing STAD

The implementation of the STAD technique in an EFAL classroom obviously comes with a lot of work in terms of preparation, implementation and assessment. However, with commitment and hard work and the right processes followed, the technique can be smoothly implemented and success is guaranteed. In order to successfully implement the STAD technique, the following five steps are to be followed:

8.5.1 Class presentations:

The teacher begins by presenting the lesson to the students for one or two periods of instruction while keeping the focus of the lesson directly linked to group assignments and individual quizzes of the STAD unit. Among the key things teachers should stress during the lessons include (Slavin, 1995): what is to be learnt and its importance,

demonstration of concepts and skills, randomly calling on students to answer questions as a way of sustaining their attention and making learners work on short assignments.

8.5.2 Teams:

- Formation of STAD teams comprising four or five members of mixed ability, gender and ethnicity.

- Teachers should emphasise on the factor of swim or sink to all team members (Slavin, 1994).

- Teams can work together or split into further sub-groups and teachers should ensure that students have been able to master the content presented to them (Slavin, 1994).

- Students should be taught to know when and how to seek help from each other and how to provide effective explanations (Tomei and Dembo, 1998). Teachers can help to facilitate this process by moving from group to group asking questions, and encouraging students to explain their answers to gain a deeper understanding of the content (Hassard, 2000).

- Slavin (1994) suggests that teams can be kept for up to six weeks before moving students into other groups so the low performing ones get a chance to start again.

8.5.2.1 Assigning teams:

- Teachers should make summary sheets for each group showing their performance from the highest to the lowest and with the use of letters, for example A to H for groups of eight (cf. 4.3; 4.5 & table 4.1).

8.5.3 Quizzes:

- Each team member is individually tested after a week or two to ensure individual accountability.

-Scores after the tests are used to identify how each individual performed and also their improvement. This allows for equal opportunity for success where "high, average and

low achievers are equally challenged to do their best, and the contributions of all team members are valued" (Slavin, 1994).

- To give a level ground to all members, each student begins with a base score that is dependent upon their average performance in their previous work points that are awarded to students based on how well they can improve on these base scores. Team points are calculated as follows:

  • more than ten points below the base score – five points

  • one to ten points below base score – ten points

  • base score to ten points above – twenty points

  • more than ten points above or a perfect score – thirty points (cf. 4.3; 4.5 & table 4.1).

8.5.4 Combine the Scores to Create Team Scores

- Individual improvement scores are added together and divided by the number of people in the group to get a team score and teams are awarded according to how well they perform as a team. One way this could be done could be as follows:

  • 25-30 points – Super Team

  • 20-24 points – Great Team

  • Less than 20 – Good Team (Slavin, 1994 and 1995) (cf. 4.3; 4.5 & table 4.1).

8.5.5 Recognition:

- Teams that perform better than the criterion set out are given some form of reward for their success which can be in the form of a group certificate.

- Creative teachers can think of ways of rewarding the groups taking into consideration that the size of the reward is not as important as the recognition students are giving based on their achievements (Slavin, 1995).

- Slavin referred to Elizabeth Cohen's research which emphasized the need for teachers to be keen on students who frequently performed poorly so that as soon as these students improve they are accordingly rewarded.

- Slavin (1994) suggested that fast tracking the scores of students and teams and giving them their rewards is a sure way of maximizing their motivation to work (cf. 4.3; 4.5 & table 4.1).

8.6   Practical Outcomes of STAD

Cumbersome as the implementation of the STAD technique in the EFAL classroom may seem, available research and findings from this research have proven beyond doubt that the technique comes with a lot of outcomes, in the form of advantages. Synopsis on the practical outcomes of the STAD technique, as captured from the findings of this study is presented as follows:

- The participants agree that the learners get encouragement from each other which in turn aids their learning for the reason that learners are better at working collaboratively with one another (cf. 6.4.5.1; 6.2.3.9 & graph 6.24);

- Learners value what other students say during cooperative lessons and this enhances task team members to acquire discussion skills through cooperative learning (cf. 6.4.5.1; 6.2.3.7; 6.2.3.11 & graphs 6.21 & 6.26);

- Learners acquire critical thinking skills through cooperative learning (cf. 6.4.5.2; 6.2.3.8 & graph 6.22). This in turn points to the great extent to which the STAD technique can equip learners for the job market and life after school;

- Both the development of communication skills and team work can be achieved when learners depend positively on one another and take responsibility for themselves and their groups;

- The STAD technique helps in putting away shyness from learners. An indication that the technique is highly beneficial in teaching and learning as it helps to cater for all manner of students in the teaching and learning environment (cf. 6.4.5.1 & 6.2.4);

- The technique ensures that high, average and low achievers are equally challenged to do their best and that the contributions of all members are equally valued by the team (cf. 4.8 & 4.3).

8.7   Implications of the Proposed Model

The framework proposed in this study can serve as a model in diverse ways and to various individuals and groups, either as practitioners of the STAD technique or policy makers. The diverse usage of the framework, which indicates its implications is presented in figure 8.2 below:

Figure 8.2: Implications of the proposed framework for STAD
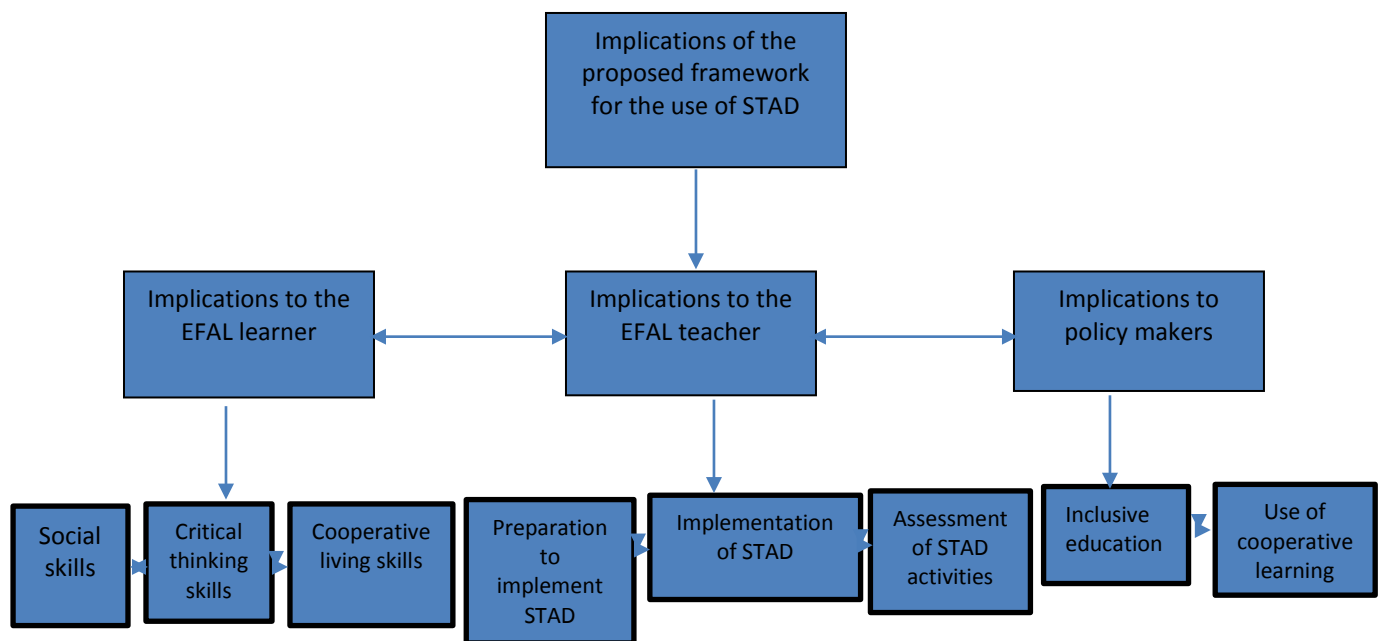
8.7.1   Implications to the learner

The implications of the proposed framework in this study for the EFAL learner are many. The overarching implications are encapsulated in the social skills, critical thinking skill and cooperative living skills that learners acquire. These skill are explained below.

First of all, the learners have to make deliberate efforts to positively depend (positive interdependence) on other task team members as a way of doing away with competition among team members and also help fast track the achievement of team goals. In line with this assertion, the zone of proximal development emphasizes how individual team members need to be helped through the first three stages and sometimes at the last stage where it is believed learners are independent to solve problems on their own (cf. 3.2.1; 3.2.4 & 6.2.3.1).

Secondly, learners in a group need to individually and collectively, come to terms with the idea of swim or sink and put in all effort to ensure that the group swims instead of sinking (cf. 3.2.1 & 6.2.3.3).

Thirdly, learners in the EFAL classroom being taught under the STAD technique need to appreciate that reality is constructed through human activity and that reality or knowledge can best be constructed as they interact with and learn from one another (cf. 3.2.2).

Also, learners need to note that through their participation in group work, they model members' behavior and others also use their participation as models for themselves. Hence, the importance of observing and modeling the behaviours, attitudes, and emotional reactions of others in the STAD classroom should not be downplayed (CF. 3.2.3 & 3.5).

Further, the more leaners appreciate that the teacher is there to facilitate work in the classroom and other learners in the group are in to help push the agenda of the group, the better the position of the learner to advance as an individual and for the group as a whole. Hence, the onus rests on the learner to sustain his or her interest in the subject and in group work for success (cf. 3.5; 6.2.2.15 & 6.2.3.5).

Finally, the principles of STAD, as captured in the proposed framework, gives an indication of how effective communication and mutual respect for one another in the task team can eventually lead to the attainment of the expected outcomes of the use of the STAD technique (cf. 6.2.3.4 & 6.2.3.5).

8.7.2 Implications to the EFAL Teacher

Though the emphasis of teaching and learning has shifted from the teacher to the learner, the teacher still plays a pivotal role in the classroom, especially where the STAD technique is in use. The teachers' role comes in three different but linked ways but linked and is a continuum as explained in the subsections that follow.

8.7.2.1   Preparation to Implement STAD

The EFAL teacher needs to take into cognizance the effort that needs to be put in when preparing to implement the STAD technique. It is understood that before the technique can be effectively made use of, preparation counts a lot. A summary of the preparation that needs to be put in place in order for the proposed framework in this study to be fully made use of is presented below. It is worth noting that the steps presented under this subtheme is a summary of the work by the originator of the STAD technique, Slavin in 1988.

8.7.2.1.1 Materials

In preparing to implement the STAD technique and in considering the principles, its application and the expected outcomes defined in the proposed framework, the EFAL teacher needs to study the topic and content to be taught in order to identify teaching and learning materials that will be needed for lessons. Slavin advises that these materials ideally can be obtained from the John Hopkins University. However, teachers can make up their own materials where possible or find the materials from other sources or in situations where materials are hard to come by, teachers can improvise. In all, it is imperative for the teacher to ensure that the materials will be beneficial to the STAD classroom and for the benefit of learners. The importance of materials in the

STAD classroom cannot be overlooked as almost half of the respondents in this research agreed that the use of materials can be a challenge when implementing the technique (cf. 6.2.6.2).

8.7.2.1.2 Assigning Students to Teams

STAD can be described as a cooperative learning technique in which small groups are formed irrespective of background, ability or any classification to ensure that each team mate puts in maximum effort in helping one another so as to ensure that the aim of the team is achieved at the end of the day (cf. 4.4). From this description of STAD, teachers need to be meticulous in making sure teams are made up of learners with diverse backgrounds to satisfy the requirements of team composition, as established by Slavin and his team.

In ensuring leaners are assigned correct teams in the EFAL classroom, where the STAD technique is under use, the following steps can be adopted:

- Before assigning learners to teams, make a copy of the Team Summary Sheet for every group member in the class as well as a quiz score sheet.

- Rank learner in the class from highest to lowest according to their past performance or by your own judgement if possible.

- Decide on the number of teams to be formed. This can best be done by considering the total number of learners in the class. For instance a class of 25 learners can be made of five teams with five group members in each team.

- Assign learners to teams ensuring that the rule set up in the definition of STAD is adhered to. Assign learners of different backgrounds, performance and sex to groups making use of the ranking done in step. You may name the teams A to E if you have five groups to work with. A graphic presentation of the ranking and assigning of learners is presented as figure 8.3 below.

Table 8.1:   Assigning and Ranking of Learners for STAD Activities

	Rank Order	Team Name
High-performing learners	1	A
	2	B
	3	C
	4	D
	5	E
Average- performing learners	6	E
	7	D
	8	C
	9	B
	10	A
	11	A
	12	B
	13	C
	14	D
	15	E
	16	E
	17	D
	18	C
	19	B
	20	A
Lower-performing learners	21	A
	22	B
	23	C
	24	D
	25	E

Adapted and modified from Slavin (1988)

- The final step in preparing to apply the STAD technique is to fill out summary sheets after assigning all learners to their respective teams. A sample of the summary sheet will be presented under assessment of STAD activities, as figure 8.4.

