

***Personal growth through classroom English***

***(What pupils say they get out of English teaching)***

Submitted in partial fulfilment  
of the requirements for the degree of

**Master of Education (Guidance and Counselling)**

in the

Department of Education

at

Rhodes University

by

**Louise Thiel**

1993

# ACKNOWLEDGEMENTS

I would like to extend my gratitude to the following people without whom this research would have seemed an insurmountable task:

To my friends, Shireen Pardesi and Lani Going, for constant encouragement in the face of my flagging spirit;

To my brother, Michael, for his willing help and hours of work formatting and printing this thesis;

and

To George Euvrard, my supervisor, for his advice, support and friendship over the past two years.

---

I dedicate this thesis to  
my parents,  
and to my 10R class of 1993 for their inspiration.

## ABSTRACT

Guidance and counselling aims to promote the personal growth of the adolescent. However, in the current South African context, it is possible that formalised Guidance instruction and the post of the school counsellor may disappear in many schools as a result of economic rationalisation. If this occurs, the fostering of personal growth will rest with all teachers and it will be vital to utilise all available opportunities.

The study of English is one of the areas traditionally seen to promote personal growth, as several aims of English teaching relate to such growth. The purpose of this study is to investigate from the pupil's perspective whether these aims are being fulfilled within 'Model C' CED schools in order to gauge the potential of English teaching to fulfil the personal growth role of Guidance teaching. Pupils were asked what influence English teaching had on their attitudes and ideas towards life, on themselves and on their development as people.

From the data, common themes were established and documented. These themes showed that important aspects of personal growth are indeed fostered by the English teaching of literature, poetry, written work, oral work and visual literacy. This study therefore confirms that English teaching does foster personal growth and that the potential does exist for English teaching to subsume some of the roles of Guidance.

# CONTENTS

<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 INTRODUCTION .....	1
1.2 THE PROBLEM IN CONTEXT .....	2
1.3 A PROPOSED ALTERNATIVE .....	3
1.4 THE AIM OF THE RESEARCH .....	4
<b>CHAPTER TWO: BACKGROUND</b> .....	6
2.1 HISTORICAL BACKGROUND TO ENGLISH TEACHING .....	6
2.1.1 Matthew Arnold's Influence .....	6
2.1.2 The Newbolt Report of 1921 .....	7
2.1.3 The Bullock Report of 1975 .....	8
2.2 PERSONAL GROWTH AND THE CONTRIBUTION OF ENGLISH TEACHING .....	9
2.2.1 Relationship to Guidance .....	11
2.2.2 Relationship to English .....	11
2.2.2.1 <u>Global Aims</u> .....	12
2.2.2.2 <u>The role of the teacher</u> .....	13
2.3 CORRELATION BETWEEN ENGLISH AND GUIDANCE .....	13
2.4 DEVELOPMENT OF IDENTITY .....	14
2.4.1 Definition .....	14
2.4.2 Contribution of English teaching .....	15
2.4.3 Syllabus .....	15
2.5 UNDERSTANDING OF SELF AND OTHERS .....	16
2.5.1 Definition .....	16
2.5.2 Contribution of English teaching .....	17
2.5.2.1 <u>Setwork</u> .....	18
2.5.2.2 <u>Writing</u> .....	19
2.5.2.3 <u>Oral Communication</u> .....	20
2.5.3 Syllabus .....	20
2.6 SELF-EXPRESSION .....	22
2.6.1 Definition .....	22
2.6.2 Contribution of English teaching .....	22
2.6.3 Syllabus .....	23

2.7	CREATIVITY .....	24
2.7.1	Definition .....	24
2.7.2	Contribution of English teaching .....	25
2.7.3	Syllabus .....	25
2.8	DISCRIMINATION AND JUDGEMENT .....	26
2.8.1	Definition .....	26
2.8.2	Contribution of English teaching .....	26
2.8.3	Syllabus .....	27
2.9	EMOTIONAL DEVELOPMENT .....	29
2.9.1	Definition .....	29
2.9.2	Contribution of English teaching .....	29
2.9.3	Syllabus .....	30
2.10	SUMMARY .....	31
<b>CHAPTER THREE: METHODOLOGY .....</b>		<b>32</b>
3.1	CHOICE OF METHODOLOGY .....	32
3.2	SUBJECTS .....	33
3.2.1	The population .....	33
3.2.2	The sample .....	33
3.3	THE QUESTIONNAIRE .....	35
3.3.1	Justification .....	35
3.3.2	Construction .....	36
3.4	PROCEDURE .....	37
3.5	DATA ANALYSIS .....	38
<b>CHAPTER FOUR: RESULTS AND DISCUSSION .....</b>		<b>40</b>
4.1	INTRODUCTION .....	40
4.2	DEVELOPMENT OF IDENTITY .....	41
4.2.1	Introduction .....	41
4.2.2	Placing of lives in perspective .....	41
4.2.3	Incorporating the views of others into one's life .....	42
4.2.4	Emerging and strengthening of the true self .....	43
4.2.5	Summary .....	45
4.3	UNDERSTANDING OF SELF AND OTHERS .....	45
4.3.1	Introduction .....	45
4.3.2	Reflection on "who I am" and "why I exist" .....	46
4.3.3	Relationship between self and others .....	47

4.3.4	Learning about and understanding of others	49
4.3.5	Understanding of the complexities of life	50
4.3.6	Evaluation of the viewpoints of others	50
4.3.7	Further understandings	51
4.3.8	Summary of findings	51
4.4	SELF-EXPRESSION	52
4.4.1	Introduction	52
4.4.2	Communication	52
4.4.3	The ability to express one's thoughts	53
	4.4.3.1 <u>Improved skills</u>	53
	4.4.3.2 <u>Increased confidence</u>	54
4.4.4	Listening skills	55
4.4.5	Individual examples of self-expression	55
4.4.6	Summary of findings	55
4.5	CREATIVITY	56
4.5.1	Introduction	56
4.5.2	Broadening of one's imagination	57
4.5.3	Development of creative thinking processes	57
4.5.4	Creativity in emotions	58
4.5.5	Creative self-expression	58
4.5.6	Generalising of creative expression to other art forms	59
4.5.7	Summary of findings	59
4.6	DISCRIMINATION AND JUDGEMENT	60
4.6.1	Introduction	60
4.6.2	Development of analytical processes	61
4.6.3	Questioning of adult reality and of life	62
4.6.4	Development of abstract and critical thought processes	63
4.6.5	Fostering of moral values	63
4.6.6	Fostering of tolerance for others	64
4.6.7	Summary of findings	65
4.7	EMOTIONAL DEVELOPMENT	66
4.7.1	Introduction	66
4.7.2	Knowledge of deep feelings	66
	4.7.2.1 <u>Depressing feelings</u>	67
	4.7.2.2 <u>Shared feelings</u>	68
4.7.3	Empathy	68
4.7.4	Sensitivity	69
4.7.5	Coping	69
4.7.6	Further aspects of emotional development	70
4.7.7	Summary of findings	70
4.8	APPRECIATION OF LIFE	71
4.8.1	Introduction	71
4.8.2	A widening of one's view of life	71
4.8.3	An appreciation of the value of life	72
4.8.4	Insight into the necessity to live life to the full	72
4.8.5	Summary of findings	72

4.9	GENERAL KNOWLEDGE .....	73
	4.9.1 Introduction .....	73
	4.9.2 Broadening of one's knowledge .....	73
	4.9.3 Knowledge about different people and cultures .....	74
	4.9.4 A sense of being educated .....	74
	4.9.5 Insight from one's knowledge .....	75
	4.9.6 Summary of findings .....	75
4.10	APPRECIATION OF CULTURAL KNOWLEDGE .....	75
	4.10.1 Introduction .....	75
	4.10.2 Literary knowledge .....	76
	4.10.3 Enrichment .....	76
	4.10.4 Appreciation of literary and cultural background .....	76
	4.10.5 Summary of findings .....	77
4.11	ENJOYMENT .....	77
	4.11.1 Introduction .....	77
	4.11.2 General enjoyment .....	78
	4.11.3 Enjoyment of the classics .....	79
	4.11.4 Summary of findings .....	79
4.12	READING .....	80
	4.12.1 Introduction .....	80
	4.12.2 Discussion .....	80
	4.12.3 Summary of findings .....	81
4.13	LANGUAGE SKILLS .....	82
	4.13.1 Introduction .....	82
	4.13.2 Vocabulary .....	82
	4.13.3 Appropriate techniques .....	83
	4.13.4 Reading and comprehension abilities .....	83
	4.13.5 Summary of findings .....	84
4.14	NEGATIVE OUTCOMES .....	84
	4.14.1 Introduction .....	84
	4.14.2 Literature .....	84
	4.14.3 Poetry .....	85
	4.14.4 Written work .....	85
	4.14.5 Oral work .....	85
	4.14.6 Visual literacy .....	86
	4.14.7 Summary of findings .....	86
4.15	MISCELLANEOUS .....	87
	4.15.1 Introduction .....	87
	4.15.2 Literature .....	87
	4.15.3 Poetry .....	87
	4.15.4 Written work .....	88
	4.15.5 Oral Work .....	88
	4.15.6 Visual Literacy .....	88

<b>CHAPTER FIVE: CONCLUSIONS</b> .....	89
5.1 SUMMARY OF FINDINGS .....	89
5.2 LIMITATIONS OF THE STUDY .....	90
5.3 RECOMMENDATIONS FOR FURTHER RESEARCH .....	91
5.4 IMPLICATIONS AND RECOMMENDATIONS .....	92
5.5 CONCLUSION .....	93
<b>REFERENCES</b> .....	95
<b>APPENDIX A</b> .....	99
<b>APPENDIX B</b> .....	100

# LIST OF TABLES

<b>Table 1:</b>	Participants .....	34
<b>Table 2:</b>	Development of identity .....	41
<b>Table 3:</b>	Understanding of self and others .....	45
<b>Table 4:</b>	Self-expression .....	52
<b>Table 5:</b>	Creativity .....	56
<b>Table 6:</b>	Discrimination and judgement .....	60
<b>Table 7:</b>	Emotional development .....	66
<b>Table 8:</b>	Appreciation of life .....	71
<b>Table 9:</b>	General knowledge .....	73
<b>Table 10:</b>	Appreciation of cultural knowledge .....	75
<b>Table 11:</b>	Enjoyment .....	77
<b>Table 12:</b>	Reading .....	80
<b>Table 13:</b>	Language skills .....	82
<b>Table 14:</b>	Negative outcomes .....	84
<b>Table 15:</b>	Miscellaneous .....	87

'English' was the one lesson in my day that I never had to be carried to. Our lessons, which consisted of arguing your point with someone else, were always so meaningful. I learnt a lot about many people and life in those lessons.

*Std 10 pupil, 1993*

# CHAPTER ONE

## INTRODUCTION

### 1.1 INTRODUCTION

Guidance and counselling has always aimed "to promote physical and mental health in and through the school setting" (NEPI, 1992: 15), as well as to develop "integrated students with high self-esteem" (Beck, 1990: 154). It aims to promote the personal growth of the adolescent as he/she progresses towards adulthood. This development includes that of physical, mental, spiritual, social and moral growth, which leads to the adolescent developing his/her own identity through "increasing freedom, self-expression, and self-realization" (Moustakas, 1971: 3).

These aims are not exclusive to the domain of guidance and counselling, but should be held dear by all educators, for in the words of Dearden,

Many educationists have conceived of education, and still do, as a process of growth. On the face of it, that they should have done so may seem neither surprising nor objectionable. For after all, education is concerned with people, and people live and therefore grow.

(Dearden, 1972:65)

This focus can only be achieved if it is a holistic focussing pursued by all who seek to lead the adolescent into adulthood.

## 1.2 THE PROBLEM IN CONTEXT

Although Guidance classes and counselling sessions provide opportunities for specialised attention to these areas, personal growth is an all-embracing activity for the adolescent (indeed for any person), and there are many structures outside of guidance and counselling that have traditionally promoted this growth, even if not as a primary aim. These include time on the sports fields, on the stage, general communication with others, and formal lessons. In fact,

...nearly everything in a curriculum is charged with psychological and motivational possibilities when looked at in terms of what it might do to help students find themselves, realize their potentialities, use their resources in productive ways, and enter into relationships which have a bearing on their ideas about school and attitudes toward themselves.

(underlining added)  
(Hamachek, 1971:213)

In the current South African context, it is possible that formalised Guidance instruction may disappear in many schools as a result of economic rationalisation (NEPI, 1992 and Naicker, 1993). If this occurs, the post of the School Counsellor may also disappear, thus laying the responsibility for the carrying out of the functions of the Guidance-counsellor on the shoulders of all teachers. It is therefore vital to explore the alternate avenues available for the promotion of personal growth in adolescents, because

...in a highly technological society in which man becomes more and more separated from natural processes and from his own fundamental inner calling, the need to focus on personal growth and spontaneous thinking-feeling becomes imperative.

(Moustakas, 1971: xiv)

### 1.3 A PROPOSED ALTERNATIVE

In the researcher's experience, the English Higher Grade curriculum of the Cape Education Department (CED) has a particular claim to providing guidance for life to the pupil. Most of the pupils are English mother-tongue speakers and for them

...it is the medium in which we have evolved our most deeply-ingrained modes of interpreting the universe in which we live; and our capacity for human relationships, our ways of perceiving, understanding and mastering the phenomena of our everyday existence are shaped and coloured by it in countless ways of which we are seldom consciously aware.

(Whitehead, 1966: 13)

The study of English, as an art, involves a "continuing demand for personal response, for deeper understanding of what it means to be human ... a personal awareness of selfhood within a communal understanding of human being" (Bakker, 1987: 152). Specifically, the reading of literature

...produces in the participator of that act, not necessarily new knowledge, though that may be part of the experience, but, more significantly, a realisation that the knowledge gained was, in a flash of amazement, knowledge already deeply understood, but not fully articulated.

(Bakker, 1987: 156)

This is also supported by Landau, Epstein and Stone (1972: p.xiv) who believe that "literature portrays the resources of the human spirit and allows the student to gain understanding that brings his own life or experiences into focus", and that "the art of literature lies in its power to elicit emotion". In a situation where emotion is elicited, the teacher can then choose to respond in a real way and so through "tenderness, care, personal warmth, and confirmation... affect the development of the individual and the enhancement of the self" (Moustakas, 1977: 113).

The CED English HG curriculum deals extensively with Literature, including Poetry, and closely studies these texts about people, society, ideas, etc. It also consists of personal expression through oral communication skills and the written word. In fact, in this subject, it is imperative that the teacher should "understand his pupils in depth, sympathise with their needs and aspirations, and be perceptively aware of their individual rhythms of growth and development" (Whitehead, 1966: 16). Furthermore, Hamachek (1971: 216) believes the opportunities to promote psychological growth in students are available to the teacher of English to point out. These include the conflicts one encounters in one's daily life as conveyed through drama and fiction, and the mirrors to one's own self-reflection held by biographies and autobiographies. In fact, Carter (1985:256), in a discussion of Professor Jones' article "A plea for sense in Language Arts Programs", has stated that "language arts teachers should strive to transform their students. They should be agents for personal growth and development - agents for change".

#### **1.4 THE AIM OF THE RESEARCH**

This study aims to find out what pupils themselves claim to get out of their English classes, and in particular, what personal growth appears to be fostered in these lessons. Just as Paulo Freire "never assumed he understood how his students thought until he studied them" (Bogdan and Biklen, 1992: 198), so the researcher believes English teachers must not assume the personal growth aspects of their subject. Rather, they must seek to ascertain this from their pupils. Freire went on to state that "he did not study them simply because he was interested in adding to his general store of knowledge; he needed to learn to improve his methods of teaching" (Bogdan and Biklen, 1992: 199). Likewise, this researcher also believes it to be important to ascertain areas of English teaching which pupils feel nurture such development. Knowing these possibilities would broaden an English teacher's understanding of what can be achieved in such

classes, and if guidance and counselling posts were to be abolished, it would be vital to fully utilise this potential.

The focus will be on pupils in standard 10 who are studying English Higher Grade at a Cape Education "Model C" school.

*The Play Way*

Sunlight pillars through glass, probes each desk  
For milk-tops, drinking straws and old dry crusts.  
The music strides to challenge it  
Mixing memory and desire with chalk dust.

My lesson notes read: Teacher will play  
Beethoven's Concerto Number Five  
And class will express themselves freely  
In writing. One said 'can we jive?'

When I produced the record, but now  
The big sound has silenced them. Higher  
And firmer, each authoritative note  
Pumps the classroom up tight as a tyre

Working its private spell behind eyes  
That stare wide. They have forgotten me  
For once. The pens are busy, the tongues mime  
Their blundering embrace of the free

Word. A silence charged with sweetness  
Breaks short on lost faces where I see  
New looks. Then notes stretch taut as snares. They trip  
To fall into themselves unknowingly.

-Seamus Heaney  
(in Watson, 1987: 68-69)

# CHAPTER TWO

## BACKGROUND

Learning to use language is learning to become a person.

(Rouse, 1988)

### 2.1. HISTORICAL BACKGROUND TO ENGLISH TEACHING

#### 2.1.1 Matthew Arnold's Influence

Although the English language has existed in a developing form for centuries, its existence as a school subject only began in the latter part of the nineteenth century. It progressed rapidly from its beginnings as learning to use language (reading and writing skills) to a subject whose "curriculum should embody morally educative subjects" (Mathieson, 1975: 18). This progression was largely due to Matthew Arnold, poet and Inspector of Schools. As a result of his efforts, in 1871 English literature and grammar was made a specific subject in standards 4,5 and 6. He then reiterated, in his 1880 Report, his call for the establishment of a literary culture in the schools for, "Good poetry does undoubtedly tend to form the soul and character ... and ... it suggests, however indirectly, high and noble principles of action, and it inspires the emotion so helpful in making principles operative" (Matthew Arnold, as cited in Mathieson, 1975:37).

Through this report, he made known the potential for fostering personal growth which lies in English teaching.

Being a poet, he felt strongly that poetry should be used as a means of educating pupils for life, especially as he felt that "we have to turn to poetry to interpret life for us, to console us, to sustain us" (as cited in Mathieson, 1975: 40)

Thus from the start English as a subject was seen to have the goals of fostering moral development, of expanding one's experience and knowledge of life, and of emotional development. In fact, this is shown through Edward Holmes's insistence in 1911 that "the business of the teacher is to foster growth of the child's soul" which could be achieved through composition involving a "sincere expression in language of the child's genuine thoughts and feelings" (as cited in Mathieson, 1975: 61).

### **2.1.2 The Newbolt Report of 1921**

The status of English as a holistic subject, "co-existent with life itself" (Mullins, as cited in Mathieson, 1975: 281) was then ratified in 1921 by the Newbolt Report on the teaching of English which stated that "no personality can be complete, can see life steadily and see it whole, without that unifying influence, that purifying of the emotions which art and literature can alone bestow" (Newbolt Report, as cited in Mathieson, 1975:257).

The Newbolt Report was the first major investigation into English teaching and clearly indicated that English teaching was a means for developing personality in pupils, a means of fostering personal growth through self-expression for "the child strives after the expression of himself and does it in the same way as the poet - by creative work" (Mathieson, 1975: 56).

### 2.1.3 The Bullock Report of 1975

The next official investigation into the goals and status of English teaching was concluded 54 years later with the publication of the Bullock Report in 1975. It viewed English as involving the "contemplation of immediate and vicarious experience" (development of thought processes, discernment and empathy) and as being "rooted in the processing of experience through language" (understanding of the experience of others) in order for the pupil to "represent the experience to himself, to come to terms with it, to possess it more completely" (relating of the experience/ world to his own life) (Bullock, 1975: 7). English had been confirmed as a subject which consciously and purposefully promoted the personal growth of learners.

In particular, it identified several areas/means through which the person's growth was promoted. Literature has been seen to be a means "to shape the personality,...[to] sharpen the critical intelligence... for empathy...[to] acquire values" (Bullock, 1975:124). It is also seen as fostering creativity by being "a valuable source of imaginative insight" and poetry, as a section of literature, as embodying essential values and expressing uniqueness of the group to which it belongs (Bullock, 1975:155).

The report also recognised the importance of oral discussion as a means to further knowledge and to foster flexible viewpoints within the pupils (thus fostering the growth of tolerance) (Bullock, 1975:526).

However, the Bullock Report did indicate that while the above goals are central to English teaching, the goals are not necessarily being met for their attainment was dependent on the teacher's contribution (Bullock, 1975:126). The teacher is the one with a deeper knowledge of literature and "a wider experience of life and a maturer view of it" (Bullock, 1975:134). The teacher must "then guide the pupils to their own insight... for true discernment can only come

from a breadth of experience" (Bullock, 1975:131). The teacher also needs to encourage discussion "as a means of enlarging one's own personal world and modifying it to take account of other people's" (Bullock, 1975:148). In so doing, children consider other view points and develop tolerance of them.

## **2.2. PERSONAL GROWTH AND THE CONTRIBUTION OF ENGLISH TEACHING**

Personal growth strives towards authentic existence, and to be authentic a person needs to be in touch with his true feelings.

(Oberholzer, 1992:8)

Any growth is a process and personal growth is a journey which proceeds towards greater knowledge of the person and to a state in which the person is able to live maturely. In the stage of adolescence, it involves the nurturing of "independence, self-confidence, self-esteem, and the knowledge of the uniqueness of the self and of sameness" (Knight, 1990:1). It is both a self-actualizing process in which individuals strive to expand their awareness of themselves through integrating their unconscious with their conscious self (Jung, 1957:7-8), as well as a process which involves going beyond themselves to a sense of universal relatedness when "the individual comes to feel, beyond any shadow of a doubt, that he is fundamentally one with the entire universe, with all worlds, high or low, sacred or profane" (Wilbur, 1979:3).

According to existential philosophers, for personal growth to begin, the individual needs to acknowledge the existence of the existential givens of being finite and subject to fate, being able to act and subject to guilt, being able to choose and subject to emptiness, and being separate and subject to loneliness. After the acknowledgement, the individual can grow towards the

existential goals which lead to an authentic being-in-the-world. These goals are a sense of rootedness, a sense of identity, a sense of meaningfulness or transcendence, and a sense of relatedness (Oberholzer, 1992:2-3). This sense of universal relatedness involves a transcending of consciousness. Jung has stated that "the self comprises infinitely more than a mere ego... It is as much one's self, and all other selves, as the ego. Individuation does not shut one out from the world, but gathers the world to one's self" (Jung, 1983: 414).

Maslow has described personal growth in terms of a self-actualising concept. He has identified a hierarchy of needs which needs to be satisfied before the individual can be concerned with the process of personal growth. He saw self-actualisation as a striving to establish an authentic self by acknowledging

...that man has an essential nature of his own... [and] there is involved the conception that fully healthy and normal and desirable development consists of actualizing this nature, in fulfilling these potentialities and in developing into maturity along the lines that this hidden, covert, dimly seen essential nature dictates, growing from within rather than from without.

(Maslow, as cited in Corsini and Marsella, 1983: 377)

This authentic self is able to be independent, philosophical, moral, mystical, creative, self-accepting and social. It is to bring into harmony all conflicts within one and in the surrounding environment (Knight, 1990:13-14).

### 2.2.1 Relationship to guidance

The fostering of personal growth in adolescence has fallen within the domain of the Guidance classroom. An aim of Guidance is

...to help each pupil, in the light of his aptitudes, abilities, interests and personality, in a systematic, progressive and organised way to develop to the maximum the different facets of his being, and to find satisfactory solutions for problems which he may experience, inter alia, in regard to social and emotional adjustment, and educational and vocational matters.

(underlining added)  
(CED, 1981: 7)

Guidance is a "personal process... involved with human beings and human affairs" (Mortensen and Schmuller, as cited in Knight, 1990: 1), focused upon the individual as a self for stimulating sound and balanced personality adjustment (CED, 1981: 8) and orientated towards understanding the needs of the pupils and facilitating a process in which pupils have those needs met (Romig and Cleland, 1972; Shertzer and Stone, 1981, as cited in Knight, 1990:2). It is a process in which personal growth is promoted and is central to its aims.

### 2.2.2 Relationship to English

As indicated by the Bullock Report, English has developed into a widely diffuse subject to include language work, oral work, written work, the study of literature and poetry and the study of film. What binds the apparently discrete sections of the syllabus together are the general goals behind the teaching of English. Apart from the development of linguistic skills, these goals include the development of the self, the ability to reason and employ judgement, and the furthering of emotional, moral, social and cultural development.

English teaching, too, places a strong focus on the fostering of personal growth. This is shown in the elucidation of the CED syllabus which states that the general aim of teaching English First Language Higher Grade should be

...to promote pupils' intellectual, emotional, social and cultural development through developing their competence in using the language and through enriching their experience and enjoyment of the language, as well as their understanding of more advanced concepts in literature and language study.

(CED, 1986: 14)

#### 2.2.2.1 Global Aims

The global aims of the CED syllabus state more specifically what must be aimed for, and these aims will be shown to be aspects of personal growth. They include the following:

- \* enthusiasm, originality and active participation is to be encouraged;
- \* pupils' ideas, thoughts and feelings are to be stimulated and enriched;
- \* pupils are to develop an understanding of themselves and their own emotional and moral responses to life and the world around them;
- \* self-expression of ideas, thoughts and feelings through language is to be developed;
- \* communication of the above is to be developed;
- \* to help pupils develop the language skills which contribute to effective expression and communication;

(CED, 1986: 1)

(only relevant aims have been mentioned and paraphrased)

### 2.2.2.2 The role of the teacher

The teacher also plays a pivotal role in the relationship between language competence and personal development. The teacher should be seen by the pupils as a "genuinely receptive audience who responds with enthusiasm and encouragement to what the pupil says or writes" (CED, 1986:15). It is the teacher who must lead the pupil to observe and discuss different states of minds; human responses; human relationships, predicaments, crises and moral values; and to explore his/her own experiences and feelings. It is the teacher who, within a relationship of trust and genuine concern, "will be able to guide pupils beyond personal experience and interests towards exploring and articulating new experiences" (CED, 1986: 15), and it is the teacher who must play a key role in "promoting pupils' ability to express themselves" and who must "stimulate pupils' imaginations" (CED, 1986:15).

## **2.3 CORRELATION BETWEEN ENGLISH AND GUIDANCE**

The subjects Guidance and English both aim to meet the pupil's emotional and social needs, to develop the self, to foster reasoning and judgement, and to lead the pupil to the threshold of life equipped to live a fully satisfying existence. They both strive to foster personal growth.

The next section will look more closely at the relevant aspects of personal growth, providing definitions of each aspect, and examining how they can be said to be promoted in English classes.

## 2.4 DEVELOPMENT OF IDENTITY

### 2.4.1 Definition

The stage of adolescence involves the integration of a variety of roles into a single consistent identity (Erikson, 1968: 159) and identity to Erikson comes from identification. Levin (1992: 185) has described Erikson's concept of identification in the following words: "We become an integrated composite of our identifications with people: parents, siblings, peers, public personages, historical and fictional figures, causes, movements and ideals". The adolescent compares his/her ideas and values with various reference groups and tries to fuse any conflicting identities into a single identity. Combining an Ericksonian and an existential perspective, the adolescent "faces the crisis of identity versus role confusion, with fidelity being the related virtue" (Fischer and Alapack, 1987: 105).

According to Hamacheck (1978:3), identity (or self-concept) refers to "that particular cluster of ideas and attitudes we have about our awareness at any given moment in time" and it includes "a system of ideas, attitudes, values, and commitments. [It] is a person's total subjective environment". Development of one's identity occurs within a social framework. Mead stated that

...the self arises in conduct, when the individual becomes a social object in experience to himself. This takes place when the individual assumes the attitude or uses the gesture which another individual would use and responds to it himself or tends to so respond.

(as cited in Hamacheck, 1978: 16-17)

This shows that identity is established both by how a person's personality is viewed by others and how that person views him/herself. Furthermore, identity is realised in the world, develops throughout life, and is "an interaction between culture and personality" (Levin, 1992: 186). The developing child then needs to see how people in society respond to each other and also needs to receive feedback from his/her peers and teachers on his/herself. It is through this interaction

and discussion that the individual is able to try out various ways of interacting and so allow his/her personality to be moulded accordingly.

#### 2.4.2 Contribution of English teaching

The subject English, being concerned with the fostering of personal growth, is able to provide the environment for the development of identity for there is a link between the development of identity and language development. Andrew Wilkinson stated that

... The development of the personality is inextricably bound up with the development of language. Language is the basic and essential instrument in the humanising of the species ... language and man are in continual interaction ... his ability to establish human relationships, are intimately related to his capacity for language; the frustrations of the inarticulate go deep.... Without oracy human fulfilment is impossible; speech and personality are one.

(as cited in Judy, 1981: 247)

John Rouse (1988: 22) has stated that the teaching of English will "train the young towards a social identity and involve issues of character and morality" [underlining added] and that the aim of every lesson should be "to shape a particular kind of person". As children read of others, so they are able to see different ways in which to act or to be. They are also able to express themselves through writing and so test the validity of different viewpoints. As they see themselves reflected in others, so they develop an objective or social self; as they react to this social identity, so the subjective identity develops (Mead, as cited in Rouse, 1988: 22), and "the discovery of the subjective self and subjective experience and a parallel questioning of adult cultural reality" is central to adolescence as a stage (Kohlberg, and Gilligan, 1971: 1059).

#### 2.4.3 Syllabus

The oral, setwork, and written work sections all facilitate the development of identity. In literature, it is possible for pupils to see their own experiences reflected and they can enlarge their

experience "through facing ideas and feelings which are new to them, in order to develop an understanding of the world around them and an awareness of their own potential" (CED, 1986: 19). As they become aware of their own potential, so they can work towards an authentic sense of identity.

Furthermore, "literature can stimulate pupils to question and to redefine for themselves their assumptions, attitudes and values. It can also open their minds and hearts to new ideas and sensations" (CED, 1986: 21). Questioning and redefining values is the trying on of different roles and is an essential part of Erikson's identity formation.

