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A PRELIMINARY EXAMINATION OF TEACHER DEVELOPMENT
IN FARM SCHOOLS
THROUGH AN ILLUMINATIVE EVALUATION OF
A TEACHER DEVELOPMENT COURSE
IMPLEMENTED BY THE 1820 FOUNDATION FARM SCHOOL PROJECT

DISSERTATION

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REQUIREMENTS FOR THE DEGREE OF

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ABSTRACT

The 1820 Foundation INSET Farm School Project is described in order to set the context in which this illuminative evaluation of a Teacher Development course took place. The concepts of training, education and development are discussed and it is suggested that the term 'education' encompasses a training-development continuum. The design and implementation of the Teacher Development course, which attempts to promote both personal and professional development, are presented, and the facilitator discusses i) her attempt to encourage teacher control of the course and, ii) the factors which mitigate against teacher control. The decision to use the illuminative evaluation method is placed in the context of interpretive research methodologies, and the methods of data collection are discussed. A wide range of data sources is used, but primary importance is attached to i) a questionnaire administered to the five teachers involved and ii) a group interview and individual interviews with the teachers. Factors which emerge in the illumination of the data indicate that teacher control of development courses in farm schools in the Eastern Cape is problematic, that the teachers' preference is for professional development, and that development seems to take place through implementation of training strategies.

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GLOSSARY

IATEFL	International Association of Teachers of English as a Foreign Language. A British-based organisation.
NPL	Native Primary Lower. A teaching qualification for lower primary school, held by many of the older teachers.
NPH	Native Primary Higher. A teaching qualification for higher primary school, held by many of the older teachers.
HPTC	Higher Primary Teachers' Certificate. A teaching qualification for higher primary school.
PTC	Primary Teachers' Certificate. A teaching qualification for primary school.
DET	Department of Education and Training. The education department which deals with the education of people designated Black by the South African government.

Chapter 1

The Teacher Development (TD) course which forms the central focus of this thesis was designed to be a natural extension to the work already in progress in the 1820 Foundation's INSET Farm School Project (FSP). In 1987 members of the INSET Management Committee expressed their expectation that any projects undertaken by INSET should, as a matter of course, be evaluated. This study was designed to illuminate issues which the decision-makers of future development of the Farm School Project, and the TD course in particular, may need to take into consideration.

This chapter will deal with: 1. a brief background to the 1820 Foundation's INSET Farm School Project and 2. an examination of the notions of training, education and development.

1. The 1820 Foundation's INSET Farm School Project

1.1 A brief background to INSET and the place of the FSP

- 1984 INSET begins with one INSET Officer, David Segahrtle.
July - David Meyer becomes the second Officer.
- 1985 December - David Segahrtle leaves.
- 1986 David Meyer promoted to Director of INSET.
Lorraine Ziskovsky joins as part-time Officer with materials writing portfolio.
April - Fran Gale joins as part-time Officer.

July - David Meyer leaves for Lancaster University, the Executive Director acts as Director with Mrs Ziskovsky's help.

October - Breakthrough to Literacy begins in 9 farm schools.

December - Fran Gale acts as Director.

1987 Phumla Koni joins as Field Officer

November - David Meyer returns.

1988 Daki Nkayi Joins as Field Officer.

Farmschool work expands to 33 new schools.

Bridge to English in 6 farm schools.

December - David Meyer leaves.

1989 Fran Gale acts as Director.

April - Christopher Mangcu joins as Director.

INSET began in 1984 as a development of the Black Teachers' Refresher Course which had been run by the Education section of the Foundation. The need for assistance with English for both pupils and teachers (since English is the medium of instruction for most black pupils from the fifth year of schooling in South Africa) was identified, and a one-week annual course for teachers was not considered adequate.

INSET focussed on junior secondary teachers as those with higher qualifications usually teach the senior secondary classes. The initial approach was through centralised courses, but changed to

school-based work in the classrooms with the teachers in the Albany area.

Unrest in schools from 1984 to 1986, during which time the schools were often closed, forced INSET to consider work in the farm schools which were less affected by stay-aways and closure. A further reason for work in the farm schools was the realisation that the foundation years of schooling were extremely important for language development, and that the practice was to give the lower classes to the least qualified teachers.

The modest size of INSET has meant that the employees have had to be jacks-of-all-trades to meet the changing needs of the project. The farm school project began with the writer, who has English Second Language training and experience in senior schools, and she was soon joined by an experienced senior-primary teacher. There was very little literature available on in-service training in farm schools nor had the Molteno Project's Breakthrough to Literacy and Bridge to English been implemented there before.

As one of a number of projects of the 1820 Foundation, INSET has had both the advantage of the facilities and fund-raising provided by the 1820 Monument, and the disadvantages concomitant with not being an autonomous educational body. The fact that there are a number of small sponsors with whom to negotiate has meant that there has been a pressure for rapid expansion and an indication of "big numbers" being involved.

As a privately funded operation working with Department of Education and Training (DET) controlled schools, it was necessary to obtain Departmental permission (a lengthy process) to work in the farm schools and also to obtain permission from the individual farmers. In this way INSET walks somewhat of a tightrope.

1.2 The farm school in context

Approximately 30% of all Black South African pupils are educated in farm schools (Gaganakis and Crewe, 1987). These are situated on privately owned land and are opened or closed at the discretion of the land-owner (or farmer) who provides the school buildings and accommodation for the teacher. The school furniture and books, and the teacher's salary are provided by the DET which also makes provision for subsidising 75% of the cost of the school building (when the budget allows) up to a maximum which is determined by negotiation with the Department (personal communication with the DET Deputy Regional Director, Grahamstown, 1989).

The DET makes certain stipulations concerning building size, windows, guttering, verandahs and the provision of toilets, but in the experience of INSET staff, many schools do not meet these requirements. Pupils, their parents and the teacher are powerless to control the situation owing to the farmer's power to close the school. A dark, dilapidated classroom and no toilets is preferable to no school at all.

The number of pupils in a school varies. The farmer has the right to refuse entry to pupils from neighbouring farms. Consequently INSET has encountered schools where there is a total enrolment of 14 from one farm only, and schools where there are between 400 and 500 pupils from up to 20 farms. The DET has stipulated maximum numbers (55) per classroom, but once again, INSET has encountered one-teacher schools with over 80 pupils. Another variable factor is the number of standards per teacher or classroom. This can vary from one standard per teacher (very rare) to six standards per teacher (very common).

Pupil attendance is erratic, for which there are numerous reasons. Many parents have little understanding of education and therefore do not hesitate to send children on errands, or use them for domestic chores. Those who have no warm clothing may not attend school regularly during winter and in certain instances farmers use children to harvest seasonal crops. Some pupils have to cover great distances on foot and are naturally reluctant to do so sometimes.

The situation for teachers is often not ideal. In general, posts in town are more prestigious and the usual trend is for the better qualified teachers to be appointed to town schools, which results in a stigma being attached to teaching in the rural areas. Teachers are often isolated as farms may be far apart and there is very little professional or personal stimulation. Until recently,

farm teachers did not qualify for the housing subsidy as they could not occupy the house themselves and the houses provided on the farms might consist of one small room only. Teachers have to wait for the farmer to give them their cheques, which is not always done on the day they are expected, and those wanting to go to town are often far from a main road, and even then may have to hitch-hike.

1.3 The introduction of Breakthrough to Literacy and Bridge to English

Owing to the pioneering nature of the introduction of Breakthrough to Literacy and Bridge to English to farm schools, the decision was to "take one year at a time" and to formulate policy in response to the context. After consultation with Bill Holderness of the Primary Education Upgrading Project in Bophuthatswana and Janet Maree of Hlaziya In-service Training College in Ciskei, it was decided to limit the first intake of schools to no more than ten, which would be supplied with all material and trained in the School Readiness programme used in Ciskei and in Breakthrough to Literacy. These schools would be monitored at least every two weeks, if not once a week. The next year they would be trained in Bridge to English if Breakthrough seemed to be a success, and a larger number of schools would be trained in Breakthrough. Initial thinking did not go beyond the first two years.

Neither of the INSET staff had any experience of introducing a form of curriculum innovation, or training in these methods, and most work was done by instinct, response to observation and sensitivity to the teachers. Neither of the staff members had much theoretical knowledge of the notions of training, educating and developing and their theory therefore truly arose out of practice!

2. The notions of training, educating and developing.

The notions of training, educating and developing, as applied to teachers, will be explored in this section. The better known notions of training and educating will be dealt with briefly.⁽¹⁾ The notion of development (specifically, teacher development [TD]) will be explored in greater detail as it is the focus of this thesis, and as it is not as well established a concept. Something of this is expressed by Higgs: "TD is not a new concept but it has not been raised to the status of legitimacy." (1987 (a), p.7).

2.1. The notion of training.

The following definitions of training, offered by different scholars, give a fairly uniform picture of what training is considered to be. In 1982 Freeman said: (p.21): "Training deals

¹ Donard Britten's comprehensive two-part state of the art article (1985) "Teacher Training in ELT" is an excellent synopsis of the literature on language teacher training. (His term "training" covers the range of training, development and education.) It would not be possible or appropriate to attempt to reflect its contents here.

with specific teaching skills", and in 1989 he expanded his definition. (The "collaborator" he refers to can be (p.38): "the teacher educator, trainer, supervisor, programme administrator, mentor, colleague, or peer".)

Training is a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, commonly within a specified period of time. The aspects of teaching that are seen as "trainable" are discrete chunks, usually based on knowledge or skills, which can be isolated, practiced and ultimately mastered.

(Freeman, D., 1989, p.39)

Walker (1988, p.3) states that: "Teacher training concerns itself with an appreciation of classroom techniques and a reservoir/repertoire of lesson recipes and formulae", and Higgs 1987(a) (p.2) says: "Pre-service teacher training seeks to equip teachers with teaching skills. In-service teacher training seeks to maintain and update teachers' skills."

The common factor in the above definitions is that in training, isolated units, either skills or knowledge, can be learned, used and mastered. Freeman makes explicit the integral role of a trainer (or "other person") in the training process.

The terms "training" and "education" are often used interchangeably in the literature. Widdowson, however, draws a distinction between the two:

Whereas, then, one might reasonably think of training as the imparting of skills, education is essentially a matter of developing abilities, understood as cognitive constructs which allow for the individual's adjustment to changing circumstances.

(Widdowson, H., 1983, p.18)

2.2 The notion of education.

The definitions for education vary widely and it is not as simple to extract a common meaning, as it is for training. The definitions presented below indicate that the scope accorded to education varies from concern with the narrowly professional, to a broad holistic concern with the individual as person, professional, and member of society.

Walker (1988, p.3) exemplifies the narrowly professional view of education in that he relates education to insight into theory, which enables the teacher to make discerning judgements:

Theories of language and language learning provide the inspiration for classroom practices. By gaining insight into the theoretical aspects of language learning we are in a better position to make judgments concerning the validity of practices designed to promote the learning process.

Higgs (1987 (a), p.1) introduces his definitions of teacher education, training and development with the following: "For convenience let Teacher Education be a superordinate term

governing the complementary pair Teacher Training and Teacher Development."

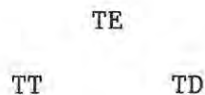


Figure 1

His definition encompasses Walker's narrower view but goes beyond theory related to classroom practice, without specifying the content of the activities which he indicates will influence the teacher. His major concern is, however, with the teacher as professional:

Teacher education includes all activities which have a bearing on the attainment and maintenance of teacher status. A narrow view limits this to initial qualification and periodic, post-qualification, updating events. A wide view includes all activities which influence a teacher's professional success and well being.

(Higgs, D., 1987 (a), p.1)

In 1978 Widdowson said the following on the purpose of a course of an educational nature, which broadens the definition of education beyond classroom competence and professional concerns to the individual's integration into society and personal development:

It aims to provide the recipient with abilities and mental dispositions which will enable him to play a range of social roles and be an effective member of his society. The emphasis is on versatility, on the capacity to relate particular tasks to a more general context of significance. The central notions here, perhaps, are

adaptability and awareness, the development of the whole person.

(Widdowson, H., 1978, p.66)

While Higgs and others draw a distinction between training and development, and subsume the two under education, Widdowson contrasts education with training. It may be useful to avoid the stark polarisation of education and training. One could see training and education as different ends of a continuum. Teacher training courses, even different parts of courses, may be seen as containing something of both elements, though the emphasis may rest more heavily on one than on the other. Very rarely would a course be pure training or pure education.

2.3 The notion of Teacher Development (TD).

Not all writers juxtapose training and education. The earlier quotation of Higgs in which he juxtaposes training and development, and accords education a superordinate status, reflects a position held by other scholars, the most notable of whom is Freeman (1989, p.37): "Thus, the term education is preserved as the superordinate, whereas teacher training and teacher development are used to describe the strategies by which teachers are educated."

