FROM CHAOS TO COOPERATION

The role of communication during effective learning in foundation phase classrooms

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Abstract

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In this thesis I present my recommendations regarding the role of communication during effective learning in the foundation phase classrooms. I focus on three issues that are important to effective learning, namely (1) the cognitive basis of learning, (2) the cognitive basis of communication and (3) the facilitative role of communication during effective learning. In the empirical phase of my research I report the results of an attitude survey conducted among educators in the foundation phase of the greater Durban region regarding their understanding of the range of communication strategies that are required of them in order to successfully implement Outcomes-Based Education (OBE). I present an analysis of OBE and Curriculum 2005, and how it continually faced refinement to become suitable for the South African educational system. An array of communication forms is discussed and I show how they can influence the teaching and learning environment to benefit both educators and learners. I show that both educators and learners can develop and equip themselves with the appropriate communication skills to

facilitate effective learning. I also present various constructivist points of view that educators can identify with for effective learning when implementing OBE in foundation phase classrooms.

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Chapter 1

ORIENTATION

THE ORGANISATION OF MY THESIS

In this chapter I provide the reader with an overview of what s/he will encounter in each chapter of my thesis. In the second chapter I state the problems that form the basis for my research and I outline the research procedure that I will follow to resolve them. In the third chapter I define the key concepts of my study in the form of short lemma entries. In the fourth chapter I review the literature that inform my study. In the fifth chapter I outline how I conducted the fieldwork. This includes the rationale behind the organization of the questionnaire that I used, how access was facilitated to particular schools so that I could use foundation phase educators as respondents, and how I conducted the fieldwork. In the sixth chapter I explain the organization of the statistical program SPSS 11, how I encoded and verified the accuracy of the encoding process, and how I extracted the research results in the form of tables and graphs. In the seventh chapter I report and interpret the results of my research. In the eighth chapter draw final conclusions about my study, I limit the validity of my research results, and I make recommendations regarding the problems that I have investigated.

WRITING CONVENTIONS

In this section I give examples of the writing conventions that I will follow in this, chapter.

Abbreviated Harvard format for citing references

When I cite an author in the chapters of my thesis I will use the abbreviated Harvard form of referencing. This includes the author/s, and between brackets the year of publication, followed by a colon and the relevant page/s as in: Mersham & Skinner (1999: 36).

Referencing of online materials in the chapters of my thesis

When I cite an online reference in my thesis I will refer to the author, followed by the date and the website address in brackets. The website address fulfills a similar function as page numbers in printed references, as in:

Malamud (2000: http://search.epnet.com/login.asp?profile=asp).

Referencing of online materials in my bibliography

In this section I provide examples of how I will document different types of online references in my bibliography. They have been adapted from http://www.epcc.edu/library/citingapa.htm.

Online journal articles

Malamud, Margaret. (2000). "Pyramids in Las Vegas and in Outer Space: Ancient Egypt in Twentieth-Century American Architecture and Film." Journal of Popular Culture. 34.1 (Summer 2000): 31-47. Academic Search Prem ier. E.P.C.C. Libraries, El Paso, TX. Downloaded on 11 Jul 2001, from: http://search.epnet.com/login.asp?profile=asp

Online magazine articles

Uríbarri, Fátima. (2000). "Harry Potter Engancha a 35 Millones de Lectores: Hechizados por la Lectura." Epoca. 10 Dec. 2000: 70. Informe. E.P.C.C. Libraries, El Paso, TX. Downloaded on 11 Apr. 2001 from: http://infotrac.galegroup.com/itweb?db=IFME

Authored online Newspaper Article

Carter, Bill. (2001). " 'Survivor' v. 'Boot Camp' in Latest TV Lawsuit." *New York Times.* 11 Apr. 2001: C2. Infotrac Custom Newspapers.E.P.C.C. Libraries, El Paso, TX. Downloaded on 7 Jul. 2001 from: http://infotrac.galegroup.com/itweb?db=sp01

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"Ten Hispanic Educators Win $25,000 Milken National Educator Awards" *Hispanic Online.com.* 2001. Downloaded on 11 Jul. 2001 from: http://www.hispaniconline.com/edu&/pages/milken_award.html

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"Emiliano Zapata." (1996). *Funk & Wagnalls New Encyclopedia.* Downloaded on 2 July 2001 from: http://search.epnet.com/login.asp?profile=fw

Electronic Book

Austen, Jane. (1966). *Pride and Prejudice.* Ed. Henry Churchyard. Downloaded on 10 September 2000 from: http://www.pemberley.com/janeinfo/pridprej.html

Website

McNaron, Toni and Miller, Carol (eds). (2001). *Voices from the Gaps: Women Writers of Color.* July 2001. University of Minnesota. Downloaded on 11 Jul. 2001 from: http://voices.cla.umn.edu/index.html

CONCLUSION

In this chapter I indicated what the reader could expect to encounter in each chapter of my thesis, as well as the writing conventions that I will follow in each chapter and in my bibliography, particularly with regard to online references. In the next chapter I will outline the research problems that prompted this study as well as the research methodology that I will employ to resolve them.

Chapter 2

STATEMENT OF PROBLEMS AND RESEARCH METHODOLOGY

INTRODUCTION

In this dissertation I will investigate the role of communication during effective learning in foundation phase classrooms. The literature survey phase of the research will focus on three issues that are important to effective learning, namely (1) the cognitive basis of learning, (2) the cognitive basis of communication and (3) the facilitative role of communication during effective learning. In the empirical phase of my research I will report the results of an attitude survey conducted among educators in the foundation phase regarding their understanding of the range of communication strategies that are required of them in order to successfully implement Outcomes-Based Education (OBE). The attitudes of educators working of the greater Durban region will be polled.

STATEMENT OF PROBLEMS

Outcomes-Based Education (OBE) was launched with high expectations in 1996 as panacea to Apartheid education. Five years later OBE is encountering heavy weather. This study will investigate two specific causes that could be contributing to the problems that are being experienced with the introduction of OBE:

The cognitive imperative: The poor grounding of OBE on constructivist learning principles.

The communicative imperative: The poor understanding among educators of the range of communication strategies required for effective learning to take place in OBE classrooms.

In the above-mentioned research I will specifically focus on the problem of negative or positive perceptions among educators in the foundation phase regarding the workability of OBE learning. In the latter part of the dissertation I will propose a number of solutions, from a constructivist point of view, to the problems that educators are bound to identify regarding the introduction of OBE.

HYPOTHESES TO BE TESTED

The following two hypotheses will be tested in this study:

The poor grounding of OBE on constructivist principles of learning contributes to the problems that are being experienced with the introduction of OBE.

A poor understanding of educators regarding to the range of communication strategies required for the successful introduction of OBE in foundation phase classrooms contributes to the problems which are being experienced with the introduction of OBE.

AIMS

In the light of the before-going problems and hypothecs I set the following three aims for my study:

To determine by means of a literature survey, including an analysis of documentation from the Department of Education, whether designers of the foundation phase programmes have grounded such programmes on constructivist principles of learning.

To determine by means of an attitude survey of foundation phase educators in the greater Durban environs what their understanding is of the learning principles that OBE is based on;

To determine by the same means the understanding that these educators have regarding the role of specific forms of communication in successfully implementing OBE learning in foundation phase classrooms;

To formulate specific communication-based solutions to the problems identified in the before-mentioned survey.

RESEARCH METHODOLOGY

The research will consist of a literature survey, followed by an attitude survey, conducted among foundation phase educators in the greater Durban environs.

It will be of a quantitative analytic nature, entailing a research methodology based on sampling techniques and fieldwork during which I will complete questionnaires based on educators' responses to a predetermined set of questions. These responses will be quantified in the Statistical program SPSS version 11, and will be analyzed by means of the statistical routines available in this program.

CONCLUSION

In this chapter I stated that I would investigate the role of communication during effective learning in foundation phase classrooms. The literature survey phase of the research will focus on three issues that are important to effective learning, namely (1) the cognitive basis of learning, (2) the cognitive basis of communication and (3) the facilitative role of communication during effective learning in foundation phase classrooms. Thereafter I stated the aims of my research, and I indicated what research methodology I used. In chapter 3 I define the key concepts related to the role of communication during effective learning in foundation phase classrooms.

Chapter 3

KEY CONCEPTS

INTRODUCTION

In this chapter I will discuss the key concepts relating to my research regarding communication, and Outcomes-Based Education. The purpose of this chapter is to introduce the main concepts that I will be working with, and which I will analyze in greater detail in subsequent chapters.

COMMUNICATION

Communication forms an integral part of our daily lives and we often take it for granted. According to Mersham and Skinner (1999:2) communication is a very complex and difficult concept to define, and some individuals have come up with numerous definitions. He however says that 'most people agree that the verb to communicate means to exchange thoughts, feelings, and information; to make known; to make common; and to present something that somebody else understands. Language plays an important role in all human activity and in human interrelationships. Language is most certainly man's primary form of communication.

According to Sternberg (1998: 483) "Communication appears to be a key to success in relationships of many kinds", and can be either verbal or nonverbal. Verbal communication is organized by language. Non- verbal communication includes facial

expressions, tone of voice, eye contact, dress and body movements and posture. Communication involves expressive skills such as speaking and writing; and receptive skills that include listening and reading. When ideas and thoughts are produced mainly through speaking and writing as a means of communication it is known as the productive stage. The receiving of a thought or idea from someone usually involves listening or reading, and this is known as the receptive stage.

According to Atkinson (1991: 23) "Language is best understood in the context of communication, communication being a natural and genetically determined function of the human being." Even in prehistoric times people communicated with each other, and they recorded their daily events with cave paintings, using drawings of animals, human figures, and geometric signs. To communicate humans use signs and symbols to convey a thought, feelings, or an idea. How humans communicate is greatly significant in our lives. Humans spend most of their time communicating with each other. Humans develop, maintain and end relationships through communication. Communication influences the experiences and the happenings in an individual's environment. Developing appropriate communication skills is essential for the holistic development of individuals, and their progress and success in life.

Different Forms Of Communication

The different forms of human communication include:

Intrapersonal communication

Interpersonal communication

Small group communication

Public communication

Organizational communication

Mass communication

The Internet and digital communication

Intrapersonal Communication

According to Mersham and Skinner (1999:87) interapersonal communication "is the internal communication which occurs when the message, the expression of an idea, arises in the mind of the communicator." This occurs when an individual communicates with him/herself. This involves intrapersonal intellengence, and according to Carvin at http://www.ibilblio.org/edweb/edref.mi.th7html intrapersonal intelligence is "our cognitive ability to understand and sense our self." There is only one participant, and the conversation takes place in the mind of the individual. This form of communication takes place while the individual engages in other activities, and it forms the basis of all other forms of communication. Interapersonal communication has a great impact on an individuals behavior patterns and attitudes.

Interpersonal Communication

Interpersonal communication takes place in a face-to face situation between two participants. The participants respond to one another's message immediately. Both verbal

and non-verbal codes are used. This form of communication is irreversible, because once something is said; you cannot take it back, but live with its effects.

Small group communication

Mersham and Skinner (1999:113) indicate that small group communication refers to communication within a group of between three and twenty people. If the group is too large ,the members will not be able to communicate easily with one another. Some examples of small groups are, the family, study groups, social clubs, and work groups. According to Borchers at http://www.abacon.com/commstudies/groups/definition.html "A group must have a common purpose or goal and they must work together to achieve that goal. The goal brings the group together and holds it together through conflict and tension." Small group communication involves face-to-face and private settings with interpersonal communication.

Public communication

Public communication focuses on public speaking where a communicator such as a public speaker, entertainer or lecturer speaks to a group of people of about several dozen to several hundreds or thousands of people. This is where the communicator does most of the talking while the audience listens. This usually takes place in a public setting such as a hall or auditorium or field. The public communication process is a formal structure and the event is planned in advance. The speaker is usually introduced to the audience. S/he delivers a prepared speech where the audience listens. The public speaking situation involves separate roles for the speaker and the audience.

Organizational communication

Organizations are made up of groups of people who achieve certain objectives through bringing together human and material resources. Organizations are able to achieve certain common goals and objectives that cannot be met by individuals acting alone. Organizations came into existence in order to cope with the complexities of modern industrial societies that developed during and after the Industrial Revolution.

Today more people are giving attention to organizational communication than before. Organizations around the world seek to achieve some of the following goals: improving leadership ability, developing greater responsiveness to clients, creating more efficient work environments, building effective self- management teams, and optimising the flow of information within organizations themselves and with their public. Communication skills are an integral part of these goals. More organizations today are incorporating management training and development programmes that focus on communication skills.

There are three types of organizations, namely bureaucracy, enterprises or businesses, and voluntary associations. Bureaucracies are the largest employers of labour. They are public sector organizations, which are financed out of national, regional or local government taxes. They provide a great range of services to the public and include various government departments, hospitals, schools and libraries. Individuals and shareholders own the enterprises or businesses. They compete for business in the market place and survive or fall on their own competitiveness. South Africa has one thousand companies listed on the Johannesburg Stock Exchange that provides millions of jobs for the formal sector. There are also many small entrepreneurs such as farmers, mechanics and builders. There are also a large number of people who work in voluntary associations on a part time basis.

Voluntary associations include bodies such as churches, unions, clubs, political parties and charities. People who work there do not necessarily have a full time commitment to these organizations.

Organizational communication is often described in terms of levels, hierarchies and communication networks in the organization. Members are often arranged in some hierarchical structure. At the top there is the managing director and his board that is supported by a management team and individual team members. There is sometimes a distinction between white collar and blue-collar workers, and the management and the workers. White – collar workers refer to those who do the administrative work and blue – collar workers are those who do the physical labor. There are various levels of communication involved in such a structure. They include intrapersonal communication (individual only), interpersonal communication (two individuals), small group communication (a group of individuals), and intraorganizational and interorganizational communication (the organization as a whole).

Intrapersonal communication in the organization involves the individual himself. This internal communication occurs when a message, or the expression of an idea arises in the mind of the communicator. The individual must be in tune with the corporate culture of the organization, its mission and vision. The individual should feel that there is a guaranteed and secure future for him within that environment.

Interpersonal communication in the organization deals with communication between people in a face-to-face situation. Good relationships between managers and subordinates

and among peers are essential for success. They contribute to the mutual satisfaction, reward, and high productivity and to a sound reputation of the organization.

Small – group communication in the organization is what makes the organization function. Individuals that are part of a small group make a major contribution to the organization. Groups are better able to analyze and solve problems than an individual alone. Members can share information and ideas with one another.

Intraorganizational and Interorganizational communication is where communication takes pace both inside and outside the organization. Intraorganizational communication is where internal messages are shared among members within the organization. Here information is exchanged within the organization through formal and informal channels, and depending on the size of the organization, this can include personal instructions, memoranda, letters and reports. The informal channels include personal conversations, hearsay and gossip. The informal channel is known as the grapevine, the main form of communication within the organization. Interorganizational communication refers to the messages about activities and needs that different organizations share with one another.

Communication may also take place through communication networks in the organization. Networks are communication structures created to send and receive messages between team members. Establishing who communicates with whom, and who the central figures are in the communication process can identify a network. It is a network as basic as who talks o whom in a group. In centralized networks the person with the most channels of communication becomes the group leader. We get centralized networks and decentralized forms of networks. Networks provide useful insights into

what type of information is likely to be received and by which people within the organization.

Mass communication

According to Mersham and Skinner (1999:166) " Mass communication can be defined as a process of delivering information, ideas and attitudes to a sizeable and diversified audience through a medium." The medium used to deliver information to large audiences can include mass media such as the radio, television and newspapers. Mass communication involves the use of modern technology to multiply the messages and to transmit them to a large number of people simultaneously in the language that they are familiar to them. The communicator is often a member of a team belonging to an organization such as a radio or television station. The recipients are part of a large audience and therefore it is difficult for the communicator to interact personally with each recipient. Mass communication has benefited humans in several ways, such as the transmission of norms, rules and values of society. It also satisfies part of mans recreational needs by means of entertainment.

The Internet and digital communication

Today, the two most important inventions are the personal computer and the Internet. Various forms of mass media are combined with the telephone to create a new communication environment where messages can be all be coded into a common digital form.

" The Internet is an international network of networks " states Mersham and Skinner (1999:188). Millions of computers and other electronic equipment can communicate with

each other by means of the telephone lines. Communication takes place around the world, regardless of its geographical location, connecting people and exchanging messages in an easy and economical manner. The Internet is not controlled or owned by any single individual or organization; rather it involves the cooperation of millions of people and numerous organizations. The Internet today is the greatest storehouse of information ever known to man. The use of the Internet incorporates interpersonal, group and mass communication.

Forms of communication required in foundation phase OBE classrooms

Communication essentially is a meeting of minds – an encounter between at least two participants – with the objective of exchanging new information in a meaningful manner. Outcomes-Based Education aims at developing the knowledge, skills and, values and attitudes of individuals to ensure that they can cope with life after they have left school. The skill of being able to communicate appropriately in various forms and environments is essential to a successful and happy life here on earth. Developing the ability to communicate effectively begins at a very early age in ones life. Therefore the educator in the foundation phase classroom plays a very crucial role in assisting learners to learn to communicate effectively by providing the appropriate learning environment that exposes the learners to the various forms of communication required in life.

The main forms of communication required in the teaching and learning situations are the following:

- Small group (verbal) communication: The activities in the classroom will include brainstorming, conversation, consultation, giving instructions, cross-questioning, and judging.

- Small group (written and pictorial) communication: Here the activities in the classroom will include writing a story, drawing up a list, writing an invitation, doing a project, and completing a written assessment.

- Public communication: learners and the educator can engage in entertaining a group, miming and role-playing, addressing a group, demonstrating a process or a product, giving a report-back, and submitting to an oral test.

- Organizational communication: This form of communication in a foundation phase classroom will include keeping records, writing notices, filling in reports, and participating in group discussions.

- Mass communication: Both educators and learners get involved in this form of communication by using recorded audio-visual media, and publishing written information.

- Electronic communication: By using computers for instruction, and using the Internet both the educators and the learners can increase in their knowledge and in developing numerous skills to equip them for a better future. Unfortunately not all schools can afford to provide this form of communication to their educators and learners.

The knowledge and understanding of educators of all the various forms of communication were included in a questionnaire that formed the basis for my research and fieldwork, and this will be included and discussed in subsequent chapters.

OUTCOMES- BASED EDUCATION

Background and Purpose

According to Van Der Horst and McDonald (1997:5) educational change was required " to provide equity in terms of educational provision and to promote a more balanced view, by developing learners' critical thinking powers and their problem-solving abilities. This is indeed the heart of Outcomes-Based Education." In 1994 democracy was established in South Africa. Together with the major political change came many changes in the economy and education. A large number of learners did not receive adequate educational opportunities during the apartheid era. A change in the educational system was essential to provide all, regardless of race colour or age the opportunity to be educated and progress to their full potential for the benefit and growth of the entire country. Van Der Horst and McDonald (1997:6) state, "schooling is regarded as a way to change and improve society." Whether this transformation and change will succeed in bringing about active and productive citizens will depend on what goes on in the classroom. The success would depend on both the attitudes of the educators and the learners and, how they accept and implement the changes that come with OBE on a daily basis.

According to the Report of the review committee on Curriculum 2005, 2000:3 the Minister of Education announced the introduction of the new curriculum in 1995, to implemented in all grades by the year 2000. In 1997 the implementation timetable was revised and implementation was to be completed from grades one to twelve by 2005. Thus the new curriculum came to be known as Curriculum 2005. " Nevertheless, OBE (or rather, Curriculum 2005) was implemented in January 1998, at least by official pronunciation, in all Grade 1 classrooms in all nine provinces." according to Jansen, undated: 8. In June 2000, the Council of Education Ministers agreed that the National

Curriculum for Grades R to 9 needed to be revised according to the recommendations of the Review Committee to streamline and strengthen Curriculum 2005. A task team was established to review and streamline Curriculum 2005. This process began in January 2001 and thus a Draft Revised National Curriculum Statement was released May 2002. After further refinements, the final C2005 National Curriculum Statements (NCS) 2002 was released on 1 July 2002 with the intent of implementation in all foundation phase classes, Grades R to 3 in 2004. According to the Director-General, Thami Mseleku (2002a:2) this document will replace the Statement of the National Curriculum For Grades R to 9 that was approved in 1997. An overview of the C2005 National Curriculum Statements will be given later in this chapter.

What is Outcomes-Based Education?

According to Klopper (1999: 225) "an idealized characterization" of OBE " would be read something like this: The aim with OBE is to effect a mind shift away from an authoritarian mode of teaching to a co-operative mode of learning." OBE is a paradigm shift in the way we think about learning and teaching. There is a change in the roles of both the educator and the learner. The educator now becomes a facilitator, guiding and encouraging learners to progress to their full potential. Learners now begin to play an active and constructive role in their education, instead of passively trying to digest facts and knowledge. OBE requires an interactive learning and teaching environment. Just learning facts that are meaningless to the learner is not sufficient anymore; rather the learning of how to utilize the knowledge to become a productive and successful individual in society is what counts.

Van Der Horst and McDonald (1997:7) OBE requires that teachers and learners focus their attention on two things, firstly on the desired end results of each learning process, and secondly the learning process that will guide the learners to these end results. The end results are the outcomes of a learning process, and the learning process is the means by which the outcomes are achieved. "In outcomes-based education (OBE), understanding and flexibility are as important as content. Outcomes do not depend on the content. Outcomes are the results of learning, and can be measured and assessed." http://www.heinemann.co.za/Schools/Teaching Tips/OBE.asp

OBE is thus a learner-centred approach. The focus is on the learner and his or her individual needs. So the learner becomes responsible for learning. According to Killen (2000:20) vplrk@cc.newcastle.edu.au "The teacher cannot learn for his/her students; the teacher can only facilitate that learning. In this regard, OBE emphasizes the teacher's responsibility to clearly define the outcomes and to assist students to achieve those outcomes." He also states that learning is a personal and internal event. Goals and expectations become part of the learner's life.

The educator provides the appropriate learning environment, experiences and tasks to assist the learner in achieving his goals and aspirations. OBE aims to build the self-esteem of the learner and motivates him/her to strive for success. Learners are encouraged to achieve the outcomes at their own pace and level to reach their full potential.

The classroom becomes an environment for active learning. The learner engages in tasks or activities where s/he is encouraged to build, create, demonstrate, report back, discover, and solve problems. The learner also engages in the various forms of communication,

depending on the type of activity s/he is involved in. They would include intrapersonal, interpersonal, small group, public, mass, or digital communication.

The education of our children is now the responsibility of all stakeholders, such as the educator, the parent, the learners and the community. They all have to work cooperatively for the benefit of the learners. Communication among the various stakeholders is essential for the implementation of OBE in the classroom. Arranging regular meetings, sending out notices and newsletters can keep the lines of communication open among the stakeholders.

The Structure of OBE

In figure 1 below an overview of OBE is given. There are twelve critical outcomes. These critical outcomes spring out from the newly developed constitution of the country. The critical outcomes are "generic cross-curricular outcomes which underpin the Constitution and which are adopted by SAQA." http://www.polity.org.za/html/govdocs/discuss/intro.html.

