

4 Methods

The special nature of Biblical Studies teaching makes the oral method the prime one to be applied. An explanation of how different forms of the oral method and postulating problems, as well as the handbook, can be applied as methods in teaching Biblical Studies will be discussed. Operationalisation of the methods mentioned implies that the teaching principle, which includes self-activity of pupils, is taken into account as far as possible.

4.1 THE ORAL METHOD

4.1.1 Meaning and general application

There are various oral teaching methods on the basis of which learning content can be introduced and clarified to pupils. In applying the oral method it is essential

- that the teacher enter into a meaningful conversation with his pupils; and
- that pupils, in their turn, will talk meaningfully with their teacher.

The application of the oral method presupposes that teacher and pupil will conduct a meaningful conversation with each other so that *dialogue* takes place.

The quality of the conversation that pupils have with their teacher about the learning content indicates the success with which the subject matter has been presented. The teaching can take the following forms:

- *Lectures*: A lecture is an oral method that is not particularly suitable for high school pupils because it cannot be determined to what extent the pupils are following the content.
- *Stories*: Stories serve mainly as an introduction to the presentation of a new section of learning content.

- *Discussions:* Discussions are used at the end of a lesson to establish to what extent pupils have mastered learning content.
- *Question-and-answer method:* This method ought to be applied throughout in Biblical Studies lessons. More attention is given to this method further on.

4.1.2 Application of oral teaching methods in lesson presentation

4.1.2.1 Introduction

In teaching Biblical Studies an attempt is made to unfold revelational-historical facts for pupils. The learning content contained in these facts is usually of such a nature that it has to be conveyed mainly by means of oral methods. The application of this method in teaching Biblical Studies ought to take place in such a way that a discourse is held between teachers and pupils. Kuiper (1980:295) draws attention to the fact that the Bible not only wishes to address its readers, but wants to make a claim on them at the same time. In Biblical Studies an oral method should address pupils in such a way that the learning content being taught makes a claim on the life and world views of the pupils in a special way.

The problem mentioned touches the core of oral teaching in Biblical Studies. In imitation of the character of the Bible the oral or storytelling method is the obvious method to unfold revelational-historical facts. This method should be used in such a way that the acquisition of knowledge and understanding is not affected negatively. Examination-directed teaching of Biblical Studies requires that oral methods contribute to achieving satisfactory results in the applied evaluative mechanisms.

4.1.2.2 Characteristics of oral methods unique to teaching Biblical Studies

Historical narratives, as learning content from the Bible, are mostly taught by the oral method. An oral presentation of narratives cannot ignore or overlook the revelation of God that is present in such narratives. It is this revelation that is the fundamental point at issue. Academic achievement - the primary aim of teaching Biblical Studies - must also let the revelation of God be accompanied by oral teaching to reinforce the validity of this revelation.

Academic achievement is important in Biblical Studies because it is the only way of determining how successful the teaching was. Oral teaching in Biblical Studies holds out the real possibility of "proclaiming" the Gospel. This proclamation forms part of oral teaching in Biblical Studies, but does not mean that in the course of the lesson the teacher should preach from the dogmatic standpoint of a particular church affiliation. Proclaiming the Gos-

pel as a facet of an oral method should bring the meaning of the Christian perspective to the fore. In this way it is linked to the education that is undertaken in teaching Biblical Studies. The pupils must be educated to accept the reign of God in their individual life and world views.

The background, training and knowledge of the Biblical Studies teacher determine the success of the oral (and other) methods he applies. Because academic achievement is of such importance in teaching Biblical Studies, the pursuit of good results sets the pace. As a result of this striving, the educational and proclamatory aspects in oral teaching (teaching in general) of Biblical Studies often suffer. In applying the oral method the teacher ought to take into consideration that education and proclamation are inherent components of Biblical Studies. In the course of his lesson the teacher has the task of employing as much insight and understanding as he can to place the relationship between God, the world and man in perspective. In this perspective the relationship between God, world and man must come to the fore in such a way that God manifests His reign over man and world in Christ. When teachers apply an oral method, they must use revelational-historical facts to unfold specific learning content to pupils in addition to education and proclaiming.

On the basis of an oral method teachers are able to make their pupils receptive to revelational-historical facts in such a way that they comply with academic requirements. With this academic knowledge, and with reference to it, Biblical Studies pupils are educated to be able to understand the proclamations that form part of it. It is against this background that we review the oral methods which can be applied in Biblical Studies.

4.1.3 A survey of some oral methods used in teaching Biblical Studies

The question-and-answer method will be dealt with in a separate section because it fulfils such a special role in teaching Biblical Studies. In this section attention will be given to the lecture method, the storytelling method and the discussion method. These oral methods are of such a nature that they are of particular importance in teaching Biblical Studies.

4.1.3.1 The lecture method

4.1.3.1.1 Handling the lecture method

In applying the lecture method teachers must bear in mind that pupils cannot pay attention passively for an indefinite period. The success of a lecture is dependent on the way in which pupils are periodically activated to participate. On the one hand active participation can be initiated by means of as-

king questions. After completing subsections of the learning content questions are asked to establish to what extent pupils were able to master the learning content of separate subsections.

The questions that are asked during a lecture supplement it because they help to ensure that pupils have mastered the content of the lecture. Furthermore, questions that supplement the lecture method contribute to sharpening pupils' attention at intervals, which improves their ability to follow the lesson.

On the other hand, pupils' attention can also be held by alternating the questions asked during the lecture with a short set of, say, five multiple-choice questions in the middle of the lecture. These questions deal with the content covered in the first part of the lecture. Quickly answering these questions (about three minutes) provides an opportunity to establish exactly to what extent the class as a whole has succeeded in following the lecture up to that stage. The whole class has to answer the multiple-choice questions, while the other, oral, questions concentrate on random samples taken from the class.

Teachers who use the lecture method in teaching Biblical Studies must take into account that this method must be supplemented meaningfully so that pupils are periodically actively involved in lesson presentation.

4.1.3.1.2 Applying the lecture method

The presentation of revelational-historical learning content of an abstract nature requires the Biblical Studies teacher to make use of lectures. Selected abstract learning content is introduced to the pupils by means of a lecture. In presenting a lesson on "faith in the Holy Spirit", two main abstract realities (or facts) - "faith" and the "Holy Spirit" - are presented to pupils and they must familiarise themselves with these realities.

The lecture method is applied to scientifically clarify abstract realities to which pupils are introduced. Because this method of teaching requires pupils to listen passively, the following should be taken into consideration:

- An appeal must be made to pupils to become involved in the reality that is presented to them. A lecture on "faith" should involve them in that reality in such a way that it addresses them as persons. The reality of "faith" is unfolded to the extent that it leads to a way of viewing and understanding it. The pupils themselves are opened to such an extent that their thoughts and actions will be led by faith (Kuiper 1980:299).

Through the lecture method, factual realities of a subject are clarified which can be evaluated for academic purposes. At the same time educa-

ting and proclaiming takes place, and in this way an unfolding of pupils is effected which cannot always be evaluated academically.

- The lecture method as applied in teaching Biblical Studies requires the teacher to interpret specific textual sections that are prescribed by the curriculum by means of exegesis. With regard to "faith", various series of texts are indicated. Some of these texts are marked with an asterisk in the curriculum to indicate that they should be regarded as "core" texts. The latter, which pupils have to know and understand, must of necessity be interpreted exegetically in order to aid them to clarify reality.

Because most Biblical Studies teachers have no knowledge of the original languages of the Bible, they are of necessity reliant on commentaries. It happens that teachers then sometimes take the liberty of "free" exegesis. Thus, without a background knowledge of the original languages or the use of a commentary, the core and other texts on faith are explained. A practice of "free" exegesis leads to texts being interpreted and explained incorrectly, which, in turn, results in pupils getting the wrong impression and images.

By the end of Std IX and in the course of Std X pupils should become familiar with the lecture method of teaching. This serves as preparation for those who wish to study Biblical Studies at university, where the main method is lecturing.

4.1.3.1.3 Summary

The lecture method in its pure form is regarded as too advanced for high school pupils. However, it is a method that fulfils a useful function when it is used in an adapted form to teach abstract concepts in Biblical Studies. The meaningful application of the lecture method depends on how far the teacher is able to adapt it to his pupils' development. This adaptation works well if the lecture is supplemented at regular intervals in such a way that the pupils are actively involved in the course of the lesson. Involving the pupils by means of questions is aimed at periodically alternating the teacher's monologue with a dialogue. Pupils ought to be placed in a discussion or conversational situation with the teacher to give them an opportunity to talk about learning content that has been completed.

Lectures in Biblical Studies are thus not lectures in the full sense of the word because the teacher is not the sole speaker throughout. Such adapted lectures in Biblical Studies prepare pupils to be able to follow and benefit of lectures at university more easily later on when studying the subject at that level.

