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**PROBLEMS ENCOUNTERED IN THE  
TEACHING OF NORTHERN SOTHO AT  
COLLEGES OF EDUCATION  
IN LEBOWA**

BY

**LEGOHU JAMES NTSOANE**

Submitted in accordance with the requirements  
for the degree of

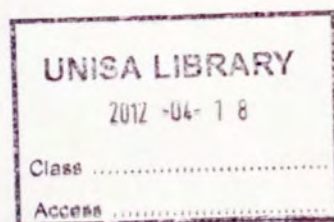
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The following people assisted me in the completion of this study:

### DEDICATION

This work is dedicated to my parents:

***My father Hoarihle Nelson (Marumo 'a Mosebo).***

***My mother Makadikoe Elizabeth (Boledi).***

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DECLARATION

"I declare that:

*PROBLEMS ENCOUNTERED IN THE TEACHING OF NORTHERN  
SOTHO AT COLLEGES OF EDUCATION IN LEBOWA*

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university."

  
.....  
L.J. NTSOANE



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PROBLEMS ENCOUNTERED IN THE TEACHING OF NORTHERN  
SOTHO AT COLLEGES OF EDUCATION IN LEBOWA

by

LEGOHU JAMES NTSOANE

Degree : MAGISTER EDUCATIONIS  
Department : EDUCATION  
Supervisor : PROF. DR M. NOKANENG

SUMMARY

The preparation of young persons to be effective Northern Sotho teachers involves a multitude of problems with often *elusive solutions*. It is the Northern Sotho problems that form the starting point and the core of this study. The major problem is the lack of an accountable didactic theory, the lack of teaching strategies and a sound didactic model.

From investigative interviews and questionnaires it became evident that all is not well with regard to the teaching of Northern Sotho at colleges of education.

In this study certain recommendations are made in order to optimise teacher preparation in Northern Sotho.

## TABLE OF CONTENTS

	Page
DEDICATION	i
ACKNOWLEDGEMENTS	ii
DECLARATION	iii
SUMMARY	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
CHAPTER ONE: ORIENTATION PERSPECTIVE	
1.1	INTRODUCTION 1
1.2	ILLUMINATION OF TITLE, BASIC CONCEPTS AND RELATED CONCEPTS 3
1.2.1	Illumination of title 3
1.2.2	Illumination of basic concepts 4
1.2.2.1	<i>Teaching</i> 4
1.2.2.2	<i>Northern Sotho</i> 5
1.2.2.3	<i>College of education</i> 5
1.2.2.4	<i>Lebowa</i> 6
1.2.3	Illumination of related concepts 6
1.2.3.1	<i>Didactics</i> 6
1.2.3.2	<i>Subject didactics</i> 7
1.2.3.3	<i>Northern Sotho lecturer</i> 7
1.2.3.4	<i>Student teacher</i> 7
1.2.3.5	<i>Didactic categories</i> 8
1.2.3.6	<i>Didactic criteria</i> 9
1.2.3.7	<i>Content</i> 9
1.2.3.8	<i>Form</i> 10
1.2.3.9	<i>Didactic principles</i> 11
1.2.3.10	<i>Teaching model</i> 12
1.3	PROBLEM FORMULATION 12

	Page
1.3.1	Introduction 12
1.3.2	Stating the problem 12
1.3.3	Summary 14
1.4	FORMULATION OF HYPOTHESIS 15
1.5	ACCOUNTABILITY OF METHOD 16
1.5.1	Introduction 16
1.5.2	The phenomenological method 17
1.5.3	The hermeneutic method 17
1.5.4	The triadic method 18
1.5.5	Literature review and critical text study 19
1.5.6	Observation 20
1.5.7	Questionnaire 20
1.5.8	Investigate interview (oral dialogue) 21
1.6	AIM OF THE RESEARCH 21
1.7	SUMMARY AND ANNOUNCEMENT OF FURTHER PROGRAMME 21
1.7.1	Summary 21
1.7.2	Announcement of further programme 21

**CHAPTER TWO: DIDACTIC THEORY AS FRAMEWORK FOR THE  
TEACHING OF NORTHERN SOTHO AT COLLEGES  
OF EDUCATION**

2.1	INTRODUCTION 23
2.2	THE NECESSITY OF A DIDACTIC THEORY WITH REGARD TO THE TEACHING OF NORTHERN SOTHO 25
2.3	RELATIONSHIP BETWEEN DIDACTICS, NORTHERN SOTHO SUBJECT DIDACTICS AND ORTHODIDACTICS IN NORTHERN SOTHO 26
2.4	PRIMARY CONSEQUENCES OF A DIDACTIC THEORY WITH REGARD TO NORTHERN SOTHO 28
2.4.1	The relationship between education and teaching 28
2.4.2	Didactic categories 29

	Page	
2.4.2.1	<i>Unlocking of reality</i>	29
2.4.2.2	<i>Accompaniment</i>	30
2.4.2.3	<i>Demarcation</i>	30
2.4.2.4	<i>Reduction</i>	31
2.4.2.5	<i>Formalising</i>	32
2.4.2.6	<i>Objectification</i>	32
2.4.2.7	<i>Orientation</i>	33
2.4.2.8	<i>Anticipation</i>	33
2.4.2.9	<i>Achievement</i>	34
2.4.2.10	<i>Forming</i>	34
2.4.2.11	<i>Socialising</i>	35
2.4.2.12	<i>Progression</i>	35
2.4.2.13	<i>Imperativity</i>	36
2.4.2.14	<i>Learning</i>	36
2.4.3	Didactic criteria	37
2.4.3.1	<i>Perspectivity</i>	37
2.4.3.2	<i>Constituting</i>	37
2.4.3.3	<i>Relationality</i>	38
2.4.3.4	<i>Self-discovery</i>	38
2.4.3.5	<i>Emancipation</i>	39
2.4.3.6	<i>Expectation</i>	39
2.4.3.7	<i>Rationality</i>	40
2.4.3.8	<i>Security</i>	40
2.4.3.9	<i>Transcending</i>	41
2.4.4	Didactic principles	41
2.4.4.1	<i>General didactic principles</i>	43
2.4.4.2	<i>Particular didactic principles</i>	45
2.4.5	Content	49
2.4.5.1	<i>Selection of content</i>	50
2.4.5.2	<i>Arrangement or ordering of content</i>	50
2.4.5.3	<i>Content in terms of Northern Sotho at colleges of education</i>	50
2.4.6	The form of teaching Northern Sotho	51
2.4.6.1	<i>Play</i>	52
2.4.6.2	<i>Conversation</i>	53



	Page
2.4.6.3	<i>Example</i> 54
2.4.6.4	Assignment (Instruction) 55
2.4.7	The teaching model for Northern Sotho 56
2.5	SUMMARY 57

### CHAPTER THREE: PROBLEMS AND STRATEGIES OF TEACHING NORTHERN SOTHO

3.1	INTRODUCTION 59
3.2	PROBLEMS OF TEACHING NORTHERN SOTHO 59
3.2.1	The problem of the lack of an accountable didactic theory for Northern Sotho 59
3.2.2	Problems concerning Northern Sotho content 60
3.2.2.1	<i>The problem connected to aims and objectives of the syllabuses</i> 61
3.2.2.2	<i>The problem of the language used in the syllabuses</i> 62
3.2.2.3	<i>The problem of the general syllabuses</i> 62
3.2.3	Problems related to the form of teaching Northern Sotho 63
3.2.3.1	<i>The problem of the approach</i> 63
3.2.3.2	<i>Microteaching and associated problems</i> 64
3.2.3.3	<i>Teaching practice and related problems</i> 71
3.2.3.4	<i>The problem associated with method textbooks</i> 75
3.2.4	The problem concerning standardisation 76
3.2.5	The problem of attitude towards Northern Sotho 77
3.2.6	Evaluation and problems related to it 79
3.3	STRATEGIES OF TEACHING NORTHERN SOTHO 83
3.3.1	Strategy of teaching according to an accountable didactic theory 85
3.3.2	Strategy of teaching according to aims and objectives 86
3.3.3	The strategy of harmonising content and form 87
3.3.4	Strategy of teaching by example 88

	Page	
3.3.5	Strategy of teaching by demonstration	89
3.3.6	Strategy of concept teaching	90
3.3.7	The strategy of functional-inductive approach	92
3.3.8	The strategies of teaching various aspects of the Northern Sotho Language	94
3.3.8.1	<i>The strategy of teaching poetry</i>	94
3.3.8.2	<i>The strategy of teaching grammar</i>	101
3.3.8.3	<i>The strategy of teaching composition</i>	106
3.4	SUMMARY	122

#### CHAPTER FOUR: EMPIRICAL INVESTIGATION

4.1	INTRODUCTION	124
4.2	PROBLEMS ENCOUNTERED DURING EMPIRICAL RESEARCH	124
4.3	INTERVIEWS	125
4.3.1	Nature of the interviews	125
4.3.2	Content analysis of the interview guide	126
4.3.3	Analysis interpretation of the information obtained from interviews	127
4.4	QUESTIONNAIRES	129
4.4.1	Nature of the questionnaires	130
4.4.2	Administration of the questionnaires	131
4.4.3	Presentation and interpretation of data obtained from the questionnaires completed by Northern Sotho lecturers	131
4.4.4	Presentation and interpretation of data obtained from the questionnaires completed by student teachers	154
4.5	SUMMARY	171

	Page
CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	
5.1	INTRODUCTION 172
5.2	FINDINGS FROM LITERATURE STUDY 172
5.2.1	Findings concerning the didactic theory 172
5.2.1.1	<i>The didactic theory is necessary</i> 172
5.2.1.2	<i>The didactic theory has certain didactic consequences</i> 173
5.2.2	Findings with regard to problems of teaching Northern Sotho 173
5.2.2.1	<i>The lack of an accountable didactic theory for Northern Sotho</i> 173
5.2.2.2	<i>The Northern Sotho syllabuses at colleges of education are vague in terms of aims and objectives</i> 174
5.2.2.3	<i>The Northern Sotho syllabuses at colleges of education have been written in English</i> 174
5.2.2.4	<i>The approach used in the teaching of Northern Sotho at colleges of education is the one used in the teaching of a second or a third language</i> 174
5.2.2.5	<i>Lecturers experience problems when implementing microteaching</i> 175
5.2.2.6	<i>Several problems were associated with teaching practice</i> 175
5.2.2.7	<i>The lack of sufficient method textbooks</i> 175
5.2.2.8	<i>Standardisation presents a problem in the teaching of Northern Sotho</i> 175
5.2.2.9	<i>The attitude towards Northern Sotho is not always positive</i> 176
5.2.2.10	<i>Evaluation procedures are associated with problems</i> 176
5.2.3	Findings with regard to strategies of teaching Northern Sotho 176
5.2.3.1	<i>The strategy of teaching according to an accountable didactic theory</i> 176
5.2.3.2	<i>The strategy of teaching according to aim and objectives</i> 177

	Page	
5.2.3.3	<i>The strategy of harmonising content and form</i>	177
5.2.3.4	<i>The strategy of teaching by example</i>	177
5.2.3.5	<i>The strategy of teaching by demonstration</i>	177
5.2.3.6	<i>The strategy of concept teaching</i>	178
5.2.3.7	<i>The strategy of functional inductive approach</i>	178
5.3	<b>FINDINGS FROM EMPIRICAL RESEARCH</b>	178
5.3.1	Findings with regard to interviews	179
5.3.1.1	<i>The problem of the lack of the didactic theory with regard to the teaching of Northern Sotho at colleges of education</i>	179
5.3.1.2	<i>The problem concerning the fact that Northern Sotho syllabuses have been written in English</i>	179
5.3.1.3	<i>The problem of the lack of sufficient method textbooks</i>	179
5.3.1.4	<i>The problem of standardisation</i>	179
5.3.1.5	<i>Duration of training – secondary Teachers' Diploma</i>	180
5.3.2	Findings with regard to the questionnaires completed by Northern Sotho lecturers	180
5.3.2.1	<i>Findings with regard to biographical information</i>	180
5.3.2.2	<i>Findings with regard to didactic theory</i>	180
5.3.2.3	<i>Findings with regard to teaching problems and strategies</i>	180
5.3.5	Findings concerning questionnaires that have been completed by student teachers	182
5.3.3.1	<i>Findings with regard to biographical information</i>	182
5.3.3.2	<i>Findings with regard to didactic theory</i>	182
5.3.3.3	<i>Findings with regard to teaching problems and strategies</i>	182
5.4	<b>CONCLUSIONS</b>	183
5.5	<b>RECOMMENDATIONS</b>	184
5.5.1	Recommendations with regard to the didactic theory	184
5.5.2	Recommendations concerning Northern Sotho syllabuses at colleges of education	184
5.5.3	Recommendations with regard to the approach of teaching Northern Sotho at colleges of education	184

	<b>Page</b>	
5.5.4	Recommendations concerning microteaching	185
5.5.5	Recommendations with regard to teaching practice	185
5.5.6	Recommendations concerning standardisation	185
5.5.7	Recommendations with regard to teaching strategies	185
5.6	<b>SUMMARY</b>	185
5.7	<b>PROBLEMS FOR FURTHER RESEARCH</b>	186
<b>BIBLIOGRAPHY</b>		
		187
<b>APPENDIX 1</b>		
		200
<b>APPENDIX 2</b>		
		219

LIST OF TABLES

	Page
Table 4.1: Post levels held by Northern Sotho lecturers	131
Table 4.2: Teaching experience	134
Table 4.3: Percentages of Northern Sotho lecturers who teach the first, second and third year student teachers	134
Table 4.4: Marital status	135
Table 4.5: Attitude towards Northern Sotho	142
Table 4.6: Returning of written work to student teachers	153
Table 4.7: Marital status in respect of student teachers	154
Table 4.8: Matriculation status in respect of student teachers	155
Table 4.9: Formulation of objectives by student teachers	165
Table 4.10: The use of teaching aids by student teachers	166
Table 4.11: Involvement in microteaching sessions by student teachers	168
Table 4.12: Strategies of teaching Northern Sotho	169
Table 4.13: Intervals of giving written work by Northern Sotho lecturers	170

LIST OF FIGURES

	Page
Figure 2.1: Schematic representation of general and particular didactic principles	42
Figure 3.1: Deverbative nouns	93
Figure 3.2: Schematic representation of the inductive approach	93
Figure 3.3: Class 1 prefix and verb stems	94
Figure 3.4: Schematic representation of the deductive approach	94
Figure 3.5: Schematic representation of the appreciation of a poem	96
Figure 3.6: Schematic representation of the basic teaching strategy for a grammar lesson	105
Figure 4.1: Home Language	132
Figure 4.2: Professional qualifications	133
Figure 4.3: Relationship between education and teaching	137
Figure 4.4: Comparison between Northern Sotho and Physical Science	142
Figure 4.5: Interpretation of syllabuses	144
Figure 4.6: Sufficiency and suitability of microteaching rooms	148
Figure 4.7: Availability of teaching aids	150
Figure 4.8: Reductions of learning content	157
Figure 4.9: Sympathy towards student teachers by Northern Sotho lecturers	158
Figure 4.10: Set-works for Northern Sotho	160
Figure 4.11: Educational excursions	162
Figure 4.12: Approach of teaching Northern Sotho at colleges of education	163

## CHAPTER ONE

### ORIENTATION PERSPECTIVE

#### 1.1 INTRODUCTION

The teaching of Northern Sotho at colleges of education is fundamentally a continuation of teaching in the home (Van der Stoep and Louw, 1984). It is essentially as a result of the lack of continuity that some problems are experienced in the teaching of Northern Sotho.

Since a college of education in Lebowa is primarily concerned with education on the basis of norms and values of Northern Sotho culture, it is necessary to reflect on culture and its implications for language teaching, more specifically for the teaching of Northern Sotho as first language. Goldstein and Krasner (1990:26-27) describe the essential features of culture in this manner: "Culture, by almost any definition, includes the products of the behaviour of others, especially others who preceded us. It contains values that will be expressed and a language in which to express them." Numerous separable, but often correlated, factors of culture are expressed in language. This implies that Northern Sotho at colleges of education should be taught in such a way that it makes possible the transmission of wisdom from generation to generation.

In a multi-racial environment such as South Africa, where Northern Sotho and other languages are in flux and in contact, the warning of Goldstein and Krasner (1990:289) is worth noting. They warn that culture should not be treated as if it were merely "there", serving as an unchanging context in which individual behaviours are acquired and shaped through socialisation and enculturation. The fact is that language and culture are continually in flux. Language and other social stimuli are never static. This statement would equally apply to Northern Sotho.

The committee of heads of education departments (1991:7) makes the following statement with regard to language policy: "Recognition must be



given to the religious and cultural ways of life of the inhabitants of South Africa and to their languages." The committee goes on to say: "Languages figure prominently in the curriculum because of their value as bearers of culture and the contribution which they can make to conceptualisation in all fields of knowledge. Instruction in all these languages involves the improvement of learners' listening, speaking, reading and writing abilities" (1991:27).

In the same way the teaching of Northern Sotho at colleges of education should be geared towards the improvement of the student teacher's listening, speaking, reading and writing abilities. In this sense teaching strategies have to be developed in order to improve these abilities at colleges of education.

It may be stated that at present the teaching and learning activities with regard to Northern Sotho are not actualised in an effective and authentic way. In respect of the teaching of African Languages, Snyman (1986:2) writes: "African languages, as first languages, should be upgraded to a standard comparable to that of English and Afrikaans." It is for this reason that teaching can be said to be decisive in the preparation of student teaching for life and co-existence. Since he has to be a guide, a moderniser, a model, a researcher, a counsellor, a creator, an authority, an inspirer of vision, a story-teller, an actor, a scene designer, a builder of community, a learner, an emancipator, an evaluator, a conserver, the student teacher needs to be thoroughly trained at colleges of education, especially in the teaching of Northern Sotho.

The form of teaching Northern Sotho at colleges of education deserves serious attention. The other crucial issue is that the content of Northern Sotho at colleges of education requires serious consideration because the teaching in effect seeks a harmony between form and content in the life of the student teacher. Strategies will have to be developed to harmonise form and content in the teaching of Northern Sotho composition, grammar and poetry.

## 1.2 ILLUMINATION OF TITLE, BASIC CONCEPTS AND RELATED CONCEPTS

The meanings that may be attached to the title and concepts are of vital importance. As Beyers (1968:9) has observed, successful communication is impossible between two people when they differ in their ascription of meaning to symbols or when they differ in their symbolising of the same concept.

It is, therefore, essential to illuminate the meanings of the concepts that are associated with the research topic which is being investigated. The etymological background of words also has to be investigated so as to trace their origins. According to Du Plooy and Kilian (1981:32) concepts have to be clarified "as the terms used in everyday language may be confusing due to their various connotations."

From the foregoing it becomes imperative to clarify terms of reference because the misinterpretation of the meanings of concepts, with the resultant confusion can seriously cloud the success of scientific investigation "and this reduces the value of the investigation" (Davey, 1990:25).

For this reason, an attempt will be made to elucidate the title and concepts such as teaching, Northern Sotho, College of Education, Lebowa, Didactics, Subject didactics, Northern Sotho lecturer, student teacher, Didactic categories, Didactic criteria, Content, Form, Didactic principles and the teaching model. The title will be the first to be illuminated.

### 1.2.1 Illumination of title

A close examination of the title reveals that there are problems and possible deficiencies in the teaching of Northern Sotho at colleges of education. The possible solutions which are to be sought can, therefore, also not be sought in isolation but are to be viewed against the background of the Northern Sotho subject content as a whole. For this reason this investigation will be analytical and evaluative.

## 1.2.2 Illumination of basic concepts

Concepts and related concepts that have been used in this research project are described in the paragraphs that follow in order to avoid uncertainty with regard to their usage.

### 1.2.2.1 *Teaching*

The concept "teaching" is derived from the Greek word "deiknynai" which means to show, to direct studies or to impart knowledge (Louw, 1991:xvi). On the other hand, Smit (1981:21) defines "teaching as a manner of lending support in the education occurrence with a view to the supporter becoming redundant". Teaching is also concerned with helping a student teacher to acquire knowledge and skills. In other words student teachers are taught things which they did not know before or get to know them beyond the mere knowledge level.

According to Grobler and Kotsane (1988:21) teaching implies transmission of knowledge. Pretorius (1984:26) agrees and states that teaching is "die konkrete feitemededing ..." Teaching is not a one-sided activity in which the Northern Sotho lecturer imparts knowledge while the student teacher is passively listening. Conversely teaching is an activity in which both the Northern Sotho lecturer and the student teacher have an active part to play.

Teaching takes place throughout the life of an individual and it "increases in scope and depth during specific phases of one's development" (Satekge, 1988:5). In other words it takes place at home or in the community as well as at school and at the tertiary level of education.

It is important to note that the concepts "teaching" and "education" are not synonyms. Education is a purposive and purposeful action, created and designed to lead the child's humanisation to maturity on a determined course, with the educand co-operating in full acceptance of his mentor's guidance (Van Rensburg and Landman, 1986:307). For Davey (1990:28) the

intervention of the adult in the life of the child is "a strategy and a planned, purposive action, based on norms and values, where the essential, inherent characteristic of being a human child is to become adult." In this regard Oberholzer (1968:34) adds that it is only man that educates and that is susceptible to education.

From this it may be concluded that only a child can be educated and the aim of the adult when educating the child is to lead him to adulthood. On the other hand teaching or instruction is aimed at increasing the person's knowledge and does not necessarily happen only to children. Therefore what takes place at a college of education is teaching and not education.

#### **1.2.2.2 Northern Sotho**

Northern Sotho is a language spoken by the majority of the people in the vicinity of Pietersburg (Lombard *et al.*, 1988:6). Lombard *et al.* (1988:6-7) further indicate that the dialects of Northern Sotho can be divided into three groups, namely, dialects such as Sepedi, Sekopa and Sekone to the South of Pietersburg; dialects such as Setlokwa and Sehananwa to the North of Pietersburg and dialects such as Selobedu and Sekgaga are found to the East of Pietersburg.

Lombard *et al.* (1988:7) maintain that Northern Sotho as a written language was first developed a little more than a century ago by German missionaries such as K. Endemann and Dr P.E. Schweltnus. The first publications appeared in the dialects spoken to the South of Pietersburg and the Bible was later translated into Sepedi which has resulted in the Sepedi that is used at present as equivalent for Northern Sotho. In due course the written language was used more widely, with other dialects also contributing to its development. As such the present written Northern Sotho language cannot be linked to any specific dialect.

#### **1.2.2.3 College of education**

Tertiary Education Act No. 66 of 1988, defines a college as an institution that "offers education to students with a view to the obtaining of a

teachers' qualification" (1988:1177). On the other hand Nduna (1988:26) describes a college of education as a "professional institution" (1988:26). Therefore a college of education has been established with the purpose of training teachers. It is an institution where students study for teachers' diplomas such as Secondary Teachers' Diploma. A college of education is an institution of professional education that allows admission to candidates with matriculation exemption or school leaving certificates. "The rigour of admission standards and training programmes is undoubtedly a key factor in the effectiveness of a profession" (Denemark, 1973:3). It means that colleges of education are institutions that have to maintain a high standard of admission and also to train efficient Northern Sotho teachers.

#### **1.2.2.4 *Lebowa***

Mocke and Wallis (1981:397) describe "Lebowa" as "the national state of the Northern Sotho National group in South Africa." This state or region is composed of fourteen land units that are scattered over a large area of the Northern Transvaal.

These units are divided into districts such as Bochum, Bolobedu, Thabamopo, Nebo, Mapulaneng, Sekgosese, Sekhukhune, Naphuno, Phalaborwa, Seshego, Mokerong and Moutse (Mocke and Wallis, 1981:307). The home language of the majority of the inhabitants of these districts is Northern Sotho. This language is taught in all colleges of education that are found in this region.

### **1.2.3 *Illumination of related concepts***

#### **1.2.3.1 *Didactics***

The word "didactics" is derived from the Greek concept "didaskain" which means everything to do with teaching and learning (Louw, 1991:4). In line with this Van der Stoep and Louw (1984:29) maintain that the concept "didactics" embraces the entire activity of teaching and being taught. Further didactics is defined as the "theory concerned with teaching ... it examines the conditions basic to effective teaching; general principles that should be taken into account; various forms the teaching activity can take; the methods relevant to teaching ..." (Van der Stoep and Louw, 1984:28-29).

### 1.2.3.2 *Subject Didactics*

Subject didactics is defined as "the science or theory which, inter alia, deals with various aspects of the teaching of scientific disciplines" (Degenaar and McFarlane, 1987:2). In the same breath Fraser *et al.* (1990:7) regard subject didactics as being in question "when teaching and learning are studied in so far as they have bearing on a particular subject." Therefore Northern Sotho subject didactics deals with the teaching and learning of Northern Sotho.

### 1.2.3.3 *Northern Sotho lecturer*

In the context of this study being a college lecturer implies being a person, an educator and a Northern Sotho lecturer. A lecturer for Northern Sotho should be able to specify the experiences that will most effectively motivate the student teacher, the most effective way in which the learning content of Northern Sotho can be structured to enhance learning, the best sequence in which the Northern Sotho content should be presented, the feedback and evaluation process.

The Northern Sotho lecturer is a person who has to fulfil a special task in the situation of instruction. Du Plooy *et al.* (1982:171) refer to a teacher (Northern Sotho lecturer) as "a transmitter of knowledge". The reserve knowledge that the Northern Sotho lecturer is expected to have, encourages the student teacher and gives him the confidence not only to master the Northern Sotho content but also to do some extra reading; in this way the student teacher is transformed from a "Northern Sotho student teacher" to a "Northern Sotho teacher" by the Northern Sotho lecturer.

Du Plooy *et al.* (1982:172) point out that a teacher (Northern Sotho lecturer) is not a "supernatural being. Being human, he is a unique being who has his own shortcomings together with his adequacies."

#### 1.2.3.4 *Student teacher*

The term "student" is defined by the concise Oxford dictionary as "a person studying in order to qualify himself for some occupation ... or under instruction at university or other places of higher education ..." (Sykes, 1983:1058). In this sense the student teacher is a person who is studying for a teacher's diploma at a college of education. In other words the student teacher is the student who wants to qualify as a teacher. In order to attain this ideal he needs the guidance of the Northern Sotho lecturer.

The student teacher is a person who easily loses his way if Northern Sotho lecturers fail to secure a safe haven for him. He is "deeply aware of his shortcomings, of his lack of experience and knowledge" (Du Plooy *et al.*, 1982:175). It is for this reason that he needs someone to take his hand and to accompany him towards the unknown future of the teaching profession. It is only in a safe and well-known space that the Northern Sotho student teacher can experience a sense of deep security. This safe situation will serve as a springboard from which he can venture to tackle problems of teaching in schools after completing the teachers' diploma.

#### 1.2.3.5 *Didactic categories*

The Greek word "kategoria" means "fundamental or basic enunciation" while the Greek verb "argoreuein" means "to say, to speak" (De Jager *et al.*, 1985:68). De Jager *et al.* (1985:69) continue to argue that "a category is the addressing of that which is in order to reveal its essentials (Eidos)." Thus didactic categories are essences of the teaching-learning activity. They are not divorced from one another but they all pertain to the totality of the didactic act. These categories are as follows: Unlocking of reality, accompaniment, the stating of demands (imperatives), demarcation, learning, objectification, anticipation, achievement, forming, orientation, formalising, socialisation and reduction (Louw, 1991:24).

It means that in the teaching of Northern Sotho, the Northern Sotho lecturer unlocks the content to enable the student teacher to learn and in this manner the student teacher is assisted to understand the subject

matter. In his teaching, the Northern Sotho lecturer accompanies the student teacher to enable him to objectify and formalise the Northern Sotho learning content so that he can orientate himself by means of the content. The Northern Sotho lecturer sets certain standards (imperatives) to enable the student teacher to achieve and anticipate. The Northern Sotho lecturer demarcates time and space so that the student teacher's anticipation can be directed. The activities of both the Northern Sotho lecturer and the student teacher "reflect a positive progression and because they are jointly involved in inter-human relationships, socialisation as a didactic category is realised" (Louw, 1991:24-25).

#### **1.2.3.6 Didactic criteria**

The word criterion means the distinguishing mark or token, characteristic, standard measure or norm of judgement. Thus didactic criteria "are concerned with the quality of the teaching activity and not the fact of the activity" (Van der Stoep and Louw, 1984:55). Criteria have to be designed to assess the quality of teaching and learning Northern Sotho.

The essentials of the basic structures of the education situation are brought to light by means of didactic categories while on the other hand evaluation of didactic thought and activities is done by means of didactic criteria. It implies that didactic criteria are categories of evaluation or norms of judgement. A criterion is a category stated as a question and is used to evaluate.

It can be concluded that the adult's relationship to reality can be described in terms such as perspectivity, constituting, relationality, self-discovery, emancipation, expectation, rationalisation, security and transcending. These concepts qualify as didactic criteria because they describe the qualities of effective relationships to reality. Consequently they also qualify as criteria in terms of which the teaching and learning of Northern Sotho at colleges of education can be assessed.

#### **1.2.3.7 Content**

Content is "a reflection of the sciences with which man is involved, it is



actually only an image of reality which the human being gradually builds up" (Van der Stoep and Louw, 1984:106). The fact that a student teacher becomes involved in the Northern Sotho learning content at a college of education implies that the student teacher emerges into life itself.

Northern Sotho content must lend itself to the teaching activity and must be in harmony with the student teacher's abilities and pre-knowledge. It should not be foreign, strange and even artificial to him. In contrast to this a second or foreign language has been used when writing Northern Sotho syllabuses. The following quotation taken from the syllabus serves as an example: "To extend the students' own knowledge and language proficiency through the study of the techniques of language teaching and learning" (Department of Education and Training, 1985 and 1989:1).

Northern Sotho content must enliven the didactic situation. This means that the Northern Sotho lecturer has to *introduce the content, expose it, explain it, expound it* and the student teacher is expected to *understand the learning content, apply it and appreciate it*. The question is do student teachers *appreciate* the Northern Sotho content that is taught at colleges of education? Do college lecturers *really teach* the Northern Sotho content effectively? This latter question leads to the question of form.

#### 1.2.3.8 Form

"Man's four forms of expression (conversation, play, example and *instruction*) are elevated to didactic ground forms since they make instructions and learning possible" (Van der Merwe and Ferreira, 1990:44 and Louw *et al.*, 1983:33). These four life forms are described as didactic ground forms because they initiate, direct and enliven teaching and learning, just as the teaching content of Northern Sotho has its origin in the living world so didactic ground forms have their origin in life forms. "Didactic ground forms function like serving dishes for different foods in order to serve the food (content) in the most appropriate and most attractive way" (Louw, 1991:43). Applied to the teaching of Northern Sotho the different foods would mean for example the teaching of poetry, composition and grammar. The question that needs to be answered is

which *form is most appropriate* and *most attractive* in teaching say poetry? Do Northern Sotho lecturers at colleges of education ever think about this or are they merely guided by teaching "recipes"?

It is possible to use didactic ground forms as a means of classifying methods of teaching. For instance the conversation ground form includes the question-answer method, the narrative method, and the class discussion method; play as ground form includes the experimental method, the demonstration method and the dramatisation method. The setting of tasks ground form includes the exemplaric method. The example ground form includes the demonstration method, the experimental method and the exemplaric method, (Louw, 1991:44). Although these didactic forms can be distinguished, they cannot be separated. What is crucial is that in teaching Northern Sotho there should always be harmony between what is taught (content) and the manner of teaching it (form). It is doubtful whether all Northern Sotho lecturers at colleges of education succeed in this regard.

### **1.2.3.9 Didactic Principles**

The word principle (Principium in Latin) means the beginning, source, root of origin. The word refers to that which is fundamental or essential. It is a fundamental truth on which others are founded or from which they originate (Louw, 1991:XV).

Didactic principles are, therefore, fundamental or underlying tendencies, attitudes and actions which the Northern Sotho lecturer creates to enable the student teacher to effectively take part in the didactic situation. According to Louw (1991:47) didactic principles appear repeatedly in all effective teaching and learning. They bring the didactic situation into motion. On the one hand these principles ensure a general atmosphere and attitude which result in effective teaching and learning and on the other hand they ensure that the student teacher will master the learning task. The general and the specific didactic principles are mentioned in the paragraph below.

General didactic principles that determine the general atmosphere and attitudes of both student teachers and Northern Sotho lecturers have been identified as sympathy, clarity, tempo, dynamism and balance or harmony (Louw, 1991:47). On the other hand specific didactic principles have been identified as problem setting, planning, visualisation, systematisation and ordering, surveyability or overview, scientificity and control (Louw, 1991:48).

#### **1.2.3.10 Teaching Model**

A teaching model is a model for teaching-learning activities in formal teaching-learning situations. Model is derived from the Latin concept "modus" which means the way of doing things (Louw, 1991:115). The concept "indicates something which is in motion, which is dynamic and which is functioning" (Van der Merwe and Ferreira, 1990:45). Nokaneng (1988:67) maintains that it is for this reason that teaching model is preferred to teaching structure. A model is not only the putting together of related aspects; movement is stressed.

### **1.3 PROBLEM FORMULATION**

#### **1.3.1 Introduction**

Problems that are encountered in the teaching of Northern Sotho at colleges of education occur as a result of a variety of reasons. They can, for example, occur due to the lack of an accountable subject didactics for Northern Sotho, Northern Sotho lecturers and student teachers' negative attitude towards Northern Sotho, rigid teaching approaches and the inability to interpret and present content to appeal positively to the student teacher. Problems will continue to exist if there is no harmony between content and form. Learning problems may be suspected when the student teacher's learning results are not satisfactory.

#### **1.3.2 Stating the problem**

The problem centres around the fact that activities of teaching and learning with regard to Northern Sotho are not actualised in an effective

and authentic way because of the lack of an accountable didactic theory for Northern Sotho.

According to research based evidence some Northern Sotho lecturers still use teaching methods that were borrowed from second and third language approaches (Nokaneng, 1986:1 and Mnisi, 1985:124). Therefore the teaching of African Languages was based on a second or a third language approach (Editorial Committee, 1987:3). This means the teaching of Northern Sotho is less effective than what it should be.

The fundamental aim of first language teaching is to enable the learner (student teacher) to improve communicative competence. If wrong approaches are used, this ideal cannot be realised. It has been established that the best way to teach learners to communicate effectively in any language is to make meaning the primary objective. It is from this perspective that one agrees with the remarks expressed by Meij *et al.* (1985:17): "Betekenis is die essensiële element in taalgebruik. Al gebruik 'n mens nou ook vele ander betekenistekens, bly die woord en die sin die belangrikste betekenis-draers." If one is dealing with meaning in lesson planning and presentation one also has to deal with creativity. With regard to creativity Snyman (1986:2) remarks: "Die wyse waarop kreatiwiteit in 'n les se verloop integreer word is hier van belang en deel van die probleem." What is important is that the student teacher first attaches meaning to an aspect of reality and then becomes creative.

Another problem is that although the syllabuses for African languages have been revised, they are still written in English for colleges of education. Compare the following example that has been quoted from a Northern Sotho syllabus: "The syllabus is followed in all three years of the course" (Department of Education and Training, 1989:1). When this example is translated into Northern Sotho it reads as follows: "Lenaneothuto le latelwa mengwaga ye meraro ya dithuto."

In the light of the foregoing paragraph concepts used in the syllabuses have to be translated from English to mother tongue before teaching can take place. This practice is not in line with the principle of mother

tongue teaching. Masola (1989:1) agrees and correctly points out: "When mother tongue is Northern Sotho, the medium of instruction obviously has to be Northern Sotho." Duminy and Söhnge (1980:33) share the same opinion: "The ideal situation is one in which the medium of instruction ... is the mother tongue." In line with this Atkinson (1987:242) writes: "You can only learn English by speaking English" (1987:242). Similarly one can only learn Northern Sotho by speaking Northern Sotho.

The implementation of syllabuses for African languages at colleges of education presents another problem that cannot be overlooked. These syllabuses are general because they are used by college lecturers of all African languages in South Africa. There is no special syllabus for each African language taught at colleges of education to indicate that each language is unique. In this respect Masenya (1991:12) maintains that Northern Sotho must be "studied in the context of its uniqueness".

The negative attitude adopted towards Northern Sotho by some student teachers and Northern Sotho lecturers poses a problem. They feel that this language is inferior and that it is not recognised as an official language in large areas of the Republic of South Africa (Duminy and Söhnge, 1980: 38). In this regard Emslie (1986:3) is of the opinion that an African language "is definitely not the language used in the business sector." To support the idea Malimabe (1991:5) argues: "African languages cannot compete with languages which have been declared "Official", as they occupy a higher status than other languages. As a result Africans tend to have a negative attitude towards their home languages."

The lack of vernacular textbooks used at colleges of education poses a problem for both lecturers and student teachers. As Masebenza (1985:5) contends, lecturers in most cases use second or third language textbooks when teaching a first language. Another related problem which is often encountered in the teaching of Northern Sotho is caused by the lack of standardised terminology in the textbooks that are used by lecturers and student teachers.

The implementation of microteaching and teaching practice in Northern Sotho can be associated with a number of problems which merit the attention of lecturers and student teachers. Evaluation of students' work, including practice lessons presented by student teachers, is also associated with a number of problems.

### 1.3.3 Summary

The problem rests on the fact that there is *no scientifically accountable didactic theory for Northern Sotho at colleges of education*. An accountable subject didactics serves as a frame of reference for both Northern Sotho lecturers and student teachers. Without it teaching cannot have direction. Subject didactics has the task of developing *teaching strategies* and a *teaching model* for effective subject teaching.

The general, transcendent and eventual aims that appear in the syllabuses for African Languages are vague. Some Northern Sotho lecturers at colleges of education use *wrong approaches*. The content of the syllabuses has not been written in the home language. This means that Northern Sotho lecturers must first translate the content before they can start to teach.

## 1.4 FORMULATION OF HYPOTHESES

There is a lack of an accountable didactic theory in preparing teachers to teach Northern Sotho as first language.

The teacher tutor can play a key role in the effective training of Northern Sotho teachers.

Teaching strategies should be developed to account for procedural elements of teaching forms, methods, principles and the teaching model.

## 1.5 ACCOUNTABILITY OF METHOD

### 1.5.1 Introduction

De Jager *et al.* (1985:57) indicate that a method is the road to reach a given or specific destination. If the researcher does not know the way (method) his investigation becomes both haphazard and subjective. The method is the way by which the investigator aims to arrive at an objective solution of his problem.

The concept "method" owes its origins to the Greek word *methodos* which is the combination of *meta* + *hodos* (way by which) (Du Plooy *et al.*, 1982: 211). A method, also as seen by Van Rensburg and Landman (1986:370), is a way by which the scientific researcher arrives at the phenomenon of his investigation. Further they emphasise that the method which is to be employed will be "... determined to a large extent by the nature of the phenomenon or by the sphere of investigation" (Van Rensburg and Landman, 1986:370). When referring to a statement by Kwant, Reeler (1983:2) also states that "... the spirit of Science cannot be coupled to a specific method because the nature of the phenomenon to be studied will determine the method to be employed." Therefore the researcher will use only those methods that will suite the problem under investigation.

In order to arrive at conclusions that are not subjective and valid the researcher cannot rely on a single method in problem solving. Landman (1980:42) points out: "Dit blyk dat daar geen enkele metode bestaan om tot probleemoplossing te kom nie. Verskeie metodes moet dus komplementerend aangewend word vir probleemoplossing."

In this study a variety of methods will be used. The phenomenological method will be used as the fundamental method and it will be supplemented by the hermeneutic, dialectic, literature review and critical text study, the questionnaire, interview and observation. The phenomenological method now receive attention.

### 1.5.2 The phenomenological method

Phenomenology, as Van Rensburg *et al.* (1979:330) assert, is a term derived from the Greek word "phainomenon" which means "to show itself" or appearance and "legoo" which means "I speak" or "I make myself heard". In this sense phenomenology is the method or way an investigator follows to disclose the essentials of a particular appearance (in this investigation it is the Northern Sotho Subject Didactics) as it essentially is in itself.

The task of the scientist using the phenomenological method must first of all be to provisionally isolate his preconceptions, personal opinions and feelings regarding the teaching of Northern Sotho at colleges of education. Secondly, he must bring the situation at colleges of education to a standstill in order to *identify* and *describe* the essences of teaching Northern Sotho at such institutions, but without losing sight of the characteristic dynamism of the didactic situation. Thirdly, he must consistently apply the phenomenological reduction processes in order to identify the categories. Fourthly, he must make use of scientifically consistent and valid terminology to describe the categories.

### 1.5.3 The hermeneutic method

The hermeneutic method, as a complementary method to the phenomenological method, requires that the phenomenologist critically sets out to describe but also to *interpret* phenomena in written texts. In studying a text, the researcher has an obligation to interpret and understand it in the light of the viewpoint of the writer, because words and concepts have both denotative and connotative meanings. Therefore, this scientific method is used to bring meaning to the study of the teaching of Northern Sotho. It concerns itself with revelation (Satekge, 1988:32).