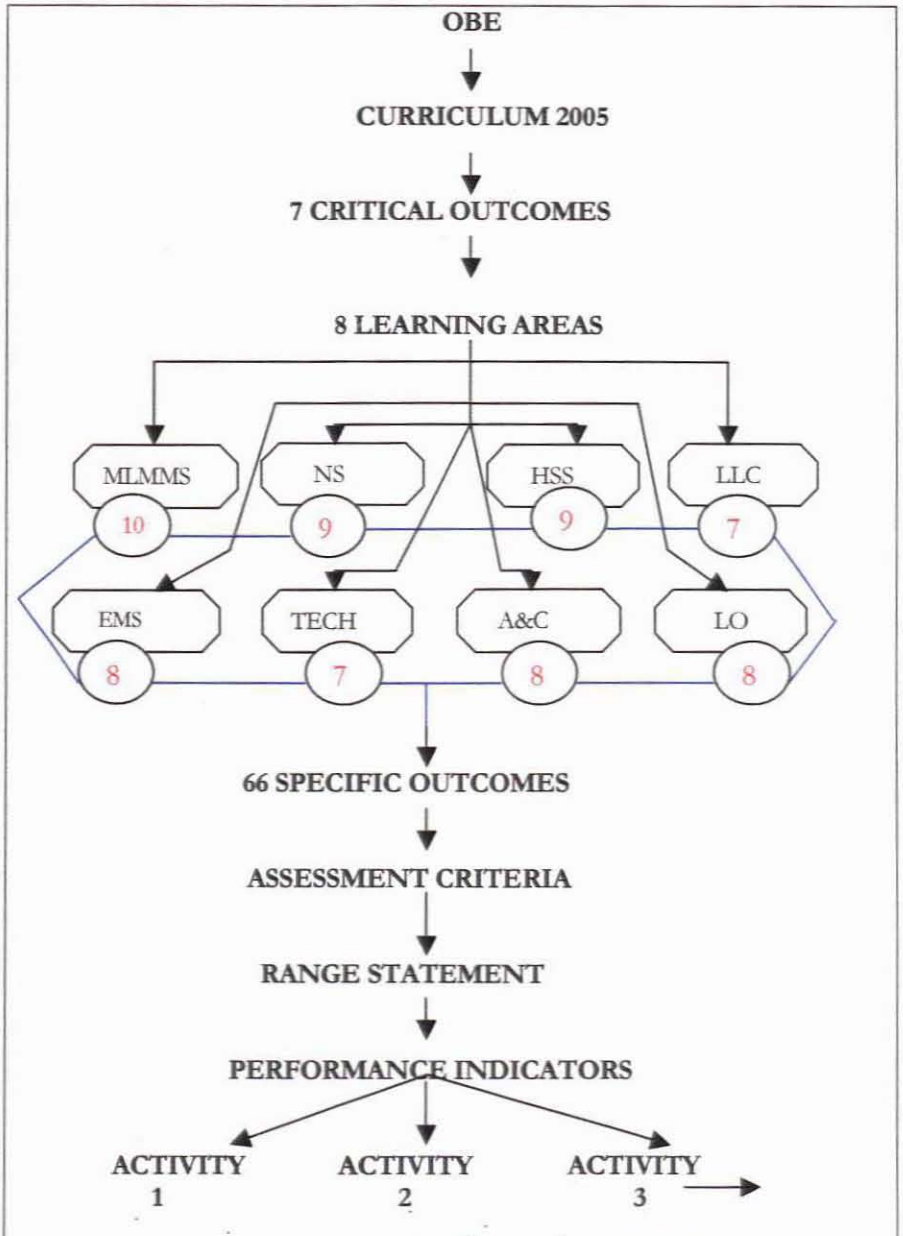


Figure 1: The Structure of OBE

According to the Intermediate Phase Policy Document by the Department of Education (1997:13), the twelve critical outcomes are as follows:

1. Identify and solve problems in which responses display that responsible

   decisions using critical and creative thinking have been made

2. Work effectively with others as members of a team, group, organization, and community

3. Organize and manage oneself and one's activities responsibly an effectively

4. Collect, analyse, organize and critically evaluate information

5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation

6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others

7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

8. Reflecting on and exploring a variety of strategies to learn more effectively

9. Participating as a responsible citizen in the life of local, national and global communities

10. Being culturally and aesthetically sensitive across a range of social contexts

11. Exploring education and career opportunities, and

12. Developing entrepreneurial opportunities.

The outcomes 1-7 listed above were adopted by SAQA, and outcomes 8-12 are additional outcomes to support development. These broad outcomes were intended to make sure that learners achieve the skills, knowledge and values to become successful in the various roles they will engage in a adults to the benefit of the nation as whole.

There are eight Learning Areas (LA) that were adopted by The Council of Education Ministers. The eight Learning Areas are:

- Mathematical Literacy, Mathematics and Mathematical Sciences (MLMMS)
- Natural Sciences NS)
- Human and Social Sciences (HSS)
- Language, Literacy and Communication (LLC)
- Economics and Management Science (EMS)
- Technology (TECH.)
- Arts and Culture (A&C)
- Life Orientation (LO).

The Specific Outcomes (SO) are derived from the eight learning areas. The Specific Outcomes specify what learners need to do at the end of a learning experience. In total there are sixty-six Specific Outcomes. Each learning area has a set number of Specific Outcomes. According to the Foundation Phase (Grades Rto3) Policy Document, October 1997 by the Department of Education, the Specific Outcomes for each Learning Area is as follows:

Mathematical Literacy, Mathematics and Mathematical Sciences consist of 10 Specific Outcomes. They are:

SO1: Demonstrate understanding about ways of working with

numbers.

SO2: Manipulate number patterns in different ways.

SO3: Demonstrate understanding of the historical development of

mathematics in and cultural contexts.

SO4: Critically analyse how mathematical relationships are used in social, political and economic relations.

SO5: Measure with competence and confidence in a variety of contexts.

SO7: Describe and represent experiences with shape, space, time and motion, using all available senses.

SO8: Analyse natural forms, cultural products and processes as representations of shape, space and time.

SO9: Use mathematical language to communicate mathematical ideas, concepts, generalizations and thought processes.

SO10: Use various logical processes to formulate, test and justify conjectures.

Natural Sciences consist of 9 Specific Outcomes. These outcomes are as follows:

SO1: Use process skills to investigate phenomena related to the Natural Sciences.

SO2: Demonstrate an understanding of concepts and principles, and acquired knowledge in the Natural sciences.

SO3: Apply scientific knowledge and skills to problems in innovative ways.

SO4: Demonstrate an understanding of how scientific knowledge and skills contribute to the management, development and utilization of natural and other resources.

SO5: Use scientific knowledge and skills to support responsible decision-making.

SO6: Demonstrate knowledge and understanding of the relationship between science and culture.

SO7: Demonstrate an understanding of the changing and contested nature of knowledge in the Natural sciences.

SO8: Demonstrate knowledge and understanding of ethical issues, bias and equities related to the Natural Sciences.

SO9: Demonstrate an understanding of the interaction between the Natural Sciences and socio-economic development.

Human and Social Sciences consist of 9 Specific Outcomes. They are as follows:

SO1: Demonstrate a critical understanding of how South African society has changed and developed.

SO2: Demonstrate a critical understanding of patterns of social development.

SO3: Participate actively in promoting a just, democratic and equitable society.

SO4: Make sound judgments about the development, utilization and management of resources.

SO5: Critically understand the role of technology and social development.

SO6: Demonstrate an understanding of interrelationships between society and the natural environment.

SO7: Address social and environmental issues in order to promote development and social justice.

SO8: Analyse forms and processes of organizations.

SO9: Learners will be able to demonstrate an understanding of: Use a range of skills and techniques in the Human and Social Sciences.

Language, Literacy and Communication consists of 7 Specific Outcomes. They are:

SO1: Learners make and negotiate meaning and understanding.

SO2: Learners show critical awareness of language usage.

SO3: Learners respond to the aesthetic, affective, cultural and social values in texts.

SO4: Learners access, process and use information from a variety of sources and situations.

SO5: Learners understand, know and apply language structures and conventions in context.

SO6: Learners use language for learning.

SO7: Learners use appropriate communication strategies for specific purposes and situations.

Economics and Management Science consist of 8 Specific Outcomes. They are:

SO1: Engage in entrepreneurial activities.

SO2: Demonstrate personal role in economic environment.

SO3: Demonstrate the principle of supply and demand and practices of production.

SO4: Demonstrate managerial expertise and administrative proficiency.

SO5: Critically analyze economic and financial data to make decisions.

SO6: Evaluate different economic systems from various perspectives.

SO7: Demonstrate actions, which advance sustained economic growth, reconstruction and development in South Africa.

SO8: Evaluate the interrelationships between economic and other environments.

Technology consists of 7 Specific Outcomes. They are:

SO1: Learners will be able to understand and apply the Technological Process to solve problems and satisfy needs and wants.

SO2: Learners will be able to a range of technological knowledge and skills ethically and responsibly.

SO3: Learners will be able to access, process and use data for technological purposes.

SO4: Learners will be able to select and evaluate products and systems.

SO5: Learners will be able to demonstrate an understanding of how different societies create and adapt technological solutions to particular problems.

SO6: Learners will be able to demonstrate an understanding of the impact of technology.

SO7: Learners will be able to demonstrate an understanding of how technology might reflect different biases, and create responsible and ethical strategies to address them.

Arts and Culture consist of 8 Specific Outcomes. They are:

SO1: Learners will be able to apply knowledge, techniques and skills to create and be critically involved in arts and culture processes and products.

SO2: Learners will be able to use the creative processes of arts and culture to develop and apply social and interactive skills.

SO3: Learners will be able to reflect and engage critically with arts experience and work.

SO4: Learners will be able to demonstrate an understanding of the origins, functions and dynamic nature of culture.

SO5: Learners will be able to Experience and analyze the use of multiple forms of communication and expression.

SO6: Learners will be able to Use art skills and cultural expressions to make an economic contribution to self and society.

SO7: Learners will be able to demonstrate ability to access creative arts and cultural processes to develop self-esteem and promote healing.

SO8: Learners will be able to acknowledge, understand and promote historically marginalized arts and cultural forms and practices.

Life Orientation consist of 8 Specific Outcomes, and they are as follows:

SO1: Understand and accept themselves as unique and worthwhile human beings.

SO2: Use skills and display attitudes and values that improve relationships in the family, group and community.

SO3: Respect the rights of people to hold personal beliefs and values.

SO4: Demonstrate value and respect for human rights as reflected in Ubuntu and other similar philosophies.

SO5: Practice acquired life and decision-making skills.

SO6: Assess career and other opportunities and set goals that will enable them to make the best use of their potential and talents.

SO7: Demonstrate the values and attitudes necessary for a healthy and balanced lifestyle.

SO8: Evaluate and participate in activities that demonstrate effective human movement and development.

A learner is required to achieve the above 66 Specific Outcomes at the end of the Foundation Phase.

The Assessment Criteria guides the educator as to what s/he needs to look for when assessing the learners' work. This provides the evidence that will indicate the achievement of the specific outcomes.

The Range Statements on the other hand, indicate the depth, scope and the parameters of the achievement. They give the educator an idea about the critical areas of content to be taught. Each Learning Area has a set of Range statements that indicate the areas of content to be included in the learning activities in the classroom. Although the Range Statements provide direction, allowance is made for a variety of learning and teaching strategies to be used.

The Performance Indicators helps the educator to plan the lessons by showing a step-by-step breakdown of the stages in each of the Assessment Criteria. The Performance Indicators provide detailed information about what learners should know and be able to do to indicate their achievements.

The activities the learners engage in are derived from the Performance Indicators, showing what learners are able to achieve at the end of a learning process. The educator is free to choose whatever activities she pleases according to the needs and level of the learners.

In the foundation phase there are 3 Learning Programmes. They are: Literacy, Numeracy, and Life Skills. There are 6 Phase Organizers that have to be covered in each grade. The Phase Organizers are:

- Personal Development
- Environment
- Society

- Entrepreneurship
- Communication
- Health & Safety

The phase organizers are over-arching concepts designed to encourage integration across the 8 Learning Areas. They highlight areas of importance and assist the educators and programme designers to incorporate the outcomes.

C2OO5 National Curriculum Statements (NCS) 2002

According to the Revised National Curriculum statement Grades R-9 (Schools) Policy by the Department of Education (2002b:1) " the Revised National Curriculum Statement builds its learning outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process." The NCS keeps in tact the purposes, principles and the crux of Curriculum 2005, including the goals of outcomes-based education. The aim of the Curriculum is to develop every learner to his or her full potential with lifelong learning in view as an active democratic South African citizen. Educators play a vital role in the transformation and success of achieving the aims of Outcomes-Based Education.

The eight learning Areas in the NCS 2002 are:

- Languages

- Mathematics
- Natural Sciences
- Social Sciences: History and Geography
- Arts and Culture
- Life Orientation
- Economic and Management Sciences
- Technology

Each learning area consists of a number of Learning Outcomes that are derived from the critical and developmental outcomes. The Learning Outcomes describes the knowledge, skills and values learners need to achieve or demonstrate at the end of each leaning process. They describe what learners should know and be able to do. The Learning Outcomes (LO) remain the same for each grade. The Learning Outcomes for each Learning Area, according to the NCS for the Foundation phase are as follows:

Languages

LO1: Listening: The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

LO2: Speaking: The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

LO3: Reading and viewing: The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

LO4: Writing: The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

LO5: Thinking and Reasoning: The learner will be able to use language to think and reason, as well to access, process and use information for learning.

The learner will be able to: Language Structure and Use: The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

Mathematics

LO1: Numbers, Operations and Relationships: The learner will be able to recognize, describe and represent numbers, and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.

LO2: Functions and Algebra: The learner will be able to recognize, describe and represent patterns and relationships, as well to solve problems using algebraic language and skills.

LO3: Space and Shape: The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

LO4: Measurement: The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.

LO5: Data Handling: The learner will be able to collect summarize, display and critically analyse data in order to draw conclusions, and to interpret and determine chance variation.

Natural Sciences

LO1: Scientific Investigations: The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts.

Social Sciences: History and Geography

LO1: Historical Enquiry: The learner will be able to use enquiry skills to investigate the past and present.

LO2: Historical Knowledge and Understanding: The learner will be able to demonstrate historical knowledge and understanding.

LO3: Historical Interpretation: The learner will be able to interpret aspects of history.

LO1: Geographical Enquiry: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

LO2: Geographical Knowledge and Understanding: The learner will be able to demonstrate geographical and environmental knowledge and understanding.

LO3: Exploring Geographical Issues: The learner will be able to make informed decisions about social and environmental issues and problems.

Arts and Culture

LO1: Creating, Interpreting and Presenting: The learner will be able to create, interpret and present work in each of the art forms.

LO2: Reflecting: The learner will be able to reflect critically on artistic and cultural processes, products and styles in past and present contexts.

LO3: participating and collaborating: The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in arts and Culture activities.

LO4: Expressing and Communicating: The learner will be able to analyse and use multiple forms of communication and expression in Arts and culture.

Life Orientation

LO1: Health Promotion: The learner will be able to make informed decisions regarding personal, community and environmental health.

LO2: Social Development: The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and show an understanding of diverse cultures and religions.

LO3: Personal Development: The learner will be able to use acquired life skills to achieve and extend potential to respond effectively to challenges in his or her world.

LO4: Physical Development and Movement: The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.

Economic and Management Sciences

LO1: The Economic Cycle: The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of the economic problem.

LO2: Sustainable Growth and Development: The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on related processes.

Technology

LO1: Technological Processes and Skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.

Each Learning Outcome is followed by a set of assessment Standards, which describes the level at which learners need to demonstrate achievement of the Learning Outcomes. The Learning Outcomes and the Assessment Standards are the minimum requirements with regard to the knowledge, skills and values that learners should attain in each grade. There are specific Assessment standards for each grade so that progression can occur in each Learning area. The Assessment Standards do not prescribe the method of teaching.

In the Foundation Phase the three Learning Programmes will remain. They are Literacy, Numeracy and Life skills. The Learning Programmes cater for the integration of the eight Learning Areas. Although the Department of Education will provide the policy guidelines, the educators will be responsible for the development of the Learning programmes. According to the Revised National Curriculum Statement Policy, (2002a: 16) in order to ensure the achievement of national standards appropriate Learning Programmes will be developed at a national level in collaboration with the provinces. Among other things the policy guidelines will include information regarding integration, time allocation, assessment, planning and organization.

Conclusion

. In this chapter I discussed the Key concepts, namely, Communication and Outcomes-Based Education. This included the different forms of communication, the various types of communication required in the foundation phase classrooms, the background to Outcomes-Based Education, its structure, and the NCS. Proper communication skills are essential for the successful implementation of Outcomes-Based Education in the newly formed education system. The basis for curriculum change and development is provided for in the Constitution of South Africa. The curriculum and education play a crucial role in achieving the goal of a united democratic society in South Africa. Continuous revising of the curriculum became necessary to produce a curriculum that would best suit the needs of all citizens, and assist and encourage all to reach their maximum potential to

improve the quality of life for everyone. In the next chapter a report on the literature survey is given, showing how effective learning can be achieved.

Chapter 4

LITERATURE SURVEY

INTRODUCTION

In this chapter I will report on the literature survey that will focus on the three important issues that are essential for effective learning in OBE classrooms, namely (1) the cognitive basis of learning, (2) the cognitive basis of communication, and (3) the facilitative role of communication during effective learning.

THE COGNITIVE BASIS OF LEARNING

According to Wellman (1992:108) " the construct of thinking, in its generic sense, is an everyday description for cognition." He refers to the mind " as a central information processor." The mind actively engages in the thinking process. Some of the cognitive activities the mind is responsible for are, to remember, recall, infer, interpret perceptions, and store information. The mind is able to form a knowledge base from these very cognitive activities. It further goes on to formulate a set of understandings about oneself and the world. According to De Bono at http://www.bookzone.com/10000569.html "Good thinking is not a matter of intelligence, not a gift-it is a skill that can be practiced and developed like any other. And whether you're a student, business executive or a homemaker, the quality of the way you think is your greatest asset." The future of individuals, society, and the whole world depends on our thinking.

Constructivism

According to Klopper (2000:4) " Constructivism is a theory of learning grounded on the premise that human beings continuously and automatically construct knowledge of our interactions with other entities in our environment." So constructivism is a theory that proposes that a sober or sane person will learn or automatically construct knowledge of the interactions with other things in his environment. When we learn we give meaning to our experiences. The individual through his interactions with his environment and his experiences constructs knowledge. How we perceive knowledge and the process of coming to know provides the basis for educational practice. Learners actively construct knowledge in order to make sense of their world and thus gain meaning and understanding. So constructivism is not the process of discovering or transferring of knowledge, but rather the process of constructing knowledge by oneself.

According to Killen (2000:14) at vplrk@cc.newcastle.edu.au "Students cannot learn if they do not THINK. Thinking is facilitated and encouraged by processes that you use to engage students with the content, as well as by the CONTENT itself." The individual through his interactions with his environment and his experiences constructs knowledge. How we perceive knowledge and the process of coming to know provides the basis for educational practice. Learners actively construct knowledge in order to make sense of their world and thus gain meaning and understanding. So constructivism is not the process of discovering or transferring of knowledge, but rather the process of constructing knowledge by oneself. Constructivism is a theory that proposes that a sober or sane person will learn or automatically construct knowledge of the interactions with other things in his environment. When we learn we give meaning to our experiences.

Although it is difficult to pinpoint the epistemology of constructivism, it does affect the educational practice and learning. The learner does not enter the classroom with an empty mind, but rather s/he already has information stored in his brain. The learning environment plays a crucial role in the construction of knowledge and learning. Murphy and Rheaume (1997:2-16) give us insight to the input from Jonassen, Honebein and Vygotsky on the connection between the various constructivist theories and the actual practice, including the constructivist-learning environment, which we will now examine.

According to Jonassen many educators and cognitive psychologists have applied a constructivist approach in the development of the learning environments, and from such applications he has picked out various design principles. These principles include the following:

- The creating of real world environments for learning.
- The focus on realistic approaches to real world problem solving that is the use of fundamentals in learning.
- The instructor is the coach and analyser of the strategies used to solve these problems.
- The stressing of conceptual interrelatedness by providing multiple representations or perspectives on the content.
- The instructions and objectives must be negotiated and not imposed.
- Evaluation is a self-analysis tool.

- Provide tools and perspectives to assist learners to interpret the multiple perspectives in the world.

- Learning should be internally controlled and mediated by the learner.

Jonassen further summed up the above design principles by illustrating how construction can be facilitated in the following manner:

- Provide multiple representations of reality.

- Represent the natural complexity of the real world.

- Focus on knowledge construction and not reproduction.

- Present authentic tasks.

- Provide real world, case based learning environments, rather than predetermined instructional sequences.

- Foster reflective practice.

- Enable context and content dependent knowledge construction.

- Support collaborative construction of knowledge through social negotiation.

According to Murphy and Rrheaume (1997:11) Honebein describes seven goals for the design of constructivist learning environment. They are:

- Provide experience with the knowledge construction process

- Provide experience in the appreciation for multiple perspectives.
- Embed learning in realistic and relevant contexts.
- Embed learning in social experience.
- Encourage ownership and voice in the learning process.
- Encourage the use of multiple modes of representation.
- Encourage self- awareness in the knowledge construction process.

It is important to guide a learner from what he presently knows to what is to be known. This process is known as scaffolding. Vygotsky shows that learners problem solving skills fall into three categories namely, skills which the learner cannot perform; skills which the learner may be able to perform; and skills that the learner can perform with help. Scaffolding permits the learners to perform tasks that would normally be slightly beyond their ability without assistance and guidance from the educator. Scaffolding is an important characteristic of constructivism since appropriate support from the educator can allow learners to function at the cutting edge of their individual development.

There were many similarities between the perspectives of different researchers associated with constructivist learning and teaching. A summary of the characteristics of constructivist learning and teaching is listed below:

- Multiple perspectives and representations of concepts and content are presented and encouraged.

- Goals and objectives are derived by the learner or in negotiation with the teacher or system.

- Teachers serve in the role of guides, monitors, coaches, tutors and facilitators.

- Activities, opportunities, tools and environments are provided to encourage metacognition, self-analysis-regulation, reflection and awareness.

- The student plays a central role in mediating and controlling learning.

- Learning situations, environments, skills, content and tasks are relevant, realistic, and authentic and represent the natural complexities of the real world.

- Primary sources of data are used in order to ensure authenticity and real-world complexity.

- Knowledge construction and not reproduction is emphasized.

- This construction takes place in individual contexts and through social negotiation, collaboration and experience.

- The learner's previous knowledge constructions, beliefs and attitudes are considered in the knowledge construction process.

- Problem solving, higher-order thinking skills and deep understanding are emphasized.

- Errors provide the opportunity for insight into students' previous knowledge constructions.

- Exploration is a favoured approach in order to encourage students to seek knowledge independently and to manage the pursuit of their goals.

- Learners are provided with the opportunity for apprenticeship learning in which there is an increasing complexity of tasks, skills and knowledge acquisition.

- Knowledge complexity is reflected in an emphasis on conceptual interrelatedness and interdisciplinary learning.

- Collaborative and cooperative learning are favoured in order to expose the learner to alternative viewpoints as part of the social construction of meaning.

- Scaffolding is facilitated to help students perform just beyond the limits of their ability.

- Assessment is authentic and interwoven with teaching.

Learning And The Process Of Knowledge Construction

According to Klopper, (undated: 2) "learning is the key to renewing your life and to creating a secure future. The way in which you learn is largely determined by a series of learning habits that you have formed since your childhood." Learning takes place when we process the information that we have received through our senses, namely, vision, smell, hearing, touch and taste. The ideal learner processes the information that s/he has received from all the senses. Many individuals depend on one particular sense. Cognitive

learners use all their senses to learn. Visual learners learn by looking at things. Auditory learners learn by listening and hearing things. Tactile learners learn by handling and touching things.

Learning is a process of continually adjusting our mental models to accommodate new experiences. As humans we use basic elements of knowledge known as image schemas to construct knowledge in the form of mental models that represent our understanding of the things in the world, how things interrelate, and in what interactions they are involved. According to Lackney (1998:5) at http://www.designshare.com/Research/BrainBasedlearn98.htm "Interaction of the brain with its environment suggests that the more enriched environment, the more enriched brain." Interaction with the environment is important because each of us construct our own mental models of our environment. Learners are curious and want to know things all the time. When learning takes place learners give meaning to their experiences. This requires understanding the relationship between parts and wholes. Values and beliefs also influence the mental models formed by learners.