2.3.1 Freeman's conceptualisation of development (professional development)

Of the literature available to the writer, the clearest conceptualisation and expression of development and its integration into the broader sphere of language teacher education, is that of Freeman. He posits i) knowledge, ii) skills, iii) attitude and iv) awareness as the constituents of language teacher education. (They apply equally well to any teacher education in this writer's opinion.) Note the hierarchical arrangement of the constituents in Figure 2 below:

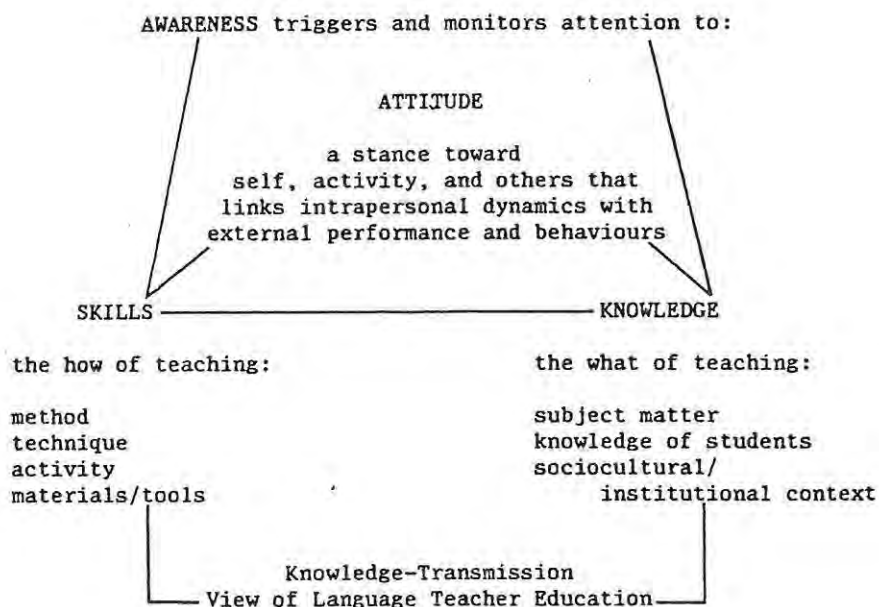


Figure 2 Descriptive Model of Teaching: The Constituents
(after: Freeman, 1989)

Educator and teacher collaborate to generate some change in the teacher's decision-making based on the four constituents above. Training and development are the educating strategies whereby collaboration takes place.

Freeman (1989, p.40) defines development thus:

Development is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual.

It is clear from the above how development contrasts with training, which involves direct intervention and works on discrete, isolable aspects of teaching which may be general to a number of teachers.

Freeman links the constituents of education to his educating strategies in the manner shown in figure 3 on page 14.

Freeman's distinction between training and development need not be seen as a rigid one. In an earlier paper (1982, p.27) (in which he discusses three approaches to teacher observation) he indicates an overlap in the strategies of training and development. His development category accords to some extent with Widdowson's education category, and is thereby not unlike the training-education continuum proposed earlier.

	Teacher training: Process of direct intervention	Teacher development: Process of influence
Characteristics of aspects of teaching focused on	Generally accessible; can be mastered through specific courses of action	Idiosyncratic and individual; mature through constant attention, critique, and involvement of the teacher in his or her teaching
Constituent base	Knowledge and skills	Attitude and awareness
Focus	Initiated by collaborator; work carried out by teacher	Raised by collaborator, but work initiated by teacher
Criteria for assessing change	External; accessible to the collaborator	Internal; personal to teacher
Closure	Can be within a fixed time period, once criteria are satisfied	Is open-ended; work continues until teacher decides to stop

Figure 3 Educating Strategies (after: Freeman, 1989)

It is important to note that the purpose of development is to raise the teacher's awareness of herself and the effect of her attitudes and actions on her teaching. Self-awareness of this kind also implies that development involves a teacher in self-monitoring, and engendering solutions to her individual problems. The changes which awareness brings may not be immediate or noticeable, and will seldom be quantifiable.

While Freeman does not deny the fact of teacher self-education, his conception of development involves collaboration between two people, the teacher and one other, in many instances, a teacher educator. His discussion of development also clearly indicates

that he is concerned with professional development - the teacher in the classroom and her effectiveness.

2.3.2 Personal development

Freeman's emphasis on the professional aspect of development is supported by authors such as White (1986, p.1), who defines development as "the continuing professional improvement of the experienced and qualified teacher". However, there are those who view development from a purely personal perspective as the following quotation shows (authors unknown, TD, 1986, p.7):

Teacher Development is the process of: seeing my strengths more clearly, and learning to make better use of them; becoming more aware of my shortcomings; being determined to overcome them.

The definition does not specify to which contexts the strengths and shortcomings refer. However, a reading of Teacher Development, from which the definition is taken, indicates that many contributors view their professional development as linked to their personal development in areas apparently unrelated to their professions.

The above definition of TD is subsumed in the following definition which encompasses both the professional and personal aspects, and accords equal status to each. O'Brien (1986, p.2):

TEACHER DEVELOPMENT is a life-long autonomous process of learning and growth, by which as teachers we adapt to changes in and around us and enhance our awareness, knowledge and skills in personal, interpersonal and professional aspects of our lives.(2)

2.3.3 Some significant developmental issues raised by the O'Brien definition

2.3.3.1 Affective development

Affective development may be seen as an important part of personal development. Teaching is not a mechanistic activity. It involves numbers of individuals with personal problems and goals. The kinds of activities in TD which may seem to have nothing to do with classroom practice are often those which deal with the problems which result from the interaction between individuals. Various teachers who have contributed to Teacher Development during the period 1986 - 1989 have testified to the value of relaxation techniques, therapy of some kind, music, assertiveness training, varieties of exercise, psycho-drama and studies on group dynamics. These deal with the affective development of teachers. Higgs (1987 (a), p.3) has characterised the position accorded to affective development in the following way:

2 For a full analysis of this definition, word by word, provided by O'Brien himself (1986), in what he refers to as "a sort of annotated definition", the reader may refer to Teacher Development, No4, pp.2&3.

Contemporary thought on language teaching has been seduced by the metaphor of the computer and its antecedent history in logic. The consequence is a mind set geared toward 'input' and 'output' as the principle pedagogic mechanism. The seduction has been sweet and affective or emotive aspects of teaching behaviour have been left behind in the loveless match.

In the same paper Higgs later lists the justifications for activities that promote affective development as providing teaching ideas, feeding the teacher's creative powers, educating teachers in the learning process, providing morale uplift and providing personal growth. Thus, the concentration on personal growth affects classroom practice through the positive effect on the central teaching/learning aid in the classroom, the teacher. This notion is strengthened by Barnett (1987, p.4) who states: "Our development is on many fronts, simultaneously, and what we are is how we teach".

2.3.3.2 Autonomous development

This aspect of the definition conflicts to some extent with Freeman's emphasis on a collaborator, although he does indicate that the role of the collaborator becomes increasingly less directive, and that the collaborator need not necessarily be a teacher educator.

More importantly, a number of significant issues are raised by the aspect of autonomy of development.

i) If teachers are themselves responsible for their own development, a major problem arises where lack of motivation is concerned. McElvie (1987, p.10) points out the following contradiction:

Is not development by definition, self-motivated rather than led?... I do want to point out that, in places like Malaysia, development needs to be 'led' or perhaps encouraged if it is to occur at all - very few teachers have the self-motivation to overcome the frustrations that lead to de-motivation;...

The above quotation raises the question of whether development without the input of a 'collaborator' is possible in certain contexts.

ii) A corollary of i) above is that it would seem that TD is context and culture specific. Individual personalities in specific contexts will define what constitutes TD for them. Kremer-Hayon (1987, p.7) attributed some of her findings in her study of twenty women teachers to the socio-cultural and political context of Israel at the time.

The teachers interviewed were trained in the fifties and sixties. At that time the professional aspects were not regarded as crucial in teaching. Israel was a developing country, menaced by surrounding enemies, facing problems of survival. The educational aims at that time concerned human relations, loyalty, good citizenship and mutual help. Intellectual aspects were not emphasised to the extent that they are today.

(Lya Kremer-Hayon, 1987, p.7)

Flenley (1987, p.4) and Allison (1987, p.3) caution against the imposition of foreign cultural values by educational innovators and emphasize the necessity for particular innovations in particular contexts to be relevant.

iii) Freeman (1987, p.10) suggests that awareness (of what one is doing in the classroom and its consequences) "... accounts... for why teachers grow and change", i.e. develop. In order for teachers to control their own development, they need the ability to evaluate themselves and one another. This links with ii) above in that it presupposes a context in which teachers are both aware of the need for evaluation and have a grasp of the principles which underlie effective teaching. Peer-evaluation also assumes willingness to be observed, which, as Higgs (1987(b), p.2) has remarked, has often been experienced as threatening and judgemental. Exploration of non-threatening means of observation for peer- and self-evaluation may therefore be an important part of TD.

iv) The following terms, an Education Network, a Teachers' Club, a Teacher Development Group all refer to what some teachers who contribute to Teacher Development see as the backbone of their own development - a group of fellow teachers (and sometimes administrators). The aims and functioning of the group depend entirely on those who form it, but whatever they are, the group serves to support teachers.

We see the attraction of becoming entrenched and cynical, but we see even more clearly the costs to ourselves, in terms of our integrity and enthusiasm, of giving up and "getting by". We are trying, through meetings, workshops and the circulation of a newsletter, to encourage and empower each other in our quest for a better vision of education and a more satisfying experience for teachers and pupils alike.

(Claxton, G., 1986, p.4)

In the same way as TD encompasses a broad range of activities, so the TD groups can undertake anything which is seen to be of interest and benefit to the teachers. Most groups seem to focus on different teaching methods and ideas, sometimes sharing among themselves, and sometimes importing a guest 'expert'. A random sample of some of the topics covered by the Cambridge TD Group include community language learning, total physical response, pronunciation and the use of jazz chants, first week of a course activities, and classroom comfort. Teachers also seem to regard the social side of the gatherings as important.

There is always a good period of time for drinking wine and general gossip before "the talk" (which is regarded by some as an irrelevant interruption to the real business of the evening)...

Attendance is surprisingly high - we regularly get 40-50 participants, and considering the busy lives teachers lead, this is remarkable. Is it the speakers or the wine? Or is it something else?

(Swan, H.A., 1986, p.4)

Perhaps it is the speakers, wine and something else. The supportive atmosphere which most groups strive to create, the democratic nature of groups, and the voluntary nature of

attendance ensure a forum (or private corner) for any teacher to seek and obtain help without appearing to have failed in some way.

A perturbing factor for those who seek to facilitate TD, is that it would seem to be a prerequisite that the groups form spontaneously for them to enjoy a measure of success. The informal gatherings which then formalised into the institutionalised Teachers' Centres, no longer enjoy the original enthusiasm the groups had, and once again spontaneous groups have formed, where inter-personal relationships and human contact are important, and teachers once again feel as though they control the structure and events of the meetings.

I think one of the main reasons that the group is such a success is that it was totally voluntary and spontaneous, organised for teachers by teachers.

(Plumb, K., 1987, p.11)

2.4 The teacher education pattern in the FSP

The education pattern which has been used in the FSP has evolved out of practical experience. The initial stress is on training, and on teachers' following the methods taught. However, since the classroom situations are different from those in which the courses have been developed, and each teacher's situation is unique (there are differences in pupil numbers, number of standards taught, and condition, size and facilities in the classrooms) her role in

adapting the courses to her particular circumstances is also stressed.

When deemed necessary, afternoon meetings (dubbed "workshops") are held which are aimed at re-inforcing training through input from trainers (INSET staff), dealing with problems which the teachers express and which the trainers have noticed during monitoring, and peer teaching or practice teaching using pupils. As the teachers become more familiar with the skills and techniques of the methods, trainer input on more general topics, such as child-centred education, is provided. Later teachers are encouraged to discover underlying theory through their own practice. (Questions such as, " Why do you do that?" and "How will you solve your problem knowing the principles of child-centred education?" are asked.)

Teachers and scholars who write on TD apply the term "development" to activities initiated by both teachers and trainers which encourage personal and professional growth in teachers. Trainers spend time in workshops encouraging teachers to examine themselves as people and their relationships to others, with a view to helping teachers to consider their classroom behaviour from different angles and to make links between their life experiences and how they apply that knowledge to their dealings with their pupils. Discussions on group dynamics have helped teachers to be conscious of their roles within the workshops and their leadership styles in workshops and in the classroom.

Once teachers have mastered the Breakthrough and Bridge methods (usually after two years) they become the Teacher Development group, and enter a programme which extends beyond the focus on those methods which they design to suit their own needs. (This will be discussed at length in chapter 2.)

The pattern which has emerged in the FSP bears a strong resemblance to the training-development continuum mentioned in 2.3.1 above. There is initially a strong emphasis on training. The gradual introduction of workshop topics and activities which raise teachers' awareness of their classroom behaviour and its effects indicates movement along the continuum toward development. The final emphasis is a strongly developmental one.

Chapter 2

1. The Design and Implementation of the Teacher Development Course.

1.1 Background to the design of the course.

A number of factors lead to the decision to run a Development course, and to the philosophy which underlay it.

I. By September 1988 the FSP staff had noted significant changes in the attitudes and classroom practice of teachers who had been trained in Breakthrough to Literacy in 1987 and Bridge to English in 1988. For example:

i) some teachers acknowledged that they had stopped using a "switch" (stick/cane) to discipline pupils as "it didn't work",

ii) some classrooms appeared significantly changed with groupwork, self-discovery activities, pupils' work and teacher-made aids on the walls, busy children talking to one another, and a falling off of absenteeism,

iii) three teachers had begun to meet at a school to observe one another teach and exchange teaching aids and ideas,

iv) one teacher said her school manager had commented on her change in appearance, her smartness of dress, and

v) one teacher said that her entire life had changed in that she had been a recluse, not mixing with her neighbours, never going into town, and squashing herself against the door of the manager's car when she was given a lift as she had nothing to say to her. Amid laughter she told how through being forced to participate in teachers' groups she now enjoys socialising, going to town, and she sits comfortably in the manager's car!