8.7.2.2   Implementation of STAD

The implications of the STAD technique has already been touched on under section 8.5 of this chapter (steps in implementing STAD). However, to bring in the implications of the proposed framework for implementing STAD, further additions would be made so teachers can easily adapt the framework for their usage in the EFAL classroom.

8.7.2.2.1 Teach

The first step is to present lesson materials for one or two different lessons so learners get acquainted to the activities they are going to engage in when they split into groups. At this stage the teacher is at liberty to present as the learners listen, however, the content being presented should be straight to the point and not too loaded. The teacher can also call learners at random to answer questions, as a way of getting feedback on the content being presented. Again, questions asked by the teacher should not be too many so interruptions in the presentation would be minimized and the lessons should be presented at a pace that learners can move along with; not too slow to make it boring and not too fast so learners may not be abreast of concepts.

8.7.2.2.2 Team Study

During team study, the team members are expected to master the material presented in the lesson and to help their teammates master the material (the principle of individual and group accountability). Learners are given worksheets and answer sheets that they can use to practise the skill or content being taught and to assess themselves as well as their teammates. Each team receives only two copies of the worksheets and answer sheets to force teammates to work together, but if some students prefer to work alone or want their own copies, make additional copies available.

8.7.2.2.3 Test

This may take half of a period or a whole period. During the test period distribute the quiz and give learners adequate time to complete it. Do not let learners work together on the quiz; at this point they must show what they have learned as individuals. Have

learners move their desks apart if possible to set the mood for real assessment. Either allow students to exchange papers with members of other teams, or collect the quizzes to score after class. Be sure to have the quizzes scored and team figured in time for the next class if at all possible.

8.7.2.2.4 Team Recognition

Get to terms with individual improvement scores, as well as team scores and prepare a class newsletter, bulletin board or any other form of recognition deemed expedient and or available to sustain learners' interest in STAD activities and the overall mentality of working together and respecting others.

8.7.2.3   Assessment of STAD Activities

In assessing the effectiveness of the STAD technique, the following rules of assessment, adapted and modified from Van Wyk (2007) can be made use of:

- Assessment and evaluation must be based on the learning context so learners' achievements will be effectively assessed;
- Regular assessment needs to be done to obtain feedback on each individual group member's level of learning;
- Peer assessment should be encouraged among task team members;
- Comparison of learners' level of achievement must be entirely avoided. Instead criterion-referenced assessments should be used;
- Assessment methods must vary.

The essence of making use of a variety of assessment tools will go a long way to help identify; learners who have not been able to achieve outcomes, diagnose problems and adopt remedies, identify learners who are performing well and keep them on track and overall help in learner progress in the STAD classroom.

In assessing the use of the STAD technique, the summary sheet is a very useful tool for EFAL teachers to use. The summary sheet contains details such as names of individual team members and their performances over time as well as the teams' scores and their

standing over a period of time. A sample summary sheet is presented below as figure 8.4.

Table 8.2: Team Summary Sheet

Team Members	1	2	3	4	5	6	7	8	9	10
Carios	10	5	10							
Irene	6	1	4							
Nancy	10	10	6							
Charles	4	5	10							
Oliver	0	4	7							
Total Team Score	30	25	37							
Transferred Team Score	24	20	30							
Team Standing this week	6	7	5							
Cumulative Score	24	44	74							
Cumulative Standing	5	6	5							

Source: Slavin (1988)

Although the summary team score sheet may serve as a useful guide to establish whether or not the STAD technique has been effectively implemented by in the EFAL classroom, it is not enough to judge because the judgment is based only on the performance of learners. The following checklist can be used for EFAL teachers to do a self-reflection to assess themselves in the implementation of the technique. The implication of the self-reflection checklist for teachers is that once the questions posed receive positive answers, then the use of the technique has been effectively done by the teacher in question.

Table 8.3: Self-reflective teaching checklist for EFAL teachers

Item	Details on self-reflection	True	False
1	Learners' knowledge skills and attitude are sufficiently probed		
2	Activities foster critical thinking and creative thinking among learners		
3	Learners are equipped with inquiry skills		
4	Learners acquire communication skills		
5	Sufficient time and opportunities are provided for learners to work collaboratively		
6	Learners are motivated to respect what other learners say during group work		
7	My classroom environment encourages learners to actively participate in task team activities		
8	Assessment techniques are appropriate to the type and quality of learners' responses and assignments		
9	Learners complete assessment activities		
10	Learners are encouraged to use a variety of available resources in their work		
11	My assessment techniques are fair and appropriate for ensuring progress and remediation for learners with challenges		
12	Learners are able to demonstrate; cognitive, affective and psychomotor skills at the end of the learning experience		

8.7.4 Implications to Policy Makers

In the final analysis, policy makers have to be brought on board since they have the power to decide curriculum policies that are to be used in schools. The implication of the proposed framework in this study to policy makers are in twofold: viz. inclusive

education and emphasis on the use of cooperative learning. The implications are captured in beliefs of Van Wyk (2012) that education should be learner-centred and learner-directed, so that teachers serve as guides and facilitators rather than a source of knowledge. These implications are captured in the following explanations from the introductory chapter of this research.

First of all The Department of Basic Education (DBE) emphasizes inclusivity as a central part of organizing, planning and teaching at school (DBE, 2010). The DBE acknowledges that inclusivity can become a reality when all teachers exhibit a sound understanding of recognizing and addressing the barriers to learning and also with the ability to plan for diversity. Planning of diversity should take into consideration individual differences and therefore different strategies that can be applied in the teaching process to ensure positive results are obtained at the end of the day (cf. 1.2). The implication thereof is that it is not just enough to recognize inclusivity and diversity, more effort should be put in to make sure such beautiful policies and ideas see the light of day within the stipulated time.

Again, The National Department of Education (NDE) (1996c) stipulates that the change in the approach to teaching and learning in South Africa is in line with the cooperative learning and teaching strategy, which focuses on development of skills for the future in line with NCS policy of the NDE and also to enable active classroom participation among learners (cf. 1.2). The agenda of the proposed framework is not just to support this beautiful idea but to draw awareness on the side of policy makers that, to succeed in developing skills of learners for the future through cooperative learning, teachers should be trained, materials should be provided and monitoring should be in place to ensure the right thing is being done in the classrooms.

Also the curriculum for South African Schools emphasise on two basic objectives which are inherent in the proposed framework of this study. First of all, the issue of learner centeredness is identified as important both in this framework in the curriculum, which is an indication of how this proposed framework can serve as a guide for the present

and the future for policy makers in coming out with policies that will make South African education a force to contend with (cf. 1.3).

The last implication of this proposed framework to policy makers leans on nation-building. It is believed by this researcher that if policy makers emphasize on cooperative learning, learners will acquire social skills, discussion skills and critical thinking skills which will all contribute in motivating learners to work together to succeed and also bring peace and harmony in the learning environment. These virtues would in turn contribute to nation building and hard work outside the classroom (cf. 3.2).

8.8   Concluding Remarks

This proposed framework for the use of STAD as a cooperative teaching strategy in English may only provide a broad model that must be considered in context within the existing literature (cf. chapters 2, 3, and 4 of this study). Thereafter EFAL teachers should plan, use and implement the guidelines provided by this framework for the successful teaching of EFAL with the view of the achieving the learning outcomes of the subject, improving upon their own teaching and the performance of their learners from time to time and to ultimately ensure all learners achieve desired outcomes at the end of the day.

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APPENDIX A

D Ed QUESTIONNAIRE FOR GRADE TWELVE EFAL TEACHERS

INFORMATION REGARDING THE USE OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) IN TEACHING ENGLISH FIRST ADITIONAL LANGUAGE IN GRADE TWELVE IN KWAZULU- NATAL

Please take some minutes of your time to complete this questionnaire.

This questionnaire is strictly for research purposes and so you are assured that any information you provide will be treated with strict confidentiality.

Please do not supply your name on this questionnaire. Your honest response will be of great value and will be greatly appreciated.

All **six** sections of the questionnaire must be completed by English (EFAL) teachers.

Please answer the following questions by <u>encircling</u> the appropriate number.

SECTION A: BIOGRAPHIC DATA

1. Educational district	**Vryheid**	**1**
	Ilembe	**2**
	Sisonke	**3**
	Ugu	**4**

2. Gender	**Male**	**1**
	Female	**2**

3. Number of years in teaching profession	**01-10**	**1**
	11-20	**2**
	21-30	**3**
	31+	**4**

4. Number of years in teaching EFAL	**01-10**	**1**
	11-20	**2**

21-30	3
31+	4

5. Highest academic qualification

Grade 12	1
Degree	2
Honours	3
Masters	4
Doctoral	5

6. Highest professional qualification

HED(S)	1
PGCE	2
HED(PG)	3
UED	4
Bed	5
Bed (HONS)	6
M.Ed	7
PhD	8

7. Have you received any training to implement CAPS?

Yes	1
No	2

8. At what level were you trained to implement CAPS?

HED	1
Bed	2
In-service training	3
Others (state)………………	4

SECTION B: TEACHING AND LEARNING

Please indicate the extent your qualification(s) and/ or training has enabled you to do the following

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Teaching and learning	To a great extend	Somewhat	Very little	Not at all
9. Teach EFAL easily	1	2	3	4
10. Teach EFAL effectively	1	2	3	4
11. Identify differences between teaching and learning	1	2	3	4
12. Identify different teaching methods	1	2	3	4
13. Apply different teaching and learning techniques	1	2	3	4

Please indicate your agreement or disagreement to the following statements in relation to cooperative learning.

Attitude to teaching and learning	Strongly disagree	Disagree	Agree	Strongly agree
14. I am continually finding better ways to teach EFAL	1	2	3	4
15. Teachers use of effective teaching methods lead to improved learner scores in EFAL	1	2	3	4
16. I know different methods to teach effectively	1	2	3	4
17. Extra attention by EFAL teachers lead to improved performance of students	1	2	3	4
18. I understand all the aspects in EFAL well enough to teach effectively	1	2	3	4
19. I am usually able to answer learners' questions in class	1	2	3	4
20. Effective teaching of EFAL leads to higher achievement in the subject	1	2	3	4
21. I do not know what to do to get learners' attention during EFAL lessons	1	2	3	4
22. Learners find EFAL interesting compared to other languages	1	2	3	4

SECTION C: COOPERATIVE LEARNING

How important are the following principles of cooperative learning in teaching English FAL?

Cooperative learning	Very important	Important	Moderately important	Of little Importance	Unimportant
23. Group members depending positively on each other	1	2	3	4	5
24. Face-to-face interaction among group members	1	2	3	4	5
25. Group members working for their teams to succeed	1	2	3	4	5
26. Effective communication among group members	1	2	3	4	5
27. Mutual respect for each group member	1	2	3	4	5
28. Each student is responsible for his/her own learning	1	2	3	4	5

To what extent do you agree or disagree with the following in relation to cooperative learning

Attitude to cooperative learning	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
29. Students valuing what other students say during lessons	1	2	3	4	5
30. Students acquiring critical thinking skills	1	2	3	4	5
31. Gaining better problem solving skills	1	2	3	4	5
32. Students better at working collaboratively	1	2	3	4	5

33. Students working consistently during team work	1	2	3	4	5
34. Acquisition of discussion skills	1	2	3	4	5

SECTION D: STUDENTS TEAM ACHIEVEMENT DIVISION (STAD)

To what extent are the following beneficial when STAD is used to teach EFAL

Principles of STAD	To a great extent	Somewhat	Very little	Not at all
35. Individuals being accountable to their groups	1	2	3	4
36. Group members working together for team success	1	2	3	4
37. Reducing competition among group members	1	2	3	4
38. Team members sharing responsibilities	1	2	3	4
39. Rewarding groups after performance of tasks	1	2	3	4

Please indicate whether each of the following statements about STAD is True or False in relation to the teaching and learning of EFAL

STAD and Teaching and Learning	True	False
40. Clears learners' misconceptions about EFAL	1	2
41. Gives a better understanding of concepts in EFAL	1	2
42. Builds learners' social skills	1	2
43. Makes learners responsible for their learning	1	2
44. Builds the urge to succeed in learners	1	2

45. Creates a spirit of team work among learners	1	2
46. Builds mutual respect among learners	1	2
47. Helps slow learners to learn from fast learners	1	2
48. Helps to put away shyness among learners	1	2
49. Enables learners to make maximum use of available resources	1	2
50. Enables learners to tap into team members' knowledge	1	2
51. Enables learners to tap into team members' skills	1	2

How important is the use of STAD in teaching EFAL to the following subject outcomes?