Mental models are stored in the long- term memory of the brain. When we perceive or think about things, then information in the long- term memory is activated and extracted to the working or short -term memory.

The conception of learning is a central point of constructivism. Learning requires the building of conceptual structures. Concept development and understanding are focal points to knowledge construction. So it is not just the product, but also rather the process

that is of utmost importance to learning. Learning is a process of constructing meaningful representations and the making of sense or understanding our world and our experiences.

Learning facilitates the process of collecting information. This is done by the brain and is called perception. The brain stores the information. It integrates the information and language is developed, and knowledge is accumulated. The brain stores knowledge and categorizes it. Learning is always linked to information. Learners have feelings, experiences, attitudes, goals, and behaviors, which they bring into the classroom with them. These and other factors influence the learning process and knowledge construction. According to Shuell and Lee (1976:3) "Learning is one of those things we often take for granted. When thinking about learning, the focus is frequently on some aspect of formal education. However we are continually learning, outside as well as inside the classroom." Cognitive strategies are used when we learn. Learning is possible because of various processes that include one's ability to remember, to interpret, and to solve problems. Learning involves metacognition. Reading also plays a major role in the learning process, and it is the basis of all learning.

Knowledge cannot be transferred. Knowledge is actively constructed in each individual brain. The brain categorizes. The first category involves concrete objects, for example if we look at food, it will include vegetable, grains, fruit, etc. The second category involves what is abstract, and includes for example dreams, such as daydreams, night dreams etc. Information received by the various senses reaches the brain. The brain then stores this information.

The neurons are key brain cells, which are separated by synapses that are tiny spaces. Chemicals called neurotransmitters, bridge the spaces or gaps. These chemical signals are received at one end of the neuron by tiny filaments called dendrites. The signals are then transmitted at the other end of the neuron by a nerve fibre called axon. The signals in the neurons are electrical, while the signals across the gaps are chemical. So the transmission of the signals is electrochemical in nature. Each impulse is of the same strength, but the intensity of the signal depends on the frequency of the impulse.

The following diagram, taken from the book *Life- how did it get here? By evolution or by creation?* shows the dendrites, neuron, axon and synapse.

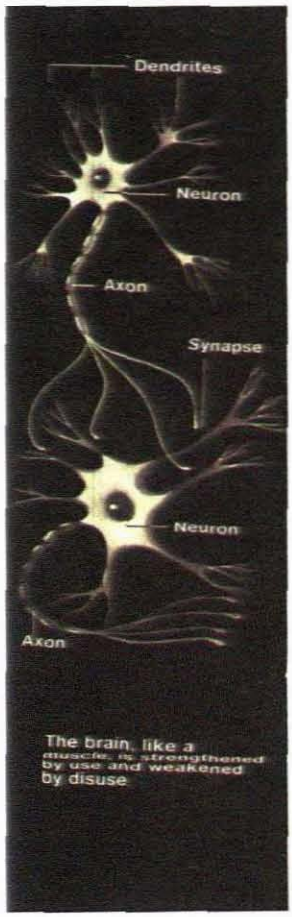


Figure: 2 Cell Membrane

Many physiological changes take place in the brain when we learn and thus construct knowledge. When more of the chemicals bridging the gaps between the neurons are released, the more we learn. "Continued use strengthens the connections, and thus learning is reinforced." International Bible students Association (1984:170). So to accelerate learning more pathways need to be activated as often as possible. Research shows that the brain is strengthened by use just like a muscle. The cerebral cortex of the brain is where all the higher mental processes take place. The brain has the capacity to store endless amounts of information received by the various senses. Notess (2000:2) in a

summary of Edward de Bono's 1991 book, "I am Right-You are wrong" refers to " our brain as a self-organizing system" at http://www.greeleynet.com/~cnotess/bono1.htm. The brain organizes itself in such a way that when information is stored, the brain allows one to recall and remember the information as if it is an automatic process. Notess (2000:3) uses the example of playing ball, dancing or playing a musical instrument, and states that " we develop the connections in our brain and strengthen their connectivity so that we perform many of the movements automatically by depending on what we have practiced until we could do them so well with our having to think about each movement ahead of time." He further goes on to quote de Bono who states that " Active systems are sometimes called 'self-organizing systems'." Notess (2000:2) at http://www.greeleynet.com/~cnotess/bono1.htm

Lets see what takes place when the human brain processes information. For example when you listen to someone speaking and you comprehend what is being said, and you speak to respond; several of your senses and functional areas of the brain are working. The visual area of the brain processes light signals received by seeing the person speaking to you. The auditory area in the temporal lobe processes the signals from the sound receptors. When you think about what you are hearing and how you are going to respond the frontal lobe processes your thoughts and the motor speech area in the frontal lobe of the left hemisphere of the brain formulates sentences and initiates speech.

The following diagram shows the functional areas of the cortex as pictured in the book 'Human Anatomy and Physiology' by Creager (1992:331).

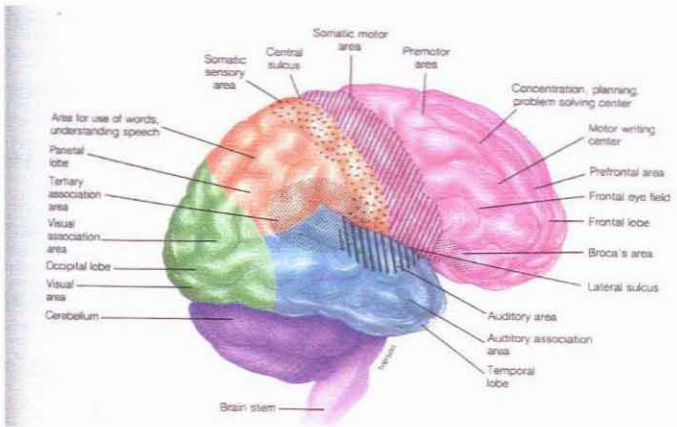


Figure 3: The Cerebral Cortex

The cerebral cortex is built up of a small number of basic elements. According to Meadows, S. (1993: 269) " connections run into the cerebral cortex from the sensory receptors and the lower parts of the brain, and between two hemispheres, and between different areas of each hemisphere, and to the midbrain, cerebellum and the brain stem." The brain receives a large amount of stimulation from the world, and it selects the inputs it wants to emphasize by linking it to prior experiences. The stimulation that becomes conscious goes to the thalamus in the midbrain, and then to the appropriate area in the cortex, where each sense has its own sensory area. The different areas are interconnected and connected to the thalamus and other parts of the cerebral cortex. Different areas in the cortex are specialized for different senses such as hearing, vision, smell, taste and touch.

Language construction is a vital element in the learning process of knowledge construction. Language is essential to humanity. We communicate through language and thus stimulate actions and reactions. The acquisition of attitudes, understanding, and ideas that are important to humans are gained through language. " There is little doubt that

language aids immeasurably in refining or extending knowledge of the world, in acquiring new information, in storing what has been learned (memory), and in solving problems." Mussen (1984:203). Language processing is an important higher neural function. Sensory analysis begins with the words reaching our consciousness through visual pathways when we read them or through auditory pathways when we hear them. The signals are processed and their meaning is interpreted. After the words are interpreted a motor response such as to speak or write is initiated by signals that are relayed to the other parts of the motor system so that movements required to pronounce words are initiated. All information received and processed by the brain is stored and thus knowledge is accumulated.

The above blends in with the different levels of Bloom's taxonomy, which is discussed by Van Der Horst and McDonald in their book *Outcomes- Based Education, A Teacher's Manual* (1997:37). Bloom developed taxonomy for the cognitive domain only. The cognitive domain includes learning outcomes that relate only to the head or intelligence and include memory, understanding and reasoning. Bloom's taxonomy is made up of six levels that progress from the simplest to the most complex.

The first level is knowledge, which involves recall of specific facts or other information. Gaining knowledge is thus the act of remembering, or the memory of information. Memory plays an important role in the learning process. According to Edson (1996:84) memory and learning are inseparable, and learning cannot occur without the retention and recall of past experience.

The second level involves comprehension, where information is not only recalled, but it's meaning is also understood. The third level is application, which refers to the ability to use the information stored in the brain in new situations. The information is recalled and applied. The fourth level is where analysis takes place, that is where the whole is broken down into parts and the relationship between the parts are identified and recognized. The fifth level is where synthesis takes place, and that is where the various elements or parts are put together to form a new whole. So here the brain recalls stored information and relates it to parts of the new information and forms a new whole or concept. The sixth level is evaluation, where judgments are made based on certain criteria. Here the brain classifies and a course of action or reaction is determined.

Constructivism And Image Schemas

The learner does not enter the classroom with an empty mind, but rather he already has information stored in his brain. Learners already possess some form of image schemas in mental models before entering a classroom. As mentioned earlier on, image schemas are basic elements of knowledge that humans use to construct knowledge in mental models. These mental models represent our understanding of the things in the world, how they interrelate and the interactions that they are involved. Mental models are stored in the long-term memory of the brain that is activated and information is extracted to the short –term memory when we perceive and think about things. Each individual constructs his own mental model of the environment, depending on mental rules of how we think those particular aspects of reality works. We use such models and rules to make sense of our experiences. Learning is the process of continually adjusting our mental models to accommodate new experiences.

Klopper (2000:4) states that there are various guiding principles of constructivism. We will now consider and briefly discuss some of these principles. They include the following:

- Learning is a search for giving meaning to our experiences. Learners are generally curious and they often want to know about various issues and objects, always wanting to satisfy their ongoing curiosity by asking" Why?" It is therefore important for learning to start with issues around which learners are actively trying to construct meaning.

- Giving meaning to experiences requires that we understand the relationship between wholes and their parts. Therefore, the learning process should focus on primary concepts and interrelationships, not on isolated facts. According to Curriculum 2005- Towards a Theoretical Framework by the Department of Education (Undated: 13) "When designing curriculum, constructivist teachers organize information around conceptual clusters of problems, questions, and discrepant situations because learners are most engaged when problems and ideas are presented holistically rather than in separate, isolated parts."

- Values, beliefs and emotional awareness form an integral part of the mental models that people construct to represent their world, and their memories of past experiences.

- Good educators must understand the mental models and value systems that learners use to perceive the world and the assumptions they make to support those models.

- The purpose of learning is for an individual to construct her/his own meaning, not just to memorize the 'right' answers and regurgitate someone else's meaning.

- Since education is inherently interdisciplinary, the only valuable way to measure learning is to make knowledge assessment part of the learning process, thereby ensuring that assessment provides learners with self-insight in the level that they have achieved. Assessments must be constructed such that it is part of the learning process.

Constructivism affects learning. Constructivism calls for the elimination of a standardized curriculum. Instead, it promotes using curricula customized to the learners' prior knowledge. Also it emphasizes hands-on problem solving. The curriculum must be structured in such a way that it provides proper guidelines in clear and understandable language that educators will be able to follow the guidance easily, without confusion and frustration. Such guiding principles will be supplied by the Department of Education.

With regard to instruction, under the theory of constructivism, educators focus on making connections between facts and fostering new understanding in learners. Educators tailor their teaching strategies to learner responses and encourage learners to analyse, interpret and predict information. Educators also rely heavily on open-ended questions and promote extensive dialogue among learners.

Concerning assessments, constructivism calls for the elimination of grades and standardized testing. Instead, assessment becomes part of the learning process so that learners play a larger role in assessing their own progress. Constructivism assessment is inherently a positive, motivational procedure whereby learners are first commended for

those aspects of learning that they achieved before positively worded goals are set for areas where their level of knowledge requires improvement. Learners must know in advance what is required of them. Instead of marks, encouraging comments can be made.

According to Murphy and Rheaume, (1997:6) the radical constructivist von Glaserfeld "sees knowledge as being actively received either through the senses or by way of communication. It is actively constructed by the recognizing subject. Cognition is adaptive and allows one to organize the experiential world." Educators play an important role of providing learners with opportunities and incentives to build up such existing knowledge in the mind of the learners. Educators should introduce new ideas and provide the necessary support and guidance so that learners can make meaning for themselves. The learning environment plays a crucial role in the construction of knowledge and learning.

The educator is responsible for creating an environment that is conducive to learning and knowledge. Choosing the appropriate approach to teaching and learning is of vital importance, and it can contribute to a successful learning process for the learners. We will now discuss four complementary constructivist approaches to learning that can be used in teaching in the Outcomes-Based Foundation Phase classroom. They are Outcomes-Based Education, Core Curriculum Learning, Whole Language Learning and Problem-Based Learning.

Outcomes-Based Education

Outcomes–Based Education is a form of education that derives its legitimacy from the philosophy of learning, known as constructivism. OBE emphasizes the acquisition of practical skills as an integral part of knowledge construction. According to Van Der

Horst and McDonald Outcomes-Based Education can be described as an approach that requires both educators and learners to focus on two essential things. This includes firstly on the end result or outcomes and the learning process. At the end of the learning process learners have to demonstrate that they have attained the specified learning outcomes. They are assessed on a continuous basis in order to monitor progress. In Outcomes-Based learning all schools are geared to producing learners with positive lasting results so that they can be well equipped to cope with life when they leave school. The learner is able to progress and achieve these outcomes at his own pace, and level of understanding of all activities and goals. The Outcome-Driven Developmental Model of the school system in Johnson City, New York is one of the leading examples of an outcome-based learning programme in the USA. The principles followed by this American outcomes-based learning programme are similar to the South African model. They include clarity of focus around significant, culminating exit outcomes, which are defined by each local school; expansion of available time and resources so that all learners can successfully reach the exit outcomes; consistent, high expectations of 100% success; explicit relationships between any learning experience and the ultimate outcomes to which that experience is essential.

In Outcomes-Based education the curriculum design includes the following eight steps. They are:

- To discern the future conditions
- Derive exit commands
- Develop performance indicators

Design learning experiences
Determine instructional strategies
Deliver instruction

- Document results that is all the recording of what has been done

- Determine the advancement of the learner.

Assessments are done on an ongoing basis. Assessment covers all aspects of work, and must include self-assessment, peer assessment, and the educator's assessment. Learners must be notified in advance about the outcomes so that they will know what is required of them and in which direction to focus their attention to. Assessments must have a positive influence on the learner. The educator plays the role of a facilitator and a mentor in Outcomes Based Education.

Core Curriculum Learning

Core curriculum learning is a form of learning during which fundamental core skills, knowledge and abilities are taught to learners. So core skills, knowledge and abilities are the focus in learning. There are many disagreements as to which learning areas a core curriculum should contain. Some limit the core to basic academic subjects like English, mathematics, science and governance, while others include general learning outcomes such as problem solving, critical thinking, teamwork, community service and life skills.

When learning is limited to a core curriculum it affects education in various ways. A mandated core group of people builds and set a curriculum. These include people like the Department of Education or a School Board. All learners learn a common set of knowledge, skills and abilities. The teaching of academic content is the primary focus of core curriculum. The instruction is based on the predefined core content. Teaching

revolves around imparting a predetermined body of knowledge. This is a prescriptive approach to learning based on content where it prompts teaching towards gaining the correct answer.

When it comes to assessment the core content literally shapes the assessment process. This approach is similar to the traditional method of testing that is based on information recall and the use of conventional grades. A core curriculum does not preclude the use of authentic assessment and portfolios.

Although I would use core curriculum learning to teach language, literacy and communication in outcomes-based education I will not use all the underlying principles of core curriculum learning. The important factor here is that there must be content for learning. Content cannot be left out totally in outcomes-based learning. There has to be guidelines that educators can use in order to guide learners to achieve their various specific outcomes for the learning area language, literacy and communication. Language, literacy and communication are intrinsic to human development and central to lifelong learning. In order to make and negotiate meaning and understanding it is important to have some form of content. With the guidelines from the Department of Education, learners will use their own research skills to develop and explore various programme organizers. For example when doing the programme organizer 'transport' learners can research this topic to examine the past forms of transportation, the development of modern transportation and the value of modern technology with regard to transportation. Instruction must not be prescriptive and assessment must be flexible and broadened to include the various types of assessment.

Whole Language Learning

Whole language learning is also a constructivist approach to education. This approach is based on research of how children acquire written and oral language skills. Whole language learning is seen as the cognitive experience that each learner has. Knowledge is part of the person who constructs it. So the curriculum is not seen as a prescribed course of study or a particular set of instructional material. Whole language learning includes the specific content being thought about and how the learner demonstrates a particular task and also what the learner expects from such a language-learning situation. This will also include body language.

Language is used to communicate with one another. Communication involves the exchange of information to make one's point of view known and to gain insights from information from others. Language is therefore used during communication to make sense of the state of affairs around us that will include our environment and experiences. Reading, writing and verbal communication are very important to the learner in the formation of an understanding of his world. A whole language curriculum treats the learner as a legitimate conversation partner and as someone who seeks to construct meaning. So whole language learning encourages the recognition of the learner. When it comes to assessing the learner's efforts it is important to commend learners even though they may not be absolutely correct in their response.

Language is learnt cumulatively by using it. Every time we use language either orally or in the written form it helps us to build more knowledge of the world, the function of symbols and communication strategies. Each language exchange helps us to improve in our performance orally, mentally or in the written form. The whole language curriculum

allows learners to be in situations requiring open-ended complex language use. The educator facilitates knowledge construction by making suggestions and offering support. The educator makes sense of how learners engage in language learning and offers experiences that support the experiments of learners. Language learning is considered to be fundamentally a social activity that requires negotiating meaning and taking in vocal responses and body language cues as feedback from partners. With whole language learning communication exchanges that is between learner and learner, and learner and educator are both important. There is always the risk of trying new strategies and errors are inherent in the process with language learning. Whole language practitioners encourage the spirit of reading meaning into the learner's speech and written work, instead of correcting every error and prescribing exactness. With the assistance and support of the educator, learners can improve and master both the spoken and written tasks with regard to language usage. With such interpersonal communication there is more productivity.

Problem-Based Learning

In Problem-based learning, Learning is learner-centred. The learner. The learner progressively takes on more responsibility for his or her own education. The learner here becomes more independent of the educator. The educator is responsible for providing the educational materials and guidance to facilitate learning. Learning is based on real world problems and the ability to integrate and organize learned information to find solutions to future problems.

Learners engage in self-directed study to research information from a variety of resources and people, once they have identified what they need to learn. As a result learning

becomes personalized to suit the needs and learning styles of the individual learner. After solving the problem the learners assess themselves and their peers. In this way they develop self-assessment skills. For effective independent learning, the development of self-assessment skills is essential. The curriculum is made up of the series of problems encountered by learners with this process. Learners working together in small groups where they acquire team-learning skills facilitate learning.

THE COGNITIVE BASIS OF COMMUNICATION

A key factor to learning as a process of knowledge construction is communication. This includes the transmission of ideas, thoughts, feelings, and experiences by intrapersonal communication and interpersonal communication. According to Mersham and Skinner (1999:64) " the meaning of a message resides in the recipient's interpretation of it." So the communicator will have to plan his communication in order that the recipient understands what is meant. There are four phases in the communication process namely, sending cognitive and emotional data; receiving or perceiving data; understanding the data and, the level of acceptance of the data. In order for the communicator to be successful he must match his own encoding process with the decoding process of the recipient.

There are various possible barriers to the reception, understanding and acceptance of information. Some barriers to the reception of data could include needs, anxieties, expectations, attitudes and values of the recipient and the environment, while some barriers to understanding could be a difference in language, the ability of the recipient to listen, prejudgments, the length of the communication, and existing knowledge of the recipient. Some barriers to the acceptance of data may include attitude, values, and

prejudices of the recipient inter personal emotional conflict because of theatrical gestures, physical appearance, etc.

Furthermore to reach one's communication goals with the recipient, it is important for the communicator to give access of his own psyche to the recipient and to get access of the psyche of the recipient. There must be mutual trust between the recipient and the communicator. The recipient who in most instances is the learner must know that the communicator or the educator is interested in him as an individual. Humans love to play. If the learner is convinced that he is playing, and if he is comfortable with the educator and his environment, then he will learn and thus construct knowledge. The amount of information we are willing to reveal to others about ourselves influences our interpersonal relationships. Mersham and Skinner 1999:101 gives us a model of the Johari window which helps us to assess the type of information we want to make known to others, to whom we make these disclosures to, and the environment where we communicate. The Johari window shows the link between the intrapersonal and interpersonal communication. The window is made up of four quadrants, which represents our four different selves. Each quadrant shows how each self relates to other people during communication. The size of the quadrant depends on your own and other's awareness of your behaviour, feelings, attitudes, ideas and motivations. Figure x below, indicates "The ideal Johari window" taken from Mersham and Skinner 1999:101.

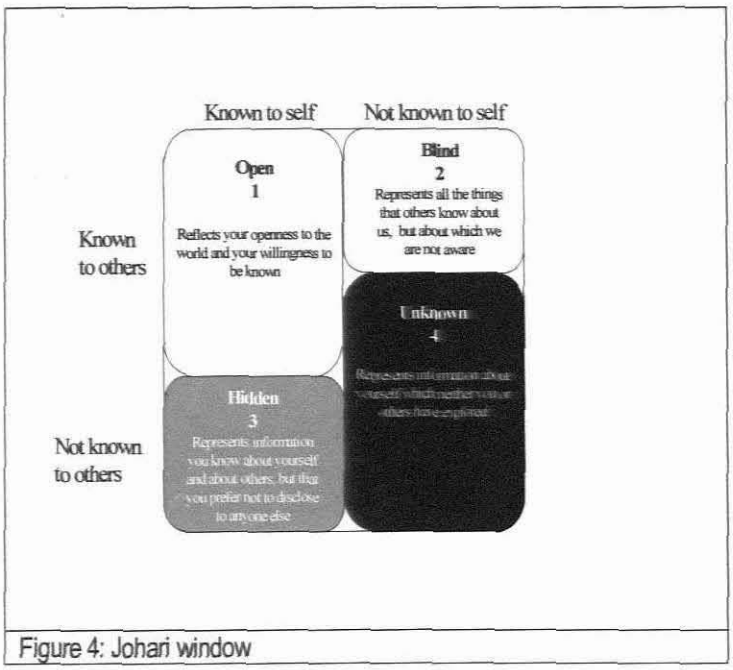


Figure 4: Johari window

The first quadrant is the open quadrant and it reflects your openness to the world and your willingness to be known. It shows all that is known to you and others about yourself. This quadrant is the basis for developing and establishing interpersonal relationships. To establish meaningful relationships we need to continue learning and gaining knowledge about ourselves and others, and enlarging the open self. The second quadrant is the blind quadrant, which reflects all the things that others know about us, but we ourselves are not aware of. According to Mersham and Skinner some people have a very large blind quadrant and they seem to be unaware of their faults and virtues. It has information about yourself, which neither you nor others know. The third quadrant is the hidden quadrant, which reflects all the information you know about your self and about others, which you do not want to disclose to other individuals. Here we may get individuals who go to extremes and reveal all personal details about themselves and then we have others who will keep everything hidden and reveal nothing about themselves. Most people however

are in between the two extremes and who use their discretion and reveal some things and keep other things hidden, and they choose who they want to reveal what information to. It contains all the data concerning your personal growth or decline. The four quadrants of the Johari window are dependent on each other. When there is a change in one quadrant, it affects the other quadrants. The more knowledge one gains about oneself, the more self-esteem and self-acceptance one has. The fourth quadrant or window reflects information, which neither you nor others know or explored about you. As personal relationships grow the open quadrant gets larger, and the more we learn about ourselves and others, the more knowledge is accumulated.

So in the classroom the interpersonal relationship between the educator and the learner has a great impact on the learner's ability to learn through communication. The more learners learn about themselves and others, the more knowledge is accumulated and stored in the long-term memory. The gaining of self -esteem and self-acceptance for the learner is essential to the process of learning daily in the classroom. Learners must therefore be provided with constructive activities where they can explore and enjoy first hand experiences to promote "internal communication, which occurs when the message, the expression of an idea, arises in the mind of the communicator." Mersham and Skinner 1999:87. This form of communication is called intrapersonal communication.