Oral work provides many speaking experiences which afford the pupils with opportunities to develop personally. It also provides the opportunity for the pupil to be exposed to different impressions socially. The pupils can then utilise writing to order this experience, consolidate it, and reflect upon it, so "crystallizing their thoughts and feelings so that they become more aware and can enjoy communicating sincerely and competently" (CED, 1986: 23).

## **2.5 UNDERSTANDING OF SELF AND OTHERS**

The more one digs into oneself, the more one discovers about the souls of other men.

(Goethe, as cited in Gardner, 1985:21)

### **2.5.1 Definition**

Central to any fulfilling existence is the possession of a clear sense of *who* one is and some inkling of *why* one is. This knowledge is related to development of identity for it is really an acceptance and understanding of the identity, as well as an understanding of one's place in the world. But how does one reach this understanding? Is it a part of the natural unfolding of one's

development or must one be guided towards it? To adopt a phenomenological perspective, one's self is revealed through reflection via others-in-the-world (Fischer and Alapack, 1987: 104). One's self is altered and given back by others and so self-knowledge develops (which can lead to self-improvement and self-acceptance), leading to a knowledge of one's place and role in society and in relationship to others. As Merleau Ponty has stated, "Truth does not 'inhabit' only 'the inner man', or more accurately, there is no inner man, man is in the world, and only in the world does he know himself" (as cited in Romanynshyn, 1982: 99).

Levin, in a study of what *self* is has concluded that

Self is *developmental*; self is *emergent*, emergent from an innately programmed template and from experiences of merger; it comes out of a pre-selfhood; self is *affective*; self is *not body but not disembodied*; self is *conflictual*, in conflict with various components of itself and with the environment, but not only conflictual; self is *object-relational*, coming into being through interaction with others and always mediated by such interactions; and self is *constitutive*, a synthesizer and a synthesis.

(Levin, 1992: 208)

The understanding of one's self therefore involves acknowledging and understanding one's relationships with others, knowing one's own feelings, and integrating one's experiences in the world.

## 2.5.2 Contribution of English teaching

If self-knowledge comes through reflection in others, opportunities can be created to facilitate this reflection. The English classroom is a place where reflection can be focused and a sensitivity to life can be nurtured (Abbs, 1987: 16). Patterns of meanings in society can be shown to pupils through the English syllabus and so become part of their concept of life. Furthermore, reflection on others sheds light on oneself and so one comes to understand one's own functioning.

### 2.5.2.1 Setwork

Literature is any form of words (spoken or written) that involves the bringing together of an experience and a consideration of that experience. The experience itself may be of deep significance for the teller or writer, or it may be nothing more than a remembered incident. The crucial point is that, in the telling or the writing, some *shaping and ordering process* is at work.

(Moss, as cited in Watson, 1987: 49).

Novels or plays are slices of life. They provide the reader with a view on others and an opportunity to consider and discuss the morals, people, happenings, and emotions which they present. According to Lenta (1992: 7-8) "we study literature so that we may learn to deal better with our own lives from the analysis of the second-hand experience that the text offers us." Similarly, poetry is generally *feeling* expressed in words. It, too, allows the reader to view the world through the eyes of others. In fact, Dixon has stated that literature

...widen(s) the understanding of the human state [and that] as students are taken inside the thoughts of people and observe them in action, they can reach 'an increased understanding of themselves and others' and 'a better understanding of their place in the world'.

(Dixon, 1979: 46)

The study of setwork is also the study of "relationships with oneself, with friends, beloveds or strangers, with families, nations, with traditions, ideas, the past, with God, with the natural world" (Gill, 1989: 64) which brings the student into an understanding of the world, of others and of himself. It has great empathetic use, enabling the pupils to "see the world through other people's perspectives" (Knight, 1989: 52) and to explore the ideas, opinions, and interests of their own and of other's cultural experience (Knight, 1989: 52).

The study of literature allows pupils to "expand their experience of life, gain empathetic understanding of other people and develop moral awareness; to increase their self knowledge and self-understanding" (Singh, 1992:14).

It not only shows the pupils the beliefs of others but also allows the pupils to confirm their own ideas and impressions of the world. They learn to "appreciate the complexities of life" and to learn "tolerance of the plurality of existence" (Dixon, 1979: 46).

The study of literature is also a "humanising experience" (Holbrook, as cited in Watson, 1987: 59) and is therefore an essential aid to facilitate personal development in the adolescent. It is also a "personal resource" which the individual can turn to at any stage.

#### 2.5.2.2 Writing

Any form of writing involves thought on the part of the writer, be it personal thought, reflection on the world around him/ her, and/or consideration of contentious issues. It is a means for the writer to internalise observations and to formulate opinions. Through the written expression of these, the writer is able to consider the validity of the views and writing involves "trying to clarify an experience, to express how one regards it; trying to understand people, and to understand one's own nature, trying to represent to oneself the whole span of human life" (Stratta, Dixon and Wilkinson, 1973:34).

As a means of coming to understand oneself and others, writing is an essential part of English teaching. It allows the pupils to take what they have discussed and observed via set works and general living and through composing "to sort through their experiences,

to make sense of their world, and to share their observations with others" (Judy, 1981: 188). The writing has to be "real and personal" in order for the pupils to learn from it (Judy, 1981: 188). The pupil then receives his observations back when the teacher comments on his thoughts or when other pupils respond to the writing. Writing thus allows for a sharing reflective learning experience, "a uniting of individual souls of teacher and learner with those who have taught and learned before" (Sardello, 1985: 426). The teacher "embodies what it is to create, to think, to contemplate ... [and is] ineluctably an image of what it means to be" (Abbs, 1981:494).

### 2.5.2.3 Oral Communication

Oral work is the third aspect of English teaching which facilitates the exploration of the human condition by the pupil. Through discussion in class, pupils can "explore personal relationships, in order to deepen self-awareness and awareness of others" (Stratta, *et al*, 1973: 145). They are also able to test the validity of developing viewpoints through expressing them and allowing them to be challenged by others. They are able to "speak about theories of society or of religion; and to engage in advanced forms of moral judgement" (Corson, 1988: 92) in order to understand the patterns of meaning in their society and to learn to function in that society (Corson, 1988: 92).

### 2.5.3 **Syllabus**

Three areas of the English syllabus have been shown to be particularly useful in fostering this understanding of oneself and others: the study of set works (novels, drama, poetry and film); the practise of writing; and oral work.

The syllabus states that

...because literature explores people's lives and gives insight into their motives, values and feelings - insight not easily obtained from everyday encounters with others - it can increase the pupils' awareness of other people. Cultures differ in values, customs and world view, and acquaintance with the literature of other cultures can help pupils understand such differences.

(CED, 1986: 22)

This shows that the study of set works is not only to allow the pupils to read more effectively, but to increase their awareness and understanding of other people and to allow them to weigh themselves up against others and so "through vicarious involvement ... learn more about themselves" (CED, 1986: 22). In fact, pupils may "acquire more self-knowledge, a clearer perspective on and insight into their own situations, motivations and choices" (CED, 1986: 22) through mere exposure to the way in which writers have ordered experience.

Written work is also seen as an opportunity for pupils to gain more self-understanding and understanding of others by writing about what they have learnt. Pupils "must be guided in their writing to move outwards, towards extending their knowledge of the world and other human beings, and inwards into a deeper understanding of themselves" (CED, 1986: 23). Oral work, too, allows exposure to the viewpoints of others which leads the pupils to an appreciation of the beliefs of others and an affirmation of their own beliefs.

## **2.6 SELF-EXPRESSION**

### **2.6.1 Definition**

Self-expression allows for self understanding to develop, but it also allows for the development of confidence and the establishment of relationships through communication. In fact, "it involves self-discovery and satisfies a person's need to communicate" (Judy, 1981: 187). It allows the social side of one's personality to develop and it enables one to express one's true feelings and so bring out one's true self (Oberholzer, 1992: 8,10).

Self-expression is also important to ensure one knows oneself through making oneself known to others. As Sidney Jourard has stated: "Alienation from one's real self not only arrests one's growth as a person; it tends also to make a farce out of one's relationship with people" (as cited in Hamachek, 1978:246). Self-expression is thus a vital means of facilitating personal growth for it "encourages greater freedom and openness of inter-personal exchange, the medium in which self-knowledge begins" (Hamachek, 1978: 247).

### **2.6.2 Contribution of English teaching**

The object of the teaching of English should be to develop [*sic*] in pupils the power of thought and expression, and the power of appreciating the content of great literary works, rather than to inculcate a knowledge of grammatical, philological and literary detail.

(Hartog, as cited in Doyle, 1989: 34)

English teaching aims to foster self-expression through both oral and written work. It fosters self-growth for "it is through expressive speech 'we are likely to rehearse the growing points of our formulation and analysis of experience'" (Stratta, *et al*, 1973: 147).

Learning to express oneself is also essential to development of character as the "English mind is the element in which we live and work" (Knight, 1987: 7) and learning to express oneself enables one to discover the world and to discover oneself in the world.

### 2.6.3 Syllabus

The world consists of many people and it is essential to be able to communicate one's thoughts and feelings to others in order to function effectively and happily. Oral activities have as their goal the promotion of proficiency in being able to speak fluently, communicate confidently and convey thoughts and feelings convincingly. They should foster the ability for independent and logical thought and the ability "to convey to others their observations, feelings and thoughts in an orderly, convincing and coherent manner" (CED, 1986:2). This proficiency in oral communication "is an important aspect of total personality development and social competence" (CED, 1986: 17).

Self-expression is also an essential goal of the written work section while "the purpose, the audience and the context must be kept in mind and the writing planned accordingly" (CED, 1986: 23). Writing is also a section which cannot be divorced from the other components of the syllabus and the goals of these sections overlap those of writing. Oral activities frequently provide the stimulus for writing and the pupil then moves from one type of self-expression to a more deliberate type while evaluating what he has discussed. Writing involves responding to the set works and critically evaluating lessons from them. It is also linked to language study as it is a means to "learn to use the elements of style such as register, diction, tone, syntax, denotation and connotation, and the use of literal and figurative language" (CED, 1986:5).

## 2.7 CREATIVITY

There is nothing in the mind that did not get there by passing through the senses.

(Aristotle, as cited in Egan, 1985: 160)

### 2.7.1 Definition

Creativity involves a transcending of limits as it draws on the depths of one's personality (Skura, 1980: 129). It is a way in which the 'inner' becomes the 'outer' (Sardello, 1985: 436) and "through the creative elaboration of the psyche's spontaneous imagery we can become agents in our own development" (Abbs, 1981: 478). The fostering of creativity or imagination is essential for personal growth as it is the "process through which subjectivity is given form, memory and coherence ... which is serving a deeper process, the movement ... following Carl Jung, we have called individuation" (Abbs, 1981: 493-494).

It is also vital because it leads to authenticity of self (Abbs, 1981: 492) as it strives against abandoning "the capacity to see and feel what is there" to "the tendency to see and feel what one is expected to see and feel because everybody else does" (Schachtel, as cited in Skura, 1980: 128). When creativity is lost, conformity occurs.

Maxine Greene (1985: 170) describes the power of imagination also as a drawing "towards the unexplored, toward the possible. It opens windows in the actual and the taken-for-granted toward what might be and is not yet." It is the ability to imagine new worlds and so transcend the "oppressiveness of personal and immediate experience" (Sardello, 1985: 429). Furthermore, for creativity to occur, one must establish a space where the student can feel free to symbolize - and thus explore, evaluate, refine, integrate - his own experience" (Abbs, 1981: 494). It is also important for the fostering of personal growth to create this space as Maslow identified the existence of creativity in people as being an indication of the self-actualization process at work (Mitchell, 1971:137).

## 27.2 Contribution of English teaching

To imagine is everything.

(Einstein, as cited in Gilliver, 1988: 4)

The fostering of creativity is an essential goal of English teaching as it involves the development of thought processes, allows for writing skills to develop and enables the pupils to approach the thoughts of others with insight. Furthermore, pupils could be allowed to write on anything topical, thus allowing for spontaneous behaviour (Romig and Cleland, 1972: 297). It broadens minds which has moral advantages. It goes further than to merely be able to imagine and write a story, but allows the pupil to discover why the story needs to be written. It is related to the next section which deals with the development of discrimination and judgement, for creativity enables one to think critically.

## 27.3 Syllabus

The first global aim stated in the CED syllabus (1986:1) is "to encourage the natural enthusiasm, vitality, spontaneity and originality of pupils through their active participation in meaningful language activities". This shows that the fostering of creativity should be at the centre of all that is done in an English class, be it their response to set works, expression in writing or poetry, participation in drama or general discussions in class. All activities in the classroom should be directed towards "redress[ing] the balance in favour of spontaneity, the ability to be expressive, passive, unwilled, trusting in processes other than the will and control, unpremeditated, creative, etc." (Maslow, as cited in Romig and Cleland, 1972: 297).

## 2.8 DISCRIMINATION AND JUDGEMENT

### 2.8.1 Definition

The development of discrimination and judgement is linked to the adolescent's transition from concrete to *abstract, reflective* thought as defined by Piaget (Kohlberg and Gilligan, 1971: 1061). The adolescent discovers the subjective self and subjective experience (as discussed above) and with this a "parallel questioning of adult and cultural reality" (Kohlberg and Gilligan, 1971: 1059). As the adolescent makes choices in life and reflects upon how these choices affect himself and others, so the consequences will determine his sense of right and wrong (Hamachek, 1990: 175).

### 2.8.2 Contribution of English teaching

One of the purposes of literature is that the reader should acquire knowledge, understanding and good judgement.

(Lenta, 1992: 4)

Discrimination and judgement are vital skills to function as a morally thinking individual. The development of these skills should be at the forefront of the English teacher's goals as by the age of fourteen many adolescents begin to

...reason more by means of verbally stated hypotheses ... They show a desire in their thinking to proceed logically from what is possible to what is empirically real: this allows them to develop theories about the world that may be far removed from the world as they perceive it.

(Corson, 1988:92)

The teacher must then guide the pupils to become "observing, thinking beings" (Gilliver, 1988: 6) and the way to do this is again through the study of literature and the expression of oneself in writing and discussion. The study of literature involves "perception, reflection, analysis, speculation, memory, imagination, judgement and feeling" (Gill, 1989: 64) and leads pupils to

an "awareness of and responsiveness to the relevance of imaginative literature to human experience" (Knight, 1987: 6). This is essential in order to be able to treat others fairly and to critically examine the correctness or appropriateness of one's own views (Singh, 1992: 14). It is also central to the development of the pupils' value system which includes a view of the moral structure of the universe and the making of specific value judgements (Wallace-Jones, 1992: 60). Literature reflects "the dominant values and assumptions of the societies that produce them" (Sheeran and Barnes, 1991: 108) and pupils need to discriminate between the values and beliefs that need to be questioned and those which are acceptable in the world. They need "to question the world's appearances and understand how it comes to be as it is, or to learn how to influence it" (Sheeran and Barnes, 1991: 91). In studying literature, the adolescent needs to reach a "level of aesthetic comprehension, expression, judgement ... [behind which] lie moral and philosophic dimensions of the meaning of life, which the adolescent currently questions and the school need to confront" (Kohlberg and Gilligan, 1971: 1084).

### **2.8.3 Syllabus**

The study of setwork should also provide the pupils with a basis for judging their experience and for developing insight and discrimination. Setwork should "meet the intellectual and emotional needs of the pupils concerned, broaden their horizons, increase their capacity for critical thinking and heighten moral awareness" (CED, 1986:23). Critical thought is to be fostered through allowing pupils to provide personal responses to the works and to evaluate these responses. The responses are to be their own as this will develop their ability "to analyze, interpret and evaluate". In particular, pupils are to develop a "critical and discerning attitude towards television and film and should be encouraged to explore ideas and make judgements in regular class discussion and in the writing of reviews and analyses" (CED, 1986: 20).

Related to the ability to discriminate and to think critically is the fostering of moral development through enabling the pupils to question and challenge society's basic values. They should learn to empathise with others but also to allow this skill to challenge their own values and feelings (CED, 1986: 3, 21).

Writing involves responding to the network and critically evaluating lessons from them. It can also lead them to discover that language is "a means of abstraction" and that they can use it "to formulate ideas and judge with insight the message of others" (CED, 1986:27). In writing, pupils can also explore "logical reasoning, awareness of some of the main fallacies in thinking and logic; and correct use of logical connectors... and comparisons to link ideas" (CED, 1986:25).

Finally, oral work does not concern itself only with speaking but also with listening, as improvement in listening skills will facilitate communication and learning across the curriculum and throughout life. Pupils are to develop the listening skills of being attentive to what others say, listening with sensitivity and discrimination and an open mind. They should "develop the ability to listen critically to information, to understand meaning, and to recall accurately what has been heard" (CED, 1986: 18).

## 2.9 EMOTIONAL DEVELOPMENT

Almost anybody can learn to think or believe or know, but not a single human being can be taught to feel. Why? Because whenever you think or you believe or you know, you're a lot of other people: but the moment you feel, you're nobody but yourself.

e.e. cummings

### 2.9.1 Definition

Adolescence is a time of making emotional adjustments and of having to cope with such adjustments for the first time (Hamachek, 1990: 121). The adolescent has to deal with issues such as "Who am I?", increased responsibility, and planning for the future. All these can lead to emotional fluctuations while striving to adjust. In these changes, the adolescent can frequently feel alone (Fend, 1990: 103, 109) and needs to be supported in the knowledge that others share their feelings. They also need to understand their different feelings, when it is appropriate to express them, and that doing so in a close relationship "results in the sharing of resources that enhances self-worth as well as the common welfare of the participants (Youniss and Smollar, 1990: 148).

### 2.9.2 Contribution of English teaching

According to Hirst and Peters, as cited in Wallace-Jones (1992: 58), emotional development involves "learning of the countless ways of appraising people and ourselves in terms of a conceptual scheme which is predominantly social in character."

In order to promote this development, one needs to show pupils relationships with others, the commonality of emotional experience, and to make oneself accessible to pupils to provide them with help to cope with their feelings and problems. One has to "be prepared to engage [oneself] with the real feelings, real concerns, real problems of [one's] pupils, exploring with them the issues which excite, perplex or distress them" (Whitehead, 1966: 20).

Apart from personal contact with the pupils, ways of fostering this development in the English classroom involve again the study of literature and poetry. John Stuart Mill has said of Wordsworth's poems that they were a "medicine for [his] state of mind", that they are "states of feeling, of thought coloured by feeling" and that "in them [he] seemed to draw from a source of inward joy, of sympathetic and imaginative pleasure, which could be shared in by all human beings..." (as cited in Watson, 1987: 53).

Poetry allows the pupils to understand that their feelings are shared by others and so to feel connected with other human beings. Poetry and literature, correctly chosen, can also allow one to develop inner resources through having access to deeper meaning through these sources (Bettleheim, 1978: 4), as "literature is about their problems, questions and daily experiences" (Singh, 1992: 17).

Furthermore, Romig and Cleland (1972: 297), in a discussion on the educational applications of Maslow's Humanistic Psychology, have suggested that "schools can directly contribute to emotional development" by teaching children "that to control one's emotions does not necessarily mean to show no emotion at all, but that one can honestly express how he feels in a way that is not destructive". They could be shown pictures or movies of emotions and taught how to recognize them and cope with them. This could be done within writing activities and visual literacy lessons.

### **2.9.3 Syllabus**

A component of the study of setwork is the examination of the pupils' knowledge thereof. It is important to note that the examination does not test academic literary competence alone, but focuses on the ability of the pupils to think critically and to respond personally to the setwork

and the relationships represented within the work. Specifically, examiners "look for honest, personal responses, founded on a sensitive and intelligent understanding of the text" (CED, 1986: 4). The extent to which the pupils have grown in their critical faculties, empathetic ability, and insight into others, is tested. Only if the pupils have developed emotionally, will this occur.

## **2.10 SUMMARY**

English came into existence as a school subject in the latter part of the nineteenth century and was championed by Matthew Arnold who saw it as a means of forming character (1880 Report). The Newbolt Report of 1921 on the teaching of English elaborated on this and indicated that English teaching was a means of fostering personal growth in pupils. The next major report, the Bullock Report of 1975, identified several areas through which personal growth could be promoted through English teaching, and from this English teaching today has developed.

Personal growth was then discussed as a process towards independence and an authentic sense of self. It falls within the domain of the Guidance classroom but not exclusively as personal growth inhabits the aims of English teaching, too. A discussion of aspects of personal growth relevant to the teaching of English followed. These aspects were:

- \* Development of identity;
- \* Understanding of self and others;
- \* Self-expression;
- \* Creativity;
- \* Discrimination and judgement;
- \* Emotional development

Each aspect was defined, followed by a discussion of the contribution of English teaching and an outline of the aims of the syllabus in this regard.

"The act of reading or hearing a story mirrors our experience of life itself: we read as we live along a time-scale, continually seeing things in a new perspective as we look back at what has gone before to make sense of the experience, or look forward to an unknown future."

- Robert Protherough, 1983

# CHAPTER THREE

## METHODOLOGY

### 3.1 CHOICE OF METHODOLOGY

The aim of this research is to establish what pupils say they get out of English classes, with emphasis on personal growth, in order to gauge to what extent the teaching of English can satisfy some of the aims of guidance and counselling. Although the phrase "get out of" is colloquial in nature, it is the most neutral phrase to use to encapsulate the subject area of the research without directing the pupils' responses through the use of words which have specific connotations, such as "gain" or "learn".

As personal growth is essentially a subjective experience, the methodological tool needs to be qualitative in nature, for "qualitative researchers want those who are studied to speak for themselves" (Sherman and Webb, 1988: 7), and qualitative research is a gathering of a subject's views (Bogdan and Biklen, 1992: 209). Furthermore, the researcher is working from an interpretive paradigm based on the phenomenological assumption of the importance of subjective consciousness which is meaning bestowing through reflection (Curtis, as cited in Cohen and Manion, 1985: 31).

Qualitative methods of research thus allow the individual to provide his interpretation of the world, and the justification for these methods lies in the extent to which the research increases our awareness and degree of consciousness (Cohen and Manion, 1985: 26). Theories can then

be developed, grounded on the data generated by the research and supported by the literature (Hutchinson, 1988: 137).

In order to ensure the validity of any conclusions drawn, which in this case will be descriptive in nature, rigorous procedures need to be established for the collecting and evaluating of data within the qualitative framework. Edson (1988:44) states that "...there is no qualitative method *per se*, only methods to gather information with which we construct our qualitative understanding" and the method chosen needs to be outlined and adhered to.

## **3.2 SUBJECTS**

### **3.2.1 The population**

The aim of the research is to find out what pupils in English-medium CED schools say they get out of English classes. The population group for the questionnaire is classes of Standard 10 pupils in English-medium CED schools. Specifically, the classes will be those of teachers who actively encourage exploration of experience leading to individual, personal growth (Dixon, 1969:112) as opposed to merely aiming to develop literacy in pupils.

### **3.2.2 The sample**

As the nature of the research is qualitative and concerned with "the explanation and understanding of what is unique and particular to the individual" (Burrell and Morgan, as cited in Cohen and Manion, 1985: 9), no generalisation to the population is intended, and the sample is one of convenience. Six teachers with reputations coinciding with that mentioned above, were elected through a process of observation and discussion. This was based on the premise that

the researcher is part of the research (Bogdan and Biklen, 1992: 29) and makes interpretations of that which presents itself.

Each teacher had to express the aim of developing the whole child through the teaching of English and not merely advocate literacy. Four teachers belonged to the same English Department and had expressed these aims within a subject meeting. The two teachers from School A were recommended by members of the English Study Group, and expressed a belief in the same aim.

Six classes of six different teachers from two Port Elizabeth schools constituted the sample. Two classes were from School A, a girls only school, and four classes were from School B, a co-educational school. The total number of participants was 124. The following table illustrates the break-down of pupil numbers:

**Table 1: Participants**

School A	Class A	Teacher A	22
	Class B	Teacher B	21
School B	Class C	Teacher C	25
	Class D	Teacher D	21
	Class E	Teacher E	19
	Class F	Teacher F	16
TOTAL NUMBER OF PUPILS			124

### **3.3 THE QUESTIONNAIRE**

#### **3.3.1 Justification**

In order to allow the subjects to express themselves freely within a controlled situation, a questionnaire (see Appendix A) was chosen as the research tool. This was chosen above an interview as a greater number of participants could then be included, and it would also allow for a greater cross-section of pupils than interviews would. It was felt that in initial exploratory research a broad-based selection of data would reveal more than limited in-depth interviews. The research still falls within a qualitative category as the questionnaire can be "used to gather descriptive data in the subjects' own words" (Bogdan and Biklen, 1992: 96). The questionnaire has the added advantage of being rendered anonymously which would encourage greater honesty (Cohen and Manion, 1980: 253). The context of an interview could also be influenced by the dynamics of a teacher-pupil situation which could cause the subject to want to please the teacher and answer what is thought to be expected.

The questions were all of an open-ended nature in order to be consistent with a phenomenological approach and to allow pupils to be self-expressive, using their own words. The disadvantage of this, compared to the interview, is that pupils of limited literacy could be hindered in their responses (Cohen and Manion, 1980: 254). However, in the researcher's opinion, the advantages of the questionnaire outweigh those of the interview for providing reliable data.

The same set of questions were asked under five different headings. This was not an attempt to impose an external structure on subjective feelings, but rather to ensure that all participants expressed views on the same issues. The open-ended questions would still allow participants to choose the dimensions of the questions they would wish to answer which would be a description of their own experience (Marton, 1988: 154).

### 3.3.2 Construction

The five sections were:

- \* **Section A:** Literature ( the study of novels and plays);
- \* **Section B:** Poetry;
- \* **Section C:** Written Work;
- \* **Section D:** Oral (formal/ prepared orals; unprepared orals; debates; and class discussions);
- \* **Section E:** Visual Literacy ( film study).

These sections cover the areas of the CED syllabus which can be used to promote personal growth in pupils. The only section omitted was that of language study, described in chapter two as having no direct relevance for personal growth.

The following questions were asked:

Question 1: In what ways, if any, has the study of *Literature* influenced your attitude towards or ideas about life?

Question 2: In what ways, if any, has the study of *Literature* contributed towards your development as a person?

Question 3: In what other ways has the study of *Literature* influenced you?

Question 1 asked in what ways the section influenced the subject's attitude towards or ideas about life, while question 2 inquired directly about the contribution of the section to the subject's development as a person. One's ideas about life contribute to one's development as a person and the questions can be seen to overlap, but it was deemed necessary to inquire about them separately. This was to ensure the pupils focused on both aspects and to direct the pupils to the areas about which this study required comment. Question 3 was included to allow the pupils to comment on any influence that the previous questions had not allowed for.

As already mentioned, this same set of questions was asked with respect to poetry, written work, oral work and visual literacy.

### **3.4 PROCEDURE**

Initially permission was elicited from the Cape Education Department to undertake this research. The teachers were then selected as described and invited to participate in the research. The researcher informed the pupils about the nature and aims of the research and that their questionnaires could be rendered anonymously. The fact that there are no right or wrong answers was stressed.

The questionnaire (see Appendix A) was then administered. The participants had one hour during class to complete the questionnaire. The participants were not permitted to take the questionnaires home to complete. This was to ensure that there was no discussion about their replies and so that the researcher could be on hand to answer any queries about the questions that might arise. At the end of the administration, the researcher thanked the participants and assured them that a summary of the researcher's findings would be available should they wish to consult this.

A pilot study was conducted on one class taken from the same population. As no wording of the questionnaire was altered, the pilot class was included in the final study.

### **3.5 DATA ANALYSIS**

After the completion of the questionnaires, a content analysis of the responses to each question under each section was done. Content analysis involves taking the universe of content and categorising it according to a unit of analysis (Kerlinger, 1986:479). In this research, the universe of content involved taking the three questions under each section as a whole and using themes as a unit of analysis. The responses were read through and fifty-nine categories emerged from this. All the data garnered under each section was coded and rearranged accordingly into the various categories. The broad categories were then narrowed down by identifying linkages between the categories and "seeing what goes together or what has common properties" (Sanders and Pinhey, 1983: 362).

The groups were organised according to the dimensions of personal growth which they indicated and were finally grouped according to the six aspects of personal growth which the English subject purports to promote. Any themes other than personal growth were linked appropriately. As personal growth is a holistic development, the dimensions overlap to a certain extent, and responses could be relevant to more than one category. However, each response was placed in the dominant category.

Essentially, the responses were not quantified as according to Kerlinger (1986:481), "if the materials are not representative or if the category items are relatively infrequent, generalization from statistics calculated from them is unwarranted". The results in this study are intended for heuristic and suggestive purposes as discussed by Kelinger (1986:481). However, the responses under each section were counted and tabulated in the introduction to each theme. This was done to indicate the role each section of English teaching played and does not relate to the number of pupils. As three questions in each section were grouped together as one, one pupil may have responded in a similar manner to each question and each section.

A discussion of the theme of each group followed and particular mention was made of which sections of the English syllabus contributed to each theme. The data is recorded in Appendix B in the order in which the themes are discussed in chapter four. For example, the first theme is development of identity and this is numbered 4.2 in appendix B. When a response is referred to in chapter four, the number appearing in brackets after the reference corresponds with the number of the quote recorded in appendix B under that theme.

I am sure you could never realize the extent of your influence and I am sorry, too, that I only realize now, what a major part English classes have had in my life. You taught us about life and how to succeed in life.

*Std 10 pupil, 1993*

# CHAPTER FOUR

## RESULTS AND DISCUSSION

### 4.1 INTRODUCTION

English teaching has several aims, some of which should facilitate aspects of personal growth within pupils. This study sought to establish what was occurring from the pupils' vantage point as a result of English teaching. Several different themes emerged illuminating the varied yet shared experiences of pupils within the walls of the English classroom. As the focus of the research rested on the personal growth which English might be promoting within the pupils, these themes were viewed in the light of personal growth and there is clear evidence that such growth did indeed occur.