4.1.3.2 The storytelling method

4.1.3.2.1 Handling the storytelling method

Biblical Studies pupils are thoroughly acquainted with the storytelling method which has been applied right from when they started at primary school. The pupils' development also requires an adaptation of the quality of learning content and of the storytelling method by which it is transmitted. Irrespective of the adaptations, the basic function of the storytelling method is to clarify revelational-historical facts in Biblical Studies. Various sections of the Bible are of such a nature that teaching by means of the storytelling method is the only way to unfold these facts.

4.1.3.2.2 Applying the storytelling method

When a teacher presents a story from the Bible, he ought to convey the present in such a manner that it is placed within the perspective of the past. In this manner pupils have a guide with which to interpret the possible future. The pupil, who is growing up to adulthood, thinks about the present in terms of the future. Stories of events and happenings taken from the Bible must be linked with such a pupil's thought pattern if they are to be meaningful to him or her. Knowledge of the general life and intellectual world of pupils must also be taken into consideration. Furthermore, it should be kept in mind that these pupils approach realities presented to them from a lay perspective. The worlds of school and home form the framework of pupils' lives and intellectual world. These worlds ought to find a point of contact for facts taken from Scripture in the biblical narrative presented to the pupil. An initial awareness of relevance in the story serves as the starting-point for further revelational-historical facts that are unfolded to pupils by means of relating them (Kuiper 1980:321-322).

Applying the storytelling method in teaching Biblical Studies has the advantage that the content of the Bible is connected with present-day facts in the life-world of the pupil. Realities that are unfolded to pupils have academic as well as educational value. Pupils learn to interpret their current life situation from the realities that have been disclosed. At the same time the Gospel is proclaimed since this interpretation takes place from the point of view that God keeps and rules the world in a meaningful way through Jesus Christ.

A real danger linked to the storytelling method, as applied in Biblical Studies, is that revelational-historical facts might be unfolded to pupils incorrectly on the basis of inaccurate or faulty exegesis. Thus, apart from academic facts then also being explicated in an inaccurate or faulty way, pupils get a dis-

torted view of their relationship with the life-world in which they find themselves. In this way proclaiming the Gospel is also affected detrimentally. Teachers often do not arrive at the actual aim of teaching on the basis of stories. This happens when they allow the storytelling method to degenerate into a lecture on morals. Overemphasising the pupil's relationship to his life-world will lead to the unfolding of revelation being made subject to a discussion of his relationship. In this way the proclaiming aspect of the storytelling method is also prejudiced.

To start with, the discussion on whether the storytelling method can be applied for a specific reality of the revelational-historical must be based on well thought-out reflection. For this reason

- exegesis of texts that have a bearing on the story must be undertaken as conscientiously and precisely as possible;
- the story is based on the exegesis undertaken against the background of a pupil's life-world;
- education and proclaiming the Gospel are undertaken in addition to the clarification of academic facts.

By preparing the content for Biblical Studies by means of the storytelling method as described above, the proposed objective should be achieved.

4.1.3.2.3 Summary

In teaching Biblical Studies the storytelling method is applied mainly to clarify historical sections of the Bible, based on pure exegesis. Academic facts are the primary aim of this clarification that must take place against the background of the pupil's life-world so that it can make a significant contribution to his or her education.

4.1.3.3 The discussion method

4.1.3.3.1 Handling the discussion method

The discussion method is applied in Biblical Studies teaching to enable pupils to understand and examine previously acquired knowledge and concepts of revelational-historical facts. By its very nature this method is mainly applicable to Higher Grade pupils because they have to be able to apply concepts they have learned. Teachers must ensure that when pupils are engaged in a discussion they do not stray from the prescribed topic. It sometimes happens in the course of a discussion that pupils delve into a topic more deeply and widely than was intended in the lesson, without diverging from the sub-

ject. This is an indication that the pupils have acquired a sound grasp of the learning content.

Questions intended to introduce discussions must be formulated in such a way that they lead to a short but meaningful discussion:

- Whom is Luke addressing in his Gospel and in Acts when he refers to Theophilus? Who was Theophilus, in other words?
- Why is the account of the meeting on the road to Emmaus only found in the Gospel according to Luke and not in the other Synoptic Gospels?

In both these questions there is a specific problem that can invite a discussion on the basis of the lesson that preceded them:

- The discussion on the name Theophilus must reveal whether this was a particular person or whether the name referred to "friend of God".
- Pupils must be able to discuss on the basis of the lesson presentation the fact that Luke was personally involved in the events on the way to Emmaus. The other Synoptics, who had no first-hand knowledge of the events, therefore did not mention it.

Both the given questions can lead to discussions by Higher Grade pupils, who can deal with them briefly and meaningfully. Moreover, a time limit with regard to discussions compels pupils to restrict their attention to the topic set. If the discussion takes place in the context of the class as a whole, the teacher can control its course comfortably. By participating briefly in the discussion on occasion he can

- steer the discussion back to the topic, if necessary; and
- introduce new perspectives on the topic to the pupils to enhance the quality of the discussion.

When a discussion is undertaken by differentiated groups in a class, it is the teacher's task to find out how each group is progressing with its discussion. If the teacher offers any assistance to a particular group, he must take into account the differentiated level of that group. A group discussion of a topic deprives the teacher of the opportunity to control exactly what is said in a particular group. To prevent them from making errors in the course of their discussion, each group must compile a brief report of their discussion. When these reports are read out to the class the teacher can determine possible errors in the pupils' reasoning. These mistakes must then be corrected by means of clear and meaningful explanations.

4.1.3.2.2 Applying the discussion method

The discussion method can be applied effectively in the closing phase of a lesson to establish the learning content in the pupils' minds. To make the discussion progress meaningfully, the following should be taken into account:

Differentiation and its accompanying distinction between pupils' development will mean that there will have to be at least two and, if possible, four discussion groups. Dividing into groups also means that the quality of questions will suit a particular group better.

- *Higher Grade:* Why is the account of the disciples on the way to Emmaus only found in the Gospel according to Luke and not in the other Synoptic Gospels?
- *Standard Grade:* Explain how the disciples on the way to Emmaus came to realise that it was Jesus who had walked with them?

Higher Grade: The question that is put to these pupils requires a discussion that shows an understanding of the events on the road to Emmaus. Moreover, the pupils must be able to relate this understanding to the other Synoptic Gospels.

Standard Grade: The question put to these pupils requires them to know the content of Acts 24:30-32 and to relate it to Acts 24:16. These pupils must base their discussion on their knowledge of the passages mentioned above, which they cannot consider, however, without the necessary understanding.

Differentiation (and not *variation*) was brought about here by presenting questions at different levels about the same topic - the disciples on the way to Emmaus - for pupils to discuss. Seeing that different groups are each discussing a topic suited to their development, such a discussion should be able to proceed meaningfully.

Duration: A specific time is fixed in which the discussion has to be concluded. The time limit compels the pupils to stick to the subject.

Proficiency: As the discussion method is applied more often, pupils will become increasingly proficient in conducting meaningful discussions without straying from the topic.

By means of the discussion method pupils are given oral practice in answering long questions in a reasoned way. When they have to answer the same question or a related one later in writing for homework, they have already had good oral practice in presenting an answer. The discussion method does not only prepare pupils to answer long questions in an examination, but also

serves as an introduction to possible further study in Biblical Studies at university.

The discussion method enables pupils, through discussion which initiates an accompanying exchange of ideas, to further reveal to each other what has already been revealed by the teacher. For this reason it can happen that a discussion, especially by Higher Grade pupils, places the learning content in a wider perspective than during the lesson presentation. The discussion method can therefore enable the pupils themselves to deepen one another's insights into Biblical Studies.

4.1.3.3.3 Summary

The discussion method, which has as its aim the reinforcement of acquired knowledge, contributes to preparing pupils to be able to answer long questions. Through the discussions, pupils can make their own insights available to one another in such a way that they all acquire additional knowledge and understanding of the learning content.

4.1.3.4 The question-and-answer method

4.1.3.4.1 Meaning and general application

The question-and-answer method is an oral method that differs from all the others because, if it is applied correctly, it brings about a dialogue between teacher and pupil. In addition, the question-and-answer method differs from others in that it is more flexible, so that it can be applied throughout the course of a lesson. The particular value of this method is that pupils can be evaluated on the basis of it so that remedial action can take place immediately if necessary.

The unique characteristics of the question-and-answer method that have been indicated make this a method that can be applied very successfully in teaching Biblical Studies.