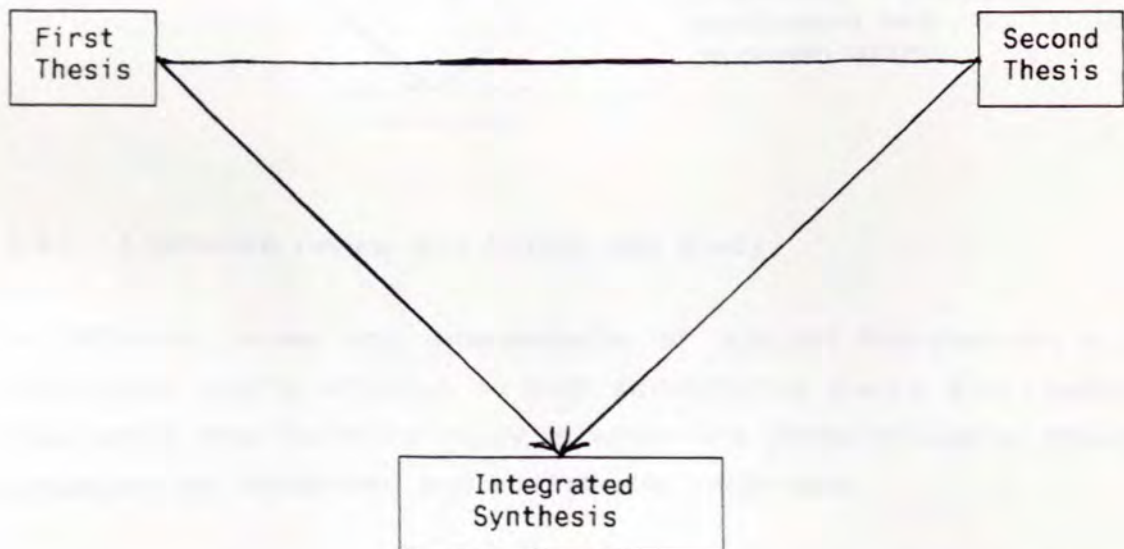
The essentials of the phenomenon are exposed by the use of the phenomenological method and thereafter evaluated and interpreted by means of the hermeneutic method. In this study the hermeneutic method will be used to identify and verify the problems encountered in the



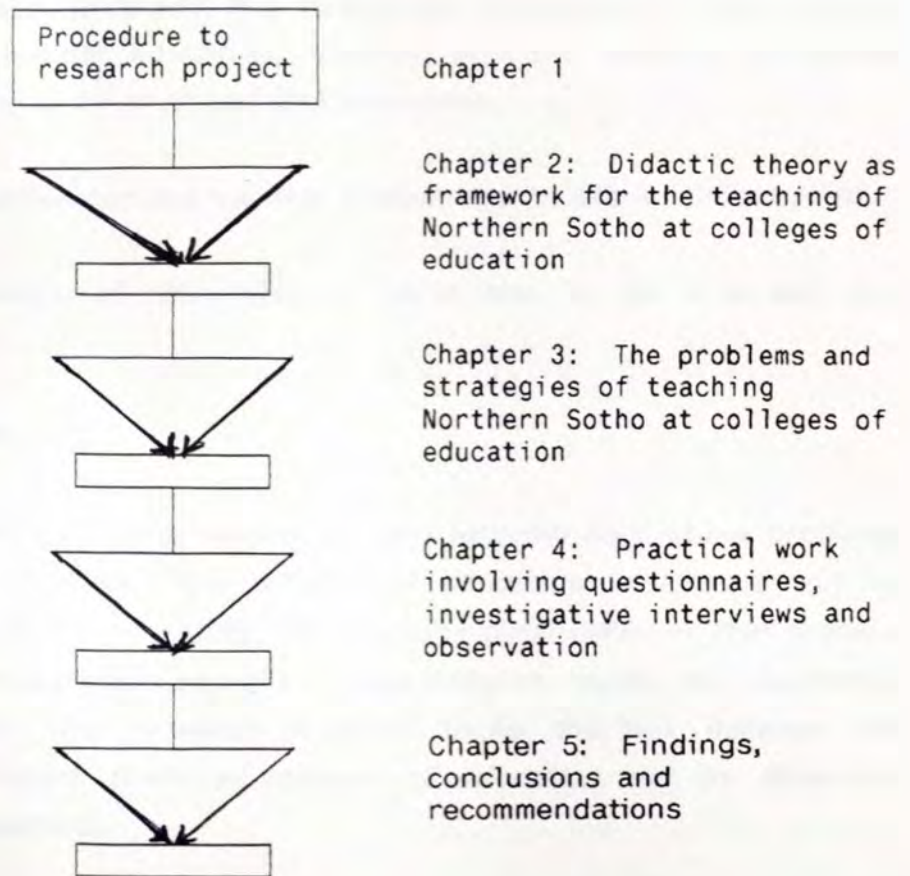
teaching of Northern Sotho at colleges of education. The following question is to be asked about every meaningful matter which appears in the text on the teaching of Northern Sotho at colleges of education: What purpose will be served by its realisation or what is the significance of its realisation?

#### 1.5.4 The triadic method

The triadic method is a phenomenological conversation or dialogue. Satekge (1988:50) mentions that it refers to "dialogue with the aim of joining two things in order to obtain a coherent whole." There is a first thesis followed by a second thesis, finally both converge in integrated synthesis as illustrated below:



The whole research project is triadic in nature because there is a first mode of being implemented before a second mode and both converge in an integrated synthesis in which the two theses are preserved and retained. The triadic thought will proceed in this project as follows:



### 1.5.5 Literature review and critical text study

An effective review and interpretation of relevant literature are to be undertaken paying attention to both authoritative theory and research. This means that literature study in which the phenomenological thought processes are recognised and applied was undertaken.

A critical text study will also be undertaken to support an effective literature review. The text study on problems encountered in the teaching of Northern Sotho at colleges of education will progress in the following manner:

- The titles and subtitles of the consulted texts on teaching, teacher education and on the teaching of mother tongue are to be analysed.
- The tables of contents of the relevant literature are also to be analysed.

- Definitions of problems and hypothesis formulation in the various texts on teacher education, teaching and the teaching of mother tongue are to be analysed and evaluated.
- Essence tables for the various relevant texts are to be compiled.
- The meanings of the relevant texts are to be analysed and evaluated.

#### 1.5.6 Observation

This method implies that the researcher gets into the field where problems are found. In this case the colleges of education in Lebowa will be visited. Mouton and Marais (1988:162) describe observation as that process through which researchers establish a *link* between *reality* and *theoretical assumptions*. In this research it would imply the link between *the teaching of Northern Sotho at colleges of education* and its *didactical theoretical assumptions*.

#### 1.5.7 Questionnaire

In order to bring to light the *essentials* which may be formulated as *questions* a thorough study is made of the phenomenon of teaching Northern Sotho. Essentials are written down in question form paying attention to every word in the question. If possible every question is subdivided into shorter questions, each of which will be concerned with something that is really a problem. Every question focuses on a single aspect and those questions which are related are grouped together. Questions are structured in order to permit them to be answered logically, systematically and unambiguously. Every possible sign of prejudice is *removed from the questions*.

An accompanying letter will be sent to Rectors and Northern Sotho lecturers at colleges of education. This will be followed up to ensure a reply rate of at least 70 per cent. Alternatively questionnaires will be completed in the presence of the researcher to ensure a reasonable reply rate.

### 1.5.8 Investigate interview (oral dialogue)

Interviews will be conducted with Rectors of colleges of education, Departmental Heads for Northern Sotho, Northern Sotho lecturers at colleges of education and academics. Conducting an interview depends on the realisation of *essentials* and it is concerned with the essentials of the matter under discussion. The conversation is specifically concerned with the *removal of the non-essentials* in order that what is essential to the solution may come to light clearly and distinctly. The researcher will draw up a *table of essentials* for each interview he conducts for subsequent comparison of responses.

## 1.6 AIM OF THE RESEARCH

The primary aim of this study is to investigate, interpret, describe and identify negative factors in the teaching of Northern Sotho at colleges of education in Lebowa. These factors are identified with a view to formulating recommendations as to how student teachers may be trained in the teaching of Northern Sotho to fulfil the task of teaching Northern Sotho as first language at schools more effectively.

## 1.7 SUMMARY AND ANNOUNCEMENT OF FURTHER PROGRAMME

### 1.7.1 Summary

*Chapter one* is an attempt at orientation towards the problem under investigation. It deals with an illumination of the title, concepts and related terms, problem statement, formulation of hypothesis, accountability of method, formulation of aim and programme of study.

### 1.7.2 Announcement of further programme

*Chapter two* will be an exposition of the didactic theory as framework for the teaching of Northern Sotho in colleges of education.

*Chapter three* will be an exposition of the problems and strategies of teaching Northern Sotho at colleges of education.

**Chapter four** will deal with practical work involving the questionnaire, investigative interview and observation.

**Chapter five** will be a summary of this study. It will deal with the conclusions, deductions and justified recommendations.

## 2.1 INTRODUCTION

The introduction of the subject of 'Practical Work' in the curriculum of colleges of education should be based on the principle that 'the student must be able to apply the theoretical knowledge he acquires as well as the application of it in practical work' (Gagne and McFarland, 1962). The introduction of the subject of 'Practical Work' in the curriculum of colleges of education should be based on the principle of subject integration.

It should be emphasized that 'integration does not mean that the subject is taught in a single block in the educational situation. Teaching is always a practical matter in the sense that it is an activity continuously carried out by teachers and pupils' (Gagne and McFarland, 1962).

According to Gagne (1962) 'Practical Work' is a theoretical study of the principles of teaching. 'Practical Work' is a strong practical basis which would support the subject of 'Practical Work' in the curriculum. In other words, 'Practical Work' explains that when a subject is taught in a practical way.

The practical work should be based on the principle that 'the student must be able to apply the theoretical knowledge he acquires as well as the application of it in practical work' (Gagne and McFarland, 1962). The practical work should be based on the principle of subject integration.

In the light of what has been said, it may be concluded that the effective teaching of the subject of 'Practical Work' in the curriculum of colleges of education should be based on the principle of subject integration. This means that the teaching and learning of the subject should be based on the principle of subject integration.

## CHAPTER TWO

### DIDACTIC THEORY AS FRAMEWORK FOR THE TEACHING OF NORTHERN SOTHO AT COLLEGES OF EDUCATION

#### 2.1 INTRODUCTION

The preparation (training) of Northern Sotho teachers at colleges of education generally rests on the accepted premise that "the student must be taught the theoretical aspects of pedagogics as well as the application thereof in a practical teaching situation" (Degenaar and McFarlane, 1982:2). The implication is that such theoretical training has to culminate in the practice of subject didactics.

It should be emphasised that "didactics deals with the teaching activity as it is found in the educational situation ... teaching is always a practical matter in the sense that it is an activity continuously carried out by teachers and parents" (Van der Stoep and Louw, 1984:13).

According to Jardine (1983:2) didactics, as a theoretical study of the phenomenon of teaching, "possesses a strong practical basis" which becomes evident in the subject didactics of Northern Sotho in this investigation. In other words, theory describes and explains that which is being put into practice.

The gap between theory and practice must be closed. In this regard Basson (1991:1) observed: "Die brug wat hier geslaan moet word, is die denke oor 'n onderwyspraktyk (vakdidaktiese teorie) en die aktualisering daarvan in die vorm van gestruktureerde onderrig en leerhandelinge met betrekking tot vakinhoud gerig deur onderwysdoelstellings."

In the light of what has been mentioned, it may be assumed that the effective training of Northern Sotho teachers has as its basis, insight into the meaning and structure of both theory and practice. This seems to

form the only meaningful and logical basis for structuring the effective teaching of subjects (Swart et al., 1987:5) such as Northern Sotho.

At this stage it may, therefore, be stated that theory is just as important as practice. This can be seen from the point of departure for a scientifically accountable didactic theory which is "the original education situation" (Van der Stoep and Louw, 1984:44). In this regard Louw (1983:15) maintains that the point of departure should "... die totaal van die gegewens van die didaktiese-pedagogiese bevat; dit moet universeel verskyn; en dit moet eenvoudig en beskryfbaar wees, dit wil sê, nie deur ander nie-essensiële aspekte gekompliseer of versluier wees nie."

There are, however, educationists who are of the opinion that schooling is a point of departure for a scientifically accountable didactic theory. "If a didactic theory takes the school as its point of departure, it simply means that if the school is removed from society - which is quite possible - teaching as such is also removed from society" (Van der Stoep and Louw, 1984:32). This point of departure cannot be regarded as valid or accountable.

Some educationists on the other hand regard theories of learning as determining a point of departure for a scientifically accountable didactic theory. For instance, Behaviorism as a theory of learning "... cannot explain the fundamentals of teaching because teaching and learning are not identical activities, they are, in fact complementary to each other" (Van der Stoep and Louw, 1984:32). Although it can be argued that Behaviorism gives rise to programmed teaching, it does not seem to be explaining the fundamentals of teaching. Therefore, learning theories cannot determine a point of departure for a scientifically accountable didactic theory.

It can be deduced that a point of departure for a scientifically accountable didactic theory also acts as a basis for the study of the theory of didactics which has to culminate in the effective teaching of Northern Sotho. This implies that the pronouncements of a didactic theory have to be evaluated and verified in practice. The exposition that follows deals with the necessity of a didactic theory.

## 2.2 THE NECESSITY OF A DIDACTIC THEORY WITH REGARD TO THE TEACHING OF NORTHERN SOTHO

A didactic theory explains and describes "the teaching phenomenon as it appears in the living world of man" (Van der Stoep and Louw, 1984:44). In the same breath Louw (1991:62) regards a didactic theory as a "radical consideration, explanation and systematic description of teaching as original (ontological) practice of education." The didacticians that have been quoted actually agree that a didactic theory is necessary because it explains and systematically describes the occurrence of teaching.

Louw (1991:62) also maintains that a didactic theory "projects knowledge of the original teaching activity towards a secondary practice which must be realised (school or college of education)." Therefore, a didactic theory has a scientifically valid responsibility to give rise to an accountable teaching practice, such as the practice of teaching Northern Sotho.

It is in the primary education situation in the home, "that the didactic categories appear most clearly because they are not obscured by formalisation or artificialities" (Louw, 1991:62). Since these categories appear clearly, it is possible for didacticians to explain and describe teaching in a clear manner.

Didactic categories as they appear in the original education situation represent effective teaching "which makes the formal practice possible because the formal practice (school) is actualised in terms of the same categories" (Louw, 1991:63). This means that teaching at school or college of education should be structured in terms of the same categories as the primary practice. Van der Stoep en Louw (1984:45) emphasise: "The lesson situation in the school can then be designed in such a way that the school, as formalised living-world of the child, and teaching as formalised education, reflect the spontaneous, unscientific living-world as accurately as possible."

In line with the foregoing paragraphs Trowbridge and Bybee (1986:25) assert that a teaching theory must specify the experiences that will most effectively motivate the learner (student teacher); the most effective way



in which the learning material (such as Northern Sotho learning content) can be structured in order to enhance learning; the best sequence in which the learning material can be presented as well as feedback and evaluation process.

The exposition of the necessity of a didactic theory with regard to the teaching of Northern Sotho leads to the discussion of the relationship between didactics, subject didactics and orthodidactics.

### 2.3 RELATIONSHIP BETWEEN DIDACTICS, NORTHERN SOTHO SUBJECT DIDACTICS AND ORTHODIDACTICS IN NORTHERN SOTHO

Gous, as quoted by Jardine (1983:22), refers to Didactics as "the term used to describe the theoretical study of teaching and learning, in the formal situations to be found in schools and other educational institutions, as well as in non-formal and informal teaching-learning situations."

According to Van der Stoep and Louw (1984:28) the concept of didactics is "the theory of teaching or the scientific analysis of the teaching activity." In line with this Louw *et al.* (1983:13) state: "Didaktiese pedagogiek beteken die wetenskap of the wetenskaplike uitkoms van die bestudering van die didaktiese-pedagogiese situasie." While Van der Stoep and Louw confine didactics to pedagogic situations, Jardine relates teaching to even situations outside the school as in colleges of education and other tertiary institutions.

Van der Stoep and Louw (1984:41) assert that the didactic theory attempts to arrive at generally valid findings regarding teaching while "subject didactics is a particularisation of the general findings of didactics for the teaching of a specific school subject. Subject didactics particularises the general structure and in this sense the findings and pronouncements of subject didactics are a matter of design, i.e. the design of a particular teaching situation." This particularisation of general didactics findings explains the relationship between didactics and subject didactics (for example Northern Sotho).

Particularisation is concerned with a number of teaching aspects. A college of education curriculum consists of a variety of school (college) subjects, each with its own unique nature. The content of a subject such as Northern Sotho, differs from that of Geography and their teaching methods also differ. By implication the teaching of Northern Sotho as first language will differ from the teaching of Northern Sotho as second language or third language as indicated in chapter one.

In the college situation the didactic activities are always concerned with a particular content, a particular student teacher in a particular class from a particular background. It is the function of subject didactics to explain the manner in which all these particulars concerning the content and the student teacher are brought into function in a college of education situation.

The lesson situation in a college of education is a teaching situation which must be planned and realised in terms of the special conditions which prevail for that particular college of education. This is a particularisation of general didactic findings by subject didactics in accordance with the particular nature of a subject such as Northern Sotho and the particular student teacher for whom the lesson is designed. Borst (1991:5) describes the relationship between didactics and subject didactics by maintaining that "it is impossible to even start subject didactics without first taking didactics into account."

"The relationship between didactics and subject didactics is in large measure the same as the relationship between didactics and orthodidactics" (Van der Stoep and Louw, 1984:42). In line with this Bouer and Van Niekerk (1991:39) explain that orthodidactics is a section of the didactic theory that addresses "the phenomenon of poor academic performance." Orthodidactics is the aspect of general didactic theory concerned with the research and design of an accountable practice for the benefit of the student teacher who cannot cope with the usual demands of Northern Sotho at a college of education. The aim is to provide special teaching for the particular student teacher in order for the student teacher to acquire adequate learning (Van der Stoep and Louw, 1984:42). The question is whether such special teaching is offered at colleges of education. Having

considered Didactics and its relationship with subject didactics, it is appropriate at this juncture to focus attention on the primary consequences for a didactic theory with regard to Northern Sotho.

## **2.4 PRIMARY CONSEQUENCES OF A DIDACTIC THEORY WITH REGARD TO NORTHERN SOTHO**

The purpose of this section is to explain the major implications and consequences of the various aspects of the didactic theory. These aspects receive attention in the subsequent paragraphs:

### **2.4.1 The relationship between education and teaching**

The basic relationship between education and teaching lies in the fact that colleges of education train student teachers to be in a better position to explain, describe and unfold certain norms which the child must master to become a responsible adult. The realisation of the educational aim is therefore made possible in the relationship between education and teaching (Louw, 1991:21). This implies that the teaching-learning activity is the means by which the aims of education are realised.

The teaching of content for Northern Sotho will culminate in the attainment of educational aims such as "to extend the student's own knowledge and language proficiency" (Department of Education and Training, 1985:1). By means of teaching Northern Sotho content the norms and values of the Northern Sotho culture can be realised. In this sense it is evident that "education is actualised or realised by means of technical (functional relationship) and the fundamental meaning of teaching is found in educational aims (structural relationship)" (Louw, 1991:22).

The fact that education is actualised by means of teaching is endorsed by Van der Stoep and Louw (1984:24): "Education cannot take place without contents. Whenever contents are present in the educational situation it is obvious that the teaching activity is immediately implied and present." Van der Stoep and Louw (1976:13) continue: "Dit is nie moontlik om op te voed sonder om te onderrig nie. Eweneens is dit sinloos om te onderrig waar kinders by die situasie betrokke is tensy die bedoeling is om hulle volwassenheid tot 'n waardige gestalte te bring."

It is against this background that education cannot be separated from teaching. In this regard Van Dyk and Van der Stoep (1977:26) maintain: "Die opvoeding verwerklik hom in die onderrig terwyl die sin van die onderrig in die leefgang van 'n kind in die opvoedingsdoelstellings geleë is." In other words whenever education takes place teaching is implied.

Teaching is, therefore, always related to education. The didactic categories which describe the activities of teaching will now be discussed.

#### **2.4.2 Didactic categories**

Didactic categories are the essences of the didactic situation. They describe the phenomenon of teaching. They are the outcome of an intensive reflection on the didactic situation. It is in this sense that Van der Stoep and Louw (1984:46) maintain that didactic categories "must describe teaching in such a manner that the activity (teaching) is clearly understood by means of equally clear terminology."

With regard to the foregoing, knowledge of the didactic categories is essential for the effective teaching of Northern Sotho at colleges of education. These categories will now be discussed in relation to the teaching of Northern Sotho.

##### **2.4.2.1 *Unlocking of reality***

Unlocking of reality means that "a person who knows and commands certain contents of the living-world, unlocks or unfolds the contents for the benefit of one who does not know and cannot command the contents" (Van der Stoep and Louw, 1984:47). This implies that the Northern Sotho lecturer who knows and commands the learning content for Northern Sotho has to expose such content for the student teacher who does not know and cannot command it. The aim is to help the student teacher to be formed into a Northern Sotho teacher.

In the light of the foregoing it becomes evident that "the unlocking of reality is fundamental to the theory of categorical forming" (Satekge, 1990: 41). This implies that the student teacher who is to be formed must open

himself and become receptive to the forming possibilities that are exposed by the Northern Sotho lecturer.

To actualise this category the Northern Sotho lecturer will have to account for his exposition of reality in terms of Northern Sotho content, the form of the exposition and his aim in exposing specific reality to the student (Louw, 1971:67). This means that the Northern Sotho lecturer is accountable for the quality of the student teacher's learning and for the way in which the student teacher interprets the content. In this sense the Northern Sotho lecturer should ensure that the student teacher "will experience the content as meaningful and in doing so transform the content to become an authentic part of himself" (Van der Stoep and Louw, 1984:47). One way in which the lecturer can accomplish this unlocking and experiencing of content by his student teachers is through accompaniment.

#### ***2.4.2.2 Accompaniment***

Accompaniment means that during the unlocking of Northern Sotho learning content, the lecturer does not leave the student teacher to his own devices. The lecturer is continually involved to indicate direction, to control mistakes, to test insight, to let the student repeat and practise certain activities (Louw, 1971:70). This means that without the Northern Sotho lecturer's accompaniment of the student teacher in the didactic situation, it will be difficult for the student to achieve mastery of the new learning content on his own.

It is evident that accompaniment is right at the centre of didactic activities because it stresses that the Northern Sotho lecturer wants to meet the student teacher in the teaching situation. To be able to accompany the student teacher effectively it is essential that the Northern Sotho lecturer should be able to demarcate time and the form of exposing learning contents during the didactic situation.

#### ***2.4.2.3 Demarcation***

The didactic category of demarcation (delimitation) is mainly concerned with time and form. It is for this reason that Van der Stoep and Louw

(1984:52) contend: "... parents decide on which norms and values to teach their children. The next task is to decide on the time to teach these norms and values and when to complete each aspect. ... In the school situation, which is formal, subjects are allocated the time during which they should be taught. This allocation depends on the nature and form to be taken."

Therefore demarcation implies that the learning content for Northern Sotho which has to be taught at colleges of education should only be the content prescribed by the syllabuses such as the study of "proverbs" (Department of Education and Training, 1988:7). Demarcation further implies that time should be set aside for the teaching of a specific aspect of the syllabus such as grammar and literature. The most suitable form of teaching should also be selected.

It would appear to imply that if time and form are not demarcated in the teaching of Northern Sotho then the didactic situation would be diffuse and chaotic. Reduction is closely related to demarcation.

#### **2.4.2.4 Reduction**

Reduction is concerned with the learning contents that are involved in the didactic situation. It implies that the Northern Sotho lecturer has to "identify and choose those aspects of the content which are important and absolutely essential" (Van der Stoep and Louw, 1984:53). In this sense reduction is based on the fact that not all aspects of Northern Sotho content are important because they do not ensure that the student teacher will gain insight into the subject.

The category of reduction of content to its essences, "offers the possibility of simplifying complex structures which enable the child to explore reality with greater security" (Louw, 1971:75). Therefore, if the student teacher could be left to himself he will not necessarily be able to identify the important aspects of the learning content. This means that to help the student teacher to gain insight into the problem posed by the subject matter, the Northern Sotho lecturer should account for the way in which he systematises the contents in the lesson.

In order to be able to reduce the learning content to its essences it is imperative that the Northern Sotho lecturer should be suitably qualified. This means that he must have read widely in Northern Sotho; he must also have attended Northern Sotho courses, symposia or consulted experts in the subjects and should continue to do research.

#### **2.4.2.5 Formalising**

In order to help the student teacher to realise certain skills and to master certain mobility, the Northern Sotho lecturer "has to formalise the didactic situation" (Van der Stoep and Louw, 1984:51). There is no guarantee that student teachers will always master the content at the first attempt of teaching. It sometimes becomes necessary for the Northern Sotho lecturer to repeat the presentation of lessons to enable student teachers to realise the essences of such lessons. It is against this background that the student teacher will have insight of skills he has to learn. The use of micro lessons in promoting certain teaching skills become extremely important.

It is important to note the difference between "formalising" and "formalism". According to Van der Stoep and Louw (1984:51) formalism means that "the teacher constructs his lessons in only one form." Didactically this is not acceptable because it may lead to a rigid application of a teaching method.

#### **2.4.2.6 Objectification**

This category implies that the student teacher is distanced from "the content in such a way that he is capable of identifying the essences of the content as well as their inter-relationships with one another" (Van der Stoep and Louw, 1984:50). In line with this Louw (1971:71) express the opinion that "objectification or dissociation is also imperative for the child because objectivity is conditional for the unbiased judgement concerning reality structures regarding which man must accept a point of view in everyday life."

It becomes evident that by distancing the student teacher from what he has to learn, he is placed in a position where he can make sound judgements which will enable him to make an objective evaluation of the essences of, for example, a poem.

Without actualising the category of objectivity during the teaching and learning activity, the student teacher cannot establish any standpoint with regard to, say, grammar. Objectification does not imply that didactic aids should not be used in lesson presentation. It is through these didactic aids that the student teacher will master important concepts in Northern Sotho teaching.

#### **2.4.2.7 Orientation**

Orientation means "to determine one's position in terms of known fixed points. These fixed points are normally the contents in the didactical situation" (Louw, 1971:70). In this sense fixed points are Northern Sotho contents such as folklore, poetry, grammar and composition. Therefore in his exposition of content, the Northern Sotho lecturer makes it possible for the student teacher to orientate himself.

If the student teacher is not orientated, the problem arises that the learning content will remain diffuse and unattractive for him. The student teacher is orientated in his preparation for the teaching profession which he anticipates.

#### **2.4.2.8 Anticipation**

The aim of teaching is always to realise the future. "If the future is realised in the present anticipation is necessarily always present in the teaching situation" (Van der Stoep and Louw, 1984:51). Therefore the Northern Sotho lecturer has to anticipate the future of the student teacher in order to prepare him to become a Northern Sotho teacher.

The category of anticipation is essentially related to that of imperativity. The demands made upon the student teacher during Northern Sotho lessons is confronting him with the content that he will need as a teacher



in future. As the future is anticipated the student teacher is expected to achieve proficiency.

#### **2.4.2.9 Achievement**

According to Tlale (1985:32) "an adult (Northern Sotho lecturer - author's addition) who is involved with the child (student teacher - author's addition) in the teaching-learning situation expects a certain standard of achievement by the child with regard to contents." Therefore, it is proper that the Northern Sotho lecturer should intervene by controlling and assessing the student teacher's achievements during his training as a Northern Sotho teacher. Where the Northern Sotho lecturer does not do this it means that the responsibility of accompanying the student teacher is ignored.

Control and assessment by the Northern Sotho lecturer enable the student teacher to assess and even to criticise his own achievement during his training as a Northern Sotho teacher. By control and assessment student teachers are motivated to learn further. Van der Stoep and Louw (1984:53) emphasise: "Control by the teacher is essential as control and assessment are essential aspects of the forming the adult has in mind which in turn determines the nature and aims of teaching." It is for this reason that evaluation in Northern Sotho should receive serious attention because one can only evaluate what one was able to teach.

#### **2.4.2.10 Forming**

Forming means that the student teacher is formed in the didactic situation. It means the act of teaching is formative in character as Louw (1971:72) points out: "The aid given by the adult (Northern Sotho lecturer - author's addition) in the didactic situation nullifies the child's (student teacher's - author's addition) decisionless restraint regarding a given (especially concrete) reality to a large extent ... The child emancipates himself in reality and also creates a place for himself in reality."

Therefore, when teaching the Northern Sotho content, the lecturer helps the student teacher with the aim that he will become somebody (Northern Sotho teacher).

Van der Stoep and Louw (1984:48) are of the opinion that "forming has the added effect of enriching the child's (student teacher's - author's addition) inner life which is evidenced in a wider and deeper experience." This implies that as the student teacher gains insight into the subject matter he is gradually formed. His formedness also implies that he has to be involved in social situations.

#### **2.4.2.11 Socialising**

The teaching situation is essentially a social situation (Van der Stoep and Louw, 1984:52). It means that it is a situation of inter-personal relationships. To emphasise the point more strongly, Satekge (1990:50) maintains that the didactic situation "is conclusively a social situation in which both the teacher and the child are engaged, as human beings, in meaningful education." There is always a social relationship between the Northern Sotho lecturer and the student teacher. Therefore in the teaching of Northern Sotho this social relationship should always be maintained, cultivated and nourished.

The socialising category indicates the mutual dependence between the Northern Sotho lecturer and the student teacher. In a social situation the student teacher has to give evidence of progress.

#### **2.4.2.12 Progression**

Progress is an aspect of the activity of teaching. The primary aim of teacher training programmes namely to train teachers, cannot be reached if the student teacher does not progress in the teaching situation.

The progressive character of didactic situations implies that the student teacher should move or progress from less complex relationships to more complex relationships. Therefore, progression forms an inherent part of the teaching situation.

The student teacher can progress only if he is confronted with certain imperatives in the teaching of Northern Sotho content.

#### *2.4.2.13 Imperativity*

The lesson situation makes certain demands or imperatives on both the student teacher and the Northern Sotho lecturer. The situation demands that the student teacher should learn and that the Northern Sotho lecturer should design, prepare and present lessons. Further demands or imperatives include discipline, control of mistakes by student teachers, progression with the work programme and its completion within a prescribed period.

In this regard Van der Stoep and Louw (1984:50) maintain that "... all didactic categories are meaningless if the imperative character of the didactic situation is not fully realised." Therefore, these demands are so basic that student teachers cannot ignore or avoid them. The demands are not always adequately met by student teachers. This means that whenever the student teacher's performance is not at a desired level, then reteaching will become necessary.

#### *2.4.2.14 Learning*

As the lecturer unlocks the contents of Northern Sotho, the student teacher on the other hand learns the content he is confronted with. The student teacher can learn because he is a human being and because learning is one of the spontaneous ways of being (Van der Stoep and Louw, 1984:48). Therefore, it is essential that the Northern Sotho lecturer should direct the student teacher's spontaneous learning activities by using appropriate teaching strategies.

Van der Stoep and Louw (1984:48) conclude: "In order to realise this category systematically, the teacher must unlock reality in such a way that it will evoke the child's spontaneous learning intention."

Since teaching is evaluated in terms of didactic criteria the paragraphs that follow will be devoted to such criteria.

### 2.4.3 Didactic criteria

Didactic criteria are distinguishing marks or norms of judgement that are used to evaluate and assess the quality of teaching and learning effect (Louw, 1991:31-32). Evaluating the didactic situation means that what the teacher has contributed during teaching should be clearly identified in terms of criteria.

These criteria can be described in terms like perspective, constituting, relationally, selfdiscovery, emancipation, security, rationalisation and transcending. These concepts describe the qualities of effective teaching and as such they qualify as didactic criteria which can be used to assess or evaluate the teaching event. These criteria which can be used to evaluate the quality of teaching Northern Sotho at colleges of education are as follows:

#### 2.4.3.1 *Perspectivity*

Perspectivity is concerned with placing certain aspects of the content (in this research, the Northern Sotho content), in a more prominent position than others (Van der Stoep and Louw, 1984:55). The problem with perspectivity is that in Northern Sotho, no person can determine certain aspects of the Northern Sotho learning content as prominent or less prominent in the living world of another person. Each person must create perspectivity independently in terms of his own insight, conception, value, judgement and intuitive experience (Louw, 1971:84). In solving this problem the Northern Sotho lecturer, however, aids and supports the student teacher in this decision. This means that the Northern Sotho lecturer places his own insight, conceptions, evaluations and intuitive feelings at the disposal of the student teacher with the aim of aiding the student teacher in his orientation."

#### 2.4.3.2 *Constituting*

The Northern Sotho lecturer who, in his teaching, can clearly differentiate between the essential and the non-essential aspects of the subject matter, enables the student teacher to have insight and as such to constitute or

create a standpoint with regard to the exposed learning content. It is, therefore, important that the Northern Sotho lecturer should lead, guide, direct and accompany the children (student teachers) in constituting their own life-world (Satekge, 1990:55).

By implication teaching should be so effective that the student is enabled to constitute a new reality for himself or to experience the exposed Northern Sotho content as meaningful.

#### **2.4.3.3 *Relationality***

Relationality as a didactic criterion focuses the teacher's attention on the need to evaluate continuously the student teacher's growing and changing relationship. In this study "relationally" refers to the relationship between the student teacher and the Northern Sotho learning content.

As the Northern Sotho lecturer teaches the student teacher's relationship with the learning content grows and changes, for instance, his understanding of Northern Sotho folklore increases. In order to motivate the student teacher, his knowledge should be evaluated continually.

#### **2.4.3.4 *Self-discovery***

The essence of self-discovery as a didactic criterion is in the fact that "the adult expects the child to cross temporary boundaries, break down resistance, solve problems and attain certain levels of achievement" (Van der Stoep and Louw, 1984:56-57). It is, therefore, the responsibility and the task of the Northern Sotho lecturer to assist the student teacher to discover himself and to know his possibilities and shortcomings. In this regard Van der Stoep and Louw (1984:54) advise: "If there is no evidence that the child has discovered himself in the teaching situation, ... aspects such as anticipation and expectation were not adequately realised in the teaching situation."

In order to actualise this category the student teacher should be given the opportunity to write classwork, homework, assignments, tests and examinations. The results of these exercises will enable the student

teacher to discover his academic ability with regard to, say, grammar, literature or composition writing in Northern Sotho.

#### **2.4.3.5 *Emancipation***

The essence of emancipation rests on the fact that as the student teacher gains self-reliance and responsibility to make judgements in his involvement with Northern Sotho, the Northern Sotho lecturer's support and assistance progressively become dispensable (Tlale, 1985:36). Therefore, the support of the Northern Sotho lecturer becomes superfluous because the student teacher steadily becomes capable of making decisions and willing to accept the consequences of his decisions. Van der Stoep and Louw (1984:57) stress that the "child explores reality from a position of security in the educational situation to the extent that he is emancipated from the adult in that the adult's aid and support become unnecessary." Therefore, emancipation in this instance implies the willingness and ability to accept responsibility and to become a Northern Sotho teacher.

#### **2.4.3.6 *Expectation***

The essence of the didactic category of expectation depends on the Northern Sotho lecturer's shouldering the responsibility of aiding the student teacher to realise his future. This means that when the student teacher takes part in the Northern Sotho lesson he is guided towards the expected future and his willingness to learn indicates his intention to create his own future.

It becomes evident that the Northern Sotho lecturer uses the learning content, for example literature, in order to invite the student teacher to be involved in the situation. In this way the student teacher continually increases his knowledge because the Northern Sotho lecturer is also continually confronting him with the learning content. The confrontation of the student teacher with learning content fulfils the student teacher's expectation.

#### **2.4.3.7 Rationality**

The didactic category of rationality is concerned with the student teacher's more objective insight into his own situation in his involvement with reality. The student teacher's insight in intellectual terms enables him to view reality with greater clarity (Van der Stoep and Louw, 1984:58). This fact is endorsed by Louw (1971:92) who maintains that rationality is "insight concerning own situatedness in the world." Van der Stoep (1969: 37) also concurs: "In die lig daarvan dat die volwassene by die onderwys gedurig besig is om die werklikheid oftewel leerinhoud (leerstof) tot die absoluut essensiële te reduceer met die oog op die verowering deur die kind, geld dit logieserwys as maatstaf vir die didaktiese handeling of 'n kind tot 'n meerdere rasionalisering van die werklikheid gekom het." These didacticians agree that rationality is possible by means of thorough understanding of one's own situation in relation to the world.

It implies that the insight of the student teacher enables him to view the Northern Sotho content objectively. The student teacher can rationalise if he has reached the required level of intellectual command and if he possesses insight and skills that concern the particular subject matter for example, poetry.

#### **2.4.3.8 Security**

Effective teaching and learning are possible in a safe and secure atmosphere. The Northern Sotho lecturer has to ensure that the student teacher feels secure even before he ventures with the details of the lesson. It is for this reason that Van der Stoep and Louw (1984:58) maintain that security has the aim of bringing the student teacher to rest and to stabilise the student teacher's affective disposition." This means that the student teacher should feel secured in the teaching situation in order to be able to reflect on the learning content.

Louw (1971:93) concurs with the foregoing that this security affords the student teacher the opportunity to intensify exposed reality within the framework of his experience which will guarantee a better and more efficient grasp of reality and enable the child (student teacher) to account for his changed relationship with reality.

#### 2.4.3.9 *Transcending*

In the teaching situation "transcending" means that the view of life and the world provides a bridge for the student teacher spanning his own living world and the world above and beyond the human being (Van der Stoep and Louw, 1984:59). Van der Stoep (1969:38) expresses the same opinion differently: "In hierdie handeling van die transendering behoort die lewens- en wêreldbeskoulike opvatting van die opvoeder vir die kind 'n brug te slaan na die wêreld bo en buite die mense, na die ryk van die transendente, na die God wat hemel en aarde geskape het, dit onderhou en volgens Sy raad daarvoor regeer."

The discussion of the didactic criteria in the preceding paragraphs indicates that they enable the Northern Sotho lecturer to evaluate the quality of the teaching situation he has to initiate.

Teaching cannot proceed in a random fashion. It is guided by certain didactic principles which are now to be discussed.

#### 2.4.4 **Didactic principles**

In didactic literature (Van der Stoep and Louw, 1984:53; Fraser *et al.*, 1990:53) it is stated that there is a link between the quality of teaching and learning success. It means that for a didactic situation to be successful, it must have certain conditions, requirements or underlying tendencies. According to Louw (1991:47) these tendencies "appear repeatedly in all effective teaching and learning, and because they bring the didactic situation into motion, they are described as didactic principles." In other words, these principles determine the quality of the didactic situation and as Duminy and Söhnge (1980:22) state, they should not be regarded as "blue prints" for successful teaching. They only guide and direct the activity of teaching.



Didactic principles which remain universally the same, should be complied with in order to strive for a successful Northern Sotho lesson. Some of the didactic principles appear more prominently than others in certain lesson sequences and in this regard Fraser *et al.* (1990:53) emphasise that "knowledge and the implementation of these principles remain requirements for successful lesson planning." The general and particular didactic principles are discussed in the paragraphs that follow. Figure 2.1 shows a number of teaching principles that can be applied in a Northern Sotho lesson.

DIDACTIC PRINCIPLES	
GENERAL DIDACTIC PRINCIPLES	PARTICULAR DIDACTIC PRINCIPLES
SYMPATHY CLARITY TEMPO DYNAMYSM BALANCE	PROBLEM-FORMULATION PLANNING ILLUSTRATION SYSTEMATISATION AND ORDER SURVEYABILITY CONTROL

Figure 2.1: Schematic representation of general and particular didactic principles.

#### 2.4.4.1 *General didactic principles*

General didactic principles "determine the general atmosphere and the general basic attitudes and dispositions of educator and child" (Satekge, 1990:63). These are the essential conditions for effective teaching and learning. According to Louw *et al.* (1983:37) "die verwerking van hierdie beginsels verg pedagogiese kennis en gevoeligheid aan die een kant en didaktiese insig en vaardigheid aan die ander kant."

**Sympathy**, as a didactic principle, is explained as the parent's "insight to establish the child's (student teacher's) real situation and not merely to accept that the child has managed to find his own way through reality and can therefore be treated as an adult" (Van der Stoep and Louw, 1984:60). The Northern Sotho lecturer who sympathises with the student teacher is the one who has a certain approach and attitude towards the didactical situation. He is the one who always assists and aids the student teacher in such a way that his spontaneous learning intention is evoked. A sympathetic Northern Sotho lecturer creates an atmosphere of mutual acceptance and trust in the teaching situation.

The actualisation of the didactic categories such as accompaniment, socialisation, orientation, anticipation, objectification, achievement and forming rests on the premise that the Northern Sotho content is unlocked effectively and sympathetically to the student teacher.

If there is no sympathy, the activity of teaching is rigid and formalistic. By its nature, "... such a teaching style will inhibit the smooth development of the situation and at the same time the child will experience insecurity" (Van der Stoep and Louw, 1984:60). Where there is no sympathy it will not be possible for the student teacher to be formed adequately.

The principle of didactic **clarity** refers to "... the teacher's ability to use particular teaching media to transfer information or a message to the learner (student teacher - author's addition) without the loss of valuable information" (Fraser *et al.*, 1990:57). Van der Stoep (1969:39) emphasises this point: "Die didaktikus moet duidelikheid hê oor waarheen hy wil gaan,

wat hy beoog, hoe hy beoog om hierdie doelstelling te bereik, wat dit van die kind gaan vorder, waaraan hy sy sukses of mislukking gaan meet ensomeer." This means that the Northern Sotho lecturer has to illustrate clarity in the teaching situation.

Every didactic situation is directed at aims. In order to achieve these aims, clarity is absolutely necessary. It is for this reason that Van der Stoep and Louw (1984:60) maintain that the teacher must be "... perfectly clear about his aims, what content he will select, why he selects the particular content, how he is going to achieve his aims, how he is going to evaluate the results of his teaching." For the Northern Sotho lecturer to account for matters concerning the teaching activity, clarity is necessary. This will enable the student teacher to master the content and transform it to become an authentic part of himself.

The principle of *tempo* means the degree of speed or slowness at which the rate of activity is determined (Webster, 1954:533). "Wherever movement is of essence, there is always tempo" (Van der Stoep and Louw, 1984:61). It is generally accepted that each human being has his own tempo in life which is reflected in the activities of learning.

The didactic principle of *tempo* constitutes an important and difficult problem that the Northern Sotho lecturer faces: "He must try to maintain a balanced tempo in order to ensure that the quicker children are not bored and, at the same time, that the slower children are not left behind" (Van der Stoep and Louw, 1984:61). Therefore in his unlocking of Northern Sotho content the lecturer should progress at such a tempo that no student teacher will fall behind.

*Dynamism*, in didactic terms, is more concerned with the quality of the attitude, the enthusiasm and the zeal of the participants. It gives the movement in the situation one expects of effective and enriching teaching, a character of dynamism" (Van der Stoep and Louw, 1984:61).

Since the principle of dynamism implies movement, the Northern Sotho teacher expects the student teacher to take part in the teaching situation, according to his ability, with interest and dedication. Dynamism makes

certain demands on both the Northern Sotho lecturer and the student teacher. If the lecturer is not dynamic his class will be bored and the effect of teaching cannot be what it ought to be.

To actualise the principle of *balance* it is essential for the Northern Sotho lecturer to ensure balance as far as time is concerned (its effective use), as far as form is concerned (its variation) and as far as content is concerned (it's choice) (Van der Stoep and Louw, 1984:62). If balance is ensured then there will be harmony which is essential for a meaningful encounter between the Northern Sotho lecturer and the student teacher.

In order to guard against unbalanced and inharmonious teaching it is important for the teacher to create harmony between content and form. A variety of methods have to be used and the content chosen must suit the student teacher's ability. If the Northern Sotho lecturer emphasises certain didactic aspects, at the expense of other aspects which are equally important, the problem could arise that a meaningful dialogue between himself and the student teacher cannot take place.

#### **2.4.4.2 Particular didactic principles**

Particular didactic principles determine the quality of the student teacher's firm grasp of the learning content. As Louw *et al.* (1983:37) assert: "Waar die algemene didaktiese beginsels die kwaliteit van effektiewe onderrig-leersituasie bepaal, bepaal die besondere didaktiese beginsels die funksionele voorwaardes vir effektiewe onderrig en leer." These principles are problem-formulation, planning, illustration, systematisation and order, surveyability, scientific character and control.

With regard to the principle of *problem formulation*, it can be stated that experience teaches that the learning activity is positively activated if the student teacher is confronted with a meaningful problem. Since the lecturer plans a specific learning activity in the teaching situation, he tries to formulate the problem in such a way that the student teacher (Van der Stoep and Louw, 1984:62) will experience it as meaningful.

In the daily classroom practice the Northern Sotho lecturer announces the theme of the lesson. Because the learning content for Northern Sotho is not necessarily meaningful to the student teacher, it is not always understood by him. It is, therefore, the lecturer's task to indicate the problem inherent to the theme for the student teacher but in accordance with the student teacher's level of development (Van der Stoep and Louw, 1984:131). In this way the Northern Sotho lecturer can be sure that the problem is worth being solved by the student teacher.

In agreement with the above Van der Stoep and Louw (1984:131) conclude "that a lesson or series of lessons cannot be constructed in a functional unit without a problem and that positive learning results cannot really be achieved without problems. The essence of the problem is that the teacher (lecturer - author's addition) places - integrates - it within the child's (student teacher's - author's addition) world of meaning." In this regard Nokaneng (1988:26) concurs: "The meaning of a particular lesson lies in the solution of the problem." This implies that the problem should lie within the student teacher's language ability and conceptual possibilities. The problem should be functional in the teaching and learning situation. If the student teacher is not involved in the learning content by means of the problem, he is in effect isolated from the learning content. Satekge (1990:69) maintains that "the problem, usually in the form of a question, should be written on the chalkboard so that the student teachers are continually reminded of where they are heading."