Subject outcomes	Very important	Important	Moderately important	Of little Importance	Unimportant
52. Use strategies to deliver messages and reply appropriately to sustain dialogue	1	2	3	4	5
53. Use reading and viewing strategies to determine meaning	1	2	3	4	5
54. Use strategies to write for a specific audience, purpose and context	1	2	3	4	5
55. Access and use suitable resources to improve learning	1	2	3	4	5

SECTION E: ENGLISH FIRST ADDITIONAL LANGUAGE (FAL)

Please indicate your agreement or disagreement on the following when STAD is used to teach EFAL

EFAL	Strongly disagree	Disagree	Agree	Strongly agree
56. It brings about effective teaching of the subject	1	2	3	4
57. It supports the teacher to play an important role in facilitating the STAD classroom	1	2	3	4
58. It compels students to play a major role in the STAD classroom	1	2	3	4
59. It directs teachers and students to play equal roles in the STAD classroom	1	2	3	4
60. STAD improves student learning and enables effective teaching in the subject	1	2	3	4

SECTION F: CHALLENGES IN USING STAD

To what extent do the following serve as a challenge when STAD is used as a technique in teaching EFAL?

Challenges in using STAD	Never	Little	Somewhat	Much	A great deal
61. Learners' attitude to group work	1	2	3	4	5
62. Use of teaching and learning materials	1	2	3	4	5
63. Activities designed for task teams	1	2	3	4	5
64. Time allocated on timetable for EFAL	1	2	3	4	5
65. EFAL syllabus	1	2	3	4	5
66. Attitude of other teachers towards STAD activities	1	2	3	4	5

FOCUS GROUP INTERVIEW GUIDE

1. **What teaching strategy or strategies do you normally use when teaching EFAL?**
   Probing questions:
   - **What is the motive behind choosing that strategy or strategies?**
   - **How do you apply the said strategy or strategies?**
   - **How do(es) the strategy or strategies impact on teaching and learning?**

2. **Are you trained to implement CAPS FOR YOUR SUBJECT and what is your opinion on CAPS FOR ENGLISH FAL?**
   Probing questions:
   - **Where did you receive training on CAP?**
   - **For how long did you receive training?**
   - **What benefits come with the training you received on CAPS?**

3. **Have you been trained to use the cooperative learning approach to teach?**
   Probing questions:
   - **Where did you receive your training?**
   - **For how long were you trained?**
   - **What are the benefits of cooperative learning in your teaching?**

4. **How do you prepare to use STAD activities? Provide an example.**
   Probing questions:
   - **What benefits have the use of STAD brought to your teaching?**
   - **Why would you continue to use the STAD technique in your teaching?**
   - **What will you do to improve on the use of the STAD technique?**

5. **What major problem(s)/challenge(s) do you face when you use the STAD technique to teach EFAL?**

   Probing questions:

   - **How does the challenges affect teaching and learning of EFAL?**
   - **What steps do you take to overcome the challenges faced in using STAD?**

APPENDIX C

Table 6.9   Demographic data of EFAL teachers

Pseudo name	Participant code	Gender	Age category	Qualification	Education district	Teaching in years EFAL
Thembisa	A1	Male	31-40	PGCE	Ugu	10
Samkeliso	A2	Female	51-60	Bed	Ugu	28
Sinazo	A3	Female	21-30	Hed	Ugu	05
Eunice	A4	Female	21-30	HONS	Ugu	08
S'bu	B1	Male	41-50	Bed (HONS)	Ilembe	25
Thando	B2	Female	31-40	Bed	Ilembe	15
Rasheem	B3	Male	41-50	Med	Ilembe	18
Zizo	B4	Female	21-30	PGCE	Ilembe	07
Bongi	C1	Female	31-40	PGCE	Sisonke	11
Zolo	C2	Female	21-30	Bed	Sisonke	04
Fred	C3	Male	51-60	Hed	Sisonke	19
Michelle	C4	Female	31-40	Beh (HONS)	Sisonke	10

FOCUS GROUP A (INDICATING FIRST FOCUS GROUP)

FOCUS GROUP DISSCUSSION WITH EFAL TEACHERS OF CLYSDALE S.S ON TUESDAY: 2013-11-05

DURATION FOR DISCUSSION: 72 MINUTES.

PARTICIPANTS: FOUR (ONE MALE AND THREE FEMALE)

PARTICIPANTS ARE CODED AS: Thembisa (Ugu), Samkeliso (Ugu), Sinazo (Ugu) and Eunice (Ugu) for the sake of confidentiality

Moderator spends the first nine minutes taking Participants through the modalities of introduction, briefing them on the topic and reason for the meeting and also took Participants through the informed consent form in order for them to sign as an agreement to take part in the focus group (F.G) discussion.

Question 1: What teaching strategy or strategies do you normally use when teaching EFAL?

Samkeliso (Ugu) and Sinazo (Ugu*): It differs for grammar and for literature because…*

Samkeliso (Ugu): *For literature we have all the kids read individually at times then we all discuss before the actual assessment.*

Moderator: Does it mean in grammar, that's how you do it mostly?

All Participants: *No!*

Samkeliso (Ugu): *Not as in whole class…*

Thembisa (Ugu): *If I have a lot of learners, I make them read may be once or twice a week so that I can check if they understand what they are reading then in class I put a question before them to double check if they really do understand the words and the meaning of what they read. While one is reading the others will be listening (All Participants shout yah!!!).*

I don't normally go from one learner to the other in a given manner, I just pick and choose so that students will not be thinking it's my turn or not my turn, I just pick and choose so that they should be focusing on what we are reading about.

Moderator: So Samkeliso (Ugu) is sharing with us that when it comes to literature sometimes you make up groups so that a group will read a portion and another group a portion for the main activity before the post-reading activity, which is assessment comes in and Thembisa (Ugu) is telling us that you point at random so your students will always be on the alert. Sinazo (Ugu), what do you also do when it comes to teaching literature?

Sinazo (Ugu): *I also do what Thembisa (Ugu) and Samkeliso (Ugu) does but somehow somewhere when there are passages that I think learners will find difficulties, we pause with the reading while I try to analyse and make it easier for the learners to understand. I also give them the chance to come out with their views about the passage that has been read. We interact and we even discuss the title of the passage to see if they understand where the topic is coming from.*

Moderator: Thank you Sinazo (Ugu), you have just told us that you use both what Thembisa (Ugu) and Samkeliso (Ugu) use and you have even added the motive for using those techniques. Eunice (Ugu), we have been discussing how your colleagues approach literature in the classroom, can you also share with us your approach?

Eunice (Ugu): *Basically there is always a story to be done, so I look at it before hand, then I ask the learners to read the story at home, use the dictionary to find meanings to words they don't understand and to try and get the meaning of the story before they come to class. Students will normally not read so when they come to class I will normally use a local example similar to the title of the story to make them understand then we will discuss the meaning of the names in the story before we go back to the story itself. During the reading, I will use the class register to call students at random to read five to six lines so I can assess their reading skills.*

Moderator: Samkeliso (Ugu) told us the reason why she uses the techniques she shared with us so let me get to you, Participants A1, A3 and A4 so you also share with us the motive for the choice of your techniques.

Thembisa (Ugu): *Like I said earlier, I want them to be alert in class so they don't fool around but they will know what they are reading about. The moment you put them on alert they focus. My students should be with me because if I call them in an order some will relax thinking it is not yet their time to speak so when I call them at random it keeps them alert throughout the lesson and they follow what we are reading about.*

Moderator: So basically, you mean you don't only need their physical presence, you need their emotional, psychological and spiritual presence as well.

All Participants: Yes (laughing)

Samkeliso (Ugu): *We have in this school children who are challenged when it comes to language so we always encourage them to read beforehand so that in class if they have misinterpreted what they read we come in to help them. And as Thembisa (Ugu) already mentioned, we call them randomly so they all know their time is coming and keep being alert in class.*

Moderator: Are the strategies you are using yielding results?

Thembisa (Ugu): *In the long run they [students] do because if they are not part of what we are doing in class they can't understand. I understand that some can't even pronounce the words but as they listen to others pronouncing the words they get to know how to pronounce them. Sometimes you can teach and teach they don't get it but when some pronounce they get it. For example if you are teaching how to pronounce 'thought' they may continue to say 'taught' till a learner pronounces it in class and those having problem with pronouncing the word will eventually get the pronunciation right.*
I understand most of these children are coming from deep rural areas so the techniques we are using here is gradually helping to make them understand reading.

Samkeliso (Ugu): *It may take time, I mean all of us here [teachers] understand what is going on. In their assessments it may not reflect but we are helping each other and we know in the final analysis it will be beneficial. When it comes to pronunciation, sometimes the students laugh at us [because they are not used to how teachers pronounce- phonetics] but that's how we learn so they will understand later.*

Moderator: Let's move to grammar. Are your approaches to teaching grammar different from that of reading as you hinted earlier?

Sinazo (Ugu): *Yes, in grammar we are using different strategies and it depends on the topic.*

Moderator: That's fine, but can you share the strategy or strategies that is mostly used?
Samkeliso (Ugu) and Sinazo (Ugu): In grammar we teach, we present before we give them some classwork and then homework which we mark the next day to see how

much students understand and check issues like; verbs, nouns, agreements and others.

Samkeliso (Ugu): *With grammar we have to instill because people's grammar doesn't change so we actually do the presentation (teaching) so the students will do the classwork and homework.*

Moderator: What forms do the assignments you give students normally take?

Thembisa (Ugu): *We love giving them comprehension passages so they will find words and change. For instance they may be asked to find and change nouns to verbs. Sometimes we tell them this is a noun or others so they add suffixes to change them to other forms. It is challenging any way. It is sad that other subjects neglect language because they are not interested in how students get answers, they are interested in content so they don't encourage students to use language which is sad.*

Moderator: Thank you so much, sad as it is we still have to do our best and move on.

Question 2: I would like to know if you are trained in Curriculum Assessment Policy Statement (CAPS) in teaching EFAL.
Samkeliso (Ugu): *I think it was me and some few other teachers, it was very limited. It was just 15 minutes training for the whole year, someone rushed in and gave us the materials on CAPS, which was mostly Grade 10 materials then they told us what to do and left.*

Thembisa (Ugu): *It was only Samkeliso (Ugu) and few other teachers who were invited for that 15 minute training and then this year there has been nothing for the rest of us.*

Sinazo (Ugu): *In the middle of this year there was a workshop on CAPS that I attended with my HOD. It lasted about one and a half hours.*

Moderator: What really went on there?

Sinazo (Ugu): *They told us that nothing has changed [that is with the NCS and CAP], it is only the number of tasks for students that have been reduced for the annual assessment. They also told us that all the staff in grammar is still there and the aspects of literature have also not changed. They also said that the teaching method in NCS which was mainly student-centred (where students had to do a lot of research and present once a topic is introduced) is no more there. With CAPS teachers have to present before students are assessed, that is another thing that has changed.*

Moderator: In essence the facilitators advised that the teaching method in NCS is different from that of CAPS. How has the teaching approach changed?

Samkeliso (Ugu): *With the NCS they said you can introduce a topic then the learners will discuss and present so you can get information from the learners but now [with CAPS] they say you have to present information to the learners. So you have to assist the learners whether they understand what you have taught them or not.*

Thembisa (Ugu): *What they say is that we are going back to the basics.*

Moderator: What are the benefits that go with CAPS?

Samkeliso (Ugu): *I will say there are. If you look at the nature of CAPS, because students can have more time to study now because there are less tasks. We can also go home to read and do research before we come to class to teach the learners.*

Thembisa (Ugu): *What I know is that unlike NCS where students were supposed to take tasks to their parents for help and do some research on their own because it was*

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learner-centred, these learners will come back with nothing with the excuse that their parents said they don't know anything and teachers are to teach so it's better now because the teacher knows I have taught them this and they have to know this.

Facilitator: If I may ask, so it means that it is now teacher-centred rather than learner-centred and it is more like giving to students instead of asking them to search?

All Participants: *Yes, it is teacher-centred.*
Thembisa (Ugu): Unlike when you give students a topic and tell them to ask whoever is there for help.

Samkeliso (Ugu): *With NCS you never know how well they know the topic but with CAPS I will say we have an idea of what goes on because we are with them throughout.*

Sinazo (Ugu): *Even the time because with NCS you spend time begging the learners to present what they have gone to research about but now [with CAPS] you can brief them on a topic for about 20 minutes and ask them about what you have told them and it works unlike NCS where shy students were afraid to stand up and say what they have gone to research.*

Thembisa (Ugu): *Yes, the student may have some information but they will think what if what am saying is wrong? That's what was happening with NCS. You say I must come out with something on my own, I say it and it's wrong then they [other students] start laughing at me. You find out you spend the whole day with them doing nothing because no one is willing to talk on the topic you gave them but now if you say this thing is happening this way so go and find out and come and talk about it. If you call them to talk about it the next day they are prepared to talk because it's better with them. Because you were there to introduce to them and brief them on the topic it gives them the edge to talk.*

Moderator: Let's get back to this. What has been said means NCS made the teaching and learning process almost wholly student-centred but with CAPS the teacher has to be in to play a part. For those of you who went for training on CAPS, is it that the teacher has to be in to do the entire presentation or you lead them by showing the way for them to go and do the rest?