4.1.3.4.2 Application of the question-and-answer method

(a) Question-and-answer method in co-ordination with other oral methods

In applying the lecture and storytelling method, the Biblical Studies teacher is involved in a monologue with his pupils for specific periods of time. Although pupils are supposed to listen attentively to the teacher during these monologues so that they can form an understanding of the teaching, their attention cannot be held indefinitely. It is necessary to supplement both the lecture and the storytelling method periodically with the question-and-answer method to determine the pupils' degree of comprehension. If pupils' answers

indicate that they did not understand everything, the relevant sections should be repeated: remedial teaching is undertaken.

When planning the lecture and storytelling methods, it is necessary to consider when the question-and-answer method can best be applied as a complementary method. In this regard the following should be considered:

The stages: In what stages of the lesson would it make the most sense to ask questions? Usually the most appropriate time to apply the question-and-answer method is immediately after a core of the learning content has been dealt with.

Formulating: Each of the questions should be formulated in such a way that an answer has to be given in a full sentence or sentences. The teacher will then be able to judge, on the basis of the type of answers given, how far concepts have been grasped. Therefore, it is necessary to plan and formulate questions beforehand. For example:

- (1) Did Jesus rebuke Peter after he had denied Him?
- (2) What did Jesus say to Peter after he had denied Him?

In answering question (1) a pupil could simply say "yes" or "no" to give a correct answer. This and similar questions do not test a pupil's knowledge and comprehension at all. The pupil could even guess the right answer. Question (2) requires the pupil to tell in his own words what Jesus did on that specific occasion. The answer given by the pupil indicates to what extent he knows and understands what took place.

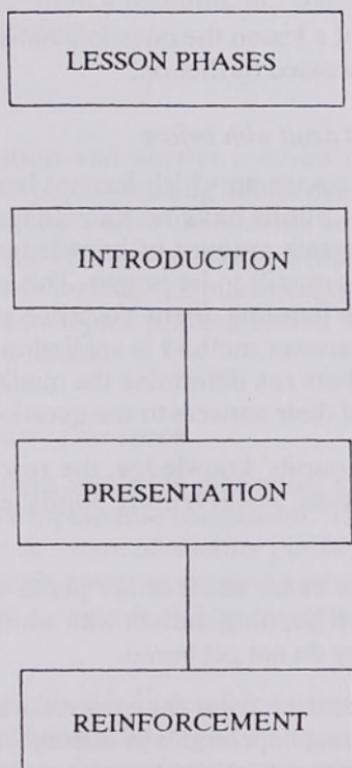
Differentiated questions: Differentiation must be applied in order to relate to at least the Higher and Standard groups of pupils. Questions of a different grade must be set on the same learning content in order to establish differentiation and not variation.

Setting questions at different stages of the course of the lesson is essential to ensure the meaningful progress of the lesson. The following can be determined on the basis of the pupils' answers:

- ° It can be determined to what extent pupils have grasped the learning content of a particular lesson phase. How far pupils have succeeded in relating the learning content of different lesson phases as the lesson progressed can also be ascertained. It is essential for pupils eventually to know and understand the learning content of a lesson as a whole.
- ° How far sections of lesson content have not been grasped too well, or not at all, or have apparently been misunderstood can also be determined.

Whatever shortcomings are found must be corrected right away, so that the lesson presentation can proceed smoothly.

Diagram 4.1



The question-and-answer method supplements the monologue of the lecture and storytelling methods. This supplement takes the form of a brief but meaningful dialogue between teacher and pupil. This dialogue consists of the pupil entering into conversation with the teacher by answering a question. The pupil's answer will make it possible to evaluate whether the monologue achieved its teaching goal, in order that it can be continued.

(b) Applying the question-and answer method in different phases of a lesson

(i) In the introductory phase

Two types of introductory phases can be recognised in a Biblical Studies lesson.

- the introductory phase in which learning content is being discussed which has not been discussed in class before; and
- the introductory phase that is a continuation of a previous lesson or lessons dealt with in the class.

In each of these phases of a lesson the question-and-answer method can fulfil a specific function, as discussed further on.

(aa) Teaching content not dealt with before

When learning content comes up which has not been dealt with before, it cannot be assumed that pupils have no knowledge of the topic(s) at all. Pupils usually have a certain amount of knowledge (existent knowledge) about new topics which are still to be taught. This existent knowledge was usually acquired through learning about the Bible at home or in catechism class. The question-and-answer method is applied to ascertain the extent of pupils' knowledge. Teachers can determine the quality of the pupils' existent knowledge on the basis of their answers to the questions.

Having ascertained the pupils' knowledge, the teacher can determine the starting-point of the lesson. Ascertaining pupils' existent knowledge has several advantages:

- Because the teacher is aware of his or her pupils' existent knowledge, the teacher does not teach learning content with which pupils are already familiar. In this way they do not get bored.
- The teacher can determine from the answers where there are possible misconceptions or wrong impressions in existent knowledge. Before starting the lesson, any misconceptions must be corrected. If faulty conceptions in pupils' knowledge are not determined and cleared up, their knowledge and understanding of the rest of the lesson will be warped.
- Questioning in the introductory phase of a lesson may reveal that pupils have little, if any, knowledge of the topic to be taught. In such a case the teacher is obliged to teach that introductory knowledge as part of the lesson.

(bb) Teaching content that is a continuation of a previous lesson

In presenting a lesson that is a continuation of a previous lesson, the teacher must establish to what extent pupils have mastered the content of the previous lesson. To ascertain this, questions are asked. From the pupils' answers the teacher will know whether to proceed with the next lesson, and if certain

parts of the previous lesson should be taught again. On the basis of the question-and-answer method the teacher is thus able to determine whether pupils possess sufficient knowledge of the previous lesson to be able to follow what is presented in the following lesson meaningfully. By means of the question-and-answer method a meaningful relationship is established between two consecutive lessons.

(cc) Summary

By means of the question-and-answer method teachers are enabled to determine the quality of pupils' existing knowledge about the lesson subject. Based on this evaluation the teacher then knows how to start the lesson. The questions of the question-and-answer method must systematically become more difficult. As soon as most of the pupils cannot answer a question, the teacher knows that the subject content tested at that stage will be the starting-point of his next lesson.

(ii) The presentation phase of the lesson

Irrespective of the method applied in presenting a lesson, the question-and-answer method is an indispensable component. Throughout presenting the lesson the teacher must be aware of whether pupils really learn what they are supposed to learn. If pupils have not grasped a particular facet of the lesson, or have misunderstood it, there is still an opportunity to rectify the matter right away.

In a class of about 25 pupils it is impossible to test the knowledge of all the pupils. Because the teacher gradually gets to know his pupils, he knows how he can ascertain, by means of a random sample, whether or not the class as a whole has succeeded in grasping what has been taught. It is important to ensure that the less intelligent pupils in the class can keep pace with the teaching. Care must be taken that the latter will benefit to the best of their abilities from every lesson presentation.

After each main point in the lesson has been dealt with, questions are asked to test the pupils' knowledge and understanding. The questions must be planned in such a way that a relationship is established between the various main points in the lesson.

- After completing main point (1), questions are asked on this point.
- After completing main point (2), questions are asked on main point (2) and main point (1) in so far as it is related to main point (2).

- After completing main point (3), questions are asked on main points (2) and (1) to the extent to which they are related to main point (3).

Questions can therefore not simply be asked haphazardly in the course of the lesson. While the teacher is preparing the lesson he should plan how he will make use of questions in a meaningful way in presenting his lesson. These planned questions must test whether pupils have an overall picture at the end of the lesson dealing with the topic that has been taught.

(iii) The reinforcement phase

In the reinforcement phase of a lesson in Biblical Studies the teacher wants to ascertain to what extent pupils have accumulated knowledge during the lesson presentation. The teacher does not apply the question-and-answer method to establish how much pupils know, because this method does not give an overall indication of the knowledge of individual pupils. Various other methods are applied to determine the knowledge and insight of individual pupils.

(iv) Summary

The question-and-answer method is used in the introductory and presentation phases of a lesson for the following purposes respectively:

- to determine the existing knowledge of pupils so that a meaningful starting-point for the lesson can be found; and
- to enable the teacher to be sure that the pupils understand what he is teaching in the course of the lesson.

Teachers must plan thoroughly the questions to be asked in the course of the two lesson phases. The relevance of the questions determines the success with which pupils will acquire knowledge and understanding of the particular content of the subject.

The dialogue that develops between teacher and pupil because of the question-and-answer method contributes to pupils' active involvement in the course of the lesson. To allow meaningful dialogue to take place, the teacher must apply a definite technique in his questioning.

4.1.3.4.3 Technique of questioning

(a) Introduction

Oral questions that form a part of the question-and-answer method must be set on the basis of a definite technique. A well-formulated question forfeits

its effectiveness if the technique with which it is posed does not comply with the requirements of sound oral questioning.