*Planning* as a didactic principle is described as "... the process of determining where to go and how to get there. In didactical terms a plan is the whole arrangement made for working out a lesson structure and planning is the implementation of the plan" (Nokaneng, 1979:58). Therefore planning is of central importance to ensure a successful teaching activity. In line with this Van der Stoep and Louw (1984:63) point out that "the teacher must plan every lesson because the activities in the school are formalised to the extent that careful planning is a pre-condition for success."

The design the Northern Sotho lecturer makes in his planning is literally a preview of what is to happen in a particular lesson. In planning for a

lesson (such as Northern Sotho) the teacher is actually planning for possible classroom problems (Erasmus, 1986:183). The lack of planning can result in ineffective teaching and learning as well as frustration and chaos in the lesson situation.

*Illustration* of the learning content in the teaching situation is essential in that it ensures progress in the situation. Illustration does not only refer to the introduction of visual material in the teaching-learning situation. "Illustration is, in fact, the medium to realise the child's perceptual ability, as a form of learning, in the didactic situation" (Van der Stoep and Louw, 1984:63). This implies that the learning content should be made available for the student teacher's perception because of the role played by perception in the activity of learning.

Illustration as a didactic principle implies that the Northern Sotho lecturer has to use examples which represent, for instance, concrete examples which cannot be brought to the classroom. In this way the student teacher will understand even the complex learning material.

It is the responsibility of the Northern Sotho lecturer to select appropriate examples in his planning of lessons and also to know how and when to use them during lesson presentation.

Regarding the principle of *systematisation and order* Van der Stoep and Louw (1981:58-59) maintain: "Sistematiek en ordening dui in die eerste instansie op die onderwyser en die kwaliteit van sy optrede in die klas; in hierdie opsig dui sistematiek op die onderwyser se houding en ordening op sy vaardigheid." Thus, to prepare for a successful didactic situation the Northern Sotho lecturer must be systematic and orderly in his planning. Systematisation and order ensures that there will be no "aimless teaching, careless designs, inaccurate evaluation and listless participation by the children" (Van der Stoep and Louw, 1984:64).

With regard to systematisation and order Van der Stoep (1969:42) contends: "Hierdie twee sake word gesamentlik as didaktiese beginsels aan die orde

gestel as aangeleentheid van houding (sistematiek) en aangeleentheid van vaardigheid (ordening)."

*Surveyability* means that the Northern Sotho lecturer must be able to give a surveyable (objective) account of the teaching situation he has prepared and put into motion. The student teacher must also achieve a surveyable command of the content (Van der Stoep and Louw, 1984:64). In this sense surveyability refers to an objective view of the entire didactic situation. Against this background, surveyability concerning the teaching situation is a necessity for effective preparation and meaningful reflection. If the student teacher does not have an objective view of the content, he cannot experience it as meaningful.

With regard to surveyability Van der Stoep (1969:43) maintains: "Wanneer daar geen sprake is van 'n oorsig oor die totaal van 'n situasie van didaktiese aard nie, beteken dit dat die moontlike herhaling van so 'n situasie heel moeilik word. Oorsigtelikheid is egter alleen moontlik indien die didaktikus self vooraf en daarna rekenskap kan gee van die geheel van die gebeure wat hy in aansyn wil roep."

Fraser *et al.* (1990:67) maintain that "... the purpose of *control* as one of the principles of the didactic situation is to monitor the sequence and progress of the didactic events." When dealing with didactic categories and criteria it becomes evident that control is important in the teaching situation. It is actually considered to be fundamental in the effective accompaniment of the student teacher by means of Northern Sotho learning content towards becoming a responsible Northern Sotho teacher.

"Without control, there can be no accounting for teaching activities. Without control there is no evaluation or basis to identify the child's (student teacher's - author's addition) problems in the learning situation. Furthermore, without control the teacher (Northern Sotho lecturer - author's addition) cannot critically assess his teaching activities" (Van der Stoep and Louw, 1984:64-65). If there is no control it implies that teaching will carry on without criticism and therefore without accountability.

Control is an essential component of the assistance given to student teachers by Northern Sotho lecturers. No student teacher should be left to his own devices when he is in the process of mastering new learning content. Fraser *et al.* (1990:68) emphasise that "... progress should be monitored on a regular basis so that the teacher (Northern Sotho lecturer - author's addition) can intervene immediately to provide corrective teaching and thus to change behaviour." Therefore, the Northern Sotho lecturer cannot do without control.

#### 2.4.5 Content

Content has often been mentioned in passing when describing various aspects of teaching in the foregoing paragraphs. It is evident that content is an essential didactic matter which should always be kept in mind when didactic issues are taken into account (Van der Stoep and Louw, 1984:101).

The normative nature of content is universal whilst the particular content is culturally determined (Louw *et al.*, 1983:28). With regard to culturally determined content Duminy (1968:14) writes: "Basically it consists of knowledge concerning the cultural possessions of the group concerned. It represents a crystallisation of that which is considered valuable enough to transfer to the next generation."

When taking content into consideration the question that can be asked is: What could be the origin of content which ultimately forms the teaching-learning content in the didactic situation? To answer this question briefly Van der Stoep and Louw (1984:102) agree with Louw (1991:88) as well as with Louw *et al.* (1983:29) that the content originates from the living world in which man exists (nature) and from his view of life and the world (culture).

According to Louw (1991:88) nature and culture are the two basic categories of the living world and that each consists of a number of categories. For example, nature is composed of animate (living) organisms (such as plants, animals, man) and inanimate objects (such as wind and rain). On the other hand culture is a particular expression of man's



relationship with his living world and, therefore, there is a difference from one cultural group to another and this can be seen in "... differences of religion, view of the world, language, political systems, architecture and judicial systems" (Louw, 1991:89). In the light of the foregoing discussion it becomes clear that nature and culture are the origin of content.

#### **2.4.5.1 Selection of content**

The learning content that has to be presented in the didactical situation should always be selected from the living world (Stuart *et al.*, 1985:18). In line with this the designers of particular subject curriculum select content which is then exposed to the learner. Fraser *et al.* (1990:119) are of the opinion that there are a number of criteria that have to be applied when selecting Northern Sotho content. A few of these criteria are: applicability, validity and significance.

#### **2.4.5.2 Arrangement or ordering of content**

Each syllabus demands that the teacher should have a thorough knowledge of the subject themes. He is required to analyse each theme to determine the main ideas. He has to arrange these key ideas in a specific order to ensure that they are unlocked in an efficient manner. Well arranged and ordered learning content helps the learner to find direction and he will be challenged to be actively involved in the teaching situation. Content which has not been well arranged tend to confuse the learner and lead to loss of interest.

#### **2.4.5.3 Content in terms of Northern Sotho at colleges of education**

The content that is exposed for the student teacher at a college of education is life content from the life world of the student teacher and that of his parents. It is the Northern Sotho that the student teacher and the lecturer speak.

The content that has to be learned is prescribed by the syllabuses. This content "... must not be outdated, it must be a representative portion of the total knowledge pool of the subject discipline involved (Northern

Sotho) and lead to meaningful learning experience" (Nokaneng, 1989:4). It is the task of the Northern Sotho lecturer to unfold the meaning of the content for the student teacher. On the other hand it is the responsibility of the student teacher also to discover meaning in the content.

The content should meet certain criteria in order to be regarded as part of the Northern Sotho subject curriculum and these criteria have been mentioned in paragraph 2.4.3. It should be realised that the Northern Sotho content presented to the student teacher at a college of education has to reflect the spontaneous, unscientific living world as accurately as possible (Van der Stoep and Louw, 1984:45). The form of teaching Northern Sotho will now receive attention in the paragraphs that follow.

#### **2.4.6 The form of teaching Northern Sotho**

There are four forms of expression which are elevated to didactic ground forms because they make teaching and learning possible (Louw *et al.*, 1983:33). These forms are conversation, play, example and setting tasks. They are used by the Northern Sotho lecturer (teacher) to expose norms and general cultural content and the student teacher learns by communicating, by imitation and by performing set tasks.

With regard to life forms Louw (1991:41) emphasise: "These four life forms are therefore described as didactical ground forms because they initiate, direct and enliven teaching and learning. Just as teaching content has its origin in the living content (living world) so didactical ground forms have their origin in life forms."

The didactic ground forms can be used to classify methods of teaching. For instance, the question and answer method, the narrative method and the class discussion method can be classified under the conversation ground form; play as the ground form includes the experimental method, the demonstration method and the dramatisation method; the exemplaric method, the project method and demonstration method can be classified under the example ground form. The setting of tasks ground form includes the exemplaric method, the project method and the self study method.

It is important to note that even if these didactic ground forms can be distinguished, it is not possible to separate them. This implies that in the teaching of Northern Sotho there should always be harmony between what is taught (content) and the manner of teaching it (form). The didactic ground forms are subsequently discussed.

#### 2.4.6.1 *Play*

According to Stuart *et al.* (1985:66) play is a natural way for the pupil to encounter reality and get to know it. It implies that play is a means through which the student teacher becomes involved in his life world. "Deur spel vertel die kind sy eie verhaal aan die volwassene wat wil luister" (Smit and Killian, 1973:82). Therefore the student teacher can use play in all its variations to learn the Northern Sotho content.

The play activities give the student teacher the opportunity to communicate with his Northern Sotho lecturer during the teaching situation. In this communication the lecturer accompanies the student teacher to enable him to experience the learning content as meaningful. It is for this reason that Van der Stoep (1968:261) maintains: "In die spel vereenvoudig die kind die wêreld van die volwassene tot 'n hanteerbare wêreld waarin hy homself veilig voel."

Engelbrecht *et al.* (1984:53) maintain that play is the most natural and real way in which a student teacher attaches meaning to things and events. In this regard through play the student teacher comes into contact with the Northern Sotho learning content and forms a particular relationship with it. In other words he attaches a certain meaning to the learning content. "Without play as a life form, the relationship with aspects of reality would remain diffuse because they would remain utterly strange to him" (Nokaneng, 1974:83).

Through play activities the teacher in the classroom will guide the student teacher to orientate him in the meaningful teacher world. It means that play offers the possibility of designing teaching in which the learning activity can be realised and where the spontaneous learning of the student teacher can be directed effectively.

Play is essential throughout the life of the lecturer and the student teacher. In this regard Stuart *et al.* explain that "... all man's activities reaffirm the fact that he is a being who plays and from whose life play is never really absent" (Stuart *et al.*, 1985:67). Therefore it is possible that all areas of knowledge in Northern Sotho as well as in the lives of the lecturer and the student teacher can be learnt by means of some form of play.

The Northern Sotho lecturer has to evaluate the play activities of the student teacher. If his level of achievement does not meet the expected standard, then the situation is repeated until the required level of performance is reached. In this sense Van der Stoep *et al.* (1973:130) maintain that play develops insight, skill and judgement which can be traced back to previous playing situations.

#### **2.4.6.2 Conversation**

A meeting between two or more persons such as between Northern Sotho lecturer and student teacher, presupposes conversation. It has "... it's origin in the fact that the human being is the only being which possesses language" (Van der Stoep *et al.*, 1984:79). By means of language the Northern Sotho lecturer and the student teacher can be engaged in a conversation. They can express their experiences and feelings by making use of a language such as Northern Sotho.

According to Nokaneng (1974:84) "... language and conversation are essential when giving meaning to reality with the result that conversation and language are forms in which the conscious achievements will reveal itself." This implies that the mastery of language by the student teacher is important because he is enabled to attach meaning to the Northern Sotho content. His knowledge is increased by mastery of language because he can give "... order to things, repeat activities, recognise objects and activities, ... and organise various aspects into a whole" (Van der Stoep *et al.*, 1984:80) To be able to carry out this task the student teacher has to be able to give meaning to the learning content.

Thought always figures in didactic conversation. Snyman (1979:113) maintains: "Denke ... het 'n noue verband met taal en ook hier ondersteun die taal die denke in die sin dat die taal die boustene vorm vir die gedagtes wat uitgespreek word in die gesprek." This implies that by involving the student teacher in the discussion his thinking ability increases.

#### 2.4.6.3 Example

In the primary education situation, the use of the example enables the parent to explain the learning content because the example supplies facts that can be analysed. In this situation the Northern Sotho lecturer uses the example in order to demonstrate something for the student teacher. In this sense, the example is "... valid for normal teaching to the extent that a very large proportion of the teaching offered in the classroom is done by means of the exemplar as ground-form" (Van der Stoep and Louw, 1984:83).

The Northern Sotho content is so vast and complex that it is not possible for the Northern Sotho lecturer to transfer the whole of it to the student teacher. In this regard Snyman (1979:128) writes: "In die leefwêreld is dit duidelik dat die werklikheid te groot is om dit so sonder meer vir die kind aan te bied. Die volwassene selekteer daarom dele of aspekte van die werklikheid wat na sy mening 'n geldige, verteenwoordigende struktuur het en wat hy dan as algemeen geldige aangeleentheid in sy opvoedings- en onderrig-situasies aanbied." In this sense the Northern Sotho lecturer uses the example with the aim of simplifying the content. Therefore, the example serves as the basis of understanding the essence of the Northern Sotho learning content.

Aspects of the learning content can be brought into the classroom in various ways such as concrete examples. "When use is made of this, the teacher obtains complete attention based on spontaneous interest. Direct experiences like this serve as building material to correct thinking" (Nokaneng, 1974:86). In line with this Stuart *et al.* (1985:65) assert that this type of example is usually used to help "... the child to attribute the same significance to a portion of reality as the adult in order to help the

child to establish a genuine world of significance and meaning for himself." Thus, when concrete examples are used, student teachers will be able to attach the correct significance to the learning content.

Another way of bringing aspects of learning into the teaching situation is by means of an example that takes the form of a representation. Examples of representation are pictures, drawings, signs and models. In this regard Nokaneng (1974:86) maintains: "To imitate direct experiences which for various reasons cannot be provided in the classroom, we must make use of these contrived experiences." The examples that take the form of representations can, just like concrete examples, enable the Northern Sotho student teacher to attach meaning to the learning content.

The example distinguishes itself from other didactic ground forms, namely, play, conversation and the setting of tasks (assignments). This fact is explained by Swart *et al.* as quoted by Satekge (1990:79): "Die eksemplaar onderskei hom duidelik van die ander grondvorms spel, gesprek en opdrag op grond van sy karakteristieke vorm. Die voorbeeld het te doen met die verhouding van die besondere tot die algemene en deur die feit dat dit eienskappe van 'n bepaalde kennisveld reflekteer, maak dit die algemene struktuur daarvan deurskoubaar."

#### **2.4.6.4 Assignment (Instruction)**

According to Fraser *et al.* (1990:137) "the aim of assignment is usually to generate some work." In line with this Engelbrecht *et al.* (1984:53) maintain that an assignment is "based on the fact that pupils also learn when they become familiar with the subject matter, that is, when they are dealing with it in an operative and obligatory way." This implies that in order for the student teacher to be familiar with the Northern Sotho learning content he has to be involved in some work.

As the student teacher works on the assignment he at the same time achieves mastery of the content. Therefore the learning activity of the student teacher is intertwined with work. In other words, the student teacher can be involved in a work situation after he has been instructed by the Northern Sotho lecturer to do so or out of his initiative. If the

student teacher realises that work given to him is a fruitful task then he becomes motivated or willing to work.

In order for the teaching of Northern Sotho to be effective, an assignment as a didactic ground form must be given the serious attention it deserves. To ensure that the learning content becomes accessible to the student teacher, the Northern Sotho lecturer has to subject the student teacher to various forms of the assignment such as projects, individual or group work, classwork, homework, experiments and investigations.

With regard to didactic ground forms Nokaneng (1974:88) maintains: "Ground forms constitute the basis of all teaching and learning methods, didactical principles, lesson planning as well as the basis of the didactic aids (media) and their meaningful use." These are important aspects in the training of Northern Sotho teachers and they are also vital components of the teaching model.

#### **2.4.7 The teaching model for Northern Sotho**

According to Brady (1985:7) the teaching model is a "... blue print which can be used to guide the preparation for and implementation of teaching. Any model selected for teaching will reflect in a dynamic way the values and perceptions of the selector." On the other hand, Hartley (1982:71) refers to a teaching model as a didactic perspective, a representation of a situation or an event relating to teaching and learning. In other words the teaching model for Northern Sotho directs the preparation for and implementation of teaching activities.

Louw (1991:51) maintains that "... all didactical theories culminate in a teaching learning model. The model naturally reflects the scientific preconceptions of the specific didactical theory. This consequence is only natural and logical because a teaching-learning model that does not reflect its theoretical origin is absurd and even irrelevant." This implies that didacticians undertake a theoretical description of the didactic phenomenon in order to arrive at a teaching model which will help the teaching model for Northern Sotho to improve the teaching and learning of Northern Sotho.

Another quotation also stresses this harmony: "Die onderwysmodel moet die oorspronklike harmonie tussen die verskillende didakties-pedagogies aspekte bewaar wat sowel die strukturele as die funksionele samehang insluit" (Louw *et al.*, 1983:39-40). These harmonies are important for effective teaching and learning of a subject such as Northern Sotho. This implies that everything which is regarded as important in the establishment of a didactic situation has to be reflected in the teaching model.

With regard to the teaching model Louw (1991:52) contends: "In the same sense that theory is not reality, so the teaching learning model is not reality: It is primarily a theoretical construct which grounds practise and which ensures its effective realisation, ... it provides the basis for an accountable practise." Therefore, the teaching model provides a point of departure for an accountable practise of teaching in, for example, Northern Sotho. Louw (1991:53) further argues: "Should the model not function in particular situations, the model is inadequate and must be revised and reconsidered by the theoretician."

The exposition of the teaching model is summarised by Louw "... 'n strukturele model of makrostruktuur wat die moontlikhede/riglyne bied waarvolgens die funksionele model ontwerp kan word, omdat die strukturele model al die komponente van die vormlike en didaktiese modaliteite bevat wat in die lesontwerp ter sake gaan wees" (Satekge, 1990:82). This clearly shows that the structural model for Northern Sotho has to be used in the design of a Northern Sotho lesson.

## 2.5 SUMMARY

In chapter two the relationship of the various aspects of the didactic theory as the framework of the successful teaching of Northern Sotho was exposed. The discussion in this chapter includes the necessity of a didactic theory with regard to the teaching of Northern Sotho, the relationship between didactics, subject didactics and orthodidactics, as well as the primary consequences for a didactic theory with regard to the teaching of Northern Sotho.



In order for Northern Sotho to be taught effectively at colleges of education, it is important that Northern Sotho lecturers have to be aware that education is actualised by teaching while the meaning of teaching is rooted in education. In other words, the exposition of the cultural values of Northern Sotho for the student teacher in the teaching situation becomes meaningful through teaching.

In the discussion the didactic categories that describe the teaching of Northern Sotho, the didactic criteria that evaluate the activities of teaching Northern Sotho, didactic principles that guide and direct the teaching of Northern Sotho, the learning content and the form of teaching Northern Sotho at colleges of education have been examined. An understanding of the meaning and structure of both theory and practise forms the meaningful and logical foundation for structuring the effective teaching of subjects such as Northern Sotho.

It is of great importance that Northern Sotho lecturers at colleges of education should strive to have a thorough knowledge of Northern Sotho teaching theory as "... student teaching today remains the most important aspect of most teacher education programmes" (Hoy and Rees, 1977:23). In order for student teachers to be trained effectively to teach Northern Sotho, it is vital that the findings of the didactic theory be implemented through Northern Sotho subject didactics.

In the following chapter attention will be given to the problems and strategies of teaching Northern Sotho at colleges of education.

## **CHAPTER THREE**

### **PROBLEMS AND STRATEGIES OF TEACHING NORTHERN SOTHO**

#### **3.1 INTRODUCTION**

At colleges of education Northern Sotho lecturers and student teachers encounter each other with the intention that the student teacher will learn to master the Northern Sotho content. The aid and support the Northern Sotho lecturer gives to the student teacher in the teaching and learning situation is not incidental. It is essentially systematic and planned. In his imparting of knowledge the Northern Sotho lecturer encounters a number of problems. For example, Masola (1989:112) indicates that the approach of teaching Northern Sotho at colleges of education presents a problem because it is that of a second or a third language.

The outdated ideas with regard to the teaching of Northern Sotho need to be eliminated and serious thought has to be given to that which should be discarded or preserved. Thus it is essential to investigate, identify and analyse the main issues that contribute to the unsatisfactory teaching of Northern Sotho at colleges of education.

In order for teaching to be effective at colleges of education it is essential for Northern Sotho lecturers to have a sound knowledge of the didactic theory as discussed in chapter two. It is equally important that teaching strategies should be used in the teaching of poetry, grammar and composition in Northern Sotho as first language.

#### **3.2 PROBLEMS OF TEACHING NORTHERN SOTHO**

##### **3.2.1 The problem of the lack of an accountable didactic theory for Northern Sotho**

The primary problem with regard to the teaching of Northern Sotho at colleges of education is the lack of an accountable didactic theory. This

means that there is no theoretical training which logically will culminate in sound practice in the classroom.

It is generally accepted that the gap between theory and practice has to be closed. At colleges of education this gap cannot be closed with regard to the teaching of Northern Sotho because the didactic theory still has to be formulated. It is in a context similar to this in which Satekge (1990:30) has observed that "... the didactical theoretical pattern does not ... assist the prospective teacher to implement theory successfully in the classroom." In the same vein Pelberg (1970:31) asserts: "In many cases student teachers do not see the exact relationship between the content of courses and the actual teaching in the classroom."

Knowledge and implementation of the Northern Sotho subject didactical theory in the classroom by lecturers will enable student teachers to see the connection between the Northern Sotho content (theory) and the actual teaching (practice). This does not occur in colleges of education because of the lack of an accountable didactic theory with regard to the teaching of Northern Sotho.

As has been mentioned in chapter two, a didactic theory is a radical consideration, explanation and systematic description of teaching. Therefore the lack of an accountable didactic theory for the teaching of Northern Sotho at colleges of education presents a serious problem. A didactic theory will guide Northern Sotho lecturers to new insights into the teaching of Northern Sotho. It explains Northern Sotho phenomena and as such provides direction. It increases the learning effectiveness of a student teacher because it provides consistency that helps to overcome the immediate classroom problems. Since a didactic theory has not been formulated it implies that the Northern Sotho lecturers at colleges of education do not have the direction and guidelines that will bring about effective teaching.

### **3.2.2 Problems concerning Northern Sotho content**

Content refers to "... the knowledge, skills, attitudes and values to be learned" (Nicholls and Nicholls, 1972:48). In other words "... everything that is taught ... is called subject matter (learning content). Basically it

consists of knowledge concerning the cultural possessions of the group concerned" (Duminy, 1968:14). The implication is that what the Northern Sotho lecturers teach is Northern Sotho content. Both the lecturer and student must be actively involved in the content. The lecturer must introduce the content, expose it, explain it and the student must understand the content, apply it, use it and appreciate it (Louw, 1991:40). The unfolding of Northern Sotho content at colleges of education is not without problems. To have insight into these problems a brief discussion of the Secondary Teachers' diploma syllabuses for African Languages is undertaken.

Masola (1989:2) states that in order with the changes and improvements in the primary and secondary school syllabuses, the Secondary Teachers' Diploma syllabuses for African Languages have been revised but colleges of education have been slow to adapt accordingly. This creates a problem because these syllabuses are not in harmony with the secondary school syllabuses for Northern Sotho.

### ***3.2.2.1 The problem connected to aims and objectives of the syllabuses***

The Secondary Teachers' Diploma syllabuses for African Languages at colleges of education are vague in terms of aims and the learning content. Snyman (1986:2) confirms the vagueness of the syllabuses when saying that: "... various individuals suggested that the syllabus was too vague and that a more detailed specification was needed." The vagueness of the syllabuses allows Northern Sotho lecturers and textbook writers a lot of room in their presentation of the subject matter. "With a more detailed syllabus stipulating the subject matter ... there is no scope for a haphazard teaching programme" (Serote and Nokaneng, 1991:11). The detailed syllabus will compel both Northern Sotho lecturers and student teachers to be prepared in order to cope with the detailed demands.

The African Languages syllabuses for colleges of education do not have the objectives that stipulate details of the learning content in respect of the smallest subsections. Objectives will enable the Northern Sotho lecturer "... to select the best method" (Stuart *et al.*, 1985:37). A well formulated objective can be used as a criterion to evaluate both student teachers and Northern Sotho lecturers.

In this regard Nokaneng (1986:142) maintains: "... objectives are often used to inform students what is required of them as a result of instruction" (1986:142). Since objectives have not been formulated and stated with regard to every small section of the syllabuses, Northern Sotho lecturers tend to pay lip service to teaching objectives. In this regard Kouraogo (1987:172) maintains "... unclear and unrealistic objectives confuse both the lecturer and the student teacher."

### ***3.2.2.2 The problem of the language used in the syllabuses***

The Northern Sotho content which is prescribed for student teachers at colleges of education is written in English. Northern Sotho lecturers have to be engaged in translations before teaching can start. This is a problem because, as Masola (1989:112) maintains, "... most of the concepts are foreign and cannot be found in Northern Sotho dictionaries." When viewing translations from a cultural and a linguistic perspective it is realised that the translator (Northern Sotho lecturer - author's addition) risks "... betraying the spirit of the original, the art of the author" (Godwin, 1991:112). In this regard Webb (1986:155) poses the question that if the concepts one encounters at college are foreign and the terms that symbolise them meaningless, how will the student teacher develop insight?

It is generally accepted that "... a society's language forms part of its culture" (Kaschula, 1989:100). Therefore since the Northern Sotho content for colleges of education is written in English, then the English culture is in a way brought into the Northern Sotho culture. This problem can be solved by teaching Northern Sotho through the medium of Northern Sotho.

### ***3.2.2.3 The problem of the general syllabuses***

Lecturers for all African Languages that are taught at colleges of education in the Republic of South Africa use general syllabuses. There is the need for individualised syllabuses which would be more specific and meaningful. In this regard Mnisi (1985:128) advises: "Vernaculars should cease to be clustered as though they are one language because every language is peculiar to its own culture." Within the same context Ramone

(1973:11) maintains that language is a means through which "... the culture of a people is expressed." Since Northern Sotho lecturers use general syllabuses, it means that the peculiarity of each African Language is ignored.

### **3.2.3 Problems related to the form of teaching Northern Sotho**

The didactic ground forms are the ways or manners by means of which the content is exposed for the learner (Smit and Killian, 1973:79). Therefore it is not possible to expose content without form. This fact is illustrated by Van der Stoep *et al.* (1973:63): "... die funksie van die vorm is om leerstof of inhoud op so 'n wyse in die lessituasie te voorskyn te bring dat dit spreek tot die leerlinge se weetgierigheid en hulle motiveer om lerend deel daaraan te hê."

The ways or manners by means of which the Northern Sotho content is unlocked for student teachers are associated with numerous problems. Problems connected with form will, therefore, receive attention.

#### **3.2.3.1 *The problem of the approach***

The approach used in the teaching of African Languages is the one used in the teaching of a second or third language (Mnisi, 1985:124). Masenya (1991:151-152) agrees: "For a long time teachers followed the second language and third language approaches in the teaching of Northern Sotho." The example of the first people who took part in the teaching of Northern Sotho was followed. These were mainly English and Afrikaans-speaking teachers. In this regard Suzman and Herbert (1991:22) maintain that "... teaching should be in the vernacular."

The actual teaching of Northern Sotho in colleges of education is conducted with the use of ideas formulated in a second or foreign language. It is not a simple task to express the ideas of one language through the methods of another. Consequently the Northern Sotho lecturer fails to express himself adequately in his mother tongue because he is constantly engaged in translating from the second or foreign language to the home language.

Masola (1989:112) indicates that "... most universities offer Northern Sotho through the medium of English. The students themselves are expected to coin their own concepts in order to teach the subject through the medium of Northern Sotho." This means that college lecturers who studied at some universities have been trained through the methods of a second or foreign language and they employ these methods in their teaching. Further it implies that the methods of teaching and learning Northern Sotho are based on erroneous principles. The result is that the teaching of this language has proved itself to be singularly ineffective.

### ***3.2.3.2 Microteaching and associated problems***

The prefix 'micro' is a Greek word which means 'small' (Satekge, 1990:206). It is for this reason that Brown (1975:14) defines microteaching as a "... scaled down teaching encounter designed to develop new skills and refine old ones." In line with this McFarlane (1981:86) states that microteaching reduces the complexity and scope of classroom components such as "... the numbers of pupils and length of lessons, and by providing trainees with information about their performance immediately after completion of their lesson." Allen and Eve (1968:181) agree: "Microteaching is a system of controlled practice that makes it possible to focus on specific teaching behaviours and to practise the teaching under controlled conditions." This implies that the primary objective of microteaching is to simplify the otherwise complete and complex situation of instruction.

It is accepted that microteaching was first introduced at the University of Stanford in California in 1963. The university was faced with the problem of preparing students to assume teaching responsibilities. A group of lecturers at the university, of whom D. Allen and Frederick J. McDonald were prominent, found that microteaching would be the solution to their problem (Turney, 1973:1). The technique of microteaching can also be used to solve the problem of effective teaching in Northern Sotho.

The general literature on microteaching supports its use in teacher education. According to Soobiah (1981:55) many studies have indicated that attitudes towards microteaching are positive and that this technique is effective in teacher training programmes. A sample of studies that

emphasise the effectiveness and the positive attitude towards this technique is reviewed below.

With regard to the effectiveness of microteaching Legge and Asper, as quoted by Soobiah (1981:56) "... found that a group of elementary student teachers who had undergone a fourteen week microteaching programme performed significantly better than a control group which followed a conventional in-school experience programme." Therefore it can be said that this technique is effective in that the experimental group performed significantly better than the control group. The fact that microteaching is effective is evidenced in several studies which cannot all be discussed in this investigation.

Soobiah (1981:59) continues to argue: "That there exist research studies which have found negative results as regards ... microteaching is not disclaimed. Since studies which report negative results are comparatively fewer than those reporting positive results, the emphasis in reviewing research has been directed to the latter." Attention is now focused on teaching skills.

Engelbrecht (1984:144) mentions that microteaching is based on the idea that teaching which is effective is related to the correct application of several teaching skills. In line with this Soobiah (1981:79) maintains: "... technical skills are specified instructional techniques and procedures that a teacher may use in the classroom. They represent an analysis of the teaching process with relatively discrete components that can be used in different combinations in the continuous flow of the teacher's performance." This definition leads to the reasons why skills are regarded as essential in microteaching programmes. Soobiah (1981:80) presents the main reasons:

Firstly, it is much easier for the teacher to incorporate a behaviourally defined technical skill into his classroom behaviour. Secondly, using behaviourally defined skills makes it much easier to derive objective, reliable measures of changes in teacher behaviour.



Finally, working with teaching skills, researchers can conduct more meaningful investigations of the relationship between lecturer performance and the student teacher's learning.

Koekemoer (1987:36) maintains that teaching skills include the skill of planning a lesson, set induction, clarity of explanation, variation, illustration with examples, questioning, class communication, effective attending behaviour, sensitivity to feedback, effective teacher response, sound reinforcement and the skill of closure. These skills are discussed in the following paragraphs.

The *skill of planning a lesson* involves the ability of the Northern Sotho lecturer to select and reduce the learning content. In this case the student teacher's level of mental advancement has to be taken into account. The teaching objectives should also be considered when planning a lesson in order to form a strategy for teaching. It is necessary to determine whether these procedures are functional or not (Perrot, 1984:12).

The *skill of set induction* is a pre-instructional procedure that precedes learning activity. It has an influence on the results of the learning activity. The function of set induction is "... to focus the students' attention on what is to be learned by gaining their interest, to provide a smooth transition from known or already covered material to unknown material, to provide a structure or framework for the lesson and to give meaning to a new concept or principle" (Perrot, 1984:21).

With regard to the *skill of clarity of explanation*, Bellack, as quoted by Perrot (1984:33) writes: "To explain is to relate an object, event, action or state of affairs; or to show the relation between an event or state of affairs and a principle or generalisation; or to show relationships between principles or generalisations." This implies that by explaining the Northern Sotho content it becomes possible for the student teacher to attach meaning to the exposed content.

The Northern Sotho lecturer's clarity determines the extend to which the student teacher will understand the content. That is why Nduna (1988:85) maintains that "... clarity or lack of clarity has a major influence on the

effectiveness of teaching and learning in the classroom." Therefore clarity of explanation is essential in teaching.

The *skill of variation* implies that the Northern Sotho lecturer has to use a variety of teaching methods to cater for individual differences of student teachers. It means that the Northern Sotho lecturer "... should vary the pitch of his voice, his movements, his use of teaching media ..." (Satekge, 1990:209). This skill is particularly important when student teachers become restless or bored. Variations in classroom activities enable student teachers to have an increased interest in the learning content.

An effective use of the *skill of illustration with examples* implies that the Northern Sotho lecturer uses examples in his teaching in such a way that the learning content is placed within the student teacher's realm of understanding. According to Satekge (1990:209) "... it is essential that student teachers be trained to select suitable examples that will aid them to elucidate aspects of the learning content effectively."

The *skill of questioning* is generally associated with teaching competence. The Northern Sotho lecturer makes use of questions to check the effective-ness of his teaching. Questioning is a skill that has to be mastered by every classroom teacher. This skill is applied in the actualisation of pre-knowledge, in emphasising the most important aspects of the learning content and in thought provoking (Satekge, 1990:210). In this regard Carlsen (1991:165) maintains: "It seems plausible that teachers who ask challenging questions encourage their student to think at a higher level than do teachers who only ask rote memory questions."

The *skill of communication* is essential for effective teaching and learning. This implies that the Northern Sotho lecturer has to be capable of effective communication. If the lecturer is not good in communication, he may not succeed in enabling the student teacher to experience the content as meaningful. Communication as a skill can be improved. Bolton (1979:25) mentions that there are three qualities that improve communication and these are genuineness, non-possessive love and empathy.

From the preceding paragraph it can be deduced that communication in the teaching of Northern Sotho means the establishment of mutual trust and openness between the Northern Sotho lecturer and the student teacher; the arousal of student teacher's interest in the learning content and the creation of mutual willingness to listen to each other.

According to Perrot (1984:93) the *skill of effective attending behaviour* promotes interest and learning in class; encourages communication between the lecturer and student teachers and also between student teachers themselves; it improves participation of the whole class; it keeps student teachers occupied and prevents them from becoming bored.

The Northern Sotho lecturer should use verbal and non-verbal cues to enable the student teachers to develop effective attending behaviour. Non-verbal cues include eye-contact, facial expressions and body movements which convey some form of body language. Verbal cues include the reaction by the teacher indicating approval or disapproval of the pronouncements made by the student (Satekge, 1990:211).

The *skill of sensitivity to feedback* enables the lecturer to evaluate the effectiveness of his teaching and also to determine the quality of student teacher's understanding (White, 1983:74). Feedback enables the Northern Sotho lecturer to decide whether certain teaching situations have to be repeated or not. It implies that the lecturer and student teachers should listen carefully to each other's responses and evaluate the answers given.

The *skill of reinforcement* is described by Perrot (1984:98) as the reward given to a student for desirable behaviour. Reinforcement can either be non-verbal or verbal. Verbal reinforcement can be in the form of a word or a phrase which aims at changing behaviour to enable the student to develop confidence and a positive self-image. Non-verbal reinforcement refers to physical messages conveyed by lecturers through cues such as eye-contact, facial expressions and body position. It is therefore important for the Northern Sotho lecturer to know when to apply the various types of reinforcement.

The *skill of closure* indicates when a specific lesson has to be ended or what is to be revised in the lesson that has been presented (Satekge,

1990:213). In this sense it is essential to decide on the amount of time to be spent on each step of the lesson and how much time should be left for closure. The skill of closure helps the student teacher to recall the major points of the Northern Sotho lesson.

According to Morrison and McIntyre (1972:48) teaching skills "... represent an analysis of the teaching process with relatively discrete combinations in the continuous flow of the teacher's performance." In this regard it is important that Northern Sotho student teachers should not only know these skills but they are also expected to know how to integrate them into a meaningful and goal-directed activity.

Turney (1973:85) mentions that microteaching should not be regarded as an isolated entity in teacher training programmes. There should be strong links between microteaching and teaching practice if the acquired skills are to be effectively transferred to the normal classroom situation. In this regard Soobiah (1981:87) states that there is a successful transfer of a skill mastered in a microteaching setting to the real classroom situation and that the issue of transferability in microteaching context has not been intensively explored. In this regard Soobiah (1981:87) quotes Peterson: "One area of research regarding the microteaching paradigm which has been completely neglected is the integration of microteaching into a total preservice field experience program where assessment is made in terms of teacher behaviour in the actual classroom environment." This implies that those institutions which use microteaching in their programmes of teacher education, such as colleges of education, should conduct research within the context of their own circumstances in order to assess the effectiveness of their programmes and then transfer effects from the microteaching situation to the classroom situation.

Regardless of research-based arguments that microteaching is an effective technique in teacher education programmes, Turney (1973:71-74) identified a number of problems after analysing the information obtained from questionnaires that were completed by teacher training institutions. These problems could equally apply to the implementation of microteaching in Northern Sotho at colleges of education. Some of these problems are highlighted below.

The *large numbers of students* enrolled in teacher training institutions presented a problem; and that several institutions were faced with the task of planning and organising microteaching experience for many student teachers and that the following problem was highlighted: "The logistics of setting up a microteaching programme with several hundred students are very complicated and very costly in terms of staff, time and resources."

An *insufficient number of equipment* such as television sets made it impossible to introduce microteaching as extensively and as adequately as was desired. This was seen as a problem by ten institutions. In eight institutions poor quality and unreliable equipment created problems. Five institutions encountered problems related to the maintenance and repair of equipment. Another five institutions mentioned specific problems in connection with lighting and sound systems.

An *insufficient number of rooms* that were suitable for microteaching practice and replay-discussion groups was seen as a problem. Seven institutions that conducted microteaching in the neighbouring schools complained of noise problems from classrooms and playgrounds.

No institution reported problems in using pupils in the actual micro-teaching setting. Four institutions were faced with *the problem of gaining access to a sufficient number of pupils in a sufficient number of schools*. Two institutions reported that they failed to get pupils from schools because of the negative attitudes or lack of co-operation from schools. One institution had the problem of gaining access to pupils except at the limited times decided by the school authorities. At another institution pupils could be used only after school hours. Three institutions encountered the problem of transporting pupils to their campuses.

The *lack of adequate number of technical staff* to maintain and set up microteaching equipment created problems in fourteen institutions. There was an insufficient number of skilled and interested supervisory staff to organise microteaching experiences for large numbers of student teachers. The need for special training of supervisory staff was expressed by six institutions.

Several institutions reported that very few students indicated resentment towards microteaching. Two other institutions expressed the difficulty of bringing microteaching to students who need it most and who could benefit from this technique. This means that *the selection of students was seen as a problem*.

Twelve institutions reported *the difficulty of making sufficient time available* for the full use of microteaching. The introduction of microteaching was not easy because of the crowded timetabling of other subjects. Thirteen institutions had to omit the reteach session and the time normally spent on modelling and feedback was cut down as a result of insufficient time.

All the institutions were faced with *the difficulty of suitable reference materials*. Nine institutions reported the need for more research evidence. Eight others wanted guidance on how microteaching could be implemented.

The afore-mentioned problems will have to be accepted or rejected by Northern Sotho lecturers at colleges of education. Their opinions in this regard will be recorded in chapter four. Teaching practice and related problems are the next aspects to be discussed.

### **3.2.3.3 Teaching practice and related problems**

Teaching practice refers to the "... presentation of practice lessons and all aspects related to it. The concepts *teaching* and *practice* are the main features of this section" (Satekge, 1990:215). The expressions 'practical teaching', 'practice teaching' and 'teaching practice' are found in didactic literature. In this study the expression 'teaching practice' will be used.

The term 'teaching' has been described in chapter one (1.2.2.1). Several meanings are attached to the concept 'practice'. For instance, Soobiah (1981:35) maintains that "... practice can refer ... to successive attempts to gain proficiency in a learning skill; it can also mean ... practice to gain proficiency in a skill together with understanding and critical judgement." The latter meaning of the term 'practice' is preferred for this investigation.

McFarlane (1981:92) describes teaching practice as what student teachers do when they go to schools to teach groups of children for limited periods of time under the professional guidance of the regular teachers and of college teachers.

Van Eeden (1969:41) defines teaching practice differently: "Onder 'praktiese onderwys' word verstaan alle kontak met kinders, jong mense en volwassenes in die skool, deur middel van gerigte waarneming van en deelneem aan werklike onderwys, wat direk bydra tot die doeltreffender opleiding van die student-onderwyser, veral deur 'n beter begrip van die onderwysleerlinghandelinge en van kommunikasie met die individu, in dié besondere geval met die leerling." With regard to teaching practice Botha (1987:16) adds: "... every year thousands of students from colleges of education ... are placed in schools ... to complete the practical aspect of their teacher training." Therefore teaching practice affords the student teacher the opportunity of practising the art of teaching.

To be able to have an understanding of what teaching practice is, it is important to identify its aims. Botha (1987:16) maintains that the aim of teaching practice can be defined as "... an attempt and an opportunity to give students a taste of reality to experience the situation that they will be confronted with when they enter ... the classroom." In addition to this aim Stones and Morris (1972:16-20) regard the following aims as important:

- To provide the student with an opportunity of establishing an appropriate teacher-pupil relationship.
- To provide the student with an opportunity for theory to be applied in the practical situation and to assist him, where necessary, to make the difficult discrimination between inappropriate theory and the adequate implementation of a theory.
- To provide an opportunity for evaluating the student's potential as a teacher and his suitability for the teaching profession.
- To provide the student with an experience of success in the teaching situation so that he acquires confidence.

- To provide an opportunity in the practical teaching situation for the extension and deepening of the student's self-knowledge.
- To provide the student with practical experience in schools which will reveal some of the problems of discipline and enable him to develop personal methods of control.
- To provide the student teacher with opportunities or developing powers of organisation.
- To provide an opportunity for the student to develop and display qualities of adaptability and sensitivity appropriate to the school situation.
- To provide the student teacher with an opportunity of becoming part of the school community, familiarising himself with its practices and entering appropriate professional relationships with its adult members, the most significant of which is his relationship with the class or subject matter.
- To provide for the interchange of ideas and methods between schools and college by college staff and students perceiving new ideas, materials and equipment into the schools.

Regarding *the importance of teaching practice* Van Eeden (1969:46) remarks: "Dit word as een van die belangrikste afdelings in die leerplan beskou en selfs dikwels as dié belangrikste, praktiese onderwys is die sleutel van die hele kursus. Aan alle inrigtings waar onderwysers opgelei word, vorm ervaring in praktiese onderwys 'n belangrike onderdeel van die opleiding." This implies that teaching practice could be regarded as the central core around which the teacher's training should be built.

Writers are of the opinion that teaching practice is an essential aspect of teacher programmes especially if it is correctly implemented. Johnson and Anderson (1971:4) emphasise: "The supervised teaching experience is the culmination of the preservice programme of future teachers."