The major personal growth themes are documented and discussed first, followed by a discussion of the other themes emerging from the pupils' responses. The themes are:

- \* development of identity
- \* self-expression
- \* discrimination and judgement
- \* appreciation of life
- \* appreciation of cultural knowledge
- \* reading
- \* negative outcomes
- \* understanding of self and others
- \* creativity
- \* emotional development
- \* general knowledge
- \* enjoyment
- \* language skills
- \* miscellaneous.

## 4.2 DEVELOPMENT OF IDENTITY

### 4.2.1 Introduction

The 62 responses relating to the development of identity are illustrated in table 2.

**Table 2: Development of identity**

LITERATURE	19
POETRY	9
WRITTEN WORK	21
ORAL WORK	6
VISUAL LITERACY	7

The literature and written work sections indicated the greatest contribution to the development of identity in pupils, with poetry, oral work and visual literacy all making a similar contribution. As literature involves reading about the lives, experiences and feelings of other people and responding to this, it is possible that the pupils will be able to develop their own identity through the study of literature. Written work allows for pupils to place their increasing insights onto paper and to try out different options which then allows for them to formulate their own identity accordingly.

Several broad categories emerged from the responses relating to this section, namely,

- i) a placing of one's life in perspective, coupled with a growing sense of maturity;
- ii) an incorporation of the views of others into one's life;
- iii) an emerging of the true-self and the strengthening of this self.

### 4.2.2 Placing of lives in perspective

Literature studies (1-5), written work (29-32) and visual literacy (56-57) all contributed to the placing of lives in perspective. Hamacheck (1978:3) defined identity as "that particular cluster of ideas and attitudes we have about ourselves at any given moment in time", and it is important

for the adolescent to be able to stand back and view those attitudes within a framework. Relating to this, literature is able to help "me to put my own feelings and points of view about certain issues into perspective" (2) and written work is able to "enlighten me on the fact that I am not unique because my thoughts are not" (30), while visual literacy "puts things into perspective" (56).

Poetry appeared to make no contribution to this section. This could be due to the fact that literature and visual literacy show life in greater detail than poetry which would normally deal more concisely with an aspect of living. Oral work could be seen as an opportunity for perspective to be developed, despite the lack of responses to this section. Perhaps oral work is more a sharing of ideas than a distancing of oneself to see oneself in relation to others. However, one pupil stated that "oral lessons and the hearing of other people's views and ideas has caused me to realize that life depends on the individual and how he/she interacts with society" (50) which shows evidence of gaining a new perspective on life - that life involves interaction. This response overlaps with the next section which indicates an interaction and incorporation of the views and ideas of others.

#### **4.2.3 Incorporating the views of others into one's life**

Literature studies (6-12), poetry (20-22) and oral work (50-52) are the areas of study which expose the views of others to the readers and allows for these views to affect the development of identity. Rouse (1988:22) has stated that the "child learns along with language the attitudes of other individuals towards itself and each other and becomes an individual reflection of the general pattern of social attitudes in which all these individuals are involved".

In the words of a pupil "studying novels forces one to compare oneself with the characters and to see what others might think of you and then improve where there were faults" (8). This supports the idea of the identity arising as a reaction to the attitudes of others to one, as does

the statement that "my attitude has changed because of poetry and I have developed as a person" (22).

In the oral work section, a pupil felt it "perhaps has helped me to be more realistic through hearing others' views on topics" (52) which shows a development as a result of interacting with the views of others.

#### **4.2.4 Emerging and strengthening of the true self**

Protherough (1983: 14) has stated that "a story does not take on its full meaning and significance *unless* something happens to the reader" and he cites D.W. Harding as suggesting that "responding to a great work means becoming something different from your previous self". All five sections of English teaching under study showed a contribution towards this emerging, changing self: literature studies (13-19), poetry (23-28), written work (33-49), oral work (53-55) and visual literacy (58-62).

Literature has taught a pupil "to be more of myself, let my true self escape like Catherine and Heathcliff" (17) which shows a change in the previous self.

Poetry has facilitated a change in one pupil from being cynical to being romantic (26) and has led another to "ask questions about life and our being and stimulated thoughts and ideas about the answers" (28). The answers show a changing of the self in terms of the new self which ties up with the aim of the syllabus that literature (which includes poetry in the syllabus) "can stimulate pupils to question and to redefine for themselves their assumptions, attitudes and values" (CED, 1986:21).

Written work (33-49) provided the greatest opportunity in this area as it is an avenue for pupils to express how they are developing. It "makes me bring out ideas on what I'd like to do with my life someday" (38) which entails developing an identity to fit a certain occupation. Written work also enables one to "realize who I really am, and who I would like to be, also what I would like to do" (40) and

...writing about your feelings (or perhaps being forced to) has actually reflected my personality or ideas which are really deep-rooted. Suddenly your opinions and views are on paper and often you were unaware you felt so strongly about something.

(43)

These responses show the individual slowly becoming aware of who he/she is and how to exist in the world. It shows that English can, through writing, realize its potential for pupils to interrogate the world about them, to take a stand, and to engage actively in development, for "writing about your personal ideas forces you to make an opinion or set a standard for yourself. Thus it helps you to decide what type of person you are" (45). This would seem to refute Sheeran and Barnes' (1991: 89-92) assertion that English, through writing, should be achieving an interrogation of and acting upon the world but is failing to do this.

Oral work is an opportunity for pupils to say what they are feeling and in doing so try out different ways of being to develop an authentic self. Oral work has "helped me become more myself and more confident in life" (54) and "has helped me to accept criticism" (55). This shows a strengthening of the self, for if one can accept criticism, one feels that one's true self is acceptable and worthy and not hidden behind a false self (Oberholzer, 1992:8).

Finally, visual literacy can also be used to foster the development of identity: "All movies affect one - whether or not noticeably, they do. Our subconscious is attuned to what we see - and

what we see we imitate and do" (62). The imitation is the trying out of identities, but pupils then need to be guided to question what is the most effective role for them. Pienaar (1991:40) has stated that "the narrative text [of the film] should thematically encompass those morally sound lessons we would look for in 'good' literature". The identities which the pupils are led to try out from the film need to be positive ones.

#### 4.2.5 Summary

The development of identity or self is promoted through English teaching, particularly by means of literature study and written work. The study of setwork enables pupils to place their lives in perspective and so to see themselves in relation to others. Literature studies, poetry and written work all allow for the views of others to impact upon one's self and to mould one's identity as a result. Finally, the emerging and strengthening of the true self is continually at play as pupils begin to express through written work and oral work how they are developing and try out authentic ways of being.

### 4.3 UNDERSTANDING OF SELF AND OTHERS

#### 4.3.1 Introduction

There were 221 responses which indicated a growing understanding and acceptance of self as well as an understanding of others. These responses are illustrated in table 3.

**Table 3: Understanding of self and others**

LITERATURE	80
POETRY	51
WRITTEN WORK	28
ORAL WORK	34
VISUAL LITERACY	28

All sections showed evidence of an increasing understanding of self and others. Literature provided the greatest opportunity for understanding of self and others to occur, while poetry also showed a significant number of responses.

The broad categories which emerged relating to an understanding of self and others are:

- i) reflection on "who I am" and "why I exist";
- ii) relationship between self and others;
- iii) general learning about and understandings of others;
- iv) an understanding of the complexities of life;
- v) evaluation of the viewpoints of others.

#### **4.3.2 Reflection on "who I am" and "why I exist"**

Literature (1-6), poetry (81-86), written work (132-143) and oral work (160-163) all showed evidence of having contributed towards the pupils' growing understanding of "who" and "why" they are and that "as students are taken inside the thoughts of people and observe them in action, they can reach 'an increased understanding of themselves and others' and 'a better understanding of their place in the world'" (Dixon, 1979:46).

The comments, "When I read and analyze a novel I begin to see parts of myself in the characters and it teaches me things that are either positive or negative" (2) and "I have come to terms with more of my own feelings and experiences" (82) reflect a growing understanding of themselves through understanding others. The statement "I look at people and life differently and feel part of the world 'and not an alien from mars" (4) indicates a better understanding of one's place in the world which reflects Wilbur's (1979:3) sense of universal relatedness, too. The fact that "it has helped me understand the mysteries life has" (85) shows some wrestling with the question 'why I exist'.

Written work also plays a role in reflecting on one's being and existence. It helps you "to understand your thoughts more easily" (133), "in appreciating and understanding people, situations and [your]self" (137), and to gain "a better understanding of [your]self" (141). It is a means of "trying to clarify an experience, to express how one regards it: trying to understand people, and to understand one's own life" (Stratta, *et al*, 1973:34). Furthermore, this growth in an understanding of who one is can be facilitated/exploited by affording pupils the opportunity to write a number of written pieces about themselves (138).

The oral work responses for this section (160-163) all show learning specific to the individual but this indicates that self-knowledge is increasing.

#### **4.3.3 Relationship between self and others**

The phenomenological perspective discussed in chapter 2 showed that one is led to a natural unfolding of oneself through reflection via others-in-the-world (see chapter 2, p.17). One exists in the world and in relationship with others. English teaching can lead pupils to an understanding of this relationship through literature (7-17), poetry (87-89), written work (144-148), oral work (164-168) and visual literacy (194-198).

Levin (1992:208) has stated that self is object-relational and comes into being through interaction with others. A pupil has stated "I can identify with characters of plays and stories. Therefore I feel more stable to know that someone else out there is and has experienced what I'm experiencing" (9) which indicates that through reflection on others greater understanding and stability of one's self can occur. Furthermore, the study of literature is seen as "psychology" (8,11) as it helps one to examine characters, "become closely involved with them and their feelings" (8) and to relate this knowledge to people one knows and with whom one interacts (11). Literature showed the

highest number of responses relating to one's unfolding relationship with others which could stem from literature's portrayal of people's lives and exposing of them for view.

Poetry, too, facilitates a reflection-via-others as

...there are so many philosophies among different poets. So many different ideas to think about and compare to your own. Nearly every poem has a hidden, deeper meaning true to life, therefore, unlike all the many other subjects, actually teaches you something.

(88)

Likewise, written work is "a way in which others can learn from and about me" (144) and "has made me aware of the influence people can have over you" (145). An aim of the syllabus is to guide pupils "in their writing to move outwards, towards extending their knowledge of the world and other human beings, and inwards into a deeper understanding of themselves" (CED, 1986:26). This is to interact with others in the world and so to "gain and learn from the essays other girls write" (147), "to make sense of their world, and to share their observations with others" (Judy, 1981:188).

As oral work provides the opportunity for pupils to "explore personal relationships, in order to deepen self-awareness and awareness of others" (Stratta, *et al*, 1973:145) one would expect a greater number of responses relating to a growing sense of relationship between self and others. Nevertheless, it did lead a pupil to the understanding that he/she is more comfortable in a passive role, observing the interactions between others (164) and another pupil to realise that "life depends on the individual and how he/she interacts with society" (165). Visual literacy has led a pupil "to look below the surface of a person or a plot" (198) and to a learning from films as "in some films my life can relate to its content, therefore learning from it" (194).

#### 4.3.4 Learning about and understanding of others

All sections contributed to a knowledge and understanding of others. Literature studies (18-55) and poetry (90-106) enabled pupils to "learn how to see people in 'their' light and understand why they do things" (21), to "understand the dimensions of people better" (33), to "understand that people are different and that how people act and behave reflects their personality" (35). It shows that "people are different" (41) and that everyone feels differently about things" (91) and so through this to come to an understanding of the uniqueness of self necessary for personal growth (Knight, 1990). The study of poetry has revealed that one has to look below the surface of people in order to understand them (94, 98, 102, 103, 105, 106). It confirms that the study of set works (literature and poetry) does allow for an expansion of the pupils' experience of life and a development of empathetic understanding of other people (Singh, 1992).

Three responses came from written work (149-151) which made one pupil "observant of people's reactions, lifestyles, dress-sense, character" (149) and another to think about the topics which led to a better understanding of the world (151). As written work is a reflective experience of an individual writing down his/her thoughts, one could argue that one would not expect many new learning and understandings to emerge from this section.

Oral work (169-183) and visual literacy (199-210) both enabled pupils to learn about others. Oral work involves giving voice to your opinion, talking about yourself and so lends itself to providing "insight to the person doing the oral" (171) and to showing "a different perspective on certain subjects, and how other people feel about them" (177). Visual literacy, through the choice of film (in the case of the classes participating, this choice was Witness) can show "visually other lifestyles and philosophies" (202) and can teach one to look deeply into the story and realize that many actions of people are symbolic (209). This will enhance one's interactions with others by

not being quick to judge people by first impressions. Visual literacy can be used for the same purpose as studying set works.

#### **4.3.5 Understanding of the complexities of life**

Dixon (1979:46) has stated that through the study of literature people learn to "appreciate the complexities of life" and to understand that life is not straightforward. Pupils have learnt through literature (56-61) to "underst[and] the complexity of other people" (57) and through poetry to become "aware of the problems in my life I never knew existed" (131) which indicates a growing self-awareness.

Visual literacy (212-214) has again revealed similar learning as those gained through literature studies. Pupils learn "about life's complexities" (214) and see "how difficult things in life actually are" (213). Once pupils have been led to an understanding of the complexity of life, they can then be taught the necessary skills to cope with this and to bring into harmony all conflicts within them and in the surrounding environment (Knight, 1990: 13-14). Pupils have also learnt "tolerance of the plurality of existence" (Dixon, 1979:46) through literature studies (62-67) as "people have different values (Antony and Cleopatra) so you have just got to respect them" (63).

#### **4.3.6 Evaluation of the viewpoints of others**

The study of set works is to enable the pupils to explore the ideas, opinions and interests of their own and of other's cultural experience (Knight, 1989:52) and so to enlarge their own personal world (Bullock, 1975:48) which allows them to grow beyond themselves. This has again occurred in pupils through the study of literature (68-80), poetry (120-131) and visual literacy (215-221) which opens up avenues for pupils to be exposed to viewpoints of those experienced in life and to be guided in a discussion of these viewpoints.

Written work (155-156) showed two responses relating to the viewpoints of others which again indicates that in written work the focus is on the individual writer and not on others. However, the writing of argumentative essays could be an area in which pupils could first evaluate the viewpoints of others in order to formulate and present their own opinions.

Oral work (183-193) is an obvious area for being exposed to others' views which broadens the individual's outlook and lays the ground for developing the ability to judge and evaluate the opinions of others.

#### **4.3.7 Further understandings**

Written work (157-159) revealed three responses which did not fit into the above categories. Two were idiosyncratic learning: one about the individual's understanding of his/her writing ability (157); the other a realisation of the lack of effort made (158). The third was a general understanding that written work evoked ideals but no further elaboration was provided (159).

#### **4.3.8 Summary of findings**

All sections promote a greater understanding of oneself and others through a reflection of one's being and existence, one's relationship between self and others from a phenomenological perspective of reflection-via-others, an understanding of the differences amongst people, of the complexities of life and the varied viewpoints which people possess.

## 4.4 SELF-EXPRESSION

### 4.4.1 Introduction

The 257 responses which indicated an increasing ability to express oneself are illustrated in table 4.

**Table 4: Self-expression**

LITERATURE	8
POETRY	17
WRITTEN WORK	78
ORAL WORK	154
VISUAL LITERACY	0

Self-expression involves making one's thoughts and feelings known to oneself and others. It is therefore to be expected that the written work and oral work sections should show the greatest evidence of having promoted this. Furthermore, oral work focuses totally on the individual expressing him/herself verbally, while written work combines self-expression essays with descriptive and imaginative stories which are not a pure expression of self. Poetry is the next highest contributor as pupils indicated an expression of themselves through the writing of poetry.

Three general categories which emerged relating to self-expression are i) communication; ii) the ability to express one's thoughts; iii) listening skills.

### 4.4.2 Communication

Literature studies (1-3), written work (26-31) and oral work (104-123) all showed evidence of an increasing ability to communicate with others. To be able "to communicate easily, appropriately and fluently in diverse situations" (CED, 1986:7) is both a goal of the CED syllabus and is viewed as "an important aspect of total personality development and social competence" (CED, 1986:17).

Literature studies has equipped a pupil to converse with those with similar interests (1) and "has enhanced my interaction with people, to make me more sensitive towards others" (3). Written work equips pupils to communicate with others through writing: "It gives people lifeskills to communicate or to express themselves better in writing" (26) and "it allows you to share with other people the things you know" (27). Oral work has helped pupils to feel more comfortable speaking in front of groups (105-123) which equips pupils to communicate in a sociable group situation as is shown in the response "it caused me to be able to walk into a crowd and make contact with one or more people" (118). It has also "improved communication skills (both listening and talking)" (113) and facilitated the openness of interpersonal exchange. This is viewed by Hamacheck (1978:247) as promoting personal growth, as a pupil can "speak to people with ease and make friends easier through talking (if that makes sense)" (122).

#### **4.4.3 The ability to express one's thoughts**

Hartog (as cited in Doyle, 1989:34) has stated that "the object of the teaching of English should be to develop [*sic*] in pupils the power of thought and expression" and this expression of thoughts has been fostered in literature studies (4-8) and poetry (9-25), but mostly through written work (32-103) and oral work (124-248). The responses can be divided into two categories relating to expression of thought: i) improved skills; ii) increased confidence.

##### **4.4.3.1 Improved skills**

Literature studies (4-8) has produced a reasoning ability within a pupil (4), has equipped another to be conversant through the improving of vocabulary (5) and has taught another the skill of openness and assertiveness necessary for communication (8). Poetry (9-17) has equipped pupils to write poetry and in so doing to "put my feelings on paper" (17) and to one day being "able to write poetry that makes other people think" (11). It has also equipped pupils to express personal feelings (18-20) "a little better than before" (19).

Written work (32-98) has provided pupils with the skill of being able to express their feelings on paper. Specifically, it has given the pupils the opportunity to express their ideas (32-60), feelings (61-79), their own self (80-92), their views about life and experience (93-95) and to provide the opportunity to write (96), the ability to be more open (97) and the desire to write (98). Written work has "given me the practice in putting my thoughts and opinions together in some sort of order" (39) and has led a pupil to realise that "over the last six months I have changed considerably and I find that through writing stories I can express maybe a point of view on that subject" (46). Furthermore, "written work has made me look at myself, to think deeper about what I do and write, to help me to bring out my deeper feelings" (62) which is an enabling of the pupil to access feelings and to express them. It has also shown that to write well you must say what you feel (76). The response which encapsulates all the responses showing improved skills in self-expression is contained in the statement: "Expressing in words becomes easier since you have practised on paper with more time than when you talk" (92).

Oral work (124-162) has also improved pupils' ability to express themselves verbally by affording them the opportunities to practise this skill, whether in formal orals, class discussions or debates. It has taught a pupil "to speak better, more clearly and concisely and to organise my speech well" (145), while leading others to become more assertive in speaking (141-143).

#### 4.4.3.2 Increased confidence

Written work (100-103) and oral work (163-248) have enabled the pupils to grow in confidence in expressing themselves. This mainly occurred through oral work as it is the area in which pupils speak to others and need confidence to do so comfortably. Written work mainly increased confidence in the ability to write letters (101-103) which is

important as a letter is the medium through which a person would normally communicate with someone else in the written form. Oral work responses varied from it has "given me confidence in making public announcements and speaking in front of large crowds" (164), and "my confidence was enhanced" (182), to it has "changed me from an introvert to an extrovert" (234).

#### **4.4.4 Listening skills**

Oral work also taught several pupils listening skills (249-255) which is an important aspect of communication, always a two-way process. The CED syllabus (1986:18) states that "listening is an art... If pupils know why they are to listen and how to do so effectively, the improvement in their listening skills will facilitate communication and learning across the curriculum". Thus when pupils state that "I have listened and appreciated other's orals more" (249) and "you learn to discuss your feelings and listen to other people's ideas" (255), it is encouraging to observe that growth can occur in this area.

#### **4.4.5 Individual examples of self-expression**

There were two responses which showed individual aspects of self-expression. One pupil already viewed him/herself as being outspoken and merely gave voice to that ability (256) while another felt it had "a positive effect on my drama" (257) which probably implies that self-expression and articulation had improved.

#### **4.4.6 Summary of findings**

A growth in the ability to express oneself occurs through the literature studies, poetry, written work and oral work sections. Literature studies, written work and oral work provide pupils with the opportunity to improve their communication skills; all four sections contribute towards the

expression of one's thoughts and improving one's skills in doing so, while written and oral work allow for pupils to grow in confidence. Oral work also fosters listening skills in some pupils. The area in which most of the growth in self-expression occurs is oral work.

## **4.5 CREATIVITY**

### **4.5.1 Introduction**

There were 78 responses relating to creativity. These responses are illustrated in Table 5.

**Table 5: Creativity**

LITERATURE	9
POETRY	19
WRITTEN WORK	50
ORAL WORK	0
VISUAL LITERACY	0

The section which indicated the greatest contribution to creativity was that of written work. This is understandable as it is a section which traditionally requires pupils to be creative and to use their imagination (see chapter 2, p.25). Poetry was the next significant contributor which is also a section which is seen as being a result of creativity. Oral work, however, showed no evidence of creativity which is surprising as one would think pupils would need to exercise their imagination to present topics in an interesting manner. Visual literacy does not require much active participation from the pupils in terms of their own creative abilities and therefore one could understand the lack of responses in this section. However, it is a section which has creative possibilities if the pupils are required to produce their own videos.

Several broad categories emerged from the responses relating to creativity, namely

- i) the broadening of one's imagination; ii) the development of creative thinking processes;
- iii) creativity in emotions, such as being romantic; iv) creative self-expression;
- v) generalising of creative abilities to other art forms.

#### **4.5.2 Broadening of one's imagination**

Creativity was defined to be a transcending of one's limits through a "creative elaboration of the psyche's spontaneous imagery" (Abbs, 1981: 478). The responses showing a broadening of one's imagination indicate that this is taking place in pupils as a result of literature studies (1-5), poetry (10-13) and written work (29-47). A pupil stated that "literature has given me a wonderful imagination" (5), while a response to poetry is that "it enables me to 'dream' constructively as poetry is also 'imagination' and a creation of imagination" (11). Written work is the section which has the greatest influence as it makes "me use my imagination and creativity skills" (39). Again, it is surprising that oral work is not seen as contributing to creativity. This could be a result of teaching methods which appear to focus on the pupils discussing a topic which they were given to research. Topics which lend themselves to original thought, as opposed to researched information could be used instead.

#### **4.5.3 Development of creative thinking processes**

Poetry (17-20) and written work (49-71) both show evidence of fostering creative thought processes. "Poetry allows you to think freely and creatively which is important in your development" (20), while written work "helps to keep the mind creative" (59) and "forces you to think creatively and differently" (67). Written work appears to be the most effective means of fostering creative thought as it is the area in which the pupils have to draw out of themselves within a relaxed and free environment.

#### **4.5.4 Creativity in emotions**

There were seven responses which related to creativity in the emotional sphere. Literature studies (8) and poetry (14-16) have enabled pupils to "be romantic" (8) and to realise "how creative and passionate a person can be" (16). This shows a development in one's expression of emotions and of the understanding of one's feelings. It is also seen as a coping mechanism as the reading of poetry "can even relax you" (21) and to "have imagination in life ... sometimes helps one to get through difficult times" (48). This underlines Romig and Cleland's (1972:297) suggestion that pupils can be taught to cope with one's emotions in a constructive manner. Poetry has been said to be "the language of the imagination and the passions" (William Hazlitt, as cited in Gardner, 1985: 19) so it is the area in which the pupils must be encouraged to allow their minds to flow freely and to give voice to their feelings.

#### **4.5.5 Creative self-expression**

Creative self-expression occurred through literature studies (6-7), poetry (22-27) and written work (72-78). The study of literature is seen as inspiring the reader's mind to create what is being conveyed through the text (6,7). This shows that the aim of the syllabus to encourage creativity through "active participation (CED, 1986:1) is possible in response to reading literary texts. The writing of poetry by pupils allows "me to express myself creatively" (25) and "poetry has inspired me to write some of my own. It is imaginative, creative and fun. To me it is like a puzzle. You can play around with words and their meanings and never actually be wrong" (23).

This confirms the view of Carter (1985:256) that poetry is able to be used for personal transformation if the writing of poetry is encouraged and guided by a fellow transformer.

Written work is a direct avenue through which pupils can show their creativity and can be used to "make me want to write creatively and to inspire other people" (78). The choice of topics is frequently a contributing factor to the pupils ability to write creatively as: "It's made me more creative yet it is often boring to write about a stupid topic" (51).

#### **4.5.6 Generalising of creative expression to other art forms**

Two responses related creative expression fostered through literature studies (9) and poetry (28) to other art forms. One response (9) stated that inspiration can be drawn from literary texts for art works, while the second (28) saw a similarity between expressing yourself creatively through sketching and writing poetry and through the way in which you interpret and view the poetry and art of others. Meredith Skura (1980: 134) supports this idea that creativity works with interpreting previous creativity and has stated that

Creativity is not a matter of dipping a conscious problem into a sea of unconscious magic; it is a dialectical process. Art builds on previous art as the painter explores the traditional conventions, partly, indeed, by regressing in the service of the ego.

(Skura, 1980: 134)

#### **4.5.7 Summary of findings**

Creativity is mainly fostered through written work, although poetry and literature studies also play a role. It broadens the imagination of pupils, develops their creative thinking processes, enables them to cope with emotions creatively, and allows them to be creative in expression of self and to draw creative inspiration from other art forms.

## 4.6 DISCRIMINATION AND JUDGEMENT

### 4.6.1 Introduction

There are 231 responses which relate to the development of discrimination and judgement and these responses are illustrated in table 6.

**Table 6: Discrimination and judgement**

LITERATURE	86
POETRY	54
WRITTEN WORK	27
ORAL WORK	35
VISUAL LITERACY	29

All five sections contributed to the development of judgement and discrimination in the participants with literature contributing the most, followed by poetry. Again, these are the sections through which pupils are exposed to ideas, philosophies, and lifestyles and are taught to discuss what they feel about them. The written work and oral work sections aim at allowing pupils to express their thoughts which would entail thought and then the ordering of their thoughts first. Perhaps written work has the lowest number of responses as it could be associated more with creative thought as opposed to evaluative, analytical thought.

Several broad categories emerged from the responses relating to this section, namely,

- i) development of analytical processes; ii) a questioning of adult reality and of life;
- iii) development of abstract and critical thought processes; iv) fostering of moral values;
- v) fostering of tolerance for others.

#### 4.6.2 Development of analytical processes

Gilliver (1988:6) has stated that the teacher needs to guide the pupils to become "observing, thinking beings" while the CED syllabus (1986:20) states there is a need to develop their ability "to analyze, interpret and evaluate". Literature studies (1-22), poetry (87-99), written work (141-142), oral work (168-170) and visual literacy (203-211) all showed evidence of pupils having developed these analytical processes.

Literature studies showed the greatest influence. Pupils state that "it has taught me to analyze everything that I read and not to just take it all in" (1), that it has "made me aware of the argument the writer has tried to put across" (4) and that it has "made me more analytical... to think about things more clearly" (8). The studying and discussion of literature thus develops the adolescent's thought processes and ability to assess what has been written and what the true meaning is. Furthermore, these analytical processes enhance the individual's interactions with others as one becomes "less superficial in [one's] analysis of people ... less critical of their actions as [one] tend[s] to first want to explore their motives" (12) and one is able to understand conversations more easily (16).

Poetry, too, has enabled a pupil to think logically (87), to see beneath the surface (89,92,94-98) and to apply this to life by learning "to analyze people's moods, feelings" (93). This shows that pupils can be led to an "awareness of and responsiveness to the relevance of imaginative literature to human experience" (Knight, 1987:6).

Visual literacy, as part of setwork, played a similar role in developing analytical processes (203-207), particularly as pupils are taught to analyze technical details of the films (Pienaar, 1991:41), and then in applying this skill to life by thinking about the deeper meaning of the film (208-210).

One pupil, however, felt that too much analysis of the film would actually destroy the essence of the film (211).

Written work (141-142) showed two responses, and oral work three (168-170), to this section, perhaps because the focus of these sections is on what the individual produces and not on a consideration of what is meant by the work of others.

#### **4.6.3 Questioning of adult reality and of life**

Literature studies (23-41) and poetry (100-112) showed the most responses indicating a "questioning of adult and cultural reality" forwarded by Kohlberg and Gilligan (1971:1059) as an aspect of adolescent development. Pupils have learnt "to consider whether I agree or disagree with the authors" (23), "to be exposed to other people's views and also to decide for yourself where your morals lie" (31) and to see how different the thoughts of others are, to criticize them and to alter yours if necessary (39). It has also taught pupils to be open-minded (28-40, 102-106) which would allow for a questioning of the norm and an altering of views if necessary. One pupil even realised that "women can achieve fame and be successful" (24) which implies a rejection of the view that men are superior to women.

Written and oral work also showed an opening for allowing pupils to question the accepted. Written work helped a pupil to "go against the flow" (144) and another to consider both views. The response, "it has opened new doors, often the topics we are given are not things that you would normally sit down and think about, research or develop an opinion about. Therefore it forces you to think on a wider scale" (147), underlines the importance of the choice of topics which need to challenge the pupils to question and consider until they formulate their own beliefs. Oral work also plays this role but has the added advantage of making pupils "more open-minded by listening to the views of others in debates and class discussions" (175).

#### **4.6.4 Development of abstract and critical thought processes**

A further characteristic of the development of discrimination and judgement is that of critical thought. It is related to the previous sections as it implies a questioning attitude but one which examines all aspects and decides on an appropriate alternative with sound reasons if necessary. As expressed in the CED syllabus (1986:3), a goal is that pupils "develop the capacity for critical thinking about, and the ability to form and express their own views on literary works" which would equip them to express views on other matters in life.