INSET staff noted from the above that teachers had shown signs of development in both their professional and personal capacities.

II. On monitoring visits INSET staff noted that the personal circumstances of teachers, and how they coped with them, affected their work (e.g. family problems, staff tensions or financial problems.)

III. At the same time, the writer began to read the Teacher Development (newsletter of the IATEFL Teacher Development Special Group) in which many articles espouse the ideas that teachers need to take charge of their own development, and that development of the whole person, not just the professional aspect, is important for a teacher.

IV. One INSET staff member attributed much of her professional skill to participation in USSALEP (United States South Africa Leader Exchange Program) courses which encourage self-knowledge and personal development.

V. The pressure to show sponsors that more schools were being reached resulted in the decision that INSET would be involved in schools for three years and then move on to new ones. This necessitated preparing teachers for INSET withdrawal after intense involvement in their schools.

VI. An acknowledged South African authority on Black education and member of the INSET Management Committee, Dr Ken Hartshorne, indicated in the December 1988 Management Committee Meeting, that building the shattered confidence of Black teachers was of paramount importance. (The school boycotts and unrest of the previous years, 1984, 1985 and 1986 had had an extremely demotivating effect on teachers as the very system of education through which they had been educated and which they were instrumental in providing was being rejected outright by pupils.)

VII. The current trend in project work within southern Africa is toward greater user participation in the organisation and running of courses (user "ownership"), which is thought to go some way towards ensuring that user needs are met and teachers become independent of projects.

Taking the above into consideration, it was decided within INSET that the course should make available to teachers the opportunity to develop both professionally and personally those aspects which they felt would enable them to gain in confidence and self-esteem, cope better with their teaching and feel ready to become independent of INSET.

It was expressed thus for the INSET Management Committee in August 1989:

AIMS OF THE TEACHER DEVELOPMENT COURSE

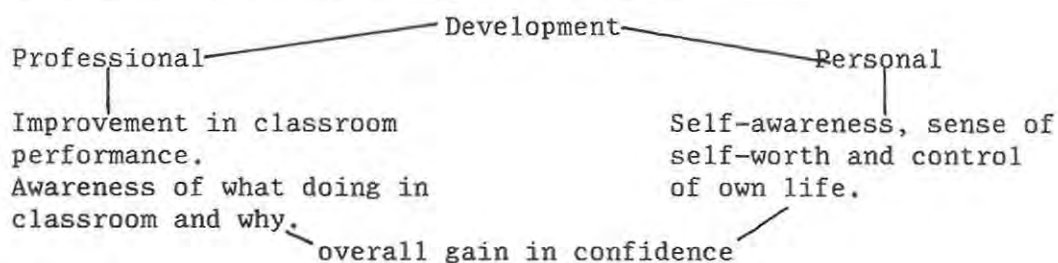


Figure 4

Figure 4 above shows the two aspects of development which INSET hoped to foster, the professional and personal. Listed below each aspect are the broad aims related to each, which informed the choice of workshops which INSET offered as possibilities to the teachers. In the figure confidence is singled out as it was recognised that it was both an aim and a result of the overall development. Confidence results from personal and professional development as teachers become aware of their increasing competence and begin to examine and appreciate their self-worth.

Increased confidence engenders further development as teachers are prepared to question themselves further, and experiment further with new ways of teaching. A healthy symbiotic relationship is set up through confidence. Personal and professional development are connected through confidence. For example, awareness of improvement in the classroom affords a gain in confidence which enhances self-esteem.

1.2 Teachers comprising the Teacher Development group.

Five teachers comprised the group which had done both Breakthrough to Literacy and Bridge to English and were about to enter the third year of their involvement with INSET. Figure 5 provides a profile of these teachers as at 23 August 1989.

	T1	T2	TEACHERS T3	T4	T5
Date of birth	11.12.28	19.11.38	22.11.48	24.10.53	09.08.55
Initial qualification	Std 6 + NPL 3	Std 8 + NPH	Std 8 + HPTC	Std 8 + PTC II	Std 8 + PTC
Present qualification	Std 6 + NPL 3	Std 8 + NPH	Std 8 + HPTC	Std 10 + PTC II	Std 8 + PTC
Years' teaching experience	40	28	20	15	13
Classes presently teaching	SSA - Std 4	SSA + SSB	SSA - Std 2	SSA - Std 4	SSA - Std 2

Figure 5

The classroom performance and qualifications of the above teachers closely matched those of teachers encountered by the Science Education Project (SEP). Rogan and Macdonald (1985, p.68) estimated that the SEP teachers corresponded to the description of teachers in stage II of Beeby's thesis of four stages (Dame

School, Formalism, Transition and Meaning) in the growth of a school system.(3) (Refer to Figure 6.)

<u>Stage</u>	<u>Teachers</u>	<u>Characteristics</u>
I. Dame School	Ill-educated, untrained	Unorganized, relatively meaningless symbols; very narrow subject content- 3 R's; very low standards; memorizing all-important.
II. Formalism	Ill-educated, trained	Highly organized; symbols with limited meaning; rigid syllabus; emphasis on 3 R's; rigid methods- "one best way"; one textbook; external examinations; inspection stressed; discipline tight & external; memorizing heavily stressed; emotional life largely ignored.
III. Transition	Better-educated, trained	Roughly same goals as stage II, but more efficiently achieved; more emphasis on meaning, but it is still rather "thin" and formal; syllabus and textbooks less restrictive, but teachers hesitate to use greater freedom; final leaving examination often restricts experimentation; little in classroom to cater for emotional and creative life of child.
IV. Meaning	Well-educated, well-trained	Meaning and understanding stressed; somewhat wider curriculum, variety of content and methods; individual differences catered for; activity methods, problem solving and creativity; internal tests; relaxed and positive discipline; emotional and aesthetic life as well as intellectual; closer relations with community; better buildings and equipment essential.

Figure 6 Stages in the growth of a primary schools system.

(after: Beeby, 1966, in Rogan and Macdonald)

3 There has been some adverse reaction to Beeby's thesis of stages. Gerald Guthrie's 1980 article in the International Review of Education posits a number of objections, and he states that he cannot understand why Beeby was so widely and unquestioningly accepted. It is this writer's contention that those involved in education in developing countries find that much of their basic experience is reflected in Beeby's thesis (or model), which may explain the relative lack of criticism. More recent criticism comes from a critic of SEP's, Jonathan Jansen (1988, p.522) who dismisses Beeby's model as "dated", but does not explain his criticism any further.

1.3 Design of the course.

There was a basic tension in the designing of the course. On the one hand it was desired that the teachers have control of the course content and that INSET fulfil the role of facilitating their decisions, and on the other it was accepted that teachers may not be aware of the possibilities open to them (through isolation and lack of exposure),

The organiser compiled a list of possible topics, drawing on her observations over two years in farm school classrooms, ideas from the SEP Contact Teacher Programme (Moodie, P., 1981), topics requested by teachers for other INSET projects and ideas from the Teacher Development newsletter. (See Appendix A) On 13 February 1989 in consultation with the INSET Field Officer it was decided that teachers would be asked for suggestions for workshops which would prepare them for independence from INSET, and thereafter offered the opportunity to choose from the prepared list. INSET staff attending workshops would have the role of participant observers.

1.3.1 Participant control of the programme.

In order to try to allow participants to shape the programme, the following principles were observed:

- i. it was made clear that teachers could suggest anything that would help them to develop as people and as teachers,

- ii. INSET staff tried not to phrase anything in a way that would portray INSET expectations, until teachers seemed to have no further suggestions,
- iii. a day which suited all participants was chosen for workshops, and teachers decided on the frequency of meetings,
- iv. the choice of facilitator, for workshops suggested by teachers, was left to the participants,
- v. it was stressed that INSET did not want to impose a programme on teachers, that they could alter the programme at any time and that participation in any workshop was voluntary.

1.3.2 Factors mitigating against full participant control.

There were a number of factors which mitigated against full control of the programme by participants:

- i. teachers have always worked in subordinate positions, and even within INSET's dealing with the schools, INSET staff have been accorded positions of higher status and have taken the lead,
- ii. only one of the teachers has access to a telephone and therefore organisation of outside speakers or visits and co-ordination of transport and workshops had to be done by the INSET facilitator,
- iii. INSET is better placed to hear of educational happenings which may be of use or interest to teachers, through professional links with other educational organisations and

- through a network of personal contacts built up over its years of operation,
- iv. within the South African context where Whites have traditionally taken the lead, the fact that the facilitator is White may have made it difficult for teachers to take the lead,
 - v. the idea was introduced by INSET,
 - vi. cancellations and rescheduling of workshops had to be done through INSET.

The provisional programme which incorporated teachers' suggestions and those of INSET accepted by the teachers is reproduced below:

PROVISIONAL PROGRAMME FOR THE FIRST SIX MONTHS OF THE TEACHER DEVELOPMENT PROGRAMME, 1989

March 22	Finances - visit to E.P. Building Soc. for a talk on accounts, housing loans and personal budgeting
April 12	Pupils' writing - workshop on the approach to teaching paragraphing
April 26	Evaluation of your own and others' teaching
May 10	READ Training - how to use library books in teaching. Discuss how and when to pass the information on to teachers who have INSET library bookboxes
May 24	Handcrafts - Two of the teachers in the group (T1 and T3) to demonstrate some of the ideas they put into practice
July 15 & 16	Life Skills Workshop over a weekend
August 9	Go to St Andrew's Preparatory School to consult with the teacher of the Enrichment Class (who uses <u>Breakthrough</u>)

and Bridge) - and if possible, to see the special Std 4 reading scheme in operation

August 23 JLB Smith Institute to be participant observers in a discovery science lesson using farm school pupils

Figure 7.

The above workshops were seen to fit into the aims of the course as follows:

Professional Development

Pupils' writing, self-evaluation, READ training, Arts and Crafts, St Andrew's visit, JLB Smith visit.

Personal Development

Life Skills, building society visit.

It should be noted that the programme was not followed as in Figure 7. above, but as in Figure 8. below.

MEETINGS HELD BY TEACHER DEVELOPMENT GROUP MARCH TO AUGUST 1989

March 22	Visit to E.P Building Soc.
April 12	Discussion on what could be learned about teaching from the building society visit
April 26	Workshop on pupils' writing
May 10	Teachers' questioning techniques
May 24	Arts and Crafts workshop
July 5	Discussion on what to do to solve problem of English for Bridge pupils who have reached Std 1 and pupils in Stds 2, 3, and 4
July 15&16	Life Skills workshop

July 26	Questionnaire and approaches to teaching reading.
August 2	Visit to St Andrew's Preparatory School SSA and SSB teacher
August 16	Teachers present English lessons prepared for Stds 1, 2, 3 and 4 for discussion and criticism
August 23	Study skills: pre-reading, and interview with Lorraine Ziskovsky.

Figure 8

Alterations may be accounted for in the following way:

- i the READ programme was cancelled for 10 May,
- ii the building society visit did not fulfil expectations regarding learning about finances but provided an excellent object lesson on bad teaching,
- iii thereby moving the next two meetings one slot ahead,
- iv the workshop on questioning techniques was planned for half a session as part of self-evaluation but filled the available time, thereby "cancelling" the general self-evaluation section of the workshop,
- v the meeting on 5 July was a response to a need expressed by TD teachers in a Bridge workshop,
- vi the meeting on 26 July was planned for the Bridge Plus One teacher but followed on well from the 5 July topic, and the questionnaire was filled in at the request of the facilitator,
- vii the St Andrew's date was changed to fit in with St Andrew's holidays,

viii the 16 August meeting was a direct result of a decision taken on 5 July, and

ix the 26 August meeting was a response to an earlier request for help with study skills, and the interview was at a request from the facilitator.

What had begun as a preplanned six-month programme developed into a mixture of response to needs expressed and changes owing to force of circumstance.

Chapter 3

This chapter will deal with 1. the choice of a research method for evaluating the Teacher Development course and providing insights into the phenomenon of development, 2. problems which may be seen to affect the evaluation, and 3. data collection.

1. Research Method

The choice of an evaluation methodology inevitably calls up the vexed issue of the traditional or normative research paradigm versus the anthropological or interpretive paradigm. The researcher needed to examine the context in which the evaluation was taking place and her reason for the evaluation in order to settle on the most suitable approach.

1.1 Research Paradigms

The normative paradigm

The normative (agricultural-botany) paradigm is often considered most applicable to the "pure" sciences in that it usually involves an experimental situation in which pre-determined hypotheses are tested. "In such research paradigms variables are isolated, controlled and examined" (Alderson, 1986, p. 13). It is therefore presumed that the variables under study are isolable. Parlett and Hamilton state that, "Studies of this kind are designed to yield

data of one particular type, i.e. "objective" numerical data that permit statistical analyses. (1975, p. 86)

The traditional paradigm is problematic in its application to the social sciences. Alderson (1986, pp. 13-14) summarises the problems in this way:

i) that they are product oriented, that is they are related to the outcome of the experiment or the evaluation, ii) that they are necessarily unresponsive to a dynamic situation, in that they rely on pre-determined tasks, tests and other instruments, and iii) that they seek to control variables in a manipulative way rather than to understand or indeed explain the interaction amongst variables.

The interpretive paradigm

Proponents of the interpretive (anthropological) paradigm claim that it is better suited to the social sciences. It has its roots in the ethnographic and humanistic traditions, which, according to Alderson (1986, p. 14) "do not seek to manipulate variables to determine effects but rather to describe events and processes as they occur."