White (1983:141) adds: "Teaching practice provides a wonderful opportunity to widen the range of teaching techniques and approaches you have observed and deepen your conceptual understanding of the professional skills involved." This implies that teaching practice affords the student teacher the opportunity of playing the role of a teacher and of tasting the actual teaching situation with all its problems and frustrations. As he is involved in teaching practice, the student teacher gains insight into "... the tradition, rules, regulations and the curriculum of the school" (Van Eeden, 1969:50). This aspect of teacher training is not without problems. Some of its problems will now be discussed.

Where teaching practice is implemented by sending student teachers to schools, *a problem for both lecturers and student teachers is created*. Teaching programmes at colleges of education and schools are disrupted: Botha (1987:16) agrees: "This has not only become evident from personal experience both as a student and as a teacher, but has been confirmed by interviewing teachers, students and pupils from all walks of life in the course of my research, and by observing the present situation." McFarlane (1981:103) argues along the same line: "Dit maak inbreuk op die werking van die skool terwyl dit ook ontwrigtend inwerk op die program van die dosente wat die verskillende skole moet besoek. Studente ervaar ook soms probleme met hierdie afdeling van hulle opleiding."

Several teachers passively reject teaching practice for the following reasons:

The valuable time for school teachers is wasted because work that has been taught by student teachers has to be taught again after their departure. Teachers do this because of their dissatisfaction with the methods used by student teachers.

The majority of pupils do not have much respect for student teachers because they do not see them as prospective teachers but just as learners like themselves. This comes about owing to the fact that student teachers will not take any decision with regard to their promotions at the end of the year.

Pupils find teaching practice unsettling. They need time to adjust to a new teacher and the period for teaching practice is too short (Botha, 1987: 16). MacFarlane (1981:103) concurs: "Die tydperk van praktiese onderwys is te kort."

The period of teaching practice is regarded by school teachers as the loss of actual teaching time which makes it difficult for them to complete the syllabuses timeously (Botha, 1987:16). Thus it can be mentioned that the period of teaching practice sometimes constitutes a problem for both teachers and pupils.

Regarding teaching practice McFarlane (1981:103) pertinently remarks: "Studente word nie presies ingelig oor die doelstellings van die proef-onderwys nie. Die onderwysers aan wie se sorg studente toevertrou word, weet nie altyd wat van hulle verwag word nie." This is especially true with regard to inexperienced lecturers. Botha (1987:17) agrees: "In many cases students do not receive proper guidance during teaching practice. Students are made to feel unwelcome at schools and are often treated as intruders." Therefore, it is evident that teaching practice can be associated with a number of problems. At this stage the problem associated with method textbooks will be discussed.

#### ***3.2.3.4 The problem associated with method textbooks***

The content and method textbooks used at colleges of education at present are very few. This limits the scope of reference for lecturers and student teachers. According to Masebenza (1985:5), lecturers in most cases use second or third language textbooks in their teaching of a first language and he expresses the following opinion: "Language teachers in colleges of education voice the difficulty of teaching language method for the first language using material for the second language." This implies that the first language is taught as though it is a second language because second language textbooks are used. Masola (1989:186) holds the same viewpoint: "The lecturers for Northern Sotho in most cases recommend English books ... as reference for use by the student teachers due to lack of suitable textbooks for the subject."

At present there is only one known method textbook, written by Mphahlele, Ramushu and Legodi (1981) which is entitled "Ithute go ruta Sesotho sa Leboa." With regard to textbooks Odendaal (1986:19) has observed: "Probleme rondom teksboeke is van velerlei aard. Eerstens het min leerlinge die voorgeskrewe teksboeke." In line with this the following questions can be asked: Do all student teachers have prescribed textbooks and setworks? Are the textbooks based on the syllabuses? The problem of standardisation will subsequently be discussed.

### 3.2.4 The problem concerning standardisation

Northern Sotho generally lacks the standard terminology which can be used by writers and those who are concerned with language teaching and learning. In this regard Serote and Nokaneng (1991:20) emphasise that one of the most important requirements that Northern Sotho as a language has to satisfy is its written form ... the written form must be sufficiently standardised to facilitate the teacher's, student teachers' and examiner's tasks.

In the light of the foregoing it becomes evident that the use of unstandardised terminology creates teaching and learning problems. The many dialects found in the Northern Sotho language are the source of this problem. This means that the use of unstandardised language (i.e. a dialect) and terms results in the loss of marks by student teachers (Serote and Nokaneng, 1991:20).

With regard to the problem of standardisation Masola (1989:114) advises: "One major problem in the teaching of Northern Sotho is created by terminology. Concept formation in Northern Sotho varies from one author to the other."

The problem of standardisation can be illustrated by means of examples taken from the grammar books that are being used at present. In the grammar book "Segageso Mphato 8" Nokaneng and Louwrens (1986) refer to alveolarisation in Northern Sotho as "thinifatso". On the other hand Grobler and Kotsane (1986) refer to alveolarisation as "morinifatso" in their grammar book "Mahube a Sesotho sa Lebowa Mphato wa 8".

Several writers use different words in their reference to the concept "phonology". Nokaneng and Louwrens (1986) in "Segageso" refer to it as "fonolotsi", Serudu, Masola and Mogale (1986) in "Sesotho sa Lebowa sa Mahlahla" use "phetogo ya medumo", Ziervogel and Mokgokong (1975) in "Groot Noord Sotho Woordeboek" use "popomedumo", "fonolotsi" or "thutapomedumo".

The examples given in the foregoing paragraph illustrate the fact that writers use different words in referring to the same concepts. Ramone (1973:160) concurs: "The problem arises when grammarians use different terms to refer to the same part of speech or hold differing views on the nature of that particular part of speech."

Another problem is caused by the use of one term when referring to many concepts. This problem can be explained by using the example of the concept "seleng" (a ten cent piece). In this regard Makena explains that although the word "seleng" refers to a ten cent piece, it is also used to refer to money in general as it will be seen in the examples that follow: "Dinamune tse ke seleng ka e tee" (These oranges are sold at ten cents each), "Ke mmuseditse seleng yela a bego a nkadimile" (I refunded him the money that he had lent to me). According to Makena (1985:22) in the first example "seleng" refers to a ten cent piece, in the second example "seleng" refers to an unstipulated amount. Therefore it can be seen that "seleng" refers to different concepts, which leads to confusion.

The publication of the Northern Sotho Terminology and Orthography Number 4 is a major step forward because the problem of standardisation is solved to a great extent. The other problem to receive attention is that of attitude.

### **3.2.5 The problem of attitude towards Northern Sotho**

Masola (1989:149) has established that not all student teachers and lecturers have a positive attitude towards the content prescribed for Northern Sotho at colleges of education. Some feel that Northern Sotho is an inferior language (Mphahlele, Ramushu and Legodi, 1981:19). To support this point Awoniyi (1982:25) maintains: "There were instances when some

Africans educated in, say England, upon returning home after only two or three years, pretended that they could not understand their vernaculars any longer." This clearly indicates that the attitude towards African Languages and in particular Northern Sotho is not always positive.

According to Duminy (1980:38) people are of the opinion that African Languages do not possess the scientific and technical terminology necessary for use as the teaching medium at secondary and higher levels of education. Awoniyi (1982:25) argues along the same lines and points out that many Africans were made to understand that their languages were primitive and they could not be worthy of scientific analysis and study. Therefore many scholars began to have an inferiority complex and the attitude towards their own languages became negative.

It is generally accepted that African Languages do not provide a medium of communication with the rest of the world. In large areas of South Africa, an African Language is not recognised as one of the official languages (Duminy, 1980:38). These reasons make it possible for some Northern Sotho lecturers to have limited interest in this subject.

Malimabe (1991:5-6) argues that African Languages are not languages that give socio-economic mobility to the Africans as they are not used in business. Further, some Africans do not have the interest to learn an African Language, such as Northern Sotho, because it cannot provide them with opportunities to participate in the lucrative job market. African Languages are only domestic languages to the majority of their speakers and as such they are underrated.

According to Canham (1972:21) most people are convinced that a knowledge of English gives one a high social and economic standing in one's community. It is believed that the vernacular, such as Northern Sotho, is not necessary for one to attain a high social status. Further, it is believed that those who know an international language such as English, have unlimited opportunities of becoming great and successful. It is because of this reason that a negative attitude is adopted towards African Languages.

Several African parents are interested in their children learning English and any education that disregards this is regarded as a way to "... hold back Africans from advancement" (Helm, 1979:69). In this sense the mother tongue is relegated to a lower position.

Research findings indicate that some Northern Sotho lecturers in certain cases communicate with their student teachers and even with their colleagues in English or Afrikaans. The reason being that Northern Sotho is regarded as an inferior language (Masola, 1989:149).

Mnisi (1985:44) explains that language learning achievement is better in those languages that are favoured than in those that are not favoured. This means that if the attitude towards the language is not positive the overall achievement will be poor even if teaching is effective. Achievement will be high where both attitude and teaching promote meaningful learning.

According to Macdonald and Burroughs (1991:29-30) African Languages were regarded as inferior because of their association with Bantu Education. It was believed that learning in an African Language was something created to maintain inferiority. Macdonald and Burroughs (1991:30) further argue that "... although the state insisted that children learn in their first language, very little money went into developing suitable language courses, textbooks, dictionaries and written literature." This is one of the reasons which made Africans feel that their mother tongue was inferior. Attention is now focused on the problem of evaluation.

### **3.2.6 Evaluation and problems related to it**

Doll (1982:202) defines evaluation as a "... broad and continuous effort to enquire into the effect of utilising educational content and process according to clearly defined goals." This implies that as the Northern Sotho content is unlocked for the student teacher, evaluation becomes a logical consequence. Other authors concur with this view. "The problem of evaluation which includes testing, is well-known in teaching and no teaching is complete without it" (Nokaneng, 1986:21). Some of the

evaluation and testing methods in Northern Sotho are the simple recall test, the completion test, matching test, the multiple-choice test and examinations.

According to Wheeler (1967:267-268) evaluation "... includes not only the process of determining what the actual educational outcomes are and of comparing them with the expected outcomes, but it involves judgement about the nature and desirability of any demonstrated changes. Judgements of this kind obviously bear directly on educational objectives, but cannot be made until some assessment has been carried out." It thus becomes clear that evaluation of the teaching of Northern Sotho needs to be based on the set aims and objectives.

Gray (1974:100) states that evaluation provides feedback to each student teacher about his progress in the teaching and learning situation. Feedback is also provided to the Northern Sotho lecturer about the success of his teaching. "Feedback is an essential construct for instruction, and an understanding of the conditions for effective feedback should facilitate instructional practice" (Bangert-Drowns *et al.*, 1991:213). Therefore, it is essential that before the Northern Sotho lecturer can proceed to the next phase of the lesson, he should ensure by means of evaluation that his student teachers are ready for it. Although evaluation is essential in didactics it has its shortcomings.

Evaluation as well as conducting tests and examinations in Northern Sotho are the most common and everyday activities of the Northern Sotho lecturer. These activities are also "... the most complex and difficult of all his professional responsibilities" (Van der Stoep and Louw, 1984:228). The fact that evaluation, test and examination procedures are complex implies that they can be associated with a number of problems. Some of these problems are mentioned in the paragraphs below.

There is at present an intense criticism levelled against tests and examinations. These criticisms are directed towards all kinds of tests and examinations from the lowest to the highest levels of education. Van der Stoep and Louw (1984:230) summarise the reasons for criticising tests and examinations as follows:

- They encourage the over-emphasis of examination results;
- Pupils and student teachers do not learn to think; and
- They only memorise.

Awoniyi (1982:128) supports the afore-mentioned opinion and adds that very little teaching takes place because students are encouraged to memorise facts which they should remember when writing tests or examinations. In the same vein Henderson (1969:153) maintains that the writing of tests and examinations is sometimes regarded as the main aim of teaching.

Critics are of the opinion that tests and examinations should be done away with. At present nobody has come up with an alternative strategy that will replace tests and examinations. Instead modern technology has made important contributions to ensure that tests and examinations are reliable.

Subjectivity in evaluation has become a problem that concerns all evaluators. In this respect Borst (1991:166) writes: "Subjective judgements, too often result in vague generalities which are of little help in determining the fitness of a teacher candidate. Indeed, unless they are done with care, subjective evaluations can create a lot of uncertainty."

It is generally accepted that the subjective factor cannot be completely avoided in evaluation procedures. When the lecturer marks an essay answer, the assessment is bound to be subjective. Van der Stoep and Louw (1984:236) confirm this idea: "It hardly ever occurs that two examiners award the same marks for an essay because their own interpretations of the answer differ." This is particularly true with regard to the marking of essay answers in Northern Sotho at colleges of education. It is argued that there can be no real uniformity in the marking of essay answers because examiners do not have "... the same background, experience, philosophy or methods of interpreting and evaluating events" (Curzon, 1985:262). Curzon (1985:262) further states that it has been reported that in some experimental markings of essays, "... different marks have been awarded at different times to the same essay by the same examiner." Thus the subjective factor cannot be avoided in the marking of essay answers.



Curzon (1985:257) maintains: "Examinations, it is claimed, often become ends in themselves and exercise repressive and restrictive influences on teachers and students." This means that if a syllabus is determined by an external examining body it then becomes a central task of Northern Sotho lecturers and student teachers to work to its requirements. Further it means that the lecturer's freedom to decide on the treatment of the learning content is unduly limited and the student teachers' liberty to explore the subject area is curtailed.

In accordance with didactic literature, examinations as modes of evaluation are demonstrably inadequate. They encourage students to develop unwanted habits such as question-spotting, the learning of model answers and the drill in reproducing the type of material which the examiners are believed to be favouring. These habits deny any outlet of student teachers' creative abilities. In this regard Curzon (1985:258) pertinently remarks: "Learning ceases to be treated as a desirable end in itself and becomes inextricably interwoven with the competitive demands of the examination system."

In emphasising that examinations are not a good system of evaluation, Curzon (1985:258) points out: "Further, it is argued, the course of a person's future may be determined in large measure by a few anxiety-laden hours in an examination room." This means that if the student fails an examination, then the future of such a student can be adversely affected.

The problem of the evaluation of lessons presented by student teachers has always given education authorities and college lecturers, specifically Northern Sotho lecturers, much cause for concern. This is readily seen if one looks at the number of conferences which have been held over the years in an attempt to solve the problem. In this regard Puka (1985:3-4) reports that at the conference held in 1985 the following problems that affect lesson evaluation were discussed:

The *mood of the evaluator* often presents a problem. If the mood of the evaluator is good, student teachers are rated high. Alternatively if the evaluator is in a bad mood, student teachers are given low marks.

*Favouritism* in evaluation has been identified as a problem. Sometimes evaluators adopt a positive attitude towards certain student teachers. Their errors are overlooked with the result that they are given unrealistically high marks. On the other hand, evaluators sometimes have a negative attitude towards certain student teachers. They tend to be unnecessarily strict on those student teachers and these student teachers are sometimes rated very low.

The *problem of the opposite sex* has often affected the awarding of marks. The female evaluators tend to give high marks to male student teachers and low marks to female students. On the other hand male evaluators sometimes give high marks to female student teachers and they give low marks to male student teachers.

An *error evaluator* presents problems in evaluation. This type of an evaluator emphasises errors of student teachers. According to the error evaluator nobody is good enough to be given a pass mark.

The *good point evaluator* also creates evaluation problems. The evaluator concentrates on good points. According to this type of the evaluator everybody should pass.

The *fixed range evaluator* is associated with evaluation problems. The aim of such an evaluator is to play safe and not to be blamed for giving either high or low marks. The marks are always within a certain range. For example, marks given might be between 45 percent and 50 percent or between 50 percent and 55 percent.

In order to address problems encountered in the teaching of Northern Sotho at colleges of education, teaching strategies are discussed in the paragraphs that follow.

### 3.3 STRATEGIES OF TEACHING NORTHERN SOTHO

When the lecturer has mastered the Northern Sotho content there remains the problem of how the mastered content can be conveyed to student teachers. It is therefore important that the Northern Sotho lecturer should acquaint himself with valid strategies for first language teaching.

Degenaar and McFarlane (1987:96) maintain that a teaching strategy can be defined as "... a teaching plan for achieving a specific learning aim. A teaching strategy accounts for procedural elements: organisation of content, teaching and learning forms, methods and principles."

A teaching strategy is often confused with a teaching model. Degenaar and McFarlane (1987:96) contend that "... a teaching model is a simplified presentation of a teaching strategy." In this regard Degenaar and McFarlane (1987:101) quote Eggen: "Models are prescriptive teaching strategies, designed to accomplish particular instructional goals. They are prescriptive in the sense that the teacher's responsibilities during the planning, implementing and evaluation stages are clearly defined." Therefore the development of teaching strategies and a teaching model for Northern Sotho is an obligation of the Northern Sotho subject didactics. In this regard Swart *et al.* (1986:5) emphasise: "Vakdidaktieke sal egter hul aanspreeklikheid teenoor die praktiese vakonderrig eers ten volle nakom indien hulle hul verrekenings- en verbesonderingswerk laat deurpunt na die ontwerp van vakonderrig strategieë en vaklesmodelle wat deur die vakonderwyser gebruik kan word." Swart *et al.* (1986:5) continue: "Strategieë- en modelontwerp is brugslaan na die oorkant."

It is, therefore, essential that in the teaching of Northern Sotho, the Northern Sotho lecturer should have a sound knowledge of teaching strategies to be able to convey the learning content to the student teachers in the best possible way.

Various teaching strategies have been discussed extensively in didactic literature. For the purpose of this study the strategies which have been selected are: the strategy of teaching according to an accountable didactic theory; the strategy of teaching according to aims and objectives; the strategy of integrating content and form; the strategy of teaching by example; the strategy of concept teaching and concept attainment; the strategy of inductive-functional approach; the strategy of teaching by demonstration and strategies of teaching specific aspects of the Northern Sotho language such as poetry, grammar and composition.

### 3.3.1 The strategy of teaching according to an accountable didactic theory

When the Northern Sotho lecturer teaches student teachers he must be able to account for his teaching. He also has the responsibility to assess and evaluate his teaching. To ensure that his teaching is correct and effective, he has to correlate it with a didactic theory. This means that his teaching should always be in accordance with an accountable didactic theory.

The Northern Sotho lecturer aims in his teaching at effective and authentic learning activities by student teachers. It is, therefore, not enough for him to know what teaching is; he must also be capable of designing a teaching situation so that teaching is effectively actualised (Van der Stoep and Louw, 1984:25). This implies that the Northern Sotho lecturer should be capable of theoretically accounting for his practical activities in order to prevent faulty thinking and to teach in such a manner that the student teachers experience the learning content as meaningful. To achieve this, objective teaching should be according to an accountable Northern Sotho subject didactical theory.

To teach in an accountable way, the Northern Sotho lecturer has to apply his knowledge of the primary consequences of a didactic theory when teaching. This means that the lecturer should be conversant with didactic categories that describe the teaching of Northern Sotho, didactic criteria for evaluation of the teaching of Northern Sotho, didactic principles for the teaching of Northern Sotho, content and form of teaching Northern Sotho as well as the Northern Sotho teaching model. These consequences of the Northern Sotho subject didactical theory have been dealt with extensively in chapter two.

From the foregoing paragraphs the observation by Van der Stoep and Louw (1984:33) becomes relevant: "If the didactician knows what is to be taught it does not imply that he knows what teaching is or how teaching should be done." In other words, when the Northern Sotho lecturer knows the content of the syllabus or what is to be taught it does not necessarily mean that he is conversant with an accountable didactic theory.

Therefore, it is important that the Sotho lecturer has to make a thorough study of the didactic theory to be able to teach according to it.

### 3.3.2 The strategy of teaching according to aims and objectives

The Secondary Teachers' Diploma syllabus for African Languages (1988:1) at colleges of education stipulates a number of aims such as: "To equip the student with a general background to the literature of mother tongue and to assess literary texts. To extend the student's own knowledge and language proficiency ..."

The Northern Sotho lecturer, therefore, has to adopt the strategy of teaching student teachers with the aforementioned syllabus aims in mind. His teaching should be to help and support the student teacher to eventually attain the syllabus aims. The student teacher answers the appeal made to him in this regard by learning. The reason for his motive to learn is that he wants to.

The fact that the student teacher should learn in each teaching situation establishes the motivation for the learning aim and objectives in every teaching situation (Van der Stoep and Louw, 1984:127). This implies that the Northern Sotho lecturer must include the teaching aim and objectives in his day to day lesson preparations and that the teaching aim should be directed at the learning activities of the student teacher. The result is that "... the teaching aim is, in fact, the learning aim" (Van der Stoep and Louw, 1984:127). Therefore, the activity of teaching is directed by the teaching aim and objectives in such a way that the realisation of the learning aim becomes possible.

The teaching aim is primarily the responsibility of the Northern Sotho lecturer while the learning aim refers to the aspect of the teaching and learning situation for which the student teacher is responsible. In this regard the student teacher has to understand that the learning aim which is the teaching aim, enables him, by means of content, to achieve.

Since the Northern Sotho lecturer has a definite aim in the presentation of a particular lesson, he should be able to account for the way in which he anticipates that the student teacher will understand the learning

content with his help and support. This implies that the lecturer's activity of teaching has to guarantee that the student teacher will learn.

### 3.3.3 The strategy of harmonising content and form

To be able to understand the basis of the strategy of integration of Northern Sotho content and form at colleges of education, it is considered essential to give a brief explanation of the original harmony between content and form. Van der Stoep and Louw (1984:31) explain that the origin of all content is the living-world of man while the origin of all teaching form is the forms of existence of man. A close examination of this point indicates that content and form have their origin in the home situation.

Nokaneng (1974:65) maintains that in the home the parent explains certain norms to the child who achieves mastery of these norms by imitating the world of adults. The child learns by means of conversation which is an everyday life form of man. Therefore the home situation becomes the teaching situation. The school and subsequently tertiary institutions, such as a college of education, copy the home situation and formalise it.

At a college of education the Northern Sotho lecturer actively and purposefully confronts the student teacher with the learning content. The way in which the Northern Sotho lecturer exposes the content is of particular importance for the student to understand what is being taught. Therefore, the function of form is "... to expose the content in such a way that the content exerts its strongest appeal" (Louw, 1991:139).

To actualise the learning act in the teaching of Northern Sotho there should be a balance between form and content. "Content determines the ... didactic form to be used in the teaching situation" (Nokaneng, 1974:65). Louw (1991:139) confirms this assertion: "The form of presentation ... varies according to the nature of the content to be exposed." For example, to ensure that the student teacher derives the maximum benefit from a grammar lesson, the Northern Sotho lecturer has to use the functional-inductive approach. In this way there will be harmony between form and content.

It can be seen that content cannot be taught without form. It is primarily for this reason that content and form should be integrated to ensure that the student teacher has access to the learning content. On the other hand an appeal is made to the student teacher to learn these contents and to attach meaning to them.

### 3.3.4 The strategy of teaching by example

The aim of teaching for the Northern Sotho lecturer is to unlock the content for the student teacher. This content is so vast and complex that it is not possible for the Northern Sotho lecturer to transfer the whole of it to the student teacher at one time. In order to bridge the problem of vastness and complexity the lecturer selects a part of the learning content to be able to continue with his teaching (Snyman, 1979:128). In this way an example is used with the aim of simplifying the learning content. The example should serve as the basis of understanding the essence of a specific aspect of the learning content in Northern Sotho.

The use of the example enables the Northern Sotho lecturer to discuss certain aspects of content because the example supplies facts that can be analysed. The lecturer uses the example in order to demonstrate the learning content for the student teacher. In this sense the strategy of teaching by example offers the student teacher the opportunity to gain primary insight into the learning content. Therefore, the example is "... valid for normal teaching to the extent that a very large proportion of the teaching offered in the classroom is done so by means of the exemplar ..." (Van der Stoep and Louw, 1984:83).

The exposition of Northern Sotho content cannot be achieved easily without the use of the strategy of teaching by example. Aspects of the content are brought into the classroom in various ways such as concrete examples. "When use is made of this, the teacher obtains complete attention based on spontaneous interest. Direct experiences like this serve as building material to correct thinking" (Nokaneng, 1974:86). For Stuart *et al.*, (1985:65) this type of the example is usually used to help the student to establish a genuine world of significance and meaning for himself.

Aspects of the learning content can also be brought to the teaching situation by means of an example that takes the form of a representation. Pictures, drawings, signs, models and maps serve as examples of representations. In this regard Nokaneng (1974:86) maintains: "To imitate direct experiences which for various reasons cannot be provided in the classroom, we must make use of these contrived experiences."

The spoken word can be used to bring an aspect of the learning content into the classroom. In line with this Stuart *et al.* (1985:69) explain that the teacher "... may be able to bring the events of the past to life by means of apt descriptions and explanations." The words used by the lecturer in his explanations and descriptions of events bring learning contents into the teaching situation. The word serves to designate the imperceptible. It also serves as a support for thought. Words are, however, meaningless unless they rest on a firm foundation of experience (Nokaneng, 1974:87). This strategy of teaching is essential in the sense that it enables the Northern Sotho lecturer to make the learning content accessible to the student teacher.

### **3.3.5 The strategy of teaching by demonstration**

Demonstration as a teaching strategy is used to transfer certain skills, capabilities or knowledge to the student teacher so that the latter can master these through observation of a series of actions (Fraser *et al.*, 1990:145). Since this strategy is concerned with the imparting of knowledge to the student teacher, it means that at all levels they can benefit from it.

Demonstration is the manner in which the Northern Sotho lecturer is able to make the learning content visible to student teachers. It means that when demonstration is implemented the emphasis is on perception. Therefore it should be possible for student teachers to observe the lecturer when demonstrating aspects of the Northern Sotho language. At the same time student teachers should copy the lecturer's actions until they acquire competence in such actions. Student teachers must be "... actively involved otherwise optimal learning will not be realised and they will not gain the desired control over the content" (Stuart *et al.*, 1985:75).



Fraser *et al.* (1990:145) explain that this strategy is usually associated with natural sciences and that it is also applicable to a variety of other subjects. Northern Sotho is one of the subjects to which the demonstration strategy is applicable because practical clarification of certain rules and theories is essential. For instance the theory of the practice of teaching needs to be demonstrated to enable the student teacher to master the practical part of it. To cite an example, experienced Northern Sotho lecturers prepare demonstration lessons and have them demonstrated for student teachers before the commencement of each period of teaching practice.

"Demonstration is related to discussion, because the demonstrator must communicate constantly with the audience in order to explain the demonstration" (Fraser *et al.*, 1990:145). This implies that the demonstrator has to use examples in his teaching. To conclude his teaching he should give his student teachers an assignment.

During demonstrations student teachers depend on observation and thus the principle of perception is required for effective teaching and learning. Since the Northern Sotho lecturer must always plan and prepare for the didactic situation it means that the principle of planning applies in this regard. If student teachers participate in the demonstration then the principle of activity is also applicable.

With regard to the demonstration strategy the important matter is that the lecturer "... must in every case possess the necessary skill, continually practise all the skills associated with demonstration" (Van der Stoep and Louw, 1984:92), which holds equally for the Northern Sotho lecturer who should continually practice the skill of demonstration.

### 3.3.6 The strategy of concept teaching

Northern Sotho, as mother tongue, plays a vital role in concept formation and it is the medium through which conceptualisation takes place. The question that can be asked is: What are concepts? Serote and Nokaneng (1991:15) provide an answer: "Concepts are the smallest logical elements with which the mind can operate. They are, however, not the only

elements of thought. Thought also includes the perception of outer and inner experience." This means that when a person looks at his cat, he has a representation or perception of a cat at a particular place and at a certain time. This representation does not refer to other cats.

Conversely, when a person remarks that 'a cat has four feet', he refers to all cats. This extension of the concept to a number of individuals is known as the generality of the concept.

It is important to differentiate between concepts and vague, confused images. Images or pictures - as opposed to concepts - are resemblances of particular objects (Serote and Nokaneng, 1991:16). For example, an image or picture of a thousand sided house would be vague and confused. In concept teaching clarity is emphasised.

Concept teaching can be a problem. In this regard Stones (1979:199-200) warns that language can hinder concept teaching when the teacher does not realise that the student's ability to use a word does not necessarily imply that he has learned that particular word. For example, it may happen that a student who has never seen a cat in real life or on a picture can use the word 'cat' correctly in a sentence even if he does not have full understanding of the concept 'cat'. Such a student may wrongly classify all four-legged animals such as sheep, goats, and monkeys under the concept 'cat'.

The question that can be asked is: How can the Northern Sotho lecturer solve such a problem which hinders proper concept attainment? To answer this question Serote and Nokaneng (1991:16) suggest that the solution lies in the proper use of teaching media by the teacher ... and in appealing to students' experience. This will help to promote concept formation.

All the afore-mentioned facts need to be borne in mind by the Northern Sotho lecturer who aspires to teach concepts in poetry, grammar and composition. The teaching of concepts depends on direct sense experience. It is for this reason that the functional-inductive approach is preferred to the deductive approach. These approaches will subsequently be discussed to show how they can be used in the teaching of concepts.

### 3.3.7 The strategy of functional-inductive approach

The expression '*functional approach*' in language teaching illustrates that the "... emphasis is not on learning formal definitions or memorising rules, but on the application (functional use) of the linguistic phenomenon in a particular language situation" (Masola, 1989:92). It refers to the teaching of language as it is being used everyday. The living language is taken as the basis for the study of a language phenomenon. It is language-at-work (Sekhukhune, 1987:4).

When applying the functional approach in the teaching of adjectives, the living language or language-at-work forms the basis of the teaching of such a linguistic phenomenon. The implication is that this linguistic phenomenon has to be taught in the situation of a living language.

The question that can be asked is: How can the Northern Sotho lecturer create a living-language situation? This can be created by means of a discussion or narration (Serote and Nokaneng, 1991:19). In this situation the student teacher is not expected to memorise the definition of an adjective, but to be able to identify and use this part of speech correctly. Student teachers should be able to make sentences which indicate clearly that they understand the function of adjectives. The same procedure would apply to all other aspects of the Northern Sotho language. For example, student teachers have to be able to use proverbs in a living language situation and not only to memorise them.

The functional-inductive approach is preferred in the teaching of Northern Sotho. This means that the Northern Sotho lecturer has to use the functional and the inductive approaches to ensure that student teachers attach meaning to the learning content.

The *inductive approach* proceeds from particularisations or from examples to laws or rules (Fraser *et al.*, 1990:137). Student teachers are assisted to formulate generalisations, to establish laws or rules and to arrive at general conclusions through observation of particular facts and concrete examples.

Suppose the Northern Sotho lecturer has to teach the derivation of class 1 deverbatives. He could reveal the general rule or law governing the formation of these deverbatives by using pictures (Serote and Nokaneng, 1991:17). For example, the picture of a man who milks a cow (Mogami) and of a woman sewing clothes (Moroki) can be shown to student teachers. By means of these examples the Northern Sotho lecturer can lead student teachers to discover the following general rule: When prefixing the class 1 prefix 'Mo' to verb stems 'gama' and 'roka', the vowel 'a' changes to the vowel 'i' and the deverbatives 'mogami' and 'moroki' respectively can be derived. Refer to the following:

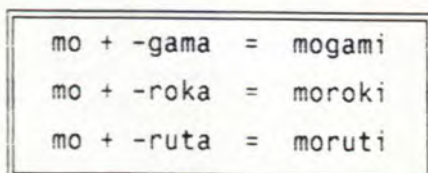


Figure 3.1: Deverbative nouns

Schematically the inductive approach can be represented as follows:

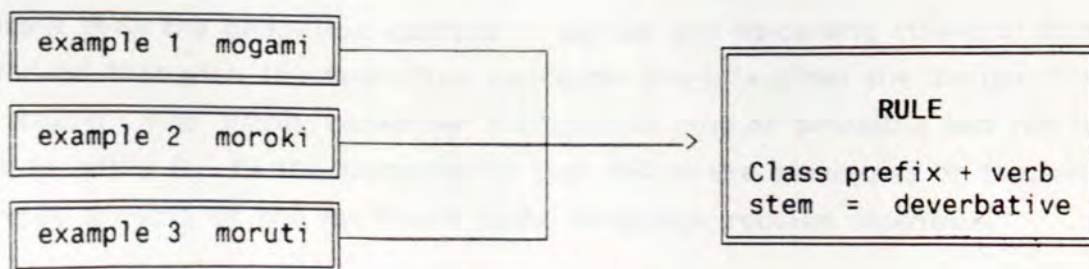


Figure 3.2: Schematic representation of the inductive approach

Although the emphasis in this study is on the functional inductive approach, it is considered important to discuss briefly the deductive approach. When using this approach the Northern Sotho lecturer starts by stating and explaining the general rule or principle that governs the formation of deverbative nouns in Northern Sotho.

The student teachers are then given guidance with regard to this rule or principle to specific verb stems such as '-tsena', '-raga' and '-dula':

Class 1 prefix	Verb stem	Deverbative noun
mo-	- tsena	motseni
mo-	- raga	moragi
mo-	- dula	modudi

Figure 3.3: Class 1 prefix and verb stems

The deductive approach can schematically be represented as follows:

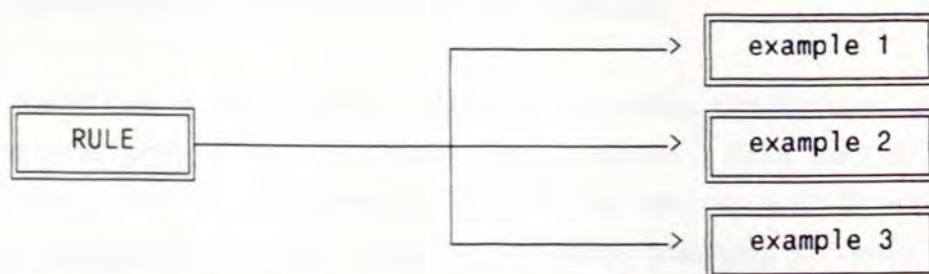


Figure 3.4: Schematic representation of the deductive approach

From the foregoing discussion it can be deduced that the inductive approach is more functional in establishing insight into certain learning content than the deductive approach. Serote and Nokaneng (1991:18) have observed that with the deductive approach there is often the danger that the student may simply remember the general rule or principle and not be able to apply it. In the paragraphs that follow the strategies of teaching various aspects of the Northern Sotho language receive attention.

### 3.3.8 The strategies of teaching various aspects of the Northern Sotho Language

#### 3.3.8.1 The strategy of teaching poetry

Leschinsky's model used by Swart *et al.* (1986:66) in the explanation of the strategy of teaching poetry, will be used in this study. The heuristic and hermeneutic principles which spring from poetry's character are discussed.

*Heuristic* comes from the Greek "heuriskein" which means "to find out through discovery" (Swart *et al.*, 1986:66). In the context of teaching it indicates a method which enables student teachers to discover truths for

themselves by asking systematic questions. In poetry teaching the application of the heuristic system is related to the play-character of poetry. Poetry teaching strategy must be aimed at getting the student teacher to participate in the game of the spirit and to guide him to discover the meaning for himself.

To unlock meaning *hermeneutically*, means to interpret by means of studying the whole of the poem in relation to the various parts or components thereof and from the parts reverse the interpretation act back to the whole of the poem (Swart *et al.*, 1986:66).

Where these two principles are applied in teaching, the lecturer deals with the teaching principles of epistemological status. Both derive from the epistemology and in combination dictate the course and direction of a poetry lesson and form the basis for a poetry teaching strategy which is explained by figure 3.1.

According to figure 3.1 the student teacher should effectively read the poem in order to *experience* it, observe it acoustically and representationally, and gain an *initial insight* in understanding the whole.

He should ask questions to understand the whole and the function of the title in realising the first insight.

He should read analytically and ask contextual questions in order to *recognise structure and function* as *second* and *third insight*.

He should re-read the poem for the sake of actualising the deeper meaning of the whole (synthesis) as *fourth insight*, and *appreciation*. The model that follows can be used by the Northern Sotho lecturer when appreciating a poem.

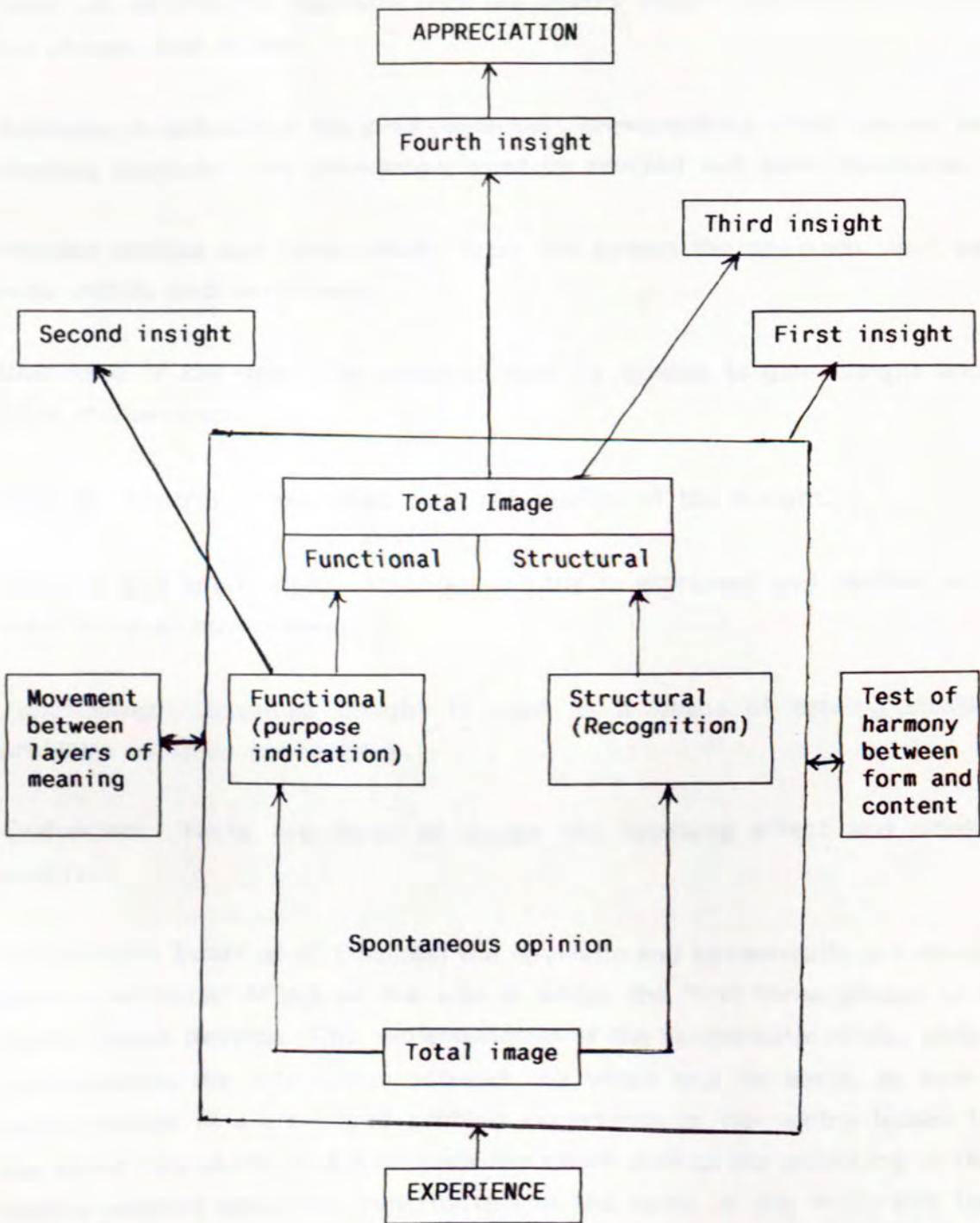


Figure 3.5: Schematic representation of the appreciation of a poem (Swart *et al.*, 1986:67).

Swart *et al.* (1986:68) maintain that the poetry lesson has to go through the phases that follow:

***Reviving or enlivening the preknowledge:*** Preknowledge which serves as starting point for new knowledge, must be revived and made functional

***Problem setting and formulation:*** From the known the unknown must be made visible and verbalised.

***Unlocking of the new:*** The student must be guided to gain insight and solve the problem.

***Control:*** Control is exercised over the quality of the insight.

***Exercise and application:*** Acquired insight is exercised and applied and used in other connections.

***Functioning:*** Acquired insight is used as a means of solving similar problems in other connections.

***Evaluation:*** Tests are done to gauge the teaching effect and study quality.

According to Swart *et al.* (1986:68) the heuristic and hermeneutic principles have a particular effect on the way in which the first three phases in a poetry lesson develop. The implementation of the hermeneutic circle, which acknowledges the interaction between the whole and its parts, at every point, results in a continued problem experience in the poetry lesson in the sense that continuous questions are asked during the unlocking of the poem's meaning about the contribution of the parts to the whole and the whole to the parts.

It can be realised that meaningfulness and the solution of a problem are, amongst others, determined by the pre-knowledge of the expert. The logical deduction is that during each problem moment during the lesson, foreknowledge is used and solutions are realised in order to come to a total understanding of the poem. The hermeneutic principle puts a unique



stamp on the development of a poetry lesson, namely that revival of preknowledge, problem setting and problem solution (exposition) are applied continuously and repetitively until the poem is unlocked. This explains why the question-and-answer method plays such a prominent role in poetry teaching (Swart *et al.*, 1986:68).

Randt as quoted by (Swart *et al.*, 1986:69) explains and demonstrates how the (con)textual question is used as study method in poetry teaching: "Tekstuele vraag het die geïkete term geword vir die soort vraag wat 'n aspek van 'n gedigteks wil uitlig, 'n vraag wat deur antwoord wil aantoon hoe die deel by die geheel inskakel en met watter gevolg. Randt omlin ook die funksie van die (kon-)tekstuele vraag naamlik om die samehang van 'n gedig se onderdele duidelik te maak." Insight in the total or complete structure is a deciding factor in understanding the meaning of the parts. The end result of the work-method is to reach an understanding of a poem.

It is clear that this typically-personal form in poetry teaching, namely the contextual question, has its roots in hermeneutics or exegesis as a method particular to the humanities.

From the foregoing theoretical background it is now possible to look at *practical poetry teaching* and lay down the following basic guidelines:

Read the poem as a whole; then read it again and explain phrases, concepts, images and verses.

Analysis does not murder poetry; it is interesting and fascinating and ensures that notice is taken of how a poem fits together.

There is no infallible recipe for analysing a poem because each poem is unique. The poem itself indicates how it should be analysed.

Work with contextual questions and implement the question-and-answer method. This leads to thorough reading, listening and noticing of structural elements. Questions must follow each other logically; irrelevant remarks and questions lead to confusion. The unity of the poem must be respected in so far as the questions are concerned.

Getting stuck in the identification of structural elements does not mean there is appreciation, understanding or insight. The student teacher must be led to insight into the function of particular structural elements in creating the aesthetic; the realisation of the harmony of content and form. It is unnecessary to completely drain the poem in so far as form elements are concerned – this indicates training rather than teaching. Concentrate on the interaction of elements as this would reveal meaning.

Give preference to the inductive approach. Literary concepts help the student teacher to understand and appreciate poetry. To apply this, the Northern Sotho lecturer has to work through a poem.

In the poetry lesson student teachers must be co-discoverers and not passive listeners. Often too much stress is placed on mood and atmosphere at the expense of the intellectual involvement of the student teachers. Poetry demands sharp intellectual work.