Attention must be given to

- the correct technique for setting oral questions to a class;
- what a teacher should do if a pupil answers incorrectly or cannot answer the question at all; and
- mistakes commonly made by teachers when asking oral questions.

(b) The correct technique of asking oral questions

Ask the question to the class as a whole. After asking the question the teacher waits a few moments to give pupils an opportunity to think about the answer.

The teacher has two ways of selecting which pupil should answer the question:

- Pupils are asked to raise their hands if they know the answer. In this method one of the pupils whose hand is raised is asked to answer.
- Without asking the pupils to raise their hands, the teacher may use his own discretion and ask any one of the pupils to answer.

When a pupil is asked to answer, he is obliged to do so. A pupil must know that no one else will answer the question for him.

The application of the three rules indicated for answering questions brings about an orderly and meaningful course for this phase of the lesson. Pupils become familiar with the procedure that is followed in answering questions. They also know what happens when they cannot answer a question or when they answer a question incorrectly or partly incorrectly.

(c) What is done when a pupil gives a wrong answer or cannot answer at all

Because the pupil may perhaps not have understood the question properly, he is unable to answer it correctly or even at all. When the same question is repeated in a revised form, the pupil frequently succeeds in answering correctly.

Without answering the question, the teacher offers the pupil a number of clues at successive brief intervals. On the basis of one or more of the clues the pupil often succeeds in answering the question. Pupils who neglected to pay attention in class or who did not understand the work too well are helped

in this way to offer an answer. Through the clues offered to one pupil, the teacher may well have explained the work briefly again to others who had not grasped it very well.

(d) Mistakes teachers are inclined to make when asking oral questions

The mistakes commonly made by teachers when they ask oral questions will now be considered.

When the teacher asks a question, he immediately points out a pupil to answer it. Because the question is addressed to a particular pupil right at the outset, the other pupils in the class are not involved in it. Seeing that only one pupil has been given the task of answering the question, the rest of the class are not interested in the question. Such a situation encourages pupils not to pay attention.

As soon as the teacher sees that the answer is not forthcoming, he gives the answer himself. Some teachers ask other pupils to give the answer. This procedure is repeated until someone can give the correct answer. These methods assure pupils that they need not have to answer a question. If a pupil does not know the answer, there is sure to be someone else who does. There is no motivation for pupils to try and give the correct answer, since there is no necessity to do so.

Questions put to pupils by teachers are frequently of such a nature they require a mere "Yes" or "No" for an answer. This mistake goes back to the teachers' lesson preparation. Even the most experienced teacher needs to plan the questions to be asked during a lesson thoroughly beforehand if he expects to get meaningful answers.

(c) Summary

The question-and-answer method should be applied in all Biblical Studies lesson presentations in conjunction with other methods. Provided the questions are planned thoroughly in advance and are asked on the basis of an exact questioning technique, this method makes a valuable contribution to the meaningful course of a lesson. Dialogue which flows out from the question-and-answer method is important because

- teachers can ascertain by means of a random sample to what extent pupils have followed the teaching;
- the teacher gains an indication of how successful the teaching has been. If the method concerned does not give the desired result, it can be adapted or revised;

- in their answers pupils employ a specific terminology unique to Biblical Studies. When the teacher sees that the pupils do not understand the terminology, there is an opportunity to rectify the situation early; and
- answering oral questions prepares pupils to be able to answer written questions with a similar content later on.

The application of the question-and-answer method in teaching Biblical Studies provides an opportunity to rectify mistakes that may occur later.

4.2 METHOD OF POSTULATING PROBLEMS

4.2.1 Meaning and general application

Problems that are set to pupils have as their aim to test knowledge and especially understanding in a particular way. Pupils are given the task of applying their knowledge in a way that displays (and gives evidence of) insight and understanding in unravelling the problem. The object of setting problems in teaching Biblical Studies is that pupils are expected to be able to apply concepts in such a way that they can answer the problems successfully. If a pupil cannot handle his factual knowledge with understanding, he will be unable to approach problems with the necessary insight.

Since Higher Grade pupils are expected to be able to handle knowledge with insight and understanding, this method is only intended for them. For this reason it is necessary to offer differentiated problems. When a teacher confronts his class with a problem, it may not be an attempt to stump the pupils. A problem that pupils cannot answer does not achieve its goal. A problem like a riddle does not achieve the fundamental objective of testing pupils' insight and understanding, because with his or her advanced knowledge of Biblical Studies, the teacher should not find it difficult to outwit his pupils.

4.2.2 Application of problem method

Problems can be postulated in two ways:

4.2.2.1 *Problems based on learning content that has been taught*

After a lesson on the "synagogue" has been taught, the following problems can be set:

"Give good reasons for your view on the place where the synagogue had its origin."

When giving reasons for the place of origin of the synagogue, the pupil is obliged to also refer to other theories. To give a well thought-out answer, all

relevant theories on the origin of the synagogue must be treated with such insight that it will become evident why the pupil presents his particular view as being the most exact.

Pupils who are able to approach their work with the required insight are capable of answering problems successfully. It can happen that a pupil, through a lack of insight and understanding, has difficulty in answering a problem, or offers the solution on the basis of faulty reasoning. By revealing a particular shortcoming, the problem has achieved its goal. The shortcoming indicated in pupils' answers should then be rectified by means of supplementary teaching.

4.2.2.2 Lesson presentation based on the method of postulating problems

The interest and attention of a class can be activated by allowing a lesson to proceed by means of meaningful problems.

Teaching of various genres in the Old Testament can be undertaken as follows:

PROBLEM Name the genre that we read most often in daily life.

ANSWER Prose.

PROBLEM Let us see whether we can find examples in the Old Testament.

ANSWER Various examples of sections of prose are easily found in the Old Testament.

PROBLEM What type of genre do you read when you are in a romantic mood?

ANSWER Poetry.

PROBLEM What book in the Old Testament is written entirely in the form of poetry?

ANSWER Psalms.

PROBLEM Is that the only poetry that is found in the Old Testament?

ANSWER If necessary, teacher and pupils search for sections of the Old Testament in the form of poetry - such as sections of Isaiah and Jeremiah.

TEACHING It is pointed out to pupils that the Song of Deborah is regarded as the oldest poem in the Old Testament and therefore also of the Bible.

PROBLEM What do we call people like Isaiah, Jeremiah and Amos?

ANSWER Prophets.

PROBLEM What do we call the works that these people wrote?

ANSWER Prophetic books in which prophecies are recorded.

Problems can thus be postulated in the manner shown to lead pupils to try to master the subject matter. When pupils are not able to answer a problem, the teacher is obliged to offer additional instruction. It should be noted, however, that not all learning content in Biblical Studies can be taught in this way. For instance, because pupils do not know the concept "Apocalypse", it will not be possible to teach it through postulating a problem.

4.2.2.3 Summary

Problems can be set in teaching Biblical Studies to test learning content that has been taught. This method can also be applied to teach new learning content in such a way that pupils themselves will identify the content that they have to master. However, when the problem method is applied, it is by no means in an attempt to stump pupils.

4.3 TEXTBOOK METHOD

4.3.1 The relationship between the teacher, the Bible and the textbook

The most important "textbook" that is used in teaching Biblical Studies is the Bible. Because the Bible is often difficult to understand, it is necessary to make use of an explanatory textbook. Guard against the malpractice of applying the textbook as the most important study source instead of the Bible (see diagram 4.2).

The teacher selects relevant sections from the Bible in relation to the topic being taught. These sections form the core of the lesson presentation. To help pupils to understand the sections selected as examples, the teacher refers to the textbook. There must be a continual interaction between Bible and textbook. *Pupils must realise that the Bible is studied in Biblical Studies and not the textbook.* This principle must also be adhered to when pupils are preparing their lessons at home or when they are preparing for a test or examination.