All sections fostered this critical thought: literature studies (42-53), poetry (113-127), written work (151-166), oral work (178-190) and visual literacy (213-221). This indicates that all sections can be utilised to promote a critical and discerning attitude within pupils. By studying novels one can "compare oneself with the characters and to see what others might think of you and then improve where there were faults" (45); by studying poetry "you are able to discuss, debate and talk about different poems and what you think they mean" (115) and "by learning about the poets' points of view, [you were] sometimes faced with situations that made [you] stop and think" (116); written work makes you "think for yourself (151-158) and use your insight (159); oral work influences you "to think quicker and use (your) own intellect" (184); and visual literacy makes one a "better critic of movies" (217,219) and leads to "a maturer judgement of films" (218).

#### **4.6.5 Fostering of moral values**

Through literature study, pupils are to "gain empathetic understanding of other people and develop moral awareness" (CED, 1986:3) (underlining added). This has occurred through literature studies (54-69) and poetry (128-134) as well as visual literacy (221-225). The single written work (167) response related to moral awareness.

Many of the responses indicated that pupils saw the literature as containing a moral or lesson (54,56-58) which either reinforced their own morals or values or built up a moral system within them. For one pupil "a story appeals to me because of its small lesson about life that it subtly tells you" (61), while another has "gained certain moral understandings from reading books ... [and] realize[s] what the consequences are" (58). Another view is that "literature is one of the things that build morals and shows you the morals of others" (63).

Poetry has helped a pupil "stand up for what I believe in" (128) which implies an adhering to your own value system, and has "shown moral values by example" (129) and can be a "guideline in a person's life" (134). Visual literacy "allows everyone's thoughts and morals to affect your way of thinking" (225) and can make you "more aware of the message the movie is trying to convey" (223). One pupil felt that visual literacy has simply taught "the lessons/morals that come through in many books eg. To Kill a Mockingbird" (222). This shows the commonalities between literature and film in that both contain content promoting personal growth. However, it is important to study both media as they fulfil different functions.

The single response from the written work section stated that "it has helped me see "what is right and wrong" (167) but no clarification as to how this occurred was provided. The fact that oral work showed no responses in this section could indicate that pupils need to look outside of themselves for a value system which they can evaluate and adopt or refine.

#### **4.6.6 Fostering of tolerance for others**

Out of the development of a value system and an analysis of the viewpoints of others can arise the belief in everyone's right to one's own viewpoint or value system. Essentially, tolerance for the beliefs of others can be fostered. This was shown through literature studies (70-86), poetry (135-138), oral work (191-201) and visual literacy (226-231).

Visual literacy has led to tolerance of religious ideas (229), literature studies to a realisation that "everybody sees art and literature and life from a different viewpoint and although you may not agree, you must respect their ideas" (84), and poetry to a learning to "accept and understand other people's points of view" (136). Literature studies exposed pupils to examples of racial prejudice (71-72,75,79) which enabled them to learn not to show prejudice towards others and "through trying to eliminate prejudice ... development as a person [goes] forward" (79). Oral work has allowed pupils to listen attentively to what others say and to understand the meaning (CED, 1986: 18) and so to realise that "there is not always a correct answer, and that people have different opinions which are to be expressed" (192) and "everyone has a right to their own opinion" (195).

Four responses could be related to the development of discrimination and judgement but differed from the above categories: the responses 139-140 show a positive attitude towards life having arisen out of the study of poetry; response 202 was a personal learning for a particular pupil after realising the consequences of not preparing ahead; while visual literacy (231) has led to an understanding of the difference between reality and fiction.

#### **4.6.7 Summary of findings**

Literature studies and poetry play the greatest role in the development of discrimination and judgement in pupils, possibly because of the content (which frequently contains moral values) and the questioning, analytical manner in which it is taught. Pupils develop critical, analytical and questioning powers of thought, are exposed to moral examples and experience strengthening of their own value systems, while learning tolerance of others.

## 4.7 EMOTIONAL DEVELOPMENT

### 4.7.1 Introduction

The 107 responses pertaining to emotional development are illustrated in table 7.

**Table 7: Emotional development**

LITERATURE	36
POETRY	45
WRITTEN WORK	14
ORAL WORK	5
VISUAL LITERACY	7

Literature studies and poetry showed the highest number of responses relating to emotional development. The novels and poems studied reveal the lives, experiences and feelings of others, allowing for pupils to assimilate learning about their own emotions through vicariously experiencing those of others. Written work would allow for pupils to express their emotions but these responses have been dealt with in the self-expression section.

The broad categories which emerged relating to emotional development are: i) knowledge of deep feelings; ii) empathy; iii) sensitivity; iv) coping; v) further aspects of emotional development.

### 4.7.2 Knowledge of deep feelings

Literature studies (1-19), poetry (37-52), written work (82-91), oral work (96-97) and visual literacy (101-104) all show evidence of pupils becoming aware of feelings - of what feelings there are, of depressing feelings, of shared feelings and of what they feel. This is important as the more knowledge they have about feelings in general, so they can begin to reflect on their feelings and a sense of self-awareness can be fostered. This is a first step in personal growth as it can be used to enable them to access feelings, "not only their emotional responses to present

experiences but also buried feelings from the past, and a generalized attitude or belief about themselves and the world that is built in these feelings" (Oberholzer, 1992: 24).

Literature studies has "taught me to see deeper into the meaning of the book, in other words it has taught me to see what the writer wished to express emotionally" (4) while poetry "helps me get in contact with my emotions" (37), "...is about personal feeling and experience" (42) and "develops your emotions better" (46). Written work is also able to be used to access feelings as is shown in the response: "I've learnt to go deeper into myself and come to terms with my emotions so that I can put them into words" (82) and accessing feelings allows the true self to emerge (Oberholzer, 1992:8). It allows one to develop "because writing essays allows me to come to terms with what I am feeling. And to sort out issues that play important roles in my life" (86). Visual literacy portrays emotions (103,104) and can lead pupils to know "how to feel, what to feel and when to feel" (101).

Apart from an emerging knowledge of general deep feelings, knowledge of depressing feelings and of shared feelings also came through.

#### 4.7.2.1 Depressing feelings

Some of the content of literature studies (7-17) and poetry (47-51) evoked a depressing response from some pupils. On the Beach, a novel about nuclear destruction of the world, brought responses of depression over the brutality of war, the world ending and nightmares which followed (9,10,12,14,15,16,22). Other causes of depressing feelings were works about strife between cultures (8), prejudice and jealousy (11), violence and death (13,47), war (48,51) and "sad, true poems" which show "harsh reality ... setting in" (49). It is important for pupils to be exposed to all types of emotions, but there is cause for concern if poetry "discourage(s) my attitude towards life because all of the poems we

do in Std 10 are about death which does not make me enthusiastic to live in this world today" (47).

#### 4.7.2.2 Shared feelings

Knowledge of sharing the same type of feelings as other people brings about a sense of not being alone in one's emotional responses, of being part of a greater system, of feeling a sense of shared humanity with others. Literature studies (18-19) showed that if one becomes aware of shared feelings, and is able to identify with a character (19), one can feel "more stable to know that someone else out there is and has experienced what I'm experiencing" (18). Poetry also enables one to learn how to deal with one's own emotions and experiences as through poetry "I have seen how other people have gone through experiences which I have shared, and how they deal with it" (52). Oral work also facilitated this learning in one pupil when the realisation dawned that "everyone listening is a person like you. Same emotions, feelings, sense, etc." (97).

#### 4.7.3 **Empathy**

Empathy is an attempt to understand someone by focusing on his/her phenomenal world and immersing oneself in someone's world and experience (Meador and Rogers, 1986:163). Literature studies (20-31), poetry (53-68), oral work (98), and visual literacy (106) all fostered the ability to empathise in pupils which is also a fulfilling of a goal of literature study expressed in the syllabus, namely that pupils "...gain empathetic understanding of other people" (CED, 1986:3). Specifically, literature studies helped a pupil "to understand better when I am reading the feelings that the author is trying to put through to us" (25), to feel compassion for other people (28), to learn about the characters and "become closely involved with them and their feelings" (30) and to put yourself "in other people's shoes" (31). Poetry also helped to

understand the feelings of other people (53-68) and to use this understanding to enhance one's personal relationships: "Because of learning about the poet's thoughts and life, I think it helps me to learn about or understand the feelings of people who are close to me" (64).

#### 4.7.4 Sensitivity

Related to empathy is a sensitivity towards others and their feelings which would imply a respect for other people's emotions. Literature studies (32,33) and poetry (69) both promoted this by making a pupil "more sincere" (69) and showing that "the studying of literature has enhanced my interaction with people to make me more sensitive towards others" (32). Written work also made a pupil "more sensitive" (92) but no further elaboration was provided.

#### 4.7.5 Coping

Several responses - literature studies (34-36), poetry (70-75), written work (93,94), visual literacy (107) - indicated that a study of the set works can equip pupils to cope with emotional problems and different experiences in life. Literature studies (34) and poetry (71) have shown pupils how to cope with depression, that you must "talk about it - don't bottle it up - BUT ALSO NEVER look further into things than what you have to - it will only make things worse" (71). Written work is also able to serve as a means to come to terms with emotions as "it acts as a release when I need to let something out of my system" (93).

Poetry is also a resource you can turn to for whatever mood you are in (74) and the reading or writing of poetry is "not only a useful outlet for emotions but also a relaxing experience" (75). This reflects the view John Stuart Mill held of Wordsworth's poems, that they were "a medicine for [his] state of mind" (as cited in Watson, 1987:53) and shows that pupils can be taught to use poetry as a resource to cope emotionally. It also ties up with Romig and Cleland's (1972:297)

suggestion that pupils be taught to recognize and express feelings constructively as part of emotional development.

#### **4.7.6 Further aspects of emotional development**

Poetry (76-81) also showed individual influences with regards to emotional development. It enabled one to feel passionately about issues (77), another to experience varied emotions depending on the poem (79), while it tempered the cynicism of third (78). A single written work response expressed a longing to "write beautiful stories and get somebody else to feel emotion when reading it" (95).

#### **4.7.7 Summary of findings**

The sections of English teaching which play the greatest role in emotional development are literature studies and poetry. Through the texts, pupils gain knowledge of deep feelings, experience feelings themselves, learn to empathise, learn ways of coping emotionally and can become more sensitive. Written work also allows pupils to express and come to terms with their emotions.

## 4.8 APPRECIATION OF LIFE

### 4.8.1 Introduction

The 45 responses indicating a growing appreciation of life in general are illustrated in table 8.

**Table 8: Appreciation of life**

LITERATURE	15
POETRY	23
WRITTEN WORK	4
ORAL WORK	1
VISUAL LITERACY	2

The section which allowed for the most reflection on life and so to encourage an appreciation thereof was that of poetry, with literature studies contributing a significant amount too. As poetry and literature studied at school frequently deals with what life is about this could be viewed as an understandable outcome. It is surprising that visual literacy did not promote the same appreciation as the films studied also show aspects of life. This could be due to the emphasis on the technicalities of film rather than an in-depth study of the issues raised. Also, seeing something visually possibly does not promote the same amount of discussion as books and poems would.

Three broad categories emerged from this section, namely: i) a widening of one's view of life; ii) an appreciation of the value of life; iii) insight into the necessity to live life to the full.

### 4.8.2 A widening of one's view of life

All sections widened the pupils' view of life with literature (1-7) playing the greatest role. Literature "gives you a broader perspective" (5) and you "get new ideas about life from books" (7). Poetry (16-20) "makes you more aware" (16) and shows you "life from a new aspect and encourage[s] [you] to find the deeper and more profound meaning of poetry and life itself" (20),

while visual literacy shows you "different walks of life and world affairs... a very enriching experience" (44). These responses indicate that the aim of the study of setwork to broaden the horizons of the pupils (CED, 1986:23) is being satisfied. Three written work responses (39-41) also indicated a broadening of horizons and oral work makes you "understand things better" (43).

#### **4.8.3 An appreciation of the value of life**

It also emerged that pupils are learning a new appreciation for the value of life through the study of set works (literature, 8-14; poetry, 20-28; visual literacy, 45). This indicates a possibility for using the study of set works to foster in the pupils an "appreciation of the more important things of life" (25,26) and to see beauty in simplicity (21,22,23,27). It can also be used to foster a more positive attitude towards life (28) which can be an important coping skill when faced with the hardships of life. Related to this, poetry (29-33) can also foster an appreciation of nature within pupils which can be used fully to sensitise pupils to care for the earth.

#### **4.8.4 Insight into the necessity to live life to the full**

Stemming from a general appreciation for life comes the insight that life is brief and needs to be enjoyed while it lasts. This is seen in literature (15), poetry (34-38), written work (42) and visual literacy (45) which states "life has become more precious" (45).

#### **4.8.5 Summary of findings**

Literature, poetry, written work, oral work and visual literacy all open minds to encounter a wider view of life. The study of setwork also leads pupils to a greater appreciation of life and to desire to live full lives.

## 4.9 GENERAL KNOWLEDGE

### 4.9.1 Introduction

There are 55 responses relating to the increasing of one's general knowledge. These responses are illustrated in table 9.

**Table 9: General knowledge**

LITERATURE	26
POETRY	0
WRITTEN WORK	4
ORAL WORK	21
VISUAL LITERACY	4

The greatest number of responses revealing increased general knowledge fell into the literature and oral work sections. Literature has already been discussed as revealing information about other cultures and lifestyles, so it is an area that lends itself to providing general information. Oral work frequently requires pupils to research topics of interest and then to present these findings which would imply an increase in knowledge.

Several categories emerged from the responses relating to general knowledge, namely i) broadening of one's knowledge; ii) knowledge about different people and cultures; iii) a sense of being educated; iv) insight from one's knowledge.

### 4.9.2 Broadening of one's knowledge

Literature (1-12), written work (26-29) and oral work (30-50) were the areas which broadened general knowledge. The study of literature increases general knowledge through the discussions which result from that study (2,5). This underlines the importance of discussions arising out of study and also ties up with the role oral work plays in increasing general knowledge. The broadening of knowledge through oral work occurs as a result of both research and discussion

for "every now and again there is an oral that actually interests me and it may even teach me something new" (42), "for prepared orals I had to research my topic" (50) and "while preparing for orals and investigating different topics, the reading broadened my general knowledge. Other people's orals also gave me a better view on other aspects that I myself had not covered yet" (49).

Furthermore, it is interesting to note that all the general knowledge responses in the oral work section fall into the category of broadening one's knowledge. In the researcher's experience this could be due to the wide scope frequently given to pupils when allocated topics for research.

#### **4.9.3 Knowledge about different people and cultures**

The study of literature also conveys knowledge about different people and cultures (13-19) as does visual literacy (51-55). In the words of a pupil:

Through English I have definitely become more aware of different parts of the world, history, the perception of the future and different people and their lifestyles. Literature has increased my knowledge and I've been able to learn through books.

(17)

From this knowledge about how cultures differ in values, customs and world view, pupils can be led to understand and accept such differences (CED, 1986:22).

#### **4.9.4 A sense of being educated**

Specific responses indicated a sense of being educated through having studied literature (20-23) and having synthesised one's views in written work (28-29). One pupil saw him/herself as "a more intellectual person since reading books and plays" (22) while another viewed written work as helping "to reinforce his/her knowledge for further studies" (29).

#### 4.9.5 Insight from one's knowledge

Two literature responses (24,25) indicated that a greater insight into life can arise from an extension of one's knowledge. The greater insight would be indicative of an increasing maturity within the pupil.

#### 4.9.6 Summary of findings

Literature studies and oral work are the sections which extend the general knowledge of the pupils the most. Pupils broaden their knowledge, learn more about different people and cultures, experience a sense of being educated and gain insight from their increased knowledge.

### 4.10 APPRECIATION OF CULTURAL KNOWLEDGE

#### 4.10.1 Introduction

The 71 responses indicating a developing appreciation for cultural knowledge are illustrated in table 10.

**Table 10: Cultural knowledge**

LITERATURE	29
POETRY	22
WRITTEN WORK	3
ORAL WORK	0
VISUAL LITERACY	17

The network sections (literature poetry and visual literacy) contained the most responses concerning cultural knowledge and appreciation. Written and oral work are the sections focussed on the individual while the study of set works exposes pupils to their cultural background which accounts for the distribution of these responses.

The broad categories indicating an increase in cultural knowledge which emerged are: i) literary knowledge; ii) enrichment; iii) appreciation of literary and cultural background.

#### **4.10.2 Literary knowledge**

The CED syllabus (1986:3) includes in the goals of literature study that pupils "gain some knowledge of basic literary genres and the techniques appropriate to each". Literature studies (1-17) and poetry (30-41) indicate that this has occurred amongst some pupils. The study of "English literature has improved my cultural knowledge to a certain degree" (4) and has enabled one pupil to learn "a bit more about the different styles of literature (eg. Shakespeare's works)" (3) and another to learn "about different writing styles, different times/history" (6). Poetry has enabled pupils to gain knowledge and understanding of poetic forms: "After class poetry you are more aware of the purpose and meaning of poetry's structure and language" (36) and the study of poetry introduces you "to different types of poems, poets and subjects" (39).

#### **4.10.3 Enrichment**

Arising from the cultural knowledge comes an enriching of one's life as shown in literature studies (18-22) and visual literacy (63,64). "Reading literature always enhances your life" (20) and enables you to "become more culturally enriched" (21), although this does depend on the choice of book as On the Beach by Neville Shute was mentioned as being a negative influence (20). Visual literacy has "enhanced my knowledge: even films are deep and meaningful" (63) and is "a very enriching experience" (64).

#### **4.10.4 Appreciation of literary and cultural background**

The CED syllabus (1986:3) stated that an aim of literature study is that "pupils appreciate literature" and "develop some understanding and appreciation of their literary heritage", and that film study should aim to "increase the pupils' understanding and appreciation of film" (CED, 1986:20).

Literature studies (23-29) has shown a fostering of this appreciation by enabling a pupil to realise that Shakespeare's work is beneficial to one (29) and that studying literature can enable one "to appreciate 'language' and how beautiful a talented writer can make a sentence sound. Pictures can be painted with words" (24). Poetry (42-51) has led pupils to "a greater appreciation for poetry as a whole" (50) and to "love reading poetry because it is so mysterious, and studying it made me more aware of how deep it really is" (45). Two pupils have acquired an appreciation of the talent it takes to be a writer (53-54), while visual literacy has led to a "greater appreciation of the depth and creativity of the film industry" (67) and to the realisation that "a film is not merely a form of entertainment but somebody's hard creative work, work which never gets the credit and appreciation it deserves" (68).

#### 4.10.5 Summary of findings

Pupils acquire cultural knowledge through the study of literature and poetry and develop an appreciation of literature, poetry, writing and film. Literature studies and visual literacy also enrich pupils' lives.

## 4.11 ENJOYMENT

### 4.11.1 Introduction

There were 60 responses which indicated enjoyment of the subject. These responses are illustrated in table 11.

**Table 11: Enjoyment**

LITERATURE	21
POETRY	15
WRITTEN WORK	8
ORAL WORK	2
VISUAL LITERACY	14

The sections which produced the fewest responses indicating enjoyment were those of written work and oral work. The number of responses relating to the lack of confidence when presenting orals could account for the low oral response.

The broad categories which emerged from the section relating to enjoyment of the subject are:

i) general enjoyment; and ii) enjoyment of the classics.

#### **4.11.2 General enjoyment**

Most responses indicated a general enjoyment of the subject: literature studies (1-15), poetry (22-36), written work (37-44), oral work (45-46) and visual literacy (47-56). In the literature section six pupils (1,3,6,7,9,12) enjoyed studying novels as they enjoy reading generally. However, there were two (10,11) who stated that they enjoy reading novels but would prefer to do so "for relaxation and enrichment rather than having to study it" (10) as "it has required a great amount of discipline to actually read and analyze material that was just meant for enjoyment" (15).

In the poetry section, a pupil felt it was more enjoyable to read poetry than to study it (35) while three others felt that the enjoyment came as a result of having studied it (27,31,32). This perhaps indicates that poetry is something which pupils need to be taught how to enjoy. Poetry was also felt to contain beauty (34) and be part of the finer things in life (25) and be enjoyed for this.

The responses under the written work section which showed enjoyment comprised four pupils (37,38,39,44) expressing a love for writing, even though writing might not have influenced their attitude towards life. One pupil felt positive towards it (41) while the others found it fun and enjoyable (40,42,43). Instilling an enjoyment for writing in the pupils is important for this could inspire them to give more to their writing and so indirectly reap the developmental aspects of writing discussed above.

The oral work responses expressed an enjoyment of speaking (45) and of presenting orals, having "learnt to control my nervousness" (46).

The visual literacy section gave rise to several responses expressing pure enjoyment of the section (47-56) with film study being "a very enriching experience" (55) and being regarded by a particular pupil as "...one of the best sides to the English course. I never imagined that one can get (or benefit) so much out of a film" (49). This indicates a potential to use visual literacy as a growth area as it becomes a more entrenched part of the syllabus. The remainder of the responses in this section expressed an interest in film study (57-60) which could imply a certain amount of enjoyment being derived from it.

#### **4.11.3 Enjoyment of the classics**

Literature studies nurtured within some pupils an appreciation of the "classical literature", such as the Matric setwork Wuthering Heights and Shakespeare's plays (16-21), illustrated in the following response: "If I had to read a book like Wuthering Heights, I would never have finished it on my own, and now, reading it at school, I REALLY enjoy it" (17). It can also teach one to enjoy a variety of literature (20).

#### **4.11.4 Summary of findings**

Enjoyment can be derived by pupils from the study of English. The setwork section (literature, poetry and visual literacy) provides the most enjoyment. Literature provides pleasure for those fond of reading, while a love for poetry can be instilled through the teaching of it. Visual literacy, like literature, appears to be enjoyed by those who already have a love for films.

## 4.12 READING

### 4.12.1 Introduction

The 18 responses relating to the fostering of the habit of reading in pupils are illustrated in the following table:

**Table 12: Reading**

LITERATURE	13
POETRY	2
WRITTEN WORK	0
ORAL WORK	1
VISUAL LITERACY	2

The section which directly involves reading is the literature studies section so it is understandable that most of the responses appeared within that section.

### 4.12.2 Discussion

The study of literature has encouraged the reading habit (1-10). It has helped "those of us who do not read a lot to get to experience reading at least some books and then it may even influence others to want to read more or to read" (1). The teacher also plays a role in promoting the habit of reading as is shown by the response: "My English teacher always encourages us to read as much as we can, as long as it is of good value, and thus to enrich ourselves. This has encouraged many girls to start reading or to read more" (3).

One pupil has been encouraged to read as "reading makes one learn even more about life" (4) which is a means to continually experience personal growth through increasing one's understanding of others as discussed above.

Literature studies has also introduced pupils to a wider selection of reading (11-13) and to reading "old-fashioned novels" (13). Two pupils have also learnt to read and understand poetry and it "made me want to read more" (14).

Oral work, through research on topics, had the effect of making a pupil "read more books than I ever intended to" (16). Thus research for orals can be used as a means for fostering reading in pupils.

The two responses in the visual literacy section express a preference for reading books as opposed to watching films which seems to indicate that pupils can be guided away from the film culture (if necessary) to extending their minds through the reading of books.

#### **4.12.3 Summary of findings**

Literature studies encourages reading habits amongst pupils as well as a widening of their reading material.

## 4.13 LANGUAGE SKILLS

### 4.13.1 Introduction

There were 113 responses which dealt with the acquisition or improvement of skills associated with the subject. These responses are illustrated in table 13.

**Table 13 : Language skills**

LITERATURE	40
POETRY	14
WRITTEN WORK	33
ORAL WORK	8
VISUAL LITERACY	18

These responses indicated the acquisition of skills and techniques appropriate to the section, as well as a general improvement in language proficiency. Literature involves reading and encountering new words and therefore showed a high number of responses. Written work also involves learning and refining a skill, namely the writing of language, so this, too, revealed a high number of responses.

The broad categories which emerged are: i) vocabulary; ii) appropriate techniques; iii) reading and comprehension abilities.

### 4.13.2 Vocabulary

Vocabulary was mainly extended through literature studies (1-23), but also through poetry (41), written work (55-61) and visual literacy (96-97). The acquisition of vocabulary enables pupils to become more conversant and expressive as it "provides for better English speaking and writing, you learn from the new words you encounter" (9). Written work also aids communication as through it "I have had practice at using a diversity of vocabulary for occasions befitting them; has made me aware of what to say when dealing with certain people or situations" (61).

#### **4.13.3 Appropriate techniques**

The techniques appropriate to literature studies which pupils learnt about include knowledge and assessment of styles of writing (25,27), different genres (26) and the language techniques such as rhyming couplets (28). Poetry (42-45) provided knowledge of the structure of poems (44,45), of poetic devices (43) and of literal and figurative meaning (42). Written work (60-84) provided the opportunity to improve one's use of language (60-65) and practice at writing in different styles of essays and letters (65-84). It also created in one pupil a dislike for writing letters (86) and in another the ability to write faster (87).

Oral work has taught the pupils how to research topics (88-91), which is a vital life-skill, and the procedures to follow in public speaking and debating (92-94). It has also made one pupil "speak correctly and improve my speech" (95). The study of film led pupils to learn about filming techniques, structures of plots, and symbolism of content of shots (98-111). Apart from this, one response related to the film version of the setwork book and showed it "has made me more clear on my setwork books" (112) while another had stated it helped in studying (113).

#### **4.13.4 Reading and comprehension abilities**

The study of literature also showed an improvement in reading and comprehension abilities (29-40). The syllabus states that "the developing of comprehension and study skills as well as vocabulary, enables pupils to read more effectively and heightens their enjoyment of reading" (CED, 1986:21). This is reflected in: "It has made me a better person in some ways. It has developed my learning, reading and understanding skills considerably" (31); and "you feel a sense of accomplishment after you have gone through a specific piece of literature, and in this way it helps when I have another obstacle to overcome because I know I can do it" (40).

#### 4.13.5 Summary of findings

All sections equip the pupils with the skills or techniques necessary for that section. The greatest acquisition is that of vocabulary which then enables the pupils to improve their skills of understanding and comprehension.

### 4.14 NEGATIVE OUTCOMES

#### 4.14.1 Introduction

The 65 responses indicating negative effects are illustrated in table 14.

**Table 14: Negative outcomes**

LITERATURE	16
POETRY	14
WRITTEN WORK	1
ORAL WORK	25
VISUAL LITERACY	9

Written work produced one negative response while oral work produced the most. As the negative responses in each section related to the particular content, each section will be discussed separately.

#### 4.14.2 Literature

There were eight responses expressing a dislike of Shakespeare's work (1-8) because they are boring (1,3,5,6), confusing (5,6) or merely disliked (2,7,8). Two responses (9-10) indicated that studying the novels destroyed the enjoyment of reading it: "It makes me realise that I will never read that book again as it is totally desecrated by classroom analysis and dissection. Pupils should have booklists and reading periods, then book orals" (9).

A single pupil felt literature study involved too much work with which to cope (11) while three were bored by the novels/plays (12-14), especially the language of Wuthering Heights (12). Furthermore, "some of the prescribed books ... had a very negative effect on my opinion of English literature" (15) and put a pupil off reading (16).

#### **4.14.3 Poetry**

Several pupils were bored by the study of poetry (17-21) while others disliked studying it (22-26). One even thought: "Poetry is a waste of time. Why should we do this poetry if most of us never go on to do anything poetic one day" (26). One felt that poetry is "too confusing to be advantageous" (28) while another objected to the delirious state of the poet when writing the poem (29). Finally, too much analysis destroys the essence of the poem (30-32), even though this might help one to understand it (31).

#### **4.14.4 Written work**

The single response in the written work section indicated that it had not been enjoyable as writing is not strong point of the pupil (33).

#### **4.14.5 Oral work**

Most of the responses in this section hinged around nervousness as a result of having to speak in front of people (34-49). While oral work was shown in the self-expression section to produce confidence in some pupils, to reach that stage the pupils need to deal with their nerves. Furthermore, presenting orals can make the individual feel on show and open to criticism as "they make you nervous and make you feel ridiculous and embarrassed. Orals also make you feel like everyone is criticizing you and commenting on you while you speak" (46). This would be so in the case of a pupil who is lacking in self-esteem.

Several pupils expressed a hate for having to present orals (50-55), while one pupil showed a lack of confidence in front of others by sitting silently in class even though able to express opinions at home (56).

#### **4.14.6 Visual literacy**

The study of film can have the negative effect of destroying the enjoyment derived from watching the film (57-61). Too much technical detail is provided (62) and film study can also lead to pupils watching too much T.V. (63-65). However, the motivation behind these responses (63-65) is unclear.

#### **4.14.7 Summary of findings**

The negative responses relating to the study of literature include antipathy towards the study of Shakespeare's work, being against too much analysis of the works and feeling bored by the prescribed works. Boredom is also experienced in the poetry section at times as well as a feeling of there being too much analysis of the poems. Oral work tends to produce a state of nervousness within the pupils as well as a general dislike of presenting orals, while visual literacy destroys the enjoyment of the films, provides too much detail and produces TV-watching habits.

## 4.15 MISCELLANEOUS

### 4.15.1 Introduction

There were 24 responses which stood alone and did not relate to any of the above themes.

These responses are illustrated in table 15.

**Table 15: Miscellaneous**

LITERATURE	13
POETRY	4
WRITTEN WORK	2
ORAL WORK	1
VISUAL LITERACY	4

As the responses included in this section are unique to the individual, they will be commented on briefly within the sections of the syllabus.

### 4.15.2 Literature

There were two responses indicating a possible learning of how "to handle a situation" (1-2). Several indicated that they "did not know" (3-5). Others stated that there was no influence (6,10-13), three referred to learning from sporting magazines (7-9), while one mentioned being confused being reality and fiction (10).

### 4.15.3 Poetry

There were two responses indicating a lack of understanding of the question, one expressing a feeling of being "slightly altered" but no real influence (14), while another was made aware of pollution and poverty (17).