Samkeliso (Ugu): As we said earlier, the training was very limited but what happens is that the teacher introduces the topic and gives the learners all the necessary information so that they can go home and research on what you have given them.

Thembisa (Ugu): *It is very interesting when you receive information from the learners when they have researched on what you have given them but it is boring if they come to you with the same information. However, it is better than nothing because at least you can see they have grasped what you introduced to them. I like those students who research and add to what they have been given but with NCS they did nothing.*

Sinazo (Ugu): *But on the part of the learners I think the NCS helped in a way because giving them the essays again and again helped them to identify their errors and correct them. Now that they are not repeated, you see they carry the same mistakes from the beginning of the term to the end of the year.*

Moderator: Thank you Participant 3, what you are saying means that the repeated work in NCS served as remedial measures for the previous tasks which CAPS is not helping with. But on the whole CAPS is better than NCS?

Thembisa (Ugu): *It is good!*

Moderator: Eunice (Ugu) let me come to you after a long break. Do you have any idea about CAPS?

Eunice (Ugu): *I have a very vague idea about CAPS because with my degree all my curriculum courses are based on NCS and in school I am teaching using CAPS so it's quite new to me. What I have noticed on my own is that with CAPS they have a lot of activities in the learners' books and the teachers' guide. There are also a lot of explanations in the books that come with CAPS which wasn't so with the NCS. Even the activities I can give the learners after introducing the topic is much simpler than previously in NCS.*

Moderator: So to you Eunice (Ugu), though you have a vague idea when it comes to CAPS but your own learning supports what the other Participants have said that CAPS is better than the NCS?

Eunice (Ugu): *Yes, it is far better.*

Thembisa (Ugu): *I don't know what is really happening because at the tertiary level we are taught one policy but once you come out it is a different policy you have to help implement.*

Eunice (Ugu): *Yes, for me I have to learn a lot of things from my colleagues because I knew of NCS but once I came to the field it was CAPS.*

Thembisa (Ugu): *And just imagine you are trained for four years at the tertiary level but you come out and you are trained for 15 minutes, I get confused and they want us to implement what they are saying.*

Moderator: Before we move to the next question, we have mentioned some of the benefits students get as a result of implementing CAPS, are there any benefits for teachers too?

Samkeliso (Ugu): *Except for the obvious, less marking. With essay writing too, it has been reduced from four for the year to two and exams are also not written per term.*

For example in September they do tasks instead of end of term examinations. You do less marking making you able to read what you are marking properly.

Moderator: So in essence, paper work in terms of files and marking have been reduced and the emphasis has been put on research and marking.

Samkeliso (Ugu): *As a result, the relationship between teachers and learners have improved.*

Sinazo (Ugu): *Because you spend more time with learners, teaching and explaining things to them.*

Moderator: I think you have done enough explanation on the relationship between teachers and students. What about between teachers and their superiors; that is HODS, Principals and Subject Advisors?

Samkeliso (Ugu): *The relationship with superiors remain the same, even though they are moderating less work but nothing has changed. We teachers have always tried to be up to our task so the changes in policy hasn't really affected our relationships with our superiors.*

Question 3: Have you been trained in the use of cooperative learning?
All Participants ask for explanation of what cooperative learning is.

Moderator: It is when students are put into groups to solve a common issue, as they do this they work for themselves and the group as a whole…

Samkeliso (Ugu): *I don't know, I came during the time of NCS and to be honest I was not trained before I came to learn some things on my own.*

Thembisa (Ugu): *May be I was trained, maybe I wasn't trained. I used to say that method made learners to copy because some will just sit while others work. I think the government was doing a good thing because a student may not be participating but will suddenly say 'hey I am not participating' then they will ask themselves why they are not talking and start talking but now if they don't know they will just relax. That was good [referring to cooperative learning].*

Moderator: Okay let me come in and mention the various curriculum statements government has come out with. There was C2005, NCS, RNCS and now CAPS but cooperative learning is not a policy, it is one of the teaching approaches that we learn and sometimes we implement it indirectly when we put students into groups to learn. So at the University or College or a Workshop, have you ever received any training on how to use the cooperative learning approach?

Thembisa (Ugu): *I will say I was trained at the college where they said groups should be made up of four or five but the maximum should be six so that everybody could participate, so it was good.*

Moderator: It was good, how can we explain that?

Thembisa (Ugu): *If you find yourself not participating in the group, you could feel in yourself that you are doing nothing so you end up trying to do something with yourself. I used to ask my friends 'how do you always find something to talk about'. And they will tell me to do some research about the topic so I can say something during group work. At first when they were talking I will sit and look at them but I learned to talk too. I will say it [cooperative learning] is a good approach. [**Note**: **apart from being trained at school, Thembisa (Ugu) also learned about cooperative learning through his friends**]. But now we just observe, with a class of 80 and 70 how do we put students into groups to take part in cooperative learning? That approach was good, I can maintain that. It made me to talk.*

Moderator: So Thembisa (Ugu) you were trained on cooperative learning back at college years ago. For how long were you trained?

Thembisa (Ugu): *Ooh I was there for four years so I was trained for four years.*

Moderator: Samkeliso (Ugu), were you ever trained to use cooperative learning?

Samkeliso (Ugu): *Some of us learned things on our own. We [referring to Participants A2 and A3] did our post graduate diploma at Unisa because we did something different at the degree level. It was at the PGCE level that we actually came across the words teaching methods or teaching strategies so we had to learn on our own.*

Sinazo (Ugu): *It was an integral part of the course so we learned it in order to pass our assignments and exams.*

Moderator: For how long did you learn it?

Samkeliso (Ugu): *It was for a year. But we were actually implementing it without knowledge that what we were doing was cooperative learning.*

Thembisa (Ugu): *Yes!*

Samkeliso (Ugu): *Eeem say you give a topic in class or discussion, you set up different groups so they discuss and come to present to the rest of the class. A group member will present for the whole group after that the class will discuss what has been presented.*

Moderator: I know you [Samkeliso (Ugu) and Sinazo (Ugu)] studied together but you didn't do the implementation together so Sinazo (Ugu) can you also explain to us how you implement cooperative learning?

Sinazo (Ugu): *Eeem I will continue from where she finished. We give them the topic to discuss so by the time they finish we make sure we are present, we monitor them and then we elect the team leaders so that they can act on behalf of the group and then we make sure we explain to them that they must work as a team in order to ensure that the team spirit is instilled, and then when the team leaders go to present the topic, I come up with some questions that I ask each member of the group so I can check whether if member of the group took part in the group discussion to come up with something for the group so we don't conclude on one person so we also make sure that they have all participated and not only the one who presented.*

Eunice (Ugu): *Yes we have been trained on cooperative learning at the university, it is part of the curriculum for EFAL. Eeem honestly, I haven't implemented it for EFAL but I am also teaching History and that's where I implemented it. I give them classwork to do then once I know their marks I know who is who [referring to achievement levels] in the class and I also notice problems they have with solving questions so what I do is pick few of the students who are doing well and then I elect them as group leaders then I will bring a topic and we discuss it with the group leader made to read the material to them [rest of the group] and to help them understand even if he/she can use the local language or familiar examples to make the group leaders understand. Then I will go round the class to assess if they are doing well or not then the ones that are doing very poorly, I will ask them to be in a group with the best ones. I will then ask the weak ones to read while the group leader is interpreting so that he/she [weaker learner] will also be participating in the group work.*
Moderator: Can you share with us the benefits that came with cooperative learning, if there were any?

Sinazo (Ugu): *Yes, some learners benefited but others did not because the learners when they are together they always talk and make noise so you find some learners have understood very well while the others who are not participating don't understand*

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anything. For those who benefit, they share information with others and you see that there is a bit of improvement for some learners but the others will remain the same.

Thembisa (Ugu): *I agree with them because when there is group work even those who cause trouble and don't participate, come end of the year you see they have something to say [meaning there is improvement in their performance] and sometimes you wonder how they 'sneaked' to the next grade so you ask yourself 'Did this one also pass to be here?' You wonder because you are surprised a student has passed but they are supposed to pass because you have been working towards that any way…*

Sinazo (Ugu): *… and sometimes the learners can say something that will surprise you as a teacher…*

Thembisa (Ugu): *…exactly! Because you don't see their participation yet because of this cooperative learning they say important things to surprise you. Learners are the best teachers.*

Question 4: Now let's move to Student Team Achievement Division (STAD) as we gradually move to the end. Have you received training on STAD, which is the most widely used teaching technique under cooperative learning? (Moderator gives a gist about STAD again to refresh Participants and also to lead the way for those who unknowingly use it).

Samkeliso (Ugu): *I think with orals in grade 12 we do something like that along the line. Sometimes they are giving a passage and they have one member read and then I pose questions based on the passage for them to answer orally. In answering the questions they all [group members] participate but at the end of it all they get an average mark. In this situation, those who are not answering try to answer so that at*

the end of the day they all [group members] get more or less the same mark. I can't say it's STAD but I think I am actually doing something like that.

Moderator: Actually you are using the principles of STAD so it is STAD in use. Did you ever receive any training on how to use STAD?

Samkeliso (Ugu): *I only saw that term STAD in one of my Unisa Modules that it is one of the techniques under cooperative learning and I read about it most of the time because I need to pass my exams but I never implemented it consciously.*

Moderator: At least you learned it in one of your modules as part of your PGCE and you tried sub-consciously to do something with what you learned.

Thembisa (Ugu) and Samkeliso (Ugu): *Yes, as part of our curriculum modules.*

Sinazo (Ugu): *I never implemented it but I have learnt that it plays a very big role to those learners that are not doing well so they can get much information from their peers, other learners can make it [material being studied] simpler to those that are struggling most especially those who are basic in the English, like our learners are struggling, they don't know how to present, they feel ashamed so when you tell them to participate you see each and every member working very hard to come out with something and then the others will correct him or her and then he or she will understand better than it was.*

Moderator: Thembisa (Ugu) and Eunice (Ugu), we haven't heard from you. Were you trained in the use of STAD?

Thembisa (Ugu) and Eunice (Ugu): *Nooo!*
Moderator: In that case let's get back to cooperative learning because it's principles are almost the same as that of STAD.

Question 5: Share with us the major challenges you face in your effort to implement cooperative learning or group work in the EFAL classroom.

Samkeliso (Ugu): *As has been said before, though you do your best when you are using cooperative learning but as Sinazo (Ugu) said, learners when they are together cannot be controlled at all times. You cannot control five learners compared to one so sometimes you get some learners making reckless noise, they make a joke, others they do the right thing, others they just don't take you seriously, and others do. Those are some of the challenges we actually experience.*

Though they are helping each other, you can be sure how they do it especially when it comes to when one person has to present because you can't be sure how well the others know or if one knows much more than the others. I guess that's a big disadvantage that can weigh down group work.

Moderator: Any other challenges?

Sinazo (Ugu): *As in time wasting, they waste a lot of time. You hear noise from the desks but you can't see where they are moving especially when you are working with large numbers. And when you ask them to go outside some will go to the toilet and others will be walking on the corridors which make other teachers complain that they are making noise. So sometimes it is chaotic when you try to organize group work.*

Thembisa (Ugu): *But we cannot put all the blame on noise making because 60 percent of group work gives results. I have been here and I can say it's good, I like it. It is a motivation to them [students], not to me but to them because what I see is that there is an improvement from this point to that point [using his hand to indicate upward graduation], even the dull ones improve.*

Moderator: So apart from time wasting, which I think all Participants agree with then large numbers which leads to time wasting instead of time spending. Then colleague teachers who don't understand also think you are…

All Participants: *… just playing around and not doing any serious work.*

Moderator: Does the time on the Time Table not affect your group work considering the large number of students you are dealing with?

Sinazo (Ugu): *Yes, there are four or five groups so by the time they settle and you tell them to participate in the group activity about half of your time is already gone.*

Moderator: So what strategies do you use to minimize these challenges we have discussed because as teachers I know once you know a technique is going to work, you want to use it to see results. How do you do it so cooperative learning is implemented successfully?