The level of the students is another very important factor. Poetry teaching in the junior classes is more difficult than in the senior classes and on the tertiary level of education. In the latter the analysis is more penetrating and the function purpose of form elements are more prominent. With student teachers the accent is on function, integration and harmony. Conversely, pupils in the junior secondary should read and listen intensively and analyse on their level without being too technical and analytical. Swart *et al.* (1986:69) state that the level of students decide the choice of poem; but one should get away from the misconception that a certain poem should only be used on a certain level and that the same poem cannot be used with equal success for standard six, eight and ten pupils. The following poem serves as an example:

"Madiba a kgaoga a kgapetša naga di le golê.  
Mosokga wa wa Meditêre fula la apeša Eropa,  
Magale'a rema Atlantiki photho la phothomela Amerika,  
Intiya gwa gweremana seoka gwa na pul'a marotholodi a magolo,  
Gar'a madibamatala gwa rakalala mpho'a badimo Afrika.  
Afrika nagamasotosoto, o le ramalwetši bohloko o kwa kae?"  
(Mamogobo, 1963:28).

(The waters divide, the waves break on far away lands,  
Its backside fell in the Mediterranean, it floods the whole of Europe.  
The sharp end hacks the Atlantic Ocean, the waves break on American  
shores  
A big thing falls in India, an immense downfall with big raindrops.  
Amidst the blue waters stands the gift of the gods, Africa.  
Africa happy land, you are sick, where do you feel the pain?)

The accent with the standard six pupils would be on making them aware of the simple structural form elements such as choice of words, order in which words are used and unified thoughts in the stanza and the poem as a whole. Critical reading, listening and unlocking of meaning are important in making them aware of the evocation (mood-creating ability) of words. Therefore the following question which is based on the foregoing poem serves as an example:

Naa botee bja Madiba ke eng? (What is the singular form of the word "Madiba"?)

Answer: bodiba (pool).

The purpose of the questions for the standard eight pupils is the same as for the standard six pupils, but the level is raised so that they pay attention to the functioning of form elements. They are also pushed toward understanding the harmony between form and content. The question that follows serves as an example:

Lehlaolosešagotee la "gweremana" ke lefe? (What is a synonym of the word "gweremana"?)

Answer: wela (fall).

While the questions are the same for the standard ten pupils, the accent is mainly on responsibility, interpretation and verbalising the functions of form elements. The integrated function analysis is most important. The explanation of symbolism in a universal context and own spiritual expansion can be expected. The following question serves as an example:

Moreti o ra eng ge a re Afrika nagamasotosoto? (What does the poet mean when saying that Africa is a happy land and rich in resources?)

Answer: Afrika ke naga ya mahlatse (Africa is a lucky continent).

The strategy of teaching grammar in Northern Sotho is discussed in subsequent paragraphs.

### 3.3.8.2 *The strategy of teaching grammar*

In first language fluency is important. Acquisition is obviously not the object, but rather refining the ability to use language as an effective means of expression (Ramone, 1973:11).

The Northern Sotho lecturer has to be a linguist. The aim, however, is not to turn student teachers into linguists or language scientists in teaching them Northern Sotho. They are not practitioners of the science of language. In this regard Swart *et al.* (1986:77) contend that it sounds like a paradox to state that grammar is indispensable in teaching, yet it never is the main objective. To teach grammar in isolation and with a view to providing a scientific knowledge of the language, defeats the objective. Grammar teaching is always of an indirect nature. It is always aimed at implementation, application and functionality. The teaching of grammar is always subject to the demands of functionality.

Ramone (1973:19-20) and Swart *et al.* (1986:77) agree that in and by means of the mother tongue, a student becomes aware of himself as an individual, social and national being. It is through language that he finds the conditions and medium for the uninterrupted programme of his thoughts and experiences the purest progress of his personality.

From the foregoing discussion it can be deduced that without language, which is the basis of our thoughts, there can be no dialogue and therefore also no acquisition of knowledge. In fact the teaching and learning situation cannot be created without the use of language.

In the didactic situation it is through language that the Northern Sotho lecturer gains access to the thoughts, knowledge and character of student teachers. It enables them to have mutual trust and understanding. Language enables the Northern Sotho lecturer to influence student teachers. Should this language ability be inadequate, it results in disturbed communication, ineffective intelligence actualising and troubled

relationships (Swart *et al.*, 1986:77-78). In line with this, West as quoted by Swart *et al.* (1986:79) maintain: "... defective language-teaching causes a disease at the root of the mind itself."

The foregoing discussion emphasises language purity on the part of the Northern Sotho lecturer. Grammar has to be taught *in such a manner that the student teacher will be able to use it effectively.*

All real learning implies discovery (Swart *et al.*, 1986:80). To use the discovery method by means of language, is the surest way of enabling a student teacher to master his mother tongue (grammar). The correct ways to introduce the student teacher to systematic ideas about language (grammar), is by using the language.

The importance of communication in the interaction between the Northern Sotho lecturer and the student teacher has already been underlined. Currently the accent in the learning theories is on learning through activity (Swart *et al.*, 1986:80). In so far as didactic communication is concerned the importance of activity is that it provides proof of understanding. Once the student teacher has grasped one step, the Northern Sotho lecturer can progress to the next. While the student teacher is attempting to solve the problem, the Northern Sotho lecturer should be able to gather from the student teacher's activities whether he fully grasps the principles in question or not.

It thus follows that there has to be careful planning by the Northern Sotho lecturer in the activity method (dialogue, question-and-answer, inductive, self-discovery) to enable him to ascertain from the student teacher's language use whether the learning activity is successful.

The communication activity in the teaching of grammar thus implies activity on the part of the Northern Sotho lecturer in providing messages, verbal or non-verbal; it implies activity on the student teacher's part, namely observation and understanding of the messages on grammar and it also implies activity on the part of the Northern Sotho lecturer in so far as the understanding of the student teacher's activities and his own further actions based thereon are concerned.

"Om taalvaardigheid te onderrig in isolasie van die kommunikatiewe doeleindes daarvan, is om die risiko te loop dat dit wat onderrig is nooit vanaf die onderrigsituasie na die werklikheid oorgedra word nie" (Swart *et al.*, 1986:80). This implies that the student teacher will neither apply the improved grammatical structure nor the larger choice of words which he has learned beyond the grammar lesson. Language use and linguistics have to be taught in meaningful context. Logan and Logan (1967:384) prove this point: "... that students who approach problems of sentence structure from the standpoint of communication of ideas performed better on tests of grammar and sentence structure than those who are taught to approach such problems through grammatical definition."

*Functionalisation* is extremely important. It is not the meaning of a word which is important in language efficiency, but its function. The student teacher should be enabled through the *functional learning of grammar* to form an indefinite number of sentences with an indefinite number of possibilities. Therefore, the language skills programme has to enable the student teacher to experiment, create and communicate by means of flexible language use.

As a matter of fact, especially in view of this objective of acquiring the skill of language usage, it would be quite fair to elevate *functionality* to the most distinctive characteristic of a grammar lesson. *Functional language teaching* is the credo. In the early phases of the language lesson, content does act as objective; the student teacher has to acquire grammatical insight; yet always and consistently with a view to incorporate these insights in his expressive skills. Knowledge should always be converted into skill and content should become operational. Sense and motivation in grammar teaching are directly related to the measure in which functionality occurs and links with skilful expression. In this context Swart *et al.* (1986:81) emphasise: "Funksionalisering is 'n primêre sinmoment in die taalkundeles."

It becomes evident that the need for some formal study of grammar is in fact unavoidable if the Northern Sotho lecturer wishes to implement the *functional approach* successfully. The teaching of grammar should stimulate an increasing understanding of the form, structure and function

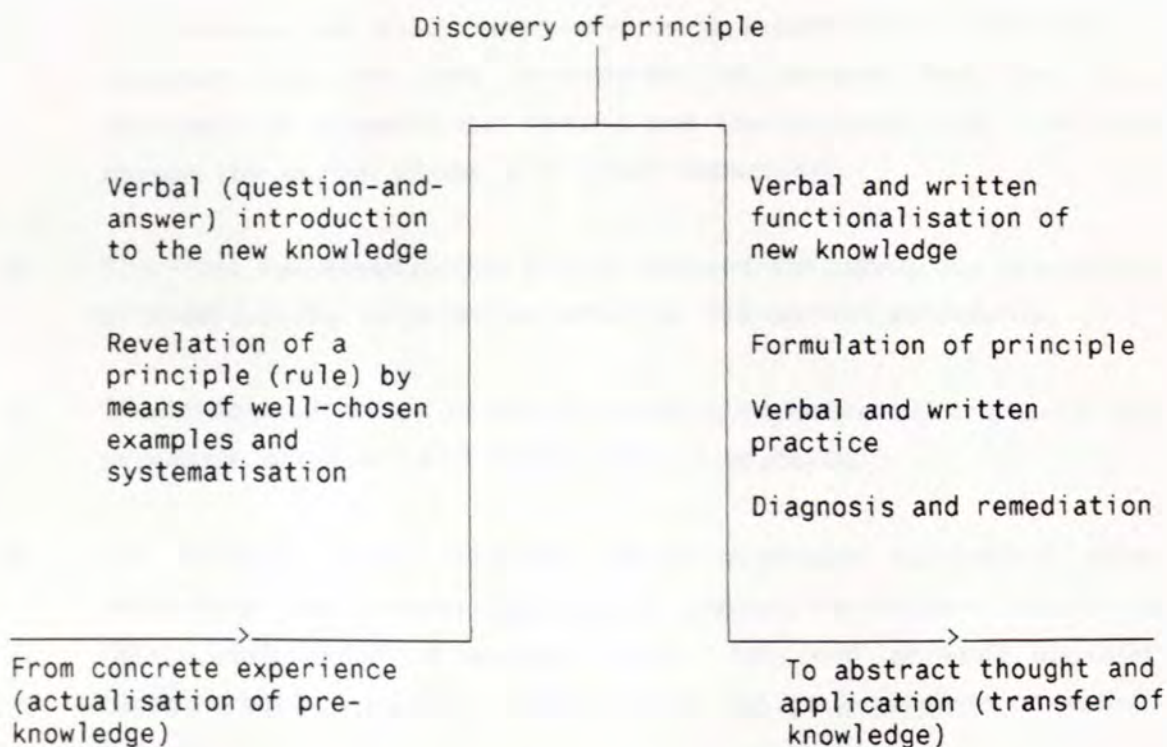
of the Northern Sotho language. As the student teacher progresses in his understanding of form and structure, he will discover the relation between linguistics and spelling, reading and composition. Eventually, relating the acquired knowledge will find expression in mature language use.

Swart *et al.* (1986:84) maintain that grammar teaching should be based on the *inductive* principle. The inductive principle presupposes that student teachers will discover language principles for themselves. It gives the student teacher the opportunity to formulate generalisations which enable him to understand how the Northern Sotho language *functions*. In this regard Swart *et al.* (1986:84) express the opinion that teachers who approach the language with the same spirit of discovery which the "new" sciences and mathematics use nowadays, will discover that language study is equally interesting, lively and enriching.

Swart *et al.* (1986:84) express the opinion that in the past linguistics was often taught as a unit of incomprehensible rules which the teacher, without question, forced the students to study, often without the minimum of explanation. This is at present no longer acceptable. The accent is on enquiry and the curiosity of student teachers, with regard to language and how it functions, must be stimulated. This implies that the method of language teaching has to be seriously re-evaluated.

The following teaching strategy principles can be formulated: Self activity, *inductive* method, heuristic principle (by implication self-discovery by means of question-and-answer from concrete or familiar to abstract or unfamiliar), *functionalisation*, diagnosis and remediation.

The grammar teaching strategy which developed from these principles, is schematically represented as follows:



**Figure 3.6:** Schematic representation of the basic teaching strategy for a grammar lesson (Swart *et al.*, 1986:85)

The following aspects have to be kept in mind with the implementation of the foregoing strategy of teaching grammar:

- Actualisation of pre-knowledge should form part of the needs of the student teachers and their previous experiences.
- Teaching should initially be *inductive*. Student teachers should be guided in such a manner that they can deduce their own rules and regulations by means of well-chosen examples. The Northern Sotho lecturer elicits rather than tells and he guides rather than indicates.
- The use of the question-and-answer method to lead student teachers to self-discovery is important. The questions must pose the necessary challenge to the student teacher and stimulate his thoughts with encouragements such as: "why?", "motivate", "explain" and "elucidate".



- Student teachers must constantly be reminded that the teaching of grammar does not only concentrate on content, but also very definitely on presentation method and the language use. For this reason the verbal phase is of great importance.
- The first *functionalisation* should concentrate mainly on successful problem-solving in order to establish the correct principles.
- The initial application of the principle must be verbal to ensure the immediate diagnosis and remediation of mistakes.
- The Northern Sotho lecturer should determine beforehand what measure of the grammar teaching he expects the student teacher to relate verbally or in written form. This will prevent grammar teaching taking place in isolation from the other aspects of mother tongue.

In the paragraphs that follow the composition teaching strategy is discussed.

### **3.3.8.3 *The strategy of teaching composition***

Swart *et al.* (1986:105) maintain that there is a contrast between the two major streams in prose, namely, ornamental or decorative prose and bare or stripped prose. Those who practise the former are literary artists whose credo is to purposefully write in a flashy style with the accent on portrayal and word-painting. It is prose which liberally uses colourful words and sounds, metaphors, sound-imitations and adjectives. Bare prose on the other hand is stripped and business-like. Swart *et al.* (1986:105) reject both these extremes and suggest what is called clean prose which is of the ordinary kind.

Prose should be an organic part of the story (Pyper, 1986:105). Therefore as in poetry, functionality has to be a fundamental principle of prose teaching. It would seem that the basic difference between poetry and prose is that the expression media in poetry must make a real contribution to the total meaning whereas in prose they have the role of a transparent,

unobtrusive medium through which the crystal clear story takes place. The expression skill is subsequently analysed.

The student teacher develops *the expression skill* "by mastering the language skills, composition skills and skills of style" (Department of Education and Training, 1987:4). This can further be qualified as the expressive skill, which indicates the ability to express or give form in a language such as Northern Sotho. Bothma and Cloete (1963:1) call it the accurate expression of thoughts. With regard to expression skill as purpose, the teaching of composition requires an analysis into elements such as those that have been proposed by Pyper (1986:105-106). These are now discussed.

- The composer should use only the exact, suitable and well chosen word. He should develop word-sensitivity such as the functionality of a word in a particular context and an awareness of the polysemantic character of a word.
- The composer should be capable of manipulation of sentences through stylistic means such as accent, transposition of words and sentence variation. He should be able to use punctuation marks as functional means of style as well as direct and indirect speech.
- The composer has to be conscious of the unity of sentences in a paragraph. With regard to paragraph division he should be capable of the effective use of transitions, contrasting and linking.
- The complete composition should have an introduction, paragraphs and a conclusion.
- The composition can be narrative, descriptive demonstrative or argumentative, speculative or contemplative and meditative in nature.

Composition is a matter of experience and expression (Pyper, 1986:106). Therefore the student teacher directs himself at a particular subject and then he starts to write. Figuratively speaking, he "sails" into that piece of work which is being demarcated by the theme or subject. This activity is actualised in different ways:

- The student teacher can direct himself at the world in a thinking manner. He can consider and reflect on it from various angles. Ideas, concepts and connected matters are the means of this thought activity.
- The student teacher can also direct himself in a sensory manner at the subject. Sensory observation will play an important role with the concrete figuring prominently in his field of vision.

It is not in the first instance the task of the Northern Sotho lecturer to tell the student teacher what he must write. To "compose" is primarily a matter of expression and giving form. Experience demands expression. Expression is however not possible without giving form (Pyper, 1986:107). Therefore, thoughts, emotions, observations and conceptions have to be shaped, ordered and finally expressed in language. The student teacher's inability probably lies in the giving of form. Teaching the student teacher to write a composition should primarily be focused on acquisition of the ability to express and give form since that is what "compose" implies.

The Northern Sotho lecturer must focus his teaching on helping the student teacher with the "how" of composition writing (Pyper, 1986:107). If "giving form" is not seen as the primary problem in teaching how to write compositions, then there is the assumption that the student teacher has the ability to "give form" which automatically results in the accent shifting to the content, that is, thoughts, ideas and facts are sifted and systematised. Composition teaching then becomes little more than the supply of themes and the exercise of control and *the Northern Sotho lecturer's most important function then is to mark and correct the compositions*. If, however, the inability to give form is seen as the most important shortcoming which teaching has to improve, the teaching accent changes completely. In the latter case, the strategy would be firstly to analyse the student teacher's ability to give form and the result of this will determine the aims of the teaching. In such a programme where the teaching is directed at the acquisition of expressive abilities, student teachers will generally write fewer compositions and the correcting thereof will be more meaningful and responsible.

Attention is now focused on the connection between *expression, meaning and style* in composition teaching. Meaning cannot be disregarded in a composition. The expression is guided or directed by meaning or intention. It seems therefore that a contentious problem in this regard is the question surrounding the concepts "expression" and "communication" as forms of meaning. What is the primary intention with "composing", expression or communication? There is no definite answer. Sometimes one simply writes to express one's feelings and thoughts. In other cases, the writer wants to relay a message, make an announcement, supply information, convince or persuade a reader to his point of view, in which case communication is the main purpose or motive. Expression and communication do appear to be the two primary motives or intentions in "composing" (Pyper, 1986:107-108).

Pyper (1986:108) maintains that meaning has an effect on form-giving. Therefore, if for argument's sake, composing is aimed at persuasion, the ordering and formulation will be logical and taut. Description, on the other hand, will require ordering and flowery language. Style is a controversial concept. It is not synonymous with giving form and can only be characterised upon completion of the composition, unlike meaning which directs the composition action. Style indicates certain preferences or patterns which can be identified in the form-giving. The characteristic style of student teachers is indicated in the manner in which they express themselves on paper. Style is the result of the dictates of the individuality of a writer during the form-giving action, that is, his abilities, his word sensitivity, his perspective of Northern Sotho content, his life and world views and his personality.

It has been mentioned that composition teaching is primarily aimed at helping student teachers to acquire the ability to give form. Knowledge of methods or ordering, the function of the means of sentences, paragraph structure, and vocabulary are in fact indispensable, but it is the skill in handling all these form elements effectively which is most important. The teaching of composition should not be over-simplified and reduced to the announcement of themes, the giving of composition assignments, marking and correcting them. Therefore the task of the Northern Sotho lecturer is to analyse composition skills and give instruction in each of the skills uncovered by the analysis.

The objective of composition teaching is the acquisition of a series of skills required for composition (Pyper, 1986:108). The precipitation of the teaching of composition in Northern Sotho is that the student teachers can do something.

The *important principles in the teaching of oral and written composition* are as follows:

Meij *et al.* (1985:132) maintain that meaningful communication should be practised on a regular basis.

The lecturer who only concentrates on the student's mistakes cannot achieve the objective of composition teaching. This point is illustrated by Byrne, as quoted by Meij *et al.* (1985:132), who maintains: "... if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they have actually succeeded in doing."

Pyper (1986:108) indicates that the teaching of composition is primarily a matter of functionalisation. The teaching must firstly aim at helping the student teacher to acquire insight but the accent must be on practice, application and expression.

The Northern Sotho lecturer cannot simply assume that the student teachers are able to apply the skills of vocabulary, syntax and paragraphs. He must design exercises for them to practise these skills.

Language manipulation for the sake of accurate and effective expression is decisive with regard to the type of exercises designed. Consider the following skills in *word usage* and *syntax*

The underlined words in the following sentences *depict sound*.

Legong le tuka ka fase ga ketlele yeo e letsago molodi

(The wood burns under the whistling kettle)

Sethunya se re thuu mola go homotšwe

(A shot claps through the silence)

Hutara ya Sejanaga e re poo ka tseleng.

(The car hooter honks in the street).

In the following passage extracted from Mminele (1976:1) the words or phrases that *replace or refer to death* are underlined.

- Mphegolle : Tamang bohloko, Bahunoto.  
Banna : Dumela manyami, Mohwaduba  
(Ka moka ba homola sebakanyana ...)  
Kgalema : Mohwaduba ga go bolelwe selo fa.  
Mphegolle : Le reng le hloka se le se bolelago?  
Kgalema : Motse wola wa mokgotse wa gago o swele.  
Mphegolle : Mangana, taba yela e napile e ba therešo?  
Kgalema : Ke therešo, mokgonyana wola wa gago ke mogologolo  
lehono ge re bolela re ilalo.

(Mphegolle : My condolence to you, Bahunoto.

Men : Grieve with us, Mohwaduba.

(They all pause for a moment ...)

Kgalema : Mohwaduba we are all stunned.

Mphegolle : What makes you all dumbfounded then?

Kgalema : The house of your daughter's in-laws, is reduced to ashes.

Kgalema : Yes, your son-in-law has passed away)

(Sekhukhune, 1988:24).

The following words which are synonyms provide examples of *accurate typification*.

"Setlaela, seota and segatsekana" (Sekhukhune, 1988:28). These synonyms refer to a person who is not wise. In this regard Meij *et al.* (1985:134) maintain that synonyms should be used in composition teaching to avoid boredom.

Reversed *word order* in composition is for a particular effect such as to accentuate subject, object, expression and to alleviate boredom. The following example from Matsepe (1977:18) illustrates the point:

"Mosate o tla be o mmotsisetsa<sup>v v v</sup> eng a se a o tshwenya?" Reversed order:  
A se a o tshwenya<sup>v</sup> mosate o tla be o mmotsisetsa<sup>v v v</sup> eng? (Why should the  
king take him to task since he has not been troubled? Since he has not  
been troubled why should the king take him to task?)

The following sentence from Koma (1985:3) provides an appropriate example  
of *sentence variation*:

"Mohlomongwe a ka tla nayo." Variation: A ka tla nayo mohlomongwe.  
(Perhaps he will bring it.)

Pyper (1986:111) maintains that *a sentence should have a unified idea*.  
Consider the following sentence:

"Ke kgarebe e tshehlana ya go ema ka maoto" (Sekhukhune, 1990:30). In  
composition writing the part which does not fit into the sentence should  
be removed.

According to Pyper (1986:111) *the sentence can be shortened* by writing  
one word for many, omission of either the subject or object, replacing the  
conjunction with a semicolon.

For example:

"Shima ke *monna yo maatla*" (Nokaneng and Louwrens, 1987:145). Shima ke  
*senatla*.

(Shima is *a strong man*. Shima is *strong*).

"Tate o gama kgomo" (Serudu *et al.*, 1988:233). O gama kgomo.  
(Father is milking the cow - He milks the cow).

"... se sengwe se swanetše<sup>v</sup> go direga *ka gore* ditaba tša gagwe ga di  
sepele ka moo di swanetšego<sup>v</sup> ..." (Nokaneng and Louwrens, 1988:103). Se  
sengwe se swanetše<sup>v</sup> go direga; ditaba tsa gagwe ga di sepele ka moo di  
swanetšego<sup>v</sup>.

(Something must be done *because* matters concerning him do not go the  
right way - Something must be done; matters concerning him do not go  
the right way).

Pyper (1986:111) maintains that *the sentence can be extended*. Consider the following example from Mamogobo (1963:28): "Afrik'a ... se wa ka hlakori ... atleng tš<sup>∇</sup>a Rabadimo."

This sentence can be extended as follows: "Afrik'a molokotš<sup>∇</sup>a nagadi lepe sa badimo, se wa atleng tš<sup>∇</sup>a Rabadimo maakalale kukamaditšhaba, se wa ka hlakori se remarema meetsemagolo maphasalale" (Africa elongated big land, axe of the forefathers. It falls from the hands of Rabadimo, splendid sacrifice to the nations. It falls with the sharp end, it hacks the vast water of the ocean) (Swanepoel, 1987:89).

Pyper (1986:112) states that *sentences have to be pure*. Consider the following sentences that have to be purified:

"Ga go na le khutš<sup>∇</sup>o lefatsheng. Tate o na le mogau. Ke lomilwe ke nto ye nngwe" (Nokaneng and Louwrens, 1987:25).

(There is no peace on earth. Father is merciful. Something has bitten me).

The corrected sentences are as follows:

"Ga go na le khutš<sup>∇</sup>o lefaseng.

Tate o na le kwelobohloko.

Ke lomilwe ke selo se sengwe."

*Sentences are connected by means of conjunctions*. Compare the following examples of sentences that have been connected:

"O a fokola eupš<sup>∇</sup>a o tla tla. Ba mmegetš<sup>∇</sup>e fela o ganne" (Ramushu and Mphahlele, 1987:156).

(He is ill but he will come. They reported to him but he refused).

The sentences that follow are examples of *effective repetition*.

"O sa ntsholela dipharaphara tš<sup>∇</sup>a magobe. O sa ntšhebetš<sup>∇</sup>a ka dišeba tš<sup>∇</sup>a magoši" (Nokaneng and Louwrens, 1991:444).

(She still gives me enough porridge. She still gives me enough meat).



*Comparison as a means of expression* can be illustrated by means of the following sentences:

"O thala bjalo ka hlapi. O homotš<sup>v</sup>e bjalo ka legotlo" (Nokaneng and Louwrens, 1988:236).

(He swims like a fish. He is as quiet as a mouse).

Pyper (1986:112) contends that *a paragraph* is a group of sentences which develop a certain aspect and that the characteristic structure of a paragraph can be deduced from the way in which content and form are interwoven in it:

- A paragraph deals with one aspect of the theme. It centres around a single idea or thought which is encapsulated in a pivotal or primary sentence.
- The pivotal or main sentence of the paragraph is placed in a position of optimum accent – a "marked" position – always at the beginning (either as a statement or pronouncement) or at the end (as a conclusion) of the paragraph.
- For Pyper (1986:113) the coherence between the primary and secondary sentences is ruled by *ordering principles* which follow:
  - The deductive principle in the case where a paragraph develops from a statement or pronouncement to an illustration, proof or application. Obviously the primary sentence is at the beginning.
  - The inductive principle in which case the paragraph moves from general examples or details to a conclusion or general announcement. The primary sentence appears at the end of the paragraph as a climax.
  - The chronological principle. This is the order of time passing. It is the characteristic ordering principle in the narrative paragraph.
  - The spatial ordering principle in the descriptive paragraph where things are placed in a spatial relationship to each other.

- The cause-effect principle where a cause or motive is indicated and the consequences pointed out.
- The principle of climax-working or an increasing degree of difficulty where the order is from the simple to the complex.
- Unity, accent and coherence are the three most important characteristics of a paragraph. The coherence in a paragraph can be better qualified as *structural cohesion*.

To enable students to compose paragraphs according to the aforementioned hints they should be given a lot of *oral and writing tasks*. Rodseth (1986:95) advises that much of the work can be done orally because it is not necessary to overburden the student with writing and the lecturer with marking. Students should be given a lot of time to practice small units such as a pivotal sentence or a paragraph. This point is confirmed by Van der Merwe (1986:126): "Wat stelwerk betref, word baie aandag gegee aan die skryf van paragrawe, die logiese opeenvolging van sinne, ..."

Rodseth (1986:97) suggests a way of paragraph teaching: Every student writes one paragraph and the lecturer ticks the paragraphs which are acceptable and crosses those which are flawed. Comments or simple marks are made to indicate flaws. When paragraphs are returned to students a few verbal comments are made and some are read out to illustrate points. Students then write the next paragraph and those paragraphs with crosses have to be re-worked until they are acceptable.

Objectives of teaching paragraphs can be deduced and further refined from the fore-going discussion. It seems that there are two basic objectives in the teaching of the paragraph as manner of composing, namely the acquisition of insight into the nature and structure of the paragraph and the skill to structure a paragraph. The former is a condition for the latter because skill is an ability which depends on insight and is directed by it (Pyper, 1986:115).

The skill referred to in the preceding paragraph is the ability to *give form* which in the case of the paragraph can be better qualified as a

*structuring skill* and further refined to an *ordering skill*. Pyper (1986:115) maintains that in a finer analysis the following skills are revealed:

The ability to:

- formulate the central idea in a pivotal or primary sentence;
- place this sentence in a marked position;
- develop and add on to this primary sentence;
- maintain unity in the development;
- ensure the development of the main sentence according to an ordering principle in order to obtain coherence and solidity; and
- exercise the following skills involved in writing a paragraph:

formulation	analysis	cause-effect indication
definition	classification	symbolic (figurative) development
explanation	elimination	description
illustration	analogy	portrayal
argumentation	opposition	chronological development
verification	comparison	numbering
responsibility	naming	spatial development
qualification	deduction.	

The implication is that the above-named objectives in the teaching of the paragraph ought to be attended to in the paragraph teaching programme in the form of lesson themes. In the lesson itself the aim is turned into a problem.

The paragraph is a mini composition in the sense that it has the same structure as a composition (Pyper, 1986:115). Therefore it is an excellent point of departure for composition teaching and an ideal exercise in the basic skills such as structuring.

The inquiry into the paragraph in composition teaching encounters a didactic problem at this stage and Pyper (1986:115) asks: How should students be taught so that they acquire insight and skill in paragraph structuring? Insight is less problematic because paragraph structure can be explained with the help of good examples. The major problem is to accomplish the transfer from knowing (insight) to skill. In other words,

to assist the student teachers to move from mere insight into how a paragraph should be structured, to the ability of actually personally producing a well-structured paragraph. This, in fact, is the primary problem in composition teaching.

For Pyper (1986:116) paragraph teaching demands a model example, that is, one which reflects the essentials of a particular paragraph structure and the composition on the other hand strives for effectiveness through original manipulation of structural elements and maintains the principle that a paragraph is a unit which is more than the sum of its parts. The Northern Sotho lecturer therefore has to use either an artificial example which reflects exactly that which he wishes to indicate or find examples in literature of some of the very best authors. The latter possibility is more suited to responsible teaching. Preference should be given to paragraphs from the work of bona-fide authors because they, although not totally reflective of the essentials required for the teaching activity, do provide the element of spontaneity. The fact that literature is a source of examples for composition teaching, serves as principle and is a particular point of contact between composition and literature in the activity of teaching.

As Pyper (1986:116) maintains, inductively structured paragraphs are scarce. Paragraphs are generally deductive. It seems to be a natural tendency with authors to first make a statement and then expand on it. Compare the following example from Kekana (1985:26):

"E be e le sefoka sa Sales House mme dimpho go bathopasefoka e le tse di gapago pelo. Makgolo a mahlano a diranta sea tleng, sefatanaga le mafelelo a beke a a thabisago kua Holiday Inn ya motse Kapa."

(It was Sales House competition and prizes for the winners were breathtaking. Five hundred rand cash, a car and a happy weekend at Cape Town Holiday Inn).

Pyper (1986:118) writes that in paragraph teaching the heuristic principle finds a natural correlate in the principle of predictability which is implicit to a well-structured paragraph in which an ordered thought-pattern is expounded systematically. This implies that reading one sentence of a

paragraph creates a suspicion or expectation regarding the sentences which are to follow. There is an element of predictability and anticipation present. The following paragraph by Sekhukhune (1988:49) provides an example:

"Ke tlile go phophotha  
Ke kgopelela ngwana thari  
Aga le yena kua a lego gona  
Ke go swaretse mahlatswaleselo  
Maphoroma sea, ke nwa nago"

(I have come to pray  
For my barren daughter to procreate  
Give her peace and prosperity in her place of domicile  
Here is beer for you, please drink with me).

The first sentence in this paragraph – also the primary sentence – creates the suspicion that the author will illustrate further, enumerate, prove by mentioning examples. Suspicion is a typical attitude in the searching/seeking relationship which leads to self-discovery. In many cases, the development of a paragraph can be compared to the experimentation of scientists. Paragraph teaching should take advantage of the principle of anticipation.

In the teaching of paragraph structuring the Northern Sotho lecturer can use the following procedure that has been proposed by Pyper (1986:118-119):

The student teachers get the instruction to determine which word or words were omitted from the primary sentence, and the opportunity to compare their answers to the original text.

The Northern Sotho lecturer dictates the first sentence of a paragraph and asks the student teacher to formulate the anticipated next sentence. In this manner a paragraph is developed sentence by sentence and then compared with the original. Compare the following example:

"Mosadi o kile a ba ... Goba o mo rwele ngwaga woo a o bolelago goba o hlomane bjang, ga se wa gagwe ke wa monna, yena ke mphepi fela" (Matsepe, 1972:29).

(Has a woman ever had ...? Whether she experienced discomfort during that period or otherwise, the child is born of a man and she remains a nanny for that matter).

Answer: le ngwana a etla kae? (a child).

The next logical step is to supply a primary sentence and ask the student teachers to structure a paragraph around it. For example: Write a paragraph starting with: "O kitimets<sup>v</sup>e ngwakwaneng wa bona ..." (Koma, 1985:13). (He ran to their house).

Write a paragraph which ends with: "Kgoš<sup>v</sup>i ye bogale e ile ya bitš<sup>v</sup>a lekgotla" (Raubenheimer and Prinsloo, 1989:79). (The brave king invited his subjects for a meeting).

The Northern Sotho lecturer supplies a mixed paragraph and requests the student teachers to order and structure it into a meaningful paragraph. The following serves as an example:

"Ke mang yo a ka gohlolago sehuba selebaneng sa bona? Ka gore ba tsipana ka mahlo. Ka tsebo ya gore lentle bjalo ke la bona ba nnoš<sup>v</sup>i. Mabothe le mogwe wa gagwe (morwa wa kgoš<sup>v</sup>i Ngalang yo a tlilego go yena). Morago ga go fulara ga gagwe."

Answer:

"Morago ga go fulara ga gagwe, Mabothe le mogwe wa gagwe (Morwa wa kgoš<sup>v</sup>i Ngalang yo a tlilego go yena) ba tsipana ka mahlo ka tsebo ya gore lentle bjalo ke la bona ba nnoš<sup>v</sup>i, ka gore ke mang yo a ka gohlolago sehuba selebaneng sa bona?" (Matsepe 1971:21).

(After his departure, Mabothe and his brother-in-law (the son to chief Ngalang to whom he has paid a visit) looked at each other with the understanding that they were in full control of everything).

It is necessary to point out that these strategies are aimed at *functionality and practice* which follow on lessons in which the essentials of paragraph structure have been mastered. It can thus be practically applied and help to turn the acquired insights into skill.

Compositions can be classified. The classification enables the student to make the correct choice from a number of composition topics. "Deur die onderwerpe te klassifiseer dwing die leerling homself ... om elke onderwerp te interpreteer vir 'n bepaalde gehoor ..." (Meij *et al.*, 1985:142). The classification of compositions depends on intention:

The intention of *the narrative composition* is to relate a course of events. The source is the writer's experience and imagination.

When writing *the descriptive composition* the idea is portrayal representation. Sources of content are the writer's observation and imagination. The content itself deals with matters such as characteristics and qualities.

With the *argumentative composition* the aim is to persuade or convince. The content is a new perspective or view of the existence.

The essence of the *speculative composition* is that it distances itself from reality. It assumes the form of a vision of man and the world.

Pyper (1986:122) advises that *correction* should never be reduced to a search for mistakes, but should be handled as a facet of teaching - the guidance provided by the teacher. The primary aim is to do a proper mistake analysis. *Evaluation* should not only be the writing down of a mark, but commentary should be passed on each part of the composition - negative or positive. *Marking* should also not simply be an activity to obtain a percentage for class record purposes, but should be an indication of the level the student teacher has reached and for this reason it should be indicated with the mark representing the student teacher's level of language, style and content. If the three matters, namely, correction, evaluation and marking are viewed in this light, the result will be purposeful correction exercises and not stereotyped corrections.

Apart from correcting, marking and remarking the Northern Sotho lecturer also has to make a meaningful mistake-analysis of the compositions. For this reason he has to keep a book in which the most glaring mistakes are recorded during correction. This analysis is made on an individual basis for each student teacher and also on a general basis with regard to all the compositions. The individual mistakes are discussed with the student teacher himself. Pyper (1986:129) maintains that typical mistakes that could occur are:

Use of punctuation marks, especially the comma. Student teachers are not aware that the comma should be used where there is accumulation of adjectives and in a compound sentence before the adverbial sentence.

Thought construction mistakes which result in incorrect syntax. The student teacher should be taught to think before he writes. The problem of verbosity needs to receive special attention.

Word sensitivity. The student teacher is uncertain about the exact meanings of some words and uses them incorrectly.

Spelling mistakes, especially whether words should be joined or separated.

Wrong paragraph construction. Paragraph construction needs to receive special attention in the teaching of composition.

The general mistake analysis can serve a double purpose, namely as foundation for class discussions of high frequency mistakes and also for designing corrective exercises. From the various mistakes the Northern Sotho lecturer can design corrective exercises for mistakes such as:

- Choice of words, for example, the exact word, the appropriate word and word meaning,
- Spelling mistakes,
- Syntax mistakes, for example, word order, position of adverbial sentences, punctuation marks, ambiguity, clumsiness and false imagery.



- Paragraph construction, for example, the unity of ideas, primary sentences and paragraph linking.
- Composition mistakes, for example, interpretation of subject, sifting of facts and overall impression.

### 3.4 SUMMARY

An analysis of literature for the teaching of Northern Sotho at colleges of education reveals that the teaching and learning of this subject is not accounted for. The result is that problems have emerged. For example, aims on macrolevel cannot be realised to the fullest extent because the approach of teaching the Northern Sotho content is erroneous. In this regard Van der Stoep emphatically remark: "The extent to which the totality of learning opportunities reflects the educational aims of educators is one of the most important problems, curriculum designers will have to solve" (1984:204). This expression is relevant to the teaching of Northern Sotho because designers of the Northern Sotho syllabuses have to ensure that the teaching of this subject at colleges of education is based on the principles of first language teaching.

As has been pointed out, the teaching of Northern Sotho at colleges of education is subjected to much criticism. The most important criticisms levelled against it are that it is abstract and even irrelevant if we take into account the instructional learning situations which the student teachers will eventually have to face. The Northern Sotho syllabuses are foreign in the sense that the learning content has been written in English.

Since the Northern Sotho syllabuses are written in English, it means that the meanings and values contained within this subject are only partially exposed. The effect is that the student teacher's command of the learning content is inadequate because memorisation to a certain extent replaces insight and in the end the aim will merely be to pass an examination. In this regard the Northern Sotho student teacher's actual insight is therefore irrelevant.

The problems mentioned in this chapter prevent teaching excellence that would benefit student teachers who are continually in search of knowledge

and clarity of the future which is not known to them. To minimise problems the Northern Sotho syllabuses have to consist of selected and ordered content of learning which provides a programme for teaching in which there is "... a functional relationship between aims, planned learning experiences, opportunities for actualisation and evaluation" (Van der Stoep and Louw, 1984:206).

Attention has also been given to the strategies of teaching poetry, grammar and composition in Northern Sotho. These teaching strategies cannot, however, be regarded as the absolute answer to all problems encountered in the teaching of Northern Sotho at colleges of education. They could rather be viewed as finely worked out detail which can enrich the terrain of teaching and learning the Northern Sotho language.

In the next chapter attention will be given to practical work involving questionnaires and investigative interviews.

## **CHAPTER FOUR**

### **EMPIRICAL RESEARCH**

#### **4.1 INTRODUCTION**

The arguments in the previous chapters support the hypothesis that has been formulated and stated in chapter one, namely, that the teaching of Northern Sotho and the learning styles of Northern Sotho student teachers at colleges of education do not meet the requirements of a didactically accountable Northern Sotho subject didactics. The implication is that numerous problems are encountered in the teaching and learning situations at colleges of education.

The main concern of this chapter is to establish whether the empirical investigation will also support the hypothesis of this study. Knowledge of this will make it possible for the researcher to draw up conclusions and make recommendations in an attempt to ensure that Northern Sotho is taught effectively at colleges of education.

The interview guide has been used to classify and organise the information obtained from the interviewees. Questionnaires have also been used to systematise and classify the information obtained from Northern Sotho lecturers and student teachers. The questions that have been used represent the essences of the Northern Sotho teaching and learning situations at colleges of education. The research methods were discussed in chapter one. The interview and questionnaire methods are briefly discussed again to indicate how the research was conducted. The problems encountered during empirical research are first discussed.

#### **4.2 PROBLEMS ENCOUNTERED DURING EMPIRICAL RESEARCH**

Lebowa is a vast area in which colleges of education are scattered. The implication is that the researcher was faced with the problem of travelling many kilometres from one college to another.

The other problem was that two Rectors mentioned that they were not informed of the researcher's visit to their colleges and consequently new arrangements had to be made.

Although the purpose of the questionnaires was explained in no unclear terms, it was difficult to have them completed. Several lecturers were suspicious that the information they provide could be used to expose them.

The research methods, namely, the investigative interview and the questionnaires are discussed to indicate how research was conducted.

### **4.3 INTERVIEWS**

Behr (1983:44) explains that the interview "is a direct method of obtaining information in a face-to-face situation." In line with this Mashile (1991:48) expresses the opinion that an interview is a special case of social interaction between two persons. It is concerned with the collection of data through direct verbal interaction between the interviewer and the respondents. In order to preserve information collected in the interview the methods of note-taking and tape-recording were used.

Bernard (1988:204) indicates that there are several kinds of interviews that can be used such as the unstructured interview, semistructured interviews and the structured interviews. The semistructured interview as a method of obtaining information was used in this study.

The technique of probing was used to enable respondents to answer certain questions fully. When the respondents could not understand questions or statements clearly, the researcher provided the necessary explanation. The nature of the interviews conducted is now discussed.

#### **4.3.1 Nature of the interviews**

Bernard (1988:204) maintains that "in situations in which you won't get more than one chance to interview someone, semistructured interviewing is best." It is for this reason that in this study the semistructured interview was used when interviewing educators, inspectors, subject

advisors, Rectors of colleges of education and members of the Northern Sotho Language Board.

The interviewer started each interview session with the creation of a situation in which the subject felt relaxed. The interviewer created a friendly situation by introducing himself and by showing immense interest in the life situation of the subject. Each subject was given the guarantee that the data collected will be used for research purposes only. This guarantee made the subjects feel more relaxed than before.

Interviewing was based on the use of an interview guide. This was a written list of questions and topics that had been drawn from the arguments in chapters one, two and three. The advantage of the written guide was that it demonstrated that the interviewer was prepared for interview sessions and that he was in full control of what he wanted from each interview.

Data were collected through note-taking because the respondents were not in favour of prefer the use of a tape recorder. This was to the advantage of the interviewer because the method of taking notes facilitates data analysis, since the information is readily accessible and much of it has already been classified into the appropriate response categories by the interviewer. Owing to the fact that the respondents' answers were recorded beside the appropriate questions on the interview guide, it was not difficult for the interviewer to go through the guides, processing all the data for each question separately in a relatively short period of time.

It became evident that the note-taking method had its own shortcomings. The taking of notes during an interview was time-consuming and at certain times it affected the flow of information between the interviewer and the respondent.

#### **4.3.2 Content analysis of the interview guide**

The interview guide included questions and statements that formed the basis of the discussions. The questions covered problems encountered in

the teaching and learning of Northern Sotho at colleges of education. The questions used in the interviews were as follows:

Do you regard the lack of a didactic theory for the teaching of Northern Sotho as a major problem?

Northern Sotho syllabuses for colleges of education have been written in English. Are you satisfied with this arrangement?

Does the lack of sufficient method textbooks have an effect on the training of teachers?

Do you regard an appointment of a Northern Sotho subject advisor as important?

The prescribed period of training for the Secondary Teachers' Diploma is three years. Are you satisfied with this period?

#### **4.3.3 Analysis and interpretation of the information obtained from interviews**

The respondents that have been selected were Rectors of colleges of education, educators, subject advisors, inspectors of education and members of the Northern Sotho Language Board.