The Process of Communication

According to Mersham and Skinner 1999: 7 to communicate three basic elements must be present that is the communicator, the medium, and the recipient. The communicator creates the message and passes it on in the form of written or spoken language to the

recipient who receives the message and decodes it. The message is made up of signs and symbols called a medium. The medium can be speech, writing, or images and sound that the recipient can hear, feel or see physically. The recipient interprets and gives meaning to the message by decoding the signs and symbols received.

The medium for speech is sound waves that travel invisibly through the air. It is light waves that are reflected from the surface of an object or that come from a light source that is the medium for vision. The human touch is another medium between the communicator and the receptor. Today man has extended these natural medium forms through technology, so that when we refer to a medium, we are actually now referring to mass media such as the radio, television, and newspapers.

Communication is a two- way process. The prototypical form of communication is conversation. Conversation is the interaction of at least two participants that is the communicator and the recipient, who share the same space at the same time. They focus their attention on an identical theme in a democratic way that means that each participant has equal rights to participate in the conversation. So conversation is the most democratic part of human communication and interaction because all participants have equal rights to participate. Thus in a conversation both the participants play both the roles of the communicator and the recipient. This is called interpersonal communication.

A prerequisite for conversation is that both participants focus on a common theme, which is always the first part of the conversation. However the theme can change at will and anyone has the right to change the theme. Communication takes place even when

there is a negative viewpoint raised about a theme. Honest communication can lead to disagreements.

There is no final authority and absolute command of knowledge. What is said today can be contested tomorrow. Mind states are influenced by conscious external interactions, and ones social environment. Mind states can produce confrontational forms of communication and cooperative forms of communication. Some confrontational forms of communication include mind states where individuals chose to ignore, to insult, to mock or to disprove. As a result conflicts between two or more people arise. Conflict is part of life. Erasmus-Kritzinger (2000: 367) states, "Communication is a part of conflict – sometimes it is both the cause and the remedy. Poor communication, or the lack of communication, sometimes causes conflict, and, to manage conflict effectively, communication is important." Conflicts between educators and also between learners are unavoidable in a learning environment. Conflict can affect and influence a learner's ability to communicate and learn effectively. Therefore educators need to be equipped to cope with such situations when they do arise in the classroom.

Language as a code system

Language can be regarded as a code system. We communicate by encoding and decoding symbols and signs. To encode refers to the function of putting meaning into code as is done in speech and writing. According to Mersham and Skinner 1999: 18 the definition of encoding, is the transmitting of inner thoughts, beliefs and feelings into external and material signs. To decode refers to the language functions of extracting meaning, when we listen and read. This takes place in the mind of the recipient who extracts meaning from

the information received. The recipient's conception of the information received is his interpretation of the data. In verbal or spoken communication we use sound sequence as symbols and morphemes. The words we speak daily and the writing we read is all symbols.

Language consists of sounds, words and morphemes that are organized according to hierarchical patterns called grammar. They all together form a whole that is called a linguistic code. The linguistic code can be written or spoken, and the two main types are verbal or spoken, and non- verbal codes. Non-verbal codes involve visual, sound and tactile codes.

Visual codes include kinesics that deals with communicational aspects of body movements. Body movement or body language goes hand in hand with spoken forms of communication. Facial expression is an important part of communication. Different facial expressions convey different meanings in different cultures and circumstances to the recipient. Eye contact is also an integral part of communication. The message conveyed by eye contact, the length of time of the gaze, and the manner in which one individual gazes at another is determined culturally. The entire body may be used to communicate with the use of gestures, that is movements of the head, arms, shoulders, legs and other body parts. This non-verbal form of communication is closely related to culture when transmitting a message.

The posture of a person lets us know whether the person is relaxed, tense, rushed or weary. Posture also helps us to evaluate communication. For example if a person is bored with what you are saying, he will allow his arms to support his head, and a decision

making gesture is depicted by the hand moving to the chin and the stroking of the chin. Locomotion is the movement of the body from one position to the other, and it is a code that tells us about the state of mind of an individual or membership of a particular culture. Although different individuals can interpret the same body movement differently, it is important for educators to have sufficient knowledge regarding this style of communication so that they can continually evaluate the communication process and their skills with learners and amongst themselves for the benefit of their learners. Such evaluation will assist educators to improve and try out different teaching strategies in the classroom. Educators can evaluate a communication process with learners just by observing their body movements and posture of the learners in the classroom.

Graphics or pictorial codes are part of visual communication codes. Text, artwork, everyday objects, are included as part of visual media. The print media include text, photographs, illustrations, colour, page layout and models. Reading entails the reception of ideas and information from a printed text. Reading is a complex perceptual process that involves decoding of symbols. It includes recalling, recognition of words and interpretation of the written symbol and its meaning. The communicator can use a variety of fonts and typefaces to print a text. Colour, shape, size and texture of a text can add to the message the communicator is encoding. Written language plays an important part in communication. It allows the communicator the opportunity to limitless expression of his thoughts, ideas, and feelings.

Photographs or pictorial images such as videotapes are used widely in newspapers and on television during the reporting of news. They assist in breaking the monotony in reading plain text, and they add further information and clarify meaning in the linguistic codes

used. Illustrations or drawings can be an effective way of transmitting an idea, thought or feeling across to other individuals, especially to little children. The brightly coloured pictures in books capture the interest of the learner, and motivate him to want to read the text, because he is curious to know what is going on in the picture or illustration. The communication line between the reader and the author via the written text is opened immediately when the learner sees the picture. Below is a sample from a reader for children. Atkins (1994:3).

One day, Fox stopped outside Rabbit's burrow and sniffed. The scent of Rabbit was so strong it made his mouth water. He licked his lips.

Figure 5: Example of written text and picture

Notice how the picture gets your attention first and then arouses your interest to read the text. When you view the illustration questions such as 'Why is the fox standing at the

door? Who is behind the door? Why is the fox's tongue hanging out of his mouth?' The illustration also evokes various feelings in the reader.

Sometimes it is impossible to get a photograph of certain relationships that exists between individuals or to explain feelings and emotions to little children. A cartoon can be used to communicate and magnify these relationships by highlighting specific features. The following cartoon taken from the book called Orson's Farm by Davis, J. 1986: 36 illustrates how this can be achieved.

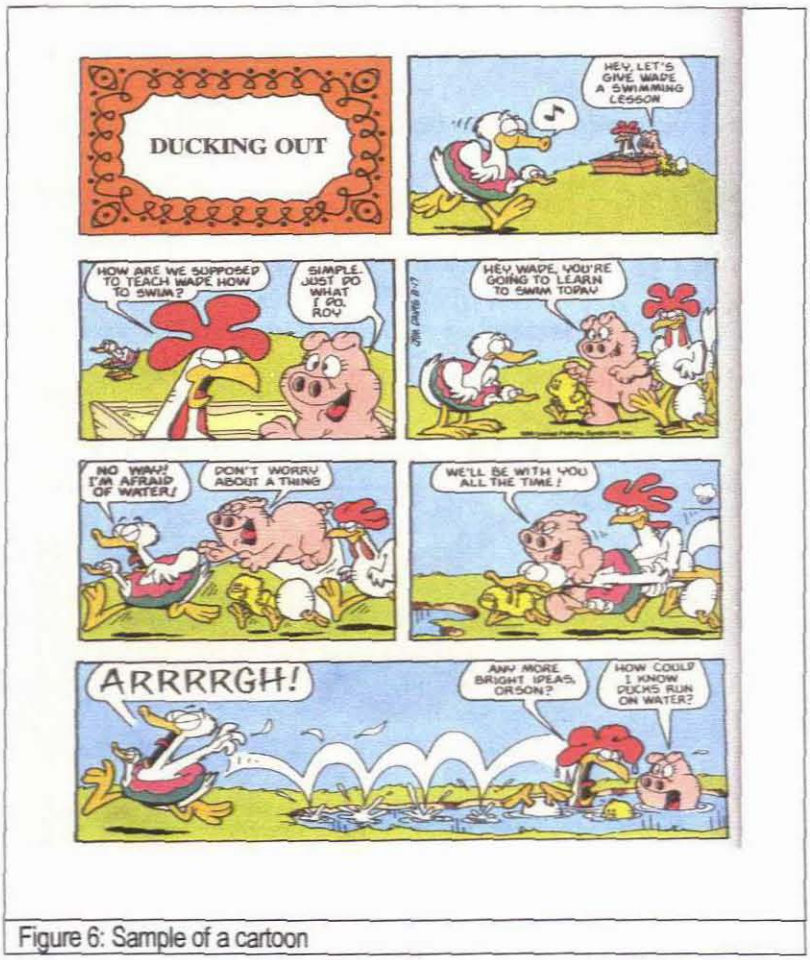


Figure 6: Sample of a cartoon

The cartoon strip in figure 6 above can be used very effectively as a communication tool in a foundation phase classroom to respect the rights and feelings of their peers. Feelings and emotions of the characters in the cartoon can be discussed and easily related to the relationships that young learners develop.

Color is also a very important communication code. Colour appeals to little children. The learners in the foundation phase will without any doubt be attracted to the bright colours depicted in the cartoon in Figure 6. Colour as a code has three main functions, which include an informational, aesthetic, and a culturally symbolic function. Colour gives us information, for example if an apple is brown, the colour tells us that the fruit is rotten. The aesthetic role colour plays in marketing and advertising is seen in the colour used to market a particular product, for example we will not purchase dark brown toothpaste. Below is a cutting from the Planet e magazine (issue 4) with informal typeface that appeals to children, and markets the product to children so that they too can become planet e members.

Figure 7: Informal typeface

Traditions and culture can be identified by colour. For example nurses traditionally wear white uniforms. The recipient can interpret a range of different meanings by the use of

colour in communication, for example red can denote warmth, closeness and love. The layout of a page is important to a communicator if he wants to get the attention of the recipient or reader to get his message across.

Sound codes play a significant role in communication. The sound produced by our vocal cords are linguistic, and are words that make up the spoken language, or speech, and is referred to as verbal communication. As humans we use the spoken language as a primary form of communication daily. Speech is an important aspect of communication because it enables us to express our innermost thoughts and feelings to those around us, and at the same time we can get to know the thoughts and feelings of others.

Human sounds such as clapping of the hands communicate to others the expression of appreciation. Tactile codes deals with the sense of touch, for example the shaking of hands denotes a greeting or acceptance. The study of the use of time is known as chronemics. Time has a direct influence on the interpretation of a message and ones behaviour.

The non-verbal codes of language play a significant role in communication. It is important therefore for us as educators to continually improve our non-verbal skills. We can evaluate a communication process with learners and ourselves just by observing their body movements and posture of the learners in the classroom.

THE FACILITATIVE ROLE OF COMMUNICATION DURING EFFECTIVE LEARNING

The interactive communication between the educator and the learners, and among learners themselves is what facilitates effective learning. Appropriate application of the various forms of communication in the classroom also plays a vital role in the successful culture of learning and teaching. Both verbal and nonverbal styles of communication play an important role in the learning and teaching environment. " The nonverbal messages reinforce what the speaker is saying. For example, passive communicators often have slumped posture and a lack of eye contact. Assertive people exhibit erect posture and direct eye contact. Forward-leaning posture, pointing and a glaring look are nonverbal signals of aggressive communication." Says Health Teacher at http://www.healthteacher.com/teachersupports/skills4.asp such information can assist the teacher when making observations and assessments on learners interactions during learning in the classroom.

Meadows, S. 19993: 330, states that, "very young pupils need more instruction in the routines and procedures of the classroom and of learning, and being involved in the development of basic skills they should have frequent opportunities to practice them and receive feedback on them." So it is very important for the foundation phase educator to acquire proper communication skills in order to provide the necessary instruction and proper facilitative role for learners to acquire the basic skills and for effective learning to take place.

The Importance Of Language As A Primary Form Of Communication In The Classroom

The use of language is the primary means of communication in the classroom. The power of language in the lives of humans is remarkable, and may its use never be underestimated in the classroom. Language is one attribute that elevates humans above all other creatures that exist, and it forms a bond bringing humans together across all geographic barriers. We have the ability to construct, store, and use knowledge by means of language. We can also share what we know through language as our means of communication.

Language as man's primary form of communication can be the tool for great achievement and success in various fields, including social progress. By keeping the lines of communication open between individuals much heartache, divorce, war and all the emotional problems that go along with them can be avoided. It is the break down in communication and the lack of understanding of the message conveyed that often lead humans to experience the above problems. Outcomes-Based Education aims at producing individuals who can successfully cope with life's problems that they will encounter after their schooling career is over on a daily basis. Developing the art of interaction with one another on an interpersonal level can be developed daily in our learners in the foundation phase classroom This can be done by providing activities for learners that allow learners to work along with each other in pairs or in groups to achieve specific results. Just as language, which is both verbal and non-verbal forms of communication, is essential to our survival and happiness as humans, activities that

involve both verbal and non-verbal forms of communication can occupy learners in the classroom.

Daily interaction with one another is inevitable and our survival often depends on it. Man has a desire and need to socialize and interrelate with one another. Our children too have the need to socialize and interrelate with one another. As a facilitator the educator can guide and foster proper communication skills to encourage learners to develop socially in the classroom. The learners ability to communicate successfully both orally and non-verbally can ensure the satisfaction of such needs and desires, as children, and, as well as when they reach adulthood.

Since language is the chief means of communicating most thoughts, ideas and feelings, it is important to encourage our learners in the classroom to develop and master the various communication skills, so that they can deal competently with the ever- increasing body of knowledge that exist today. Reading, expressing oneself clearly in speech and in writing, and listening attentively are essential attributes to continue learning and constructing knowledge, storing it and using it effectively throughout life.

As man's primary form of communication, language is essential to humans, because it is through language that we communicate and stimulate actions and reactions. The acquisition of attitudes, beliefs, understanding and ideals that are important to people comes basically through language. An educator can successfully use the Life Skills learning programme to assist learners to acquire the attitudes, values, beliefs, understanding and ideals that are important in life. Language can help us to keep in touch with the past so that we can learn from the discoveries and mistakes of others to improve our own life

styles. In the Foundation phase classroom, reading or the telling of stories can be effective tools in the communication process or the constructing of such knowledge in our learners continually.

The Role Of Small Group Communication And Public Group Communication In The Classroom During Effective Outcomes-Based Learning

During outcomes based learning learners play an active and constructive role in their education. Learners are encouraged to become critical thinkers and to reason. Creativity and individuality is also encouraged. Learning is not done in isolation; rather there is an integration of knowledge and tasks performed by the learners. One specific task can help the learners to achieve numerous outcomes. For example a simply construction of a toy will involve mathematical concepts of measuring and estimating, and planning, and collecting of information and materials, and reading to understand and follow the instructions. Learning is also related to real life situations and prepares and equips the learner to face the real world when he leaves school.

Learning is also learner-centered. The educator is the facilitator who often uses small group communication to consolidate and encourage learning. According to Borchers at http://www.abacon.com/commstudies/groups/definition.html " Members must be able to communicate freely and openly with all of the other members of the group. Groups will develop norms about discussion and group members will develop roles which will affect the group's interaction." When learners engage in activities in a small groups it is easier for the educator to facilitate, monitor and assist learners to progress. Learners are

encouraged to take responsibility for the learning. They are motivated by constant feedback and affirmation of their worth because assessment is done on a continuous basis with a view of assisting a learner to progress.

In order for our learners to achieve all the outcomes proposed in Outcomes Based Education, it is essential to have a classroom that is overwhelmed by communication and interaction daily between the facilitator and the learners, and among the learners themselves. With the classroom as the core center for such communication learners can be encouraged to broaden this communication network to the rest of the school, the homes and into the community at large.

There are various ways in which small groups communication and public communication can to used in outcomes based learning. Let us first examine how small group communication can be a very effective tool in the classroom. For group work learners are divided into small groups ranging from about four to ten members. The learners themselves can select groups democratically. I found that it is good to let learners to choose the members of the group at first, but as time goes on I have noticed that learners tend to choose the same individuals over and over again. So as a facilitator it is important to guide learners and to change the criteria when choosing groups. For example the way learners are seated can be used to group them or other criteria such as height, hair length etc can be used. It is also important to make sure that the reserved ones and the outspoken learners are equally distributed among the groups.

After the group has been chosen learners decide on the different functional roles. A leader and a scribe are generally chosen. Group leaders and scribes rotate so that all

members in the group are given the opportunity to play these functional roles. A group of about four to six participants can work together to solve problems or carry out other tasks. Such a group can be formed with an even number of participants for numeracy to solve mathematical problems. Learners in the group get into pairs; one solves a problem or responds to a question, while the other coaches and prompts. They exchange roles for the next problem or question. Then as a pair they compare their answers with other pairs in the group to ensure that they are correct, and sort out any discrepancies. They also compare and share ideas about how they arrived at various solutions. This is an excellent way to teach and consolidate number concepts such as the four number operations and story sums.

A similar group can be used for the literacy period, for example when we did the Programme Organizer 'Personal Development' learners got into small groups and then into pairs within the group. They interviewed each other in pairs with regard to their likes, dislikes, hobbies and so forth. Then the entire group came together and compared and made up a list of the most common factors shared by the various members. Then the groups drew a graph indicating how many individuals liked sport, ate fruit daily, etc. The leader of each group would then address the entire class about the findings of their group. This last stage would include public communication because one individual addresses the entire class. The graphs derived from this lesson were used later in the day in the numeracy period. Working in pairs within a small group promotes interpersonal communication in the group. It also assists learners in acquiring confidence and self-esteem to communicate with other members in the group and to get along with one

another in the classroom. Learners also assist each other to acquire the various skills by overcoming difficulties and obstacles together and checking each other's progress.

After the facilitator presents a new concept or new information, or demonstrates a new skill or procedure, learners get into small groups to explain what the facilitator has done to each other. They also check for understanding, competence, and identify key points and steps to consolidate what has been learnt.

When a facilitator poses a question to a whole class like one would do in a public communication situation either no one may respond, or participants may compete to provide the answer and thereby seek recognition from the facilitator and others. When one person responds in the classroom, others loose that opportunity and others may feel relieved not to have to answer or to think about the question at all, and others on the other hand may feel denied of the opportunity to answer. In contrast when learners are put into small groups where each participant is given a number, every individual is compelled to participate and actively engage in the learning situation. Individual accountability and positive interdependence are fostered, both of which promote co-operative interaction among learners. This method is successful during the literacy period when one is doing a comprehension lesson or other language aspects, and in the numeracy period where quick calculations are needed. This is how it works: The participants work in groups. Each participant in the group is numbered consecutively, that is 1,2 3...and so on. The facilitator poses a question or a problem or asks for a skill to be demonstrated. The facilitator then asks all members to put their heads together in the group to work out the answer and to ensure that everyone in the group understands and

knows what is going on, and that every member is able to answer and demonstrate correctly on behalf of the group.

CONCLUSION

In this chapter I discussed learning as a process of knowledge construction. It is the process that counts, and not only the product. Learning takes place as we interact with one another and our environment. Interactions with the environment cause sensations that are received by the brain where knowledge is constructed and thus learning take place. Knowledge is constructed when the information we receive via our sensations are matched to the stored data in our long-term memory and conceptualized to form a blending, thus producing more information. The process of learning is thus an internal process that is influenced externally and controlled by the learner alone. In the times that we live in, it is vital to develop abilities to communicate effectively and to understand the theories and technologies about communication in order to progress and succeed.

Chapter 5

FIELDWORK

INTRODUCTION

In this chapter I will outline how I conducted the fieldwork among foundation phase educators in the greater Durban region. I will start by explaining the rationale behind the organization of the questionnaire that I used, by explaining how I gained access to respondents at particular schools, and how, in some instances, I conducted the actual fieldwork, and in other instances how other educators acted as fieldwork facilitators.

THE RATIONALE BEHIND THE SEQUENCING OF THE QUESTIONNAIRE ELEMENTS

The cover page

The cover page of the questionnaire was designed to make a persuasive appeal to foundation phase educators to complete and return it to the researcher.

Anonymous Questionnaire for Educators

Requirements for the successful implementation of Outcomes-Based Education
In foundation phase classrooms

The word anonymous conveys confidentiality to the respondent. It allows the respondent the ability to speak one's mind, to express one's thoughts, ideas, and knowledge freely

without any inhibition. The title Requirements for the successful implementation of Outcomes-Based Education In foundation phase classrooms, prepares the respondent for the principles to be outlined regarding Outcomes-Based Education. It also puts the respondent at ease because he knows what direction the questionnaire will take. Requirements relates to norms, that is what is performed is measured against set norms. Foundation phase delimits the phase in education where the respondents will be surveyed.

The logo of the university of Zululand below indicates that the research is legitimate, and that its source is reputable.

Researcher: N D Govindsamy

Department of Communication Science
University of Zululand (Durban)

Bovine cartoon graphic

The above cartoon on the cover page was inserted to create a psychological impact on the respondent. Its intention was to further set the tone and make the respondents feel comfortable, as it shows empathy for the respondent as an educator, knowing that the researcher understands their plight as educators.

The questionnaire proper

The questionnaire proper consists of eight pages, excluding the above cover page. The pages were numbered and stapled to form a booklet for easy handling by the respondent. At the onset the respondents—all foundation phase educators— were informed that this was a voluntary, anonymous and confidential survey. Educators were encouraged to provide their candid opinions and responses without any alterations. There are thirty-one questions in total. Some of these questions have several sub questions. The total number of responses in each questionnaire is one hundred and twenty two. The page format used in the questionnaire differs from the format required for the thesis. As a result some questions in the questionnaire that appear only on one line may in the thesis appear on two lines.

The Banner heading and sub-heading

At the top right hand corner of the first page of the questionnaire there is a space where I could allocate a unique identifying respondent number for each respondent, the identifying number that would be entered for the respondent on the SPSS database:

For office use only: Respondent number: _____

The orientation notes

On page one appeared the following orientation notes.

(i)	This is a voluntary, anonymous and confidential survey.
(ii)	Your personal particulars will not be recorded as part of this survey and your school will not be identified.
(iii)	Please feel free to give your candid opinions.

(iv) Your responses will help us to identify and resolve communication-related problems with the introduction of Outcomes-Based Education in foundation phase classrooms.

(v) Your participation is greatly appreciated.

(vi) Please read each question carefully and reflect on your answer before responding because your response will be invalidated if you mark more than one option, or if you in any way alter a response.

(vii) Please use a pen to mark your responses by placing a clear **X** directly over the appropriate empty spaces, or by circling your choice between Yes-No options.

The first orientation note makes it clear that although the Department of Education has granted permission to conduct the research, this is a voluntary survey. The orientation notes inserted at the beginning of the questionnaire are intended as a persuasive appeal to the respondents to participate, and at the same time to reassure them that they can freely speak their minds because the survey is guaranteed to be confidential. They are further reassured that their responses will not be related to them as individuals. The third note states, " Please feel free to give your candid opinions. " This is a moral appeal to the respondent to report their own understanding and perception, and not that of their superiors or the sort of opinions that they may assume would represent their schools or the Department of Education in a positive light. Their responses must not be what persons in authority would like to hear from them, but should be their own truthful reactions. The fourth orientation note enlightens the respondent about the value of their

responses. " Your participation is greatly appreciated." The fifth note serves as an expression of gratitude that is intended to reassure the respondent that s/he is not under the microscope, but instead is in the powerful position of rendering assistance in the research. It makes them feel acknowledged and valued. Orientation notes six and seven are instructions that relate to the questionnaire completion protocol. It provides specific guidelines to the respondent as to how the questionnaire needs to be completed. To set the appropriate frame of mind for the voluntary completion of the questionnaire under relaxed conditions, a naïve graphic of a happy educator surrounded by equally happy learners (~☺☺☺☺☺☺☺~) end the orientation notes. This graphic psychologically restores the self-esteem, and helps the respondent to feel at ease, acknowledged, and empowered to assist.