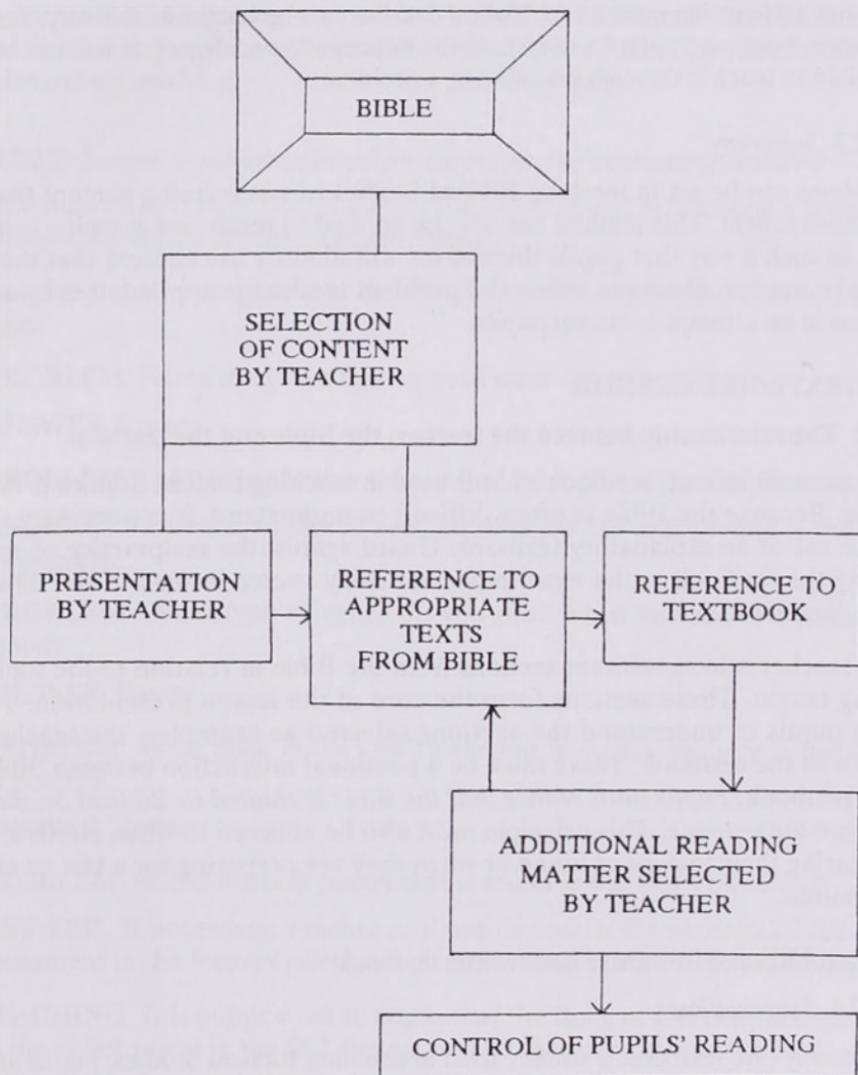
4.3.2 Additional literature besides the textbook

4.3.2.1 Introduction

Since only one textbook is usually used in teaching Biblical Studies, pupils are often inclined to think that this book is the only one which can be used. Such

(a misconception can be counteracted by allowing pupils to read and study other literature dealing with various subjects of the Bible. To allow this literature to integrate meaningfully into teaching Biblical Studies, certain conditions must be met.

Diagram 4.2 The Bible as primary source in teaching Biblical Studies



4.3.2.2 Selection of books

Teachers must determine which books pupils can use meaningfully in their study. Perhaps only some chapters of a particular book are suitable for study. Then the teacher must also take into account that the selection of books must be differentiated to comply with the requirements for Higher and Standard Grade as well as the class the child is in and his development.

Because it is impossible to be able to remember all the books and the specific chapters in them that apply to different topics in teaching Biblical Studies, it is essential to acquire a card index or computer index in this regard. See the following example:

SUBJECT (HG)

(1)	Book title Author, Date Publisher, Place	Ch. 3	pp. 7-11
(2)	Book title Author, Date Publisher, Place	Ch. 6	pp. 12-20

SUBJECT (SG)

(1)	Book title Author, Date Publisher, Place	Ch. 3	pp. 12-15
(2)	Book title Author, Date Publisher, Place	Ch. 9	pp. 4-9

In this way a teacher is able to tell his pupils very quickly which books they can consult on a particular topic.

4.3.2.3 Guiding pupils in reading books

The teacher must not only be able to furnish his pupils with the title(s) of the book(s), but pupils must know exactly where the desired information relevant to the topic can be found in the book. This helps to prevent pupils from searching through the book themselves for the factual knowledge relating to the topic. Particularly if the book is bulky (about 150 pages), there is a fair chance of the relevant information not being found.

After the pupil has studied the relevant section in the book, he still has time (which he would otherwise have spent searching for the information) to read other sections of the book. Even if the latter have no bearing on the topic he

is studying, they will broaden his knowledge. Diligent pupils will use the opportunity to read more widely.

4.3.2.4 *Supervision of additional reading by pupils*

Teachers must bear the following in mind when pupils undertake independent reading:

- Pupils may interpret what they have read totally or partly wrongly, with the result that they have misconceptions.
- Pupils might not understand what they have read, which means that their reading was futile. To overcome this problem, it is essential that the teacher should set aside a short time to have a searching discussion on the sections that have been read. The discussion should take the form of questions.

4.3.2.5 *Applicability of the textbook and additional literature*

The textbook ought to be applied in teaching Biblical Studies in such a way that the teacher leads his pupils to study it with insight as a supplement to the Bible. When necessary, this study of the textbook can be supplemented with additional literature. Supplementary literature is of special value because it teaches the pupil that many more books have been written about the Bible than just the prescribed textbook.

The following method might be chosen to apply the textbook in co-ordination with other literature in a lesson on the "Apocalypse", for instance:

- With reference to the textbook, and because of teachers' teaching, pupils find out what the characteristics of apocalyptic writing in the Bible are. Moreover, they also learn which books in the Bible are fully or partly apocalyptic by nature.
- Based on what they have learned from the textbook, pupils apply their knowledge to study the "Revelation of John" as apocalyptic writing. Fruitful use may be made of additional literature in this study where pupils have to determine to what extent apocalyptic characteristics do emerge in Revelation.

Besides the textbook, which serves as a guide to undertaking a meaningful study of the Bible, discerning use must be made of additional literature. This literature enables the pupil to acquire a broader perspective than the textbook offers him. It is not justifiable to study only the textbook and not the Bible in Biblical Studies.

4.3.2.6 Summary

The textbook method is the most important in teaching Biblical Studies, in the respect that the Bible is the starting-point for all teaching. A prescribed textbook is used in conjunction with the Bible to present the learning content comprehensibly to pupils in different classes.

In studying Biblical Studies the textbook should serve to supplement the Bible. In cases where teachers consider it necessary to allow pupils to gain a broader knowledge of the Bible, additional literature can be suggested. Additional literature must be used in such a way that pupils can make optimal use of it.

4.4 CO-ORDINATION BETWEEN TEACHING PRINCIPLES AND TEACHING METHODS IN BIBLICAL STUDIES

4.4.1 Introduction

For the sake of clarity teaching principles and teaching methods were explained separately. However, if a teacher were only familiar with teaching principles or teaching methods, he would have little or no prospect of presenting a lesson successfully.

In presenting teaching principles and methods it was pointed out that principles and methods cannot be applied separately from one another. Thus we will show why principles and methods in teaching Biblical Studies cannot function in isolation. To start with we shall concentrate on the interdependence of principles and methods irrespective of the differences between them.

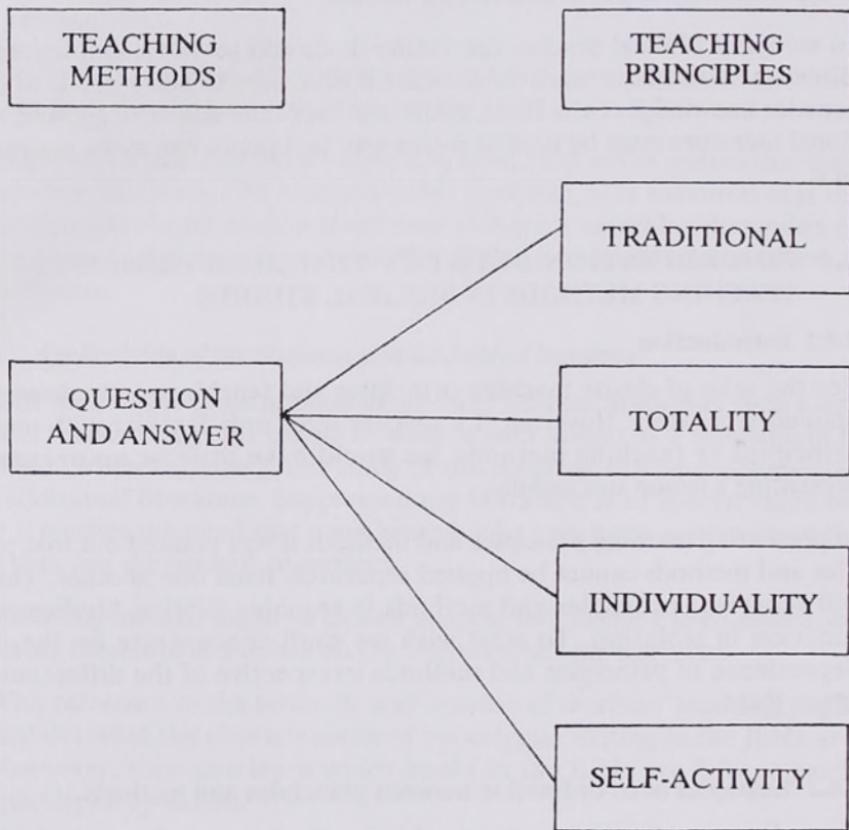
4.4.2 Examples of co-ordination between principles and methods

From diagram 4.3 it is clear that teaching methods cannot be applied without making use of teaching principles. In the question-and-answer method teaching principles are applied as follows:

- *Traditional teaching principles:* Whenever teachers ask questions they ought to start with easy ones. These then gradually become more difficult. This is a way of ascertaining to what extent pupils have acquired an insight into the learning content. On the other hand, it offers all pupils an opportunity to answer some of the questions.
- *Totality:* When the teacher asks a question, he addresses it to all the pupils in the class. To start with, a question is addressed to the class as a

whole. All the pupils have to reflect on the answer because they do not know who will have to answer it.