The question of a didactic theory as an aspect of a teaching training programme was discussed with nine respondents at different places, situations and times. Each interview session started with the following question: Can the lack of a didactic theory for the teaching of Northern Sotho be regarded as an important problem?

87,5 percent of the respondents were positive to this question. 12,5 percent responded negatively and argued that what is important is teaching effectiveness and not necessarily a thorough knowledge of didactic theory. This standpoint cannot be accepted. A didactic theory is important in teaching because it provides the lecturer with direction. Therefore, the lack of a didactic theory creates a problem.

100 percent of the respondents agreed with the opinion that Northern Sotho syllabuses for colleges of education pose a problem because they have been written in English. It was evident from the interviews that Northern Sotho syllabuses should be written in Northern Sotho. The fact that Northern Sotho syllabuses have been written in English contributes to ineffective teaching because lecturers have to be engaged in translations before actual teaching can take place.

All respondents expressed the opinion that Northern Sotho should have its own syllabus. They mentioned that the same thing should apply to other African Languages that are taught at colleges of education. In this manner the peculiarity of each language would be respected.

The lack of sufficient method textbooks that are based on the syllabuses was regarded as a problem by all the respondents. In their opinion more method textbooks should be written to enhance the quality of training Northern Sotho teachers.

The respondents were also asked the following question: Do you regard an appointment of a Northern Sotho subject advisor as a necessary step that could help in the standardisation and enhancement of the Northern Sotho language? 100 percent of the respondents regarded the appointment of such an official as long overdue.

55 percent of the respondents suggested that duties and functions to be attached to the office of the subject advisor could be as follows:

- To act as chairman of the Northern Sotho Language Board.
- To study and recommend revision of the Northern Sotho syllabuses at colleges of education and at school.
- To give direction to Northern Sotho lecturers and teachers in all matters relating to first language study.
- To organise and run courses in Northern Sotho.

- To work in close co-operation with the Department of Education and Training in the enhancement of the Northern Sotho language.
- To establish a Northern Sotho subject committee which could cater for the interests of Northern Sotho in all standards and colleges of education in Lebowa.
- To formulate the subject policy.
- To recommend the appointment of assistant language specialists.

The statement that follows formed the basis of the discussions with respondents: The prescribed period of training for the Secondary Teachers' Diploma is three years. This means that the Secondary Teachers' Diploma student teachers who do Northern Sotho are trained for the period of three years. The respondents were asked whether they were satisfied with the duration of training.

66,7 percent of the respondents were of the opinion that in order to train a Northern Sotho teacher who is efficient, it is important that the training period should be extended to four years. This opinion is almost in line with Louw's (1971:286) view: "Most pedagogues agree that the minimum training period for secondary school teachers must be five years. Actually, a six-year training period is even more sought after in terms of the fact that the pedagogic sciences and subject sciences have increased contextually to such an extent that the mastering of either, necessarily implies an extended period of study."

33,3 percent of the respondents expressed the opinion that the period of three years for the training of teachers is sufficient. The writer agreed with 66,7 per cent of the respondents that the training could be extended to four years. Attention is now given to questionnaires.

#### 4.4 QUESTIONNAIRES

Questionnaires were drawn up with the objective being to undertake a survey of the problems encountered in the teaching and learning of Northern Sotho at colleges of education in Lebowa.



In order to attain the objective mentioned in the foregoing paragraph two kinds of questionnaires were drawn up. The first had to be completed by Northern Sotho college lecturers and the second one was completed by Northern Sotho student teachers at Lebowa colleges of education.

The information obtained from questionnaires enabled the researcher to have an understanding of how the teaching and learning of Northern Sotho took place at colleges of education. It is considered essential to discuss the nature of the questionnaires that were used.

#### **4.4.1 Nature of the questionnaires**

The questionnaires used in this study were divided into three sections. Section A required biographical information and section B was concerned with questions based on the didactic theory. Section C was aimed at acquiring information concerning problems and strategies of teaching and learning Northern Sotho at colleges of education.

Before the final forms of the questionnaires were prepared, pilot studies were done in order to validate their practical usefulness. The pilot studies were conducted to determine if the items could actually yield the kind of information required. Consequently certain questions were revised, unclear and ambiguous items deleted and more relevant ones added. The sample for the pretest was selected from the same population that had to complete the final questionnaires. Two Northern Sotho student teachers and one Northern Sotho lecturer participated in the pilot study.

The final questionnaires consisted of questions and statements on biographical information, didactic theory and its consequences such as didactic categories which describe the phenomenon of teaching, didactic criteria which evaluate teaching, didactic principles which direct the activity of teaching, syllabuses, textbooks, attitude, approach, standardisation, teaching practice, microteaching, teaching aids, teaching strategies and evaluation.

#### 4.4.2 Administration of the questionnaires

The researcher applied for permission to conduct research at colleges of education in Lebowa. Permission was given by the Lebowa Department of Education and Culture. The researcher then arranged with Rectors of colleges of education for the completion of questionnaires. The questionnaires were explained to the Northern Sotho lecturers who in turn had to administer them to Northern Sotho student teacher. Two letters of explanation, one directed to Northern Sotho lecturers and the other one to student teachers, accompanied the questionnaires. These questionnaires were completed by thirty Northern Sotho lecturers and eighty student teachers.

#### 4.4.3 Presentation and interpretation of data obtained from the questionnaires completed by Northern Sotho lecturers

### SECTION A

#### BIOGRAPHICAL INFORMATION

##### Item 1.1

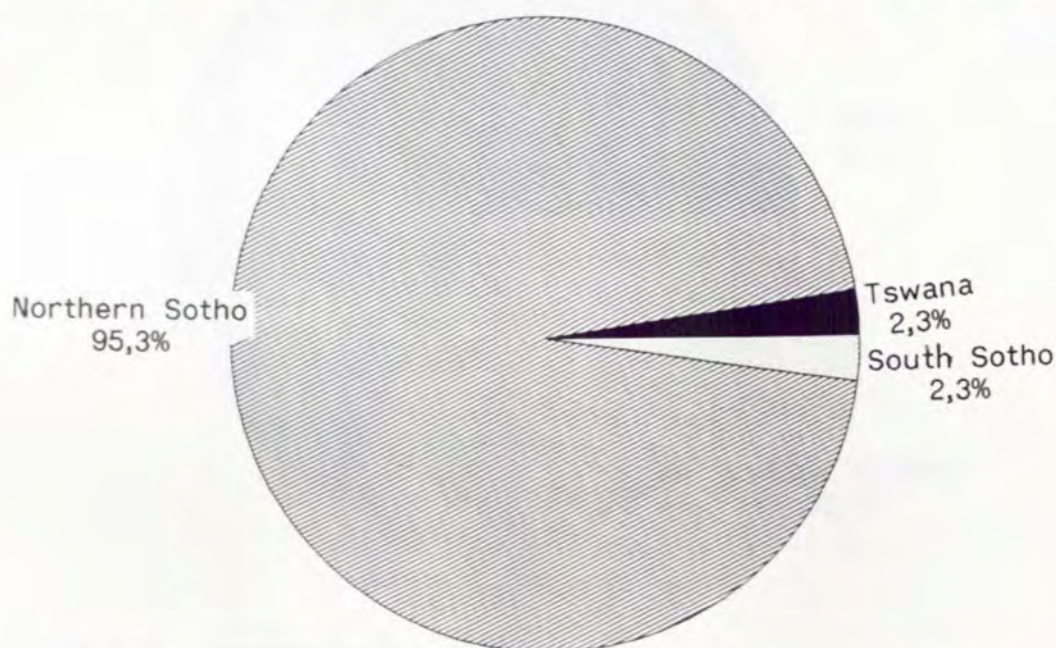
The questionnaire revealed that 1 percent of the respondents were Departmental Heads, 13 percent were senior lecturers and 86 percent were lecturers.

Northern Sotho lecturers post levels	Percentage
Departmental Heads	1,0
Senior Lecturers	13,0
Lecturers	86,0
Total	100,0

Table 4.1: Post levels held by Northern Sotho lecturers

**Item 1.2**

According to the responses to the questionnaire 95,3 percent of the respondents use Northern Sotho as their home language, 2,3 percent use Tswana and 2,3 percent use South Sotho. This is commendable because it makes it possible for the teaching of Northern Sotho to be done in an effective way. The first language approach can be implemented without much difficulty. Those whose home language is not Northern Sotho will have to work hard to cope up with the demands of Northern Sotho.



**Figure 4.1: Home language**

**Item 1.3**

This item illustrates that 67 percent of the Northern Sotho lecturers have passed Northern Sotho at third year level at university. 33 percent have completed honours degrees in Northern Sotho.

The implication is that all Northern Sotho lecturers at colleges of education have chosen Northern Sotho as one of their major subjects at university. It is, however, essential for them to strive for the attainment of Master's and Doctor's degrees in Northern Sotho.

**Item 1.4**

Data for this item shows that 33,3 percent of the Northern Sotho lecturers

obtained their teachers' diplomas at colleges of education, 26,7 percent obtained their teachers' diplomas at university, 33,3 percent have passed Bachelor of Education degrees and 6,7 percent hold the Primary Teachers' Course/Certificate obtained at teachers' training colleges which are no longer in existence.

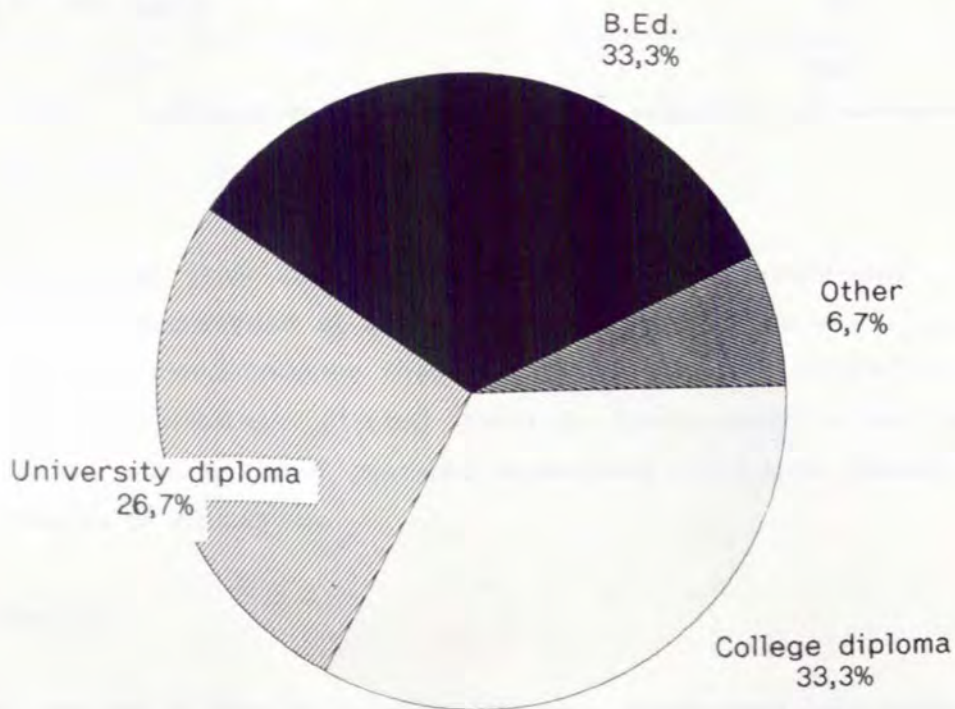


Figure 4.2: Professional qualifications

Figure 4.2 indicates that 6,7 percent of the Northern Sotho lecturers hold the Primary Teachers' Course certificates. It is the responsibility of Rectors of colleges of education and the Department of Education and Culture to encourage these lecturers to improve their professional qualifications.

#### Item 1.5

The questionnaire revealed that 33,3 percent of the lecturers have been teaching Northern Sotho at a college of education for 1 to 2 years, 46,7 percent for 3 to 4 years, 13,3 percent for 5 to 6 years and 6,7 percent for 9 to 10 years.

Teaching experience	Percentage
1 - 2 years	33,3
3 - 4 years	46,7
5 - 6 years	13,3
9 - 10 years	6,7
Total	100,0

**Table 4.2: Teaching experience**

It is noted from table 4.2 that there are lecturers with 1 - 2 years teaching experience at colleges of education. Too much is expected of these lecturers because they must teach student teachers how to teach while they have just started teaching. Where possible only teachers with five or more years of teaching experience should be allowed to teach at colleges of education.

**Item 1.6**

40 percent of Northern Sotho lecturers teach first year and second year student teachers, 30 percent of the lecturers teach second year and third year student teachers and 30 percent of the lecturers teach third year student teachers.

Northern Sotho lecturers who teach first, second and third year student teachers	Percentage
First and second year of study	40,0
Second and third year of study	40,0
Third year of study	30,0
Total	100,0

**Table 4.3: Percentages of Northern Sotho lecturers who teach the first, second and third year student teachers**

Where possible lecturers should be given the opportunity to specialise in the teaching of student teachers in a particular year of study. This

means that a lecturer should be allowed to teach student teachers in a specific year of study for a number of years.

**Item 1.7**

93,3 percent considered themselves as having received training in Northern Sotho which is suitable for the classes they were teaching. 6,7 percent of the lecturers stated that they were not well qualified to teach the classes they had been asked to teach. This state of affairs creates a problem because unsuitably qualified lecturers often teach without confidence, resulting in ineffective learning on the part of the student teacher.

**Item 1.8**

86,7 percent indicated that they were proud to be associated with the teaching of Northern Sotho. 13,3 percent were not really proud of it. Lecturers who are not proud of being associated with Northern Sotho cannot expose the subject matter for the student teachers effectively.

**Item 1.9**

According to the questionnaires 60 percent of the lecturers had never married, 33 percent were married and 5 percent were separated and 2 percent were widowed.

<b>Marital Status</b>	<b>Percentage</b>
Never married	60,0
Married	33,0
Separated	5,0
Widowed	2,0
Total	100,0

**Table 4.4: Marital Status**

Information on marital status was required to be able to know the extent of the influence of the home background on the teaching of Northern Sotho.

**Item 1.10**

7 percent stated that they were males and 93 percent indicated that they were females. It becomes evident from the statistics that Northern Sotho is favoured by females as compared to males at colleges of education.

**SECTION B**

**DIDACTIC THEORY**

**Item 2.1**

86 percent of the Northern Sotho lecturers regarded the lack of didactic theory for the teaching of Northern Sotho as a major problem. 14 percent indicated that they were uncertain. The fact that they indicated that they were uncertain proves that they actually do not know the importance of a didactic theory.

**Item 2.2**

80 percent of the respondents agreed that knowledge of the relationship between education and teaching is essential in the teaching of Northern Sotho. 13,3 percent indicated that knowledge of the relationship between education and teaching is not important. 6,7 percent of the lecturers were uncertain. Perhaps the reason for their uncertainty is that the didactic theory is not included in the syllabuses for African Languages at colleges of education.

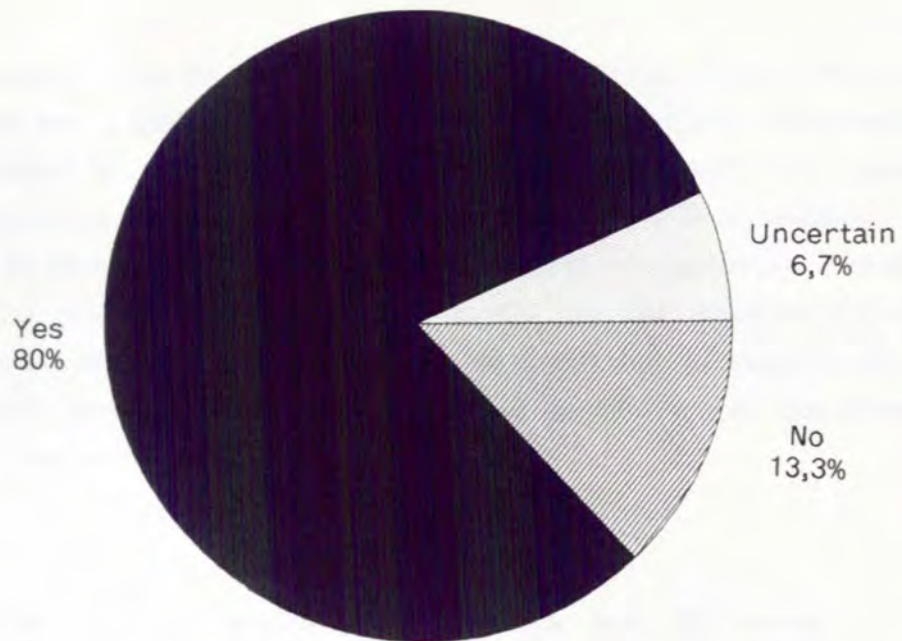


Figure 4.3: Relationship between education and teaching

#### Item 2.3

100 percent of the respondents mentioned that the lecturer who knows didactic categories can describe the teaching situation and consequently present lessons in an organised way.

#### Item 2.4

This item reveals that all respondents concur that the lecturer who is conversant with didactic criteria can evaluate the teaching situation and teach in such a way that the student teacher will understand.

#### Item 2.5

The responses to the questionnaire indicates that 6 percent of the respondents regarded the learning content as very difficult. 94 percent agreed that the learning content is suitable. Those who mentioned that the learning content was very difficult are possibly lecturers with one or two years of teaching experience. In order to help them, they should be encouraged to discuss the problematic sections of the syllabuses with colleagues, senior lecturers and departmental heads.



### **Item 2.6**

This item showed that 87 percent of the respondents concur that when they prepare for a didactic situation they ensure that the teaching form that they select is in harmony with the learning content. 13 percent indicated that they do not always ensure that the form is in harmony with the content to be exposed. The implication is that the lecturers concerned do not always prepare themselves thoroughly for the didactic situation. In this regard a problem is created because it will not be possible for the Northern Sotho lecturer to place the learning content within the grasp of the student teacher.

### **Item 2.7**

The responses to the questionnaire indicates that 80 percent of the respondents are guided by didactic principles in their everyday teaching. 20 percent were not guided by didactic principles were not used as guidelines.

### **Item 2.8**

The didactic model was regarded as essential for effective teaching and learning by 73,3 percent of the respondents. 26,7 did not regard the teaching model as important. It should be noted that the didactic model gives direction and guidelines to lecturers. It means the didactic model enables the lecturer to teach effectively.

## **SECTION C**

### **TEACHING PROBLEMS AND STRATEGIES**

#### **3. SYLLABUSES**

##### **Item 3.1**

According to the responses to the questionnaire 67 percent of the respondents indicated that the syllabuses offer sufficient challenge to student teachers. 13 percent mentioned that the syllabuses did not offer sufficient challenge to student teachers. 20 percent were unable to express an opinion. Those who could not express an opinion were admittedly those who were not conversant with the content of the syllabuses.

### **Item 3.2**

For 86,7 percent of the respondents, the syllabuses were not too easy for student teachers. 13,3 percent were unable to express an opinion and the implication is that they were not familiar with the content of the syllabuses. In this manner teaching cannot be effective.

### **Item 3.3**

86 per cent of the respondents did not regard the syllabuses as too difficult. 14 percent were unable to express an opinion.

### **Item 3.4**

This item reveal that 6,0 percent of the respondents were satisfied with the fact that Northern Sotho syllabuses are been written in English. 87,3 percent were not satisfied while 6,7 percent could not express an opinion. Northern Sotho syllabuses have to be written in Northern Sotho.

### **Item 3.5**

The translation of English concepts into Northern Sotho was found to be easy by 6 percent of the respondents. 88 percent of the respondents found the translation not easy while 6 percent could not express an opinion. It is not proper for a Northern Sotho lecturer to be engaged in the translation of English concepts and ideas before teaching can start.

### **Item 3.6**

26,7 percent of the respondents were satisfied with common syllabuses which were used for all African Languages taught at colleges of education. 73,3 percent of the respondents were not satisfied. Since every language is unique it is essential that there should be a separate syllabus for every African Language. In this way the uniqueness of each language would be acknowledged.

### **Item 3.7**

20 percent of the respondents concur that when the subject matter is repeated in consecutive years student teachers lose interest. 73,3 percent do not agree and 6,7 percent were unable to express an opinion. The

subject matter should not be repeated to avoid boredom on the part of student teachers.

**Item 3.8**

11 lecturers emphasised that the syllabuses should be written in Northern Sotho.

**4. TEXTBOOKS**

**Item 4.1**

All the respondents indicated that there is great shortage of Northern Sotho method textbooks. The shortage creates a problem because effective teaching cannot take place without sufficient reference materials.

**Item 4.2**

Responses indicate that 100 percent of the respondents agreed that the textbooks which they used were not based on the present syllabuses. This state of affairs makes teaching and learning very difficult. It means the Northern Sotho lecturers have to compile notes which will be in line with the syllabuses.

**Item 4.3**

The respondents all concurred that not all student teachers possess the prescribed textbooks and set-works. Those who do not have all the necessary books have to either depend on the lecturers' notes or they have to make their own notes.

**Item 4.4**

92,9 percent of the respondents were of the opinion that it is important that colleges of education should be involved in the choice of set-works for student teachers. 7,1 percent were not in favour of the fact that colleges should be involved in the choice of set-works for student teachers. If colleges of education could be involved, the lecturers' interest in the teaching of set-works would be increased.

#### **Item 4.5**

This item reveal that 30,8 percent of the respondents prefer that Northern Sotho lecturers should be involved in the choice of set-works. 69,2 percent indicated that both the Northern Sotho lecturers and departmental heads should be involved in the choice of set-works.

#### **Item 4.6**

The responses indicated that the method textbook that was popular at colleges of education was the one entitled: "Ithute go ruta Sesotho sa Lebowa" written by Mphahlele, Ramushu and Legodi.

### **5. ATTITUDE**

#### **Item 5.1**

20 percent of respondents indicated in the questionnaires that they would like to teach Northern Sotho for the rest of their careers as teachers. 80 percent indicated that they will not teach Northern Sotho until at the retirement age. This clearly indicates that the majority of the Northern Sotho lecturers teach Northern Sotho because they have been forced by circumstances.

#### **Item 5.2**

The responses reveal that 33,3 percent of the respondents indicated that they sometimes arrange or help in the arrangement of educational excursions for the Northern Sotho student teachers. 66,7 percent indicated that they have never been concerned with educational excursions for Northern Sotho student teachers. This clearly shows lack of interest in matters related to Northern Sotho.

#### **Item 5.3**

13,3 percent of the respondents agreed that the general attitude of the other lecturers at colleges of education towards Northern Sotho is positive. 66,7 percent of the respondents regarded the attitude as negative while 20 percent could not express an opinion. The majority of the respondents regard other lecturers as having a negative attitude. The table that follow illustrates this fact.

Attitude towards Northern Sotho	Percentage
Positive attitude	13,3
Negative attitude	66,7
Unable to express an opinion	20,0
Total	100,0

Table 4.5: Attitude towards Northern Sotho

Item 5.4

The responses revealed that 40 percent of the respondents concurred that Northern Sotho and Physical Science were of equal importance at colleges of education or in life generally. For 46,7 percent Northern Sotho and Physical Science were not of equal importance and 13,3 could not express an opinion. Thus it is evident that the majority of the respondents relegated Northern Sotho to an inferior position.

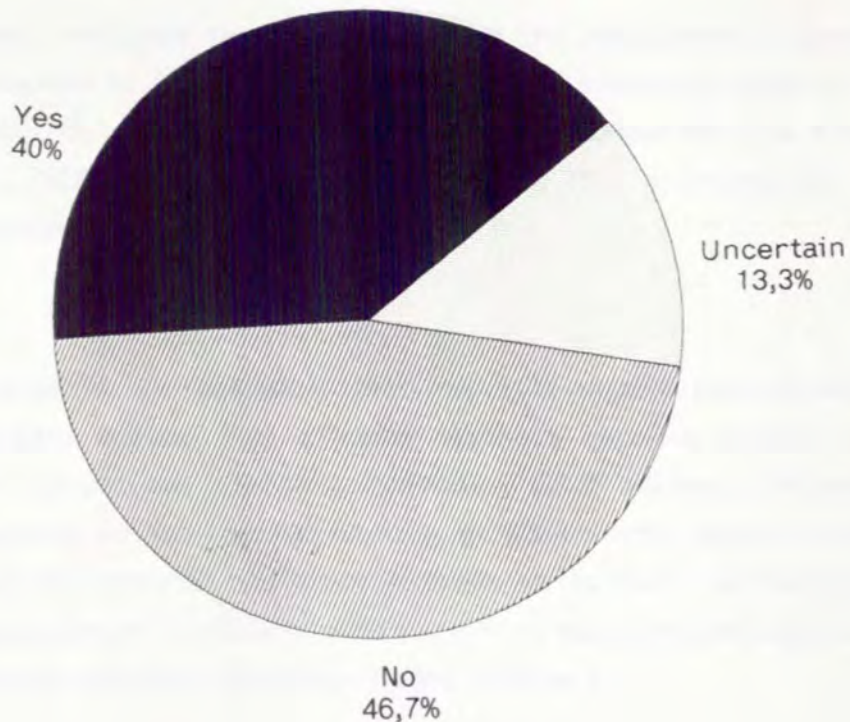


Figure 4.4: Comparison between Northern Sotho and Physical Science

### **Item 5.5**

40 percent of the respondents agreed that they sometimes arrange dramas, debates and traditional dances for student teachers to enable them to have an increased interest in Northern Sotho. 60 percent indicated that they never arranged dramas, debates and traditional dances. This means that the majority of the respondents did not assist the student teachers to increase their interest in Northern Sotho.

## **6. APPROACH**

### **Item 6.1**

It was found that 93,3 percent of the respondents always use Northern Sotho as a medium of teaching. 6,7 percent do not always use Northern Sotho when they teach Northern Sotho. It is a well established fact that for teaching to be effective Northern Sotho must be taught through the medium of Northern Sotho.

### **Item 6.2**

The responses revealed that 94 percent of the respondents agreed that they used English or Afrikaans to clarify certain concepts which are found in the syllabuses. 6 percent denied that they sometimes use English or Afrikaans in class. It is, therefore, evident that a second or a third language approach was used.

### **Item 6.3**

It was indicated in the responses to the questionnaires that 60 percent of the respondents agreed that student teachers receive enough guidance with regard to various teaching methods. 26,7 percent indicated that student teachers do not receive enough guidance with regard to teaching methods and 13,3 percent could not express an opinion. Student teachers should receive proper guidance with regard to teaching methods to enable them to become efficient Northern Sotho teachers.

### **Item 6.4**

53,3 percent of the respondents concurred that student teachers receive

adequate guidance to enable them to interpret syllabuses. 33,3 percent did not agree and 13,4 percent could not express an opinion. Student teachers should be able to interpret syllabuses in order to expose the learning content meaningfully.

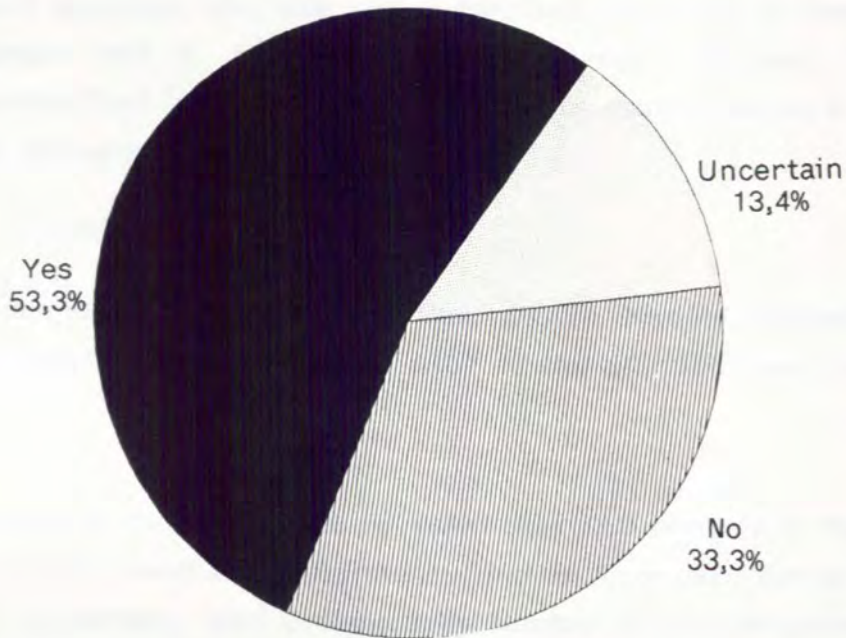


Figure 4.5: Interpretation of syllabuses

#### Item 6.5

It was found that 80 percent of the respondents were of the opinion that the student teacher's guidance at the college equipped him to be able to compile a scheme of work. 6 percent did not agree and 14 percent were unable to express an opinion. The student teachers must know how to compile a scheme of work to save them from embarrassment when they start to teach.

#### Item 6.6

66,7 percent of the respondents were of the opinion that student teachers should start receiving guidance in methodology as from the first year of study, 20 percent indicated that it should be from the second year of study while 13,3 felt that guidance in methodology should start during the third year of study. The opinion that guidance in methodology should start during the first year of study is endorsed.

## **7. STANDARDISATION**

### **Item 7.1**

It was found that 94 percent of the respondents indicated that there are student teachers who use unstandardised language at their colleges of education and 6 percent did not agree. Student teachers use unstandardised language because there are many dialects in the Northern Sotho language.

### **Item 7.2 and 7.3**

All respondents indicated that they advise student teachers to read as many books as possible to get used to the standard language.

### **Item 7.4**

Responses to questionnaires revealed that 33,3 percent of the respondents give student teachers assignments that will compel them to use Northern Sotho Terminology and Orthography Number 4 once or twice per year, 20 percent more than twice and 46,7 usually do not give them such assignments. To help in the standardisation of student teachers' language, it is important for Northern Sotho lecturers to make regular use of the Northern Sotho Terminology and Orthography Number 4.

## **8. TEACHING PRACTICE**

### **Item 8.1**

All the respondents indicated that the system of student teaching practice in terms of which pupils are brought to the college occurs in relatively unreal circumstances. This is true because usually only a few pupils are brought to the college.

### **Item 8.2**

Respondents were expected to give viewpoints with regard to the following statement:

During teaching practice period, student teachers do not have the opportunity of learning to handle the demands made upon a teacher during a normal school day.



This statement was regarded by 40 percent of the respondents as very important, 33,3 as fairly important, 13,4 as of little importance and 13,3 as unimportant. The student teachers do not have the opportunity of learning about all the demands made upon a teacher because the teaching practice period is short.

### **Item 8.3**

Respondents had to give their viewpoints in connection with the statement that follows:

The period allowed for teaching practice is too short to orientate student teachers adequately in respect of the didactic situation they will have to face when they teach on a full-time basis.

33,3 percent of the respondents regarded the statement as very important, 26,7 as fairly important, 20 percent as of little importance and 20 percent as unimportant. Teaching practice periods are short. The student teacher needs more time to be able to learn how to initiate and control the teaching situation properly.

### **Item 8.4**

73,3 percent of the respondents indicated that they were in favour of a longer teaching practice period and 26,7 percent were not in favour of it. A longer teaching practice period will enable student teachers to learn more about the didactic situation.

### **Item 8.5**

The majority of the respondents, namely, 44,5 percent recommended that the longer period of teaching practice be implemented at the beginning of the third term of the first year of study. 22,4 percent of the respondents recommend the beginning of the first term of the second year of study, 11,1 percent recommended the beginning of the second term of the second year of study as the time for it to be implemented and 22 percent of the respondents recommend that the longer teaching practice period should start at the beginning of the third term of the second year of study.

**Item 8.6**

Northern Sotho lecturers had to respond to the following statement:

In many cases valuable time is "wasted" because work that the student teachers taught must be re-taught when they leave.

66,7 percent of the respondents regarded the statement as very important, 20 percent regarded it as fairly important and 13,3 percent regarded it as of little importance.

The fact that the learning content has to be taught again after the departure of student teachers, creates a problem for school teachers.

**Item 8.7**

The statement that pupils generally do not have much respect for student teachers because they are seen as students and not as future teachers, was regarded as very important by 46,7 percent of the respondents; as fairly important by 33,3 percent of the respondents; as of little importance by 13,3 percent and as unimportant by 6,7 percent of the respondents. The writer concurs with the majority of the respondents on this item.

**Item 8.8**

The statement that student teachers do not receive proper guidance during the teaching practice period was regarded as very important by 80 percent of the respondents and as fairly important by 20 percent of the respondents. During the teaching period student teachers have to prepare teaching aids and lessons. Therefore, there is very little or no time to guide them.

**Item 8.9**

In the questionnaire there was a statement that student teachers were sometimes made to feel unwelcome at schools and were often treated as intruders. This statement was regarded as very important by 26,7 percent of the respondents, 47,3 percent of the respondents regarded it as fairly important and 26 percent of the respondents regarded it as of little importance. It is generally accepted that student teachers feel unwelcome at schools during teaching practice period.

## 9. MICROTEACHING

### Item 9.1

33,3 percent of the respondents indicated that they have sufficient equipment to implement microteaching programmes while 66,7 percent indicated that they did not have enough sufficient equipment. Each college should have sufficient equipment to be able to implement microteaching programmes fully.

### Item 9.2

20 percent of the respondents indicated that they have enough rooms that were suitable for microteaching practice and 80 percent showed that rooms for microteaching at their colleges were neither sufficient nor suitable. Suitable and enough microteaching rooms are necessary for each college of education.

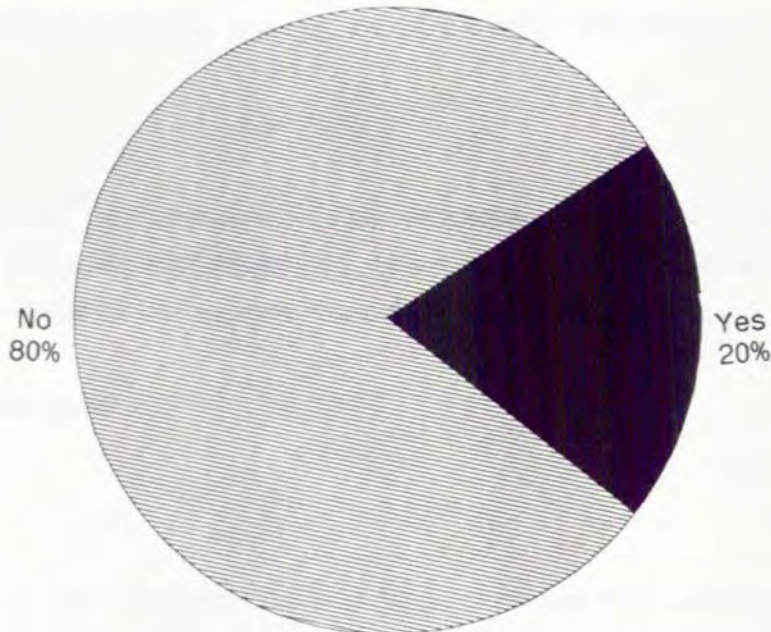


Figure 4.6: Sufficiency and suitability of microteaching rooms

### Item 9.3

According to the responses to the questionnaires, 100 percent of the respondents agreed that they have access to a sufficient number of pupils for use during microteaching settings.

**Item 9.4**

100 percent of the respondents indicated on the questionnaire that they did not have the technical staff to maintain and set up microteaching equipment. It is important for each college to have an adequate number of technical staff.

**Item 9.5**

The responses reveal that 20 percent of the colleges of education make sufficient time available for the full use of microteaching while 80 percent do not do so. Enough time should be made available for micro-teaching at each college of education.

**Item 9.6**

100 percent of the respondents agreed that huge numbers of student teachers create a problem during microteaching periods.

**Item 9.7**

It was found that 13,3 percent of the respondents indicated that they had enough and suitable microteaching reference materials while 86,7 percent did not have enough reference material for microteaching.

**10. TEACHING AIDS**

**Item 10.1**

86,7 percent of the respondents indicated that teaching aids are not freely available or too much organisation is required to obtain the available teaching aids, while 13,3 percent of the respondents did not experience problems regarding teaching aids. It is important that teaching aids should be freely available.

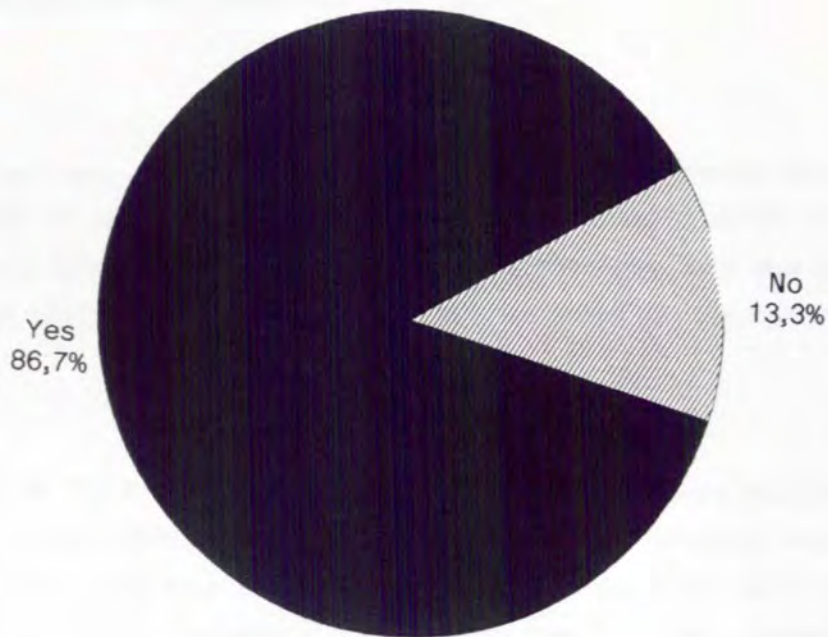


Figure 4.7: Availability of teaching aids

**Item 10.2**

46,7 percent of the respondents indicated that they were satisfied with the teaching aids that were available and 53,3 percent of them were not satisfied. Each college should ensure that there are sufficient teaching aids for use by lecturers.

**Item 10.3**

All the respondents indicated that they do not use teaching aids in every lesson while teaching. The use of teaching aids is essential because the learning content is simplified.

**Item 10.4**

40 percent of the respondents have indicated that they effectively use the media centres at their colleges of education. This means that 60 percent of the respondents will not be able to guide student teachers with regard to sources that are available in the media centres because they rarely visit such centres.

## 11. STRATEGIES OF TEACHING

### Item 11.1

The response revealed that 66,7 percent of the respondents sometimes use the strategy of teaching according to an accountable didactic theory while 33,3 percent have never used this teaching strategy and the main reason is that the didactic theory has not been included in the syllabuses.

### Item 11.2

80 percent of the respondents indicated that they always use the strategy of teaching according to aims and objectives. 20 percent indicated that they sometimes use this strategy. Aims and objectives give direction to both Northern Sotho lecturers and student teachers and, therefore, every lesson should be aim-directed.

### Item 11.3

Analysis of the data indicated that 73,3 of the respondents always use the strategy of integrating content and form and 26,7 percent sometimes integrate content and form. To enable student teachers to attach meaning to the learning content, the Northern Sotho lecturer has to integrate content and form.

### Item 11.4

The strategy of teaching by example was always used by 26,7 percent of the respondents and 73,3 percent of them sometimes used this strategy during the period of the research. Teaching by example is important to enable the students to have insight into objects that cannot be brought into the classroom.

### Item 11.5

The strategy of teaching by demonstration was always used by 6,7 percent of the respondents, 86 percent sometimes used this strategy and 7,3 percent never used the demonstration strategy during the research period. During demonstration lessons the Northern Sotho lecturer transfers certain

skills and capabilities or knowledge to the student teacher so that the latter can master these through observation of a series of actions. Therefore every Northern Sotho lecturer should use this strategy.

#### **Item 11.6**

The strategy of concept teaching was always used by 60 percent of the respondents and 40 percent of them sometimes made use of this strategy during the research period. Since in concept teaching clarity is emphasised, it is imperative that every Northern Sotho lecturer should use this strategy effectively.

#### **Item 11.7**

13,3 percent of the respondents always used the functional-inductive approach while 86,7 percent sometimes used this approach during the research period. It is essential that all Northern Sotho lecturers always have to use this approach when they teach because it ensures that student teachers understand the learning content.

## **12. EVALUATION**

#### **Item 12.1**

The responses to the questionnaires indicated that 13,3 percent of the respondents give written work to student teachers once per fortnight, 80 percent give written work once per month and 6,7 percent give written work once per quarter. Written assignments gives student teachers the opportunity to prepare for the end of the year examination. Therefore it should be given at short intervals and be marked.

#### **Item 12.2**

60 percent of the respondents indicated that they tested student teachers regularly and 40 percent agreed that their testing was irregular. Tests should be given regularly to keep student teachers informed of the progress they are making.

### Item 12.3

20 percent of the respondent returned written work to student teachers promptly, 60 percent also returned written work promptly but not always and 20 percent did not return written work to student teachers promptly. Student teachers are motivated to study further if their written work is returned to them as soon as possible.

Written work	Percentage
Return work promptly	20,0
Sometimes return work promptly	60,0
Do not return work promptly	20,0
Total	100,0

Table 4.6: Returning of written work to student teachers

### Item 12.4

The general mistakes made by student teachers were discussed in class by 50 percent of the respondents. 50 percent did not discuss student teachers' mistakes in class during the period of research. It is essential to discuss general mistakes in class to avoid repetition of such mistakes in future.

### Item 13

70 percent of the respondents recommended that:

- the syllabuses should be written in Northern Sotho
- Northern Sotho lecturers at colleges of education should teach Northern Sotho only and not other subjects as well.

In the paragraphs that follow the information obtained from the questionnaires completed by student teachers is presented and discussed.



#### 4.4.4 Presentation and interpretation of data obtained from the questionnaires completed by student teachers

##### SECTION A

##### BIOGRAPHICAL INFORMATION

##### Item 1.1

The data from the questionnaires indicated that 67,4 percent of the respondents had never married, 27,9 percent were married and 4,7 percent were separated.

Marital Status	Percentage
Never married	67,4
Married	27,9
Separated	4,7
Divorced	0,0
Total	100,0

**Table 4.7: Marital status in respect of student teachers**

Student teachers' biographical information was required to have an idea of their home backgrounds.

##### Item 1.2

48,8 percent of the respondents were male student teachers and 51,2 percent were females. The sex distribution among the respondents indicates that more females have enrolled for Northern Sotho than males.

##### Item 1.3

The home languages for 95 percent of the respondents was Northern Sotho, 2,3 percent was Southern Sotho and 2,6 percent was Tswana. The respondents for whom Northern Sotho was not their home language had to work hard to be able to cope with the demands made by the Northern Sotho language.

**Item 1.4**

Northern Sotho was widely spoken in the homes of 95,3 percent of the respondents, Tswana was widely spoken in the homes of 2,4 percent of the respondents and Southern Sotho in 2,3 percent of the respondents' homes.

**Item 1.5**

All the respondents indicated that the language which was predominantly spoken was Northern Sotho.

**Item 1.6**

The respondents who attended high school in urban areas were 14 percent and 86 percent attended high school in rural areas.

**Item 1.7**

All the respondents indicated that they attended public schools.

**Item 1.8**

39,5 percent of the respondents obtained senior certificates, 2,3 percent obtained conditional exemption and 58,2 obtained full matriculation exemption.