The graphic suggests an unforgettable bond that exists among them, an environment, and an atmosphere every educator desires and strives to achieve in her classroom.

Questions that deal with the respondent's personal and professional profile

The first section contained questions regarding the general particulars about the educator participating in the survey. The respondent's personal and professional profile is required to understand the analysis of the responses received. The capturing of this relevant information is required for the correlation of the individual responses expressed with the age, gender and other demographic attributes of the respondent. The following appeared in the questionnaire on page one and continued on page two.

General particulars about yourself

1. Your age (mark with an X):

a. Between 20 and 30 _____

b. Between 31 and 40 _____

c. Between 41 and 50 _____

d. Between 51 and 60 _____

e. Sixty one and older _____

2. Your gender

a. Female _____

b. Male _____

3. Your qualifications

a. State your REQV[1] level:_____

b. Do you have a foundation phase qualification (circle your option):

___Yes___ ___No___

4. Teaching experience (fill in the exact years):

a. State your total number of years of teaching experience in the foundation phase: _____ years

b. State any additional number of years of teaching experience in any other phase other than the foundation phase: _____ years.

5. *Retraining:*

a. Have you attended an Outcomes-Based Education retraining workshop conducted by the KZN Department of Education?

___Yes___ ___No___

b. Have you been trained as an Outcomes-Based Education facilitator to conduct workshops on behalf of the Department of Education? ___Yes___ ___No___

[1] REQV = Relevant Educational Qualification Value.

6. Your Ethnic group (given here in alphabetic order):
    a. Black _____
    b. Colored _____
    c. Indian _____
    d. White _____
    e. Other _____ (Please specify): _____

Questions that deal with the respondent's school and the learners in her/his class

This section began on page two and continued on page three of the questionnaire. This section consists of questions pertaining to the school where the educator was currently teaching, and particulars about his/ her own class. These questions were intended to provide insight to the size of the foundation in each school, individual class size and the cultural background of the learners. The questions appeared as follows in the questionnaire:

General particulars about your school

7. General particulars about your school
    a. State the total number of grade 1, 2 and 3 classes in your school _____
    b. Have the number of foundation phase classes increased or decreased over the past four years?
    ___Increased___ ___Decreased___
    c. How many Grade R classes are there in your school? _____

Particulars about your class

8. What grade are you teaching? _____

9. How many learners are there in your classroom _____
10. How many of the learners are girls? _____
11. How many of the learners are boys? _____
12. How many of the learners are Black? _____
13. How many of the learners are Colored? _____
14. How many of the learners are Indian? _____
15. How many of the learners are White? _____
16. How many of the learners belong to another race? _____

(Please specify): _____

QUESTIONS THAT DEAL WITH THE PRINCIPLES OF OUTCOMES-BASED EDUCATION

Here the respondent answers various questions relating to their understanding of the fundamental principles related to Outcomes-Based Education. The question ' Do you think OBE can succeed? ' was intentionally placed here at the onset to immediately get the respondents overview and reaction to Outcomes-Based Education. The point in this question is repeated at the end of the questionnaire because completing a questionnaire is a form of communication between the researcher and the respondent, and a learning experience for the respondent. The respondents learn to associate aspects of their profession that they may have not done prior to filling in the questionnaire. By examining and comparing the responses between questions 17 and 31, one will be able to determine whether the questionnaire as a form of communication was able to influence and change the perceptions and opinions of respondents regarding the successful implementation of Outcomes-Based Education in the classroom. Question 17 on page three is followed by

questions regarding the principles of Outcomes-Based Education, which is continued on page and four. The questions are as follows:

Outcomes-Based Education (OBE)

17. Do you think OBE can succeed? ___Yes___ ___No___

18. Indicate whether the following statements about Outcomes-Based Education are correct or incorrect by circling your choice:

    a. Assessments are not necessary in OBE:

___Correct___ ___Incorrect___

    b. Curriculum content is unimportant in OBE:

___Correct___ ___Incorrect___

    c. OBE focuses on the end results of learning:

___Correct___ ___Incorrect___

    d. OBE is a method of achieving the objectives of curriculum 2005.

___Correct___ ___Incorrect___

    e. OBE is an educator-centered approach:

___Correct___ ___Incorrect___

    f. The learning environment plays no role in learner's success:

___Correct___ ___Incorrect___

    g. OBE is a learner-centered approach:

___Correct___ ___Incorrect___

    h. The community, educators, learners and parents share in the responsibility for learning:

___Correct___ ___Incorrect___

    i. Good discipline in the classroom is essential for OBE to succeed:

___Correct___ ___Incorrect___

    j. OBE is concerned with the evaluation of knowledge, skills

and attitudes of learners:

___Correct___ ___Incorrect___

Questions that deal with planning and implementation in Outcomes-Based Education classrooms

The aim of the next set of questions is to ascertain the educator's depth of knowledge about the planning and implementation of Outcomes - Based Education in the actual classroom. The following questions appear on pages four and five of the questionnaire:

Planning and implementation in OBE classrooms

19. Are you implementing OBE in your classroom?

___Yes___ ___No___

20. If "yes," how would you rate your planning of OBE lessons on a scale of 1 to 4, (with 1 being the lower end of the scale)?

___1___2___3___4___

21. In your opinion, is it better to develop phase organisers and learning activities as an individual, or as a team?

___Individual___ ___Team___

22. On which of the following three levels of planning do you consider consultation between educators to be essential?

    a. Macro level planning ___Essential___ ___Not essential___
    b. Meso level planning ___Essential___ ___Not essential___
    c. Micro level planning ___Essential___ ___Not essential___

23. Are educators in your school consulting one another when doing medium term planning?

___Yes___ ___No___

24. Do you set timeframes for each phase and programme organizer?

___Yes___ ___No___

25. Do you think it is important to determine the assessment criteria that you are using before or after presenting the lesson?

___Before___ ___After___

26. Is it necessary for learners to know the criteria that you will use to assess them prior to engaging in the learning activities?

___Yes___ ___No___

27. Which one of the following two statements is correct?

a. The learning activities determine the outcomes _____

b. The outcomes determine the learning activities _____

Questions that deal with the forms of communication required in Outcomes-Based Education classrooms

The next three sets of questions examine the educators understanding of the various forms of communication required in the implementation of Outcomes- Based Education. *Before responding to these three sets of questions* respondents are briefly informed about the definition of communication, and the main forms of communication. The concise exposition of the different types of communication for the successful n of Outcomes-Based Education practice is on page five. This is what this section of the questionnaire looked liked:

Forms of communication required in OBE

Communication essentially is a meeting of minds – an encounter between at least two participants – with the objective of exchanging new information in a meaningful manner.

The main forms of communication are:

- Small group (verbal) communication: brainstorming, conversation, consultation, giving instructions, cross-questioning, judging.
- Small group (written and pictorial) communication: writing a story, drawing up a list, writing an invitation, doing a project, completing a written assessment.
- Public communication: entertaining a group, miming and role-playing, addressing a group, demonstrating a process or a product, giving a report-back, submitting to an oral test.
- Organizational communication: keeping records, writing notices, filling in reports, participating in group discussions.
- Mass communication: using recorded audio-visual media, publishing written information.
- Electronic communication: Using computers for instruction, using the Internet.

Question 28 appeared on page six of the questionnaire. Here the respondents are first asked to assess the utility of the various forms of communications on a three point scale of, "Unimportant", "Not so important", and "Very important".

The participant roles are more equal in some forms of intra personal communication than others. In brainstorming and conversation the participants have equal participation. A person consulting another person intrinsically has a lower status than the one being

consulted, based on the superior knowledge of the consultant. Similarly the one giving instruction is superior to the one receiving instruction, based on the knowledge of the instructor. In cross- questioning and judging, the person asking the questions and the judge is higher because of the authority vested in him/her. This also applies to one adjudicating.

Writing a story is a creative form of written communication. The writer is the sending communicator and the readers are the receiving communicators. It is accepted that the stories that are told or published in the public domain are subject to scrutiny, criticism, and analysis. Therefore, in the public domain critics have a higher status than the writer.

Lists are often drawn up as pneumonic devices for personal organization. In an educational setting lists play a very important role. One important function of lists is that they serve as reminders. This can include things that need to be done, and things to take to school.

Invitations strongly emphasize voluntary interpersonal relationships, placing authority on the one writing the invitation. One can control access by issuing invitations to selected groups for particular occasions and specific purposes.

In the classroom doing a project and completing a written assessment are both assessable tasks. The assessors' status is higher than the person/s doing the task. Projects can be done individually or as a group based on the nature of the activity. They can include among other things, research, collecting material, developing material, various forms of art work, writing essays, poems, or stories. The participants' skills involving creativity and critical analysis, and decision-making are challenged and developed.

Entertaining a group is also a form of voluntary public communication, strongly rooted in the social domain. The entertainer has the final authority and control of the event, including the decision whether to present the event or to suspend it if unfavorable conditions prevail. This can be an individual effort or a group effort. Activities to entertain a group can take the form of song, dance, recitation, comedy routines, dramatization, debates, and speeches, show and tell.

Miming and role-playing are strong graphical forms of public communication that, although entertaining, often fulfil didactic objectives. Participants and the audience derive enjoyment and a sense of satisfaction from these activities.

Addressing a group, and demonstrating a process or product are also forms of public communication, where one individual communicates to a group with the intention of getting a message across to inform people about a process or product. Giving a report-back can be small group or public communication, depending on the size of the audience. Reporting back will indicate to the listener or reader whether the reporter has grown in knowledge or not from his/her experience. Submitting to an oral shows submissiveness and gives the individual lesser authority than the one conducting the test.

Keeping records provides proof of accomplishments to the one to whom such information has to be communicated to.

Writing notices is a form of public communication. A message can be conveyed from an individual or a group of individuals to a large number of people. Written notices provide a more reliable form of confirmation of a message than a verbal one.

Filling in reports is a form of communication that indicates what has been understood, achieved or taken place. A report is filled to reach a specific reader. It is filled in after an occurrence or task. For example, a report is filled in after attending an event to relate or give an account of what occurred at the event, or a report is filled in at the end of every term to convey to the parent what the learner has achieved for that term at school.

When participating in-group discussions, all participants have equal participation. Using recorded audio-visual media, publishing written information, using computers for instruction, using internet e-mail, and using internet search engines, are all part of mass communications that can reach a large number of people in vast area ether individually or collectively.

Using recorded audio-visual media, publishing written information, using computers for instruction, using internet e-mail, and using internet search engines are all forms of public communication. They can be used very effectively in the classroom to assist learners and educators to increase their personal knowledge on any subject matter to promote the culture of learning and teaching.

28. Successful OBE practice requires that educators and learners use a variety of forms of communication. How important do you rate these forms of communication during OBE sessions in foundation phase classrooms? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Unimportant	Not so important	Very important
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Cross-questioning,	1	2	3
f. Judging	1	2	3
g. Writing a story	1	2	3
h. Drawing up a list	1	2	3
i. Writing an invitation	1	2	3
j. Doing a project	1	2	3
k. Completing a written assessment	1	2	3
l. Entertaining a group	1	2	3
m. Miming and role-playing	1	2	3
n. Addressing a group	1	2	3
o. Demonstrating a process / product	1	2	3
p. Giving a report-back	1	2	3
q. Submitting to an oral test.	1	2	3
r. Keeping records	1	2	3
s. Writing notices	1	2	3
t. Filling in reports	1	2	3
u. Participating in group discussions	1	2	3
v. Using recorded audio-visual media	1	2	3
w. Publishing written information	1	2	3
x. Using computers for instruction	1	2	3
y. Using Internet e-mail	1	2	3
z. Using Internet search engines	1	2	3

Question 29 follows on page seven of the questionnaire. It solicits responses regarding who should be using the forms of communication outlined under question 28, namely whether it should be "The educator", "The learner" or "The educator and learner".

29. Who should use these forms of communication? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	The educator	The learner	The educator and learner
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Cross-questioning,	1	2	3
f. Judging	1	2	3
g. Writing a story	1	2	3
h. Drawing up a list	1	2	3
i. Writing an invitation	1	2	3
j. Doing a project	1	2	3
k. Completing a written assessment	1	2	3
l. Entertaining a group	1	2	3
m. Miming and role-playing	1	2	3
n. Addressing a group	1	2	3
o. Demonstrating a process / product	1	2	3
p. Giving a report-back	1	2	3
q. Submitting to an oral test.	1	2	3
r. Keeping records	1	2	3
s. Writing notices	1	2	3
t. Filling in reports	1	2	3
u. Participating in group discussions	1	2	3
v. Using recorded audio-visual media	1	2	3
w. Publishing written information	1	2	3
x. Using computers for instruction	1	2	3
y. Using Internet e-mail	1	2	3
z. Using Internet search engines	1	2	3

Question 30, on page eight, uses the same matrix of questions and solicits responses as to how useful or important these forms of communications are for implementing Outcomes-Based Education.

30. How important are the following forms of communication between educators for the successful implementation of OBE? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Not at all important	Not so useful	Very important
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Cross-questioning	1	2	3
f. Judging	1	2	3
g. Writing a stories	1	2	3
h. Drawing up lists	1	2	3
i. Writing invitations	1	2	3
j. Doing projects	1	2	3
k. Completing written assessments	1	2	3
l. Entertaining a group	1	2	3
m. Miming and role-playing	1	2	3
n. Addressing a group	1	2	3
o. Demonstrating a process / product	1	2	3
p. Giving report-backs	1	2	3
q. Submitting to oral tests.	1	2	3
r. Keeping records	1	2	3
s. Writing notices	1	2	3
t. Filling in reports	1	2	3
u. Participating in group discussions	1	2	3
v. Using recorded audio-visual media	1	2	3
w. Publishing written information	1	2	3
x. Using computers for development	1	2	3
y. Using Internet e-mail	1	2	3
z. Using Internet search engines	1	2	3

Final Question

Finally, question 31 follows as repetition of question 17. The point in the final question is a repetition of the thought conveyed in question seventeen. This was inserted intentionally so that the educators' responses could be compared and further analyzed, to measure whether completing the questionnaire affects the knowledge of participants, and whether their acquisition of knowledge can change their perception regarding Outcomes-Based Education in a short period of time. After the final question educators were thanked for their participation. This is what appeared at the end of the questionnaire on page eight:

31. Do you think OBE can be successfully implemented in South Africa?
__Yes__ __No__

Thank you for your time and assistance.

PERMISSION TO CONDUCT RESEARCH

After compiling the questionnaire I sent a copy of the questionnaire to the Directors of the Support Services of both the North Durban and Durban South Regions of the KZN Department of Education together with a letter from my supervisor seeking their permission to conduct the fieldwork with foundation phase educators in the primary schools. The facilitator's letter that was written by my supervisor briefly explained the nature of the research, and requested access to conduct the research among foundation phase educators. A copy of the letter is attached in the addendum 1a. On 6 August 2001 a second letter was sent to Dr DWM Edley of the North Durban Region requesting a

response to conduct the research since I had not received any response to the first letter. A copy of the letter is attached in the addendum 1b.

After obtaining permission to conduct the research, I then informed the foundation phase subject advisor in writing about what I was doing and I seeked her assistance. A copy of the letter is attached in the addendum 1c. The letters granting me permission to conduct research are also attached as Addendum 2.

SELECTION OF SCHOOLS AND FIELDWORK

I obtained a list of all the school in both the North Durban and Durban South Regions of KwaZulu-Natal. An equal number of schools from both regions were selected randomly. Every district and circuit in both regions was included in the selection of the schools. I kept a record of the schools I contacted, the name of the contact person and the number of questionnaires handed out to each school. This information is confidential, and is therefore not included in the thesis. A personal record of this information was essential to facilitate the retrieval of completed questionnaires.

I personally visited some schools that were easily accessible to me. Upon arriving at these schools I made contact with the principal, I then sought his/her permission to gain access to the foundation phase educators. I left the required number of questionnaires with the principal and collected the completed questionnaires at a prior arranged date.

I then contacted other school principals telephonically to seek their permission to gain access to the foundation phase educators. When the principals agreed to allow their foundation phase educators to complete the questionnaires, I posted a covering letter to

the principal, and the required number of questionnaires together with a self-addressed envelope so that they could return the completed questionnaires to me. A copy of the letter is attached in the addendum 3a. All schools participating in the survey were also sent 'thank you' letters for their kind assistance and co-operation. A copy of this letter is attached in the addendum 3b.

THE RATE OF RETURN OF QUESTIONNAIRES

Generally principals of schools were very co-operative. Some called in the Foundation Phase Head of Department and obtained their assistance in the distribution and collection of questionnaires in their school. There were some schools that did not want to participate at all. Others accepted the questionnaires and did not return them. On the whole the response s to filling in the questionnaires was good and successful. There were about 690 questionnaires handed out, and 434 questionnaires were returned to me. Two educators that filled in the questionnaires were not foundation phase educators; therefore 432 responses were taken into consideration for the research. According to the Provincial Education Management Information services, there are 5771 foundation phase educators in the North Durban and Durban South Regions, so the number of questionnaires returned was sufficient to validate the research. Two questionnaires returned were not included as part of the database because they were completed by non- foundation phase educators.

With regard to the KZN Department of Education, The Durban South Region responded to my request for permission to conduct the research in schools much sooner than the North Durban region. The letters seeking permission were sent to both regions

in May 2001. The Director of Support Services in the Durban South region contacted me, with a positive response by June 2001, whereas the North Durban Region only responded in August 2001, after several attempts of contact to the department. Together with their positive response I received a letter from the Support Services in the North Durban Region stating they had no intention of preventing me from carrying out research, and they assured me of their assistance. Although this set me back time wise, I thoroughly enjoyed conducting the fieldwork. A more positive response from the foundation phase subject advisors for assistance would have assisted me greatly.

CONCLUSION

In this chapter I outlined how I conducted the fieldwork among foundation phase educators in the greater Durban region. I started by explaining the rationale behind the organization of the questionnaire that I used. I explained how I gained access to respondents at particular schools, and how, in some instances, I conducted the actual fieldwork, and in other instances how other educators acted as fieldwork facilitators.

In the next chapter an explanation will be given on how the information received via the questionnaires were captured to form a database using the SPSS 11 computer programme.

Chapter 6

CONSTRUCTING THE SPSS 11 DATABASE

INTRODUCTION

In this chapter I will provide information regarding the SPSS 11 database programme. I will explain how I set up the codes for analysing the results of my survey, and how I coded the actual results for each respondent. The illustrative graphics in this chapter showing coding aspects of the SPSS 11 database were captured with the Windows Alt + Print Screen keys and directly dumped into single line tables. When I initially began capturing the data I used SPSS 9, and I had to formulate a codebook (attached as addendum5), and then an updated version, SPSS 11 became available, so I changed to SPSS 11.

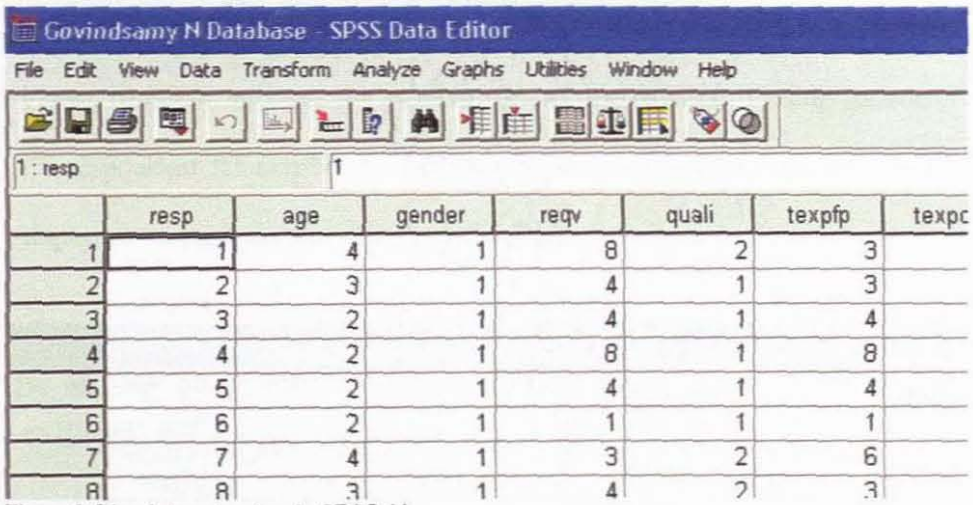
SPSS 11

Rows, Columns and Cells

SPSS 11 is a statistical analysis database organized in vertical columns and horizontal rows. Each column contains the data for a particular question of the questionnaire. Each row contains the total number of responses of a particular respondent as shown in the SPSS 11 screen shot below. The rows and columns attribute what I have been testing for. The data is entered in the numeric codes 1 to 9, including 0. The first column is the respondent number, which represents the respondent in an anonymous way. This was done because respondents were assured that they would not be identified. The sum total

of a respondent's responses make up the total number of attributes that reflect the respondent's overall attitude about the aspect that is being surveyed. The point where a row and column intercept is identified as a cell. Data is entered in a cell.

The data for each respondent is entered one cell at a time, proceeding from left to right. Each cell in the respondent row contains the respondent's particular response to the attribute what is being tested in that particular column of the database.



	resp	age	gender	reqv	quali	texpfp	texpc
1	1	4	1	8	2	3	
2	2	3	1	4	1	3	
3	3	2	1	4	1	4	
4	4	2	1	8	1	8	
5	5	2	1	4	1	4	
6	6	2	1	1	1	1	
7	7	4	1	3	2	6	
8	8	3	1	4	2	3	

Figure 8: The data entry view in SPSS 11

In the above image one can see the coding parameters for age, gender, REQV, Qualifications, and so on. Responses were entered in numeric format that is 0 to 9. I used 0 as default places because they are not sum able.

Variable view and data view

One sets up the coding parameters for each survey item of the questionnaire by right clicking on the column banner at the head of each column, by then selecting the Define Variable option, indicating whether the question relates to a scalar, an ordinal or a

nominal measurement set of variables. One first fills in the Age label on the panel, then you tick Scale as the measurement unit before clicking on the Labels tab, as shown in the image below:

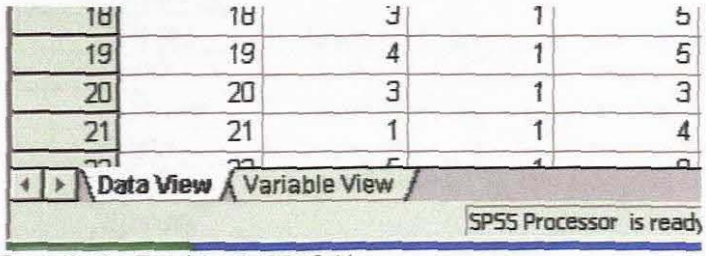


Figure 9: The Data View in SPSS 11

Figure 10 below indicates the variable view of the database. Coding parameters such as the respondent ID number for each respondent, age, gender, race and for the possible responses to questions are set up in the variable view mode.

Govindsamy N Database - SPSS Data Editor

File Edit View Data Transform Analyze Graphs Utilities Window Help

	Name	Type	Width	Decim	Label
1	resp	Numeric	8	0	Respondent number
2	age	Numeric	8	0	Your age
3	gender	Numeric	8	0	Your gender
4	reqv	Numeric	8	0	Your REQV level
5	quali	Numeric	8	0	Do you have foundation phase qualifi
6	texpfp	Numeric	8	0	Teaching experience in foundation p
7	texpop	Numeric	8	0	Teaching experience in any other ph
8	retrain	Numeric	8	0	Attended workshop conducted by KZ
9	facilit	Numeric	8	0	Trained as facilitator to conduct work
10	ethn	Numeric	8	0	Your ethnic group.
11	nogr	Numeric	8	0	Total no. of grades in your school.