#### **4.15.4 Written work**

One response stated that there was no point in writing essays and that no one had taught the pupil to write an essay (18), while the second response expressed a feeling of not having given it a chance to contribute to the development of the person (19).

#### **4.15.5 Oral Work**

The single oral work response stated: "Public speaking is better" (20). As public speaking falls within oral work, it indicates a misunderstanding on the part of the pupil.

#### **4.15.6 Visual Literacy**

There were two responses relating to the fact that not much had been studied in the area of visual literacy (21-22). Another stated that "films look real, it is unlike reading a book" (23), while the last response indicated that it would not be taken seriously (24).

"Good prose for adolescents stays close to the distinctive characteristics of storytelling. Works to be read should be chosen both for their value as literature as well as for their possible bearing on psychological reactions of young adults."

- Trevor, J. Gambell, 1986

# CHAPTER FIVE

## CONCLUSIONS

### 5.1 SUMMARY OF FINDINGS

There is clear evidence that personal growth is experienced by pupils through English classes and that the teaching of English has an influential role to play in this area.

Themes related to personal growth that pupils stated they experienced were as follows:

- \* Development of identity.
- \* Understanding of self and others.
- \* Self-expression.
- \* Creativity.
- \* Discrimination and judgement.
- \* Emotional development.

Other themes, related to the goals of English teaching but not directly related to personal growth, which pupils stated they experienced were:

- \* Appreciation of life.
- \* General knowledge.
- \* Appreciation of cultural knowledge.
- \* Enjoyment.
- \* Language skills.
- \* Reading.
- \* Negative responses.
- \* Miscellaneous.

## 5.2 LIMITATIONS OF THE STUDY

This study occurred in 'Model C' CED schools amongst pupils who studied English First Language H.G.. The majority of the sample shared English as a home language, thus no generalisations relevant to pupils of other education departments whose home language is not English, can be made. It is also a limitation that the study focussed on a group of pupils who shared a common level of proficiency in English. If the sample included classes of pupils of greater disparities in proficiency, the findings might be different. For instance, a pupil lacking in verbal and linguistic skills might respond on a different level and it would therefore be difficult to compare the responses.

Furthermore, many of the findings indicate that personal growth is promoted through identification with the text being studied. A limitation of the study is that it is not known whether this identification occurs because of the texts being part of the culture familiar to pupils within CED 'Model C' schools. Whether the same extent of personal growth would occur using euro-centric texts with a different mother-tongue group is unknown.

The study also restricted the choice of teachers to those who professed to aim to promote personal growth amongst their pupils. The question needs to be raised whether these findings are relevant only to pupils who share such teachers or would such growth occur in response to the content despite the teacher.

The study was further limited with regards to the findings relating to the visual literacy section. Classes A and B from School A had not studied visual literacy as part of the examinable work in standards six to nine and therefore had not covered it in as great a depth as classes C to F had done. This hampered the pupils in their responses to section E with many pupils stating that it was not applicable to them while others reflected on what they had studied.

Finally, the study was limited due to the lack of research on personal growth and English teaching in South African schools. The researcher was thus working from the foundation of her own knowledge and experience.

### **5.3 RECOMMENDATIONS FOR FURTHER RESEARCH**

There are three major areas in which further research could be of value. Firstly, it would be interesting to investigate from the pupils' perspective how personal growth was fostered through English teaching. The role played by the teaching activities used, the teacher's attitude towards the content and subject, the pupils' attitudes towards the content and subject, and the content itself, needs investigating. Once this is known, teachers can be made aware of specific ways in which English teaching can be utilised to foster personal growth.

Secondly, further research into the personal growth learning which emerged from this study can be undertaken. Teachers' views on the findings of this study can be investigated and can be compared with the views of Guidance teachers. Collaborative research between the two subject teachers can be undertaken to establish the most efficient way of catering for the personal growth needs of pupils.

Finally, samples of pupils studying English First Language from other education departments need to be drawn and their experiences investigated in order to establish more general findings. Also, as more second and third language speakers of English begin to study English First Language, so a need will arise for further investigation to ascertain to what extent the fostering of personal growth is culture-bound.

## 5.4 IMPLICATIONS AND RECOMMENDATIONS

Stemming from the recommendations for further research are implications and recommendations for teachers themselves. Firstly, English teachers need to be reminded of the potential for English teaching to promote personal growth within pupils. In-service training workshops could be held for teachers to examine the content which would be most effective. For instance, written work could involve a greater amount of self-expressive writing, oral activities could be more varied to cater for all aspects of personal growth and a personally transforming poetry programme could be designed. Guidance teachers could also be involved in this training for a sharing of ideas from their perspective for cross-curriculum teaching between Guidance and English.

A second implication is that the choice of texts to be studied and materials to be used is of importance in ensuring the fostering of personal growth as purported by the syllabus (CED, 1986:23). Furthermore, the choice of films to be studied within the visual literacy section should meet the same criteria as those for the choice of literature. The content of the films should meet the same intellectual, emotional, moral awareness and critical thinking needs, and not be chosen purely on the basis of technical details.

## 5.5 CONCLUSION

The study aimed to establish what pupils say they get out of English classes with the emphasis on personal growth. The research findings indicated that they can acquire language skills, general knowledge and derive enjoyment from it, as well as develop in the six areas of personal growth discussed earlier. These findings support the global aims of the CED English First Language Higher Grade syllabus (CED, 1986:1) which were shown to be aspects of personal growth. The findings also confirm the following assertions:

- \* The development of the personality is bound up with the development of language (Wilkinson, as cited in Judy: 1981: 247).
- \* The teaching of English enables the pupils to develop a social identity (Rouse, 1988) and so to become more whole (Carter, 1985).
- \* Through the study of literature, pupils come to learn more about their own lives and develop a greater understanding of others (Watson, 1987; Lenta, 1992; Dixon, 1979; Gill, 1989; Knight, 1989; Singh, 1992).
- \* Through writing, pupils come to learn more about themselves and about others (Stratta, *et al*, 1973; Judy, 1981; Sardello, 1985; Abbs, 1981).
- \* Pupils learn the art of expressing themselves and their thoughts (Corson, 1988; Doyle, 1989; Knight, 1987).
- \* Pupils can develop their powers of creativity through writing (Romig and Cleland, 1972).

- \* English teaching can develop morally thinking individuals through the development of discrimination and judgement (Lenta, 1992; Gilliver, 1988; Gill, 1989; Singh, 1992; Wallace-Jones, 1992; Sheeran and Barnes, 1991).
  
- \* Through the study of English, pupils can come to an understanding of the commonality of emotional experience (Whitehead, 1966; Watson, 1987).

English classes can therefore be used to fulfil some of the aims of the Guidance syllabus.

## REFERENCES

- Abbs, P. (1981). Education and the living image: reflections on imagery, fantasy, and the art of recognition. Teachers College Record. 82(3), 475-496.
- Abbs, P. (1987). The Dynamic Centre of English Studies. The Use of English. 39(1), 15-24.
- Bakker, N. (1987). Slouching towards Bethlehem: Apocalypse Now? In D. Young and R. Burns (Eds.), Education at the crossroads (pp.151-160). Rondebosch: The School of Education, University of Cape Town.
- Beck, C. (1990). Better schools: a values perspective. London: The Falmer Press.
- Bettleheim, B. (1978). The uses of enchantment: the meaning and importance of fairy tales. Harmondsworth: Penguin Books Ltd.
- Bogdan, R.C. and Biklen, S.K. (1992) Qualitative research for education. 2nd edition. Boston: Allyn and Bacon.
- Cape of Good Hope (Province). Department of Education. (1981). Manual and scheme of work for Guidance. Cape Town: Provincial Administration.
- Cape of Good Hope (Province). Department of Education. (1986). Senior secondary course syllabus for English First Language Higher Grade. Cape Town: Provincial Administration.
- Carter, J. M. (1985). Transforming the Self through Poetry. The Clearing House, 58(6), 256-60.
- Cohen, L and Manion, L (1980) Research methods in education. London: Croom and Helm.
- Cohen, L and Manion, L (1985) Research methods in education. 2nd edition. London: Croom and Helm.
- Corsini, R.J. and Marsella, A.J. (1983) Personality theories: Research and assessment. Itasca: Peacock.
- Corson, D. (1988). Oral language across the curriculum. Clevedon: Multilingual Matters Ltd.
- Dearden, R.F. (1972). Education as a process of growth. In R.F. Dearden, P.H.Hirst and R.S. Peters (Eds.), Education and the development of reason. (pp. 65-84). London: Routledge and Kegan Paul Ltd.
- Dixon, J. (1969). Growth through English (2nd ed.). Oxford University Press.
- Dixon, J. (1979). Education 16-19. The role of English and communication. London: Macmillan Education Limited.
- Doyle, B. (1989). English and Englishness. London: Routledge.

- Edson, C.H. (1988). Our past and present: historical inquiry in education. In R.R. Sherman and R.B. Webb (Eds.), Qualitative research in education: focus and methods. (pp.44-57). London: The Falmer Press.
- Egan, K. (1985). Imagination and learning. Teachers College Record. 87(2), 155-166.
- Erikson, E. H. (1968) Identity: Youth and Crisis. London: Faber & Faber Limited.
- Fend, H. (1990). Ego-strength development and pattern of social relationships. In H. Bosma and S. Jacobs (Eds), Coping and self-concept in adolescence (pp.87-109). Berlin: Springer-Verlag.
- Fischer, C.T. and Alapack, R.J. (1987). A Phenomenological approach to adolescence. In Handbook of Adolescent Psychology (pp. 91-107). Oxford: Pergamon Books, Inc. Pergamon Press.
- Gambell, T.J. (1986). Growth in response to literature. English Quarterly. 19(2),130-141.
- Gardner, J. (1985). A kind of glory. Manzini: Macmillan Boleswa Publishers (Pty) Ltd.
- Gill, R. (1989).Review article:Literature and English in Education. The Use of English.41(1), 63-66.
- Gilliver, J. (1988). The hiddenness of teaching. The Use of English. 39(2), 4-8.
- Great Britain. Department of Education and Science. (1975). A language for life: Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the Chairmanship of Sir Alan Bullock. London: HMSO.
- Greene, M. (1985). Imagination and learning: a reply to Kieran Egan. Teachers College Record. 87(2), 167-171.
- Hamachek, D. (1971). Encounters with the Self. New York: Holt, Rinehart and Winston, Inc.
- Hamacheck, D. (1978). Encounters with the self. (2nd ed.). New York: Holt, Rinehart and Winston, Inc.
- Hamacheck, D. (1990). Psychology in teaching, learning and growth. (4th ed.). Massachusetts: Allyn and Bacon.
- Hutchinson, .S.A. (1988). Education and grounded theory. In R.R. Sherman and R.B. Webb (Eds), Qualitative research in education: focus and methods. (pp.123-140). London: The Falmer Press.
- Judy, S.N. (1981). Explorations in the teaching of English. (2nd ed.) New York: Harper and Row, Publishers.
- Jung, C.G. (1957). The Undiscovered Self. Canada: Little, Brown & Company (Canada) Limited.
- Jung, C.G. (1983). Memories, Dreams and Reflections. London: Fontana Paperbacks.

- Kerlinger, F.N. (1986). Foundations of Behavioural Research. (pp.479 - 483). New York: CBS Publishing.
- Knight, R. (1987). Finding a language for 'English'. The Use of English. 39(1), 3-13.
- Knight, H. (1989). The case for 'multicultural literature' in the largely white school. English in Education. 23(1), 51-55.
- Knight, Z. G. (1990) The Contribution of Meditative Experiences to Personal Growth: a case study. M.Ed Thesis. Rhodes University, Grahamstown.
- Kohlberg, L. and Gilligan, C. (1971). The adolescent as a philosopher: the discovery of the self in a post-conventional world. Daedalus. 100, -check- 1051-86.
- Landau, E. D., Epstein, S. L., & Stone, A. P. (1972). Child development through literature. New Jersey: Prentice-Hall, Inc.
- Lenta, M. (1992). Literature is DEBATABLE - gender studies and the canon. CRUX. 26(1), 2-9.
- Levin, J.D. (1992). Theories of the Self. London: Hemisphere Publishing Corporation.
- Marton, F. (1988). Phenomenography: a research approach to investigating different understandings of reality. In R.R. Sherman and R.B. Webb (Eds.), Qualitative research in education: focus and methods. (pp. 141-161). London: The Falmer Press.
- Mathieson, M. (1975) The Preachers of Culture: a study of English and its teachers. London: George Allen & Unwin Ltd.
- Meador, D. and Rogers, C.R. (1986). Person-Centred Therapy. In R.J. Corsini (Ed.), Current Psychotherapies. (3rd edition). (pp.142-195). Illinois: F.E. Peacock Publishing.
- Mitchell, J.J. (1971). Adolescence: some critical issues. Toronto: Holt, Rinehart and Winston of Canada, Limited.
- Moustakas, C. E. (1971). Personal Growth: the struggle for identity and human values. Massachusetts: Howard A. Doyle Publishing Company.
- Moustakas, C. E. (1977). Creative life. New York: Van Nostrand Reinhold Company.
- Naiker, D. (1993). School guidance and counselling in Natal. M.Ed Thesis. Rhodes University, Grahamstown.
- Oberholzer, T. (1992, 7 September). Personal Growth. Unpublished seminar paper. Rhodes University, Grahamstown.
- Pienaar, J. (1991). Teaching film: three years on. CRUX. 25(3), 39-43.
- Protherough, R. (1983). Developing response to fiction. Philadelphia: Open University Press.
- Romanyshyn, R.D. (1982). Psychological life: from science to metaphor. Austin: University of Texas Press.

- Romig, D. and Cleland, C.C (1972). Educational implications of humanistic psychology. Journal of School Psychology. 10(3), 289-298.
- Rouse, J. (1988) Language learning and Identity. English Journal. 77 (2) , 22-28.
- Sanders, W.B. and Pinhey, T.K. (1983). The Conduct of Social Research. New York: Holt, Rinehart and Winston.
- Sardello, R.J. (1985). Educating with Soul: a phenomenological archetypal reflection on higher education. Teachers College Record. 86(3), 423-439.
- Sheeran, Y. and Barnes, D. (1991). School writing. Milton Keynes: Open University Press.
- Sherman, R.R. and Webb, R.B. (1988). Qualitative research in education: focus and methods. London: The Falmer Press.
- Singh, L. (1992). Using drama to teach literature. CRUX. 26(1), 14-18.
- Skura, M. (1980). Creativity: transgressing the limits of consciousness. Daedalus: Journal of the American Academy of Arts and Sciences. 109(2), 127-146.
- South Africa. (1992). National Education Policy Investigation (NEPI): School Guidance and Counselling Research Report. FIRST DRAFT: 8 June 1992.
- Stratta, L., Dixon, J., Wilkinson, A. (1973). Patterns of language: explorations of the teaching of English. London: Heineman Educational Books Ltd.
- Wallace-Jones, J. (1992). The structure of feeling. English in Education. 26(1), 58-73.
- Watson, K. (1987) English Teaching in Perspective (Revised edition). Milton Keynes and Epping: Open University Press & St Clair Press.
- Whitehead, F. (1966). The Disappearing Dias. A study of the principles and practice of English teaching. London: Chatto & Windus Ltd.
- Wilbur, K. (1979). No boundary: Eastern and Western approaches to Personal Growth. Los Angeles: Centre Publications.
- Youniss, J. and Smollar, J. (1990). Self through relationship development. In H. Bosma and S. Jackson (Eds.), Coping and self-concept in adolescence (pp.129-148). Berlin: Springer-Verlag.

APPENDIX A

**RHODES UNIVERSITY**  
**EDUCATION DEPARTMENT**

An investigation into what pupils claim they get out of English classes.

**Researcher: Ms L. Thiel**

---

*You are invited to respond freely to the following questions. There are no right nor wrong answers, merely your own views. The purpose of this research is to allow **you** to say what **you** get out of English classes, be it positive or negative.*

*Please respond to each question honestly and in as much detail as possible. There is no limit to the length of answers.*

---

**SECTION A: Literature (the study of novels and plays)**

1. In what ways, if any, has the study of Literature influenced your attitude towards or ideas about life?
  2. In what ways, if any, has the study of Literature contributed to your development as a person?
  3. In what other ways has the study of Literature influenced you?
- 

**SECTION B: Poetry**

1. In what ways, if any, has the study of Poetry influenced your attitude towards or ideas about life?
  2. In what ways, if any, has the study of Poetry contributed to your development as a person?
  3. In what other ways has the study of Poetry influenced you?
- 

**SECTION C: Written Work**

1. In what ways, if any, has the written work section influenced your attitude towards or ideas about life?
  2. In what ways, if any, has the written work section contributed to your development as a person?
  3. In what other ways has the written work section influenced you?
- 

**SECTION D: Oral (formal/prepared orals; unprepared orals; debates and class discussions)**

1. In what ways, if any, have oral lessons influenced your attitude towards or ideas about life?
  2. In what ways, if any, have oral lessons contributed to your development as a person?
  3. In what other ways have oral lessons influenced you?
- 

**SECTION E: Visual Literacy (film study)**

1. In what ways, if any, has the study of film influenced your attitude towards or ideas about life?
2. In what ways, if any, has the study of film contributed to your development as a person?
3. In what other ways has the study of film influenced you?

APPENDIX B

## 4.2 DEVELOPMENT OF IDENTITY

### Literature

1. It puts things into perspective.
2. Studying certain novels helps me to put my own feelings and points of view about certain issues into perspective.
3. I have matured in my views towards certain more sensitive areas of my life.
4. Literature makes you realise at what maturity level you are as well.
5. It has perhaps made me a slightly wiser person.
6. It has helped me to mature as by studying other people's reactions and experiences, I have also learnt a lesson or something.
7. Literature shows you the views of others about life and shows you new ideas which can be incorporated into your own life.
8. Studying novels also forces one to compare oneself with the characters and to see what others might think of you and then improve where there were faults.
9. It has also shown me various characteristics of people and I have had to decide whether to copy these characteristics or not.
10. When I read and analyze a novel I begin to see parts of myself in the characters and it teaches me things that are either positive or negative.
11. I have made a choice of how to be and how to react to situations.
12. Made me realise that I too could do with my life as I wish.
13. As a whole it has made me a stronger person.
14. It makes me aware of myself as a person.
15. It has made me a better person in some ways.
16. Other books such as "Antony and Cleopatra" showed me how deep real love can extend. The changing personalities resembled my moods and to hear the class laugh and sneer at the book made me realise what a fool I looked like.
17. It has taught me to be more of myself, let my true-self escape like Catherine and Heathcliff.
18. Everything that I know is partly based on literature.
19. I owe my formative years to many hours spent steeped in books.

### Poetry

20. Poetry reveals many different philosophies and ideas. Many of these I disagree with and so poetry has strengthened my own beliefs.
21. I am a true lover of the romantics, but am slowly becoming a realist (perhaps a cynicism?).
22. My attitude has changed because of poetry but I have developed as a person.
23. I have discovered, through school that I really enjoy poetry and it has enhanced me spiritually and mentally.
24. As a whole it has made me stronger.

25. Poems have caused me to think about my life as a whole often and led me to make important decisions concerning my future.
26. I have developed because one learns from the poems one studies. My life is enriched by the poems that I love. And the poets that I love. I have developed to be a more romantically-inclined person, because I love the Romantics. I'm no longer as cynical as I used to be. When I was younger, I was greatly influenced by Pope. But that was because I was cynical about society anyway.
27. Poetry, like written work, has increased my understanding of the universal nature of man.
28. It has made me ask questions about life and our being and stimulated thoughts and ideas about the answers.

#### **Written work**

29. I have learnt how people express their feelings, thoughts and ideas onto paper and that everyone has their own unique and special way in doing this and hence everyone is different.
30. Merely enlightened me on the fact that I am not unique because my thoughts are not.
31. Writing helps me to get things in perspective etc.
32. It makes you think about your life.
33. Builds my own character.
34. It can build character in a person.
35. Made me consider my views on various topics.
36. It has developed my character as a person.
37. I am able to explore my own views on life and actions more in depth -given a chance to learn more about myself.
38. Makes me bring out ideas on what I'd like to do with my life one day.
39. It has made me realise my goals.
40. It has helped me realize who I really am, and who I would like to be. Also what I would like to do.
41. I've learnt about myself, who I am. I've realised that maybe this is my talent.
42. In written work I often write what I believe and show myself my own views.
43. Writing about your feelings (or perhaps being forced to) has actually reflected my personality or ideas which are really deep-rooted. Suddenly your opinions and views are on paper and often you were unaware you felt so strongly about something.
44. It made me think about my thoughts, attitudes, feelings, etc.
45. Writing about your personal ideas forces you to make an opinion or set a standard for yourself. Thus it helps you to decide what type of a person you are.
46. Written work has made me look at myself, to think deeper about what I do and write, to help me to bring out my deeper feelings.
47. In writing essays, I have made some of my own points of view clear to myself.
48. It helped me become more unique and original in my thinking.
49. It has brought about my considering to be a journalist/ author after school.

### Oral work

50. Oral lessons and the hearing of other people's views and ideas has caused me to realize that life depends on the individual and how he/she interacts with society.
51. It made me consider my attitude.
52. It perhaps has helped me to be more realistic through hearing others' views on topics.
53. We've had orals on the future which has made me think about my ideas and plans for my personal future.
54. It's helped me become more myself and more confident in life.
55. It has also helped me to accept criticism.

### Visual Literacy

56. Puts things into perspective.
57. Puts things into perspective.
58. Made me my own person.
59. They have made me as a person, more aware of the consequences and realities in life.
60. Certain characters in the film can be related to and highlight characteristics and views you may have.
61. Made me my own person.
62. I love movies - so discussing a movie(s) is exciting. All movies affect -whether not noticeably, they do. Our subconscious is attuned to what we see - and what we see we imitate and do.

## 4.3 UNDERSTANDING OF SELF AND OTHERS

### Literature

1. I've learnt more about myself, knowing that it could be me the story's about.
2. When I read and analyze a novel I begin to see parts of myself in the characters and it teaches me things that are either positive or negative.
3. The ideas or morals of the novels and plays did not benefit me, as I had already thought of life in that way.
4. I look at people and life differently and feel part of the world and not an alien from mars.
5. My self esteem has improved after realising that women can achieve fame, and be successful even though Cleopatra was notorious!
6. I find that sometimes I limit myself when it comes to reading in that I don't "allow" myself to understand everything in the novel. As a result, sometimes I give up on books half-way and then don't get nearly as much out of them as I could have.  
At school, of course, You're forced to read the book to the end and to understand it - which is great. If I had to read a book like "Wuthering Heights" I would never have finished on my own, and now, reading it at school, I REALLY enjoy it. The teacher helps you along, explaining things, and when I read it on my own I start explaining things to myself. It's surprising how much I can understand and how much POTENTIAL I have to understand. It makes me go back to books I previously abandoned - and I find I understand them better.
7. I don't think that any novels I've read lately, in class, have changed or influenced my life. All they have really done is given me a little more insight on human relationships.

8. I do Literature as a subject, and we do more in-depth studies of novels and plays. As a result one learns a great deal about the psychology of the characters, and becomes closely involved with them, and their feelings. Because of this, I, as a person, have learnt to accept people for who they are, and many times they do things for reasons unknown to us.
9. I can identify with characters of plays and stories. Therefore I feel more stable to know that someone else out there is and has experienced what I'm experiencing.
10. Yes: I've learnt about how people think and during the specific novel you anticipate their actions to a certain degree.
11. Yes, it definitely has - especially with "Wuthering Heights" - it's almost psychology. It helps us look at each character in a lot of detail and we learn to understand different types of people more thoroughly and why certain people do certain things - it gives us a clear view on life. I now know what kind of people I like and why - I love passionate people - bold people who are loud and fun but they also have to have a serious side. I know a person that acts just like Heathcliff in similar circumstances.
12. It has helped me to think about life and people in different ways.
13. Literature has contributed to my development in the way that it helps me understand other people's points of view.
14. Gives me ideas of what might take place in the future - from other people/authors. They also bring out the positive and negative of life that has taken place and that still might take place.
15. The study of Literature shows you various aspects of human life i.e. people's views and cultures. Experiencing all of these various viewpoints can help you understand life and influences your attitude towards life, either good or evil.
16. It has made me more aware of my surroundings.
17. I think that almost everyone I know including myself lives very limited, "sheltered" sort of lives, in the way that they don't know very much about anything, other than what is going on around them (and sometimes not even very much about that), so I appreciate studying literature.. Anyway, that's what I find to be true about myself.
18. It has had a positive influence: with better understanding comes better acceptance of people and situations.
19. It has helped me understand other novels and the characters in other novels, better.
20. It has made me more aware of other people and their circumstances.
21. I have learnt how to see people in 'their' light and understand why they do things. Learning about people's character.
22. Given me understanding of people's actions, reactions and attitudes.
23. It has helped me gain insight into the way other people live and helped me to understand people from different places and times.
24. By reading and studying novels, you are able to learn about different attitudes, views and cultures of different societies.
25. Opened up the way in which people live.
26. That life is not boring and is filled with different adventures for different people. People are different and there is a lot about life and people we don't know.
27. Broadens your knowledge about different people and places.
28. I was also introduced to different cultures, ways of life and different eras.
29. Plays such as The Merchant of Venice and Antony and Cleopatra have taught me about materialism and false characters.

30. I find that after studying literature, I feel that I know more about people themselves. I understand people better now because there are always people who think like the characters in the book.
31. It has (private study of literature more so than English) greatly expounded on my views towards the world and other people - the knowledge available is staggering.
32. Literature has in many ways, enabled me to see the deeper side of life, to learn, understand and interpret the meanings or intentions of people and their habits.
33. It has helped me understand the dimensions of people better in the exploitation of character.
34. It has shown me how people can be romantic, devious, realistic, cynical, angry, hypocritical and many other things.
35. Understand that people are different and that how people act and behave, reflects their personality. The mind is powerful and everyone has a powerful imagination, not only to create the storyline of the novel but also actual depth in which they are written. Literature can be very depressing, relaxing, nerve-wracking, etc..
36. It has shown me other ways of life which are different from my own.
37. In To Kill a Mockingbird one was made more aware of racial prejudice, the attitudes of others.
38. I find the books we have done interesting and moving eg. "Journey's End", "Goodnight Mr Tom", "Wuthering Heights" and "To Kill a Mockingbird". Most of these books have been about topics of everyday discussion. You learn about the people of those times. BUT, it hasn't particularly influenced me. (I really enjoyed those books).
39. In the past I couldn't understand we had to learn such useless oldenday stories (i.e. Shakespeare) but I've realised lately that it can be interesting and one can only benefit by others' experiences and downfalls.
40. It can teach you about life if the particular work is sincerely written.
41. People are all different.
42. There is always an underlying meaning to the novel that makes me think about life in general.
43. It has also given me a good idea of how much the world and people have changed.
44. It makes you understand life better through the eyes of someone else.
45. It has made me aware of the things around me.
46. It does occasionally teach you about the real world but it hasn't really affected me personally.
47. It has encouraged me to read more because reading makes one learn even more about life.
48. Made me think more about certain aspects in life.
49. So that we don't accept things for what they are but look for deeper meanings in things.
50. It has taught me to look deeper into life and what other people think of life.
51. It has given me more insight.
52. I have been inspired to look further than just appearances. and
53. It has caused me to see not only the surface, but the underlying of all.
54. Most of the books we have studied ("Wuthering Heights" and "To Kill a Mockingbird") have shown us about the people of those times.
55. Helped me learn culture and about other people and their ways of life, so that I can be more tolerant.
56. It has broadened my perception of the possible characters making up our world and the complexities of society.
57. I do not think it has influenced me but in a few cases I have understood the complexity of other people.

58. It has definitely influenced my ideas and attitude towards life and taught me many things about life.
59. Literature has made my life a lot more complicated.
60. Literature has in many ways, enabled me to see the deeper side of life - it teaches you to recognize the underlying or hidden feelings hidden below the surface.
61. The studying of literature has taught me to look deeper into the story and to notice the hidden meanings and symbolism that often occur, thus helping me dealing with people in realizing that the person is not only the surface that you see, but many of their actions are symbolic, and beneath their stories are many hidden meanings.
62. Understand that all people are different yet still human beings and can make mistakes.
63. Has taught me to realise that people have different values (Antony and Cleopatra), so you have just got to respect them.
64. Positive, with better understanding comes better acceptance of people and situations.
65. It has shown me that different people have different ideas about life, and that people think differently to me. It showed different perspectives and thoughts.
66. Well, with better understanding of people I think I can accept people more now. [question 2 showed he had learnt to understand and accept people.
67. I've learnt to relate to things in life from different angles.
68. It has opened new viewpoints and views on people's characters even of the author of the work.
69. Showed me the different attitudes of people.
70. It has broadened my views and outlook on the ways of other people.
71. Literature has helped me to see things from other people's points of view, especially the study of To Kill a Mockingbird and our short stories.
72. It has allowed me to see things from other people's points of view.
73. Literature has contributed to my development in the way that it helps me understand other people's points of view.
74. Through literature one is able to look at life from more than one perspective i.e. give a more rounded view of life.
75. You see the different ways of life and learn to respect them.
76. In Wuthering Heights, for example, it has taught me how different or evil people can be but all the novels and plays have definitely taught me something new.
77. It gave me a bit of insight into how to approach certain issues.
78. As a person I therefore tend to be less superficial in my analysis of people. I am less critical of their actions as I tend to first want to explore their motives.
79. Shakespeare is a good example, as reading his work shows us flaws and defects in human nature, teaching us so that we don't have to learn by trial and error. But this learning is not purely from school reading: in fact a small portion, unfortunately, of our English and school work is gaining insight from books into human nature.
80. It hasn't really - only made me realize how fortunate some of us are sometimes as we have become more civilised and taught how it was in bad times i.e. depression and war.