Diagram 4.3 Relation between teaching methods and teaching principles



- *Individuality:* After all the pupils have been given the opportunity to think about the answer, one pupil is selected to give it. From the entire class an individual is chosen to answer. The principle of individuality has been applied.
- *Self-activity:* From the moment that the question has been asked, pupils are engaged in self-activity. Each pupil prepares to answer the question should he be asked. Ultimately, when one pupil answers the question, this pupil is visibly engaged, by furnishing the answer, in self-activity.

In applying the storytelling method the teacher is applying the exemplary teaching principle besides all the others. In his telling of the story the teacher has selected his learning content by means of samples in such a way that it is related to the teaching goal and the pupils' comprehension.

4.4.3 Summary

The choice of a particular teaching method in teaching Biblical Studies requires that certain teaching principles be taken into account. In diagram 4.2 the relationship between teaching method and teaching principles is presented schematically. In planning a lesson teachers must take into consideration on which teaching principles the teaching method will be based. The application or omission of teaching principles in using a method determines the character that the teaching method will assume.

5 *Media*

5.1 MEANING AND GENERAL APPLICATION

The term "media" usually conjures up a variety of teaching aids. Although teaching aids are important media in teaching, teachers can also be regarded as media in a certain sense. It should be taken into account, however, that the teacher's function as a medium in teaching only forms part of the teaching function. A distinction can be made between teachers who act as personal media and the various aids that function as impersonal media. The development of sophisticated aids in education holds the danger that the impersonal will overshadow the personal media. Teachers are given the task of differentiating and specialising to such an extent that they only have an accompanying function (Van der Ven 1982:630-632).

When teachers make use of aids or teach by means of oral methods, they are using language as a medium. Language, which is the most important medium applied in teaching, must be of such a nature that pupils understand what teachers are saying. Language is also applied in teaching by means of the written word in books. The written word as medium requires pupils to be able to read intelligently.

The media mentioned have to be adapted in a particular way to be able to meet the requirements of teaching Biblical Studies.

5.2 SPECIFIC APPLICATION OF MEDIA

5.2.1 Teaching aids

5.2.1.1 Introduction

Chapter 1, section 1.2, "The teaching principle of observation", explains how visual aids have to be adapted to be able to meet the particular academic requirements of teaching Biblical Studies. Teaching aids for Biblical Studies are aimed primarily at perception of one or other revelational-historical

learning content. Two types of visual aids are used to impress these learning contents on pupils visually so effectively that they can assimilate the contents and acquire insight and understanding:

- ° visual aids that provide background knowledge; and
- ° aids that try to explicate difficult and/or abstract concepts in a visual way.

5.2.1.2 *Visual aids that provide background knowledge*

Film material falls primarily into this category of visual aid. Film material - that is, slides, 16mm films and video tapes for television shows - is being used increasingly for teaching Biblical Studies. This material has great potential, providing it is handled in a didactically correct way. The following points should be observed:

- ° By only showing the material, nothing constructive is achieved. Such a lesson degenerates into a kind of "relaxation" hour during which nothing is learned.
- ° It is necessary for the teacher to view all film material himself beforehand and to study what he intends to use. Even if he has already used the material before, it will pay him to study it again before presenting it.
- ° It is of major importance for the teacher to determine *what* he wishes to *achieve* by means of the show. The use of film material must support the learning content purposefully in some way. This can be done in different ways.
 - During the viewing the teacher comments to draw the pupils' attention to aspects they should know.
 - Before showing the material pupils are told that they should pay attention to certain aspects - so they are viewing it with a specific directive. It is not simply a "movie" that is being watched.
 - Before viewing, the pupils are given a questionnaire. The answers to the questions are to be found in the film. Pupils are obliged to pay attention to what they are seeing. After viewing there is an opportunity to answer questions. The answers are discussed to ascertain whether the pupils understood what they saw.

After each viewing, and irrespective of the method used to make it purposeful, a discussion should take place and questions should be asked. *Pupils must realise that film shows are a particular way of teaching.*

From the above it is clear that film material can no longer be shown at random in the notion that in some or other way something is learned from it. Not all film material is suitable for use in teaching Biblical Studies. If a teacher finds that a particular film does not serve the purpose for which he wishes to use it, he should put it aside.

In teaching Biblical Studies film material serves mainly to provide pupils with background knowledge of biblical events and situations, as the following goes to show:

- Film material on the Sea of Galilee gives pupils an idea of the surroundings in which Jesus so often acted and preached. Good film material ought also to give the teacher the opportunity to explain why the sea is suddenly battered by storms.
- Film material on the old parts of Jerusalem gives pupils an idea of how the city looked in Jesus' time. To form the desired mental picture the attention of pupils is focused on
 - the absence of street lights and that people stayed at home at night;
 - there were no sidewalks or pavements; and
 - the streets were very narrow.

(What can the pupils deduce from the latter two aspects?
Pupils must be led to think and learn from what they see.)

- Showing the Temple building from various angles and the ground plan of the big building with the necessary commentary referring to it provides a mental picture of the extent of the building work. Now pupils can understand why the disciples viewed the Temple with pride and why they were surprised when Jesus announced that the building would be destroyed.

To be able to make full use of film material, the teacher ought to have a thorough knowledge of the subject he is presenting. Especially when interest has been aroused, questions can be expected that require meaningful answers.

Correct handling of film material usually leads to increased interest in Biblical Studies. It serves as motivation to promote the learning process and even to develop a wider interest than only in what is taught in class. It seldom, if ever, happens that a film illustrates the learning content of Biblical Studies directly.

5.2.1.3 Use and design of transparencies

(a) The positive contribution of transparencies to teaching Biblical Studies

Transparencies must make a positive contribution to the teaching of Biblical Studies. This aid must be planned in such a way that it forms an integral part of the lesson. The test of a meaningful transparency is that if such a transparency were not used in the lesson presentation, the lesson could not proceed meaningfully. Pupils must definitely gain from the use of the aid that such a transparency is supposed to provide.

Transparencies must not be applied in lesson presentations merely for the sake of showing them.

(b) The necessity of an impact of a transparency in teaching Biblical Studies

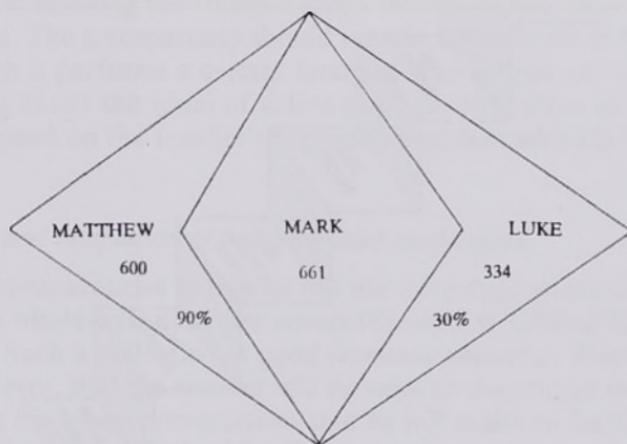
To a great extent the effectiveness of a transparency is determined by its impact. The following should be kept in mind when designing one:

(a) A complicated transparency does not serve its purpose. Instead of explaining the problem, it only makes it more difficult.

(b) Only illustrate the main points of the lesson on the transparency, so that pupils are obliged to think for themselves on the basis of what they have observed.