Figure10: The variable view in SPSS 11

The name column in variable mode

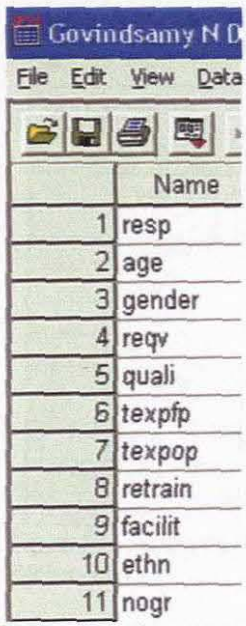


Figure 11: The Name column

The name column gives the short hand name for each of the question elements to be coded into SPSS. It appears in the abbreviated form, and gives an indication of which questions or statements appear in the questionnaire. For example, 'quali' represents the question; 'Do you have a foundation phase qualification?' in the questionnaire.

The type column in variable mode

The Type column in Figure X indicates the nature of the coding symbols that will be used to encode each respondent's responses in SPSS. As can be seen from this figure I used numeric codes (numbers 0-9, or combinations of them) to represent the responses that respondents indicated on their questionnaire.

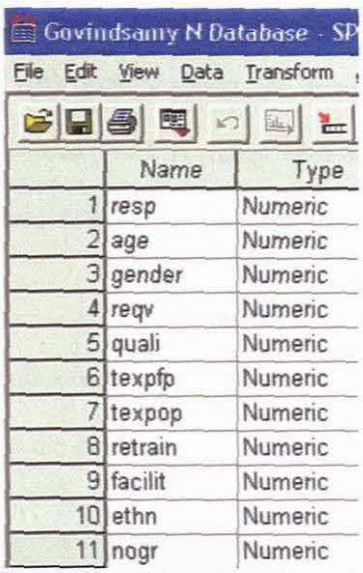
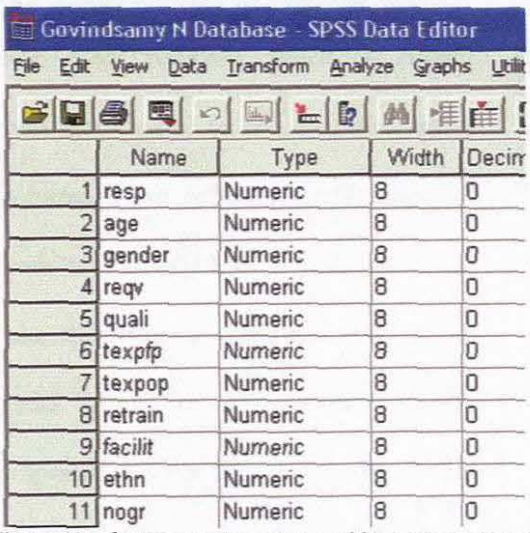


Figure 12: The type column in variable mode

When one clicks on any cell under the Type column, the Variable Type selection box, as shown in Figure X below, opens up, allowing one to select most appropriate type of variable to translate the response to data.

The width and decimals columns in variable mode



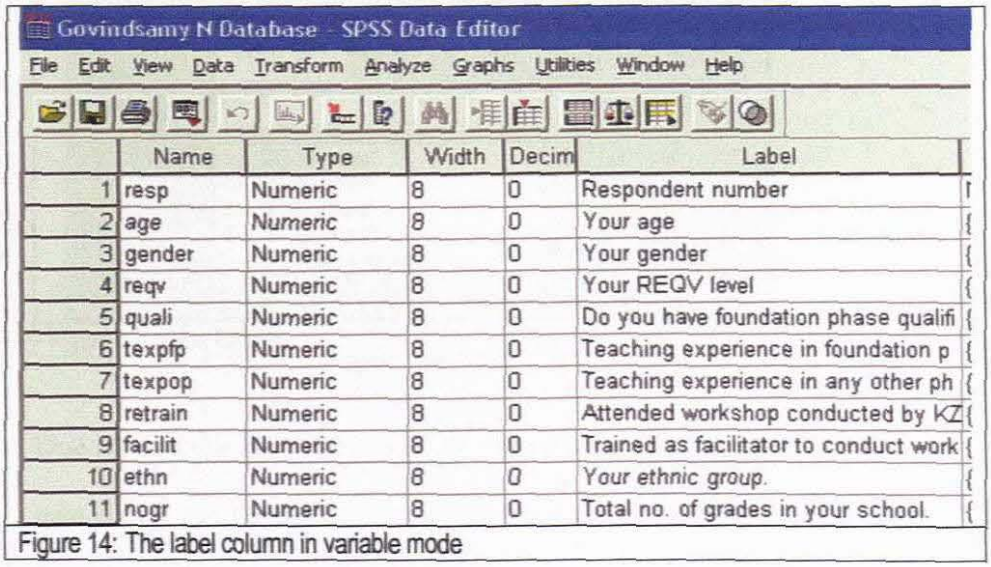
	Name	Type	Width	Decim
1	resp	Numeric	8	0
2	age	Numeric	8	0
3	gender	Numeric	8	0
4	reqv	Numeric	8	0
5	quali	Numeric	8	0
6	texpfp	Numeric	8	0
7	texpop	Numeric	8	0
8	retrain	Numeric	8	0
9	facilit	Numeric	8	0
10	ethn	Numeric	8	0
11	nogr	Numeric	8	0

Figure 13: Setting up the column width and number of decimal spaces

The width column defaults to eight spaces. Decimals relate to how many decimal spaces there will be after the numeral. If one selects '0' decimal spaces, then 1 will be represented by 1. If one selects 1 decimal space, then 1 will be represented by a number followed by a fraction, for example, '1.0'. If two decimal spaces are chosen, then it will appear as '1.00'. If for example when one is working with currency, then the whole number will be followed by 2 decimals, as in 10 dollars, $10.00

The label column in variable mode

In the Label column, the questionnaire elements are typed in exactly as they appear in the questionnaire. So the text will appear exactly as it appears in the database.



	Name	Type	Width	Decim	Label
1	resp	Numeric	8	0	Respondent number
2	age	Numeric	8	0	Your age
3	gender	Numeric	8	0	Your gender
4	reqv	Numeric	8	0	Your REQV level
5	quali	Numeric	8	0	Do you have foundation phase qualifi
6	texpfp	Numeric	8	0	Teaching experience in foundation p
7	texpop	Numeric	8	0	Teaching experience in any other ph
8	retrain	Numeric	8	0	Attended workshop conducted by KZ
9	facilit	Numeric	8	0	Trained as facilitator to conduct work
10	ethn	Numeric	8	0	Your ethnic group.
11	nogr	Numeric	8	0	Total no. of grades in your school.

Figure 14: The label column in variable mode

The values column in variable mode

For every response tested, a coding parameter has to be set up in the values column. It can include a simple response such as YES/NO, or a scale, or it can take the form of categories such as the racial group or the gender of the respondent. One fills in the age coding parameters by typing "Your age" in the Variable Label slot and then one by one stipulating the age variables. One for instance defines the 1 = 20-30 variable by first typing "1" into the Value slot, and then typing 20-30 in the Value Label slot. After clicking on the Add tab the coding parameter 1 = 20-30 appears as the first item on the coding parameter list. A sample of this is provided in Figure 16 below.

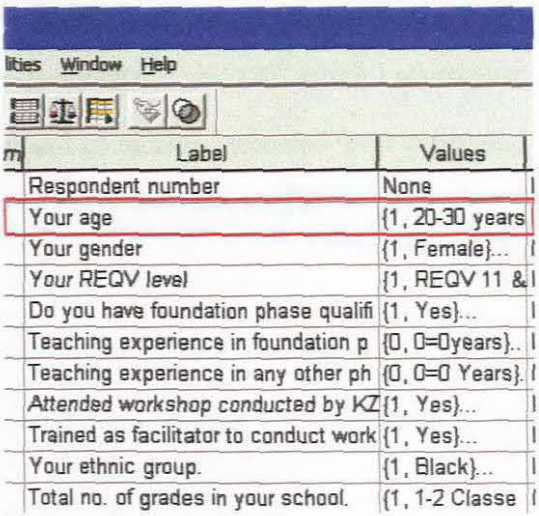


Figure 15: Setting up the values column

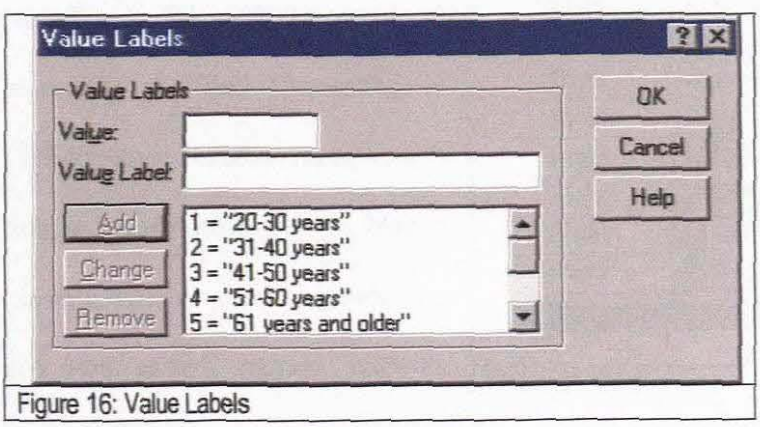


Figure 16: Value Labels

One follows the same procedure, by setting up the coding parameters for each attribute item on the questionnaire as column in the database. Although the questionnaire contains

123 attribute selection items, the SPSS database contains 125 columns; the first column for the numeral that identifies each respondent anonymously, 123 subsequent columns, one for each attribute solicitation item on the questionnaire, and 125th which I added after the fieldwork had been done. Using personal and confidential records I kept containing the name of the school and the number of questionnaires sent to the school and the number of questionnaires returned to me, to indicate whether the respondent was from either the North Durban, or the Durban South regions. The 125th column was added to analyze and compare the responses from the two different regions.

Selecting the appropriate measure for the type of data

There are only three types of measures. They are Nominal, Ordinal and Scale. The scale of measurement will dictate the statistical procedures that will be used in processing the data. According to Leedy 1997:40 when nominal measurement is used data is usually restricted or limited. For example when we measure gender, we divide into two groups, namely, male or female.

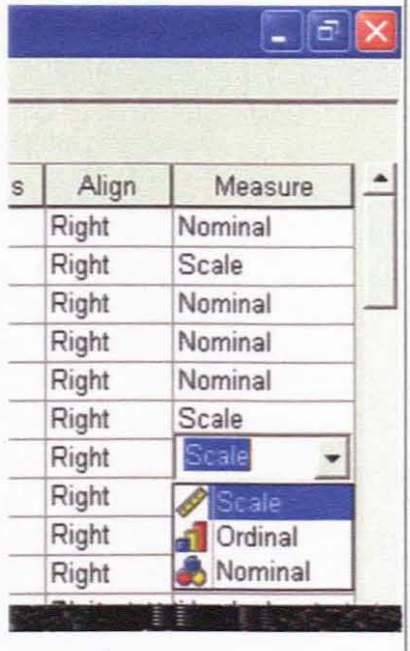


Figure 17: Measurement

Ordinal measurement is where various pieces of data are brought together and ranked in either higher or lower values than each other. A scale is used to achieve inferential analysis. A scale has equal units of measurement, where a mean can be determined.

CONCLUSION

In this chapter I explained what the statistical program SPSS 11 is all about and how it was implemented to capture the data received by means of the questionnaires. By pressing the Alt and Print screen buttons at the same time, snap shots of particular functions of SPSS 11 were taken and placed in Word, to help the reader better envisage how SPSS 11 was set up to code the results. In the next chapter I will report and interpret the results of my research that were obtained using the statistical program SPSS 11.

Chapter 7

RESULTS

ORIENTATION

In this chapter I report on the results of my research conducted with foundation phase educators in the greater Durban region. The responses of educators were captured in the database using SPSS 11 from the questionnaires filled in by educators. We will now analyze the data received to see what level the educators understanding of Outcomes Based principles and communication strategies required in foundation phase classrooms are.

Educators' Perception Of Outcomes Based Education

In the questionnaire educators were asked whether in their view OBE could be successfully implemented in South Africa. The respondents included teachers and facilitators. This question was deliberately asked twice, and were phrased in the following manner:

17. Do you think OBE can succeed? ___Yes___ ___No___

31. Do you think OBE can be successfully implemented in South Africa? __Yes__ __No__

The intention with the two questions was to determine whether educators in general would register a shift of opinion, caused by new insights about OBE that they obtained in the course of the survey. The results that were obtained are given in Table 18 below:

Can OBE succeed?	Yes	Count	256
		Table %	59.3%
	No	Count	137
		Table %	31.7%
	No response	Count	35
		Table %	8.1%
	Spoilt response	Count	4
		Table %	.9%
Do you think OBE can be successfully implemented in South Africa?	Yes	Count	208
		Table %	48.1%
	No	Count	156
		Table %	36.1%
	No response	Count	68
		Table %	15.7%
Total	Count		432
	Table %		100.0%

Figure 18: Success of OBE a

Initially just over 59 % (256) respondents indicated that OBE could succeed.

The second response shows that only 48 % (208) of the felt that OBE can be successfully implemented. Almost 32%(137) initially indicated that OBE would not succeed. That figure increased to just over 36 % (156) in the second question. There is definitely a shift in both the positive and negative responses, indicating that individuals were enlightened by the information in the questionnaire, and thus changed their opinion regarding the successful implementation of OBE in the country. The number of individuals that did not respond to the first question was just over 8 % (35) and in the second question it increased to almost 16% (68). So the number of respondents that reserved their opinion almost doubled after they had completed the questionnaire.

The graph below gives us a clear picture of educators' perceptions regarding the success of OBE. The responses for both questions in the questionnaire are reflected.

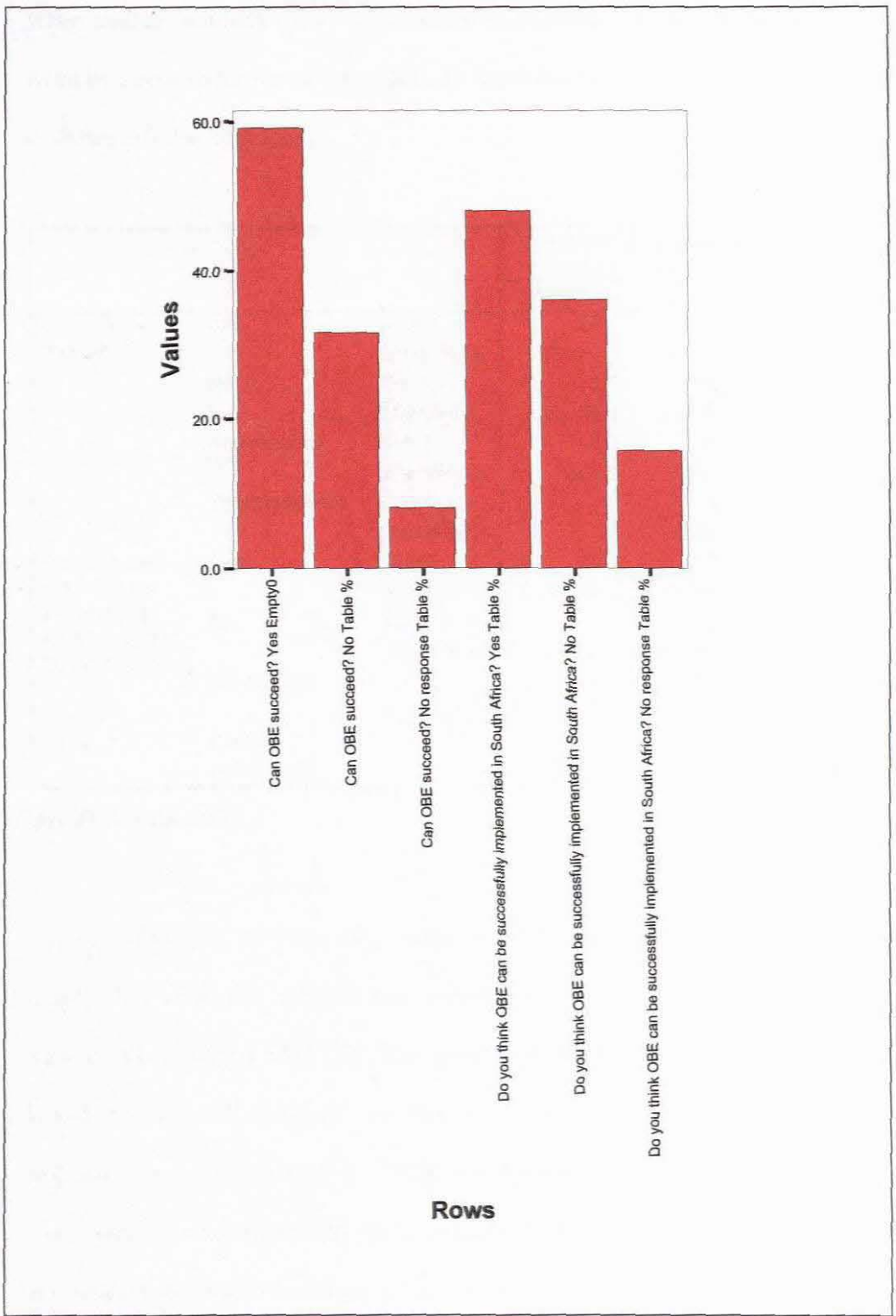


Figure 19: Success of OBE b

When teachers and facilitators were separated as respondents clear differences in opinion could be discerned for the two groups, at the beginning as well as at the end of the survey as shown in Table 20 below:

			Trained as facilitator to conduct workshops for KZn Dept of Ed.		
			Yes	No	No response
Can OBE succeed?	Yes	Count	24	215	17
		Subtable %	70.6%	58.1%	60.7%
	No	Count	8	122	7
		Subtable %	23.5%	33.0%	25.0%
	No response	Count	2	29	4
		Subtable %	5.9%	7.8%	14.3%
	Spoilt response	Count		4	
		Subtable %		1.1%	
Do you think OBE can be successfully implemented in South Africa?	Yes	Count	18	176	14
		Subtable %	52.9%	47.6%	50.0%
	No	Count	8	144	4
		Subtable %	23.5%	38.9%	14.3%
	No response	Count	8	50	10
		Subtable %	23.5%	13.5%	35.7%
Total	Count		34	370	28
	Subtable %		100.0%	100.0%	100.0%

Figure 20: Success of OBE c

Just over 70% (24) of those who trained as facilitators stated that OBE will succeed initially, but when the question was answered the second time, that figure dropped significantly to almost 53% (18). The number of facilitators that indicated that OBE would not succeed remained constant at just over 23% (8) showing that these respondents were determined that OBE would not succeed. This is significant because these facilitators are responsible for the training of educators who in turn are responsible for molding the lives of hundreds of learners by implementing OBE in foundation phase classroom. Being negative right from the onset is already an obstacle for the successful

implementation of OBE in the country. Facilitators that reserved their judgment by not responding at all increased from just over 6% (2) to just over 23% (8).

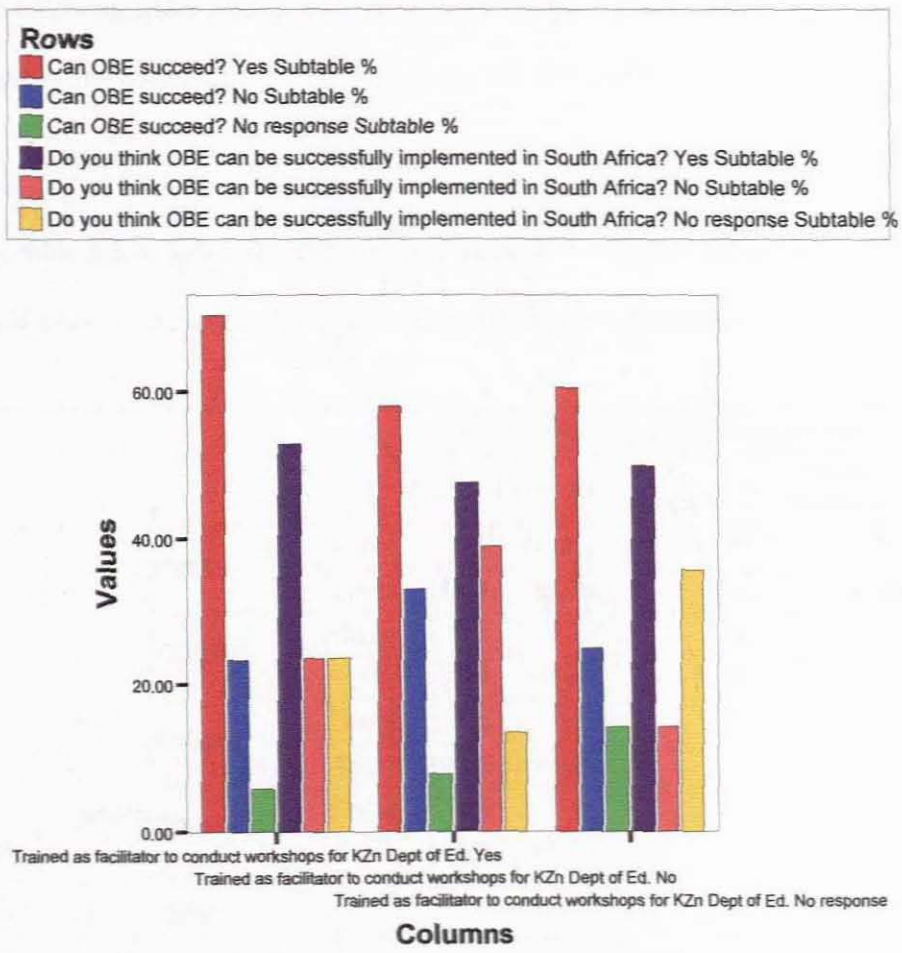


Figure 21: Success of OBE d

From the above graph the shift in opinion among those who trained as facilitators to conduct workshops for the KZN Department of education can be clearly seen for the

first and second questions regarding the implementation of OBE in foundation phase classes.

Educators' Understanding Of The Principles Of Outcomes Based Education

The following tables give us an indication of the level of understanding educators have regarding the principles of OBE. Examining the views of the various ethnic groups does this.

The table below indicates educators' responses as to whether assessments are necessary or not when implementing OBE in the foundation phase classrooms.

			Assessments are not necessary in OBE.			
			Correct	Incorrect	No response	Spoilt response
Your ethnic group.	Black	Count	24	133	1	1
		Col %	15.1%	83.6%	.6%	.6%
	Colored	Count	1	30	1	
		Col %	3.1%	93.8%	3.1%	
	Indian	Count	22	150		2
		Col %	12.6%	86.2%		1.1%
	White	Count	6	54		
		Col %	10.0%	90.0%		
	Other	Count		2		
		Col %		100.0%		
	No response	Count		3		
		Col %		100.0%		
	Spoilt response	Count	2			
		Col %	100.0%			
Total	Count		55	372	2	3
	Col %		12.7%	86.1%	.5%	.7%

Figure 22: Understanding principles of OBE

Just over 86% (372) of the total number of the respondents felt that assessments are necessary in the OBE classrooms. Almost 13%, that amounts to 55 educators felt that assessments are not necessary. Imagine 55 units consisting of about an average of about 38 to 40 learners in the foundation phase classes are not being assessed. This would amount to 38 x 55 = 2090 learners. Without appropriate assessments proper guidance and assistance to learners to progress to their full potential is impossible.

The table below examines educators view regarding curriculum content and its importance.