Thembisa (Ugu): *No, we are failing in the sense that as we are talking about huge numbers. I think that's the worst thing about this cooperative learning, because we have large numbers we just don't know what to do but when it comes to grade 12 they are not that many so we are able to put them into groups and organize cooperative learning smoothly. The other grades that are too many is where the problem lies and we don't know what to do so we just take things as they are.*

Samkeliso (Ugu): *Compared to other schools, we have large number of students and it's difficult implementing cooperative learning but considering that we have implemented it in lower grades where the numbers are larger it is much easier to implement it at grade 12* ***[teachers really on their experience from lower grades to have a smooth implementation in grade 12].***

Moderator: How about colleague teachers who don't understand what you are doing, is there anything you are doing to make them see the importance of what you are doing and to clear their minds of what they are thinking?

Samkeliso (Ugu): *You can only tell the person what you are doing but if they have it in their mind that you are just playing, they report you to the principal.*

Thembisa (Ugu): *Like in doing that, if it is your period and you don't finish the next teacher thinks you have wasted his time but learners have to arrange themselves before the activity so it becomes something of a clash. You explain that you are trying to do your work within your time but they will not understand so it's a hectic situation, you know. But it's happening because I try to do things within my time so the moment the bell rings that the period is over, I stop so there won't be clashes with other teachers.*

Moderator: Thank you all very much, this is where the time will allow us to end and I feel we have exhausted all there is to say for now but it is a discussion so if there is anything you would want to know or ask feel free to do so.

Eunice (Ugu): May be you can help us with ways of overcoming the challenges we face when implementing cooperative learning.

Facilitator; Yes it will come when the thesis is complete, when you lay your hand on his [moderator] final work you will see it.

Moderator: I will honour that, when the work is finally completed you will get at least the abstract which will help you in identifying the solutions or better still articles that will be published will be sent to you as well.Thanks all Participants for the time and contributions and also briefed them on the main issues that have been discussed to which they all agreed. It was also mentioned that should the need arise for follow up they will be contacted again to which they all again answered in the affirmative.

FOCUS GROUP B (INDICATING SECOND FOCUS GROUP)

FOCUS GROUP DISSCUSSION WITH EFAL TEACHERS OF CLYSDALE S.S ON TUESDAY: 2013-11-11
DURATION FOR DISCUSSION: 65 MINUTES.
PARTICIPANTS: FOUR (ONE MALE AND THREE FEMALE)
PARTICIPANTS ARE CODED AS: S'bu (Ilembe), Thando (Ilembe), Rasheem (Ilembe) and Zizo (Ilembe) for the sake of confidentiality

Moderator spends the first seven minutes taking Participants through the modalities of introduction, briefing them on the topic and reason for the meeting and also took Participants through the informed consent form in order for them to sign as an agreement to take part in the focus group (F.G) discussion.

A male participant who was originally supposed to be ZIZO (ILEMBE) opts out after the introduction stage so a female teacher who had also been invited agreed to take that slot in order to make up for a group of four as stipulated in the methodology.

Question 1: **As EFAL teachers, can we share the commonest strategies we use when teaching the subject.**

Thando (Ilembe): *As an educator the starting point is to make sure you have a lesson plan so that you are ready for the lesson then you make sure your classroom environment is conducive so there will not be interactions while teaching. Secondly, you have to make sure you grab the attention of your learners because what we normally see is that the learners that we teach they come from different backgrounds; some come to school hungry, so don't receive love from home so when you stand in front of them as a teacher, it is very important that you use methods that will grab their attention, make sure that learners are not scared of you and you try to have your ice breakers when you start with your teaching. Another thing that I think is important as*

an educator is that you try to know your learners because it develops their trust in you. This is because students know that if ma'am [referring to the teacher] knows me I cannot do this, you are doing everything for your teacher [implying to impress upon your teacher].

Rasheem (Ilembe): *Teaching starts with the preparation as B2 has said, because the methods start from the planning. If you are going to use the group work method it means it must be noted in your lesson plan, if you are going to use the question and answer method, that method should be mentioned in your lesson plan. As a teacher it is compulsory that you know the method you are going to use by looking at the content and by looking at the requirements of the content because you can go to the class and use group work if the content wants you to identify what the individual knows. So coming now on the teaching and learning strategy, most of the time as teachers we use the group work because group work is a strategy that benefits everyone in the classroom. It is the strategy that allows everyone in the classroom to give out what he or she wants to be known by everyone in the classroom. Hence, group work is the technique that we normally use as EFAL teachers.*

Moderator: Zizo (Ilembe), can you also share with us the strategy you use mostly in the classroom as an EFAL teacher?

Zizo (Ilembe): *First of all in the classroom you don't use the same strategies, your strategies vary and it depends on the lesson you are taking at that particular time. You plan as a teacher to use a certain method but you come to class you don't use that particular method depending on the answers that learners are given you and depending on the way that you have approached the lesson, so the strategy that I use most when I am teaching is a strategy where I ask my learners questions, we interact through questions is something that is working best for me in teaching language. There are some areas in language that you have to give clarity to expand because most of the language come from the learners themselves but they don't give the*

answers easily on their own so you have to give them questions to make them come out with ideas. Moderator: So ZIZO (ILEMBE) is sharing with us that the strategy you mostly use in your teaching is questioning and answering.

Zizo (Ilembe): *Yes, that is the communicative approach to teaching and learning. Moderator: Thank you so much. S'bu (Ilembe), what do you also have to share with us?*

S'bu (Ilembe): *I also ask my learners some questions where maybe by the use of examples. I write questions on the board and I ask them whatever I want from that example on the board then learners will tell me different answers and I will write them on the board and discuss the answers with them. For me I prefer learners to be active in class along with me for them to learn. I don't believe in just giving them information and then figuring out hmmm answers on their own to work together on the answers. Also, I do use group work when we are having class discussion, may be when we are practicing for debating and all that we do use group work and I also like it because learners tend to learn from others and they participate more because in a way they feel that they working with other learners and the teacher is just there to supervise so it gives them the freedom to participate in class.*

Moderator: B1 has explicitly explained the reason why she uses a particular strategy in class. What reasons do we also have for the use of the strategy or strategies that we use in teaching EFAL?

Zizo (Ilembe): *I use questions and answers (the communicative approach) because I know that learners know. There is something that they know so you move from the known to the unknown, so it is encouraged that we teach learners before we give them ready made information so that they can do research on their own and they must be active; before you come to class they must ready that they are going to*

participate, you make them active participants [that is through the use of questions and answers].

Moderator: Thando (Ilembe) and Rasheem (Ilembe), what do you also have for us?

Thando (Ilembe): *I don't normally start my lessons with questions and answers. I normally teach first, especially with novels where I have to give them information, they are lessons where I cannot just come and ask learners questions. I also concur with what Zizo (Ilembe) said that sometimes because there are different strategies that we use. It depends entirely on the lesson that you want to teach, you feel here you want to be informative then you can ask questions at a later stage. So sometimes I use the question and answer technique, sometimes I just present my lesson and I ask questions based on what I have delivered to them then they will get an activity.*

Moderator: The indication is that with EFAL it is like many subjects being taught by one teacher so it becomes difficult to identify one strategy that is mostly used.

Thando (Ilembe): *Yes, for instance if I consider what Rasheem (Ilembe) and Zizo (Ilembe) said, when it comes to group work. Sometimes when you use group work you will see some learners are in a group but they don't want to share so you use it [group work] but you also have to check is it what you want to gain from the lesson because if you use the method and other learners don't participate it means in your lesson you didn't gain everything you wanted to gain, so it is very important that when you are going to use group work you are sure that every learner in the class will participate.*

Zizo (Ilembe): *Group work is very difficult to use in larger groups and it takes a lot of time and you cannot deal with individuals in a group, there are some people who won't like to participate in group work and if you want to use group work as a strategy throughout the year, there are some who will be left behind because in group work you will award marks according to groups [the third principle of STAD] but when it*

comes to individual presentation, you will find that some of the learners have been left behind.

Moderator: Please hold on to all your bullets on group work because we are going to go there very soon, that is one of the main issues we will be discussing. Rasheem (Ilembe), can you also share with us the benefits of the teaching strategy you use most of the time in your teaching?

S'bu (Ilembe)*: As I mentioned earlier, the strategy that I use mostly when I am working together with the students is group work. The benefit that normally comes with the use of group work is that everyone is free to mention or to add what he or she want to make known to other individuals in the class. The point number two is that as a teacher the group work gives a way to pick those students who are bright students who can represent the school in debates and discussions with other schools.*

Question 2: Thank you all so much for the insightful information provided so far. Can we share where we received training for the current Curriculum Policy (CAPS) in terms of where we received the training and for how long we were trained?

Zizo (Ilembe): *Hmmm we have received the training but it was short training whereby we have to use our experience to add to what we have received so without our experience the training will be meaningless. For a new teacher to be introduced to CAPS without training, he or she will not make it, so we are making it just because we are having experience but not because of the training.*

Moderator: Zizo (Ilembe), quickly tell us this before the others join in the discussion. Where did you receive your training on CAPS and how long was the training?

Zizo (Ilembe): *I was a workshop organized by the subject advisors by the Department of Education at the formal College of Education. The workshops are obstructing our*

teaching and learning because they do it during the time we are to teach in school and not on holidays. The training took place in 2012 for grades 10 and 11 but we have not received any training this year for grade 12. The training was for two days.

Moderator: Rasheem (Ilembe), what's your experience on the implementation of CAPS?

Rasheem (Ilembe): *I will say I am a new comer in teaching so I have not received any formal training on CAPS, so far I am only learning from my senior colleagues.*
Thando (Ilembe): *Okay, I attended training on CAPS for grade 11 in November 2012 at a close by high school, so it was meant for grade 11 we haven't undergone any training for grade 12 as indicated. The training lasted a day.*

S'bu (Ilembe): *I am also new in teaching, I started in 2011 and as the speaker before said if you don't have training for NCS and all that it's very difficult but having mentorship of my fellow colleagues, I have learnt new things because when you are new you really need mentors to ask things and they clarify for you because a one day workshop can never train you for the whole year. I just feel it's not enough [indicating the short training received on CAPS].*

Moderator: Does that mean you were also trained for one day on how to implement CAPS?

S'bu (Ilembe): *Yes, I was trained for one day for grade 10 and not for grade 12.*

Moderator: Obviously the one day and two day training sessions were not enough but at least the training came with some benefits. Can we share the benefits that you got from the training?

Zizo (Ilembe): *No! Because everything is coming from the participant. The person who is supposed to come with the information doesn't have the information, every answer provided by the participants at the workshop they just say good so you end up not knowing which answer is better or not and they say that we must continue with our new methods because there is nothing new it is only the name that has changed.*

Thando (Ilembe): *What I noted from that workshop is that their aim for introducing it [workshop] is that they want us to move away from what we say is Outcome-based education (OBE) but to make sure that we are now focusing on content so what they indicated is that they want educators to use strategies, it's like in a way concur with what Zizo (Ilembe) is saying that it's coming from us educators, they want us to come out with strategies which are going to make sure that we use activities which are content based and it was not like they are bringing something very different, they want us to try to revert from what we have been doing with outcome-based education to make sure that there is more content taught in our classes but there is but the 'how' part of it was not clarified because it can never be clarified in one day. For me it was much better when the Department [of Education] introduced OBE because I was trained in OBE at the university for four years because it was within me. Now with CAPS it's like just a twist so I have to read it from the book, I have to understand what is in the book before I go to class. That is it.*

Zizo (Ilembe): *It is like a trial and error method which gets corrected when they [supervisors] come to see our work at school and they say this is what is expected of you. If the subject advisor comes, he will use his own strategies and tell you this is how I want things to be done.*

Thando (Ilembe): *It's never one thing so it's so bad, it's never one strategy coming from one department, one advisor will say something and the other will say another thing so you won't have a uniform thing when it comes to CAPS. Another thing that I want to mention is that when they brought CAPS they said it was going to reduce paper work [filing] but it's not, it's like we still have a lot of paper work that we need to*

sign and fill in and do before you go to class then it's not clear exactly what is it that they want.

Moderator: Thank you very much Thando (Ilembe) and ZIZO (ILEMBE) for your insightful discussions on this. So basically you are indicating that you are not seeing any difference with the two policies (NCS and CAPS)?

Zizo (Ilembe): *There are no difference except the mark allocation that has changed a bit and some tasks too. For instance if I can site some other subjects like L O, they have converted some marks from 25 to 20 but the work is the same.*

Moderator: What about the number of assessments for EFAL for the year?

Zizo (Ilembe): *I think they are same.*

Thando (Ilembe): *A little, I think with grade 11 they have changed but not with grade 12.*

Thando (Ilembe) and Rasheem (Ilembe): *There is more of oral work now than before.*

Zizo (Ilembe): *And orals is very difficult to apply in schools like ours when numbers are big. That will mean you will do the oral for the whole term without touching some other aspects of language because we have so many learners but we are trying to address it but for now we are not addressing it.*

Thando (Ilembe): *Just to add, another thing is that when they say they want to reduce tasks, you find that science department is done, commerce department is done but when it comes to language, the one that carries a lot of weight, you have three papers to mark, may be you have about hundred learners and then you know each term there are essays, there are short transactional, there are tests in term where as if you go to other subjects they write just one test a term then I think it's really problematic to us language teachers.*

Moderator: Thank you very much once again, let's move to the next item to be discussed.