The researcher aims to report particular situations and occurrences in the real world with accuracy and understanding. Her findings will not necessarily be generalisable to other situations. She sets out to find what questions of significance arise out of her

investigation. "Theory should not precede research, but follow it." (Cohen, L. & Manion, L., 1985, p.41)

Unlike the normative paradigm researcher, who takes up a stance as an objective observer, the interpretive paradigm researcher stands in a subject-to-subject relation to the subjects in her field of research. They are not manipulated, but actively contribute, through their interpretation of their own situations, to an illuminated understanding of the field under investigation.

The following table (Figure 9) drawn from Cohen & Manion (1985, p.41) contrasts the normative and interpretive approaches:

Normative	Interpretive
Society and the social system	The individual
Impersonal anonymous forces regulating behaviour	Human actions continuously recreating social life
'Objectivity'	'Subjectivity'
Generalising from the specific	Interpreting the specific
Explaining behaviour	Understanding actions
Assuming the taken-for-granted	Investigating the taken-for-granted
Macro-concepts: society, institutions, norms, positions, roles, expectations	Micro-concepts: individual perspective, personal constructs, negotiated meanings, definitions of situations
Structuralists	Phenomenologists, ethnomethodologists, symbolic interactionists

Figure 9

1.2 Evaluation Models

The different evaluation models or prototypes fall, roughly speaking, into the two research paradigms discussed above.

1.2.1 The Tylerian model

The prototype most representative of the normative paradigm is Tyler's evaluation model in which the results of "treatments" administered to learners are measured against predetermined objectives or behaviour (expressions of the aims of the curriculum or course), and then the "treatments" are altered in order to align learner performance and objectives. Criticisms of this model are the same as those levelled against the normative paradigm. However, Jenkins (1976, p.24) says that Tyler may be regarded as "the beginning" and postulates (1976, p.26) that all other evaluation schemes either build on or react to Tyler's model.

1.2.2 Illuminative evaluation

The Churchill College, Cambridge, Conference of December 1972, organised for evaluators from Britain, the United States of America and Sweden by Malcolm Parlett and Barry Macdonald was a definite reaction to Tylerian models of evaluation. A proposal that came out of the conference was that curriculum evaluation should be holistic, responsive and illuminative. The terms are defined thus by Hamilton:

Responsive evaluation responds to the wide range of questions asked about an innovation and is not trapped inside the intentions of the programme builders.

Holistic evaluation seeks to portray an education programme in its entirety. Illuminative evaluation seeks to open out an educational situation to intelligent criticism and appraisal.

(Hamilton, D. 1976, p.39)

Illuminative evaluation is not a standard methodological package but a general research strategy. It aims to be both adaptable and eclectic. The choice of research tactics follows not from research doctrine, but from decisions in each case as to the best available techniques; the problem defines the methods used not vice versa.

(Parlett, M. & Hamilton, D. in Tawney, D., 1975, p.92)

In order to avoid the criticism of gross subjectivity on the part of the evaluator, triangulation of techniques is applied in data gathering. The evaluator preserves as much raw data as possible to enable both herself and outsiders to cross-check findings. A further check involves inviting the opinions of other observers or "putting up his interpretative account to 'insiders' to see whether it occasions the 'shock of recognition.'" (Jenkins, D., 1976, p.43)

There are usually three stages in illuminative evaluation which overlap and interrelate. The stages are: "(i) investigators

observe, (ii) inquire further, and then (iii) seek to explain." (Parlett, M. & Hamilton, D. in Tawney, D. p.92) A process of progressive focussing is possible in which the investigator begins with a wide focus encompassing his entire field of research, and progressively narrows the focus of his investigation to the issues which seem most pertinent from prior observations.

Within this three-stage framework an information profile is assembled using data collected from four areas: observation, interviews, questionnaires and tests, documentary and background sources.

(Parlett, M. & Hamilton, D. in Tawney, D. p.93)

1.2.2.1 Illuminative evaluation as applied in the Teacher Development Course

It is into the family of evaluation models that arose around the time of the 1972 conference that evaluation of a Teacher Development course would most appropriately fit. More specifically, the illuminative evaluation model seemed the most suitable. The innovation needed to be understood in its complexity and opened to scrutiny in order to provide those who make decisions regarding the future of the innovation with information which has had significant features foregrounded and complexities disentangled.

An information profile was built up from the four areas mentioned above. Observation took the form of transcriptions of tape recordings of the discussion held at the beginning of each meeting/workshop, facilitator reports, notes of chance comments of any persons associated with the teachers (inspectors, school managers, INSET staff, town teachers). The initial meetings were attended by an INSET staff member as a participant observer.

At the end of the first half of the course a questionnaire was administered to teachers to obtain their evaluation of the course. The questions were designed to produce a little data that was open to quantitative analysis, and some open-ended comment. In addition, teachers were asked during the course to submit written comment on their perception of their own change, brief diary studies and tape recordings of lessons. A brief questionnaire was also sent to managers of each school involved.

Individual interviews were conducted with each member of the TD group five weeks after the teachers' questionnaire had been completed. The semi-structured interviews were intended to gain new information, as well as expansion of opinions expressed in the questionnaire. The teachers were also informally interviewed as a group by an INSET staff member who had been uninvolved in the course. All interviews were taped and transcribed.

All INSET documentation dealing with the FSP from its inception was available to the evaluator. These included reports on

monitoring visits to schools, workshop reports, quarterly reports and minutes of Management Committee meetings.

2. Problems which may be seen to affect the evaluation

i) The designer and facilitator of the TD course was also the chief researcher and evaluator. The criticism may be levelled that it is in the evaluator's interests to produce a favourable evaluation. In reply to this is the fact that the triangulation of methods and investigators, and the presentation of raw data in the appendices opens the evaluation to cross-checks.

ii) Bogdan and Biklen (1982, p.201) warn against the compromise of evaluator integrity through having one's livelihood connected to the research. "... you can only afford to do evaluation research if you can afford not to do it." In this instance the TD group had been considered a pilot group by the writer's employers since the beginning of the FSP. The very reason for having a pilot group was to discover whether courses were suitable or not.

iii) A major drawback was the absence of classroom observation as part of the observation process. This resulted from two causes: (a) the DET have a strict policy governing research projects in the schools under their jurisdiction, the terms of which preclude an evaluation of the responsive sort. It was decided therefore to use information gathered from teachers in their free time only.

(b) It was the last year of INSET involvement with the TD group, and it was therefore hoped that the course would help them to become more self-reliant and less dependent on INSET. A gradual withdrawal in the form of contact at TD meetings only, without school monitoring was begun.

3 Data Collection

3.1 Sources

It was decided that in order to perform an illuminative evaluation, data should be gathered from as many sources as possible. In consequence, data was gathered from the following:

- i discussions at all workshops were taped and transcribed,
- ii teachers' written home assignments and facilitator's responses were photocopied before being returned,
- iii after workshops, the facilitator wrote her perceptions in brief reports,
- iv discussion with, and chance remarks of anyone involved with the teachers (inspectors, headmistresses, fellow INSET staff and school managers) were noted,
- v remarks of teachers themselves made during informal conversations were noted,
- vi a questionnaire was administered to the teachers, an information sheet requesting personal and professional details was filled in by teachers after individual

interviews with them, and a short questionnaire was sent to the school managers,

vii interviews with individual teachers were conducted by the facilitator, and a group interview was conducted by an uninvolved INSET staff member.

Much of the data gathered in sections i-v above provided the foci for the teachers' questionnaire and interviews. The questionnaire and interviews therefore formed the data most referred to in evaluating the course, and useful insights and verification of findings was provided by the rest of the data.

3.2. The teachers' questionnaire

3.2.1 The aim of the questionnaire

The questionnaire was used:

- i) to ascertain teachers' opinions on: a) the 1989 TD course, and b) future course possibilities, and
- ii) to act as a means of focussing the individual interviews with teachers.

3.2.2 Design of the questionnaire

An overall pattern of closed questions followed by open questions was used. The closed questions focussed teachers' attention on specific aspects of the course, and then the open questions

allowed free expression on those aspects. The pattern was not strictly adhered to in order to prevent total predictability, which might inhibit teachers from reading the subtleties of the questions (Saunders & Pinhey, 1983, p.142). In addition, the form of the closed questions varied. The majority were fixed alternative responses, but ordinal responses on a continuum and rank ordering were also used.

Every aspect of the content, organisation and presentation of the course which the facilitator thought needed examination was included in the questionnaire, and the ex-Director of INSET was asked to comment on whether he thought all aspects that were important had been covered. The follow-up interviews provided an opening to correct any omissions in the questionnaire.

For the sake of keeping the questionnaire short, personal and professional details (and information to counter-check the managers' questionnaires) were requested at the end of the interviews. It was feared that a very long questionnaire might seem daunting and cause teachers to hurry through it without due care.

Teachers had not filled in an evaluation questionnaire before, and it was therefore thought best to set their minds at rest by providing the dates and workshops in chronological order and by beginning with an easy question (dates of meetings not attended) (Saunders & Pinhey, 1983, p.141). It also served as a check that

teachers had not simply forgotten to include one of the workshops in section 1.ii. In addition, it was intended to focus teachers' minds very specifically on the 1989 programme as the facilitator had noticed a tendency to merge all the work that INSET had done with them over three years when they were speaking about their response to workshops.

Following comment on Goetz's design and ordering of questions (Goetz, J. & LeCompte, M., 1984, p.141), it was thought best to use questions to evoke as strong a memory of the 1989 course as possible, before asking teachers to consider hypothetical changes and additions. It was also thought best to avoid questions which might be asking teachers to make (albeit veiled) judgements of the facilitator/questioner early in the questionnaire (Saunders & Pinhey, 1983, p.141).

In Section A, no.9 and Section B, no.2, there was random ordering of the items by drawing them out of a paper bag, to ensure that the facilitator's preference of ordering was not used.

3.2.3 Administration of the questionnaire

Teachers had agreed to fill in a questionnaire evaluating the course so that INSET could assess its own work. As "the timing can influence the validity of the results" (Smith, J.G., 1983, p.17), the questionnaire was administered during a normal TD session, the maximum time possible was allowed between the questionnaire and

the last workshop, and teachers were not exposed to any new workshop material before filling in the questionnaire.

T5 could not fill in the questionnaire on 26 July 1989 with the other teachers as she gave birth on 24 July. She therefore filled it in at her school on 3 August, at an equivalent time in the afternoon, provided with the same information.

The facilitator decided that, in accordance with her original decision, the teachers would in no way be treated as "guinea pigs" for research purposes, and since the aim of the course was to foster a sense of personal control, she would not lead the teachers through every question. She therefore used a board to remind the teachers of the previous example of a sliding scale they had used in the course, asked teachers to add in part ii of Q.10 and alter a typographical error (the number 2 in Section B, Q.2 to a 3). She told teachers that they could ask her if they needed clarification. In order to prevent late finishers from feeling that they had to hurry, teachers were told that they should relax if they completed the questionnaire before others, as they would have a workshop session on reading afterwards, and could therefore take a break.

With the exception of T3, the teachers appeared to give careful consideration to the questions and did not appear unduly worried when a colleague finished before them. The first finisher took 1

hour 30 minutes, and the last, 1 hour 40 minutes. They indicated that they had found it quite tiring.

3.3 The managers' questionnaire

The writer was aware that some of the managers did not have close contact with the teachers, and she therefore did not intend the managers' questionnaire to form a major source of data.

The postal questionnaire was designed i) to be as short as possible to encourage replies, ii) to ascertain the extent of managers' contact with and knowledge of the school and teacher, iii) to ascertain whether they had noted any changes in the teacher and classroom, and iv) to give managers the opportunity to comment on INSET's involvement with the teacher and school.

A copy of the questionnaire is included in Appendix B, part 2, but a full discussion of the questionnaire was not thought to be necessary. Where relevant, replies to the questionnaire have been mentioned.

3.4 The individual interviews with teachers

3.4.1 Preparation of the interview

It was decided to use a semi-structured form of interview as this would allow the interviewer the opportunity to alter wording and

order of the questions if deemed necessary (Cohen, L. & Manion, L., 1985, p.293). It would be more appropriate to create the relaxed atmosphere of a conversation, rather than a quiz, and was more in keeping with the overall philosophy of the course as teachers could have a stronger determining role in the course of the interview. The focussed interview was excluded on the grounds that, as it is portrayed in Cohen, L. & Manion, L (1985, p.294), it would require greater interviewing skills in probing and prompting than the relative inexperience of the interviewer would allow.

The contents of the interviews was determined by three things:

- i) issues which had been omitted from or inadequately covered in the questionnaire,
- ii) matters specific to each teacher which had arisen out of the questionnaire and needed clarification, and
- iii) issues, not necessarily directly related to course content, which teachers had raised during the year, or chose to raise in the interview.

The facilitator prepared a list of between 8 and 12 questions per teacher. The first three were identical in each interview and covered (i) above, the middle section dealt with (ii) above, and the last section covered (iii) above.

3.4.2 Conduct of the interview

The interviews were conducted in the afternoon after school on days and times prearranged with the teachers. The teachers' own classrooms were used as they were places where conversations had taken place on an individual basis with teachers in the course of INSET's work in the past, and were familiar surroundings in which teachers felt at ease. It was realised that there was the risk of interruption (e.g. by children), but the advantage of a relaxed atmosphere was thought to be more important than possible interruptions.