			Curriculum content is unimportant in OBE.			
			Correct	Incorrect	No response	Spoilt response
Your ethnic group.	Black	Count	28	127	4	
		Col %	17.6%	79.9%	2.5%	
	Colored	Count	4	27	1	
		Col %	12.5%	84.4%	3.1%	
	Indian	Count	14	157		3
		Col %	8.0%	90.2%		1.7%
	White	Count	4	56		
		Col %	6.7%	93.3%		
	Other	Count		2		
		Col %		100.0%		
	No response	Count		3		
		Col %		100.0%		
	Spoilt response	Count		2		
		Col %		100.0%		
Total	Count		50	374	5	3
	Col %		11.6%	86.6%	1.2%	.7%

Figure 23: Curriculum content

Almost 87% (374) of the respondents indicated that curriculum content is important. About 12% (50) of the respondents indicated that curriculum content is unimportant. It is important to note that majority of the educators feel that curriculum content is important. I attended training workshop held by KZN Department of Education for the implementation of OBE in 1998 in Grade one, and there was no emphasis on content. It was left to the educator to decide on the content, as long as the specific outcomes were achieved. As a result many educators were uncertain as to what was required in the OBE classroom, and opted initially to continue with the traditional methods of teaching instead of implementing OBE.

			OBE is an educator-centered approach.			
			Correct	Incorrect	No response	Spoilt response
Your ethnic group.	Black	Count	18	139	1	1
		Col %	11.3%	87.4%	.6%	.6%
	Colored	Count	3	29		
		Col %	9.4%	90.6%		
	Indian	Count	6	164	1	3
		Col %	3.4%	94.3%	.6%	1.7%
	White	Count	2	55		3
		Col %	3.3%	91.7%		5.0%
	Other	Count		2		
		Col %		100.0%		
	No response	Count		3		
		Col %		100.0%		
	Spoilt response	Count		2		
		Col %		100.0%		
Total	Count		29	394	2	7
	Col %		6.7%	91.2%	.5%	1.6%

Figure 24: Educator-centered approach

From table 24 above it can be noted that majority, that is 91% (394) of the respondents understand that OBE is not an educator centered, but a learner centered approach. This further indicates that educators have accepted the paradigm shift from educator being the most important individual to the learner being the focus in the classroom.

We now examine how educators feel about discipline in the classroom, while implementing OBE.

			Good discipline in the classroom is essential for OBE to succeed.			
			Correct	Incorrect	No response	Spoilt response
Your ethnic group.	Black	Count	119	39	1	
		Col %	74.8%	24.5%	.6%	
	Coloured	Count	27	5		
		Col %	84.4%	15.6%		
	Indian	Count	146	25	2	1
		Col %	83.9%	14.4%	1.1%	.6%
	White	Count	55	4	1	
		Col %	91.7%	6.7%	1.7%	
	Other	Count	2			
		Col %	100.0%			
	No response	Count	2	1		
		Col %	66.7%	33.3%		
	Spoilt response	Count	1		1	
		Col %	50.0%		50.0%	
Total	Count		352	74	5	1
	Col %		81.5%	17.1%	1.2%	.2%

Figure 25: Discipline

Although more than 81% (352) of the respondents indicated that good discipline is essential in OBE classrooms, a significant number of respondents, that is about 17% (74) indicated that good discipline is not essential. Without good discipline there will be chaos

in the classroom, preventing effective learning from taking place. A learner-centered approach does not mean that learners can do or behave as they please. OBE aims at developing appropriate attitudes and values in learners so that they can succeed as productive citizens. Attitudes and values instilled at a young age will have an impact on how the learner succeeds as an adult in the future.

In tables 26 to 27 below I report the results of questions asked about the implementation of OBE in the foundation phase.

			Do you consider consultation between educators to be essential in the macro level planning?			
			Essential	Not essential	No response	Spoilt response
Your ethnic group.	Black	Count	90	6	63	
		Col %	56.6%	3.8%	39.6%	
	Colored	Count	25		7	
		Col %	78.1%		21.9%	
	Indian	Count	138	3	30	3
		Col %	79.3%	1.7%	17.2%	1.7%
	White	Count	53	4	3	
		Col %	88.3%	6.7%	5.0%	
	Other	Count	1		1	
		Col %	50.0%		50.0%	
	No response	Count	2		1	
		Col %	66.7%		33.3%	
	Spoilt response	Count	2			
		Col %	100.0%			
Total	Count		311	13	105	3
	Col %		72.0%	3.0%	24.3%	.7%

Figure26: Consultation- educators

From the above table we see that just over 56% (90) of the Black, about 78% (25) of the Colored, about 79% (138) of the Indian, and about 88% (53) of the White respondents

indicate that consultation between educators in the macro level planning to be essential. In total 72% of the respondents consider consultation between educators to be important. However a large number that is just over 24% (105) respondents did not respond to this question. This indicates that a large number of educators do not consult each other when planning. OBE encourages teamwork and sharing among educators for the benefit of the learners.

			Is it necessary for learners to know criteria you will use to assess them prior to engaging in the learning act?			
			Yes	No	No response	Spoilt response
Your ethnic group.	Black	Count	92	60	7	
		Col %	57.9%	37.7%	4.4%	
	Coloured	Count	15	16	1	
		Col %	46.9%	50.0%	3.1%	
	Indian	Count	90	79	3	2
		Col %	51.7%	45.4%	1.7%	1.1%
	White	Count	32	27	1	
		Col %	53.3%	45.0%	1.7%	
	Other	Count	1	1		
		Col %	50.0%	50.0%		
	No response	Count	2	1		
		Col %	66.7%	33.3%		
	Spoilt response	Count	2			
		Col %	100.0%			
Total	Count		234	184	12	2
	Col %		54.2%	42.6%	2.8%	.5%

Figure 27: Assessment Criteria

In all the ethnic groups just over 54% (234) state that it is necessary for learners to know the criteria you will use to assess them prior to engaging in the learning act. Almost 43% (184) respondents indicated that they do not see the importance of informing learners

about the criteria that will be used to assess learners during a learning process. OBE focuses on learners achieving specific outcomes. In order to determine whether learners have achieved these outcomes s/he has to be assessed, and for assessment to take place, the learner must be informed of the assessment criteria. That will be used to measure his/her progress.

EDUCATORS UNDERSTANDING OF THE VARIOUS FORMS OF COMMUNICATION REQUIRED IN FOUNDATION PHASE CLASSROOMS

The following table, that is tables 28 to 30 indicate the educators' view of some of the forms of communication that are required in the foundation phase classrooms. In the table below we look at how important consultation is as a form of communication between educators and learners.

			How important is keeping records as a form of communication between educators and learners during OBE sessions?				
			Unimportant	Not so important	Very important	No response	Spoilt response
Your ethnic group.	Black	Count	2	12	140	4	1
		Col %	1.3%	7.5%	88.1%	2.5%	.6%
	Coloured	Count	1	5	23	2	1
		Col %	3.1%	15.6%	71.9%	6.3%	3.1%
	Indian	Count	10	47	116	1	
		Col %	5.7%	27.0%	66.7%	.6%	
	White	Count	2	16	38	4	
		Col %	3.3%	26.7%	63.3%	6.7%	
	Other	Count			2		
		Col %			100.0%		
	No response	Count			3		
		Col %			100.0%		
	Spoilt response	Count			2		
		Col %			100.0%		
Total	Count		15	80	324	11	2
	Col %		3.5%	18.5%	75.0%	2.5%	.5%

Figure 28: Record Keeping

In table 28 above, an overall count shows that 324 that is 75% of the respondents feel that keeping records as a form of communication between educators and learners during OBE sessions is very important. A significant amount of respondents that is 80 respondents (over 18%) feel that keeping records is not so important. Keeping of records of the learner's performance in the classroom has many benefits for all stakeholders concerned. Only with proper record keeping can learners' achievements and weaknesses be noted. Reporting on the learners' progress is a requirement in the foundation phase classroom, and accurate reporting can only be done when proper records on each learner is compiled on an ongoing basis. Keeping records as a form of communication between

educators and learners provides direction in assisting weak learners to improve, and in developing enrichment programmes for those that are excelling.

			Who should use brainstorming as a form of communication?				
			The educator	The learner	The educator and learner	No response	Spoilt response
Your ethnic group.	Black	Count	32	23	99	4	1
		Col %	20.1%	14.5%	62.3%	2.5%	.6%
	Colored	Count	4	5	21	2	
		Col %	12.5%	15.6%	65.6%	6.3%	
	Indian	Count	14	22	132	2	4
		Col %	8.0%	12.6%	75.9%	1.1%	2.3%
	White	Count	4	2	50	3	1
		Col %	6.7%	3.3%	83.3%	5.0%	1.7%
	Other	Count		1	1		
		Col %		50.0%	50.0%		
	No response	Count	1	1	1		
		Col %	33.3%	33.3%	33.3%		
	Spoilt response	Count			2		
		Col %			100.0%		
Total	Count		55	54	306	11	6
	Col %		12.7%	12.5%	70.8%	2.5%	1.4

Figure 29:Brainstorming

About 71% (306) of the respondents, acknowledge that both educators and learners need to use brainstorming as a form of communication. Over 12% (55) feel that only educators need to use brainstorming as a form of communication and over 12% (54) feel that only learners need to use brainstorming as a form of communication. Brainstorming is essential for the success of OBE. Both educators and learners need to get involved in brainstorming. Brainstorming among educators is essential in all aspects of planning, but especially the meso level of planning. Brainstorming assists educators to build confidence in themselves and to be positive in what they are doing. It encourages teamwork and the

sharing of ideas, knowledge, and teaching strategies. Learners too need to engage in brainstorming. They learn from their peers by sharing experiences and insights on various topics and subjects.

			How important is consultation as a form of communication between educators and learners?				
			Unimportant	Not so important	Very important	No response	Spoilt response
Your ethnic group.	Black	Count	2	14	132	10	1
		Col %	1.3%	8.8%	83.0%	6.3%	.6%
	Colored	Count	2	7	20	3	
		Col %	6.3%	21.9%	62.5%	9.4%	
	Indian	Count		18	152	4	
		Col %		10.3%	87.4%	2.3%	
	White	Count		11	46	3	
		Col %		18.3%	76.7%	5.0%	
	Other	Count		1		1	
		Col %		50.0%		50.0%	
	No response	Count			2	1	
		Col %			66.7%	33.3%	
	Spoilt response	Count			2		
		Col %			100.0%		
Total	Count		4	51	354	22	1
	Col %		.9%	11.8%	81.9%	5.1%	.2%

Figure 30: Consultation –educators and learners

Almost 82% (354) of the respondents indicate that consultation as a form of communication between educators and learners are very important, and about 12% 51) feel that it is not so important. OBE is learner centered, and thus learners and educators need to be in consultation with each other on an ongoing basis. Consultation aids in keeping the lines of communication open in the learning process. In this way the learner will receive proper guidance and assistance, and the educator will be able to facilitate

learning in the classroom more effectively because consultation will indicate the level at which the learner is functioning at.

CONCLUSION

An analysis of the data obtained by means of a survey of foundation phase educators in the Durban region showed us what the level of the educators' understanding is of the principles of Outcomes-Based Education, as well as their understanding of the communication strategies required in foundation phase classrooms. While overall, most educators have grasped the concepts underpinning OBE, there are still a significant number of educators who are unclear about the fundamentals of OBE, and how OBE ought to be implemented. This is important, for each educator that does not display a proper understanding of OBE principles and practices, would negatively affect about 38 to 40 learners at a time.

Chapter 8

CONCLUSIONS & RECOMMENDATIONS

INTRODUCTION

In this chapter I will present my conclusions and recommendations regarding the role of communication during effective learning in foundation phase classrooms with the implementation of OBE.

MY THESIS IN RETROSPECT

In chapter one, I set the scene for the unfolding of the subsequent chapters so that the reader would have some sense of direction as to what to expect. I presented an overview of my thesis by stating how it was organized and I provided insight as to what writing conventions were being implemented.

In the second chapter, I outlined the substantive problems that formed the basis for my research, which is, the two specific causes that could have been contributing to the problems that were being experienced with the introduction of OBE, which included the cognitive imperative and the communicative imperative.

In chapter three, I defined the key concepts of my study namely, communication and Outcomes-Based Education. I defined the various forms of communication, and the forms of communication required in foundation phase OBE classrooms. I related the

history of the introduction of OBE in South Africa, and I explained what OBE entails, and outlined the structure of OBE and the NCS.

In chapter four, I reported on the literature survey that I engaged in. The literature survey phase of the research focused on three issues that are important to effective learning, namely (1) the cognitive basis of learning, (2) the cognitive basis of communication and (3) the facilitative role of communication during effective learning. Various constructivists' views on constructivist learning principles were discussed, together with the process of knowledge construction, and how the brain is involved in this process of knowledge construction.

In chapter five, I outlined how I conducted the fieldwork. This included the rationale behind the organization of the questionnaire that I used. I also stated how I gained access to particular schools so that I could use foundation phase educators as respondents, and how I conducted the actual fieldwork.

In chapter six, I explained the organization of the statistical program SPSS 11 that I used to capture data obtained from the questionnaires that were completed by foundation phase educators in the greater Durban regions. I stated how I encoded and verified the accuracy of the encoding process, and how I extracted the research results in the form of tables and graphs.

In the seventh chapter, I reported on and analyzed the results of my research by means of tables and graphs. I interpreted educators' perception of OBE, their understanding of OBE principles, and their understanding of the various forms of communication required in the implementation of OBE in foundation phase classrooms.

In this, the final chapter of my thesis, I present my conclusions and recommendations regarding the facilitative role of communication strategies for effective learning to take place with the implementation of OBE in foundation phase classrooms.

RECOMMENDATIONS

A more extensive training programme is needed to fully equip educators to implement OBE in the foundation phase classrooms. This will give all educators a better understanding of the principles of OBE, and how it can be successfully be implemented in the classroom.

The training of educators should include both the practical aspects and the theoretical aspects of OBE. When retaining foundation phase educators in 2003 to implement the New Curriculum Statement, educators must not only know what the critical and learning outcomes are, but they must also understand them, and be able to assist learners effectively to achieve them at the end of every learning process. This is very important because initially when OBE was introduced, it was very difficult to understand or explain the 66 outcomes because of the type of terminology that was used to formulate these outcomes. Achieving these outcomes at the end of the learning process formed the basis of the new curriculum and the programmes and activities implemented in the classroom with foundation phase learners. Because of the lack of understanding of what the 66 specific outcomes meant or implied, achieving them in the classroom became a very difficult process for both the educator and the learners. However credit must be given to the Department of Education for the way in which the Curriculum has been revised and streamlined, because as we have seen in chapter 3 the 66 Specific Outcomes listed have

now, in the NCS come down to 29 Learning Outcomes in a more simplified and user friendly language.

I would like to recommend that in the Foundation Phase, the Learning Outcomes (listed in chapter 3) from the 8 Learning Areas be integrated into the 3 Learning Programmes, that is Literacy, Numeracy and Life Skills, as part of the policy, instead of giving educators this task when developing Learning Programmes.

Together with providing training, I would like to propose that the Department of Education look into an ongoing development routine and continuous assessment of the educators' skills, knowledge, attitudes and values for the success of OBE. Compulsory support programmes are also needed to assist educators' on an ongoing basis to cope with difficulties and the implementation of OBE. This would be appropriate especially since there so many ongoing changes and revisions being made to the new curriculum to adapt it to our South African learners.

Those who are selected to conduct or facilitate these training programmes with educators on behalf of the KZN Department of Education should also be equipped with sufficient knowledge and understanding about OBE. Facilitators must also display a positive attitude towards the implementation and success of OBE in order to successfully train educators who are responsible for its implementation with thousands of our very young learners. Although time and finance are factors to consider in choosing and training facilitators, proper selection procedures need to be put in place when selecting suitably qualified facilitators. Facilitators also need more than a certificate, figurine and a meal from the Department of Education to motivate them to give off their best when

promoting the new education system of the country. A more substantive form of incentive for their long hours of preparation, labour and dedication needs to be provided to ensure productivity.

Developing and exercising of proper communication skills is also a key to effective learning in the classroom during OBE implementation, and therefore the training programme for educators must include the forms of communication and strategies required to implement them in a learning environment among educators, and between educators and learners.

The Department of Education needs to set the correct example of keeping records of what is achieved or accomplished. I say this because educators are encouraged to maintain proper records of learners' achievements in the foundation phase classroom, and yet I experienced much difficulty in obtaining pertinent information regarding my research from the Department of Education regarding circulars handed outs to educators at training workshops, the number of workshops held for educators concerning OBE and their dates, and the number of foundation phase educators in the North and South Durban regions. I was directed from one department to the other and from one individual to the other with very little success.

It is important to conduct proper research and pilot studies that should be analyzed before introducing a new educational concept into the system. This will decrease the rate of failure and frustration because problems could be identified and rectified before full-blown implementation. In other words do not allow for chaos, instead gain cooperation by being ahead and displaying a positive attitude before getting started on any project.

More attention and recognition needs to be given to the foundation phase, their educators and the resources required to implement the changes we are experiencing in our education system. This is also a field for further investigation and research. Being in a combined school with four phases I have realized that a lot more emphasis is given to the exit phase than the foundation phase by almost all stakeholders. After all, all our future leaders, professionals and learners from the Further Education and Training Phase begin with the basics in the foundation phase so lets work together to create a solid foundation in every building block of our nation. Each strong block can interlock via the development of good communication skills with one another to produce a united and educationally sound nation that is equipped to cope regardless of its challenges ahead in the foundation phase.

CONCLUSION

In this chapter I presented my conclusions and recommendations regarding the role of communication during effective learning in foundation phase classrooms. In OBE learning and knowledge construction is driven by the critical and learning outcomes that are assessed by knowledge, skills, attitudes and values. Further research regarding communication strategies and their implementation in foundation phase classroom are the way forward. The foundation phase in the entire educational structure is in my opinion by far the most important phase because this is where the first building blocks of learning are laid that have a memorable and lasting effect on all individuals and their entire life course. Without strong foundation phase classes, education has no legs to stand on. There has definitely been a gradual move from chaos to cooperation with the implementation of Outcomes-Based Education in foundation phase classrooms. As further changes are

implemented from the NCS in the future we can only hope and look forward to more positive results in achieving the outcomes set before us as we get closer to cooperation for effective learning to take place in the classroom.

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ADDENDA

Addendum 1: Letters of facilitation

Addendum 2: Letters granting permission

Addendum 3: Letters to principals and notes of acknowledgement

Addendum 4: Questionnaire

Addendum 5: Codebook

Addendum 1: Letters of facilitation

Facilitator's letters to the Department of Education

University Of Zululand

Department Of Communication Science (Durban Campus)

Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Tel 082-9133-150
Fax (031) 907-3011
E-Mail rkopper@pan.uzulu.ac.za or rklopper@iafrica.com

Private Bag X10
ISIPINGO
4110

Wednesday, May 16, 2001

The Regional Chief Director (North Durban)
KwaZulu-Natal Department of Education
Private Bag X54323
DURBAN 4000

Dear Dr. Nair

PERMISSION SOUGHT TO CONTACT EDUCATORS OF PRIMARY SCHOOLS IN THE NORTH DURBAN REGION FOR SURVEY RESEARCH

One of my Masters students, Mrs. N.D. Govindsamy, is doing an empirical study of educators in the foundation phase's understanding of the range of communication strategies required for the successful implementation of Outcomes-Based Education in foundation phase classrooms.

Mrs. Govindsamy is the HOD for the foundation phase at Ferndale Combined School. Last year she completed an Honours degree in Linguistics (Language Learning on Cognitive Principles) *cum laude* at the University of Zululand (Durban Campus). She now forms part of a team of Masters level researchers that is devising a methodology for introducing *Communication Science* as a school subject across all phases of the Communication & Languages learning area. Her research will also be particularly pertinent to the increased emphasis that is being placed on communication studies in the newly announced national teacher-training curriculum that will be implemented at universities from 2002 onwards.

I am hereby applying for permission in principle for her to contact fellow foundation phase educators in your jurisdiction for the purposes of such research.

- Participation will be on a voluntary and anonymous basis.
- The survey will be of a constructive nature.
- The permission of your counterpart in the Durban South region is also being sought.
- After obtaining permission in principle from yourselves the permission of the principals of about 100 schools will be sought, emphasizing the anonymous and voluntary nature of participation.
- The questionnaires will be disseminated and retrieved by the researcher.
- The KZN Department of Education will be acknowledged in the thesis, of which a copy will be provided upon completion.

Kind regards

Prof. R M Klopper
HOD: Communication Science (Durban)

University Of Zululand

Department Of Communication Science (Durban Campus)

Unit For Postgraduate Studies in Cognition, Language Learning & Communication

Tel 082-9133-150
Fax (031) 907-3011
E-Mail rkopper@pan.uzulu.ac.za or rklopper@iafrica.com

Private Bag X10
ISIPINGO
4110

Wednesday, May 16, 2001

The Director (Support Services: North Durban)
KwaZulu-Natal Department of Education
Private Bag X54323
DURBAN 4000

Dear Mr. Moodley

PERMISSION SOUGHT TO CONTACT EDUCATORS OF PRIMARY SCHOOLS IN THE NORTH DURBAN REGION FOR SURVEY RESEARCH

One of my Masters students, Mrs. N.D. Govindsamy, is doing an empirical study of educators in the foundation phase's understanding of the range of communication strategies required for the successful implementation of Outcomes-Based Education in foundation phase classrooms.

Mrs. Govindsamy is the HOD for the foundation phase at Ferndale Combined School. Last year she completed an Honours degree in Linguistics (Language Learning on Cognitive Principles) *cum laude* at the University of Zululand (Durban Campus). She now forms part of a team of Masters level researchers that is devising a methodology for introducing *Communication Science* as a school subject across all phases of the Communication & Languages learning area. Her research will also be particularly pertinent to the increased emphasis that is being placed on communication studies in the newly announced national teacher-training curriculum that will be implemented at universities from 2002 onwards.

I am hereby applying for permission in principle for her to contact fellow foundation phase educators in your jurisdiction for the purposes of such research.

- Participation will be on a voluntary and anonymous basis.
- The survey will be of a constructive nature.
- The permission of the Chief Regional Directors, as well as your counterpart in the Durban South region is also being sought.
- After obtaining permission in principle from yourselves the permission of the principals of about 100 schools will be sought, emphasizing the anonymous and voluntary nature of participation.
- The questionnaires will be disseminated and retrieved by the researcher.
- The KZN Department of Education will be acknowledged in the thesis, of which a copy will be provided upon completion.

Kind regards

Prof. R M Klopper
HOD: Communication Science (Durban)

Addendum 2: Letters granting permission

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTURE

DURBAN SOUTH REGION | ISIFUNDA SASENINGIZIMU NETHEKU | DURBAN SUID STREEK

Address : Malgate Building
Ikheli: 72 Stanger Street
Adres: Durban
4001

Private Bag : Private Bag X54330
Isikhwama Seposi : Durban
Privaatsak : 4000

Telephone : (031) 3270911
Ucingo :
Telefoon :
Fax : (031) 3270244

Enquiries : **D.M. Moodley**
Imibuzo : **3270278**
Navrae :

Reference :
Inkomba :
Verwysing :

Date : **2001-06-28**
Usuku :
Datum :

Mrs N.D. Govindsamy
45 Ranald Road
DURBAN
4091

PERMISSION TO CONDUCT RESEARCH

Your letter dated 16 May 2001 in respect of the above matter has reference..

Kindly be informed that permission is granted for you to conduct the research subject to the following:

1. The schools which participate in the project would do so on a voluntary basis.

2. Access to the schools you wish to utilise is negotiated with the principal concerned by yourself.

3. The normal teaching and learning programme is not to be disrupted.

4. The confidentiality of the participants is respected.

5. A copy of the thesis/research is lodged with the Regional Chief Director through my office on completion of your studies.

I wish you all the success in the research you are undertaking.

Kind regards.