## Poetry

81. However, we had a few rays of light: To Paint a Portrait of a Bird made me realise that I will not be good at everything that I do - only if I practise will I achieve my goals.
82. I have come to terms with more of my own feelings and experiences.
83. I don't really think poetry has affected my development although I have found myself able to cope with certain bad times easier with a better understanding.
84. The study of poetry has not contributed to my development as a person at all. It has simply made me aware of my death in the future.
85. It hasn't really changed my ideas about life. It has helped me understand the mysteries life has.
86. It has perhaps made me a more thoughtful and deeper person.
87. By learning about the poets' points of view, I was sometimes faced with situations that made me stop and think.
88. Poetry to me is my favourite in English. There are so many philosophies among different poets. So many different ideas to think about and compare to your own. Nearly every poem has a hidden, deeper meaning true to life, therefore, unlike all the many other subjects, actually teaches you something.
89. Poetry has really influenced my life because I learn new things all the time. Reading a few lines and then later finding out all the hidden meanings and messages makes me think about all the things we don't see and gives a new picture of life.
90. But it has little influence on my personality. Maybe just a little understanding. I am able to understand what people really mean when they say something.
91. Poetry has taught me that everyone feels differently about things.
92. I realised that not everyone has the same outlook on life as I do.
93. It gives you insight into what other people, the poets, think and feel.
94. Poetry, I find is not as easy as it appears. In order to know what the poet means, one has to look beyond the surface to analyze his personal feelings. In everyday life one has to do this too. Some people I know are extremely hard to understand and I feel as though I don't really know them. But I know that one can't judge a book by its cover, so when somebody does something unexplainable, one has to first find out what his/her intentions were. The best way to analyze people is not by their exterior, shallow appearance, but to analyze them as such to find out the truth.
95. People have different ways of expressing themselves.
96. I love poetry. It's helped me to find out how other people think and feel.
97. Because of learning about the poet's thoughts and life, I think it helps me to learn about or understand the feelings of people who are close to me.
98. To take notice of a person's emotional sides especially others, to realize they're not the person one first perceives.
99. People are capable of wondrous things if allowed (with words).
100. It has made me more aware of life and its stages of development.
101. One learns and understands how others felt about certain elements in life even though I don't always believe that what we say about the poem was the poet's actual intention.
102. It makes you think more about life and the people around you.
103. It helps me to see the deeper meaning of a person's actions.
104. Being able to associate someone with something becomes a challenge and fun.

105. Studying poetry helps to decipher "hidden" messages given to you in other things.
106. I have been inspired to look further than just appearances
107. Poetry is food for thought. It makes you think about life and helps you to realise certain things you may not have thought of.
108. Look at life in a different way.
109. I find that poetry against war is especially effective. Poetry can often reveal the truth of life in a subtle way.
110. Makes you think about different aspects of life, but does not change attitudes towards life.
111. It teaches you about different aspects of life in a subtle way.
112. Taught me some real facts of life.
113. Made me think about different lifestyles.
114. It has made me more aware of what is going on and it has made me stop and think about it.
115. Has given me a wider knowledge of life.
116. I see things in a different light.
117. It has made me aware of its more obscure things in life.
118. It has made me look at things with a different perspective and in reading a poem, I look for the deeper, hidden meanings.
119. Poetry does not influence my life so much because it is difficult to understand, but it has shown me, especially through war poems, how morbid the world can be .
120. Has broadened my knowledge and understanding of people and politics. It hasn't taught me anything new, but has placed ideas into perspective.
121. Made different points of view of people known to me and helped me to see things from their perspective.
122. It has made me more aware of other people's ways of thinking.
123. I enjoy poetry very much and once again it is interesting to see how different people view life and other things. BUT, my attitude towards and about life are still the same.
124. It interests me to hear other people express their views in the form of poetry.
125. Taught me that everyone sees poetry and life from a different viewpoint and although you may not agree, you must respect their ideas.
126. Made different points of view of people known to me and helped me to see things from their perspective.
127. Interesting to find out other people's views on issues.
128. Poetry has helped me see ideas and things in a different light.
129. It has influenced my ideas about life, in that I realise the world isn't a bed of roses, but that a lot of pain and suffering have taken place.
130. Poetry, like literature, has also caused me to see the deeper side of life. It has taught me that sometimes life is unfair, but through the poems that I have studied, it is always revealed that there is always good or peace at the end.
131. It has made me become aware of the problems in my life I never knew existed.

## Written work

132. Made me think about my thoughts, attitudes, feelings etc.
133. It helps you to understand your thoughts more easily.
134. I always learn something new about myself or life (depending on topic).
135. It makes one learn things about yourself better and it brings a lot of self-knowledge.
136. Even if nobody cares, it often helps you to understand and realise new things. Sometimes (with poetry as well) it makes you feel better writing down your feelings rather than speaking about them. Besides, who else understands you better than yourself (except God, of course).
137. Also helps me in appreciating and understanding people, situations and myself.
138. Helped me understand myself better due to the fact that I had to write a number of written pieces about myself.
139. It makes one learn things about yourself better and it brings a lot of self-knowledge.
140. The more I write the more I know myself.
141. Given me a better understanding of myself.
142. It helps me to appreciate and understand other people and myself.
143. Since we have begun writing essays in where we express our thoughts and ideas, it has made me think more deeply.
144. It's a way in which others can learn from and about me.
145. Made me aware of the influence people can have over you, eg. Wuthering Heights.
146. My essays have not really influenced my views on life, it's more other people's.
147. You can gain and learn from the essays other girls write.
148. Makes me see life in full detail and when I see strange things it makes me want to know all about them.
149. Made me observant of people's reactions, lifestyles, dress-sense, character.
150. Made me look at different aspects of life.
151. I've thought about the topics and somehow this has made me understand the world a bit better.
152. Not everyone has the gift of writing.
153. Made me realise I had ideas I never knew I had.
154. Able to think about stuff before actually doing them.
155. I've realised that what you think is a "masterpiece" to yourself might not be to other people.
156. It has made me see other people's points of view.
157. I am more of a verbal person therefore I don't express myself as well in writing as when I speak.
158. I'm too lazy to try - have not fully benefitted from all opportunities.
159. It has evoked ideals.

## Oral work

160. Has made me realize that I'm not really a public speaker.
161. It has taught me something about myself - that public speaking isn't for me.
162. It has made me realise that I can discuss things well in a class but cannot make speeches to large groups. I have debating potential.
163. As a person, I have grown through listening to others' opinions on subjects.
164. Class debates I find I don't enjoy because I can't always counter-act a statement or argue a point, but I enjoy observing if I am not involved.
165. Oral lessons and the hearing of other people's views and ideas has caused me to realize that life depends on the individual and how he/she interacts with society.
166. It's enabled me to obtain information and perceptions from fellow pupils as well as a variety of reactions.
167. Debates and class discussions, once again, help you to understand other people and their views.
168. Caused me to realize the necessity of knowing what is going on around me in everyday life.
169. That some people are very nervous about public-speaking and people communicate in very different ways.
170. It helps you realise that there's nothing or no-one to fear if you express yourself publicly. Everyone listening is a person like you. Same emotions, feelings, senses, etc.
171. They give insight to the person doing the oral.
172. Fun, learnt more about other class members
173. You learn more about class members.
174. You see how differently many people speak.
175. I enjoy seeing how different people behave (body language) and how monotony or different styles can change from one oral to another.
176. Debates and class discussions have given me an idea of how other people think and operate. I enjoy being informed on what "the other person" thinks.
177. Many oral topics have shown me a different perspective on certain subjects, and how other people feel about them.
178. Showed me the different attitudes towards life and other things that the pupils in my class had.
179. You develop an understanding of different people.
180. Get to know other people better and learn different ideas eg. religion, culture, etc.
181. Hearing what other people had to say.
182. You learn more about class members and about subjects they are interested in.
183. Find out interesting facts about your friends.
184. It has shown me how to be more tolerant of others' views and opinions.
185. You hear a lot about what other people think on different subjects and this helps you to formulate opinions. I have heard many interesting ideas and ideals about life.
186. Positive, one should listen to viewpoints of others.
187. I've got to know other points of view and have broadened my knowledge.

188. I have seen and heard other people's opinions, learnt about new ideas through a relaxed atmosphere.
189. Learning about others' opinions, others' points of view.
190. I enjoyed hearing other people's views and interests.
191. I've become more open to new ideas or the way people think considering both sides of the story.
192. I have listened and appreciated other's orals more.
193. They have convinced me that life is not as bad as everybody normally says it is. Life is what you make of it.

### Visual literacy

194. In some films my life can relate to its content, therefore learning from it.
195. Shown me who people react against/ with something.
196. People are all different and in order to be friends with them they should not have to change.
197. It has shown me that a slight change (in this case of angles etc.) can make a lot of difference, and so on in life - it is a case of changing slightly or accepting.
198. I have learned to look below the surface of a person or plot.
199. Taught me about different life-styles.
200. More knowledgeable about how different people live.
201. Saw other people's ways of life and cultures.
202. It has shown me visually other lifestyles and philosophies.
203. Learnt about other people's way of life and the way they live, talk and their ways.
204. More knowledgeable about how different people live.
205. Learn to look at different ways of life.
206. Teaches you about cultures, subjects eg. "Witness".
207. We haven't studied a film as such, but newscasts etc. have shown us different walks of life and world affairs. All in all a very enriching experience.
208. It hasn't really influenced me except perhaps helped me see other countries and learn about other cultures.
209. Same as literature: The studying of film has taught me to look deeper into the story and to notice the hidden meanings and symbolism that often occur, thus helping me dealing with people in realizing that the person is not only the surface that you see, but many of their actions are symbolic, and beneath their stories are many hidden meanings.
210. It has shown me visually other lifestyles and philosophies.
211. Witness has a positive influence on me; I learnt more about cultures, tolerance, love and understanding.
212. The world has become far too modernised eg. Witness.
213. It has shown me how difficult things in life actually are.
214. We have learned about life's complexities.
215. Sometimes true life drama can effect your attitude.

216. Films influence my attitude towards life in a great way because they are realistic and teach you the ins and outs about life.
217. "The Witness" gave me insight to the people's lives and helped me to accept that different people have different ideas on religion. I now understand that other people think that what they believe in is right, I don't have the attitude that what I believe in is right.
218. Not all movies without any violence are loving.
219. Made me aware of my surroundings, how violence is very much part of our lives.
220. Taught me to see deeper into life, also not to take it so seriously.
221. Things aren't always what they seem. There is sometimes a deeper meaning. But then this was also learnt in poetry and novels, etc.

## 4.4 SELF EXPRESSION

### Literature

1. You are able to have a conversation with others who enjoy reading.
2. Helped me to communicate better with people.
3. I would like to think that the studying of literature has enhanced my interaction with people, to make me more sensitive towards others.
4. I'm able to reason with people, understand their feelings a little.
5. It provides for better English speaking and writing, you learn from the new words you encounter.
6. Literature has definitely contributed to my development as a person because I've found through English I have become more articulate.
7. Helps me to know how to express myself.
8. It has taught me to be more open and assertive.

### Poetry

9. In reading poetry I find myself being able to enjoy writing and being able to express my views of topics quite easily and strongly.
10. Poetry has shown me a new way of expressing feelings in a creative way.
11. Reading poetry influenced me to write poetry. One day I hope to be able to write poetry that makes other people think.
12. None really, only that I find it easier to express myself poetically.
13. I have been inspired to write poems myself, to express feelings etc.
14. When writing our own poetry, it has allowed me to express myself creatively - I thoroughly enjoyed this part of poetry.
15. It has influenced me to write my own poems.
16. Made me a more descriptive person.

17. I can now write a poem naturally and in the correct format. In other words, physically I have the knowledge to write the poem correctly and mentally I have developed in such a way that I now know how to put my feelings on paper.
18. It has taught me to express myself more in a personal way with people close to me.
19. It has enabled me to express my feelings a little better than before.
20. Certain poems have influenced me in that they make me think and help me to express myself more clearly.
21. It has built up my self-confidence.
22. I understand some poems and can also give my opinions of these poems.
23. You can say things better.
24. Poetry is a means to let yourself be understood. In reading poetry I find myself being able to enjoy writing and being able to express my views of topics quite easily and strongly.
25. In my drama field poetry contributes to my learning how to express myself which is important to my acting.

#### **Written work**

26. It gives people lifeskills to communicate or to express themselves better in writing.
27. It allows you to share with other people the things you know.
28. It helps you to learn to communicate your thoughts and feelings to other people.
29. It has improved my ability to communicate.
30. It helps people to communicate in writing.
31. It has made me aware of what to say when dealing with certain people or situations.
32. It hasn't changed my ideas about life, but has given me a chance to express my views.
33. I have learnt and I am still learning how to view my points of view and how to put my feelings onto paper.
34. It is good to express your ideas, opinions, feelings on paper.
35. It hasn't influenced me, in that what I write is a reflection of my attitude towards life and any ideas I may have on the subject.
36. It has helped me to express my views through my writing.
37. I enjoy written work as you can express your own views and attitudes.
38. It gives me an opportunity to write about my views.
39. It has given me practice in putting my thoughts and opinions together in some sort of order.
40. It has helped me be more professional in writing business letters, letters to the press etc. which has helped me feel free to voice my views in writing.
41. It has enabled me to be able to collect fact and put in my own words.
42. Written work allows me to express my own views and ideas.
43. Since we have begun writing essays in where we express our thoughts and ideas, it has made me think more deeply. These essays are far better than writing an imaginative story.
44. I have been able to express my own ideas and see how they have been received.

45. It doesn't influence your ideas or attitudes, it is rather to do with putting those ideas and attitudes into words and onto paper, expressing yourself.
46. Over the last six months I have changed considerably and I find that through writing stories I can express maybe a point of view on that subject.
47. Written work is my absolute favourite. I love writing. It hasn't really changed my attitude towards life because I write the way I think.
48. It has allowed me to express my views.
49. It encourages me to be creative and express my own ideas.
50. Written work has not influenced me, because it is my own ideas and thoughts. I can say, however, that my life has influenced my written work.
51. It enables us to say what we think.
52. I am able to express my own ideas and interpretations more freely.
53. Well, due to written work I have been able to express my ideas in many ways and instead of when you are speaking and miss out the most relevant points, you actually get the chance to work out the puzzle by fitting in all the pieces. You are allowed to express yourself as a person and contribute your own ideas.
54. I have learnt and I am still learning how to view my points of view and how to put my feelings onto paper.
55. Not particularly except for allowing me to be able to put my own ideas across more structured and articulately than before.
56. It has helped me to express my views and learn how to view certain topics.
57. It has helped me put ideas and thoughts on paper.
58. It has given me a chance to air my views on certain topics, I would otherwise never have discussed.
59. It just allows me to express my views and feelings. My views and feelings can't change me.
60. It has encouraged me to write down my own views on topics.
61. It allows me to express my feelings honestly and also to pretend to be someone else without being looked at strangely.
62. Written work has made me look at myself, to think deeper about what I do and write, to help me to bring out my deeper feelings.
63. It is a time when one can express how one feels about life. One can take time to write what one thinks and feels. What one writes comes from one's heart.
64. It has helped me express my feelings and emotions.
65. Even though written work isn't my favourite part of English, I do think it's important for one to express their feelings in some way because it isn't always easy to communicate verbally to someone.
66. Not much; I just reflect what I read in my compositions and how I feel.
67. It hasn't, I just write about my experiences or feelings. Sometimes it helps to write about things that have happened to you especially when you know the "marker" doesn't really care or know if it's true or not.
68. Even if nobody cares, it often helps you to understand and realise new things. Sometimes (with poetry as well) it makes you feel better writing down your feelings rather than speaking about them. Besides, who else understands you better than yourself (except God, of course).
69. However, written work does help me to express my feelings and come to terms with certain circumstances.

70. It helped me to evaluate my feelings/ emotions and to convey them.
71. I am able to write my feelings down and also write exaggerated feelings.
72. It has helped me express my emotions more.
73. It allows me to put my feelings or views on paper.
74. I am learning to be more open about my feelings and also how to express them in words.
75. Written work has forced me to face aspects I would not ordinarily face, head-on and enabled me to express my feelings, rather than hold them deep inside.
76. It has taught me to say what I feel.
77. Express myself, and I am able to let my feelings go onto paper.
78. Express my feelings.
79. I have developed my skills in conveying my feelings.
80. It has made me express my joys of life.
81. As written work comes from within, it has had little influence on my ideas about life.
82. It let's you express yourself.
83. It's made me express myself better.
84. It has enabled me to express myself and recognize my English ability.
85. I have been able to express myself.
86. It has made me more descriptive, and able to express myself.
87. It has helped me express myself.
88. It has made me a more expressive person.
89. It has enabled me to be expressive.
90. I am able to express myself better.
91. It helps a person express himself in an easier way.
92. Expressing in words becomes easier since you have practised on paper with more time than when you talk.
93. Did not influence but it allowed me to write about life.
94. It has made me recall and write about my experiences in life.
95. It has enabled me to bring my personal thoughts onto paper.
96. I would probably never write anything if I didn't have to at school.
97. I have become more open.
98. It makes me want to write a letter.
99. It has developed my (twisted) sense of humour.
100. It builds up your confidence.
101. I have gained confidence in compiling letters etc.

102. I am more confident in writing letters etc..
103. I am now able to approach companies with confidence in what I am doing.

#### Oral work

104. To speak in front of a crowd has been one of my greatest fears. This has been helped by practice.
105. Orals have definitely helped me have more confidence when speaking in front of many people.
106. Teach you to not be scared or nervous.
107. It has helped me speak in front of people, while not feeling embarrassed.
108. Oral lessons have taught me a lot about public speaking, my friends' interests and how to relate to an audience.
109. We have learned the importance of communication and the absolute necessity for it.
110. Has made me more fluent with speaking to one another.
111. Easier to talk in front of other people, become more sociable.
112. I have learnt self-confidence and mainly through being a member of the Debating Club.
113. Improved communication skills (both listening and talking).
114. Helped me to communicate with people.
115. It makes me a more open person.
116. It has helped me to try and keep myself together.
117. It has made me an easier person to talk to .
118. Caused me to be able to walk into a crowd and make contact with one or more people;
119. Communication, especially good communication is important - oral work has improved my communication abilities.
120. Gets the whole class to be involved.
121. It has created a bond with classmates.
122. Speak to people with ease and make friends easier through talking (if that makes sense).
123. Taught me how to relate to large groups of people and basic conversational skills.
124. I am able to talk better.
125. Help with public speaking.
126. Has made speaking easier and has given me more confidence.
127. Made me learn to speak (not be scared) and to express my views.
128. It has given me more self-confidence and a better way of communicating.
129. The key to succeeding is to be able to express your views verbally.
130. Help my ability to talk to people and how to keep them interested.
131. It has shown me how to express my feelings clearly and concisely.
132. They give us a chance to express our ideas and feelings in class.

133. Made me learn to speak (not be scared) and to express my views.
134. Class discussions have given me the opportunity to voice my opinion.
135. It lets you express how you feel.
136. Once again any type of oral allows me to express my views and feelings and to hear those of others. It gives me the opportunity to argue my point, and I love that. I'm not easily influenced so the chance of someone changing my attitude, idea or feelings towards life, is minimal.
137. It makes me more outspoken.
138. Made me a better speaker in front of people and broadened my knowledge.
139. Made me a better public speaker.
140. Practice of public-speaking.
141. I've become more assertive in expressing my views.
142. They have taught me how to be bold, forthright and commanding - when the need arises.
143. I have become more assertive and have learnt public speaking skills.
144. Makes me more outspoken.
145. They have taught me to speak better, more clearly and concisely and to organise my speech well.
146. They give us a chance to express our ideas and feelings in class.
147. It has taught me one of the most important skills and that is to communicate your views articulately.
148. I have learnt how to express myself in a way that people can understand my viewpoint, without trying to make them agree with it.
149. It prepares you for public speaking in front of a large group.
150. I have become more at ease speaking to/with a large number of people.
151. Taught me I'd rather speak in front of large audiences than smaller groups - don't enjoy so much speaking in front of just girls.
152. In my role as a councillor, I have to talk to large groups of people, and I am very aware of keeping eye-contact with people and including everyone, not mumbling or fumbling, being an assured speaker.
153. It has helped me to speak more clearly and slowly.
154. Helped me to express myself.
155. Helps you speak more fluently.
156. Bettered my oratory abilities.
157. Allowed me to express my feelings on issues I feel strongly about and it has helped me to express them in a constructive way.
158. Once again any type of oral allows me to express my views and feelings and to hear those of others.
159. Oral is the best method of teaching English as long as the discussion is dynamic and people are encouraged to participate. It teaches you to consider alternative points of view.
160. It makes me a more open person.
161. I have also been taught to express myself well and in a way so as not to offend anyone.

162. Helped me to be more open.
163. It has helped me to talk in front of people, to prepare me for later life if I have to make a speech. Confidence and talking ability.
164. Given me confidence in making public announcements and speaking in front of large crowds.
165. It has helped me to speak openly in public.
166. Well, for prepared orals I had to research my topic and for the rest my confidence was enhanced.
167. I am able to speak in front of people with confidence.
168. They have made me more confident.
169. Built up confidence.
170. They've made me more confident in my ability to speak in front of others.
171. Orals definitely help you become more confident as a speaker, even if you've only done it a few times it definitely helps.
172. They have given me the ability to speak in front of people.
173. Orals have increased my self-confidence.
174. It hasn't much - besides making me nervous. I quite like being able to talk in front of people - it does have a positive affect on my attitude in my self-confidence - that could be negative or positive.
175. It has given me more self-confidence and a better way of communicating.
176. I have always been a confident person and this has given me ideas on how to channel my contributions and in which way to direct them, I have developed a great deal from these.
177. I am more confident in speech.
178. I have become more confident and find it a little easier each time to get up and speak to the class.
179. It contributed to developing my self-confidence.
180. I have become more confident in speech.
181. Made me confident when speaking to lots of people.
182. My confidence was enhanced.
183. It has helped me to gain self-confidence.
184. It has increased my confidence in life.
185. Helped me gain confidence and make a stand.
186. They force you to be more confident.
187. Builds up confidence.
188. Frequent and spontaneous orals have built up my confidence and communication skills.
189. More confidence for public speaking.
190. It gives you self-confidence.
191. It helped build up my confidence.

192. It gives the ability to stand up and be confident to say what your thoughts are without being daunted by the thought of having a large audience.
193. Made me more confident in speaking to people.
194. It makes you more confident.
195. Given me more confidence (standing in front of people).
196. Confidence.
197. Helped my confidence grow when talking in front of a group.
198. Given me confidence.
199. It has helped me become more confident in life and speaking.
200. I am confident.
201. More self-confidence, ability to speak in front of people has increased.
202. Given me more confidence.
203. It has made me more confident in speaking to a crowd of people and has also made me a lot less nervous.
204. Confidence.
205. They've made me a better speaker and given me more confidence when speaking.
206. More confidence in public-speaking.
207. I have become more confident in expressing my views.
208. Oral lessons have definitely caused me to be a more confident, more open person.
209. Speak relaxed and confidently, still I find I am tongue-tied at certain times.
210. More confident.
211. Perhaps I am more confident, or at least I have gained confidence in high school.
212. They have given me more confidence.
213. It has helped us to grow in confidence and taught us to laugh at ourselves.
214. It has given me self-confidence, made me less nervous.
215. Orals have given me confidence in front of an audience.
216. Given me more self-confidence.
217. More worldly and knowledgeable, confidence.
218. It has given me confidence to speak before an audience.
219. Boosted my self-confidence, because I enjoy speaking to people once I know them.
220. I have become a more confident person because of orals.
221. It gives you more self-confidence and develops your speaking voice.
222. Given me some self-confidence and some nervous breakdowns.
223. Boosted confidence.

224. Frequent and spontaneous orals have built up my confidence and communication skills.
225. Confidence.
226. It has given me a bit more confidence.
227. Remained outspoken and confident for the most part.
228. Given me confidence.
229. Oral lessons have definitely caused me to be a more confident, more open person.
230. Learnt to be confident in front of people.
231. It builds you confidence.
232. Overcome being scared when talking in front of a crowd.
233. They've taught me to deal with nerves.
234. Changed me from an introvert to an extrovert.
235. Overcome being scared when talking in front of a crowd.
236. Relieved the anxiety of speaking to large groups of people.
237. I used to be nervous when saying orals, but because of my teacher's encouragement, I thoroughly enjoy talking (prepared orals), have joined debating and am going on the debating tour to Cape Town.
238. Helped me to speak out in front of a group of people.
239. It has taught me to be less nervous when addressing people and to think of ways to grab the listener's attention and try to keep it.
240. I am slowly overcoming my fear of talking to groups of people, especially people I know. I think my confidence has been building up over the years.
241. It has made me interested in speaking publicly.
242. I suppose it helps one to overcome one's fear of speaking in front of people, but I learnt that during things like toastmasters and debating.
243. Orals give me the courage to stand up in front of a group of people and talk.
244. I am not as shy as I used to be to stand up in front of the class or in front of a group of people.
245. Makes me face my fear of talking to crowds/ people.
246. They have helped me to be less afraid of speaking in front of people.
247. I have learnt to control nervousness of public speaking to such an extent that my orals are now bearable.
248. Even though I am shy, I am now able to speak to a stranger with more confidence than before.
249. I have listened and appreciated other's orals more.
250. I enjoy listening to other people. I find it very interesting and often learn a lot.
251. Forced me to listen to others.
252. Learn to listen.
253. It has helped me develop my listening skills, but I am a confident speaker anyway.
254. Positive, listening skills improved.

- 255. You learn to discuss your feelings and listen to other people's ideas.
- 256. Always have been outspoken so can use that in orals etc.
- 257. It has a positive effect on my drama.

## 4.5 CREATIVITY

### Literature

- 1. Literature has broadened my imagination; it allows one to read what one would not usually OR to gain another person's perspective about the same thing.
- 2. Reading, and understanding what I have read, allows for my creativity and imagination to develop further.
- 3. It has not. I have always enjoyed books and they definitely develop our imagination and knowledge but the actual study and analysis of books hasn't really affected me.
- 4. Reading does stimulate imagination (instead of watching the video for instance).
- 5. It has given me a wonderful imagination - occasionally.
- 6. Studying written work has improved my vocabulary and encouraged me to use my imagination, although I'm not able to do written work myself!
- 7. The mind is powerful and everyone has a powerful imagination, not only to create the storyline of the novel but also actual depth in which they are written.
- 8. In a way it makes you more romantic (Antony and Cleopatra) and more creative (short stories).
- 9. The study of literature has influenced me in art - many inspirations have come from the play Antony and Cleopatra.

### Poetry

- 10. More imagination.
- 11. I daydream a lot and I enjoy poetry as it enables me to 'dream' constructively as poetry is also 'imagination' and a creation of imagination.
- 12. It's influenced me into wanting to read more and maybe extend my imagination and write as well.
- 13. Helped me to imagine things.
- 14. Made me romantic, helped me to write better essays.
- 15. I find poetry very boring - I suppose the only thing is that some poems often spark off my imagination in a 'romantic' direction or in a philosophical direction.
- 16. I've realised how creative and passionate a person can be.
- 17. Poetry has made me more creative in thought.
- 18. Poetry helps you to be more creative.
- 19. Made me more creative and thoughtful.
- 20. Poetry allows you to think freely and creatively which is also important in your development.
- 21. It can also make you more creative and can even relax you!

22. Showed me the joys of writing creatively.
23. Poetry has inspired me to write some of my own. It is imaginative, creative and fun. To me it is like a puzzle. You can play around with words and their meanings and never actually be wrong.
24. I have been inspired to write poems myself.
25. When writing our own poetry, it has allowed me to express myself creatively - I thoroughly enjoyed this part of poetry.
26. Helped with creativity.
27. It's made me a poet.
28. You don't have to be creative by just writing poetry or sketching, but the way you interpret poetry/ art, gives you the opportunity to be creative.

#### **Written work**

29. Written work as well as poetry is creative and full of imagination.
30. It's given me a more active imagination.
31. I am quite an imaginative person and have my own ways of writing but other people can't seem to see my point of view.
32. Written work has caused me to be imaginative, however it is often seen as a duty other than as enjoyment to hand it in on time etc..
33. It develops your imagination and writing skills.
34. It develops your imagination and writing skills.
35. It has given me a more active imagination.
36. Your imagination develops more.
37. I have had to develop a good imagination.
38. It stimulates my imagination.
39. It has made me use my imagination and creativity skills.
40. It makes me more imaginative and descriptive.
41. It has stimulated imagination.
42. It has given me a more active imagination.
43. Broadened my imagination.
44. It helps broaden my imagination by letting me do all the work.
45. Imaginative.
46. It allows me to expand my imagination.
47. Let my imagination run wild, bring my personal thoughts onto paper.
48. I've discovered that one has to have imagination in life and this sometimes helps one to get through difficult times.
49. It has given me a chance to be creative.

50. Helped extend myself as a person, creatively.
51. It's made me more creative yet it is often boring to write about a stupid topic.
52. Inspires me to be creative.
53. It has helped me to improve in my creativity as well as my language.
54. Encourages you to be creative and express your own ideas.
55. It encourages creativity.
56. It makes me become more creative.
57. Makes me be more creative.
58. It has improved my creative ability.
59. Helps to keep the mind creative.
60. It's made me more creative.
61. Develops creativity.
62. Written work encourages originality and builds up creativity.
63. Made me more creative.
64. Enabled me to think creatively.
65. More creative.
66. It has helped me develop my creative abilities.
67. It forces you to think creatively and differently.
68. Think creatively.
69. Written work also promotes free and creative thinking.
70. If I see a picture I can think up stories of what could happen in the picture.
71. It has helped me develop my creative abilities.
72. It has influenced me to be more creative in what I say.
73. Written work promotes free and creative expression.
74. The "stories" haven't really influenced me other than improving my writing and creative skills.
75. It has allowed me to express myself creatively, although it can be difficult at times.
76. It encourages me to be creative and express my own ideas.
77. It has given me the ability to compose a piece of work, improved my own writing skills.
78. Made me want to write creatively and to inspire other people.