The interviewer chose to sit at an angle to the teacher so that she was not in a "confrontational" position, and could maintain good eye contact (Powney, J. & Watts, M., 1987, p.131). The tape recorder was positioned on a desk or table to form a triangle with the interviewer and teacher where it would be effective but not obtrusive.

The interviewer told teachers that she had noted down questions which consisted of things that she had forgotten to ask in the questionnaire, interesting responses to the questionnaire which she would like teachers to expand on, and things that she had noticed that they had spoken about before. She said that if she glanced at the paper it was to remind her of what she needed to ask, but that teachers were free to speak about any aspect of the course if they wanted to mention it.

The interviewer's impression was that the teachers found the experience strange at first, but soon relaxed. She also sensed that T3 gave answers which she felt would be the right ones and would therefore give less scope for questioning and discussion. She felt that T3 simply tolerated the interview and wanted it to end as soon as possible. (This impression correlates with similar impressions on school monitoring visits, experienced by another member of INSET staff.) The interviews took, on average, 25 minutes each.

Chapter 4

1. Analysis of data.

1.1 Questionnaire analysis

1.1.1 Problems associated with the use of the questionnaire.

The major problem is that it was not possible to have a pilot test to improve the wording of any questions which had been set in a way that caused confusion, or produced results that were not valid or reliable. The group to which the questionnaire was administered was unique in that no other farm school teachers had undergone the same course. The group was not large enough to extract a sample on which to test the questionnaire.

The fact that English was a first language to the designer of the questions, but a second language to those answering them may have had an effect on the teachers' interpretation of the questions (as was evidenced in follow-up interviews e.g. T4 discussing question 11), the ability of respondents to express exactly what they wanted to in their replies (noted by false starts and hesitations in interviews), and the final interpretation of the answers by the first language speaker. It is interesting to note that even when T5 challenges the understanding of the interviewer, Lorraine Ziskovsky: "Do you hear me, Ma'am, Lorraine?" she does so in a way

which can obscure her intended meaning of "Have you understood me?"

In mitigation of the above, the researcher has had extensive experience in communicating with English Second Language users, and the background knowledge of the respondents ensured that the contents of the questions were not unfamiliar.

1.1.2 Illumination of questionnaire data

A composite document of the questions and responses of all the teachers may be found in Appendix (B, part 1). The questions are quoted (underlined) before the discussion of each below. Where appropriate, the answers given by the teachers are included. The spelling, punctuation and grammar accurately reflects that used by the teachers themselves.

Question 1

The meetings we have had this year are listed below:

- (a) 22 March Visit to E.P.Building Society.
- (b) 12 April Discussion on what we could learn about teaching from the building society visit.
- (c) 26 April Workshop on pupils' writing.
- (d) 10 May Looking at the kinds of questions teachers ask.
- (e) 24 May Arts and Crafts workshop.
- (f) 5 July Discussion at Seven Fountains.
- (g) 15, 16 July Life Skills workshop.

i) Write down the dates of any of the meetings that you did not attend.

This question was set in order to check that teachers had not simply forgotten to include one of the dates, if their list in

1.ii was incomplete, and to act as a reminder and ready reference for teachers when thinking about the workshops. T1 and T4 missed no workshops, and T2, T3 and T5 missed one each.

Question 1.ii

List the meetings in order of importance to you personally, with the most important first and the least important last. (Just write the dates to show which meeting you mean.)

Owing to the fact that some teachers missed sessions, it is not possible to have a statistically reliable ranking of the combined teachers' preferences, but strong tendencies seem to emerge:

T1	T2	T3	T4	T5
g	d	c	d	b
c	g	b	g	e
d	e	d	c	d
f	c	f	b	f
e	f	e	e	g
b	a	a	f	a
a	-	-	a	-

Workshop (d) "Questioning Techniques", is ranked first by two teachers, and third by three. Workshop (g) "Life Skills Workshop", which one teacher missed, is ranked first by one teacher, second by two, and fifth by one. The latter ranking was not confirmed by the prominence given to the workshop in discussions and interviews with the teacher and she could not explain why she had given it a low ranking in a later interview. These two workshops enjoy higher rankings, while workshop (a) "Building Society Visit" was given the lowest ranking by every teacher. T2 and T3 both make reference to their disappointment in workshop (a) in question 6.ii. The topic itself was clearly not at fault as T2 includes it as a suggestion to the facilitator of the 1990 TD course in question 7.

The workshop was very poorly presented by the person appointed to do it and the rankings accord with the universal opinion expressed by teachers straight after the course, that it had been almost totally unsuccessful.

It is interesting to note that the two workshops ranked highest represent both aspects of development: personal and professional. It is also interesting that only one teacher ranked a workshop which had initially been requested by the teachers, as most important. This may reflect on the actual running of the session, or may re-inforce the idea that teachers do not always have full knowledge of what is available to best serve their interests in self-development. The latter opinion was confirmed in a discussion with a visiting worker from a different farm school project on 12/10/89. In reply to the researcher's expression of her dilemma of not wishing to impose courses on teachers, but of getting very little input from them, the visitor commented that although she agreed fully that teachers should control their own curricula, her attempts at asking them to do so had not succeeded at first, as the teachers did not really know what they could include in a course, and "You just have to go ahead and put in a course. You have to start somewhere."

Question 1.iii

Please explain why you think that the meeting that you chose for number 1. was the most important.

The answers fall very distinctly into two categories. T1's reasons very clearly deal with personal development and her self-concept. "Knowing who am I. I have been judging me not always good in seeing some people's mistakes." Her explanation of this in the interview indicated that she had not previously recognised that unfavourable behaviour towards her was sometimes a direct result of her treatment of the "offender". She also deals with her relationship with others. "How to work with other people."

T2, T3, T4 and T5 have very clear professional concerns about more effective teaching. T4: "I only used to ask questions whether its a lower grade or high. But now my questions need answers which must be supported instead of "yes or no" questions only." Of the four, T3 is the only one to mention the change in pupils' performance, "The workshop on pupil's writing increased my pupils vocabulary because they like to read ... and they like very much the exercises of writing sentences in their order for a certain topic", the others demonstrate a deeper understanding of the principles underlying more effective teaching. T5: "Meeting on 12 April was very important to me because the man who was demonstrating was an example of a man who was not prepared to do his work on that day. He was not clear, he didn't come to the point."

Question 2.i

Please think of all the meetings together for this question (i.e. think of the course as a whole). Please put a cross on one of the marks on the line below to show how useful, or not useful, the course has been to you.

Useful x _____, Not Useful

This question would have benefitted from a pilot test. The researcher wished to avoid the use of the strong term "useless", and would have preferred to use five labelled categories for teachers to choose from. However, the words "fairly" and "quite" seemed to be unavoidable and are problematic in their interpretation by respondents in a questionnaire (Irwin, P., personal communication 1989). A better reflection of the teachers' opinions may have been attained through a ten-point scale with extremes ("very useful", "not at all useful") provided. The answers indicate teachers' positive regard for the course, but give no indication of how useful the meetings were.

Question 2.ii

Please use words to describe what you showed on the line above.

All teachers interpreted this question as a request for giving reasons for their answer to 2.i, not as a request to "name" or put words to the marking or category they had chosen.

The teachers confirmed their positive opinions by indicating that they had experienced some gain from the course. T1, T3 and T4 made specific reference to their professional gain, T4: "I know how to

ask questions in my lesson", T3: "These courses helped me not only for SSB but for standards 1&2". T5 connected her response very strongly to her training in the two previous years which had mainly emphasised professional development, "I am becoming more clear than the previous years." T2, on being questioned on the ambiguity of her response "the whole course has modernise myself", indicated that she had referred to herself as a teacher and as a person. T4 also made reference to her personal development, "I now know myself".

Question 3.i

If any of the workshops/meetings made you more aware of the way you are teaching in your classroom, put a cross in the box(es) next to the meeting(s) which made you more aware.

	T1	T2	T3	T4	T5
a) E.P. Building Society visit -----			x		
b) Discussion on E.P. Building Society visit ---			x		x
c) Writing workshop -----	x		x	x	
d) Workshop on questions -----	x	x	x		x
e) Arts and Crafts -----	x	x	x		x
f) Discussion at Seven Fountains -----	x		x		
g) Life Skills workshop -----	x	x		x	x

It needs to be said immediately that the response of T3 is suspected as invalid. The researcher saw her read the question, give very little thought to it, and speedily mark all workshops she had attended. Past experience in monitoring and the corroboration of a colleague's opinion indicate that the teacher will often say what will please the questioner so that no further effort to answer questions needs to be expended.

It is also suspected that T4 may have marked (c) in error, instead of (d) below it, as she does not mention (c) elsewhere in the questionnaire, but (d) was her highest ranked choice in 1.ii, and she mentions it in an interview as well.

T1's wide choice is confirmed in the questionnaire filled in by the manager, "She enjoys her Wednesdays at the Monument", and the individual interview with her. She places a lot of emphasis on her enjoyment of courses and their usefulness.

The results of 3.i confirm the reliability of the rankings in 1.ii in that the "Questioning Techniques" and "Life Skills" workshops once again receive a strong mention. In addition to the high ranking workshops in 1.ii, workshop (e) "Arts and Crafts Workshop" is emphasised here, indicating its strong classroom practicability.

Question 3.ii

Please explain your answer to 3.i) above.

Besides T3 and T4, teachers did not generalise and give overall comment on the effect of the workshops, but made brief comments on all those they had marked. The majority of the comments pertained to self-awareness and change in themselves, as opposed to the change in, and effect on, their pupils. Eight remarks centred on the teacher, and four on the pupils. Examples of these are T5: "Discussion on E.P. Building Society made us to see our mistakes as teachers." and T3: "...now I know that if the children are not

moving in certain lesson I have to use concrete apparatus or even use the pupils themselves so that they can follow the lesson." This is interesting as it contrasts with an unresearched tendency noted by the researcher for teachers who have not undergone training to look to their environment and pupils to account for problems in the classroom, not themselves. T4's response seems worth noting: "My behaviour has changed towards my stds 3 & 4. I used to be bossy to them and praising only those who are serious in their work. I am trying to avoid favouritism by all means. Even if a child gets 3/10 I praise him and it works."

Question 4

Please complete the sentence that follows by putting a cross in the box next to one of the answers below:

My confidence as a teacher...

- a) has increased in 1989. T1 T2 T3 T4 T5
 b) has remained the same as it was last year.
 c) has decreased in 1989.

In terms of INSET's overall aims for the course, confidence is deemed extremely important in development. It should be noted though, that attendance at normal Bridge and Breakthrough workshops in 1989 may have accounted for some of the increase in confidence experienced by teachers. The TD teachers were often able to contribute significantly in workshops attended by less experienced teachers, which may have contributed to their sense of having improved greatly.

Question 5.i

The topics for the meetings/workshops changed nearly every time that we met.

Did this cause any problems for you, or not? Please answer by marking one of the answers below.

Yes

No

T1 T2 T3 T4 T5

The researcher had feared that the course was too disjointed, and that this would be frustrating for the teachers. The responses above seem to indicate that teachers were satisfied with the arrangement. However, the responses need to be compared with those in question 5.iii where three teachers indicated that it would have been more helpful to them to have concentrated on a topic for more than one session.

Question 5.ii

Please explain your answer to 5.i) on the previous page.

T3 and T5 were the only two to refer directly to the changes in topic, with the former indicating that her knowledge was increased in different subjects and the latter that she considered that the topics "correlate to each other". (During her interview she said the point of correlation was the teacher and the child. "... they correlated to each other be to each other because mm, the topics talk about a a teacher and a a child. There's no difference, they under we are not changing the topics, talking about something that has no correla correlation with the school.") The other teachers took the question as a further opportunity to express what they felt they had gained from the course, for example T2 said: "All what I have gained in these courses made me have confidence to

myself as a teacher." T4's response brought out something on which she has placed great emphasis throughout the year, and in Section B 2 of the questionnaire, namely that the contact with other teachers and attendant sharing of ideas is important for her development. The following extract is from a piece of writing in which teachers said how they thought they had changed:

The self help group we have created with my neighbours has changed my ways in teaching because I have found out that we all have mistakes. I am always looking forward to our togetherness where we share our ideas and solve our problems.

In one sense, the content of the courses would not have had to provide structure or unity, because meeting with others did.

Question 6.i

Was there anything to do with the course that disappointed or upset you this year?

	Yes		No
T1	T2 T3		T2" T4 T5

ii) Please explain your answer to 6.i) above.

T2 marked YES and NO, but emphasised NO (indicated above by ditto marks). Her answer in 6.ii and a comment in the interview by T1 may account for this. T2: "I was a bit (my emphasis) disappointed when we visited the EP Buildings. I didn't gained as much as I thought I would." The comment in the interview by T1 "This question, ja, is too hard" (the researcher later found that she meant "harsh") seems to indicate that teachers did not want the

researcher to think that they disapproved of the course as a whole.

The comments in explanation of YES centred on disappointment with the building society visit, and on T1's enigmatic response "We should have had another arrangements.", which she interpreted in the interview as wanting more workshops. T5's response is worth noting in that an important factor in learning or development is motivation: "Because my intensions is to gain or get something valuable."

Question 7

What suggestions can you make to the person who runs this course next year? (You may continue writing on page 4.)