<b>Matriculation Status</b>	<b>Percentage</b>
Full matriculation exemption	58,2
Conditional exemption	2,3
Senior Certificate	39,5
Total	100,0

**Table 4.8: Matriculation status in respect of student teachers**

## **SECTION B**

### **DIDACTIC THEORY**

#### **Item 2.1**

72,1 percent of the respondents indicated that the didactic categories are included in the syllabuses, 20,9 percent did not agree and 7 percent were uncertain. Those who were uncertain admittedly did not know what was meant by didactic categories.

#### **Item 2.2**

69,8 percent of the respondents indicated that the didactic criteria were found in the syllabus for education, 20,9 percent indicated "no" while 9,3 percent were uncertain. The conflicting viewpoints of the students illustrate that they were not familiar with the syllabus for education.

#### **Item 2.3**

The data gleaned revealed that 88,4 percent of the respondents indicated that didactic principles were found in the education syllabus and 11,6 percent did not agree.

#### **Item 2.4**

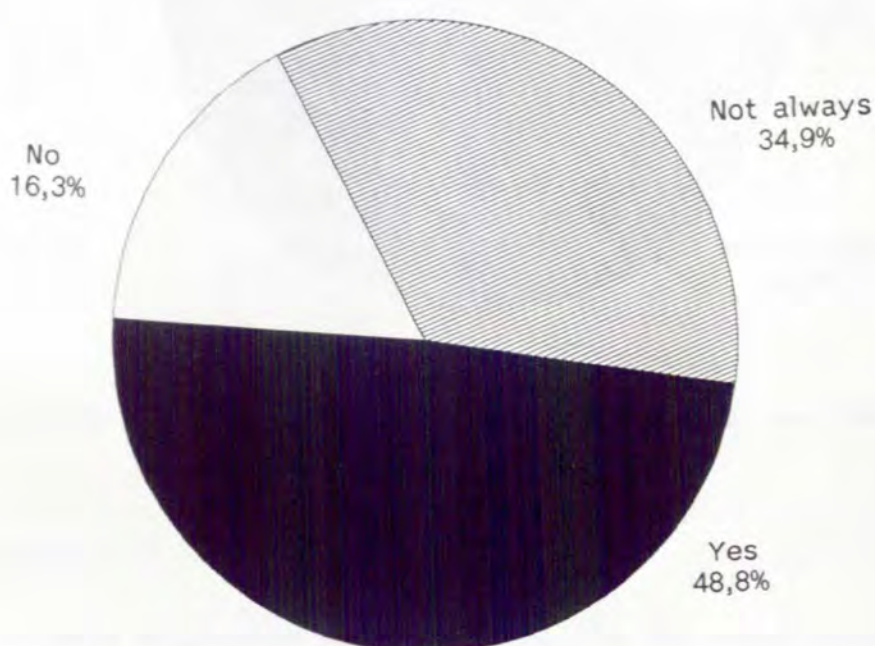
100 percent of the respondents indicated that teaching methods were included in the education syllabus. This is an illustration of the fact that student teachers receive guidance in methodology.

#### **Item 2.5**

67,4 percent of the respondents were of the opinion that lecturers presented lessons in an organised way. 32,6 percent indicated that lecturers did not always present lessons in an organised manner. Student teachers understand lessons which are presented in an orderly and organised way.

**Item 2.6**

In the opinion of 48,8 percent of the respondents, lecturers reduced the learning content to that which is important and absolutely essential, 34,9 percent indicated that lecturers do not always reduce the content to its essentials and 16,3 percent responded negatively. The learning content that has been reduced to its essentials is normally understood by student teachers without much difficulty.



**Figure 4.8: Reductions of learning content**

**Item 2.7**

62,8 percent of the respondents indicated that lecturers explain the learning content so clearly that learning takes place and 37,2 mentioned that they did not always explain the subject matter clearly. The learning content should be explained in such a way that it will be absolutely clear to the student teacher.

**Item 2.8**

67,4 percent of the respondents are of the opinion that lecturers are not usually sympathetic towards student teachers 30,2 percent were not always sympathetic and 2,3 percent were never sympathetic. Lecturers

should be sympathetic and always assist the student teachers in such a way that their spontaneous learning intentions are catered for.

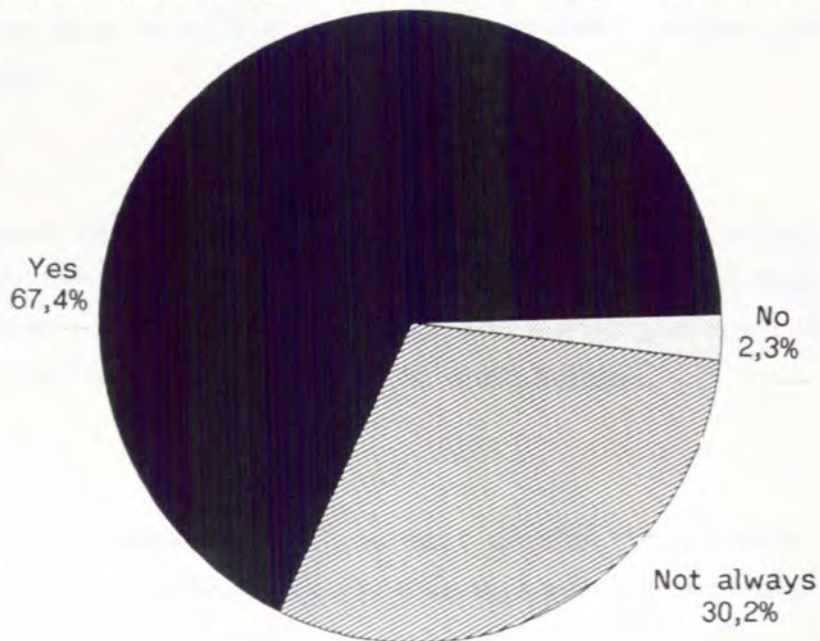


Figure 4.9: Sympathy towards student teachers by Northern Sotho lecturers

#### Item 2.9

It has been discovered that 60,5 percent of the respondents were of the opinion that lecturers always adjust their tempo to the needs of the class. 39,5 percent mentioned that in most cases lecturers adjust their tempo to student teachers' needs. It is essential that in his unlocking of Northern Sotho content the lecturer should progress at such a tempo that no student teacher will fall behind.

### SECTION C

#### TEACHING PROBLEMS AND STRATEGIES

#### 3. SYLLABUSES

##### Item 3.1

Analysis of the responses to the questionnaires revealed that 44,2 percent of the respondents indicated that they regarded the Northern Sotho

learning content as easy. 55,8 percent did not perceive the learning content as easy. When the Northern Sotho lecturers expose its learning content as easy in such a way that the student teachers experience it as meaningful.

#### **Item 3.2**

62,8 percent of the respondents indicated that the learning content offer them sufficient challenge while 37,2 percent indicated that the learning content was not always challenging. The learning content that challenges student teachers motivates them to work harder.

#### **Item 3.3**

It has been found that 9,3 percent of the respondents regarded the learning content as too difficult while 90,7 percent regarded it as suitable.

### **4. TEXTBOOKS AND SET-WORKS**

#### **Item 4.1**

Their responses revealed that the method textbook entitled "Ithute go ruta Sesotho sa Lebowa" written by Mphahlele, Ramushu and Legodi was popular among student teachers.

#### **Item 4.2**

37,2 percent of the respondents indicated that they had all the prescribed textbooks and 62,8 percent did not have them all. Student teachers without all the required reference material will not be able to cope adequately with the demands of Northern Sotho as a subject.

#### **Item 4.3**

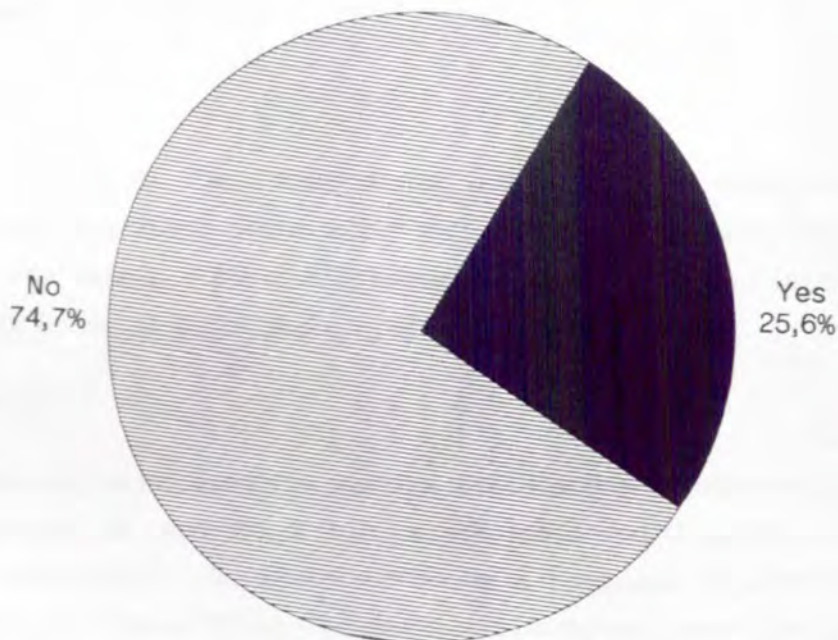
44,2 percent of the respondents indicated that certain sections of the prescribed textbooks comply with the requirements of the syllabus. 37,2 percent were uncertain and 18,6 percent indicated that prescribed textbooks did not comply with the requirements of the syllabus. Textbooks that comply with the requirements of the syllabus facilitate teaching and learning.

**Item 4.4**

All the respondents indicated that the method and content textbooks were of a suitable standard. This means that the student teachers can attach meaning to the textbooks that were used.

**Item 4.5**

25,6 of the respondents had all the prescribed set-works and 74,4 percent did not have all set-works. Student teachers who do not have all the set-works will pass with difficulty.



**Figure 4.10: Set-works for Northern Sotho**

**5. ATTITUDE**

**Item 5.1**

Respondents who enjoyed studying Northern Sotho were 93 percent and 7 percent did not enjoy studying it. To be able to obtain high marks in Northern Sotho, student teachers should enjoy studying it.

**Item 5.2**

Respondents who were forced by circumstances to study Northern Sotho

were 23,3 percent and 76,7 percent chose to register for the subject. Student teachers who have the correct attitude towards Northern Sotho will derive maximum benefit from all Northern Sotho lessons.

#### **Item 5.3**

According to the responses to the questionnaires, 90,7 percent of the respondents indicated that they would choose Northern Sotho as one of their major subjects when studying for a degree and 9,3 percent answered negatively. To be able to pursue Northern Sotho to the highest possible level, student teachers have to adopt a positive attitude towards the subject.

#### **Item 5.4**

93 percent of the respondents indicated that they are interested in teaching Northern Sotho after qualifying as teachers and 7 percent were not interested. The student teacher should have an interest in Northern Sotho to be able to teach it efficiently.

#### **Item 5.5**

Those who expressed the opinion that Northern Sotho was a useful subject comprised 93 percent of the respondents and 7 percent indicated that it was not useful. Northern Sotho as a language is useful because it is a vehicle of transmitting the Northern Sotho culture from one generation to another.

#### **Item 5.6**

27,9 percent of the respondents indicated that student teachers who studied physical science were more important than those studying Northern Sotho and 72,1 percent did not agree. Student teachers who have a positive attitude towards Northern Sotho will always regard themselves just as important as all the other students at the college.

#### **Item 5.7**

2,3 percent of the respondents indicated that educational excursions were arranged for Northern Sotho student teachers more than once per year,



39,6 percent indicated that educational excursions were arranged once per year while 58,1 percent indicated that educational excursions were never arranged for Northern Sotho student teachers. Educational excursions are important because student teachers are given the opportunity of perceiving objects which cannot be carried into the classroom.

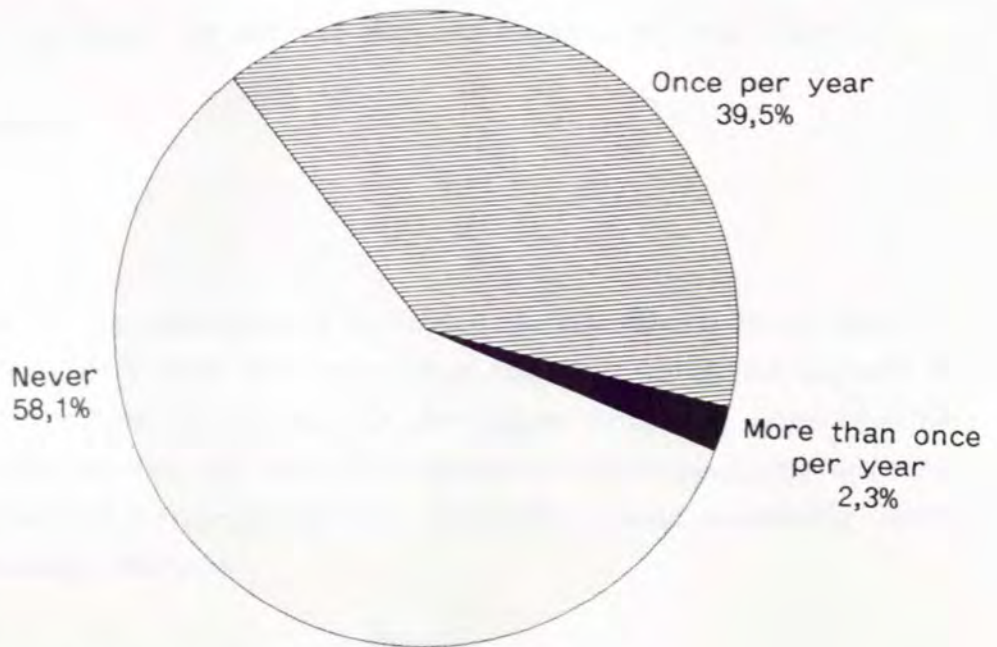


Figure 4.11: Educational excursions

**Item 5.8**

It was found that 88,4 percent of the respondents had an interest in Northern Sotho dramas and traditional dances and 11,6 percent were not interested. Student teachers with a positive attitude towards Northern Sotho should have an interest in dramas and traditional dances.

**Item 5.9**

14 percent of the respondents indicated that some of the Northern Sotho periods were used by other lecturers to teach their subjects. On the other hand 86 percent indicated that Northern Sotho periods were used for the teaching of Northern Sotho and the implication is that Northern Sotho was regarded to be as important as any other subject.

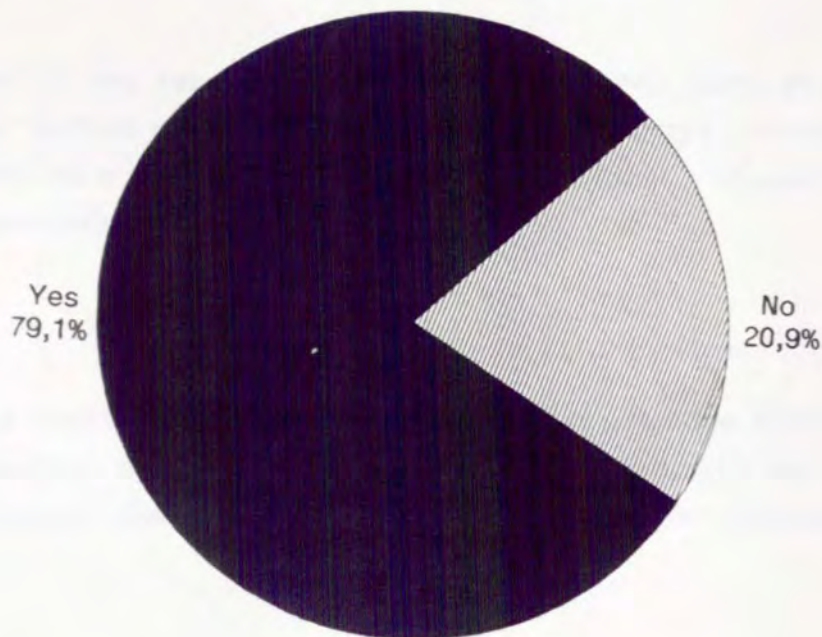
**Item 5.10**

Analysis of the data from questionnaires reveal that 74,4 percent of the respondents indicated that other lecturers and their student teachers regard Northern Sotho as a simple subject and 25,6 did not agree. Therefore, it can be deduced that other lecturers and their student teachers do not have the correct attitude towards Northern Sotho.

**6. APPROACH**

**Item 6.1**

79,1 percent of the respondents indicated that Northern Sotho lecturers used English or Afrikaans textbooks when teaching while 20,9 percent did not agree. The use of English or Afrikaans textbooks when teaching Northern Sotho implies the use of a second or third language approach. To employ the first language approach, lecturers should completely depend on first language sources.



**Figure 4.12: Approach of teaching Northern Sotho at colleges of education**

### **Item 6.2**

Their replies indicated that 76,7 of the respondents were required to use English or Afrikaans textbooks when preparing for a test or examination. 23,3 percent were using Northern Sotho sources only and this should be encouraged at all other Northern Sotho student teachers' colleges.

## **7. STANDARDISATION**

### **Item 7.1**

It was found that 81,4 percent of the respondents had been given assignments that required them to use the Northern Sotho Terminology and Orthography number 4 while 18,6 indicated that they were never given such assignments. One way of standardizing student teachers' language is by referring them regularly to the Northern Sotho Terminology and Orthography number 4.

### **Item 7.2**

76,7 percent of the respondents indicated that they were aware of the existence of "Northern Sotho Terminology and Orthography number 4" and 23,3 percent were not aware of such a publication. Student teachers should be encouraged to use it.

### **Item 7.3**

It was found that 65,1 percent of the respondents used the Northern Sotho dictionary written by D. Ziervogel and P.C. Mokgokong, 34,9 percent never used it. Student teachers have to use dictionaries for precise meanings of words.

### **Item 7.4**

All the respondents indicated that Northern Sotho lecturers encouraged them to read many books to enable them to get to know the standard Northern Sotho.

## 8. TEACHING PRACTICE

### Item 8.1

The respondents indicated that they usually received guidance with regard to the planning and preparation of lessons.

### Item 8.2

90,7 percent of the respondents formulated objectives for every lesson. 7 percent did not always formulate objectives for the practice lessons they taught and 2,3 percent never formulated objectives. It is essential to formulate objectives because they give guidance and direction.

Formulation of objectives	Percentage
Student teachers who formulated objectives	90,7
Student teachers who sometimes formulated objectives	7,0
Student teachers who never formulated objectives	2,3
Total	100,0

Table 4.9: Formulation of objectives by student teachers

### Item 8.3

The number of respondents who explained concepts when teaching was 88,4 percent and 11,6 percent did not always explain concepts when presenting practice lessons. The formulation of objectives is essential because objectives give direction to both teachers and pupils.

### Item 8.4

All respondents indicated that they allowed pupils to be fully involved in their Northern Sotho lessons. Effective learning takes place when the learner takes part in the didactic situation.

**Item 8.5**

93 percent of the respondents asked questions during practice lessons they offered. 7 percent did not always ask questions. It is important for student teachers to ask questions to ensure that pupils progress with them in the lessons.

**Item 8.6**

Responses indicated that 81,4 percent of the respondents wrote chalkboard summaries and 18,6 percent did not write such summaries. Chalkboard summaries should be written because they facilitate pupils understanding.

**Item 8.7**

67,4 percent of the respondents used teaching aids when teaching. 27,9 percent did not always use teaching aids and 4,7 percent never used teaching aids. Teaching aids simplify the learning content and they should, therefore, always be used.

Use of Teaching Aids	Percentage
Student teachers who always used teaching aids	67,4
Student teachers who did not always use teaching aids	27,9
Student teachers who never used teaching aids	4,7
Total	100,0

**Table 4.10: The use of teaching aids by student teachers**

**Item 8.8**

It was found that 81,4 percent of the respondents gave pupils the opportunity to apply what they have learned while 18,6 percent did not always give them such an opportunity. To ensure that pupils have understood the learning content they should be given the opportunity to apply their knowledge.

#### **Item 8.9**

Analysis of data from questionnaires revealed that 72,1 percent of the respondents thought that the school teachers were satisfied with the methods they used when teaching pupils. 25,6 Indicated that teachers were not always satisfied while 2,3 percent indicated that teachers were never satisfied. In order to satisfy teachers the student teachers have to teach pupils in such a way that they can understand the learning content.

#### **Item 8.10**

69,8 percent of the respondents were of the opinion that pupils respected them just as much as they respected their teachers. 23,2 percent indicated that pupils did not always respect them and 7 percent mentioned that pupils never respected them. Effective learning cannot take place if pupils do not regard student teachers as future teachers.

### **9. MICROTEACHING**

#### **Item 9.1**

It was indicated in the responses that 41,9 percent of the respondents were of the opinion that there were sufficient rooms for microteaching practice and 58,1 percent indicated that there were not enough rooms for microteaching. To be able to practice microteaching effectively the number of suitable rooms for microteaching has to be sufficient.

#### **Item 9.2**

For 55,8 percent of the respondents there is a sufficient amount of equipment for use during microteaching sessions. On the other hand 44,2 percent of the respondents were of the opinion that the amount of microteaching equipment was not sufficient. To enable all student teachers to practice microteaching effectively the amount of microteaching equipment should be enough.

**Item 9.3**

48,8 percent of the respondents were of the opinion that there were a sufficient and suitable number of reference materials for microteaching while 51,2 percent indicated that the reference materials for microteaching were not enough and this limits the scope of reference for both lecturers and student teachers.

**Item 9.4**

According to the respondents 41,5 percent were involved in microteaching sessions once per week, 2,4 percent were involved in microteaching sessions once per fortnight, 17,1 percent were involved in microteaching sessions once per month and 39 percent were involved only once per year in microteaching sessions. Regular microteaching practice gives student teachers the opportunity to master the teaching skills.

<b>Microteaching Sessions</b>	<b>Percentage</b>
Once per week	41,5
Once per fortnight	2,4
Once per month	17,1
Never involved in microteaching or were involved once per year	39,0
<b>Total</b>	<b>100,0</b>

**Table 4.11: Involvement in microteaching sessions by student teachers**

**10. TEACHING AIDS**

**Item 10.1**

69,8 percent of the respondents indicated that Northern Sotho lecturers usually use teaching aids and 30,2 percent responded negatively. It is essential to use teaching aids because they simplify the learning content.

**Item 10.2**

According to responses 14,3 percent of the respondents indicated that Northern Sotho lecturers always used teaching aids, 64,3 indicated that lecturers did not always use teaching aids and 21,4 percent mentioned that lecturers never used teaching aids. Lecturers should always use teaching aids because they facilitate understanding.

**Item 10.3**

90,5 percent of respondents indicated that Northern Sotho lecturers hand out lecture notes while 9,5 percent did not receive notes. Lecture notes clarify difficult sections of prescribed textbooks and they are, therefore, important.

**11. STRATEGIES**

**Item 11.1 to 11.5**

Respondents indicated that teaching strategies that were used by Northern Sotho lecturers were the following:

<b>Strategy</b>	<b>Positive responses in percentages</b>	<b>Negative responses in percentages</b>
Teaching by example	95,2	4,8
Teaching by demonstration	83,3	16,7
Concept teaching	90,5	9,5
Harmonising content and form	73,8	26,2

**Table 4.12: Strategies of teaching Northern Sotho**

It becomes evident from table 4.12 that small percentages of respondents indicated that the strategies of teaching were not used by Northern Sotho lecturers. Teaching strategies have to be used by all Northern Sotho lecturers because a strategy is a plan for achieving a specific learning aim. Degenaar and McFarlane (1978:96) maintain that a teaching strategy accounts for procedural elements such as organisation of content, the forms of teaching and learning, methods and principles.



## 12 EVALUATION

### Item 12.1

The information gleaned from the responses to the questionnaires revealed that written work was given by Northern Sotho lecturers as follows:

Intervals	Percentages of respondents
Once per week	51,2
Once per fortnight	7,0
Once per month	34,8
Once per quarter	7,0

Table 4.13: Intervals of giving written work by Northern Sotho lecturers

Written work has to be given at short intervals to enable student teachers to gain increased knowledge of the Northern Sotho language.

### Item 12.2

48,8 percent of the respondents indicated that lecturers gave tests regularly while 51,2 percent did not agree. Tests are important because they gauge the knowledge acquired by student teachers.

### Item 12.3

37,2 percent of the respondents were of the opinion that lecturers returned written work promptly 51,2 percent indicated that written work was not always returned promptly and for 11,6 percent written work was never returned promptly by lecturers. Student teachers are usually motivated by written work which is returned without delay.

### Item 12.4

62,8 percent of the respondents indicated that general mistakes made by student teachers were often discussed in class. 34,9 percent of the respondents mentioned that general mistakes were not always discussed in class and 2,3 percent indicated that student teachers' mistakes were never

discussed in class. To avoid repetition, the general mistakes made by student teachers have to be discussed.

#### **Item 13**

The general suggestion was that the syllabuses should be written in Northern Sotho. This would avoid the translation of concepts and idea from English to Northern Sotho.

#### **4.5 SUMMARY**

The responses to the questionnaires completed by Northern Sotho lecturers and student teachers made important relevations with regard to the teaching and learning of Northern Sotho in colleges of education.

The responses to the questionnaires make it evident that the primary consequences of the didactic theory were either not emphasised or did not form part of the teacher training programmes. It was also revealed that quite a large number of student teachers did not have insight into the major aspects of the didactic theory.

In the light of the responses to the questionnaires it also became evident that there are numerous problems that are encountered in the teaching and learning of Northern Sotho. The respondents confirmed that there are problems that are associated with the implementation of syllabuses, the problem of the attitude adopted towards Northern Sotho, the problem of the approach of teaching Northern Sotho, the problem of standardisation and problems of teaching practice and microteaching.

It can, therefore, be argued that the Northern Sotho student teachers leave the colleges of education not fully prepared to teach Northern Sotho effectively in schools. This fact is in line with the hypothesis which was formulated in chapter two of this study.

The next chapter deals with findings, conclusions and recommendations.

## CHAPTER FIVE

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

The main aim of this study was to investigate, interpret, describe and identify the negative factors in the teaching and learning of Northern Sotho at colleges of education in Lebowa. These factors have been identified in order to arrive at conclusions and to formulate recommendations concerning the training of Northern Sotho teachers who will fulfil the task of teaching Northern Sotho as first language at schools more effectively.

The purpose of collecting data by means of literature study and empirical research was to be able to verify or reject the hypothesis of this study that was formulated in chapter. To be able to achieve this, it has been imperative to use the research methods that were described in chapter one.

#### 5.2 FINDINGS FROM LITERATURE STUDY

##### 5.2.1 Findings concerning the didactic theory

###### 5.2.1.1 *The didactic theory is necessary*

It is a well established fact that theory is necessary because it explains and systematically describes the occurrence or practice of teaching. Actually, theory cannot be separated from practice in the teaching situation. It is assumed that theory should always culminate in practice. Degenaar and McFarlane (1987:33) illustrate this point by expressing the opinion that "... the relationship between didactical and subject didactical theory and the practical teaching of subjects (such as Northern Sotho, author's addition) can only be structured with reference to an

understanding of structure and meaning of both theory and practice". This implies that the Northern Sotho student teacher should have a thorough knowledge of the nature of the relationship between theory and practice.

#### **5.2.1.2 *The didactic theory has certain didactic consequences***

The didactic theory clarifies the relationship between education and teaching. The basic relationship between education and teaching lies in the fact that Northern Sotho lecturers at colleges of education teach student teachers to be in a better position to describe, explain and unfold certain norms which the child should master in order to become a responsible adult. To realise educational aims, therefore, depends on the relationship between education and teaching (Louw, 1991:21).

The activity of teaching at colleges of education and at all other levels of education can be described in terms of didactic categories which are consequences of a didactic theory. Further, the teaching of Northern Sotho can only be evaluated in terms of didactic criteria. On the other hand the didactic principles which are also the consequences of a didactic theory, give direction to the teaching activity.

It is essential that the Northern Sotho student teacher should have a thorough knowledge of the aspects of a didactic theory. Insight into the didactic theory will enable the prospective Northern Sotho teacher to teach effectively.

### **5.2.2 Findings with regard to problems of teaching Northern Sotho**

#### **5.2.2.1 *The lack of an accountable didactic theory for Northern Sotho***

Literature study revealed that the primary problem concerning the teaching of Northern Sotho at colleges of education is the lack of an accountable didactic theory. It was mentioned in chapter two that a didactic theory is a radical consideration, systematic description and explanation of teaching. It explains Northern Sotho phenomena and therefore provides direction. It increases the learning effectiveness of a

student teacher because it provides consistency. Thus, it becomes evident that the lack of a didactic theory for Northern Sotho creates a serious problem.

**5.2.2.2 *The Northern Sotho syllabuses at colleges of education are vague in terms of aims and objectives***

The fact that the syllabuses are vague allows textbook writers and Northern Sotho lecturers a lot of scope in their presentation of the subject matter. With a more detailed syllabus which stipulates the subject matter, there will be no room for a haphazard teaching programme.

It has been found from literature that Northern Sotho syllabuses at colleges of education do not have the objectives of the learning content in respect of the smallest subjections. This implies that teaching takes place at random because objectives are meant to provide guidance.

**5.2.2.3 *The Northern Sotho syllabuses at colleges of education have been written in English***

The learning content for Northern Sotho student teachers is written in English. This means that Northern Sotho lecturers must translate English concepts and ideas before teaching can start. To enable lecturers to teach effectively, Northern Sotho learning content should be written in Northern Sotho.

**5.2.2.4 *The approach used in the teaching of Northern Sotho at colleges of education is the one used in the teaching of a second or a third language***

The actual teaching of Northern Sotho at colleges of education is conducted with the use of ideas and concepts formulated in a second or foreign language. It is not a simple task to express the ideas of one language through the medium of another. Consequently the Northern Sotho lecturer does not succeed in expressing himself adequately in his home language.

#### **5.2.2.5 *Lecturers experience problems when implementing microteaching***

Important microteaching problems revealed by literature study were found to be the large numbers of student teachers, an insufficient amount of microteaching equipment, an insufficient number of rooms that were suitable for microteaching practice, the lack of an adequate number of technical staff to maintain and set up microteaching equipment as well as the difficulty of finding suitable reference material.

#### **5.2.2.6 *Several problems were associated with teaching practice***

It has been found that valuable time for school teachers is wasted because work that was taught by student teachers had to be taught again after their departure.

The majority of pupils did not have much respect for student teachers because they did not see them as prospective teachers but just as learners like themselves.

#### **5.2.2.7 *The lack of sufficient method textbooks***

The method textbooks for Northern Sotho that are used at colleges of education are very few. This shortage limits the scope of reference for lecturers and student teachers. In this regard Masebenza (1985:5) maintains that lecturers in most cases use second or third language textbooks in their teaching of a first language. Masola (1989:186) concurs: "The lecturers for Northern Sotho in most cases recommend English books ... as reference for use by the student teachers due to lack of suitable textbooks for the subject".

#### **5.2.2.8 *Standardisation presents a problem in the teaching of Northern Sotho***

The use of unstandardised terminology creates teaching and learning problems. The many dialects found in the Northern Sotho language are the source of this problem. Referring to the problem of standardisation Masola (1989:114) maintains: "One major problem in the teaching of Northern Sotho is created by terminology".

#### **5.2.2.9 *The attitude towards Northern Sotho is not always positive***

The attitude of a good number of Northern Sotho lecturers and student teachers is not always positive towards Northern Sotho. They feel that Northern Sotho is an inferior language because it does not possess the scientific and technical terminology that is necessary for use as the teaching medium at secondary and higher levels of education; it does not provide a medium of communication with the rest of the world; it is not recognised as one of the official languages and it does not give socio-economic mobility as it is not used in business.

#### **5.2.2.10 *Evaluation procedures are associated with problems***

In evaluation subjectivity has become a problem that concerns all evaluators. In this regard Reed (1974:166) maintains "Subjective judgements, too often result in vague generalities which are of little help in determining the fitness of a teacher candidate". If subjective evaluations are not done with care, they can create a lot of uncertainty.

### **5.2.3 Findings with regard to strategies of teaching Northern Sotho**

The Northern Sotho lecturer should have a sound knowledge of teaching strategies to be able to convey the learning content to the student teacher in the best possible way. Literature study indicated that the following teaching strategies could be used in the teaching of Northern Sotho.

#### **5.2.3.1 *The strategy of teaching according to an accountable didactic theory***

For the Northern Sotho lecturer to teach in an accountable way, he has to apply his knowledge of the primary consequences of a didactic theory. This requires means that the lecturer should be conversant with the didactic categories that describe the teaching of Northern Sotho, didactic criteria for evaluation of the teaching of Northern Sotho, didactic principles for giving direction to the Northern Sotho lecturer, content and the form of teaching Northern Sotho as well as the Northern Sotho teaching model.

### ***5.2.3.2 The strategy of teaching according to aims and objectives***

Literature revealed that the Northern Sotho lecturer must include the teaching aim and objectives when preparing lessons. The teaching should be directed at the learning activities of the student teacher and the result is that the teaching aims are, in fact, the learning aim. It is, therefore, evident that the teaching activity is directed by the teaching aim and objectives.

### ***5.2.3.3 The strategy of harmonising content and form***

The finding was that in order to actualise the learning act when teaching Northern Sotho there should be a balance between form and content. The content determines the didactic form that is to be used in the teaching and learning situation. Louw (1991:139) illustrates this point: "The form of presentation ... varies according to the nature of the content to be exposed". Thus, it can be seen that content cannot be taught without form.

### ***5.2.3.4 The strategy of teaching by example***

Literature indicated that the example serves as the basis of understanding the essence of a specific aspect of the learning content. It is used with the aim of simplifying the learning content. Therefore, the example is "... valid for normal teaching to the extent that a very large proportion of the teaching offered in the classroom is done so by means of the exemplar ..." (Van der Stoep and Louw, 1984:83). The exposition of Northern Sotho content cannot be achieved easily without the use of the strategy of teaching by example.

### ***5.2.3.5 The strategy of teaching by demonstration***

The strategy of teaching by demonstration was found to be used to transfer certain skills or knowledge to the student teachers so that the latter can master these through observation of a series of actions. Demonstration is the manner in which the Northern Sotho lecturer can make the learning content visible to student teachers. In this way



student teachers depend on observation and thus the principle of perception facilitates for effective teaching and learning.

#### **5.2.3.6 *The strategy of concept teaching***

It has been found that Northern Sotho, as mother tongue plays an important role in concept formation and it is the medium through which concepts are taught. When teaching concepts the accent is on clarity of expression by the Northern Sotho lecturer and on insight into concept being attained by student teachers.

#### **5.2.3.7 *The strategy of functional inductive approach***

Literature study indicated that the functional-inductive approach was preferred when teaching Northern Sotho. The implication is that the Northern Sotho lecturer has to use both the functional and the inductive approaches. When the functional approach is used, the living language, or language-at-work, forms the basis of the teaching of a particular linguistic phenomenon. On the other hand, the use of the inductive approach implies proceeding from particularisations or examples to rules when teaching. The functional-inductive approach can be used for the effective teaching of poetry, grammar and composition.

### **5.3 FINDINGS FROM EMPIRICAL RESEARCH**

As indicated in chapter four two questionnaires were completed. One was directed to Northern Sotho lecturers at colleges of education and the other one to Northern Sotho student teachers. The aim of the questionnaires was to make a survey of the problems encountered in the teaching of Northern Sotho in colleges of education in Lebowa.

Eighty questionnaires were completed by Northern Sotho student teachers and thirty by Northern Sotho lecturers. The following officials were interviewed: two members of the Northern Sotho Language Board, two educationists, two Rectors of colleges of education, two Education Specialist (formerly known as Inspectors of education) and one Subject Advisor. At this stage it is considered appropriate to examine the findings from empirical research.

### 5.3.1 Findings with regard to interviews

#### *5.3.1.1 The problem of the lack of the didactic theory with regard to the teaching of Northern Sotho at colleges of education*

The finding was that eight respondents regarded the lack of the didactic theory as a very important problem because the didactic theory gives direction and guidelines with regard to teaching. One respondent objected and argued that the important matter was teaching effectiveness and not knowledge of what teaching is.

#### *5.3.1.2 The problem concerning the fact that Northern Sotho syllabuses have been written in English*

It was found that 100 percent of the respondents concurred that the Northern Sotho syllabuses for colleges of education create a problem because they are written in English. The feeling was that the Northern Sotho syllabuses should be written in Northern Sotho. Northern Sotho lecturers would be relieved of the burden of translating concepts from English to Northern Sotho.

#### *5.3.1.3 The problem of the lack of sufficient method textbooks*

100 percent of the respondents regarded the lack of sufficient method textbooks that were based on the syllabuses as a problem that deserved serious attention. Sufficient reference material simplifies the activities of teaching and learning. All the respondents supported the fact that more method textbooks should be written to improve the quality of training Northern Sotho teachers.

#### *5.3.1.4 The problem of standardisation*

The finding was that all the respondents were of the opinion that the root causes of the problem of standardisation are the many dialects of the Northern Sotho language and the lack of the Northern Sotho subject advisor. 100 percent of the respondents regarded the appointment of such an official as urgently needed.

#### **5.3.1.5 *Duration of training – secondary Teachers' Diploma***

The finding was that six respondents were in favour of a four year training period. In their opinion this duration would be long enough for colleges of education to train efficient Northern Sotho teachers. Three respondents expressed the feeling that the three year period would be sufficient.

#### **5.3.2 Findings with regard to the questionnaires completed by Northern Sotho lecturers**

##### **5.3.2.1 *Findings with regard to biographical information***

It was found that Northern Sotho was the home language for all the respondents. The implication is that the teaching of Northern Sotho at colleges of education is in good hands.

The findings on professional qualifications were as follows: 33,3 percent of the respondents were in possession of Teachers' Diplomas obtained at colleges of education, 26,7 percent possessed Teachers' Diplomas obtained at universities, 33,3 percent possessed Bachelor of education degrees and 6,7 percent were in possession of Primary Teachers' Certificates.

It was found that even lecturers who had one or two years' teaching experience were appointed at colleges of education.

##### **5.3.2.2 *Findings with regard to didactic theory***

The finding was that 86 percent of the respondents were of the opinion that the lack of didactic theory for the teaching of Northern Sotho was a major problem. 14 percent indicated that they could not express an opinion.

##### **5.3.2.3 *Findings with regard to teaching problems and strategies***

It was found that 87,3 percent of the respondents were not satisfied with the fact that Northern Sotho syllabuses are written in English. 6 percent were satisfied and 6,7 percent could not express an opinion.

The finding was that the translation of English ideas and concepts was not simple for 88 percent of the respondents.

100 percent of the respondents concurred that not all student teachers possessed the prescribed textbooks and set-works.

It was found that 20 percent of the respondents would like to teach Northern Sotho for the rest of their careers as teachers - while 80 percent objected. This is illustrative of the fact that the general attitude towards Northern Sotho is not positive.

94 percent of the respondents indicated that they used English or Afrikaans when clarifying certain concepts found in the syllabuses. This finding indicates that the respondents used the second or third language approach.

The finding was that 94 percent of the respondents indicated that there were student teachers who used understandised language at colleges of education.

100 percent of the respondents were of the opinion that the system of student teaching practice in terms of which pupils were brought to the college occurs in relatively unreal circumstances.

It was indicated by 66,7 percent of the respondents that there was insufficient equipment to implement microteaching programmes.

It was indicated by 86,7 percent of the respondents that teaching aids were not freely available or too much organisation was required to obtain the available teaching aids.

The results obtained from the questionnaires are that 73,3 percent of the respondents did not always use the strategy of teaching by example. It is essential always to use this strategy because examples facilitate understanding.

Responses to the questionnaires showed that 50 percent of the respondents did not discuss the general mistakes made by student teachers in class. After the evaluation of student teachers' oral or written work general mistakes should be discussed to avoid repetition of similar mistakes in future.

### **5.3.3 Findings concerning questionnaires that have been completed by student teachers**

#### ***5.3.3.1 Findings with regard to biographical information***

It was found that 39,5 percent of the respondents were in possession of senior certificates, 2,3 had conditional exemption and 58,2 percent had full matriculation exemption.

#### ***5.3.3.2 Findings with regard to didactic theory***

The finding was that 51,2 percent of the respondents indicated that Northern Sotho lecturers did not reduce the learning content to its essentials when teaching. Student teachers can more easily attach meaning to the learning content that has been reduced to its essences.

It was indicated by 30,2 percent of respondents that lecturers were not always sympathetic and 2,4 percent lecturers never showed sympathy towards student teachers.

#### ***5.3.3.3 Findings with regard to teaching problems and strategies***

It was found that 74,4 percent of the respondents did not have set-works. Student teachers who do not have the study material cannot make satisfactory progress.

The finding was that 23,3 percent of the respondents were forced by circumstances to do Northern Sotho at colleges of education. The attitude of such respondents cannot be positive.

It was shown that 27,9 percent of the respondents regarded physical science as more important than Northern Sotho. The implication is that they do not have the correct attitude towards Northern Sotho.

The finding was that 79,1 percent of the respondents expressed the opinion that Northern Sotho lecturers used English or Afrikaans textbooks when teaching. This means that the second or third language approach was used.

It was found that 23,3 percent of the respondents were not aware of the existence of the publication called "Northern Sotho Terminology and Orthography number 4". This publication is concerned with the standardisation of the Northern Sotho language.

It was found that 7 percent of the respondents did not always ask questions when presenting practice lessons, 18,6 percent did not write chalkboard summaries while 27,9 percent did not always use teaching aids.

The finding was that 26,2 percent of the respondents indicated that Northern Sotho lecturers did not use the strategy of harmonising content and form, 9,5 percent showed that lecturers did not use the strategy of concept teaching, 16,7 percent did not use the strategy of teaching by demonstration and 4,8 percent of the respondents indicated that Northern Sotho lecturers did not use the strategy of teaching by example.

It was indicated by 51,2 percent of the respondents that tests were not given regularly and 11,6 percent showed that the lecturers never returned written work promptly.

#### **5.4 CONCLUSIONS**

The major conclusions from this study are as follows:

The didactic theory has to be included in the syllabuses of Northern Sotho at colleges of education. It makes pronouncements concerning the way in which the structure of teaching should be interpreted when teaching Northern Sotho.

The syllabuses for Northern Sotho at colleges of education must be written in Northern Sotho.

The appointment of a Northern Sotho subject advisor is necessary and urgent.

## **5.5 RECOMMENDATIONS**

At this stage recommendations are made which are based on the findings of this study and that could be used to improve the training of Northern Sotho teachers in the subject didactics of Northern Sotho.

### **5.5.1 Recommendations with regard to the didactic theory**

It is recommended that the didactic theory and the model for the teaching of Northern Sotho be included in the syllabuses for Northern Sotho at colleges of education. The didactic theory is essential because it describes and systematically explains the teaching activity.

### **5.5.2 Recommendations concerning Northern Sotho syllabuses at colleges of education**

It is recommended that the Northern Sotho syllabuses be more detailed to leave no room for a haphazard teaching programme. Objectives have to be formulated in respect of the smallest sub-sections of the syllabuses.

The syllabuses should be written in Northern Sotho and not in English so that there should be harmony between teacher training programmes and teaching at school.

### **5.5.3 Recommendations with regard to the approach of teaching Northern Sotho at colleges of education**

The approach of teaching Northern Sotho should be that of a first language. The implication is that only Northern Sotho reference materials should be used.

#### **5.5.4 Recommendations concerning microteaching**

At every college of education there should be sufficient microteaching equipment and suitable rooms for the full implementation of microteaching programmes.