The following are examples of transparencies that make an impact:

Diagram 5.1 Relation between Synoptic Gospels



The following may be deduced from diagram 5.1:

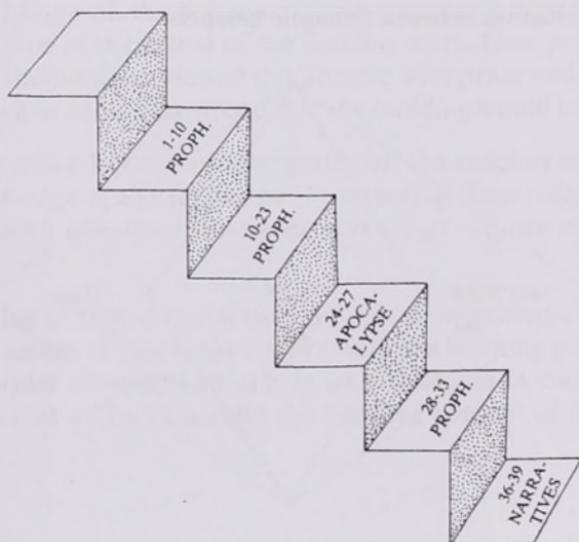
- the sequence of the Synoptics;
- the relationship that exists between Mark and Matthew, and the extent to which Matthew made use of another source;
- the relationship that exists between Mark and Luke, how far Luke made use of Mark, and the extent to which Luke worked independently; and
- the interdependency that exists between the different Synoptics, for example if an event is recorded in Mark and Luke, it will also be recorded in Matthew.

The details of the transparency offer only the basic information. Deductions are made on the basis of the details on the transparency. These help the pupils in their learning activities. They are thus actively involved in the findings that emerge as a result of the transparency.

(c) By putting all possible information on a transparency in the form of notes, it misses its objective. The notes could rather have been given to the pupils on duplicated pages. A transparency presented in this way will not draw the attention of the class.

(d) Try to draw pupils' attention by presenting details to them in the form of some diagram, such as one of the division of the book of Isaiah 1-39.

Diagram 5.2



Instead of the above details being given in the stereotyped form of a table, they are presented in the diagram in the form of a "stairway". This is an attempt to be original to draw the pupils' attention. The division of the content of Isaiah 1-39 will be associated with stairs after that. Note the following:

- ° Only the chapters and main content are indicated on each step. Self-activity is promoted by asking questions such as:
 - How many different prophecies are there in Isaiah 1-10?
 - To whom are these prophecies addressed?
 - Are the prophecies of salvation or doom?

If a transparency is compiled in this way, it serves as the starting point for the presentation of a lesson in which pupils themselves can participate as far as they are able.

- ° At a later stage, when doing revision, this transparency can serve as the starting-point for revision.

(e) By planning transparencies carefully the teacher creates the possibility of involving pupils actively in the teaching situation. Pupils learn much more (and far more easily) through self-activity than when the teacher simply spoonfeeds them. Their self-activity under the teacher's guidance arouses in them an interest in Biblical Studies.

The examples illustrated above under (b) and (d) are only a few ways of involving pupils actively in the teaching situation by means of transparencies. The ways of achieving this aim are virtually endless.

Guard against allowing the transparency's becoming the main object of the lesson design. The transparency should remain *subordinate* to the lesson design, although it performs a certain function. The design and application of aids to bring about the ideal of active pupil participation in the teaching situation depend on the teacher's ingenuity together with his knowledge of his subject.

(c) *Revision and adaptation of transparencies used before*

The use of transparencies in lessons has the advantage of making it possible to build up a whole collection that covers the work in Biblical Studies for the whole year. Such a collection is good *reference material*. There is always a danger, however, that the teacher will become so dependent on these transparencies for his lesson presentations that he will make no further attempt to improve his teaching of Biblical Studies.

Transparencies that have been used before provide the *starting-point* for planning a lesson that deals with the same learning content. It is necessary to study such transparencies *critically* with a view to improving the next lesson by eliminating the shortcomings of the past. The "perfect lesson" has yet to be presented; there is always room for improvement.

(d) *Summary*

Thoroughly planned transparencies remain an *aid* for the teacher which he uses to promote the teaching situation. It requires competent handling by teachers for such transparencies (no matter how well they are designed) to come into their own right. It serves no purpose, for instance, to simply show a transparency without making any comments and then to presume that pupils will benefit from it. A transparency must be used appropriately. The teacher must teach and explain the lesson content on the transparency so that pupils can learn from it.

5.2.1.4 *The use of the blackboard*

Although it is the oldest and was for a long time the only teaching aid, the blackboard is still useful despite all modern aids. It is significant that every classroom is still fitted with a blackboard.

Under the following circumstances the blackboard can be regarded as an essential aid:

- A question is asked in class that cannot be explained at that particular time by means of an available transparency.
- In the course of the teaching situation the teacher discovers that his pupils (or some of them) do not follow what he is teaching them. It is necessary to explain difficult concepts in more detail.
- The transparency being used in the lesson requires further explanation because it does not seem to have been a total success in practice.
- Abstract concepts are taught which cannot be explained by means of a transparency.

When the teacher utilises various electronic teaching aids (such as transparencies, films or videos), this does not mean that the blackboard as a teaching aid is no longer applicable. The blackboard can be usefully applied in conjunction with the other aids. For example, while pupils are making deductions from the transparency regarding the synoptic problem (see diagram 5.1), the teacher summarises this on the blackboard. With the transparency

as a starting-point for lesson presentation, the lesson is developed on the blackboard. At the end of the lesson the details given on the blackboard provide an overview of the synoptic problem as it has been presented by the pupils themselves.

When using the blackboard, the following should be noted:

- The writing should be legible and large enough to be read by those pupils furthest from the blackboard.
- The main facts must be systematically written down in the centre of the blackboard. It is well worth the effort to plan in advance what will be written on the blackboard during the lesson presentation.
- Additional facts and/or explanations should be written systematically on either side of basic facts. Avoid the temptation to draw lines between the additional and the basic facts. After a while there will be so many lines on the board that it will not always be easy to understand their meaning.
- All the work on the board should form a cohesive whole.

Board work may be regarded as successful when an outsider who comes into the classroom can deduce from the board what was taught in the class. When this happens, board work has made a positive contribution to the lesson.

5.2.2 Language usage

5.2.2.1 Literature as a medium in teaching Biblical Studies

In the above case the written word is the language medium that is used in teaching Biblical Studies. All pupils make use of a textbook when studying this subject. It frequently happens, especially among Standard Grade pupils, that the textbook is the only book they know that deals with the Bible. It is essential that both Higher and Standard Grade pupils become familiar with additional literature on the Bible. This additional literature on the Bible forms part of their education. After they have left school, even if they do study further, most of them are not likely to take Biblical Studies. It is all the more important then that the pupils are made aware that there are many books that deal with the Bible. Moreover, a desire should be aroused in them to read these books. In this way their knowledge of the Bible will continually be extended.

Bear in mind that a pupil, even in Std X (not to mention Std VIII), is not capable of reading critically. Whatever he reads is taken (and accepted) as an undisputable truth, that is, authentic and true. It is the teacher's responsibility

ty to decide what additional literature he will allow his pupils to read. When selecting additional literature the following should be taken into consideration:

- Does the author uphold the view in his book that the Bible as the Word of God is above all human criticism? Does it perhaps happen that the story of Jonah, for example, is passed off in a book as a so-called myth?
- Does the book point out so-called "contradictions" or "mistakes" in the Bible, such as that the first story of the creation (in Genesis 1:1-2:3) contradicts the second one (in Genesis 2:4-25)?
- Does the book contain theories on the origin of the Bible that question the belief that the Bible is the inspired Word of God?

There are many ways in which authors try to undermine the authority of the Bible.

If a Biblical Studies pupil should come to read a book of this type, the attitude (and view) that the author adopts in his book should be brought to the attention of the pupil. Teachers ought therefore to have a wide knowledge of publications and keep abreast of them. By pointing out these attitudes of authors to pupils, the teacher is teaching them to be critical. The pupils are being prepared in this way for later reading when they have to make their own judgements. This does not rule out the danger, however, that reading this type of book can make such an impression on the still undeveloped pupil that it nevertheless exerts a detrimental influence on him.

It is recommended that Biblical Studies pupils become acquainted with various authors and their work through reading additional literature. In due course the pupils become interested in these writers and their work so that these authors have a share in educating them. On the basis of these additional books pupils (also as adults) will look for similar literature on the Bible.

Studying additional literature has far more value in Biblical Studies than the mere extension of pupils' knowledge. They gradually develop a certain attitude towards the literature they prefer to read about the Bible and also about other subjects in general.

Teachers should treat additional literature in the following ways:

- Where possible, books to be read on the same topic by Higher and Standard Grade pupils should be differentiated. The content of the book and manner of presentation should be within their grasp.

- Teachers must specify exactly on what pages in each book the required information can be found. Pupils are often not capable of looking up the required information themselves. Pupils are free to read more than just the pages recommended by the teacher.
- After pupils have completed their independent reading, it is essential to ask questions about what they have read. These questions are important because
 - it must be established whether pupils have grasped what they have read. Any misconceptions they may have should be cleared otherwise the reading will have had a detrimental rather than the desired beneficial effect; and
 - if the teacher shows that he is not interested in what the pupils have read in addition to prescribed works, they will not be motivated to read more.