## 4.6 DISCRIMINATION AND JUDGEMENT

### Literature

1. It has taught me to analyze everything that I read and not to just take it all in.
2. Studying Literature at school has helped me to analyze and utilise information in other books which I have chosen to read i.e. I have been able to pick up underlying meanings which possibly contain morals. The books chosen for us to read at school do not influence my life much.
3. It has helped me to assess situations and make decisions for myself.
4. Made me aware of the argument the writer has tried to put across.
5. Now I will read a book and decide whether I have enjoyed the book or would recommend it by thinking about the characters, tone and language style used. It has taught me to be critical (within reason) of literature.
6. I enjoy reading and can assess the book when I have finished it.
7. I have become more critical when reading and it makes the book more enjoyable.
8. Makes me read books with more understanding and concentration. Made me more analytical in a way - not totally analyze everything, but to think about things more clearly.
9. Made me more critical and observant. Made me feel various things about various subjects.
10. Learned to understand, make judgements, use correct English.
11. I'm able to reason with people, understand their feelings a little.
12. As a person I therefore tend to be less superficial in my analysis of people. I am less critical of their actions as I tend to first want to explore their motives.
13. I have learnt to consider why someone did what he/she did and not to jump to conclusions about people. I have also learnt a lesson or something.
14. Enables me to read different books and still, slightly, be able to understand the point of the book.
15. It's helped me understand books I have read before but never fully understood.
16. Not much influence but in conversations I understand what others are talking about. It hasn't ever noticeably influenced my life.
17. Not really, I've always been a keen reader. It has just made certain things easier to understand and more clear.
18. It has given me a bit of insight into other subjects.
19. It has made me sit down and actually enjoy a good book, as I am able to understand the underlying meaning more easily.
20. I understand much Elizabethan language, yet dislike it. I do not analyze as I read something I enjoy.
21. I have learnt not to judge people before considering their motives.
22. It has given me the ability to analyze books and plays in a different light, but at the same time partly destroys the fun of reading it.
23. It has taught me to consider what I read and to consider whether I agree or disagree with the authors.
24. I have realised that women can achieve fame and be successful, even though Cleopatra was notorious!
25. Through books I have learnt to be more open-minded about certain subjects and I have gained much knowledge which I otherwise would not have.

26. It has made me realise in what a cruel world we live for example the prejudice in To Kill a Mockingbird and the jealousy in Antony and Cleopatra.
27. Overall, my English has improved and my views will continue to expand as I read more.
28. Opens your eyes to what's going on around you.
29. It has opened up my mind (which is slowly beginning to close up again).
30. Opened up the way in which people live.
31. It forces you to accept or at least to be exposed to other people's views and also to decide for yourself where your morals lie.
32. Some of the morals of the stories have given me food for thought and have changed my opinions.
33. I'm more open to new ideas and don't judge people before I actually get to know them.
34. It has taught me to be more open-minded about things in life.
35. It has made me realise that there are many different opinions, ideas and perceptions above and beside my own, and I must keep an open mind and receive each thought openly.
36. It has taught me to be more open and assertive.
37. It has broadened my mind.
38. Studying literature helps me to see things differently and develop views which are more balanced.
39. Literature has made me realise the many different talents and views of other people - how different their thoughts are compared to my own. You get the chance to alter your own ideas and criticize theirs. Some of them really help; others have no use.
40. Literature has perhaps influenced my ideas about life more than any other part of English. Through books I have learnt to be more open-minded about certain subjects and I have gained much knowledge which I otherwise would not have.
41. It has broadened my thinking allowing me to see the deeper meaning of someone's actions.
42. Books change your mind about some things.
43. It has made me think before I act.
44. It has made me think about it before I do it.
45. Studying novels also forces one to compare oneself with the characters and to see what others might think of you and then improve where there were faults.
46. Literature has affected my life as in the improvement and being able to grasp concepts and ideas that stem from a book, but as for influencing my ideas or attitude toward life, the effect hasn't been monumental.
47. Many new ideas have been uncovered by the study of literature.
48. Literature has helped me see ideas and things in a different light.
49. It has taught me to look at things from a different view.
50. Literature has shown me new ideas and concepts.
51. It has caused me to think for myself - to form my own opinions and ideas.
52. Study of literature makes me think about life but I don't think it changes my views on life.
53. It has made me think deeper and taught me the capacity of the human mind.

54. Many of the novels studied have some sort of moral or way of looking at life. I don't think any of them have really changed my attitude, but maybe have reinforced some basic morals or situations.
55. Has taught me to appreciate life and to realise that people have different values (Antony and Cleopatra), so you have just got to respect them.
56. Literature has given me insight into various subjects and many lessons can be learnt from the short stories in particular.
57. It has taught me valuable lessons about life such as love, honesty, etc.
58. I have gained certain moral understandings from reading books. Before I just fought them but now I actually realize what the consequences are.
59. I have been able to pick up underlying meanings which possibly contain morals.
60. It has strengthened my ideas on morals and what I believe in.
61. Many a time a story appeals to me because of its small lesson about life that it subtly tells you.
62. It has shown moral values by example.
63. Literature is one of the things that builds morals and shows you the morals of others.
64. It hasn't developed me to a great extent but it does make me appreciate values a little more than what I want to.
65. Obviously there are the lessons of life taught and shown in the novels.
66. There is always an underlying meaning to the novel that makes me think about life in general.
67. I have been able to pick up underlying meanings which possibly contain morals.
68. Literature has given me insight into various subjects and many lessons can be learnt from the short stories in particular.
69. Many a time a story appeals to me because of it's small lesson about life that it subtly tells you.
70. Films change your opinions about certain things.
71. Other books such as "To Kill a Mockingbird" opened my eyes to many things. Childish fears I had which represented "Boo Radley" I soon faced and forgot. Often my naive approach to racism was battered at by myself - wondering is it right or wrong, I know there are good people out there but in every tomato box there are rotten ones! The issue of introducing black pupils to our school was brought up to us ... our reaction - we had just read how it felt to be black and accused of the world's sins - it confused me: white society on the one hand condemned it - but through that book I realised that it was wrong!!!
72. I try to avoid being prejudiced against people.
73. It's taught me not to be biased.
74. Taught me to respect other people's values.
75. When we studied To Kill a Mockingbird it made me realise how racialistic we can become, how our views are usually biased. It helped me to know how racialism effects/ hurts the people concerned, thus preventing me from doing the same.
76. It has helped teach me to tolerate other opinions on the books and listen to what the books tell us.
77. Helped me learn culture and about other people and their ways of life, so that I can be more tolerant.
78. Having emotions, thoughts, feelings etc. put into words, makes me more tolerant of human nature.
79. Through trying to eliminate prejudice I believe my development as a person is going forward.

80. To ensure that people get the whole story and not to be biased.
81. You see the different ways of life and learn to respect them.
82. It has had a positive influence: with better understanding comes better acceptance of people and situations.
83. Well, with better understanding of people I think I can accept people more now. [question 2 showed he had learnt to understand and accept people.
84. Taught me that everybody sees art and literature and life from a different viewpoint and although you may not agree, you must respect their ideas.
85. Understand that all people are different yet still human beings and can make mistakes.
86. Helped me to identify with different points of view and perspectives of people.

### Poetry

87. Our poetry hasn't influenced my attitude towards life but has taught me to think of things logically.
88. It has definitely made me think and analyze more. Through the study of poetic and literary devices my own writing has improved. I have learnt what poetry I like and which I dislike.
89. It has shown to me how words can be said with a deeper meaning that isn't seen straight away until one analyses it.
90. It hasn't really, I just love analysing the views of others. Some poetry is really relevant to our times, it just makes you think more; it doesn't influence my development in any way.
91. Read poem and analysed it.
92. I have learnt to interpret a poet's point of view of his/her poem. I still believe that it is not right to try to interpret another person's feelings through his/her poems. Poems are personal. A meaningful poem can be a guide-line in a person's life.
93. It has taught me to analyze people's moods, feelings.
94. Poetry has encouraged me to consider more than one way of looking at something and also to consider the underlying meanings of things.
95. Poetry has helped me think more deeply about many subjects, especially controversial subjects. It has helped me think about the figurative meaning of things instead of just the literal meaning.
96. I look for the deeper meaning.
97. Maybe made me read between the lines (inner meaning).
98. Some poetry is really great, we could relate to them. Poetry has helped me to be able to see things more in depth than before.
99. However, it is difficult to analyze something so personal and thought that some of the poems were too deeply read into.
100. As for literature: (My attitude and ideas about life have been broadened by poetry. Many new ideas have been uncovered by the study of poetry.)
101. It has given me a wider aspect on life. I see things not just the way they are, but the abstract way as well.
102. Poetry has the gift of opening your mind to issues you have never thought of or showing you different ways of looking at specific subjects that you haven't considered.
103. It's opened my mind.
104. Poetry helps you to be more open-minded.

105. I'm more open to ideas and don't judge people before I actually get to know them.
106. It has made me realise that there are many different opinions, ideas and perceptions above and beside my own, and I must keep an open mind and receive each thought openly.
107. Poetry reveals many different philosophies and ideas. Many of these I disagree with and so poetry has strengthened my own beliefs.
108. It is OK if we were asked to view the poem and give our own views but to have to write an exam on it is ridiculous.
109. The poetry we've done shows us more about death and war leading to death. Also many poems were about religion. These poems have introduced new ideas into my life.
110. Poets point out social injustice and often the stupidity of man.
111. Life can always be compared to something.
112. It makes me think deeply about important issues.
113. Allows you to think for yourself.
114. Helps me to think about issues and develop my morals.
115. Once again, you are able to discuss, debate and talk about different poems and what you think they mean.
116. By learning about the poets' points of view, I was sometimes faced with situations that made me stop and think.
117. Taught me to me to appreciate poetry and form opinions on the subjects discussed.
118. So many different ideas come to mind by reading a poem. One poem has a totally different meaning to one person than to another and every idea is true to themselves.
119. One gets different view-points of life.
120. I find poetry very personal and something that should not be examined on as we all have different views and ideas on what the poet is trying to say.
121. Has not influenced me in many ways except when it comes to imagination and seeing something in many different ways.
122. Some poems make you stop and think while others are a load of junk.
123. Some poetry makes you sit back and think about it but normally it is so hard to understand that you can't actually appreciate it.
124. Some of them make you more aware of what is going on in the world or what did happen; they make you think.
125. It makes me think deeply about important issues.
126. The poetry we've done shows us more about death and war leading to death. Also many poems were about religion. These poems have introduced new ideas into my life.
127. It has made me think a little bit longer and deeper about things I read or see in a movie or T.V.
128. It has helped me stand up for what I believe in.
129. It has shown moral values by example.
130. Sometimes a poem can teach you a lesson.
131. I find that poetry against war is especially effective. Poetry can often reveal the truth of life in a subtle way.
132. Shows us lessons of life.

- 133. Shows us lessons of life.
- 134. A meaningful poem can be a guide-line in a person's life.
- 135. Taught me that everyone sees poetry and life from a different viewpoint and you must respect their ideas.
- 136. It has perhaps made me learn to accept and understand other people's points of view.
- 137. I listen to other people's views rather than only my own. I think that I understand life better because the way things are described in poems is totally different to the way I think.
- 138. Other people's views are different to mine and I learn to listen to them.
- 139. You must always have a positive attitude about what you do in life.
- 140. Made me see things in a better light.

**Written work**

- 141. When an occurrence happens in my life or in the country, I usually find myself pondering over it, rather than letting it be - this, I feel is from written work.
- 142. It has helped me to look deeper into things and not just look at the surface.
- 143. When writing argumentative essays, you have to consider both views.
- 144. It's helped me to go against the flow.
- 145. I have learnt that what I think is good writing, is not what other people think is good.
- 146. By reading other people's written work, I have become more open-minded.
- 147. It has opened new doors, often the topics we are given are not things that you would normally sit down and think about, research or develop an opinion about. Therefore it forces you to think on a wider scale.
- 148. The topics of written work are always very much related to life and what is going on around us. This, once again, has caused me to stop and think, rather than blunder through life.
- 149. Made me think a little harder about life and some circumstances.
- 150. One can imagine how things could or should be.
- 151. It has helped me to think for myself.
- 152. It has encouraged me to think and use literary devices.
- 153. Made me think more.
- 154. Increased spectrum of thought - helped as far as accepting different people's views are concerned.
- 155. Since we have begun writing essays in which we express our thoughts and ideas, it has made me think more deeply.
- 156. It has made me think.
- 157. It has given me practice in putting my thoughts and opinions together in some sort of order.
- 158. It has helped me to think for myself.
- 159. Made me use my insight.
- 160. It has given me a time to think as I write and given me a chance to grasp new concepts.
- 161. The research for argumentative essays or letters to the press has helped me formulate informed opinions.

- 162. It has not really changed any ideas, only made me think of other points of view, and things which do not affect me directly.
- 163. It has shown just how different the human mind is. A standard topic is given but in a class of 30 different ideas and styles result. I enjoy seeing how differently a single idea is handled and expressed.
- 164. Made me think.
- 165. It has made me consider and think about topics not connected to me.
- 166. Made me look at different aspects of life.
- 167. It has helped me see what is right and wrong.

#### **Oral work**

- 168. It has helped me decide on topics and how to present them.
- 169. I have learnt how to put all my thoughts together in an ordered fashion, so as to make sense when I give a speech. [i.e. Introduction -body - conclusion].
- 170. It teaches you to consider alternative points of view.
- 171. Gives us freedom of speech, give our own views, thought-provoking.
- 172. It gives me the opportunity to argue my point, and I love that.
- 173. It gives you a wider view on different aspects.
- 174. Made me have more of an open mind on certain issues and topics, mostly because of research done on a topic, and to a lesser extent listening to other people's opinions on topics and issues.
- 175. It has also made us more open-minded by listening to the views of others in debates and class discussions.
- 176. I've become more open to new ideas or the way people think considering both sides of the story.
- 177. Made me discuss things about life.
- 178. Through having to prepare an oral, it encourages me to think about something I hadn't previously thought of.
- 179. Makes me think fast when I'm not prepared.
- 180. Made me think - a bit.
- 181. Unprepared orals have helped me to think quickly.
- 182. I have learnt to think quickly (for unprepared AND prepared orals!).
- 183. Made me think, different topics.
- 184. Unprepared orals have influenced me to think quicker and use my own intellect.
- 185. Educational and thought-provoking.
- 186. You learn to discuss your feelings and listen to other people's ideas.
- 187. I've got to know other points of view and have broadened my knowledge.
- 188. Through hearing other people's views on a particular topic, I see these things in a different way than what I already believed.
- 189. It has made me change some of my views about different subjects or arguments.

190. Leaves you with something to think about.
191. They've helped me understand/ accept other people's view point.
192. There is not always a correct answer, and that people have different opinions which are to be expressed.
193. It has shown me how to be more tolerant of others' views and opinions and how to express my feelings clearly and concisely.
194. Class discussions have made me become more aware that we all have different ways of looking at the same thing.
195. Everyone has a right to their own opinion and whether we agree with their opinions or not, it's not fair to hold them against them.
196. Positive, one should listen to viewpoints of others.
197. Many oral topics have shown me a different perspective on certain subjects, and how other people feel about them.
198. I have seen and heard other people's opinions, learnt about new ideas through a relaxed atmosphere.
199. Learning about others' opinions, others' points of view etc.
200. Oral lessons are a good forum for class discussions on topical issues. They are informative and interesting.
201. It gives a different opinion.
202. It has taught me not to leave everything to the last minute.

#### **Visual literacy**

203. Movies will never be the same: I find myself analysing everything but its good in that I pick up the important effects of the movie.
204. I've learned to criticise and praise. I enjoy analysing movies in the way that should I act and when I act I know how to feel, what to feel and when to feel.
205. I now analyze things and find out interesting facts and see how to treat others.
206. I enjoy wondering why people have done certain things and analysing certain things while I watch movies.
207. When watching TV, I sometimes find myself analysing angles.
208. I can watch a film and pick out the point they are trying to put across - Life is great but there are many obstacles in the way.
209. Enabled me to find a deeper meaning.
210. It has made me see a deeper meaning in the film.
211. I felt that we analyzed the film in too much depth and therefore spoilt the total effect.
212. It has led me to ask why, rather than just accept.
213. To think twice before doing something.
214. I've learned to appreciate all aspects of acting. I love acting and believe that my acting will improve in years to come. I enjoy all aspects about any movie.
215. Makes you think.
216. Helped me to move away from the vegetative attitude when sitting in front of the T.V.

217. It has made a better critic of movies. It has made me look at the intricate details of the movie and not just the scenes of the movie.
218. I think I have a maturer judgement of films which I watch and am more selective.
219. Encouraged me to watch films more critically and to get as much out of a film as is possible.
220. Hasn't influenced me but it has taught us different views etc. but I prefer studying literature as it is more effective overall.
221. Given me new perspective on TV and film (insight).
222. I have just generally learnt the lessons/morals that come through in many books eg. "To Kill a Mockingbird".
223. It has made me more aware of the message the movie is trying to convey.
224. Films generally have message to put across.
225. It allows everyone's thoughts and morals to affect your way of thinking.
226. The film Witness showed me that you should be more tolerant of people who are different.
227. Realized all people are different.
228. People are all different and in order to be friends with them they should not have to change.
229. "The Witness" gave me insight to the people's lives and helped me to accept that different people have different ideas on religion. I now understand that other people think that what they believe in is right, I don't have the attitude that what I believe in is right.
230. Helped me be more tolerant.
231. Difference between reality and fiction.

## 4.7 EMOTIONAL DEVELOPMENT

### Literature

1. In life I can recognise true love and have learnt that once you've found it, you musn't let it go or let anything distract you. The book "Wuthering Heights" influenced my judgement on love and makes me look at it more seriously.
2. "Wuthering Heights" has given me a more positive outlook towards life and has taught me that love is a very special thing and not anything like the book. The book is based on romance more than love.
3. However, it has also shown me that love can withstand everything, if it is true love.
4. It has taught me to see deeper into the meaning of a book, in other words it has taught me to see what the writer wished to express emotionally.
5. Deeper insight into the way humans operate, helped me identify with certain feelings.
6. Literature has taught me about human behaviour, cruelty, love, human emotions, etc..
7. On the Beach made me very depressed, but more concerned for my surroundings and the people and things that influence my life.
8. Antony and Cleopatra for example, has shown me that two worlds which have different cultures cannot unite, because it causes strife within one or both of them. However, it has also shown me that love can withstand everything, if it is true love.

9. I've learnt about life and how important and healthy it is to love and how destructive and brutal war can be and about the consequences it could have eg. On the Beach.
10. On the Beach also depressed me afterwards, and left me with 'second-thoughts' of ever having a family one day - with the way things are going now.
11. It has made me realise in what a cruel world we live for example the prejudice in To Kill a Mockingbird and the jealousy in Antony and Cleopatra.
12. In the lower standards I felt that some of the setwork novels which we read didn't really appeal to me, for example, On the Beach. It only served in making me more depressed about our human situation and the earth's destruction.
13. It hasn't really influenced my ideas about life but through the years we have done many depressing/upsetting stories/plays/etc. and it's too much with all the violence/ death/ etc. around us.
14. "On the Beach" was very depressing.
15. A great awareness of nuclear pollution and the destruction of the world was installed in me when I first read Neville Shute's On the Beach but after the shock wore off, I realised how the writer was trying to warn everyone about their destructive nature.
16. The novel On the Beach was quite depressing and after reading it, I had a few nightmares.
17. Literature can be very depressing, relaxing, nerve-wracking, etc..
18. I can identify with characters of plays and stories. Therefore I feel more stable to know that someone else out there is and has experienced what I'm experiencing.
19. Having emotions, thoughts, feelings etc. put into words, makes me more tolerant of human nature. Being able to identify with a character in a book, their motives or circumstances and environment, has taught me that although we all have different personalities, we all tend to react in the same way to certain things.
20. The emotional side of me has developed - by reading a book I am able to feel and believe everything that is written, I become part of the book. I have learnt to love someone and show it, just by reading.
21. Often described how I felt in sulky moods.
22. The book On the Beach has only caused me to have an intense dislike for the author. However, because of literature study, when I read a book, I am more aware of the characters, motivations and not just the story.
23. When we studied To Kill a Mockingbird it made me realise how racialistic we can become, how our views are usually biased. It helped me to know how racialism effects/ hurts the people concerned, thus preventing me from doing the same.
24. I don't really feel that the study of literature has changed my attitude towards life. However, in a play, for instance I can relate to how some of the characters express their emotions towards different topics.
25. It has helped me to understand better when I am reading the feelings that the author is trying to put through to us.
26. I'm able to reason with people, understand their feelings a little.
27. Poetry hasn't influenced my attitude towards life. Possibly my ideas have remained much the same although a beautiful poem inspires me and brings about emotion within me - sometimes emotion I never knew existed.
28. Compassion for other people - "The Little Pet".
29. By reading novels and plays, I actually become a part of it. In some instances what I read I can relate to.
30. I do Literature as a subject, and we do more in-depth studies of novels and plays. As a result one learns a great deal about the psychology of the characters, and becomes closely involved with them, and their feelings. Because of this, I, as a person, have learnt to accept people for who they are, and many times they do things for reasons unknown to us.

31. It helps you to consider alternative viewpoints eg. in To Kill a Mockingbird Scout was told to put herself in other people's shoes.
32. I would like to think that the studying of literature has enhanced my interaction with people, to make me more sensitive towards others.
33. Some of the novels may have helped me develop my personality and way of life by helping me be more tolerant, understanding and kinder.
34. I've learnt how to cope with depression, reading On the Beach showed me how depression influences your life, I don't want to be like them.
35. Made me aware of other people's characters and how to cope with them eg. Cleopatra and Antony.
36. I feel like I'm living in a world of dreams - living - surrounding beauty of values, passion, feelings, anger; all is related to our usual way of living. Literature is inspiring, exciting, realistic, fantasy - everything. It's a case of learning how to appreciate the works of great people - makes me feel good when I'm sad. My attitude I wouldn't say has changed towards life but I use Literature as a system in my life not as something to change attitudes or ideas.

### Poetry

37. Helps me get in contact with my emotions and often I tend to try and analyze the poet, so as to see what they might have wanted to get out of the poems they write.
38. I really enjoy the poetry and have enjoyed most of the poetry we have learned. I find poetry is very relevant and one can usually understand the reasoning and emotions behind the poem.
39. It has also forced me to get into contact with my feelings on subjects I would not ordinarily think of.
40. It has taught us about emotions.
41. It has made me come to terms with my emotions.
42. It has influenced me to attempt to write because poetry, after all, is about personal feeling and experience.
43. Given me ideas of wars, death, love, hate.
44. Poetry has not influenced me in many ways, it is very seldom that I get touched by a poem, but when I do then it has a great influence on me.
45. It helped me see and feel fiction, creativity and romance.
46. It develops your emotions better.
47. Poetry has discouraged my attitude towards life because all of the poems we do in Std 10 are about death which does not make me enthusiastic to live in this world today.
48. In std 9 we - all students - went through a very depressing time. All the poems were spiralling around war and destruction.
49. I used to have very unrealistic views on life, but harsh reality is now setting in. Reading sad, true poems reminds me of how the world can really be.
50. Depressing poems upset me.
51. I find poetry inspiring, except war poems which depress me.
52. I have seen how other people have gone through experiences which I have shared, and how they deal with it.
53. It allows me to understand the views and feelings of other people (the poets) and has thus been beneficial.
54. I sometimes enjoy poetry - and sometimes not. I think that by learning poetry you can sense the frame of mind of the poet (and the times they lived in).

55. It gives you insight into what other people, the poets, think and feel.
56. I love poetry. It's helped me to find out how other people think and feel.
57. I've learnt to see what the feelings and emotions of the poets meant.
58. Poetry - the study of poetry has made me more aware of the different feelings that people have and the horrifying or wonderful or strange or interesting, etc. lives that they lead.
59. Helped me to understand how other people think - experience their personal feelings.
60. Poetry helps you to feel what other people are feeling.
61. Allows you to think for yourself and to see into people's feelings.
62. I love poems, it is interesting to read another person's thoughts and feelings through his poem. But I feel that a bit of privacy should be given to the poet. I have learnt to share the poet's feelings.
63. It has shown me a different view and perspective on the world -through other's eyes.
64. Because of learning about the poet's thoughts and life, I think it helps me to learn about or understand the feelings of people who are close to me.
65. Well, I enjoy poetry and because of that I understand what the poet says and try and relate to it. I don't think it has changed my life or contributed to my development.
66. She is able to feel for other people. To me the best poem was To Paint a Portrait of a Bird. One must try and relate to the poetry.
67. I have more feelings for those unfortunate people who live in shacks and huts and more understanding about the what the slaves went through in those past days.
68. I have gained a greater appreciation for poetry as a whole - it has caused me to read what a person is feeling, rather than what the person is saying.
69. Made me so much more sincere I think.
70. Poetry describes various incidents and occurrences and helps a person to visualize emotions and situations. This could prepare someone for when they might come into contact with a particular emotion or situation.
71. It only depresses me - it's not good to look deep into something - I love poetry - but when I look so deep into something, it's not good. Poetry has made me realise that if you are depressed, talk about it - don't bottle it up - BUT ALSO NEVER look further into things than what you have to - it will only make things worse.
72. It inspires or comforts me depending on my situation.
73. It can help you deal with emotional problems.
74. I find there's a poem for every occasion/ feeling/ mood and I enjoy reading poems that are relevant to my situations.
75. Often I will read poetry or even write poetry and have found it a useful outlet for emotions but also a relaxing experience.
76. It has opened my eyes to life. Some things can be expresses in ways that are so original and Poetry like "The Second Coming" Matric poems is so frightening.
77. I feel more deeply about poetry - it relaxes one and also flares up a passion to protect certain things that it highlights.
78. Study of Romantic poetry has influenced me greatly. I am a very cynical person, and Romantics seem to relax my harsh view of the world. However, with the reading of the war poets such as Wilfred Owen, I am influenced to become cynical again about life and death.

79. Made them sometimes romantic and dreamy yet other times scary and hopeless - all depending on the types of poems.
80. Discovered that men actually can express their feelings.
81. I understand those topics (war, death, love, hate) better.

#### **Written work**

82. I've learnt to go deeper into myself and come to terms with my emotions so that I can put them into words. I've thought about the topics and somehow this has made me understand the world a bit better.
83. It has made me more feeling towards other things.
84. It helped me to evaluate my feelings/ emotions and to convey them.
85. It didn't, it just exposed my feelings.
86. I have also developed, because writing essays allows me to come to terms with what I am feeling. And to sort out issues that play important roles in my life.
87. I am learning to be more open about my feelings and also how to express them in words.
88. Helped me express my feelings and emotions.
89. I have developed my skills in conveying my feelings.
90. It has helped me express my emotions more.
91. It can be depressing if you don't do as well as you had hoped to do.
92. It has made me more sensitive.
93. It acts as a release when I need to let something out of my system.
94. Written work has forced me to face aspects I would not ordinarily face, head-on and enabled me to express my feelings, rather than hold them deep inside.
95. Written work - I enjoy when I can feel what I'm writing. I sometimes wish I could write beautiful stories and get somebody else to feel emotion when reading it - I can only wish.

#### **Oral work**

96. You learn to discuss your feelings.
97. It helps you realise that there's nothing or no-one to fear if you express yourself publicly. Everyone listening is a person like you. Same emotions, feelings, senses, etc.
98. Taught me to be sympathetic to those who are naturally shy and find speaking to an audience a challenge.
99. Enabled me to relax under pressure.
100. They have taught me to deal with nerves.

#### **Visual literacy**

101. I enjoy analysing movies in the way that should I act and when I act I know how to feel, what to feel and when to feel.
102. One has to access your own ideas about the emotional state of the characters, unlike a book which describes the character's feelings.

103. It showed me how many emotions can be portrayed in films.
104. I enjoy this part of English as it is something new and not just "sticking" to the rules. You learn a lot more on how the characters express their feelings and emotions. Visual literacy should be taught more often to the pupils.
105. Especially in true stories, I can get involved in the movie and experience the feelings of actor/ actress.
106. Togetherness, with regard to helping others, become aware of the needs of others.
107. It allows us to see the experiences of people and in doing so help us to cope.

## 4.8 APPRECIATION OF LIFE

### Literature

1. It gives you a wider view of life.
2. Literature broadens your horizons in a small way.
3. The way poets and authors look at life and different things has enriched and broadened my outlook.
4. It's given me a wider knowledge of what's going on around me.
5. It gives you a broader perspective.
6. Literature has given me a greater insight into life.
7. My attitudes haven't really changed, but I do get new ideas about life from books.
8. It has given me a brighter look on life.
9. It has taught me to appreciate life.
10. It has made me see other parts of life are interesting as well.
11. It made me appreciate life.
12. The novels we read in Std 9 and 10 were beneficial as they were more light-hearted than the morbid books we had read before and I therefore began to see a more relaxed side to life.
13. On the Beach made me appreciate life.
14. Wuthering Heights has given me a more positive outlook towards life.
15. On the Beach has taught me not to live my life in the last few days but to do everything you want to before its too late.

### Poetry

16. It has made me more aware.
17. Some poems have made me understand what goes around me.
18. Life is seen in different ways through everyone's eyes.
19. Poetry makes me see life or different things in various ways.
20. I love poetry. It definitely showed me life from a new aspect and encouraged me to find the deeper and more profound meaning of poetry and life itself.