Question 3: Have we received any training on cooperative learning? This is where we come to the group work that you raised earlier. It is a classroom situation where learners are grouped and given a task so as they work for the group they also learn on their own.

Thando (Ilembe): *I have received training when I was at the University of Western Cape on OBE. I am saying so because its aim was to make sure that you make learners involved in your teaching and learning. Its main aim was that so I received it there.*

Moderator: For how long was your training?

Thando (Ilembe): *It was for four years.*

S'bu (Ilembe): *For me practically I never received any training but theoretically I did it in one of my PGCE Modules where it talked about an educator being a mediator, so we learned eight teaching strategies and I think group work was one of them. That's the only thing I have on it. I was a semester module so I mean I did it for a semester.*

Rasheem (Ilembe): *Actually mine is the same as S'bu (Ilembe) and Thando (Ilembe) (meaning Rasheem (Ilembe) was trained on cooperative learning at the university). While I was doing my course at the university I did receive the theory on how I can use the cooperative learning. I only receive the theory for six months at the university, which is for a semester. Then after that they assigned us to schools to apply the theory we had received.*

Moderator: Okay we shall come to the application of the method but for now let's share the benefits of cooperative learning as you learned and practiced it.

S'bu (Ilembe): *For me the first one is I think it teaches learners creative thinking and critical thinking when you when you give them a task where they have to come out with new ideas, for instance in a class where they brainstorm solutions for global warming, creative thinking there is enhanced and then also learners self-esteem gets built because they interact. When they say something and their fellow group members are listening to them, something good is being built in them so that is why I like that approach and it also promotes activeness among the learners.*

Thando (Ilembe): *With me just to add, I think communication skills are also developed in a group work. Another thing is responsibility; you know in a group there will be people who will be giving certain tasks to do and then they learn to be responsible. There will be a scribe, then someone will be a speaker, etc. so they will learn to share ideas in a group.*

Zizo (Ilembe): *It is a cause of team building because in team work learners are encouraged to work together, they are encouraged to respect one another in group work and every learner has a role to play and if you are changing roles in your group; switching your team leader to be someone else, time keeper to be someone, you are making them experiment different roles to play.*

Rasheem (Ilembe): *Since the students are not the same in terms of their IQ in the classroom it is very important for those students who know better than others to share the information they know. If you say that there are five students in a class who are performing better than the others it is very beneficial to put those five students in different groups so that they can share their information with those ones who are below them in terms of the knowledge that they possess.*

Moderator: These are wonderful information you are sharing in this discussion. Can we move on to the next aspect if there is nothing more to share?

Question 4: Under the cooperative learning approach, the strategy that has been used mostly is the student team achievement division (STAD), where you put students into groups of four to six, introduce them to a task and they solve it individually but at the end you find an average of their individual scores and assign it to the group. Do we also apply this strategy when teaching EFAL?

Zizo (Ilembe): *No we have never used it like that but we allocate same marks for that particular group.*
Moderator: Do you award the same marks?

All Participants: *Yes!*

Moderator: How do you get the same marks?

Zizo (Ilembe): *We are having a rubric or a checklist if you don't have a memo. So before you score marks you let other groups score while the other group is presenting, that is group assessment and if the group scoring is not giving the performing group the marks that they deserve, you intervene as a teacher, you discuss the scores with the other groups.*

Moderator: That means that after you have scored on the rubric all the marks that will accumulate is awarded to each individual member of the group (this is in contrast with STAD where an average of individual scores is giving to the group).

Thando (Ilembe): *Zizo (Ilembe) has clarified the how part of STAD and that is the way I also do it.*

Zizo (Ilembe): *I think how groups in STAD is not fair because the best group are getting lower marks by being disadvantaged by the lazy members in the group because the group members who are lazy will not research into the topic so they will*

score low marks and if you are taking an average the best members of the group will be disadvantaged because the average will lower their marks.

Moderator: That is very true, it is a great disadvantage as far as the STAD technique is used. Aside this disadvantage mentioned, are there any reasons that will make us continue to use STAD as a teaching technique?

Zizo (Ilembe): *Yes, in schools like this where there are a lot of students, you cannot run away from using the STAD technique because it is technique that is relieving you as a teacher because you will find that in language there are piles of unmarked work so if you are running away from that strategy then you are inviting more work towards you, so as part of a relief you have to include that method so as to relieve you from teaching because it is very unprofessional to have unmarked books and when you return the feedback you find out that learners have forgotten what you have taught them.*

S'bu (Ilembe): *I also feel that using this STAD method is good, it's one of the solutions to having to deal with barrier of learning having large classes, so I think it's wise having to stick to this method for some tasks.*

Rasheem (Ilembe): *Just to add a little to what B1 has said, to use the STAD technique is beneficial to other students because the students are not the same. Some will be scared to raise their opinions so by putting them in the small groups they will feel free to say what they have to say.*

Question 5: Using the cooperative learning approach or applying the STAD technique obviously come with some challenges as you mentioned earlier and some of this challenges are very difficult ones. Can we share the major challenges we face in applying the STAD technique?

Thando (Ilembe): *Okay, one of the challenges in our school, because we have a large number of learners, so it is not easy to get the work done as it is indicated. For example as a language teacher there are some class works that we are expected to do for a week, so to do those class works and make sure that they are marked is a lot so we don't have enough time to make sure that the tasks which are outlined for us, which we manage to complete because of the large numbers that we have. I will say that another thing is with English, our learners cannot communicate, they don't like to read newspapers which makes them not able to speak it because they cannot read it. If they cannot speak it then they cannot read it.*

S'bu (Ilembe): *For me the disadvantages of group work, firstly the main one is that one of the learners may feel as not been a member of the group, maybe he or she wanted to be in a group with a certain somebody. But the most important problem of group work, I think lies with the educator. Why do I say that? Because if an educator is not able to instill discipline measures, you find that in group work there is a lot of movement and noise, if the educator herself or himself cannot control the learners in ensuring discipline in that particular lesson or task, the educator will not be to reach his or her target because of lack of discipline in class coming from the educator or being unable to maintain disciplined.*

And also another disadvantage I have learnt when I was a student is that when we were put in groups to work and awarded marks I always felt that on my own I would have received a better mark, so I feel that learners who are smart or clever feel that group work disadvantages them when they get their marks.

Moderator: Rasheem (Ilembe) and Zizo (Ilembe), can we here what you also have on the major challenges?

Zizo (Ilembe): *Group work on my part is very difficult to apply as a teacher in class when you don't know the abilities of students, so you have to change it now and again*

when you have picked some students who are better than others and you distribute them among all groups.

Another challenge I have is that these students are not motivated to work on their own, they need teachers to work with them. As you are concentrating on one group other groups are not working, they are not motivated and when you are with that group helping them you have to have some questions to drive them, to drive the discussion of that group. Other kids they don't know how to start, how to brainstorm in their groups, it is you as a teacher who has to lead them through the questions so that they can discuss.
And another thing that needs to be highlighted is that they are not conversant on how to use a library so you have to bring the material as much as you can on where they are going to pick and choose the information. If you let them research for information on their own, they will come up with nothing.

Rasheem (Ilembe): *The group work is time consuming so when using the group work it is unusual to use one period to complete it so you find out that if a teacher starts with a topic today, he has to finish the next day do the issue of time makes things more difficult because that task is not the only thing you have to do. There are so many tasks that you should do as a teacher within a week so it makes it difficult using this strategy.*
Moderator: With all these challenges we have mentioned, how do we still use the STAD technique in our EFAL classrooms, what strategies do we use to overcome the challenges?

Zizo (Ilembe): *Only extra classes; morning classes and afternoon classes and holiday classes, you cannot complete the syllabus without doing those things because you teach by the learners' pace so if you want them to learn and no more of language you have to interact with them because one hour for applying the STAD technique and teaching is not enough.*

Rasheem (Ilembe): *Immediately the bell rings for your period to end there is a teacher already standing by the door ready to come into the classroom to teach his or her lesson and that makes it compulsory for you to leave the class so the next teacher can come and deliver.*

Moderator: So RASHEEM (ILEMBE) do you also use extra classes to make up for the time that you couldn't cover during the regular period?

Rasheem (Ilembe): *Yes at times I use extra classes.*

Thando (Ilembe): *With me I wouldn't use extra classes because I wouldn't be paid for that and I don't believe in extra classes. It is the job of the Department of Education to make sure that whatever they put in the syllabus for us to teach has to cover those hours that they have stated.*

Moderator: So what strategies do you use to overcome the challenges you face when applying STAD in the classroom?

Thando (Ilembe): *I can say that I normally have learners who are less than 40, though they are not many but it is not easy to work with those kids so we try to squeeze the work to make sure we cover enough because what I can say is that when you are teaching grade 12 you are teaching the learners to pass so that's what I can say but it is not easy for educators because the attention span of learners is limited and they are hungry after some hours so if the department wants us to do extra work, they should feed the learners and educators and also increase our salary.*

S'bu (Ilembe): *For me I also do as Rasheem (Ilembe) and Zizo (Ilembe), I do extra classes. Mostly they are done in the morning before assembly so we come earlier than that and I do that because I feel that learners when they are struggling I feel that*

it is my duty to help them and in most cases the learners do come. Though not all of them majority of them do come.

Zizo (Ilembe*): Another thing that you can use is having some incentives that is coming from your pocket so the fastest group you give them something so that all the groups will try to work fast and not to play.*

Moderator: What are some of the things you normally reward the groups with?

Zizo (Ilembe): Incentives like fat cooks, lollipops and others but not the whole class and you don't do that often.

Moderator: *Thanks all Participants for the time and contributions and also briefed them on the main issues that have been discussed to which they all agreed. It was also mentioned that should the need arise for follow up they will be contacted again to which they all again answered in the affirmative.*

FOCUS GROUP C (INDICATING THIRD FOCUS GROUP)

FOCUS GROUP DISSCUSSION WITH EFAL TEACHERS OF CLYSDALE S.S ON WEDNESDAY: 2013-11-20
DURATION FOR DISCUSSION: 64 MINUTES.
PARTICIPANTS: FOUR (TWO MALES AND TWO FEMALES)
PARTICIPANTS ARE CODED AS: Bongi (Sisonke), Zolo (Sisonke), Fred (Sisonke) and Michelle (Sisonke) for the sake of confidentiality

Moderator spends the first five minutes taking Participants through the modalities of introduction, briefing them on the topic and the reason for the meeting and also took Participants through the informed consent form in order for them to sign as an agreement to take part in the focus group (F.G) discussion.

Question 1: As an English First Additional Language teacher, which teaching strategy or strategies do you normally use in your teaching?

Fred (Sisonke): *The communicative approach. It is a strategy where by you don't impact to the students while they keep quite. Is a form of communication, you communicate with them. For instance when you are teaching a short story; the students are not empty vessels, they have knowledge, you have to base your lesson upon what they already know then according to that strategy that one is moving from the known to the unknown. Then from that point you will get them right and you know where to start, what you have to tell them and your discussion goes on. You communicate well there and then you will see the gap and that gap you have to fill in, this is where they don't know and this is where I have to tell them the new information and it depends upon their responses and according to their backgrounds. Students have different backgrounds and their backgrounds contribute to the effectiveness of the lesson you are going to teach them. If you don't consider their backgrounds your lessons will not be good and by knowing their backgrounds, you can put them into*

groups to work effectively on activities that you give them because they will use their background and what they know already to contribute to the task giving to the group.

Bongi (Sisonke): *I wish I was the first because what he is saying is not different from what I am going to say. Though I don't know the name of the method but I always use it especially for literature. I can say we talk a little bit with the learners. I am making an example of one story called Dube Train. I talk to them about what this story tells them about the township and other things, then I ask them 'have you ever been there?' 'Have you ever been in a train?' Then they will tell me what goes on in the townships so by the time I start with the real lesson, they already know what will be taking place in the real lesson and tell even those people who have never been to a place like the one in the story they get an idea of what is going on and what I have noticed is about literature which makes them like this approach the most is that even if it is a short story or a poem, there is a lot of relation between the two. For example, there is a poem with the title City Johannesburg and in it there is a lot of things that have been happening which are related to The Dube Train, which is a short story since they both took place there in Johannesburg and their townships. So that is the approach I usually use in my lessons, I start with what they know to what they don't know except for grammar but you find out that even in the short story or in the poem we squeeze in grammar because there are cases where they will ask me about the tenses or figures of speech still in the story and then it will make it easy unless if the lesson for the day is about the language strictly then that is where I start the lesson with what their previous knowledge because what we do in language is already there, then I will be asking questions, then from there the lesson progresses.*

Fred (Sisonke): *Let me fill in some of the gaps she left, she might not know the strategy as she said. The strategy that she is talking of is integration. A strategy of teaching this and bringing it to that one is called integration. She is integrating the short story with a particular poem and there is another poem besides what she has said. She has mentioned the short story and the poem; City Johannesburg and Dube*

Train. There is another poem called Night Train and they all deal with the same thing, which is criminal activities that are taking place in the townships, especially in the trains. That is how unsafe the trains are, how unsafe the people are when they are in the trains by night. Then when she is talking about approaching grammar in a literature lesson, that strategy is called teaching grammar in context. We are not singling out grammar from the context, when we single out grammar from the context means you won't be in a position to teach effectively.