#### **5.5.5 Recommendations with regard to teaching practice**

It is recommended that the duration for the Secondary Teachers' Diploma be extended to four years in order to give Northern Sotho lecturers enough time to train Northern Sotho teachers effectively.

#### **5.5.6 Recommendations concerning standardisation**

It is recommended that the Northern Sotho subject advisor be appointed to be chairman of the Northern Sotho Language Board.

#### **5.5.7 Recommendations with regard to teaching strategies**

It is recommended that the Northern Sotho lecturer should use the teaching strategies that follow in order to expose the learning content for student teachers effectively: The strategy of teaching by example, the strategy of teaching by demonstration, the strategy of concept teaching, the strategy of harmonising content and form as well as the strategy of a functional-inductive approach.

### **5.6 SUMMARY**

This study has been an attempt to investigate, interpret, describe and identify problems that the Northern Sotho lecturers and student teachers encounter in didactic situations. The phenomenological method, the hermeneutic, the dialectic, literature study, observation, the interview and questionnaire methods have been used to collect, describe and interpret the data.

Important findings, conclusions and recommendations have been recorded. It is hoped that if the suggestions made in this study were to be



implemented, the quality of training Northern Sotho teachers at colleges of education would be placed on a much higher level.

## 5.7 PROBLEMS FOR FURTHER RESEARCH

5.7.1 Problems encountered in the teaching of Northern Sotho in the Primary Schools.

5.7.2 Problems encountered in the teaching of Northern Sotho in the secondary schools.

5.7.3 Reflection on teaching practice at colleges of education.

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APPENDIX 1

**PLEASE NOTE:** The accompanying questionnaire should be completed by lecturers responsible for Northern Sotho at colleges of education.

Dear Colleague

I am working towards a Master of Education degree at Vista University. The dissertation covers the problems encountered in the teaching of Northern Sotho at colleges of education.

The objective of this questionnaire is to determine the problems in the teaching of Northern Sotho. The object is to identify the problems and to suggest possible strategies which could be of assistance to Northern Sotho lecturers at colleges of education and anyone who is concerned with Northern Sotho subject didactics. Your assistance in this matter will be highly appreciated.

Please answer all questions to enable the researcher to achieve the above-mentioned objective. Some questions require a very brief explanation. Where applicable indicate your answer with a cross.

The answers given on the questionnaires will be treated confidentially and be used only for research purposes. Since you are not required to write your names, please take the opportunity to express your opinions freely.

Thank you in advance for your co-operation.

Yours sincerely

L.J. NTSOANE

**A SURVEY OF THE PROBLEMS ENCOUNTERED IN THE TEACHING AND LEARNING OF NORTHERN SOTHO AT COLLEGES OF EDUCATION**

**QUESTIONNAIRES TO BE COMPLETED BY NORTHERN SOTHO LECTURERS**

**NB. (a) You are requested to answer all questions  
(b) Where applicable indicate your answer with a cross**

QUESTIONS	FOR OFFICE USE ONLY		
RESPONDENT NUMBER	V1	<input type="text"/>	01-03
CARD NUMBER	V2	<input type="text"/> 04	
<b>SECTION A</b>			
<b>1. BIOGRAPHICAL INFORMATION</b>			
1.1 Which post are you holding at present?			
Lecturer	1		
Senior lecturer	2	V3 <input type="checkbox"/>	05
Other post (Specify) .....	3		
1.2 Indicate your home language			
Northern Sotho	1		
Venda	2		
Tsonga	3	V4 <input type="checkbox"/>	06
Other (Specify) .....	4		
1.3 What is your highest qualification in Northern Sotho?			
Training at a college of education	1		
First year level at university	2		
Second year level at university	3		
Third year level at university	4	V5 <input type="checkbox"/>	07
Honours degree	5		
Master's degree	6		
Doctoral degree	7		



QUESTIONS	FOR OFFICE USE ONLY		
<p>1.4 Indicate your highest professional qualification</p> <p>None</p> <p>Teacher's diploma obtained at a college of education</p> <p>Teacher's diploma obtained at a university</p> <p>Bachelor of Education</p> <p>Other (Specify) .....</p>	<p>V6</p> <p><input type="checkbox"/></p> <p>08</p>		
<p>1.5 Indicate your total number of years of involvement in the teaching of Northern Sotho at a college of education</p> <p>1 - 2 years</p> <p>3 - 4 years</p> <p>5 - 6 years</p> <p>7 - 8 years</p> <p>9 - 10 years</p> <p>More than 10 years</p>	<p>V7</p> <p><input type="checkbox"/></p> <p>09</p>		
<p>1.6 Which class(es) are you teaching or have you been teaching at a college of education?</p> <p>Secondary Teacher's Diploma first year</p> <p>Secondary Teacher's Diploma second year</p> <p>Secondary Teacher's Diploma third year</p> <p>Other (Specify) .....</p>	<p>V8</p> <p>V9</p> <p>V10</p> <p>V11</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>10</p> <p>11</p> <p>12</p> <p>13</p>		
<p>1.7 In your opinion is the training you received in Northern Sotho suitable for the classes you are teaching?</p> <p>Yes</p> <p>No</p>	<p>V12</p> <p><input type="checkbox"/></p> <p>14</p>		

QUESTIONS	FOR OFFICE USE ONLY		
<p>1.8 Are you proud of your profession?</p> <p>Yes</p> <p>Not really proud of it</p> <p>No</p> <p>1.9 Marital status</p> <p>Never married</p> <p>Married</p> <p>Separated</p> <p>Divorced</p> <p>Widowed</p> <p>1.10 Sex</p> <p>Male</p> <p>Female</p>	<p>1</p> <p>2</p> <p>3</p> <p>V13 <input type="checkbox"/> 15</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>V14 <input type="checkbox"/> 16</p> <p>1</p> <p>2</p> <p>V15 <input type="checkbox"/> 17</p>		
<b>SECTION B</b>			
<b>2. DIDACTIC THEORY</b>			
<p>2.1 Do you regard the lack of the didactic theory for the teaching of Northern Sotho as a major problem?</p> <p>Yes</p> <p>No</p> <p>Uncertain</p> <p>2.2 Knowledge of the relationship between education and teaching is essential in the teaching of Northern Sotho</p> <p>Yes</p> <p>No</p> <p>Uncertain</p>	<p>1</p> <p>2</p> <p>3</p> <p>V16 <input type="checkbox"/> 18</p> <p>1</p> <p>2</p> <p>3</p> <p>V17 <input type="checkbox"/> 19</p>		

QUESTIONS	FOR OFFICE USE ONLY		
<p>2.3 The lecturer who knows didactic categories can describe the teaching situation and consequently present lessons in an organised way</p> <p>Yes</p> <p>No</p> <p>Uncertain</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V18</p> <p><input type="checkbox"/></p> <p>20</p>	
<p>2.4 The lecturer who is conversant with with didactic criteria normally teach in such a way that the student teacher will understand the learning content</p> <p>Yes</p> <p>No</p> <p>Uncertain</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V19</p> <p><input type="checkbox"/></p> <p>21</p>	
<p>2.5 Indicate your opinion regarding the prescribed learning content</p> <p>The learning content is very simple</p> <p>The learning content is very difficult</p> <p>The learning content is suitable</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V20</p> <p><input type="checkbox"/></p> <p>22</p>	
<p>2.6 When preparing for a didactic situation do you ensure that the teaching form that you select is in harmony with the learning content?</p> <p>Yes</p> <p>No</p> <p>Not always</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V21</p> <p><input type="checkbox"/></p> <p>23</p>	
<p>2.7 In your everyday teaching are you guided by didactic principles?</p> <p>Yes</p> <p>No</p> <p>Not always</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V22</p> <p><input type="checkbox"/></p> <p>24</p>	

QUESTIONS	FOR OFFICE USE ONLY			
<p>2.8 The didactic model is essential for effective teaching and learning</p> <p>Yes</p> <p>No</p> <p>Not always</p>	1	V23	<input type="checkbox"/>	25
<p><b>SECTION C</b></p>				
<p><b>TEACHING PROBLEMS AND STRATEGIES</b></p>				
<p><b>3. SYLLABUSES</b></p>				
<p>3.1 Do the syllabuses offer sufficient challenge to student teachers?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	1	V24	<input type="checkbox"/>	26
<p>3.2 Is the content of the syllabus too easy for student teachers?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	1	V25	<input type="checkbox"/>	27
<p>3.3 Is the content of the syllabuses, on the whole, too difficult for student teachers?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	1	V26	<input type="checkbox"/>	28

QUESTIONS	FOR OFFICE USE ONLY		
<p>3.4 Are you satisfied with the fact that the Northern Sotho syllabuses have been written in English?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</div>	<p>V27</p> <div style="border: 1px solid black; width: 30px; height: 25px; display: inline-block; vertical-align: middle;"></div> <p>29</p>	
<p>3.5 Do you find it easy to translate concepts which are in the syllabuses from English to Northern Sotho?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</div>	<p>V28</p> <div style="border: 1px solid black; width: 30px; height: 25px; display: inline-block; vertical-align: middle;"></div> <p>30</p>	
<p>3.6 Are you satisfied with the fact that common syllabuses are used for all African Languages taught at colleges of education?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</div>	<p>V29</p> <div style="border: 1px solid black; width: 30px; height: 25px; display: inline-block; vertical-align: middle;"></div> <p>31</p>	
<p>3.7 Is the content (subject matter) repeated so often in consecutive years that student teachers lose interest?</p> <p>Yes</p> <p>No</p> <p>Unable to express an opinion</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</div>	<p>V30</p> <div style="border: 1px solid black; width: 30px; height: 25px; display: inline-block; vertical-align: middle;"></div> <p>32</p>	
<p>3.8 Comment on anything with regard to the syllabuses which in your opinion is a problem</p> <p>.....</p> <p>.....</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</div>	<p>V31</p> <div style="border: 1px solid black; width: 30px; height: 25px; display: inline-block; vertical-align: middle;"></div> <p>33</p>	

QUESTIONS	FOR OFFICE USE ONLY		
<b>4. TEXTBOOKS</b>			
4.1 Do you have enough Northern Sotho textbooks?			
Yes	1	V32	<input type="checkbox"/>
No	2		34
4.2 Are the textbooks which you use based on the present syllabuses?			
Yes	1	V33	<input type="checkbox"/>
No	2		35
4.3 Do all student teachers possess the prescribed textbooks and set-works?			
Yes	1	V34	<input type="checkbox"/>
No	2		36
4.4 In your opinion is it important that colleges of education should be involved in the choice of set-works for student teachers?			
Yes	1		
No	2	V35	<input type="checkbox"/>
Unable to express an opinion	3		37
4.5 If yes, who should be involved?			
Northern Sotho lecturers	1		
Departmental Heads	2		
Vice Rectors	3	V36	<input type="checkbox"/>
Rectors	4		38

QUESTIONS	FOR OFFICE USE ONLY			
4.6 Name the textbooks which you use in the following subjects				
Northern Sotho .....	1	V37	<input type="checkbox"/>	39
.....	2	V38	<input type="checkbox"/>	40
English .....	1	V39	<input type="checkbox"/>	41
.....				
Afrikaans .....	1	V40	<input type="checkbox"/>	42
.....				
<b>5. ATTITUDE</b>				
5.1 Would you like teaching Northern Sotho for the rest of your career as a teacher?				
Yes	1	V41	<input type="checkbox"/>	43
No	2			
5.2 Do you sometimes arrange or help in the arrangement of educational excursions for the Northern Sotho student teachers?				
Yes	1	V42	<input type="checkbox"/>	44
No	2			
5.3 What is the general attitude of the other lecturers at the college towards Northern Sotho?				
Positive	1			
Negative	2	V43	<input type="checkbox"/>	45
Unable to express an opinion	3			

QUESTIONS	FOR OFFICE USE ONLY		
<p>5.4 Do you think Northern Sotho and physical science are of equal importance at the college or in life generally?</p> <p>Yes <input data-bbox="934 517 986 582" type="checkbox"/> 1</p> <p>No <input data-bbox="934 592 986 657" type="checkbox"/> 2</p> <p>Unable to express an opinion <input data-bbox="934 668 986 733" type="checkbox"/> 3</p>	<p>V44 <input data-bbox="1105 582 1164 657" type="checkbox"/> 46</p>		
<p>5.5 Do you sometimes arrange dramas, debates and traditional dances for student teachers to enable them to have an increased interest in Northern Sotho?</p> <p>Yes <input data-bbox="934 894 986 959" type="checkbox"/> 1</p> <p>No <input data-bbox="934 970 986 1034" type="checkbox"/> 2</p>	<p>V45 <input data-bbox="1105 927 1164 1002" type="checkbox"/> 47</p>		
<b>6. APPROACH</b>			
<p>6.1 Do you always use Northern Sotho as a medium of teaching?</p> <p>Yes <input data-bbox="934 1218 986 1282" type="checkbox"/> 1</p> <p>No <input data-bbox="934 1293 986 1358" type="checkbox"/> 2</p>	<p>V46 <input data-bbox="1105 1250 1164 1325" type="checkbox"/> 48</p>		
<p>6.2 Do you sometimes use English or Afrikaans to clarify certain concepts which are found in the syllabuses?</p> <p>Yes <input data-bbox="934 1509 986 1573" type="checkbox"/> 1</p> <p>No <input data-bbox="934 1584 986 1649" type="checkbox"/> 2</p>	<p>V47 <input data-bbox="1105 1541 1164 1617" type="checkbox"/> 49</p>		
<p>6.3 In your opinion do student teachers receive enough guidance with regard to the various methods that can be implemented in the teaching of Northern Sotho?</p> <p>Yes <input data-bbox="934 1864 986 1929" type="checkbox"/> 1</p> <p>No <input data-bbox="934 1940 986 2005" type="checkbox"/> 2</p> <p>Unable to express an opinion <input data-bbox="934 2015 986 2080" type="checkbox"/> 3</p>	<p>V48 <input data-bbox="1105 1929 1164 2005" type="checkbox"/> 50</p>		



QUESTIONS	FOR OFFICE USE ONLY		
<p>6.4 Do student teachers receive adequate guidance to enable them to interpret syllabuses?</p> <p>Yes <input data-bbox="927 519 976 577" type="checkbox"/> 1</p> <p>No <input data-bbox="927 584 976 642" type="checkbox"/> 2</p> <p>Unable to express an opinion <input data-bbox="927 648 976 707" type="checkbox"/> 3</p>	<p>V49 <input data-bbox="1104 584 1154 648" type="checkbox"/> 51</p>		
<p>6.5 Does the student teacher's guidance at the college equip him to be able to compile a scheme of work?</p> <p>Yes <input data-bbox="927 858 976 916" type="checkbox"/> 1</p> <p>No <input data-bbox="927 922 976 980" type="checkbox"/> 2</p> <p>Unable to express an opinion <input data-bbox="927 987 976 1045" type="checkbox"/> 3</p>	<p>V50 <input data-bbox="1104 922 1154 987" type="checkbox"/> 52</p>		
<p>6.6 At what stage do you consider it expedient that student teachers should start receiving guidance in methodology?</p> <p>From the first year of study <input data-bbox="927 1231 976 1289" type="checkbox"/> 1</p> <p>From the second year of study <input data-bbox="927 1295 976 1353" type="checkbox"/> 2</p> <p>During the third year of study <input data-bbox="927 1360 976 1418" type="checkbox"/> 3</p>	<p>V51 <input data-bbox="1104 1295 1154 1360" type="checkbox"/> 53</p>		
<p><b>7. STANDARDISATION</b></p>			
<p>7.1 Do some student teachers use unstandardised language at your college?</p> <p>Yes <input data-bbox="927 1655 976 1714" type="checkbox"/> 1</p> <p>No <input data-bbox="927 1720 976 1778" type="checkbox"/> 2</p>	<p>V52 <input data-bbox="1104 1683 1154 1748" type="checkbox"/> 54</p>		
<p>7.2 Do you advise such student teachers to read as many books as possible to solve their language problem?</p> <p>Yes <input data-bbox="927 1936 976 1994" type="checkbox"/> 1</p> <p>No <input data-bbox="927 2000 976 2058" type="checkbox"/> 2</p>	<p>V53 <input data-bbox="1104 1964 1154 2028" type="checkbox"/> 55</p>		

QUESTIONS	FOR OFFICE USE ONLY
<p>7.3 If no, how do you help them to solve their problem?</p> <p>.....</p> <p>.....</p> <p>7.4 How often do you give student teachers assignments that will compell them to use Northern Sotho Orthography and terminology Number 4?</p> <p>Once or twice per year</p> <p>More than twice</p> <p>I usually do not give them such an assignment</p>	<p>V54 <input type="checkbox"/> 56</p> <p>V55 <input type="checkbox"/> 57</p>
<p><b>8. TEACHING PRACTICE</b></p> <p>Please indicate how important you consider each of the following statements with regard to the present system of teaching practice. Please note that:</p> <p>1 = Very important 2 = Fairly important 3 = Of little importance 4 = Unimportant</p> <p>8.1 The system of student teaching practice in terms of which pupils are brought to the college occurs in relatively unreal circumstances</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	<p>V57 <input type="checkbox"/> 59</p>

QUESTIONS	FOR OFFICE USE ONLY		
<p>8.2 During teaching practice period student teachers do not have the opportunity of learning to handle all the demands made upon a teacher during a normal school day</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">3</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">4</div>	<p>V58 <input style="width: 30px; height: 20px;" type="checkbox"/> 56</p>	
<p>8.3 The period allowed for teaching practice is too short to orientate student teachers adequately in respect of the didactic situation they will face when they teach on a full-time basis</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">3</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">4</div>	<p>V59 <input style="width: 30px; height: 20px;" type="checkbox"/> 57</p>	
<p>8.4 Are you in favour of a longer teaching practice period than it is at present?</p> <p>Yes</p> <p>No</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</div>	<p>V60 <input style="width: 30px; height: 20px;" type="checkbox"/> 58</p>	
<p>8.5 If yes, would you recommend that this longer period be implemented:</p> <ul style="list-style-type: none"> <li>- at the beginning of the third term of the first year of study</li> <li>- at the beginning of the first term of the second year of study</li> <li>- at the beginning of the second term of the second year of study</li> <li>- at the beginning of the third term of the second year of study</li> <li>- Any other time .....</li> </ul>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">3</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">4</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">5</div>	<p>V61 <input style="width: 30px; height: 20px;" type="checkbox"/> 59</p>	

QUESTIONS	FOR OFFICE USE ONLY				
<p>8.6 In many cases valuable time is "wasted" because work that the student teachers have taught must be re-taught when they leave</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	1	2	3	4	<p>V62 <input type="checkbox"/> 64</p>
<p>8.7 Pupils generally do not have much respect for student teachers because they are seen as students and not as future teachers</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	1	2	3	4	<p>V63 <input type="checkbox"/> 65</p>
<p>8.8 In many cases, student teachers do not receive proper guidance during teaching practice period</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	1	2	3	4	<p>V64 <input type="checkbox"/> 66</p>
<p>8.9 Student teachers are sometimes made to feel unwelcome at schools and are often treated as intruders</p> <p>Very important</p> <p>Fairly important</p> <p>Of little importance</p> <p>Unimportant</p>	1	2	3	4	<p>V65 <input type="checkbox"/> 67</p>

QUESTIONS	FOR OFFICE USE ONLY					
<b>9. MICROTEACHING</b>						
9.1 Do you have sufficient equipment that enable you to implement microteaching programmes fully at your college?  Yes  No	<table border="1"><tr><td>1</td></tr><tr><td>2</td></tr></table>	1	2	V66	<input type="checkbox"/>	68
1						
2						
9.2 Does your college have enough rooms that are suitable for microteaching practice and replay-discussion groups?  Yes  No	<table border="1"><tr><td>1</td></tr><tr><td>2</td></tr></table>	1	2	V67	<input type="checkbox"/>	69
1						
2						
9.3 Does your college have access to a sufficient number of pupils for use during microteaching settings?  Yes  No	<table border="1"><tr><td>1</td></tr><tr><td>2</td></tr></table>	1	2	V68	<input type="checkbox"/>	70
1						
2						
9.4 Do you have adequate number of technical staff to maintain and set up microteaching equipment?  Yes  No	<table border="1"><tr><td>1</td></tr><tr><td>2</td></tr></table>	1	2	V69	<input type="checkbox"/>	71
1						
2						
9.5 Does your college make sufficient time available for the full use of microteaching?  Yes  No	<table border="1"><tr><td>1</td></tr><tr><td>2</td></tr></table>	1	2	V70	<input type="checkbox"/>	72
1						
2						

QUESTIONS	FOR OFFICE USE ONLY		
<p>9.6 Does the numbers of student teachers constitute a problem during micro-teaching settings?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	V71	<input type="checkbox"/>	73
<p>9.7 Do you have enough and suitable microteaching reference materials?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	V72	<input type="checkbox"/>	74
<b>10. TEACHING AIDS</b>			
<p>10.1 Teaching aids are not freely available or too much organisation is required to obtain the available teaching aids for use</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	V73	<input type="checkbox"/>	75
<p>10.2 Are you satisfied with the teaching aids that are available at the college?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	V74	<input type="checkbox"/>	76
<p>10.3 Do you use teaching aids when you teach every lesson?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	V75	<input type="checkbox"/>	77
<p>10.4 Do you effectively use the media centre at your college?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	V76	<input type="checkbox"/>	78

QUESTIONS	FOR OFFICE USE ONLY		
<b>11. STRATEGIES OF TEACHING</b>			
Indicate how often do you use the following strategies of teaching			
11.1 Strategy of teaching according to an accountable didactic theory			
Always	1		
Sometimes	2	V77	<input type="checkbox"/>
Never	3		79
11.2 Strategy of teaching according to aims and objectives			
Always	1		
Sometimes	2	V78	<input type="checkbox"/>
Never	3		80
11.3 Strategy of harmonising content and form			
Always	1		
Sometimes	2	V79	<input type="checkbox"/>
Never	3		81
11.4 Strategy of teaching by example			
Always	1		
Sometimes	2	V80	<input type="checkbox"/>
Never	3		82
11.5 Strategy of teaching by demonstration			
Always	1		
Sometimes	2	V81	<input type="checkbox"/>
Never	3		83

QUESTIONS	FOR OFFICE USE ONLY		
<p>11.6 Strategy of concept teaching</p> <p>Always</p> <p>Sometimes</p> <p>Never</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V82</p> <p><input type="checkbox"/></p>	<p>84</p>
<p>11.7 The functional-inductive approach</p> <p>Always</p> <p>Sometimes</p> <p>Never</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V83</p> <p><input type="checkbox"/></p>	<p>85</p>
<b>12. EVALUATION</b>			
<p>12.1 How often do you give written work to student teachers?</p> <p>Once per week</p> <p>Once per fortnight</p> <p>Once per month</p> <p>Other (Specify) .....</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>V84</p> <p><input type="checkbox"/></p>	<p>86</p>
<p>12.2 Do you test student teachers regularly?</p> <p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	<p>V85</p> <p><input type="checkbox"/></p>	<p>87</p>
<p>12.3 Do you return written work to student teachers promptly?</p> <p>Yes</p> <p>Not always</p> <p>No</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V86</p> <p><input type="checkbox"/></p>	<p>88</p>



QUESTIONS	FOR OFFICE USE ONLY
<p>12.4 Do you discuss the general mistakes made by student teachers in class to avoid repetition of such mistakes?</p> <p>Yes <input data-bbox="899 540 947 597" type="checkbox"/></p> <p>Sometimes <input data-bbox="899 604 947 661" type="checkbox"/></p> <p>No <input data-bbox="899 668 947 725" type="checkbox"/></p>	<p>V87 <input data-bbox="1074 604 1126 668" type="checkbox"/> 89</p>
<p>13. COMMENTS AND SUGGESTIONS</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

**THANK YOU VERY MUCH FOR YOUR TIME SPENT  
WHEN COMPLETING THIS QUESTIONNAIRE**

PLEASE NOTE: The accompanying questionnaire should be completed by Secondary Teachers' Diploma student teachers who study Northern Sotho at colleges of education.

Dear Student

I am working towards a Master of Education degree at Vista University. The dissertation covers the problems encountered in the teaching of Northern Sotho at colleges of education.

The objective of this questionnaire is to determine the problems in the teaching of Northern Sotho. The object is to identify the problems and to suggest possible strategies, which could be of assistance to Northern Sotho lecturers at colleges of education and anyone who is concerned with Northern Sotho subject didactics. Your assistance in this matter will be highly appreciated.

Please answer all questions to enable the researcher to achieve the above-mentioned objective. Some questions require a very brief explanation. Where applicable indicate your answer with a cross.

The answers given on the questionnaires will be treated confidentially and be used only for research purposes. Since you are not required to write your names, please take the opportunity to express your opinions freely.

Thank you in advance for your co-operation.

Yours sincerely

L.J. NTSOANE

**QUESTIONNAIRE TO BE COMPLETED BY SECONDARY TEACHERS' DIPLOMA  
STUDENT TEACHERS**

**NB. (a) Please answer all questions  
(b) Where applicable indicate your answer with a cross**

QUESTIONS	FOR OFFICE USE ONLY	
RESPONDENT NUMBER	V1 <input type="text"/> <input type="text"/> <input type="text"/>	01-03
CARD NUMBER	V2 <input type="text"/>	04
<p><b>SECTION A</b> <b>BIOGRAPHICAL INFORMATION</b></p> <p>1.1 Marital status</p> <p>Never married <input type="checkbox"/> 1</p> <p>Married <input type="checkbox"/> 2</p> <p>Separated <input type="checkbox"/> 3</p> <p>Divorced <input type="checkbox"/> 4</p> <p>Widowed <input type="checkbox"/> 5</p> <p>V3 <input type="checkbox"/> 05</p> <p>1.2 Sex</p> <p>Male <input type="checkbox"/> 1</p> <p>Female <input type="checkbox"/> 2</p> <p>V4 <input type="checkbox"/> 06</p> <p>1.3 Home language</p> <p>Northern Sotho <input type="checkbox"/> 1</p> <p>South Sotho <input type="checkbox"/> 2</p> <p>Tswana <input type="checkbox"/> 3</p> <p>Venda <input type="checkbox"/> 4</p> <p>Tsonga <input type="checkbox"/> 5</p> <p>Other (Specify) ..... <input type="checkbox"/> 6</p> <p>V5 <input type="checkbox"/> 07</p>		

QUESTIONS	FOR OFFICE USE ONLY	
<p>1.4 Which language is widely spoken at your home?</p> <p>Northern Sotho</p> <p>Tswana</p> <p>Tsonga</p> <p>Venda</p> <p>South Sotho</p> <p>English</p> <p>Afrikaans</p> <p>Other (Specify) .....</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">3</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">4</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">5</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">6</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">7</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">8</div>	<p>V6 <input style="width: 30px; height: 20px;" type="text"/> 08</p>
<p>1.5 Which language is widely spoken at your college?</p> <p>Northern Sotho</p> <p>South Sotho</p> <p>Tswana</p> <p>Venda</p> <p>Tsonga</p> <p>Other (Specify) .....</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">2</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">3</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">4</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">5</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">6</div>	<p>V7 <input style="width: 30px; height: 20px;" type="text"/> 09</p>
<p>1.6 Area of high school attended</p> <p>Urban</p> <p>Rural</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</div>	<p>V8 <input style="width: 30px; height: 20px;" type="text"/> 10</p>
<p>1.7 Type of high school attended</p> <p>Public school</p> <p>Private school</p>	<div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; margin-bottom: 2px;">1</div> <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</div>	<p>V9 <input style="width: 30px; height: 20px;" type="text"/> 11</p>

QUESTIONS	FOR OFFICE USE ONLY		
<p>1.8 Matriculation status</p> <p>Senior certificate <input data-bbox="907 476 958 530" type="text" value="1"/></p> <p>Conditional exemption <input data-bbox="907 541 958 596" type="text" value="2"/></p> <p>Full matriculation exemption <input data-bbox="907 607 958 661" type="text" value="3"/></p>	<p>V10 <input data-bbox="1081 541 1132 607" type="text"/> 12</p>		
<b>SECTION B</b>			
<b>DIDACTIC THEORY</b>			
<p>2. Does your syllabus for education make provision for the study of the following:</p>			
<p>2.1 Didactic categories</p> <p>Yes <input data-bbox="907 1011 958 1065" type="text" value="1"/></p> <p>No <input data-bbox="907 1076 958 1131" type="text" value="2"/></p> <p>Uncertain <input data-bbox="907 1142 958 1196" type="text" value="3"/></p>	<p>V11 <input data-bbox="1081 1076 1132 1142" type="text"/> 13</p>		
<p>2.2 Didactic criteria</p> <p>Yes <input data-bbox="907 1295 958 1349" type="text" value="1"/></p> <p>No <input data-bbox="907 1360 958 1415" type="text" value="2"/></p> <p>Uncertain <input data-bbox="907 1426 958 1480" type="text" value="3"/></p>	<p>V12 <input data-bbox="1081 1349 1132 1415" type="text"/> 14</p>		
<p>2.3 Didactic principles</p> <p>Yes <input data-bbox="907 1579 958 1633" type="text" value="1"/></p> <p>No <input data-bbox="907 1644 958 1699" type="text" value="2"/></p> <p>Uncertain <input data-bbox="907 1710 958 1764" type="text" value="3"/></p>	<p>V13 <input data-bbox="1081 1633 1132 1699" type="text"/> 15</p>		
<p>2.4 Teaching methods</p> <p>Yes <input data-bbox="907 1862 958 1917" type="text" value="1"/></p> <p>No <input data-bbox="907 1928 958 1983" type="text" value="2"/></p> <p>Uncertain <input data-bbox="907 1993 958 2048" type="text" value="3"/></p>	<p>V14 <input data-bbox="1081 1917 1132 1983" type="text"/> 16</p>		

QUESTIONS	FOR OFFICE USE ONLY			
<p>2.5 Lecturers present lessons in an organised way</p> <p>Yes</p> <p>Not always</p> <p>No</p>	1	V15	<input type="checkbox"/>	17
<p>2.6 Lecturers reduce the learning content to that which is important and absolutely essential</p> <p>Yes</p> <p>Not always</p> <p>No</p>	2	V16	<input type="checkbox"/>	18
<p>2.7 Lecturers explain the subject matter so clearly that learning takes place</p> <p>Yes</p> <p>Not always</p> <p>No</p>	3	V17	<input type="checkbox"/>	19
<p>2.8 Lecturers are usually sympathetic towards student teachers</p> <p>Yes</p> <p>Not always</p> <p>No</p>	1	V18	<input type="checkbox"/>	20
<p>2.9 Lecturers adjust their tempo to the needs of the class</p> <p>Yes</p> <p>In most cases</p> <p>No</p>	2	V19	<input type="checkbox"/>	21
	3			

QUESTIONS	FOR OFFICE USE ONLY		
<b>SECTION C</b>			
<b>TEACHING PROBLEMS AND STRATEGIES</b>			
<b>3. SYLLABUSES</b>			
3.1 Do you regard the Northern Sotho learning content as easy for you?			
Yes	1		
Not really	2	V20 <input type="checkbox"/>	22
No	3		
3.2 Does the learning content offer you sufficient challenge?			
Yes	1		
Not always	2	V21 <input type="checkbox"/>	23
No	3		
3.3 Is the learning content too difficult for you?			
Yes	1		
No	2	V22 <input type="checkbox"/>	24
<b>4. TEXTBOOKS AND SET-WORKS</b>			
4.1 Which textbooks are you using at present? List them			
Northern Sotho .....	1		
.....	2	V23 <input type="checkbox"/>	25
English .....		V24 <input type="checkbox"/>	26
.....			
Afrikaans .....		V25 <input type="checkbox"/>	27
.....			

QUESTIONS	FOR OFFICE USE ONLY		
<p>4.2 Do you have all the prescribed textbooks?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	<p>V26 <input type="checkbox"/> 28</p>		
<p>4.3 Do the prescribed textbooks comply with the requirements of the syllabus?</p> <p>Yes <input type="checkbox"/> 1</p> <p>Uncertain <input type="checkbox"/> 2</p> <p>No <input type="checkbox"/> 3</p>	<p>V27 <input type="checkbox"/> 29</p>		
<p>4.4 Indicate the standard of prescribed textbooks</p> <p>Too difficult <input type="checkbox"/> 1</p> <p>Too simple <input type="checkbox"/> 2</p> <p>Suitable <input type="checkbox"/> 3</p>	<p>V28 <input type="checkbox"/> 30</p>		
<p>4.5 Do you have all the prescribed set-works?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	<p>V29 <input type="checkbox"/> 31</p>		
<p><b>5. ATTITUDE</b></p>			
<p>5.1 Do you enjoy studying Northern Sotho?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	<p>V30 <input type="checkbox"/> 32</p>		
<p>5.2 Have you been forced by circumstances to do Northern Sotho?</p> <p>Yes <input type="checkbox"/> 1</p> <p>No <input type="checkbox"/> 2</p>	<p>V31 <input type="checkbox"/> 33</p>		



QUESTIONS	FOR OFFICE USE ONLY		
<p>5.3 Would you choose Northern Sotho as one of your major subjects when you study for a degree?</p> <p>Yes <input data-bbox="945 528 994 592" type="checkbox"/> 1</p> <p>No <input data-bbox="945 599 994 664" type="checkbox"/> 2</p>	<p>V32 <input data-bbox="1118 556 1171 625" type="checkbox"/> 34</p>		
<p>5.4 Do you have the interest of teaching Northern Sotho after qualifying as a teacher?</p> <p>Yes <input data-bbox="945 819 994 883" type="checkbox"/> 1</p> <p>No <input data-bbox="945 890 994 955" type="checkbox"/> 2</p>	<p>V33 <input data-bbox="1118 847 1171 916" type="checkbox"/> 35</p>		
<p>5.5 In your opinion is Northern Sotho a useful subject?</p> <p>Yes <input data-bbox="945 1078 994 1142" type="checkbox"/> 1</p> <p>No <input data-bbox="945 1149 994 1213" type="checkbox"/> 2</p>	<p>V34 <input data-bbox="1118 1106 1171 1175" type="checkbox"/> 36</p>		
<p>5.6 Do you think student teachers who do Physical Science at your college are regarded as more important than those who do Northern Sotho?</p> <p>Yes <input data-bbox="945 1422 994 1487" type="checkbox"/> 1</p> <p>No <input data-bbox="945 1494 994 1558" type="checkbox"/> 2</p>	<p>V35 <input data-bbox="1118 1450 1171 1519" type="checkbox"/> 37</p>		
<p>5.7 How often are educational excursions arranged for those who are doing Northern Sotho?</p> <p>More than once per year <input data-bbox="945 1714 994 1778" type="checkbox"/> 1</p> <p>Once per year <input data-bbox="945 1785 994 1849" type="checkbox"/> 2</p> <p>Never <input data-bbox="945 1856 994 1920" type="checkbox"/> 3</p>	<p>V36 <input data-bbox="1118 1774 1171 1843" type="checkbox"/> 38</p>		

QUESTIONS	FOR OFFICE USE ONLY		
<p>5.8 Do you have interest in extra-mural activities such as Northern Sotho dramas and traditional dances?</p> <p>Yes <input data-bbox="936 541 991 599" type="checkbox"/> 1</p> <p>No <input data-bbox="936 605 991 664" type="checkbox"/> 2</p>	<p>V37 <input data-bbox="1114 569 1169 627" type="checkbox"/> 39</p>		
<p>5.9 Are Northern Sotho periods sometimes used by other lecturers to teach their subjects?</p> <p>Yes <input data-bbox="936 832 991 890" type="checkbox"/> 1</p> <p>No <input data-bbox="936 896 991 955" type="checkbox"/> 2</p>	<p>V38 <input data-bbox="1114 860 1169 918" type="checkbox"/> 40</p>		
<p>5.10 In your opinion do other lecturers and their student teachers regard Northern Sotho as a simple subject?</p> <p>Yes <input data-bbox="936 1123 991 1181" type="checkbox"/> 1</p> <p>No <input data-bbox="936 1187 991 1246" type="checkbox"/> 2</p>	<p>V39 <input data-bbox="1114 1151 1169 1209" type="checkbox"/> 41</p>		
<b>6. APPROACH</b>			
<p>6.1 Do Northern Sotho lecturers sometimes use English or Afrikaans textbooks when teaching?</p> <p>Yes <input data-bbox="936 1500 991 1558" type="checkbox"/> 1</p> <p>No <input data-bbox="936 1565 991 1623" type="checkbox"/> 2</p>	<p>V40 <input data-bbox="1114 1537 1169 1595" type="checkbox"/> 42</p>		
<p>6.2 Are you sometimes required to use English or Afrikaans textbooks when preparing for a test or examination?</p> <p>Yes <input data-bbox="936 1791 991 1849" type="checkbox"/> 1</p> <p>No <input data-bbox="936 1856 991 1914" type="checkbox"/> 2</p>	<p>V41 <input data-bbox="1114 1828 1169 1886" type="checkbox"/> 43</p>		

QUESTIONS	FOR OFFICE USE ONLY		
<b>7. STANDARDISATION</b>			
<p>7.1 Are you sometimes given assignments that require you to use the publication called the Northern Sotho Terminology and Orthography number 4?</p> <p>Yes <input data-bbox="921 638 973 702" type="checkbox"/> 1</p> <p>No <input data-bbox="921 702 973 767" type="checkbox"/> 2</p>	<p>V43 <input data-bbox="1095 664 1151 735" type="checkbox"/> 45</p>		
<p>7.2 Are you aware of the existence of the above-named publication?</p> <p>Yes <input data-bbox="921 875 973 940" type="checkbox"/> 1</p> <p>No <input data-bbox="921 940 973 1004" type="checkbox"/> 2</p>	<p>V44 <input data-bbox="1095 907 1151 978" type="checkbox"/> 46</p>		
<p>7.3 Do you use the Northern Sotho dictionary written by D. Ziervogel and P.C. Mokgokong?</p> <p>Yes <input data-bbox="921 1166 973 1231" type="checkbox"/> 1</p> <p>No <input data-bbox="921 1231 973 1295" type="checkbox"/> 2</p>	<p>V45 <input data-bbox="1095 1194 1151 1265" type="checkbox"/> 47</p>		
<p>7.4 Do your Northern Sotho lecturers encourage you to read many books to enable you to know the standard Northern Sotho?</p> <p>Yes <input data-bbox="921 1485 973 1550" type="checkbox"/> 1</p> <p>No <input data-bbox="921 1550 973 1614" type="checkbox"/> 2</p>	<p>V46 <input data-bbox="1095 1513 1151 1584" type="checkbox"/> 48</p>		
<b>8. TEACHING PRACTICE</b>			
<p>8.1 Do you usually receive guidance with regard to the planning and preparation of lessons?</p> <p>Yes <input data-bbox="921 1867 973 1931" type="checkbox"/> 1</p> <p>No <input data-bbox="921 1931 973 1996" type="checkbox"/> 2</p>	<p>V47 <input data-bbox="1095 1899 1151 1970" type="checkbox"/> 49</p>		

QUESTIONS	FOR OFFICE USE ONLY		
8.2 Do you formulate an objective or objectives for every lesson?  Yes  Not always  No	1 2 3	V48 <input type="checkbox"/>	50
8.3 Do you explain concepts in your Northern Sotho lessons?  Yes  Not always  No	1 2 3	V49 <input type="checkbox"/>	51
8.4 Do you allow your pupils to be fully involved in your Northern Sotho lessons?  Yes  No	1 2	V50 <input type="checkbox"/>	52
8.5 Do you ask questions during your lessons?  Yes  Not always  No	1 2 3	V51 <input type="checkbox"/>	53
8.6 As the lesson develops do you write chalkboard summaries?  Yes  Not always  No	1 2 3	V52 <input type="checkbox"/>	54

QUESTIONS	FOR OFFICE USE ONLY		
8.7 Do you use teaching aids when teaching? Yes Not always No	1 2 3	V53 <input type="checkbox"/>	55
8.8 Do you give your pupils the opportunity to apply what they have learned? Yes Not always No	1 2 3	V54 <input type="checkbox"/>	56
8.9 Do you think that school teachers are satisfied with the methods you are using when teaching pupils? Yes Not always No	1 2 3	V55 <input type="checkbox"/>	57
8.10 Do you think that pupils respect you just as much as they respect their teachers? Yes Not always No	1 2 3	V56 <input type="checkbox"/>	58

QUESTIONS	FOR OFFICE USE ONLY			
<b>9. MICROTEACHING</b>				
9.1 Are there enough rooms that are used for microteaching practice at your college?				
Yes	1	V57 <input type="checkbox"/> 59		
No	2			
9.2 Do you have a sufficient number of equipment such as television sets for use during microteaching sessions?				
Yes	1	V58 <input type="checkbox"/> 60		
No	2			
9.3 Do you have sufficient and suitable reference materials for microteaching?				
Yes	1	V59 <input type="checkbox"/> 61		
No	2			
9.4 How often are you involved in micro-teaching sessions at your college?				
Once per week	1	V60 <input type="checkbox"/> 62		
Once per fortnight	2			
Once per month	3			
Other (Specify) .....	4			
<b>10. TEACHING AIDS</b>				
10.1 In their teaching of Northern Sotho do lecturers use teaching aids?				
Yes	1	V61 <input type="checkbox"/> 63		
No	2			

QUESTIONS	FOR OFFICE USE ONLY		
<p>10.2 How often do they use teaching aids?</p> <p>Always</p> <p>Sometimes</p> <p>Never</p>	<p>1</p> <p>2</p> <p>3</p>	<p>V62</p> <p><input type="checkbox"/></p> <p>64</p>	
<p>10.3 Do your Northern Sotho lecturers hand out lecture notes?</p> <p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	<p>V63</p> <p><input type="checkbox"/></p> <p>77</p>	
<p><b>11. STRATEGIES</b></p>			
<p>Make a cross opposite "Yes" or "No" to indicate the teaching strategy that your Northern Sotho lecturer often use</p>			
<p>11.1 The strategy of teaching by example</p> <p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	<p>V64</p> <p><input type="checkbox"/></p> <p>66</p>	
<p>11.2 Strategy of teaching by demonstration</p> <p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	<p>V65</p> <p><input type="checkbox"/></p> <p>67</p>	
<p>11.3 Strategy of concept teaching</p> <p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	<p>V66</p> <p><input type="checkbox"/></p> <p>68</p>	
<p>11.4 Strategy of harmonising content and form</p> <p>Yes</p> <p>No</p>	<p>1</p> <p>2</p>	<p>V67</p> <p><input type="checkbox"/></p> <p>69</p>	

QUESTIONS	FOR OFFICE USE ONLY			
11.5 Other (Specify) ..... .....	1	V68	<input type="checkbox"/>	70
<b>12. EVALUATION</b>				
12.1 How often are you given written work?				
Once per week	1			
Once per fortnight	2	V69	<input type="checkbox"/>	71
Once per month	3			
Other (Specify) .....	4			
12.2 Lecturers give test regularly				
Yes	1			
No	2	V70	<input type="checkbox"/>	72
12.3 Lecturers return written work promptly				
Yes	1			
Not always	2	V71	<input type="checkbox"/>	73
No	3			
12.4 General mistakes made by student teachers are often discussed in class				
Yes	1			
Sometimes	2	V72	<input type="checkbox"/>	74
Never	3			



QUESTIONS	FOR OFFICE USE ONLY
<p>13. COMMENTS AND SUGGESTIONS</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

*THANK YOU VERY MUCH FOR YOUR TIME SPENT  
WHEN COMPLETING THIS QUESTIONNAIRE*