The written word is not only an important medium in respect of textbooks and additional literature. Because Biblical Studies undertakes a study of the Bible, which is the Word of God in written form, the medium of the written word is of the utmost importance. Pupils must be capable of understanding what they read in the Bible. Because the concepts in Scripture are often difficult to understand, commentaries are used to clarify such concepts. Commentaries (another medium that applies the written word) are among the most important aids to encouraging a better understanding of the Bible.

To be able to study Biblical Studies with a measure of success requires the ability to read with understanding. Command of language alone as a medium is not sufficient to be able to study the subject successfully. Pupils are given the task of approaching the medium of the written word in two ways in particular:

- to acknowledge the Bible as the written form of the Word of God as the truth without any reservations;
- to be able to read literature on the Bible, such as commentaries, critically. Pupils ought to have the ability to judge the medium on the basis of the acknowledged truth in the Bible.

5.2.2.2 *The medium of exegesis in teaching Biblical Studies*

Exegesis, which makes use of the written word, is treated separately here because the use of findings of exegetical research in the form of commentaries is unique to teaching Biblical Studies. In the commentaries exegetical find-

ings offer an interpretation of the Bible to enable others to understand it better. Because understanding the Bible is based on faith, it must be taken into account that

- interpretation of the Bible is undertaken on the grounds of the exegete's religious conviction; and
- studying commentaries affects pupils' religious knowledge as a result of the religious convictions reflected in the commentary.

Both pupils and teachers should have a critical disposition when dealing with commentaries. (It is true, however, that pupils seldom, if ever, handle commentaries themselves.)

When specific sections of the Bible are being explained, the teacher is involved in exegesis. Even when he makes use of commentaries for his explanations, it is virtually inevitable that his own religious convictions will filter through. When teachers are explaining passages from the Bible (exegesis), it is a requirement that realities should be transmitted to the pupils in adherence with the Word. To be able to explain in such a way teachers must

- critically assess commentaries they consult to prevent the realities that they convey to the pupils being coloured by the exegete's personal religious insights; and
- guard against allowing their own religious convictions dominating their critical assessment of a commentary.

To counteract the possibilities mentioned above it is recommended that two or even three commentaries should be consulted. By comparing the views of the various commentaries the teacher can generally arrive at a good explanation of the realities of the Bible.

Commentaries written mainly for use by teachers and others are not accessible to pupils. The medium of exegesis that is thus applied exclusively by teachers must take place in such a way that pupils learn to know the truth of the realities of the Bible.

5.2.2.3 *The medium of the spoken word in teaching Biblical Studies*

The medium of the spoken word is applied in teaching - before literature as a medium receives attention. In teaching Biblical Studies, which is a study of the written Word of God, literature as a medium receives the attention early on. Teachers make use of the written word in their explanations of what has been read in the Bible. In his explanations the teacher to some extent makes

use of commentaries which are also a written medium. In the medium of the spoken word, the teacher thus also makes use of the medium of the written word.

In the discussion of teaching methods various oral methods that apply the spoken word as medium were referred to. In oral methods teachers apply language in special form, especially in the lecture and storytelling methods, to transmit factual knowledge to pupils. Through these methods Biblical Studies terminology is established in the pupils' minds, and is systematically expanded in the course of the lesson.

To ascertain whether pupils have formed an idea of the learning content by means of the terminology in which it was presented, the discussion and question-and-answer methods are applied. On the basis of these methods pupils use mainly the written word as medium. In the course of the discussion or answering questions the teacher can control pupils' spoken terminology in Biblical Studies as well as their knowledge and comprehension, to improve it, where necessary. The medium of the spoken word lays the foundation for pupils to answer questions in writing: the medium of the written word.

5.2.2.4 Summary

Language, which is applied as a medium in teaching Biblical Studies, consists of the written and the spoken word. Although the two are distinguishable, they form an integral whole.

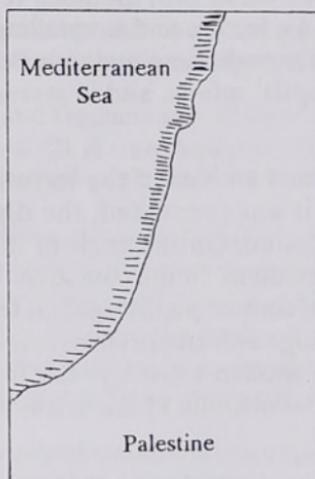
5.2.3 The teacher as medium in teaching Biblical Studies

It is generally acknowledged that teachers, including Biblical Studies teachers, act as educators. While a teacher is teaching, he or she is involuntarily also involved in the education of the child. In teaching Biblical Studies, especially when contents of Scripture are being interpreted, the teacher acts as a medium. By means of his interpretation the teacher conveys particular dispositions towards the Word to pupils. Teachers who impress on pupils the fundamental reality that God reveals Himself in the Bible act as a medium to develop the faith of pupils.

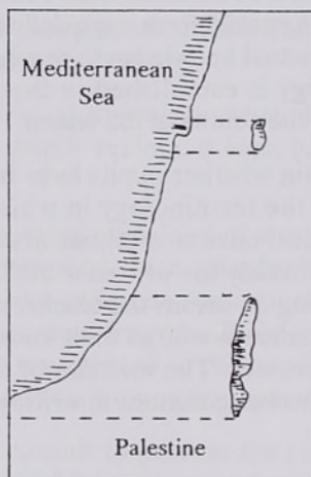
While Biblical Studies teachers are interpreting the contents of the Bible, they are also teaching those contents. A distinction between the function of the teacher of Biblical Studies to teach and to act as a medium is as artificial as that between teaching and educating.

Diagram 5.3

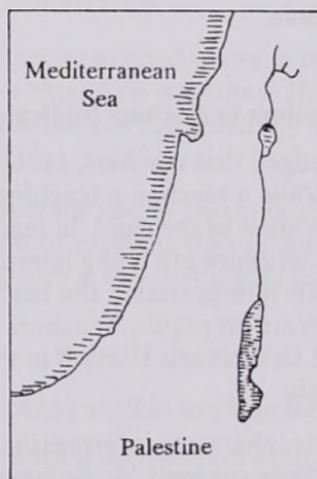
First step: coastline



Second step: lakes



Third step: rivers



5.2.4 Drawing maps

5.2.4.1 Introduction

During a lesson it is frequently necessary to refer to the map of Israel. Because the map can easily be drawn freehand, it can be drawn on the board in moments. The advantage of such a drawing on the board is that the teacher can then indicate the specific places that have a bearing on the lesson content on the map. Wall maps are definitely more attractive, but are not always practical for the particular purpose of the lesson.

5.2.4.2 Three steps to learn how to draw the map of Israel

(a) First step: coastline

Practise how to draw the coastline of Israel. To start off with, draw the size of the example given in the diagram. Practise drawing the map until it can be done correctly without looking at the example. Keep to the size of the example throughout.

This step is the most important. The following steps depend on this one.

(b) Second step: lakes

- Lines A and B, and C and D indicate the position of the two seas against the coastline. The lines also help to get the exact length of the seas.
- The coastline that has been mastered now serves as the reference point for the seas that are drawn. Practise the position and shape of the seas until it is no longer necessary to use the lines or to look at the example. Make sure that the relationship of the lakes or seas to the coastline and the rest of the map is correct.
- Practise drawing the map more or less the same size as the example.

(c) Third step: rivers

- First draw the coastline and the two seas as in the previous steps.
- Now link the Sea of Galilee in the north with the Dead Sea in the South by means of a winding line to represent the Jordan River. The upper reaches of the Jordan River are to the north of the Sea of Galilee.

The first two steps of the map require the most practice and should be mastered thoroughly in sequence. After the map can be drawn in small format, the teacher should try systematically to draw it on a bigger scale. He or she should ultimately be able to draw the map on the blackboard so that it

is large enough for the whole class to see. When the map is drawn in a bigger size, it must still be drawn exactly in proportion.

5.2.4.3 Pupils draw the map of Israel freehand

It should be kept in mind that drawing this map *does not form part of the syllabus*. Therefore special time should not be allocated to allow pupils to learn to draw the map. There will be pupils in the class who will quickly learn to draw the map themselves. Give these pupils the necessary assistance to draw it correctly. Pupils who can draw the map will find that skill very useful.

5.2.5 Summary

Media used in teaching Biblical Studies must make a contribution towards conveying learning contents of the Bible to pupils as effectively as possible. Teachers have a responsibility to select the appropriate media to be successful with their teaching. In so far as the teacher impresses certain dispositions on pupils, he has the responsibility as a medium of unfolding faith in the lives of pupils.