Zolo (Sisonke): *They have said a lot, this is what we do. You know English is not their [learners] mother tongue, same as us. That is what we do, we train them to communicate, and communication is what she is talking about. This is what we do for them to know what they know, what they do not know, we have to make them to communicate. In all that they are saying, we stick to that, we do that here.*

Michelle (Sisonke): *This integrative approach is extremely beneficial, more especially in this area where we have less exposure to the outside world so we always try to integrate their feelings and their passion to what they see and experience every day. Then it becomes effective, so we got to create suspense a bit then all of a sudden they start doing the right thing. That is what I learned from experience otherwise we get stuck on the way. For example I once worked with one of the participants here on a book called Macbeth. The first chapter talks about the arrival of the witches, that time I went to ask him about the concept of the local people on witches and he explained to me. The moment I went to class and uttered one or two words in their local language they caught up with that concept of witches and that was very effective.*

Fred (Sisonke): *Let me come in, at times before schools are big you meet learners only when they are about to leave the school. That is what happens to almost all grade 12 teachers. Grade 12 is the exit point and learners are coming from the junior secondary schools. What I see is that in grade 12 the students are not used to me*

*because they did not meet me in grades 10 and 11 so with my first encounter with them they will be shy. You now have to flow with them to speak because English to them is their second language, they will be shy and there are words that they will be using borrowed from their language, there will be some common use of those words in English because it is not their language but mostly they will keep quiet for the first one or two weeks but I have a way to provoke them to speak. The first thing I do is to tell them that the good recipe to know English is to speak then they know practice makes perfect. I tell them a good recipe of not knowing English is to tell yourself that during the English lessons you will keep quiet, then when I go to the chalkboard writing, I give them my definition of what English is and they like it. I tell them that English is a **psycholinguistic lesson game.** The meaning is that English is a game where you use your mind to guess at times to get answers correctly. Whenever I come to class the learners know the teacher has come with a game not a lesson so from that perspective they learn English in a more playful way but in a more meaningful way.*

Moderator: Thank you so much participants for your insightful discussion and sharing with us about the communicative and integrated approaches as well as teaching grammar in context and using games to learn. Without any more thing to say on the strategies let's move to the next issue. Individually, as teachers what benefits are we getting from the strategies we are using?

Fred (Sisonke): *The end product of this strategy is seeing more passes in good percentages. We are talking about the quality of the passes not the quantity. If you happen to have some lagging behind, some of them will be shy even if you have broken the ice, then you apply individualization, then in the principle of individualization you take out the learner individually because students are not the same in their characters. A student can be shy enough in class not to tell you I am not following you at this point but the student may approach you separately then you don't have to tell the class the help you have offered that student. Approach the learner as*

an individual and then see the responses because the ultimate aim is to make the learner pass, the ultimate aim is to make the learner understand the first additional language and use it effectively.

Bongi (Sisonke): *The learners become confident in speaking and free to want to voice out their opinions even to participate effectively in class even in the presence of other people and even it helps the learner to be free to you as a teacher because they don't have that shyness or that fear because they find out that that tension that they can't approach you as a teacher is no more there. It also units the learners because sometimes a learner will pronouncing a word and others will laugh while they correct them then you find that the lesson is flowing and you also find that those that are good will be teaching the others as the lesson continues. They also interact to give information to one another.*

Michelle (Sisonke): *You know our school semesters, they bring pressure for you to prepare for examination purposes so as soon as we finish one exam we switch on to pass questions, what is called revision. Because there are so many ingredients [aspects] in English we use the revision approach so that we can touch on all aspects twice or thrice and that helps a lot.*

Zolo (Sisonke): *With the communicative approach they [learners] benefit and the school also benefits because you know that they become confident in speaking, even though they have got some mistakes that they make and that makes them not only to be active and use English only in my period but they develop that skill even in other subjects because I usually tell them that there is only one subject that they write in their mother tongue so knowing what they have to do, practicing English is not only helpful in class, it is a lifelong thing because in the tertiary they will use it, even in their communities they will use English. They have to show that they have learnt something from the school.*

Question 2: Thank you all so much. If we may move on, can we share if we have ever received any training on CAPS in terms of where we received the training and for how long?

Michelle (Sisonke): *Honestly speaking I had an opportunity to attend this training about CAPS but I took it for granted that it is an old wine in a new bottle that is the impression I had. In fact the reasons behind is that it is slightly technical because once we were told that the training is supposed to be done by the political unions then we got mixed reactions from the different political groups about the training on CAPS so the coordination all got mixed up. I must also blame myself as a person because I told myself that at this age [elderly teacher], what is there for me to go and learn to apply in my teaching. These are the three reasons why I never got exposed to CAPS training.*

Moderator: Alright, Michelle (Sisonke) what you are raising here is that there were opportunities to be trained on CAPS but because of technical hitches and your own notion about the training, you did not enroll for any training.

Michelle (Sisonke): *Yes, also it was slightly inconvenient.*

Fred (Sisonke): *Let me finish up for him and add mine. CAPS is a new version of NCS, we were all trained for NCS throughout the years. It wasn't for one year, we were trained time and again for NCS then when CAPS came, it came to grade 10 so those who were allocated to grade 10 were the ones who received a little bit of training. The little bit of training came because there was a pulling of legs between the unions and the Department of Education (DoE). It seems the DoE takes a lot of money out of its coffers to give to trainers to organize these training sessions, then the unions were challenging that how come you take just a little of the money that has been given by the department to give to trainers, yet training is all about teaching, let training be done by the teachers and then SADTU wanted to grab the teachers*

although they called them in the very last hour. I was one of those who were called at the eleventh hour to be trained to conduct training for others then I declined because it was a short notice and I had to travel to Pietermarisburg [the KzN provincial capital] so I declined. It seems the unions did not do it well so they were barred from organizing the training so my subject advisor secretly came to my school because if the results of my districts were bad we were counted as a big culprit because my school has the biggest population in the district. He even told us that it is a favour and a secret so we shouldn't tell other schools about it.

Bongi (Sisonke): *I was fortunate my subject advisor came to school to offer training though it was short but it was very effective. The training was for about 15 minutes and he showed us the policies and what the differences were between NCS and CAPS. As a result I did not see the need of going for any other training because what we had was effective. He also told us that SADTU is coming but I don't know when SADTU come to offer training on CAPS.*

Fred (Sisonke): *You see, NCS was taking a lot of time and energy from educators because of many tasks that had to be conducted throughout the year and that contribute to their final year mark. There is a long mark sheet which is called composite mark sheet according to NCS. According to NCS 14 tasks had to be conducted in grade 12, the first in January and the last in September but this new version of NCS called CAPS has cut down tasks.*

Moderator: So that is one advantage of CAPS over NCS, thank you we will come to the other advantages. Zolo (Sisonke), we haven't heard about your training on CAPS, have you received any training?

Zolo (Sisonke): *No, with CAPS I haven't received any training but on NCS I was trained in so many workshops. Unfortunately I am not in grades 10 and 11 where*

CAPS is still on, I am in grade 12 so I am waiting for the training since CAPS is coming to grade 12 from the next year.

Michelle (Sisonke): *In brief CAPS is introduced not on a proper platform, rather it was a bit harsh and of a sudden in nature, that's what I felt.*

Fred (Sisonke): *And as I said, this NCS is taking too much of teachers and learners' time. This teachers plus learners' time does not contribute to the pass rate, if teachers are involved in too much paper work, when they will get time to go to class. What is important is not the interaction between the teacher and the paper, what is important is the interaction between the teacher and the learners, as a result if there is too much interaction between the teacher and the paper there is going to be low pass rate but if there is too much interaction between the teacher and the learner then the pass rate is going to increase. According to CAPS it seems the pass rate is going to increase.*

Michelle (Sisonke): *In brief, the more time we spend in language with the learners, the better the percentage we get in the sense that communication between us and the learners is frequent. There was a time [referring to when NCS was in use] I wish I could go and stay with them in their homes to help them complete their tasks because this school-based assessment took a large portion of their time and we spent more time with the paper as my colleague just said. But now there is a bit of relief with the introduction of CAPS.*

Moderator: That is another advantage of CAPS over NCS. Let's get back to Bongi (Sisonke) who received a short but effective training on CAPS. Apart from the benefits of CAPS that C3 and C4 have shared with us, what other benefits do you also have to share with us?

Bongi (Sisonke): *Well, it's not different from what they have said but another thing I like about CAPS is that most of the preparations are done for us, even the way the textbooks are designed for us. You know the lesson plans are there, sometimes you*

just make copies from the books so most of the time I spend with the learners directing them to what is already there then I add what is of my own just to add.

Moderator: So all in all, apart from the political intonations aligned to CAPS and the rush at which it was implemented, it is a better policy than the NCS.

Fred (Sisonke): *It is a revised version of NCS and the revision has brought some advantages which we have mentioned.*

Moderator: Thank you for that. Let's move on to cooperative learning.

Question 3: Did we ever receive training on cooperative learning during our school days or afterwards. If we did how long was the training?

Fred (Sisonke): *What you are talking about is what we were taught at college when we were being trained to become teachers. We were told about group learning and its benefits, we were told about the advantages and disadvantages so we know about it. It fell under a subject called the Principles of Education.*

Moderator: That's fine, how long were you trained, can you summarize the whole thing on how it is approached, the advantages and disadvantages?

Fred (Sisonke): *As teachers were trained for three years in the teacher training colleges then. It was not a lesson on its own it was falling within the methods or approaches of teaching. Group learning has the benefit that learners are free because we are there only as facilitators but there is a disadvantage being that if you say in your mark allocation you look at an average for all of them. What about the member who participated most? What about the learner who has been very passive then you award an average mark, yet at the same time you know from your perspective that learners are not the same. And you are not allowed to put learners in the same group,*

you are not allowed to put all the clever ones in the same group, you have to mix the groups. Surely, they don't have to get the same marks, they have to get their marks according to their performances and according to their intellectual abilities but if the mark is allocated as an average everybody who looks at the group thinks everybody in the group has the same intellect.

Moderator: What you learned at college about cooperative learning, is it the same thing you have been implementing?

Fred (Sisonke): *It is the same thing we are implementing but as the teacher grows more and more in experience the teacher changes. For instance in grade 12 we don't like to allocate marks as average. We tell them this is oral where they are given extracts facing down so learners are made to pick one to read to the group then they discuss and we text their oral skills. The one who picked has seen and read the extract but the others listen and react so in this case, surely the one who read has to get more marks than those who listened and reacted. However, there might be one among the listeners who might grab the story and score very high so if you happen to score then averagely you may disadvantage that one and the lower performing one will be advantaged. If you change the strategy on that one, although they are in a group if you score them individually, the allocation of the marks will go according to their performance. The one who has been performing and giving accurate marks truly has to get higher marks.*

Moderator: I believe in spite of all that have been said there are some advantages to cooperative learning. What advantages do we have to share?

Michelle (Sisonke): *Let me admit I am very shallow in the cooperative approach because I never received any formal training on it but in a situation like my school where population is very high, about 65 in a class, we find it very useful to use the group work. The problem I am facing there is we must have a special type of work*

sheet to work with when using the group work but the one who is taking maximum work load among the group I always fail to give them the reward or punishment depending on the approach because it becomes chaotic getting to the end. This is one of my difficulties when it comes to this cooperative learning.

Bongi (Sisonke): *Learners want to share ideas and they also achieve a lot together. Sharing and working together, you know sometimes they have the tendency to do things on their own and work freely with other people so that's what they gain in this cooperative learning approach. Sharing even to the extent of sharing the marks unlike Fred (Sisonke) when I am allocating marks I allocate according to the performance of the group, even if it was one person giving the information or the answers if that person deserves level five it means the whole group deserves level five even the learner who participated the least will not get level four. I give them the marks but I explain to them what really happened so that next time they will all cooperate in the group work.*

Zolo (Sisonke): *Most of the time it doesn't benefit them a lot, it is just communication but there will be some learners who are not participating, then they will be disadvantaging those who are participating. We do it in our schools but when we go for external moderation then it disadvantages those who are actively participating so the active ones benefit a little but those who are not active will benefit a lot.*

Question 4: What you have discussed here is basically STAD since you put learners of different abilities in groups and you reward them according to their average score, so can we get an idea of how you prepare to implement STAD in you EFAL classrooms?