D.M. MOODLEY
CHIEF EDUCATION SPECIALIST

PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION | ISIFUNDAZWE SENYAKATHO NETHEKU | NOORD DURBAN STREEK

Address:	Truro House	Private Bag:	Private Bag X54323	Telephone:	(031) 360-6911
Ikheli:	17 Victoria Embankment	Isikhwama Sepost:	Durban	Ucingo:	
Adres:	Esplanade	Privaatsak:	4000	Telefoon:	
				Fax:	(031) 332-1126
Enquiries:	Dr D W M Edley	Reference:	2/12/2/3	Date:	21 May 2001
Imibuzo:	360-6247	Inkomba:		Usuku:	
Navraa:	0825740332	Verwysing:		Datum:	

Mrs N D Govindsamy
C/o Prof R M Klopper
HOD: Communication Science (Durban)
University of Zululand

Fax: 907-3011

Dear Mrs Govindsamy,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

1. Prof. Klopper's letter dated 16 May 2001 addressed to Dr G K Nair, refers.

2. You are hereby granted permission to conduct research along the lines of the proposal outlined by Prof. Klopper, subject to the following conditions:

   a. No school/person may be forced to participate in your study;
   b. Access to the schools you wish to utilise is negotiated with the principals concerned by yourself;
   c. The normal teaching and learning programme of the schools is not to be disrupted;
   d. The confidentiality of the participants is respected; and
   e. A copy of the findings should be lodged with the Regional Chief Director on completion of the studies.
   f. You accept that as a serving educator in the employ of the KZNDEC, you will NOT use teaching time to conduct this research

3. This letter may be used to gain access to schools.

4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Edley

Dr D W M Edley
Regional Co-ordinator: Research
for REGIONAL CHIEF DIRECTOR

Copy

Addendum 3: Letters to principals and notes of acknowledgement

FERNDALE COMBINED SCHOOL

Tel/Fax: (031) 507 1212
(031) 507 9840

PO Box 202
Mt. Edgecombe
4051

The Principal

Sir/ Mam

Research Study In The Foundation Phase

I am researching the understanding of appropriate communication strategies among Foundation Phase educators for the successful implementation of Outcomes Based Education in the classroom. My course of study includes both the understanding of the cognitive and communicative imperatives required for effective learning in Foundation Phase classes. I have obtained permission from both the North Durban and Durban South regions to conduct research in primary schools.

I would like to seek your kind assistance in my above mentioned endeavour. Please allow Foundation Phase Educators to complete the questionnaires provided. This is a voluntary, anonymous and confidential survey. Educators can complete the questionnaire in their own time. The bearer will collect the completed questionnaires at a negotiated time. If you wish to contact me, please feel free to do so at the above telephone number or via the following Fax number 5079840. Your positive response will be greatly appreciated.

Thank You.
Yours Faithfully

N.D. Govindsamy

FERNDALE COMBINED SCHOOL

Tel/Fax: (031) 507 1212
(031) 507 9840

PO Box 202
Mt. Edgecombe
4051

THE PRINCIPAL AND FOUNDATION PHASE EDUCATORS

I wish to place on record my sincere thanks and appreciation for your support and time in completing the questionnaire in connection with the research study in the Foundation Phase. Your assistance and contribution is greatly appreciated.

THANK YOU

ND Govindsamy

Addendum 4: Questionnaire

Anonymous Questionnaire for Educators

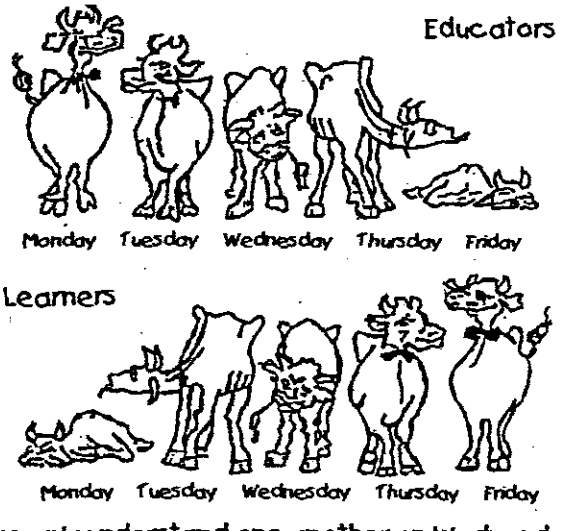
Requirements for the successful implementation of Outcomes-Based Education

In foundation phase classrooms

Researcher: N D Govindsamy

Department of Communication Science

University of Zululand (Durban)



For office use only: Respondent number: _____

Anonymous Questionnaire for Educators

Requirements for the successful implementation of Outcomes-Based Education

In foundation phase classrooms

(i) This is a voluntary, anonymous and confidential survey.

(ii) Your personal particulars will not be recorded as part of this survey and your school will not be identified.

(iii) Please feel free to give your candid opinions.

(iv) Your responses will help us to identify and resolve communication-related problems with the introduction of Outcomes-Based Education in foundation phase classrooms.

(v) Your participation is greatly appreciated.

(vi) Please read each question carefully and reflect on your answer before responding because your response will be invalidated if you mark more than one option, or if you in any way alter a response.

(vii) Please use a pen to mark your responses by placing a clear X directly over the appropriate empty spaces, or by circling your choice between Yes-No options.

General particulars about yourself

1. Your age (mark with an X):
   a. Between 20 and 30 _____
   b. Between 31 and 40 _____
   c. Between 41 and 50 _____
   d. Between 51 and 60 _____
   e. Sixty one and older _____

2. Your gender
   a. Female _____
   b. Male _____

3. Your qualifications
    a. State your REQV[1] level: _____
    b. Do you have a foundation phase qualification (circle your option):
    ___Yes___ ___No___

4. Teaching experience (fill in the exact years):
    a. State your total number of years of teaching experience in the foundation phase: _____ years
    b. State any additional number of years of teaching experience in any other phase other than the foundation phase: _____ years.

5. Retraining:
    a. Have you attended an Outcomes-Based Education retraining workshop conducted by the KZN Department of Education? ___Yes___ ___No___
    b. Have you been trained as an Outcomes-Based Education facilitator to conduct workshops on behalf of the Department of Education? ___Yes___ ___No___

6. Your Ethnic group (given here in alphabetic order):
    a. Black _____
    b. Coloured _____
    c. Indian _____
    d. White _____
    e. Other _____ (Please specify): _____

General particulars about your school

7. General particulars about your school
    a. State the total number of grade 1, 2 and 3 classes in your school _____
    b. Have the number of foundation phase classes increased or decreased over the past four years? ___Increased___ ___Decreased___
    c. How many Grade R classes are there in your school? _____

[1] REQV = Relevant Educational Qualification Value.

Particulars about your class

8. What grade are you teaching? _____
9. How many learners are there in your classroom _____
10. How many of the learners are girls? _____
11. How many of the learners are boys? _____
12. How many of the learners are Black? _____
13. How many of the learners are Coloured? _____
14. How many of the learners are Indian? _____
15. How many of the learners are White? _____
16. How many of the learners belong to another race? _____
    (Please specify): _____

Outcomes-Based Education (OBE)

17. Do you think OBE can succeed? ___Yes___ ___No___

18. Indicate whether the following statements about Outcomes-Based Education are correct or incorrect by circling your choice:
    a. Assessments are not necessary in OBE:
       ___Correct___ ___Incorrect___
    b. Curriculum content is unimportant in OBE:
       ___Correct___ ___Incorrect___
    c. OBE focuses on the end results of learning:
       ___Correct___ ___Incorrect___
    d. OBE is a method of achieving the objectives of curriculum 2005:
       ___Correct___ ___Incorrect___
    e. OBE is an educator-centred approach:
       ___Correct___ ___Incorrect___
    f. The learning environment plays no role in learner's success:
       ___Correct___ ___Incorrect___
    g. OBE is a learner-centred approach:
       ___Correct___ ___Incorrect___
    h. The community, educators, learners and parents share in the responsibility for learning: ___Correct___ ___Incorrect___

i. Good discipline in the classroom is essential for OBE to succeed:

___Correct___ ___Incorrect___

j. OBE is concerned with the evaluation of knowledge, skills and attitudes of learners:

___Correct___ ___Incorrect___

Planning and implementation in OBE classrooms

19. Are you implementing OBE in your classroom?

___Yes___ ___No___

20. If "yes," how would you rate your planning of OBE lessons on a scale of 1 to 4, (with 1 being the lower end of the scale)? ___1___2___3___4___

21. In your opinion, is it better to develop phase organisers and learning activities as an individual, or as a team?

___Individual___ ___Team___

22. On which of the following three levels of planning do you consider consultation between educators to be essential?

a. Macro level planning ___Essential___ ___Not essential___

b. Meso level planning ___Essential___ ___Not essential___

c. Micro level planning ___Essential___ ___Not essential___

23. Are educators in your school consulting one another when doing medium term planning?

___Yes___ ___No___

24. Do you set timeframes for each phase and programme organiser?

___Yes___ ___No___

25. Do you think it is important to determine the assessment criteria that you are using before or after presenting the lesson?

___Before___ ___After___

26. Is it necessary for learners to know the criteria that you will use to assess them prior to engaging in the learning activities?

___Yes___ ___No___

27. Which one of the following two statements is correct?
    a. The learning activities determine the outcomes _____
    b. The outcomes determine the learning activities _____

Forms of communication required in OBE

Communication essentially is a meeting of minds – an encounter between at least two participants – with the objective of exchanging new information in a meaningful manner.

The main forms of communication are:

- Small group (verbal) communication: brainstorming, conversation, consultation, giving instructions, cross-questioning, judging.
- Small group (written and pictorial) communication: writing a story, drawing up a list, writing an invitation, doing a project, completing a written assessment.
- Public communication: entertaining a group, miming and role-playing, addressing a group, demonstrating a process or a product, giving a report-back, submitting to an oral test.
- Organisational communication: keeping records, writing notices, filling in reports, participating in group discussions.
- Mass communication: using recorded audio-visual media, publishing written information.
- Electronic communication: Using computers for instruction, using the Internet.

28. Successful OBE practice requires that educators and learners use a variety of forms of communication. How important do you rate these forms of communication during OBE sessions in foundation phase classrooms? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Unimportant	Not so important	Very important
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Cross-questioning,	1	2	3
f. Judging	1	2	3
g. Writing a story	1	2	3
h. Drawing up a list	1	2	3
i. Writing an invitation	1	2	3
j. Doing a project	1	2	3
k. Completing a written assessment	1	2	3
l. Entertaining a group	1	2	3
m. Miming and role-playing	1	2	3
n. Addressing a group	1	2	3
o. Demonstrating a process / product	1	2	3
p. Giving a report-back	1	2	3
q. Submitting to an oral test.	1	2	3
r. Keeping records	1	2	3
s. Writing notices	1	2	3
t. Filling in reports	1	2	3
u. Participating in group discussions	1	2	3
v. Using recorded audio-visual media	1	2	3
w. Publishing written information	1	2	3
x. Using computers for instruction	1	2	3
y. Using Internet e-mail	1	2	3
z. Using Internet search engines	1	2	3

29. Who should use these forms of communication? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	The educator	The learner	The educator and learner
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Cross-questioning,	1	2	3
f. Judging	1	2	3
g. Writing a story	1	2	3
h. Drawing up a list	1	2	3
i. Writing an invitation	1	2	3
j. Doing a project	1	2	3
k. Completing a written assessment	1	2	3
l. Entertaining a group	1	2	3
m. Miming and role-playing	1	2	3
n. Addressing a group	1	2	3
o. Demonstrating a process / product	1	2	3
p. Giving a report-back	1	2	3
q. Submitting to an oral test.	1	2	3
r. Keeping records	1	2	3
s. Writing notices	1	2	3
t. Filling in reports	1	2	3
u. Participating in group discussions	1	2	3
v. Using recorded audio-visual media	1	2	3
w. Publishing written information	1	2	3
x. Using computers for instruction	1	2	3
y. Using Internet e-mail	1	2	3
z. Using Internet search engines	1	2	3

30. How important are the following forms of communication between educators for the successful implementation of OBE? Indicate your selection by placing an X in the appropriate block of the following grid (mark only one option on each line):

Form of communication	Not at all important	Not so useful	Very important
a. Brainstorming	1	2	3
b. Conversation	1	2	3
c. Consultation	1	2	3
d. Giving instructions	1	2	3
e. Cross-questioning	1	2	3
f. Judging	1	2	3
g. Writing a stories	1	2	3
h. Drawing up lists	1	2	3
i. Writing invitations	1	2	3
j. Doing projects	1	2	3
k. Completing written assessments	1	2	3
l. Entertaining a group	1	2	3
m. Miming and role-playing	1	2	3
n. Addressing a group	1	2	3
o. Demonstrating a process / product	1	2	3
p. Giving report-backs	1	2	3
q. Submitting to oral tests.	1	2	3
r. Keeping records	1	2	3
s. Writing notices	1	2	3
t. Filling in reports	1	2	3
u. Participating in group discussions	1	2	3
v. Using recorded audio-visual media	1	2	3
w. Publishing written information	1	2	3
x. Using computers for development	1	2	3
y. Using Internet e-mail	1	2	3
z. Using Internet search engines	1	2	3

31. Do you think OBE can be successfully implemented in South Africa? __Yes__ __No__

Thank you for your time and assistance.

Addendum 5: Codebook

CODEBOOK

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Research Project Title:
Requirements for the successful implementation of Outcomes – Based Education In Foundation Phase classrooms

0. Respondent Number

Response codes: 1

1. Your age
Response codes:
1=20 to 30 years
2=31 to 40 years
3=41 to 50 years
4=51 to 60 years
5=61 years and older
6=No response
7=Spoilt response

Response codes: 2

2. Your gender
Response codes:
1=Female
2=Male
3=No response
4=Spoilt response

Response codes: 3

3. a. Qualifications: REQV level
Response codes:
1=REQV 11 and below
2=REQV 12
3=REQV 13
4=REQV 14
5=REQV 15
6=REQV 16
7=REQV 17
8=No response
9=Spoilt response.

Response codes: 4

3 b. Do you have Foundation phase Qualifications?
Response codes:
1=Yes
2=No
3=No response
4=Spoilt response.

Response codes: 5

4a. Teaching Experience in Foundation Phase.
Response codes:
1=1-5 years
2=6-10 years
3=11-15 years
4=16-20 years
5=21-25 years
6=26-30 years
7=31 years and above
8=No response
9=Spoilt response.

Response codes: 6

4b. Teaching experience in any other Phase other than Foundation Phase.
Response codes:
1=1-5 years
2=6-10 years
3=11-15 years
4=16-20 years
5=21 years and above
6=No response
7=Spoilt response.

Response codes: 7

5a. Retraining: Attended workshop conducted by KZN Department of Education.
Response codes:
1=Yes
2=No
3=No response
4=Spoilt response.

Response codes: 8

5b. Trained as a facilitator to conduct workshops for KZN Dept. of Ed.
Response codes:
1=Yes
2=No
3=No response
4=Spoilt response.

Response codes: 9

6. Your Ethnic group
Response codes:
1=Black
2=Coloured
3=Indian
4=White
5=Other

6=No response
7=Spoilt response

Response codes: 10

7a. Total number of Grades 1, 2, and 3 classes in your school.

Response codes:
1=1/2 classes
2=3/4 classes
3=5/6 classes
4=7/8 classes
5=9/10 classes
6=11/12 classes
7=13/14 classes
8=No response
9=Spoilt response

Response codes: 11

7 b. Has the number of foundation Phase classes increased or decreased in past four years.

Response codes:
1=Increased
2=Decreased
3=No response
4=Spoilt response

Response codes: 12

7.c. The number of grade R classes in your school

Response codes:
1=1
2=2
3=3
4=No response
5=Spoilt response

Response codes: 13

8. The grade you are teaching

Response codes:
1=Grade 1
2=Grade 2
3=Grade 3
4=No response
5=Spoilt response

Response codes: 14

9. Number of learners in your class

Response codes:
1=25 and below
2=26-30
3=31-35
4=36-40
5=41-45
6=46 –50
7=51 –60
8=61 and more
9=No response
10=Spoilt response

Response codes: 15

10. Number of girls in class

Response codes:
1=1-10
2=11-20
3=21-30
4=31-40
5=41 or more
6=No response
7=Spoilt response

Response codes: 16

11. Number of boys in class

Response codes:
1=1-10
2=11-20
3=21-30
4=31-40
5=41 or more
6=No response
7=Spoilt response

Response codes: 17

12. Number of Black learners in class

Response codes:
1=0-10
2=11-20
3=21 –30
4=31-40
5=41-50
6=51 –60
7=61 and more
8=No response
9=Spoilt response

Response codes: 18

13. Number of Coloured learners in class

Response codes:
1=0-10
2=11-20
3=21-30
4=31-40
5=41-50
6=51 –60

7=61 and more
8=No response
9=Spoilt response

Response codes: 19

14. Number of Indian learners in class
Response codes:
1=0-10
2=11-20
3=21-30
4=31-40
5=41-50
6=51 –60
7=61 and more
8=No response
9=Spoilt response

Response codes: 20

15. Number of White learners in class
Response codes:
1=0-10
2=11-20
3=21-30
4=31-40
5=41-50
6=51 –60
7=61 and more
8=No response
9=Spoilt response

Response codes: 21

16. Number of learners that belong to another race
Response codes:
1=0-3
2=4-6
3=7-9
4=10-12
5=13-15
6=No response
7=Spoilt response

Response codes: 22

17. Can OBE succeed?
Response codes:
1=Yes
2=No
3=No response
4=Spoilt response

Response codes: 23

18 a. Assessments are not necessary in OBE
Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 24

18 b. Curriculum content is unimportant in OBE
Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 25

18 c. OBE focuses on the end results of learning
Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 26

18 d. OBE is a method of achieving the objectives of curriculum 2005
Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 27

18 e. OBE is an educator-centred approach
Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 28

18 f. The learning environment plays no role in learner's success:
Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 29

18 g. OBE is a learner-centred approach:

Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 30

18 h. The community, educators, learners and parents share in the responsibility for learning:

Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 31

18 i. Good discipline in the classroom is essential for OBE to succeed:

Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 32

18 j. OBE is concerned with the evaluation of knowledge, skills and attitudes of learners:

Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Planning and implementation in OBE classrooms

Response codes: 33

19. Are you implementing OBE in your classroom?

Response codes:
1=Yes
2=No
3=No response
4=Spoilt response

Response codes: 34

20. Rate your planning of OBE lessons on a scale of 1 to 4, (with 1 being the lower end of the scale)

Response codes:
1=1
2=2
3=3
4=4
5=No response
6=Spoilt response

Response codes: 35

21. Is it better to develop phase organisers and learning activities as an individual, or as a team?

Response codes:
1=Individual
2=Team
3=No response
4=Spoilt response

Response codes: 36

22a. Do you consider consultation between educators to be essential in the Macro level planning?

Response codes:
1=Essential
2=Not essential
3=No response
4=Spoilt response

Response codes: 37

22b. Do you consider consultation between educators to be essential in the Meso level planning?

Response codes:
1=Essential
2=Not essential
3=No response
4=Spoilt response

Response codes: 38

22c. Do you consider consultation between educators to be essential in the Micro level planning?

Response codes:
1=Essential
2=Not essential
3=No response
4=Spoilt response

Response codes: 39

23. Are ed. in your school. consulting one another when doing medium term planning?

Response codes:
1=Yes
2=No
3=No response
4=Spoilt response

Response codes: 40

24. You set timeframes for each phase and programme organiser:

Response codes:
1=Yes
2=No
3=No response
4=Spoilt response

Response codes: 41

25. It is important to determine the assessment criteria that you are using before or after presenting the lesson:

Response codes:
1=Before
2=After
3=No response
4=Spoilt response

Response codes: 42

26. Is it necessary for learners to know the criteria that you will use to assess them prior to engaging in the learning activities?

Response codes:
1=Yes
2=No
3=No response
4=Spoilt response

Response codes: 43

27a. The learning activities determine the outcomes:

Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Response codes: 44

27b. The outcomes determine the learning activities:

Response codes:
1=Correct
2=Incorrect
3=No response
4=Spoilt response

Forms of communication required in OBE

Response codes: 45

28a. How important is brainstorming as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 46

28b. How important is conversation as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 47

28c. How important is consultation as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 48

28d. How important is the giving of instruction as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 49

28e. How important is cross-questioning as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 50

28f. How important is judging as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 51

28g. How important is writing a story as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 52

28h. How important is drawing up a list as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 53

28i. How important is writing an invitation as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 54

28j. How important is doing a project as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 55

28k. How important is completing a written assessment as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 56

28l. How important is entertaining a group as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important

3=Very Important
4=No Response
5=Spoilt Response

Response codes: 57

28m. How important is miming and role-playing as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 58

28n. How important is addressing a group as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 59

28o. How important is demonstrating a process/product as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 60

28p. How important is giving a report back as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 61

28q. How important is submitting to an oral test as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 62

28r. How important is keeping records as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 63

28s. How important is writing notices as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 64

28t. How important is filling in reports as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?

Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response

5=Spoilt Response

Response codes: 65

28u. How important is participating in group discussions as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?
Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 66

28v. How important is using recorded audio-visual media as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?
Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 67

28w. How important is publishing written information as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?
Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 68

28x. How important is using computers for instruction as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?
Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 69

28y. How important is using internet e-mail as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?
Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 70

28z. How important is using internet search engines as a form of communication between educators and learners during OBE sessions in the Foundation Phase classroom?
Response codes:
1=Unimportant
2=Not So important
3=Very Important
4=No Response
5=Spoilt Response

Response codes: 71

29a. Who should use brainstorming as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 72

29b. Who should use conversation as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 73

29c. Who should use consultation as a form of communication?
Response codes:
1=The educator
2=The learner

3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 74
29d. Who should use giving instructions as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 75
29e. Who should use cross-questioning as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 76
29f. Who should use judging as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 77
29g. Who should use writing a story as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 78
29h. Who should use drawing up a list as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 79
29i. Who should use writing an invitation as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 80
29j. Who should use doing a project as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 81
29k. Who should use completing a written assessment as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 82
29l. Who should use entertaining a group as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 83
29m. Who should use miming and role-playing as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 84
29n. Who should use addressing a group as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 85
29o. Who should use demonstrating a process/product as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 86
29p. Who should use giving a report back as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 87
29q. Who should use submission to an oral test as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 88
29r. Who should use keeping of records as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 89
29s. Who should use written notices as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 90
29t. Who should use filling in of reports as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 91
29u. Who should use participation in group discussions as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 92
29v. Who should use recorded audio-visual media as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 93
29w. Who should use publishing written information as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 94

29x. Who should use computers for instruction as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 95

29y. Who should use internet e-mail as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 96

29z. Who should use internet search engines as a form of communication?
Response codes:
1=The educator
2=The learner
3=The educator and learner
4=No Response
5=Spoilt Response

Response codes: 97

30a. How important is brainstorming as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 98

30b. How important is conversation as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 99

30c. How important is consultation as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 100

30d. How important is giving instruction as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 101

30e. How important is cross-questioning as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 102

30f. How important is judging as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 103

30g. How important is writing stories as a form of communication between

educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 104
30h. How important is drawing up of lists as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 105
30i. How important is writing invitations as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 106
30j. How important is doing projects as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 107
30k. How important is completing written assessments as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 108
30l. How important is entertaining a group as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 109
30m. How important is miming and role-playing as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 110
30n. How important is addressing a group as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 111
30o. How important is demonstrating a process/product as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 112

30p. How important is giving report-backs as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 113

30q. How important is submitting to oral tests as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 114

30r. How important is keeping records as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 115

30s. How important is writing notices as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 116

30t. How important is filling in reports as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 117

30u. How important is participating in group discussions as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 118

30v. How important is using recorded audio-visual aids as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 119

30w. How important is publishing written information as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 120

30x. How important is using computers for development as a form of communication between educators for the successful implementation of OBE?

Response codes:
1=Not at all important
2=Not so useful
3=Very important

4=No Response
5=Spoilt Response

Response codes: 121
30y. How important is using internet e-mail as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 122
30z. How important is using internet search engines as a form of communication between educators for the successful implementation of OBE?
Response codes:
1=Not at all important
2=Not so useful
3=Very important
4=No Response
5=Spoilt Response

Response codes: 123
31. Do you think OBE can be successfully implemented in South Africa?
Response codes:
1=Yes
2=No
3=No Response
4=Spoilt Response

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