T3 and T4 made general comments on the principles a facilitator of a course should apply e.g. "He or she must first of all prepare before he/she runs a course." The other teachers' comments were on aspects already covered in the questionnaire, "The person who runs must take note of the time i.e. some Sutardays can be used.", and T5 indicated her affirmation of the 1989 course by saying: "My response is that he or she must follow this year's programme and add [whatever] he or she needs to add. She must not change the programme." T4's comment indicates her recognition that teachers need to have responsibility for their own development, "She must tell us before what the course is going to be about so that we can collect knowledge and questions relevant to it." In a follow-up interview the writer asked T4 if she thought that the facilitator

had controlled the course too strongly. She said "No", that she was referring to anyone who was going to be a facilitator. However, she repeats: "Yes, it would be better if we know what we are going to do next week." This statement points to one of the major problems related to teacher isolation - the communication problem, and it raises serious questions regarding the feasibility of a teacher designed/teacher run course (refer to Chapter 5 section 2.2 where it is discussed).

Question 8.i

Have you had any experience this year that has made you a more confident person? (It may be something to do with INSET, or it may be something that had nothing to do with INSET.) Put a cross in the box next to one of the answers below.

	Yes	No	I can't remember
T1 (T2) T3 T4 T5			

ii) If you answered YES to 8.i) above, then please say briefly what the experience was.

T2's response is bracketed to indicate that it was left out initially but answered later in the interview. This question was asked to give teachers an opportunity to speak of developmental experiences which were unconnected with their professions (or INSET involvement), and the researcher was also interested to see which experiences teachers perceive as confidence building.

T2 and T5 do not give specific experiences, but indicate that their work with INSET is perceived as confidence-building. "I have

confidence in my teaching through the INSET project." T1 and T3 both give examples of experiences which were not directly connected to INSET (e.g. T1 acted as a facilitator for DET training meetings) but indicate that their professional development was a contributor to their confidence. "... I had confidence owing to the motivation of these courses." T4's brief, "I was selected to handover presents to our inspectors who were leaving our circuit", acted as a reminder of something reported at length to the group earlier in the year. Her comment is the only one which does not have direct links with her professional development. It would seem that the area that the teachers identify as building most confidence is job-related.

Question 9.i

I have listed suggestions for five different courses below. Please put them in the order which you think would be most useful to a teacher who has had Bridge and Breakthrough training with INSET. Put the number 1 in the box next to the most useful, number 2 in the next useful etc.

- a) A course made of the parts of Bridge Plus One and Bridge Plus Two that deal with preparing pupils to cope with the ideas and English needed in Maths and Geography.
- b) A course completely designed by the teachers.
- c) The same course that you have done this year, with no alterations.
- d) The same course that you have done this year, with improvements suggested by you.
- e) Training in Bridge Plus One.

	T1	T2	T3	T4	T5
a)	3	3	4	3	2
b)	5	4	5	2	5
c)	2	5	1	4	3
d)	4	2	3	5	4
e)	1	1	2	1	1

ii) Please give your reasons for choosing the course that you placed first. (You may continue writing on page 5.)

By the simple procedure of summing the rankings assigned to each item by the teachers in 9.i, and dividing by five (number of teachers participating), the overall rankings for the courses preferred was as follows. 1 (e) Bridge Plus One, 2 (c) the same TD course, 3 (a) parts of Bridge Plus One and Bridge Plus Two, 4 (d) same TD course with improvements and 5 (b) a course designed by teachers.

It is noteworthy that although the course which teachers did this year is ranked in second position, it has a very high standard deviation (1,6). No one teacher ranked it the same, whereas the course ranked first, has a very low standard deviation (0,4). Four teachers ranked it first, and one ranked it second. This is one factor which leads the researcher to think that the teachers prefer a structured course from which they can see continuous, steady results in their pupils. However the fact that some teachers ranked the TD course highly may suggest that they do not reject the opportunity to participate in a course which does not focus exclusively on teaching, and is not highly structured. The possibility also exists that the teachers gave the TD course a high ranking in order not to offend the facilitator/designer of the course. It is also noteworthy that the option of teachers being entirely responsible for drawing up their own programme is

ranked lowest, and the option of improving on the present course themselves receives the second lowest ranking.

It is interesting that of the four teachers who chose Bridge Plus One, two focus entirely on the progress of the children as a reason for wishing to do the course. T2: "I am keen to have this course because I am curious to know how far the children with bridge will go, and how they will be after having this Bridge plus one", and T5: "Because I want to see all my pupils from Sub B doing something". T1 focuses on both her pupils and her teaching methods: "I don't want children to lose what they have learnt (bridge) in Sub B. If we don't continue bridge they will go back to old time teaching methods.". T4 focuses entirely on her teaching methods: "I wish to know more about Bridge since I have started it and teaching the classes that need Bridge plus one etc." The one teacher who ranked the TD course highest, does not mention her development as a person, but as a teacher, as her reason for choosing the course. (This may be because she is the teacher who missed the Life Skills course, which focused strongly on personal development.)

Question 10

If the facilitator had been able to speak Xhosa do you think you would have benefitted more from the course this year?

i)	Yes	No	Not sure
		T1 T2 T3	T4 T5

10.ii) Please give a reason to your answer to 10.i) .

It is interesting that T4 and T5 chose the NOT SURE option. T4 has an insightful general point to make that it is not the language that is at issue, but the capability of the facilitator: "Because even if he/she was able to speak Xhosa if he/she can't explain things clearly it would have been useless to attend the courses". T5 interprets the question as an evaluation of the researcher, and may not have wished to hurt her feelings: "(a) Our facilitator- Although she is not speaking Xhosa, she tried by all means to explain to us.

(b) She is kind to us - Even the children are not afraid of her."

T1, T2 and T3 who gave "NO" answers all mention the positive results of improving their own English, or being more confident of their own English as reasons for giving that answer. T2:

If I was taught by a person who speaks Xhosa I am sure I could not have gained the possision I am, in English because sometimes a Xhosa speaking person can explain the part we don't understand in Xhosa, but that did not happen we had solve everything or struggle to follow the English so that we were able to express everything in English.

On being questioned in the interviews on whether the discussion would not have been easier if the facilitator had spoken Xhosa, T2 still wanted an English speaker present, but thought that Xhosa discussion may have been easier. T1 and T3 maintained their

original stands. T4 felt that more would have been gained from the discussions but that the gains in English fluency would have been lost if the discussion could have taken place in Xhosa. T5 supported having an English facilitator on the grounds that although self-expression may have been easier in Xhosa, the teachers understand English well and they benefitted from the course despite the fact that it was in English. Overall, personal development as regards their English was emphasised as important by the teachers.

Question 11.i

What did you expect from the course this year?

T5 connected question 11 with question 10 and went on to comment as though the facilitator being English was still the issue. Her answers for question 11 are not considered valid and so will not be taken account of in the discussion. T1 and T2 clearly show that they expected professional improvement. T1: " I expected to be trained more about bridge so that I didn't leave std ones behind. What they had must be pushed forward". The answers for T3 and T4 are ambiguous. However, when T3 refers to being motivated, "I expected to be more motivated and that I get.", it is safe to assume that she is referring to her classroom performance (professional development) as she has consistently referred to it throughout the questionnaire. T4's answer "Education," could refer to education affecting either her personal or professional development as she was the one teacher who made a personal request

(regarding further study) when the initial meeting was held to discuss the course.

Question 11.ii

Were any of your expectations not met?

Yes				No	Not sure
T1	T2	T3	T4	T5	

The researcher considers the answers to this question to be invalid, possibly owing to the negative (NOT) in the wording (which is known to create possible difficulties in questionnaires (Irwin, P., personal communication, 1988) and which may have been exacerbated in second language speakers). Only T1's explanation of her answer to 11.ii (given in 11.iii) relates logically to 11.ii or 11.i. The rest of the teachers' answers are logically quite unrelated, which displays a lack of understanding of the question. In her interview, when questioned on her reply, T4 states: "I didn't follow that question".

Question 11.iii

Please explain your answer to 11.ii) above.

Some of the statements, taken out of the context of the question (i.e. as an explanation of 11.ii), are interesting in themselves in that the comments are positive and express self-confidence. T2: "I am prepared to teach anywhere I like. I think if by mistake I

can be given one class I' not afraid to say I can be a (good teacher.)"

SECTION B (1987, 1988, 1989)

Section B was included because the writer knew that Breakthrough and Bridge had been very important to the teachers and that development had begun in these years, so some way of comparing the TD course to Breakthrough and Bridge was important. It was also necessary to see what the teachers had considered important, to get an idea of their perception of professional development in those years.

Question 1.i

INSET has worked with you in the following years: 1987, 1988, 1989. Put a cross in the box next to the year which benefitted you most as a teacher.

1987	1988	1989
T5	T1 T4 T5	T2 T3 T5

ii. Please explain why you feel that the year you marked with a cross in 1.i) benefitted you most.

T5 refused to make a choice, and indicated that she considered all years equally beneficial. (Perhaps the option to mark more than one year should have been given.) T1 and T4 who both opted for 1988, focussed their answers mainly on the pupils. T1: "The children from breakthrough were taking bridge. Myself and children were so confident with our work". T2 and T3 chose 1989. T2 focusses on her own professional development and indicates that

she considers that she has developed further. "The course I got this year make me feel that I have benefitted most this year. These added to what I had learned during the past two years of my training." T3 focuses on her work with pupils in the classroom. "I see the way the pupils I'm teaching cope with their lessons. ..." Both T2 and T3 mention courses, whereas the previous two do not. T5's answer seems to indicate that her chief benefit through the years was acquiring clarity as a teacher.

Question 2

Please think about 1987 and 1988 when you answer this question. Read the items mentioned below. Write number 1 in the box next to the one you think is most important, number 2 in the next important etc.

	T1	T2	T3	T4	T5
a)The opportunity to meet with other teachers.	5	5	5	1	5
b)The work done in the afternoon workshops.	3	3	4	3	3
c)The materials to use with the pupils.	4	4	3	4	2
d)The training courses.	1	1	1	2	4
e)INSET's visits to you at your school.	2	2	2	5	1

(A brief explanation of the wording of the question may be appropriate. "INSET" was purposefully not mentioned so that teachers were not constrained to mention anything related to INSET in question 3 following. The word "most" was not used after "next" despite its being stylistically preferable to include it, as the researcher wanted the respondents to relate the previous use of the word "most" to the highest ranking.)

The researcher considered it important to see which aspects of INSET's dealing with teachers on Breakthrough and Bridge was important, to see if it might offer guidelines for dealing with teachers after Breakthrough and Bridge. Using the simple process of summing the ranks assigned to each item, and then dividing by 5 (the number of teachers) the following rankings of the items emerge: 1 (d) training courses, 2 (e) monitoring, 3 (b) workshops, 4 (c) materials and 5 (a) meeting with others. This pattern emerges when one merely looks at the frequency of mention for each item in the table. It is interesting that T4 who had spoken of the importance of the self-help groups through the year placed (a) first, contrary to all other teachers who placed it last. She is also the teacher who has applied to study through a correspondence university, and has made personal requests regarding her development to the facilitator.

It is interesting to note that there is strong emphasis on close INSET involvement, and that the aspects which rely more heavily on personal responsibility for development, workshops and teachers meeting with each other, receive lower ranking. In this regard it is noteworthy that T2 and T5 were involved in the self-help group with T4.

Question 3

If there are things which you think were important and were not mentioned in number 3 above, please write them below.

Four teachers replied to this question. The answers of two teachers are so similar that despite T3's insistence that no discussion of the question took place, the researcher is inclined to believe that while she had to leave the room briefly before T2 had finished writing, some discussion ensued.

The answers testify to the personal relationships that have been built through close association - both the facilitators themselves and the patience of the 1820 Foundation drivers were considered important. Another general fact that is touched on in the answers (and is also mentioned by T3 and T5 in their interviews) refers to the isolation and transport problems farm school teachers have. T5 says: "Inset sacrifice to supply transport to visit schools which are so far from town."

1.2. Interviews

1.2.1 Problems related to the interviews

The issue of the exchange of information between an English first language researcher and second language users has been dealt with in 1.1 above.

The lack of experience of the interviewer may also have affected the quality of the information gathered in the interviews. There are obvious instances where the interviewer did not use probes which would have yielded further clarification of information (e.g. interview with T4, p.152). "Particulars and details will come from probing questions that require an exploration" (Bogdan, R. & Biklen, S., 1982, pp.136-137). A corollary of this is allowing very general answers from the teachers, without persisting in questioning to gain specific information. Different phrasing of certain questions, making them open instead of closed, would have allowed greater input from the interviewees and reduced interviewer speaking time.

Some of the disadvantages of the interviewer's inexperience may have been counteracted by the fact that she was also the researcher and designer of the course and was therefore completely familiar with the subject matter.

The fact that T1 was interviewed the day before the group interview may have influenced some of the discussion that took place in the group interview - i.e. T1 raising issues which the researcher had raised the day before, and which may otherwise not have arisen.

The outside interviewer Lorraine Ziskovsky, was not informed of the details of the course, but asked to see if she could gain as much information as possible from the teachers about their

assessment of the course. This meant that she was not aware of when teachers were referring to their Breakthrough and Bridge involvement with INSET, and when they were speaking of the TD course. The information therefore does not specifically evaluate the TD course, but does indicate what is of significance to teachers.

1.2.2 Set questions in the interview.

Question 1

For the first part we were meeting every second, sometimes every third week. Would you have preferred to have met more often or less often, or was it fine as it was?