Fred (Sisonke): *I inform them in advance what I want to do, that is the preparation and tell them my expectations.*

Michelle (Sisonke): *As a preparation we prepare special worksheets for them to contribute in each and every aspect of that worksheet then recording, each group has to be giving double scoring along with the individual scores. Basically you tell the entire class the reward for each group, it can be telling them this group has done well or that group has not done well and advise them that they can do better as a team.*

Zolo (Sisonke): *Telling them in advance what you expecting from them at the end of the day.*

Michelle (Sisonke): *And in addition we used to do it before. As a way of rewarding them we used to give them stars or sticking some colourful things on their worksheet to tell them they have done excellently.*

Bongi (Sisonke): *What reasons will make you continue to use the STAD technique in your teaching?*

Bongi (Sisonke): *I will continue to use it because it will reduce the individual marking. The method makes it easy to mark because instead of marking about 65 individual scripts you mark only a few for the groups.*

Fred (Sisonke): *It is an approach that is user friendly as Michelle (Sisonke) is saying, instead of marking 100 scripts you end up marking about 20 for the groups.*

Bongi (Sisonke): *Depending on the type of work you are giving, sometimes it is a way of occupying the learners when you are busy with something as a teacher in the class. Instead of them making noise, you know now that it is a useful noise because they are learning something that you have given to them in their groups.*

Zolo (Sisonke): *I will continue to use the technique to make them familiarize and as there is a task I have to give to them to do before I award marks to them I have to make them practice.*

Michelle (Sisonke): *I noticed one thing, they like to learn better from their friends more than sometimes when we educate them. They like to mix it up with their friendliness than the professional approach we use. They like the informal approach than the formal approach.*

Question 5: Lastly, what are the major challenges we face when we implement the STAD technique?

Zolo (Sisonke): *In my school the big numbers is the main challenge we face, with the large numbers you find out that grouping them putting themselves in groups takes a lot of time.*

Zolo (Sisonke): *The challenges we face is that some of them they are too shy especially when you come to them for the first time they will not say anything until you have some things to provoke them to make them talk and sometimes you have stories that they are familiar with then they will talk but in the beginning it is too to say anything.*

Michelle (Sisonke): *They are all addicted to the outcome based approach so always they try to gain maximum marks. They expect us to boost the marks they get but since we cannot individually boost their marks in the group work, that's another challenge they try to withdraw from that type of participation. That means the fast learners will be reluctant to contribute to group work.*

Fred (Sisonke): *The problem there is some of the learners are really really shy and when you try to probe those ones to speak they feel like you are exposing them. When you probe one or two in a group to speak that means they will be singled out as the shy one then the feeling they will be having is that of being exposed to others that they know nothing.*

Michelle (Sisonke): *Another problem the thinking of the learners. I have a class of about 60 and there are 5 girls who sit at different corner of the classroom so when I bring them together as one group, the learners get suspicious and ask how come they are all in one single group but they work better together and you see them together outside the classroom too. Another challenge with that is that we cannot allow them to continually sit together in one group because they will switch on to domestic or friendly chatting. Getting them to sit in this fashion [in a group] means re-arrangement and it takes a lot of time. To identify the group is also a challenge, to get the right people in the right place, to have a good leadership is also another challenge.*

Moderator: So what steps do we take to overcome these challenges we have mentioned?

Fred (Sisonke): If you intend implementing this technique, it is better to implement it during a double lesson because you give the learners ample time to re-arrange themselves in a group fashion.

Michelle (Sisonke): *I see the class teacher to give me an idea that this group can work like this. Some strategical grouping need to be done and used throughout the year for different subjects so that once you say Group A together, Group B together it is easy to identify and use the groups.*

Bongi (Sisonke): *We give the groups names so it's easy to identify them.*

Fred (Sisonke): *When you come in for a lesson, you say sit according to your groups, they know this group is called 'Mosquitoes', so the mosquitoes will sit according to their groups.*

Michelle (Sisonke): *And they know already who is the leader and who is going to write down the nitty gritties.*

Zolo (Sisonke): *What I usually tell them is that in a group everyone must have a responsibility; there must be someone who will write all your points when you are discussing, there must be a scribe, there must be someone who will talk and not only that one will talk but all of you but there must be someone who will talk for the group.*

Michelle (Sisonke): *In brief you need lot of extra time to do this type of work, not in the limitations of the given time, that is number one. Number two, like Zolo (Sisonke) said every end of group there must be a group briefing by the group leader so that they will all get good ideas.*

Moderator: Summarizes all what have been discussed is done for participants to plug in the holes that have been left but all participants agree to the moderator's summary and are okay with it. The moderator thanks all participants for their time and effort and puts them in the known that should the need arise they will be contacted again to which they agree once again.

Enquiries: Sibusiso Alwar	Tel: 033 341 8610	Ref.:2/4/8

Mr Samuel Amponsah
P O Box 928
UMZIMKHULU
3297

Dear Mr Amponsah

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **THE USE OF STUDENT TEAM ACHIEVEMENT DIVISIONS AS A TEACHING TECHNIQUE IN ENGLISH FIRST ADDITIONAL LANGUAGE IN KWAZULU-NATAL,** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions   where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 October to 31 December 2013.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education as per attached list.

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 16/09/2013

APPENDIX E

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 3921053 Fax : 033 392 11216

EMAIL ADDRESS: Slindile.hadebe@kzndoe.gov.za; CALL CENTRE: 0860 596 363;

WEBSITE: WWW.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty

Informed Consent Form for Research Participants

Information Sheet

As part of the requirements for Doctor in Education Degree at UNISA, I, Samuel Amponsah have to carry out a research study. The study is concerned with how EFAL teachers employ Student Team Achievement Division in their teaching. The study will involve a focus group discussion with participants to gather enough information on the topic.

You have been asked to participate in this one hour focus group discussion with three other teachers because you have the experience and knowledge in the topic under study in this research.

Signing the consent form does not in any way compel you to be a respondent in this study. Your participation is voluntary so you can withdraw before the study. In the course of the study, you might as well withdraw even after data has been collected, if you wish to do so for any reason you deem fit for you.

I will ensure that no clues to your identity appear in the thesis. Any extracts from what you say that are quoted in the thesis will be entirely anonymous. The data will be kept confidential for the duration of the study. On completion of the thesis, they will be retained for a further six months and then destroyed.

The results will be presented in the thesis. They will be seen by my supervisor, a second marker and the external examiner. The thesis may be read by future students on the course. The study may be published in a research journal.

I don't envisage any negative consequences for you in taking part. It is possible that talking about your experience in this way may cause some distress. At the end of the focus group, I will discuss with you how you found the experience and how you are feeling. If you subsequently feel distressed, you should contact me on my cell phone number: 0786131378 or email: 49646885@mylife.unisa.ac.za

Approval for this study has been given by the KZN Provincial Department of Education and the UNISA Research Ethical Committee.

If you need any further information, you can contact me: Name- Samuel Amponsah, Cell number- 0786131378, Email address- 49646885@mylife.unisa.ac.za

If you agree to take part in the study, please sign this consent form on the next page.

Consent Form

I……………………………………agree to participate in Samuel Amponsah's research study.

The purpose and nature of the study has been explained to me in writing.

I am participating voluntarily.

I give permission for my focus group discussion with Samuel Amponsah to be tape-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.

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List of research project topics and materials

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick one box :)

I agree to quotation/publication of extracts from my interview ☐

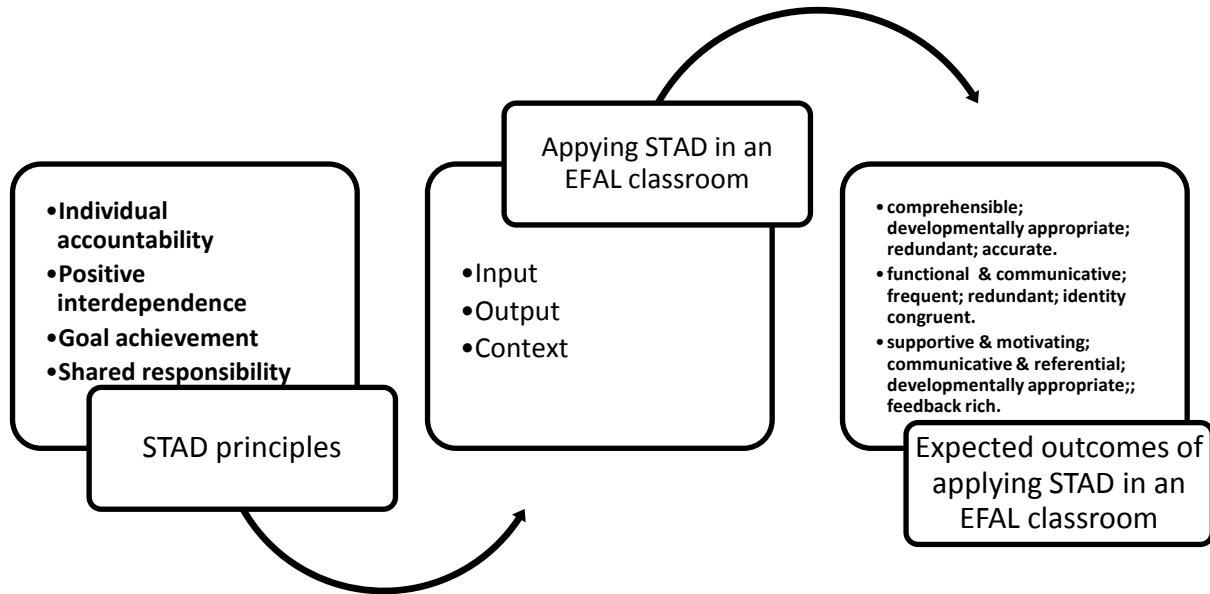I do not agree to quotation/publication of extracts from my interview ☐

Moderator's signature……………………………………. Date……………….

Participant's signature……………………………………. Date……………….

Figure 8.1: Constructive alignment of STAD in an EFAL Classroom

APPENDIX H

Table 8.1   Assigning and Ranking of Learners for STAD Activities

	Rank Order	Team Name
High-performing learners	1	A
	2	B
	3	C
	4	D
	5	E
Average- performing learners	6	E
	7	D
	8	C
	9	B
	10	A
	11	A
	12	B
	13	C
	14	D
	15	E
	16	E
	17	D
	18	C
	19	B
	20	A
Lower-performing Learners	21	A
	22	B
	23	C
	24	D
	25	E

Adapted and modified from Slavin (1988)

APPENDIX I

GROUP SUMMARY SHEET

Team Members	1	2	3	4	5	6	7	8	9	10
Carios	10	5	10							
Irene	6	1	4							
Nancy	10	10	6							
Charles	4	5	10							
Oliver	0	4	7							
Total Team Score	30	25	37							
Transferred Team Score	24	20	30							
Team Standing this week	6	7	5							
Cumulative Score	24	44	74							
Cumulative Standing	5	6	5							

Source: Slavin (1988)

Department of Curriculum and Instructional Studies

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Ms E Goosen

Student Administration

DSAR

Sunnyside Campus

PRETORIA

2014/06/06

NOTICE IS GIVEN THAT STUDENT IS SUBMITTING THESIS FOR EXAMINATION

I hereby confirm that Mr Samuel Amponsah (Student No: **49646885**) has been registered as a Doctor in Education (DEd) student in our Department of Curriculum and Instructional Studies, College of Education. He is currently finalising the thesis in EFAL in Kwazulu-Natal secondary schools. The title of his DEd Thesis is: *The use of student teams achievement divisions as a teaching strategy in English First Additional Language in KwaZulu-Natal.* He did complied and I am satisfied with the quality of his thesis and therefore give notice that he can submit the thesis for examination. He will submit four copies of his thesis to your office as per requirements.

Regards

Prof MM van Wyk (0835445217)Supervisor

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2014/06/12

LANGUAGE EDITING OF THESIS FOR MR SAMUEL AMPONSAH

We hereby notify you, through this notice that we have duly language edited the doctoral thesis of Mr Samuel Amponsah, whose student number is 49646885. The title of his doctoral thesis is: **The use of student teams achievement divisions as a teaching strategy in English First Additional Language in Kwazulu-Natal.**

We wish to put on record that we have language edited his work from the limitation of the summary up to chapter eight (framework for the use of student teams achievement division in English First Additonal Language).

Regards

Torney K Eglu

(Head of Department - English)

Cell: 0786915611

Chris O Bimpong

(Lecturer - English Department)

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