21. It has been more to appreciate small things; people should look for beauty in things.
22. Poetry gives meaning to smaller things in life, as well as bigger, more obvious things.
23. I have learnt to appreciate the simple things in life.
24. It has made me look at things more closely and appreciate things more.
25. It has contributed to my development - possibly just learning to appreciate the important things in life.
26. Poetry has made me more appreciative of the more important things of life;
27. It makes me sometimes be more observant about little things which usually are so insignificant.
28. There are people suffering and the world is falling apart but there are many beautiful and wonderful things in the world which can be seen if you have a positive attitude.
29. It has made me admire nature. (It depends on the poem).
30. I now see nature through different eyes. Westminster Bridge made me realise how beautiful it is in the morning. I even woke up early the next morning and went outside to see it! Poetry in a way has opened my eyes. I can see beauty in a line.
31. Poetry didn't really influence my life or ideas about life with the exception of the environmental poems which showed me how we neglect the earth's beauty.
32. I appreciate natural things.
33. It makes me see much more than material things.
34. It has made me understand the quality of life.
35. It makes me take things in life more seriously.
36. I have learnt to be thankful for what I have.
37. A few poems gave me a bit of insight on how to view and appreciate my life but as far as school goes, it just brought my marks down.
38. Only some poems - not many - but some have made me want to live life to the fullest because before you know it you're old and grey and you can't do all the things you've always wanted to do.

#### **Written work**

39. It has broadened my outlook and imagination.
40. It has helped me to gain a broader perspective of life.
41. It made life seem more interesting.
42. It made me use my insight and express my joys of life.

#### **Oral work**

43. The various topics make you understand things better.

#### **Visual literacy**

44. We haven't studied a film as such, but newscasts etc. have shown us different walks of life and world affairs. All in all a very enriching experience.
45. Life has become more precious.

## 4.9 GENERAL KNOWLEDGE

### Literature

1. Literature broadens your knowledge about different people and places.
2. I really enjoy reading up on other cultures, history, etc. I'm trying to develop a "broader view" when it comes to the subjects that I'm interested in. What's really nice is that sometimes I don't even know that I'm interested in something or in a specific subject until we read about it or discuss it at school. (I mean this generally and specifically through the literature we read.)
3. The study of literature has broadened my general knowledge.
4. It has widened my knowledge.
5. The novels did, however, increase my general knowledge as the discussions vary from topic to topic.
6. It has also encouraged me to read more and therefore gain a greater general knowledge.
7. It has given me more knowledge.
8. Literature has made me more knowledgeable.
9. I would like to think that the studying of literature has broadened my knowledge with reading material that I would never usually look at.
10. I have always enjoyed books and they definitely develop our imagination and knowledge.
11. Literature has helped to increase my knowledge.
12. I have gained a greater general knowledge.
13. It has helped me gain information about other parts of the world.
14. It teaches you different cultures and facts about different countries. Broadened my general knowledge.
15. It has influenced my knowledge, what I am capable of knowing today.
16. Literature has made me more knowledgeable about historical times which we learn from the story of the play.
17. Through English I have definitely become more aware of different parts of the world, history, the perception of the future and different people and their lifestyles. Literature has increased my knowledge and I've been able to learn through books.
18. As a person I now know more about people and different places.
19. It has taught us how it was in bad times i.e. depression and war.
20. It has made me more worldly.
21. More aware.
22. I think that I'm a more intellectual person, since reading books and plays.
23. It has made me more educated.
24. Literature has made me more knowledgeable and to have a greater insight to life.
25. It has (private study of literature more so than English) greatly expounded on my views towards the world and other people - the knowledge available is staggering.

### **Written work**

26. It has made me more aware of other things in life because it has sometimes made me go and research my topics and I learnt a bit more about that subject.
27. Perhaps it has made me more aware of my environment (newspaper, TV news, etc.).
28. It has helped me learn more.
29. It helps to reinforce my knowledge for my further studies.

### **Oral work**

30. I've have broadened my knowledge.
31. You learn new things everyday.
32. It has broadened my knowledge.
33. I have learnt a lot and have increased my general knowledge through researching for orals.
34. It has enhanced my knowledge.
35. Debates and formal orals get you to research about different things and this causes an influence to your life.
36. I have been enlightened me on various subjects.
37. I have learnt things that I never would have known, while researching topics.
38. It has made me more interested in and aware of the topic.
39. Orals (prepared) can help extend your general knowledge, different topics.
40. It helped build up and knowledge.
41. I am more worldly and knowledgeable.
42. Every now and again there's an oral that actually interests me and it may even teach me something new.
43. You learn more about subjects your classmates are interested in.
44. Added to my general knowledge immensely.
45. Helps me to try and keep myself together and also one has to do research so you gain something as well.
46. Other people's orals can teach you various things.
47. It has enlightened me on some subjects.
48. I find it very interesting and often learn a lot.
49. While preparing for orals and investigating different topics, the reading broadened my general knowledge. Other people's orals also gave me a better view on other aspects that I myself had not covered yet.
50. Well, for prepared orals I had to research my topic.

### **Visual literacy**

51. It has show me different cultures and religions of life.
52. It has taught me about different life-styles.
53. I am more knowledgeable about how different people live.

54. It has shown me people who react against/ with something.
55. We live in the 90s so everyone who watches T.V. can relate to it. Shows us and we are able to see what is going on and how things look.

## 4.10 APPRECIATION OF CULTURAL KNOWLEDGE

### Literature

1. I think it gives you at least some knowledge about literature.
2. Being exposed to various types of books gives you a broader aspect of the various literary works.
3. I cannot say that my attitude towards life has been changed drastically by any of the literature in particular. I have, however learnt a bit more about the different styles of literature (eg. Shakespeare's works).
4. English literature has improved my cultural knowledge to a certain degree.
5. It has enriched and widened my knowledge.
6. By reading I have learnt more about different writing styles, different times/history.
7. The study of literature has enriched my knowledge and the development of English knowledge has taken place within me.
8. It has influenced me to read styles of books that I would probably would not have read. (eg. classics)
9. I have been inspired to broaden my knowledge of literature in order to experience as much as possible.
10. I have read supposedly timeless novels that I would not have read under any other circumstances and this adds to general knowledge.
11. I think it gives you at least some knowledge about literature.
12. I believe that I have a better general knowledge of English literature and its history.
13. It has brought light on Shakespeare's work which I enjoy.
14. When I can I relax with a good literature book at school, it broadens your mind and revitalises you.
15. It has not influenced me in many ways, but it has given me an opportunity to enrich my life - learn and read books that would stand me in good stead culturally. I would never have read books otherwise.
16. It has made me interested in classics and to sit down and actually enjoy a good book, as I am able to understand the underlying meaning more easily.
17. I understand much Elizabethan language, yet dislike it. I do not analyze as I read something I enjoy.
18. Reading literature is always personally enriching - it can teach you about life if the particular work is sincerely written.
19. Slightly. I do feel more enriched and I am proud when I can say I have read some well-known novels.
20. Reading literature always enhances your life and what you read definitely has an influence on you. At school we are usually given books which are going to influence us in a positive way and books which will inspire us. There is one exception: "On the Beach" by Nevil Shute was a bad book. When we were reading it sometimes I found myself thinking that there was no point in worrying about a career choice because by then we would all be dead. But then I had to remind myself that it was only in a book. I don't think that reading a book can change your life, although some might depending on the person and the topic or subject of the book, but it can enrich your life. it helps you to see things from someone else's perspective.

21. I feel that I have become more culturally enriched.
22. Literature enriches my life.
23. It doesn't directly influence my attitude or ideas about life outside the classroom - but in the classroom because you're observing everything closely, it makes you more appreciative.
24. It has taught me how to appreciate "language" and how beautiful a talented writer can make a sentence sound. Pictures can be painted with words.
25. I have developed an appreciation of the language.
26. Studying a piece of well-written work such as Wuthering Heights helps me to appreciate the language much more.
27. My attitude has improved as I have learnt to appreciate literature in my life.
28. It is very important for us to study literature and some people haven't the same opportunities.
29. I never thought that literature would be beneficial to me but my viewpoints have changed since I read some of Shakespeare's work.

### Poetry

30. I am more culturally aware.
31. I was exposed to another form of art - poetry. I became interested.
32. Personally enriching: I enjoy reading it and I would never have thought of it if we didn't have to study it for exams. I find that you don't understand poetry at the start. When we do it in class I usually switch off because I am bored. However, it is the most enjoyable part of setwork when one learns it.
33. It has given me a greater knowledge of great poets.
34. I have realized how much time people take to write poems.
35. I am able to 'pick up' the meaning of the poems better than before.
36. I enjoy poetry more now because you can extract so much from it and somehow it always seems relevant to you. After class poetry you are more aware of the purpose and meaning of poetry's structure and language.
37. It has made me understand poetry more.
38. It has made me understand it better.
39. I have been introduced to different types of poems, poets and subjects.
40. The development that has taken place is the fact that I as a person can interpret poetry and 'note' symbolism in everyday things, eg. Art, Bible, Poetry.
41. I have been inspired to broaden my knowledge of poetry in order to experience as much as possible.
42. It has enriched my vocabulary and brought beauty to words; it's helped enable me to appreciate English.
43. I have learnt to appreciate writing and poetry as a form of art which takes talent.
44. Not really, but I do believe that now I can appreciate more things, such as plays, artwork, etc.
45. I love reading poetry because it is so mysterious, and studying it has made me more aware of how deep it really is.
46. It has helped me get a finer view on poetry.
47. It has shown me the beauty of the English language.

48. In some instances it has helped me to appreciate literature.
49. I have been inspired to read books of poetry.
50. I have gained a greater appreciation for poetry as a whole.
51. It has influenced me to attempt to write and appreciate other poetry, other than that of famous poets. Because poetry, after all, is about personal feeling and experience. It isn't all metaphors and conceits.

#### **Written work**

52. I am more culturally aware.
53. It is a unique talent to be a great writer/author.
54. It has taught me to appreciate a writer's talent.

#### **Visual literacy**

55. A lot goes into producing a movie.
56. I realised that there is more to making a film than meets the eye.
57. I have realized how much work, effort, money is involved.
58. I do now look more carefully at movies (camera angles, shots, etc.) and have now a better understanding and see things I never used to (appreciate them more).
59. It covers more of the senses - sight, hearing, etc.
60. I have always enjoyed films (good ones) but I was not influenced at all by the study of films. I suppose it made me more aware of the art of film-making and that this art is very tiring and precise.
61. I understand why things are done.
62. A film is not easy to make and acting is not an easy job.
63. It has enhanced my knowledge: even films are deep and meaningful.
64. All in all, a very enriching experience.
65. I have a more interesting attitude.
66. It has shown me methods to evaluate films.
67. I have a greater appreciation of the depth and creativity of the film industry.
68. I realised that a film is not merely a form of entertainment but somebody's hard creative work, work which never gets the credit and appreciation it deserves. It's just seen as something to pass the time or to get a few laughs from. Nobody appreciates the thought and ideas and hard work behind it.
69. It made me appreciate classics, westerns, etc.
70. I can now appreciate a good movie more because I know what work goes into it.
71. I appreciate films more now because I look for things that I normally wouldn't do and this makes the film more enjoyable.

## 4.11 ENJOYMENT

### Literature

1. The study of literature has been very enjoyable as I enjoy reading.
2. In lower standards (6 & 7) literature choices I found to be boring but I've found the set works this year to be interesting, encouraging me - not a bookworm - to read.
3. I enjoy reading so studying literature at school is something I really like. I appreciate it.
4. I don't really like reading anyway and therefore don't spend much time reading, only in my spare time which isn't very much time, but when I do I find some pleasure in it.
5. I enjoy the books (not On the Beach) but they are really not very influential towards my life.
6. I have always enjoyed books.
7. I enjoy reading interesting articles, books, etc.
8. Well, I have learnt that you can get something out of reading a novel/play and that there is a great deal to be learnt from books and sometimes even enjoyed.
9. I enjoy reading and can assess the book when I have finished it.
10. I prefer reading the novel for relaxation and enrichment rather than having to study it.
11. Relaxing: a pleasant experience just reading the novel but not studying it.
12. It makes me want to find time to read books.
13. Most of the classics have been enjoyable and relaxing to read.
14. It has taught me that classics are not awful and I thoroughly enjoyed Wuthering Heights.
15. In a way it has required a great amount of discipline to actually read and analyze material that was just meant for enjoyment.
16. As for books, I thoroughly enjoyed Wuthering Heights, although I feel the book choice should be updated once every 5-10 years.
17. If I had to read a book like "Wuthering Heights" I would never have finished on my own, and now, reading it at school, I REALLY enjoy it.
18. I am more interested in Shakespeare's plays than previously.
19. I find the books we have done interesting and moving eg. "Journey's End", "Goodnight Mr Tom", "Wuthering Heights" and "To Kill a Mockingbird". BUT, it hasn't particularly influenced me. (I really enjoyed those books).
20. It has taught me to enjoy more than one type of book - become more interested in variety.
21. I have enjoyed reading some of the books but Shakespeare is not my favourite.

### Poetry

22. It has been very interesting, enjoyable and thought-provoking. Has also been confusing.
23. Poetry is exciting to read, but it has never really influenced me.
24. It is something I have enjoyed as I've grown and maybe poetry I've read makes me want to read more and I've developed that way.
25. I enjoy the finer things in life.

26. I am positive
27. It has taught me to enjoy poetry more - appreciate their opinions.
28. I enjoy reading poetry.
29. I enjoy poetry now and read not only at school but at home too.
30. I enjoy it and want to read more.
31. I love poetry and I know that part of this is because I have studied it and enjoyed it.
32. It has taught me to enjoy reading other people's work.
33. Although I've enjoyed poetry, I don't think it has had a profound effect on my life.
34. I love the beauty of poetry, especially love poems.
35. It has helped me realize that poetry is enjoyable to read, but that I don't want to study it.
36. Funny poems increase my sense of humour and make me feel happy.

#### **Written work**

37. I love written work but it hasn't influenced me towards life.
38. Written work is my absolute favourite. I love writing. It hasn't really changed my attitude towards life because I write the way I think.
39. I love writing. It has not really influenced my attitude towards life though. Perhaps it has made me more aware of my environment (newspaper, TV news, etc.).
40. It's fun and relaxing. (sometimes).
41. I am positive.
42. It has helped me to enjoy writing.
43. It's fun.
44. I love writing. It has not really influenced my attitude towards life, though.

#### **Oral work**

45. I love speaking - to audiences, people, even myself.
46. I enjoy doing orals and have learnt to control my nervousness.

#### **Visual literacy**

47. Enjoy watching films and made me more receptive to wildlife films.
48. I appreciate the work put into the movie so that we'll enjoy it.
49. I really love film study. It has been one of the best sides to the English course. I never imagined that one can get (or benefit) so much out of a film eg. "Witness". When I watch a movie now I enjoy it so much more because you look out for certain things. The genre are interesting but camera angles and positions are only applicable in fast moving, suspense and scenic films.
50. I have always enjoyed movies as a form of relaxation - loved "Chariots of Fire" - very worthwhile.

51. It has made me positive.
52. I enjoy film study.
53. It makes me enjoy movies more.
54. I think it provided entertainment.
55. All in all, film study is a very enriching experience.
56. It made me enjoy the novel being studied on film.
57. It enabled study of how films are made which was very interesting.
58. I was interested.
59. I have only discussed one film - it has greatly expanded the impact that movie made. ("Witness").
60. Film has been easier to learn and more interesting.

## 4.12 READING

### Literature

1. Those of us who do not read a lot get to experience reading at least some books and then it may even influence others to want to read more or to read.
2. If people weren't forced to study literature at school, many would never read a thing. Alternatively, they may be put off reading because Shakespeare etc. can be confusing/ boring for many.
3. My English teacher always encourages us to read as much as we can, as long as it is of good value, and thus to enrich ourselves. This has encouraged many girls to start reading or to read more.
4. It has encouraged me to read more because reading makes one learn even more about life.
5. It has encouraged me to read more.
6. Made me want to read more.
7. Made me read more.
8. It makes me read more.
9. By being able to read and learn about what I've read.
10. English is not one of my better subjects. Sometimes reading inspires me to read.
11. It has influenced me in that I now enjoy reading not just setwork books but books in general.
12. Made me appreciate reading books longer than 30 pages.
13. It has taught me to read a wider selection of books i.e. a wider variety, before reading "Wuthering Heights" and "To Kill a Mockingbird" I would never have given a second thought to "old-fashioned novels".

### Poetry

14. Made me want to read more.
15. Being compulsory, it opened a new area of reading and understanding to me.

### Oral work

16. I have read more books than I ever intended to.

### Visual literacy

17. It hasn't. I prefer reading.
18. Most films are not as good as books!

## 4.13 LANGUAGE SKILLS

### Literature

1. It has definitely improved my English and expanded my vocabulary.
2. It has made no real difference in my life. It may have in some ways expanded my vocabulary and improved my English.
3. Literature has effected my life as in the improvement of my vocabulary.
4. It also increases one's vocabulary e.g. learning new words, sayings and different figures of speech.
5. It has improved my vocabulary, (understanding of words and my speech improved slightly), given me more of a need to improve my vocabulary by doing crosswords (puzzles) because reading of books (novels, plays) really isn't one of my hobbies.
6. The only help the study of literature has been is in the development of my vocabulary.
7. Reading improves vocabulary.
8. The use of a wider vocabulary.
9. It provides for better English speaking and writing, you learn from the new words you encounter.
10. It has educated me by increasing my vocabulary and speech content.
11. The novels have increased my vocabulary and understanding of words.
12. Literature, especially novels, has enhanced my vocabulary.
13. It hasn't contributed much - just that it helped expand my vocabulary.
14. It helps you to develop a larger vocabulary and this makes you more interesting/ intellectual.
15. It has added to my vocabulary.
16. Literature has educated me in my spelling and vocabulary.
17. I'm not actually much of a reader - I read well but not often! Literature has helped my vocabulary a lot.
18. It has definitely widened my vocabulary, but in no way affected my persona.
19. Studying written work has improved my vocabulary and encouraged me to use my imagination, although I'm not able to do written work myself!
20. Reading the novels also teaches new vocabulary and style techniques which can be used in your own writing.
21. It hasn't!! besides vocabulary.

22. It has broadened and my vocabulary.
23. It has helped my spelling and History essays.
24. It has helped me to read more books and decide what books are better and which have a better style of writing.
25. Helps me to know how to write in certain styles to fit any occasion.
26. It has made me a fan of only certain genres.
27. Shows the different ways of writing between the authors.
28. It has made me realise how much effort went into writing the great plays. The rhyming couplets and many more fancy terms for everyday language.
29. It has helped teach me to read aloud well.
30. It improves a person's reading ability.
31. It has made me a better person in some ways. It has developed my learning, reading and understanding skills considerably.
32. It improves your reading and language.
33. Helped me read faster and concentrate more.
34. I suppose reading novels etc. in class, exercises my memory, (for examination purposes) and tests my reading ability.
35. If the book was good, I would go to the library or bookshop and look for more books by that author.
36. It allows me to study a book in depth - that is something we do not do often after reading a book.
37. When doing written work one can relate to a book that has been read and then expand on that concept just like a novel. One has the knowledge of how books are written and the deep reasons why, which lie in the novel.
38. It merely improves one's English, in my case though it has had no other effects.
39. Made me understand the topic more.
40. You feel a sense of accomplishment after you have gone through a specific piece of literature, and in this way it helps when I have another obstacle to overcome because I know I can do it.

### **Poetry**

41. It has enriched my vocabulary and brought beauty to words; it's helped enable me to appreciate English.
42. Able to see both the literal and figurative meaning.
43. Have learnt many different poetic devices. Now when I read a poem out of school, I search for meaning as well.
44. After class poetry you are more aware of the purpose and meaning of poetry's structure and language.
45. I can now write a poem naturally and in the correct format. In other words, physically I have the knowledge to write the poem correctly and mentally I have developed in such a way that I now know how to put my feelings on paper.
46. Exposed to poetry which I would otherwise not have read.
47. I've never had a personal love for poetry but have a better understanding for it now that I have had to study it.
48. Poetry has many deep meanings, and through studying it, I understood some of the poems better.
49. It has allowed me to correct (connect) things and read into certain things.

50. The Thought-fox really amazed me, it was cleverly written.
51. It helped me realize how difficult it is to write poetry.
52. It has made me more educated in my mother tongue.
53. It helps you when you write essays (quotations).
54. It brings my English mark up.

#### **Written work**

55. It has also helped expand my vocabulary.
56. Has increased my vocabulary and spelling.
57. It helps with vocabulary and sentence structure.
58. I have had practice at using a diversity of vocabulary for occasions befitting them;
59. Improved my vocabulary.
60. It has improved my use of the English language through the use of new words and using correct sentences.
61. I have had practice at using a diversity of vocabulary for occasions befitting them; has made me aware of what to say when dealing with certain people or situations.
62. It has taught me to think beyond everyday cliches.
63. Made my content of language better.
64. It has helped me to write better.
65. The "stories" haven't really influenced me other than improving my writing skills.
66. It helped me practise how to express my story in the correct format.
67. Written work helps me to further my writing interest and helps to develop this 'skill'.
68. You have to write using different styles, techniques, topics, etc. all the time so it has taught me a lot.
69. Write more intelligently.
70. Has enabled me to improve my writing skills which I consider valuable.
71. Improved my writing.
72. It has made me realise how important it is to write something correctly.
73. It has helped me to improve my writing skills and learn how to write certain things eg. letters.
74. Furthered my writing style.
75. It helped me practise how to express my story in the correct format.
76. Improved written work skills, I can now relate better to people through letters etc.
77. None really, except show myself my ability to write a story.
78. Enabled me to start writing in my own spare time.
79. I have learnt how to write different types of essays eg. argumentative, letters to the press etc.
80. It has taught me how to write and structure letters/essays.

81. Taught me to write various letters.
82. Although my English is not that good, I feel I have improved in writing.
83. It has given me skills how to address a letter in the correct manner. I find these skills very useful and am glad that I know them.
84. Write better letters.
85. I enjoy reading which helps my written work and it helps my imagination.
86. Shown me how much I hate writing letters!!
87. It taught me how to write faster!

#### **Oral work**

88. Well, for prepared orals I had to research my topic and for the rest my confidence was enhanced.
89. Makes you do research into your topic.
90. The preparation of orals has taught me how to research a topic and present it in a humorous light-hearted manner.
91. It has taught us how to research topics.
92. Procedures to be followed, not much on the content of orals.
93. Orals taught me the correct procedure to be followed when debating.
94. Oral lessons have taught me a lot about public speaking, my friends' interests and how to relate to an audience.
95. It has made me speak correctly and improve on my speech.

#### **Visual literacy**

96. It also increases one's vocabulary e.g. learning new words, sayings and different figures of speech.
97. Made me more understanding of the language used.
98. Different effects which come through depending on how it is directed.
99. Showed me that when a director makes a film, he does it in certain ways for certain reasons.
100. Better understanding in film, where climax is, what the producer is trying to achieve through certain things.
101. It has made me be able to look at a movie and see every detail and camera angle possible.
102. Gained knowledge of film-making.
103. To learn about techniques not otherwise noticed.
104. I learned about the film industry and the making of the film as well as the opinions aired in the film.
105. It has made me more aware of the content of films.
106. Has taught me different camera skills
107. Noticed how the directors and producers go about making effective films.
108. Shown that there are often hidden meanings that are not that obvious.
109. I have learned to look below the surface of a person or plot.
110. Helps me to look and understand the symbolic meaning of parts of films.

111. It has made me see a deeper meaning in the film.
112. It has made me more clear on my setwork books.
113. Aids in studying.

## 4.14 NEGATIVE OUTCOMES

### Literature

1. Plays are boring to study and seem a burden, especially Shakespeare plays.
2. I did not enjoy the Shakespeare - Antony and Cleopatra did not influence me at all.
3. Shakespearewise - the studies have been detrimental to my health and concentration-span. Between the front and back cover, not one word has influenced me or moved my soul in any way. Caesar is dead. Let him rest in peace.
4. Literature, as studied at school, has not affected my life, except to make me biased against the works of Shakespeare.
5. Shakespeare bores me and confuses me.
6. Being forced to read may put pupils off reading because Shakespeare etc. can be confusing/ boring for many.
7. It has made me despise Shakespeare's work.
8. Shakespeare is not my favourite.
9. It makes me realise that I will never read that book again as it is totally desecrated by classroom step-by-step analysis and dissection. Pupils should have booklists and reading periods, then book orals.
10. It has made studying for exams more difficult as we have to know all the deep meanings behind the book instead of just being able to enjoy reading it.
11. I don't think that the study of literature has influenced my life in any way except making a little bit too much work to handle.
12. Wuthering Heights did not really capture my interest and I found the language boring.
13. It has not influenced my life. Most novels/ plays do not appeal to me.
14. I was bored by Cider with Rosie, and learnt nothing.
15. Some of the prescribed books ("On the Beach" for instance) had a very negative influence on my opinion of English literature.
16. It also has a downside, by putting me off reading.

### Poetry

17. It bores me.
18. It has not contributed at all, I find poetry makes me bored.
19. It has had no effect on my life except that I do not like it and find I get bored reading it.
20. I've never taken an interest in poetry. I do not enjoy it.
21. It has not contributed at all, I find poetry makes me bored.

22. I don't think poetry has changed my attitude to life as I have never enjoyed studying poetry.
23. I don't dislike all poetry but sometimes the poems we do at school do not interest me.
24. I have learnt to dislike poetry.
25. It is not my favourite part of English.
26. I think poetry is a waste of time. Why should we do this poetry if most of us never go on to do anything poetic one day.
27. It has gotten me into trouble for not bringing my book or doing my homework.
28. The poetry is too confusing to be advantageous.
29. Intoxicating and weird poems such as Kubla Kahn brought a negative response from me. I believe that one cannot achieve a meaning from a poem if it is written in a state of delirium - being 'high' is not good enough for a poet.
30. Unfortunately, we are forced to analyze the poem - stripping it into component words, phonetics etc..
31. Studying poetry line by line destroys the essence of it, although it helps me to understand it.
32. Not much - I feel that deeply analysing and breaking down a poem ruins it.

#### **Written work**

33. Written work is definitely not one of my strong points and I haven't enjoyed it.

#### **Oral work**

34. It has made me more nervous.
35. It doesn't help much, especially because you speak in front of a class of 30 girls you know well. What happens when one day you have to talk in front of people you don't know?
36. They have made me scared of public speaking.
37. Embarrassing, especially when people laugh at you or do not listen. Destroying, if you get nervous and it shows.
38. It only scares me when I have to talk in front of people.
39. Very nervous.
40. People should NOT have to say orals - you could know a lot about the subject but have stage fright - or be frightened to talk in front of people - orals are cruel!
41. They have made me nervous about public-speaking.
42. I know I am a very nervous person and this will affect my life always especially if going into the business world. Difficult to adjust.
43. It has made me a nervous person.
44. It makes me nervous.
45. None, besides extreme nerves.
46. I don't like orals, as they are unenjoyable, especially if you are the person delivering the speech. They make you nervous and make you feel ridiculous and embarrassed. Orals also make you feel like everyone is criticizing you and commenting on you while you speak.
47. It makes me nervous.

48. Destroying, if you get nervous and it shows.
49. It is not easy to stand up in front of people and give a speech/ talk. It takes, for most people, practise.
50. I hate doing orals.
51. It hasn't contributed at all because I can really say I hate orals.
52. Orals are definitely my least enjoyable part of English. Maybe it's because I lack the confidence necessary for standing up in front of a class and speaking about a topic. In unprepared orals, even if I have a good idea, I find it hard to tell other people about it. Maybe I need to increase my vocabulary.
53. I loathe it when a teacher says you can do your oral on anything.
54. Public speaking is awful.
55. Don't like doing orals and showed me that one day I will have to give a speech in front of people.
56. I express my opinions at home, although I still sit silently in class while others can speak in front of everyone easily.

### Visual literacy

57. Negativity - takes the fun out of films.
58. It killed the film.
59. It resulted in me disliking a generally good film. ("Witness").
60. In no way except to bore me with repetition. We pulled the movie to pieces and read obscure meaning into EVERYTHING, once maybe twice is really ENOUGH!
61. I'll never watch the movies we've studied ever again.
62. I disliked this section because I think it is unnecessary to study a film in detail and work out all the fine points and angles and music and lighting.
63. I miss BBC.
64. It made me watch more TV.
65. I have become a couch potato.

## 4.15 MISCELLANEOUS

### Literature

1. Perhaps I've learnt how to possibly handle a situation but directly there hasn't particularly been much influence.
2. It influences your handling of certain situations.
3. I suppose To Kill a Mockingbird taught us a few possible lifeskills but nothing that I didn't already know.
4. I am not aware that it has contributed to my development, perhaps it has, I don't know.
5. I don't know.
6. It has not helped me in any way, don't read the plays or novels, for I don't find it interesting. I would rather watch a good movie or go and see a real play. I relate to it better.

7. I don't read books or novels except sporting magazines and books.
8. Taught me how to take care of my body with regular exercise and eating sensibly. Motorcycle magazines have taught me a lot about bikes - how they work and how to fix them. I race motorcycles and reading the magazines have helped me develop a fairly good riding style and also how to handle a bike and what to do in different situations.
9. Given me an idea on how to improve my sporting abilities and helped me maintain my health and keep me on a fairly high fitness level throughout the year. It has helped me keep my injury level at a minimum.
10. As I mentioned in number 1, "On the Beach" by Neville Shute had such an influence that many people got confused between what was real and what was only a story. It also made us realise how easily man can be "wiped out".
11. None, other than increases awareness of the threat of nuclear war.
12. It hasn't influenced me at all, it just made and makes life more difficult.
13. All it may have done is to make the obvious clear.

#### **Poetry**

14. Not extremely, if I have read a good poem that means a lot to me, I feel slightly altered but not to the extent that my personality would change.
15. I do not understand this question.
16. I do not understand this question.
17. Made me aware of pollution and poverty.

#### **Written work**

18. I cannot for the life of me write essays, although when I do they aren't so bad, nobody's ever taught me HOW to write a good essay, and honestly, I see no point in writing them.
19. I don't think I've given it a chance to contribute to the development of me as a person.

#### **Oral work**

20. Public speaking is better.

#### **Visual literacy**

21. Haven't done many but I think this is a better way.
22. We watched To Kill a Mockingbird and certain aspects like filming techniques were discussed, but not much else.
23. Films look real, it is unlike reading a book.
24. Not to take it so seriously.