The teachers' responses were interesting, particularly the contrast between T1 and T3's perceptions of the course. The responses also confirm the intuitive feelings the researcher had about some of the teachers. T1 (who has always seemed keen) says: "meet more often - weekly." T3 (who always seemed to want the benefits of innovation without too much effort) says: "meet less often - every two weeks, not weekly". Their perceptions of how often they were meeting at the time differed significantly. T1 and T4 might be seen as representing two "poles" of development. T1 is still fairly course-bound. When she was asked if she thought that her change would continue without courses or if she needed courses she said: "Courses change me". T4 displays a greater sense of self-motivated development through meeting with others.

Question 2.i

Would you have liked classroom visits this year?

T1 - T5 Yes.

ii What would you have liked to have happened in those visits?

The general YES response confirms the high ranking that monitoring received in question B 2 in the questionnaire. The purpose of the visits is seen by all as having a corrective function. T5: "... sometimes you you continue doing the wrong thing eh, be eh, because the mmm there's nobody who's visiting you, you didn't see that you are wrong." T4's response is more specific than others, in that she referred particularly to the implementation of skills learned in the workshops. It would seem that teachers still feel dependent on INSET to comment on their teaching. This correlates with the teachers' hesitation to say that they could cope without INSET support in the meeting held on 8 March 1989: "Interviewer: Do you feel quite confident about being able to cope on your own? (9 seconds) T4: Yes I do. T1: As long as you come this year (laughter) I think, (pause) I think we will be able to cope."

Question 3

Having an English facilitator helped your English this year, but would it have been better in terms of the content of the course, the discussion that took place, for the facilitator to have been able to speak Xhosa?

Yes
T4 T5

No
T1 T2 T3

Despite the researcher's attempt to guide people to think in terms of the quality of discussion rather than personal improvement in English, three teachers return strongly to English improvement, and the two who say that discussion would be enriched, add "but" clauses which stress English. The fact that teachers lapse into Xhosa when discussion is heated or very interesting, indicates their greater ease in the language, but it is undeniable that they wish to retain the opportunity to communicate in English.

Question 4

Is there anything you'd like to say about the home assignments this year?

ii Did we do enough follow-up on the home assignments?

T2 and T5 singled out assignments that they found particularly helpful (which corresponded to the rankings in Section A 1 of the questionnaire). T1 linked her answer to question 3 above, and said that some assignments had been difficult but that the difficulty involved could be attributed to the fact that teachers do not use English enough to facilitate English expression. The researcher considered it significant that T4 could not remember what the assignments were as this might suggest that they were not particularly helpful or meaningful to her. T3's response is regarded with some suspicion by the researcher as she spoke very generally and favourably about all the assignments: "The homework assignments were very good because they keep our minds working...", but she could not recall what the assignments had been.

Question 4 was asked because the researcher had noticed that teachers often did not do the home assignments, although all had done the first assignment. She wondered whether motivation may not have been lost owing to the fact that the time available often precluded discussion on the assignments, which may have devalued them in the teachers' eyes.

All teachers felt that more follow-up to the home assignments was needed. T5 felt that not enough time had been given to discussion of the assignments, but T3 felt that enough time had been given to follow-up at meetings at the Monument, but that follow-up should have taken the form of school visits. T1 recognised the importance of re-inforcing learning through follow-up: "It is better to follow them up. Not just a thing to pass away. You know?" She also initiated the subject of the importance of follow-up in the group interview with Lorraine Ziskovsky.

Much of the interview time was used to clarify responses to the questionnaire and the issues have therefore been dealt with in the illumination of the questionnaire. However there are some issues that the researcher considers to be of importance which were not covered. These will be noted and discussed briefly below.

1.2.3 Issues important to development raised in the interviews- attitude changes

1.2.3.1 Teachers' recognition of change in themselves

T1 refers to herself as a new teacher in the questionnaire (confirmed by her school manager's report). She recognises her change in approach to teaching, which is now child-centred, and her change in attitude to the pupils. She also modestly claims that she thinks she can call herself a good teacher. T2 makes the same assertion in her questionnaire and T4 states: "We are muuuuch better now." The following interchange encapsulates the change in teachers' feelings towards their jobs: "Lorraine: How did you used to feel? Before you took this course? T2: I felt lazy. I didn't even want to go to school, also always looking for holidays. But now even in the Saturdays and Sundays (interruption) ... Because I am happy in the classroom now."

1.2.3.2 Teachers' change in attitude to pupils.

INSET FSP workers had previously noted with concern that teachers did not relate to their pupils as people who had feelings and individual personalities deserving of respect. T1 describes how pupils were not allowed to come near her, touch her, or ask questions (p.130 of T1 interview). She then says: "I'm different now. Children are my friends now." The interview with Lorraine Ziskovsky reveals that all teachers had similar experiences to T1.

T3 describes the relationship as having become like that of a loving mother. In her interview T2 said how she had felt saddened by the section in the Life Skills workshop where she learned that it was possible for a teacher to hurt a child, make her feel worthless. She speaks of the teacher's harshness and insensitivity affecting the child and says: "And it goes right up to the end of the year, being a somebody who feels she is unwanted, you know", "That part hurt me...".

1.2.3.3 Change in pupil attitudes

Teachers note that pupils now want to come to school in contrast with the previous complaints of absenteeism. T3 gives an account of pupils who are sick at home hearing something happening in the classroom, and coming to sit against the school fence: "...she was sick, now she's hearing the noise there. She wants me to call: Come here!". A comment of T4's confirms this: "And they also like to come to school", which in turn is confirmed by her school manager's assessment: "From remarks of the parents of the pupils, the children all adore school and don't look forward to the holidays." Teachers also note that pupils are now very keen to talk, ask questions and are no longer shy.

Chapter 5

The function of illuminative evaluation is not to provide neat answers, or directives, but to open a situation for clearer understanding by decision-makers. The following are factors which decision-makers planning TD courses may need to take into account in course design.

1 The importance of professional development

One factor emerged very strongly from the questionnaire and interview data and the observation of the facilitator throughout the year: the overriding importance to teachers of their professional development. In responses to open questions in the questionnaire alone (1.iii, 2.ii, 8.ii, 11.i), where teachers' comments could reflect either professional or personal development, the writer noted the number of responses which dealt with (a) purely personal development, (b) purely professional development, and (c) responses which referred to both personal and professional development. The results were:

(a) Personal	(b) Professional	(c) Combined
2	12	5

1.1 Training in Bridge and Breakthrough

Most instances where teachers have given examples of their perception of their development have been attributable to the

changes brought about by training in Breakthrough to Literacy and Bridge to English, and not specifically by the TD course. This is particularly noticeable in the interview by Lorraine Ziskovsky, where teachers' responses made little differentiation between their development in 1987/1988 and 1989, and their phrase "these courses" referred to anything that INSET had done with them, but more particularly to the changes for which the Molteno courses had been responsible. In extracting roughly all the major issues discussed in the interviews, the writer noted the large number of items in which teachers either referred directly to Breakthrough or Bridge, or to changes which they had attributed to the Molteno courses prior to the TD course. (The results, with Molteno influence marked by a (b), may be found in Appendix C, part 7.)

The development to which teachers refer in the questionnaires and interviews, closely resembles the changes they attributed to their Breakthrough and Bridge training in the first piece of written work submitted to the facilitator after the first TD workshop (they had to describe themselves as teachers before Breakthrough and Bridge training, and after), with the notable exception of awareness brought about by the Life Skills workshop.

1.2 Development resulting from training

Prior to the introduction of the TD course the facilitator had noted that teachers had displayed signs of personal development (e.g. school managers had commented on greater care taken with

appearances, and teachers reported improved inter-personal relationships), despite the concentration on professional development, more specifically, on training. INSET workers had encouraged teachers to make links between their personal and professional experiences.

It would seem to be an important generalization, which INSET stumbled upon by happy accident, that if a project begins with professional development in the form of training, personal development may well be a byproduct, on which there may later be a focus. Personal communication with a facilitator in a different farm school project in the Transvaal[\] seems to support the above generalization. The project had begun with a focus on personal development of teachers' English. It was hoped that thereafter there could be a concentration on professional development (concerning the teaching of English), but this was met with considerable resistance from the teachers who resented the shift in emphasis.

Macdonald (1989. pp.4-13) indicates that SEP's approach to its work with teachers follows Guskey's analysis of teacher change, in that "change in practice precedes change in beliefs" (where "practice" may be linked to training [skills in a specific method exercised] and "beliefs" may be linked to development in Freeman's sense).

2 The concern with teacher control of TD courses

In chapter 1 it was suggested that TD needed to be context and culture specific. In the light of this, and from the experience of the 1989 TD course, it would appear that the idea of farm school teachers in the Eastern Cape having total control of their own course is not entirely feasible under the present circumstances. Many of the factors mitigating against teacher control discussed in chapter 2 proved to have a strong influence in determining the running of the course. No one factor stands alone, but all interrelate.

2.1 Historical context

The type of schooling which the teachers themselves received required them to accept unquestioningly the decisions made by authority figures (teachers, principals, inspectors). In teacher training institutions the situation for teacher trainees was seldom better, and the opportunities for decision-making as regards their own learning were scarce.

The DET system allows teachers little scope for deciding what will be taught in their classrooms or for deciding what form their in-service training will take. This history of having courses imposed from outside, and not of the teachers' own making (ironically reinforced by INSET's provision of Breakthrough to Literacy and Bridge to English training and materials to teachers) may cause

teachers to view the TD course as yet another course in which the content of workshops would be decided for them, despite attempts by facilitators to encourage teacher participation in decision-making during Breakthrough and Bridge workshops, and to relinquish control of the TD course. It is debatable whether the pattern, built up over years, of depending on others to direct or dictate decision-making can be completely broken in the short time with which INSET works with teachers.

2.2 Geographical constraints: teacher isolation

Two of the teachers, T3 and T5, both referred to teacher isolation as a problem for most farm school teachers. They indicated that it hindered their further studies, prevented them from meeting with other teachers and being able to buy teaching materials and personal requirements (unless they were fortunate to be near a tar road close to town), and meant that the children they had to teach had very limited experience of anything outside of their immediate environments. (One pointed to a Molteno game, The Railway Game, and said that none of her pupils had seen a train.)

Isolation has two implications for TD. The first relates to teacher control of the design of a course. Owing to the fact that communication between the teachers themselves, and the teachers and INSET, is very difficult, negotiation of a course in the way it was attempted in 1989 may be ill-advised if teachers are to exercise control over the course. If full teacher control is to be

retained, the structure of deciding the course content may have to be reconsidered. An alternative which may be feasible is to decide the focus of the next meeting during the current meeting and limit its scope to the expertise of the INSET staff (in order to eliminate the organisation of outside speakers with the attendant problems of unavailability or cancellations). Teachers would then have advance notice, on which they could rely, of the topics for the workshops, unlike the uncertainty of what the topic would be because it may have had to change without consultation with teachers owing to speaker/facilitator cancellations (see chapter 2, section 1.3.2). Using INSET personnel would then mean that the primary focus would be professional development.

The second implication of isolation is the difficulty experienced by some teachers to meet spontaneously to aid one another's development. Structured INSET meetings are helpful, but the initiative does not rest with the teachers. As indicated in chapter 1, it would seem that for groups to serve a developmental purpose they ought to be teacher-initiated.

2.3 Teacher limitations

It became increasingly clear to the facilitator during 1989 that despite the teachers' willingness to contribute to workshops in areas in which they felt that they had expertise to offer (e.g. the two teachers who felt that they knew something about Arts and Crafts, and one teacher who said in an interview that she felt

that she could train other teachers in Breakthrough and Bridge), the areas in which they could take a lead and for which they could suggest in-put were limited to those which had involved intensive training and support from INSET or a school manager. A participant observer (who teaches the Art method course at Rhodes University) commented on the one teacher who presented an Arts and Crafts workshop and who had not had further in-put to her Art training after leaving training college. She said that the teacher's approach was the antithesis of child-centred learning. It was interesting that none of the teachers were able to point this out and were enthusiastic about all the ideas presented in the workshop.

From some comments of teachers after workshops, it was apparent to the facilitator that the underlying principles of the issue covered in the workshop (e.g. approach to pupils' writing) had not been grasped and that teachers were limited to reproducing minor variations of the facilitator's examples, not innovations suitable to their contexts. Although teachers were able to say what the principles of child-centred teaching were, they seemed to have difficulty in translating them into practice in areas where they had not had specific training. The facilitator became aware that the teachers' ability to point out the child-centred features of Breakthrough and Bridge, and very clearly practise them, had led INSET staff to believe that teachers had a firmer grasp of child-centred teaching than was in fact the case. They may well have come to recognise the principles in Breakthrough and Bridge

through having them pointed out frequently by workshop facilitators.

It would seem that the teachers did not have extensive knowledge regarding the subjects which they taught, and had a limited ability to apply principles more generally to areas of their teaching other than the courses in which they had been trained.

(4) It may be that facilitator expectations of teachers having full insight into their own needs (owing to teachers' ignorance of both subject contents and teaching methods), are unrealistic.

3. Structured course alternative

In the light of the fact that personal development was seen to arise during a focus on professional development in the form of training in structured courses, and taking into consideration the teachers' choice of Bridge Plus One as their first preference for courses to follow Breakthrough and Bridge, a more structured course which deals with specific problem areas in the standards above Sub-Standards A and B may be considered. In a discussion

4 One may tentatively suggest that some of the facilitator's observations of teacher limitations and their educational profiles (cf. chapter 2, figure 5) confirm some of the features of teachers in the second stage of Beeby's model (cf. chapter 2, figure 6). They are, for example, not well educated, and rigidly follow methods and syllabi. However, many of the comments of teachers regarding the emotional needs of their pupils, the relaxing of harsh disciplinary measures and, where possible, more emphasis on meaning, seem to indicate features of the third stage, which could not have been said of teachers before the introduction of the Molteno courses and INSET monitoring.

with Professor L.W. Lanham (1989), the adaptor of Breakthrough and principal author of Bridge, Bridge Plus One and Bridge Plus Two, he strongly supported the idea of a more structured course, but advised against the introduction of Bridge Plus One in multi-level classrooms (with only one teacher) where Breakthrough and Bridge were already operating as the teacher would be unlikely to be able to fulfil all her duties owing to work overload.

A disadvantage of a structured course would be that it would not as easily foster teacher independence. It is, however debatable whether teachers will be prepared for total independence after a mere three years' involvement with a project. The SEP recommendation is certainly that five to eight years' support by a project is necessary to ensure that the teachers have full understanding of the underlying principles of a method or approach and will be able to apply the principles in unfamiliar situations (personal communication with G. Bolt, 1988).

4. Conclusion

A number of findings in this research challenge the initial desire of the INSET TD facilitator to move away from the strong emphasis on professional concerns of teachers, toward more personal development.

While the exact academic and professional qualifications of those contributors to Teacher Development who advocate a variety of activities not directly related to teaching in order to promote

personal development were not available to the writer, taking note of their places of employment indicates that their level of education cannot be compared with that of the FSP TD teachers, given in chapter 2 - for example: Adrian Underhill (1986, p.5), International House, Sussex, England; Rod Bolitho (1986, p.2), South Devon College of Arts and Technology and Sue Greenland (1986, p.3), Executive Teacher, Studio School of English. Course facilitators need to bear in mind that the developmental needs of people who have good teaching qualifications may differ significantly from teachers for whom basic teaching training is still important. One may regard an emphasis on personal development with poorly educated teachers as of less significance, though not entirely lacking in merit.

The evidence supporting the teachers' own strong preference for professional development has been discussed in chapters 4 and 5, as has the discovery that for the teachers involved in these particular contexts (chapter 1), these levels of education (chapter 2), these historical backgrounds (chapter 5) and their experience of INSET involvement (chapter 1), personal and professional development has been experienced through training. Training in itself has raised teachers' awareness of alternatives to their accustomed classroom practice. Pupil results and responses to the implementation of skills and knowledge attained through training have prompted further change.

Freeman's conception of the training-development continuum that centres on professional development seems to reflect more closely the needs and preferences of teachers in the FSP, particularly as the TD teachers laid emphasis on the support received in schools by INSET staff who acted as collaborators, in Freeman's sense of the word. The INSET farm school TD experience though, would seem to indicate that the overlap between training and development goes deeper than Freeman would suggest, with development taking place as a result of some of the strategies used in training.

APPENDICES

APPENDIX A

MEMORANDUM

To: Phumla Koni and Daki Nkayi
 From: Fran Gale
 Date: 6:02:89

SOME IDEAS TO DISCUSS AS REGARDS THE TEACHER DEVELOPMENT PROGRAMME.

1. Is it an accurate reflection of our aims to say that we hope to help improve teacher confidence so that they can be left very much more on their own next year?

2. If we hope that teachers will be taking greater control of their own situations after the TD year, would it not be the best approach to try to elicit from teachers their ideas of what would be most useful to them on a TD course and build the programme round that?

3. Would it be a fair assumption that teachers may not be aware of the scope of what is available to them on such a programme?

4. If the answer to the above is "yes", then would an acceptable approach be to give a list of suggestions to teachers to consider?

5. Are the following suggestions ones that we would be happy to suggest to teachers?:

- exploring different ways of assessing their own and others' teaching.
- USSALEP workshop to assist teachers to insights into themselves and the way they relate to others.
- field trip to St Andrews to see the way reading is approached in Std. 4 or to the preprimary. Possibility of teachers being able to discuss with the teacher who uses Breakthrough and Bridge there?
- workshop on aspects of personal finance - information on types of bank and building society accounts
 - how to work out a personal budget
 - the legal implications of signing loan agreements etc.
- field trip to JLB Smith Institute with farmschool pupils to take part in a demonstration lesson on discovery learning in science.
- TD teachers are given an opportunity to run some kind of workshop for the replacement teachers
- ?

6. Would everyone be agreeable to my having the responsibility for this programme but planning and running it in consultation with the Field Officers? Would everyone be agreeable to my using the experience and our documentation of it for my thesis?

7. Anything I've left out?

APPENDIX B Part 1QUESTIONNAIRESECTION A (1989)

1. The meetings we have had this year are listed below:
- (a) 22 March Visit to E.P. Building Society.
 - (b) 12 April Discussion on what we could learn about teaching from the building society visit.
 - (c) 26 April Workshop on pupils' writing.
 - (d) 10 May Looking at the kinds of questions teachers ask.
 - (e) 24 May Arts and Crafts workshop.
 - (f) 5 July Discussion at Seven Fountains.
 - (g) 15, 16 July Life Skills workshop.

- i) Write down the dates of any of the meetings that you did not attend.

T1 0	T2 12/04 (b)	T3 15&16/07 (g)	T4 0	T5 26/04 (c)
------	-----------------	--------------------	------	-----------------

- ii) List the meetings in order of importance to you personally, with the most important first and the least important last. (Just write the dates to show which meeting you mean.)

T1	T2	T3	T4	T5
g	d	c	d	b
c	g	b	g	e
d	e	d	c	d
f	c	f	b	f
e	f	e	e	g
b	a	a	f	a
a	-	-	a	-

- iii) Please explain why you think that the meeting you chose for number 1. was the most important.

- T1 Knowing who am I. I have been not judging me always good in seeing some people's mistakes.
Time management to me was very important as the failor of many things lies on time. How to work with other people
- T2 I was very pleased to learn how questions must be asked and what kind of questions are to be asked when dealing with lessons taught in a class.
- T3 The workshop on pupil's writing increased my pupils vocabulary because they like to read and after reading they choose one child to dictate what they have read and they like very much the exercises of writing sentences in their order for a certain topic e.g. My father's cow, they arrange mixed

have a problem of anything I have an ample chance to ask and have other people's ideas and advises.

T4 The courses didn't cause problem to me I was pleased to go out and meet the others, sharing ideas and correcting each other mistakes.

T5 Although the topics changed nearly time and again they were not differ i.e. they correlate to each other.

iii) Would it have been more helpful, or less helpful, if we had concentrated on a topic for more than one workshop and therefore covered it in greater detail? Please mark (x) one of the answers below.

more helpful T1 (T2) T4

less helpful T3 T5

I don't know

6.i) Was there anything to do with the course that disappointed or upset you this year?

Yes	No
T1 (T2) T3	(T2)" T4 T5

ii) Please explain your answer to 6.i) above.

T1 We should have made another arrangements

T2 I was a bit disappointed when we visited the E.P.Buildings. I didn't gained much as I thought I would.

T3 The day we visited building society, after after the speech of one of the building society staff I thought we had wasted our time because I gained nothing important but when we discussed about it afterwards I learned something. I must always prepare before hand in order to have a successful lesson.

T4 Nothing upset me instead I have gained a lot

T5 Because my intensions is to gain or to get something valuable.

7. What suggestions can you make to the person who runs this course next year? (You may continue writing on page 4.)

T1 Topics must be discused at list two times. The person who runs must take note of the time i.e. some Sutardays can be used.

T2 I would like to know how to save money. I would like to know the steps that can be followed so that I can have money.

T3 He or she must first of all prepare before he/she runs a course. She must try to find more information sothat she/he can be able to answer questions from the teacher or she can be able to solve problem brought by teachers. He/she must also ask teacher to give their own views for certain topics

T4 She must tell us before what the course is going to be about so that we can collect knowledge and questions relevant to it.

T5 My suggestion is that he or she must follow this year's programme and add he or she needs to add. She must not change the programme

8.i) Have you had any experience this year that has made you a more confident person? (It may be something to do with INSET, or it may be something that had nothing to do with INSET.) Put a cross in the box next to one of the answers below.

Yes

No

I can't remember

T1 (T2) T3 T4 T5

ii) If you answered YES to 8.i) above, then please say briefly what the experience was.

T1 When I had to be a facilitator I had confidence owing to the motivation from these courses

T2 I have confidence in my teaching through the INSET project. In teaching methods I got from it. I am proud of myself. My English has been improved, as for pronunciation and fluency. the results of my children after using these methods has made me proud of myself as a teacher.

T3 I had an interview with one SABC announcers about Breakthrough before and what feedback I get from the pupils. Before the gentleman arrive I was so scared, but when he asked the fright disappeared, after the interview many facts came and I wished to call the man and keep on talking about Breakthrough.

T4 I was selected to handover presents to our inspectors who were leaving our circuit

T5 The workshops I attended this year build up more confidence to me. It has something to do with Inset because it is by means of Inset to get the workshops.

9.i) I have listed suggestions for five different courses below. Please put them in the order which you think would be most useful to a teacher who has had Bridge and Breakthrough training with INSET. Put the number 1 in the box next to the most useful, number 2 in the next useful etc.

a) A course made of the parts of Bridge Plus One and Bridge Plus Two that deal with preparing pupils to cope with the ideas and English needed in Maths and Geography.

b) A course completely designed by the teachers.

c) The same course that you have done this year, with no alterations.

d) The same course that you have done this year, with improvements suggested by you.

e) Training in Bridge Plus One.

	T1	T2	T3	T4	T5
a)	3	3	4	3	2
b)	5	4	5	2	5
c)	2	5	1	4	3
d)	4	2	3	5	4
e)	1	1	2	1	1

ii) Please give your reasons for choosing the course that you placed first. (You may continue writing on page 5.)

T1 I don't want children to lose what they have learnt (bridge) in Sub B. If we don't continue bridge they will go back to old time teaching methods.

T2 I am keen to have this course because I am curious to know how far the children with bridge will go, and how will they be after having this Bridge plus one.

T3 I have lots of ideas of how to introduce difficult lessons, ways of solving problems, ways of creating interest to pupils during lessons, what to do if I want to have a successful lesson.

T4 I wish to know more about Bridge since I have started it and teaching the classes that need Bridge plus one etc.

T5 Because I want to see all my pupils from Sub B doing something.

10. If the facilitator had been able to speak Xhosa do you think you would have benefitted more from the course this year?

i)	Yes	No	Not sure
		T1 T2 T3	T4 T5

10.ii) Please give a reason to your answer to 10.i).

T1 Xhosa would make me doubtful when I have to facilitate other people and I won't be able to motivate myself.

T2 If I was taught by a person who speaks Xhosa I am sure I could have not gained the possision I am, in English because sometimes a Xhosa speaking person can explain the part we don't understand in Xhosa, but that did not happen we had solve everything or struggle to follow the English so that we were able to express everything in English.

T3 Since we are dealing with Reading, Pronunciation and writing in English if the facilitator was speaking Xhosa I would have not benefit from him because he/she would the same problem I have in pronouncing some words and so the English facilitator is giving us the correct pronunciation since English is her mother tongue, my English vocabulary is improved.

T4 Because even if he/she was able to speak Xhosa if he/she can't explain things clearly it would have been useless to attend the courses.

T5 (a) Our facilitator - Although she is not speaking Xhosa, she tried by all means to explain to us.

(b) She is kind to us - Even the children are not afraid of her - She even give herself chance to sit in your class and explain things you don't understand as she did in Bridge to English, after training we didn't understand here and there.

11.i) What did you expect from the course this year?

- T1 I expected to be trained more about bridge so that I don't leave std ones behind. What they had must be pushed forward.
- T2 I expected to have my teaching profession improved.
- T3 I expected to be more motivated and that I get.
- T4 Education.
- T5 Although the facilitator is unable to speak Xhosa, she explains everything clear. to us. My teaching this year is improving.

ii) Were any of your expectations not met?

Yes	No	Not sure
T1 T2 T3 T4	T5	

iii) Please explain your answer to 11.ii) above.

- T1 When I handle the kids that have passed bridge I am a bit going back to the old way of teaching.
- T2 I'm prepared to teach anywhere I like. I think if by mistake I can be given one class I' not afraid to say I can be a (good teacher.)
- T3 I got useflul ideas of solving problems, methods of teaching certain subjects, ways of stimulating pupils.
- T4 The kinds of questions to be asked were covered I know how to start a lesson:- from known to unknown.
- T5 Because our work with her is successfull.

SECTION B (1987, 1988, 1989)

1.i. INSET has worked with you in the following years: 1987, 1988, 1989. Put a cross in the box next to the year which benefitted you most as a teacher.

1987	1988	1989
T5	T1 T4 T5	T2 T3 T5

ii. Please explain why you feel that the year you marked with a cross in 1.i) benefitted you most.

- T1 The children from breakthrough were taking bridge. Myself and children were so confident with our work.
- T2 The course I got this year make me feel that I have benefitted most this year. These added to what what I had learned during the past two years of my training.
- T3 I see the way the pupils I'm teaching cope with their lessons, now I'm working hand in glove with the pupils, I can

solve problems with help from helpful ideas I got from fellow teachers I attended course with.

- T4 My pupils' results were very much pleasing.
- T5 All the three years benefitted me most. I joined the project in 1987. In 1987 and I was as clear as I am in 1989.

2. Please think about 1987 and 1988 when you answer this question. Read the items mentioned below. Write number 1 in the box next to the one you think is most important, number 2 in the next important etc.

	T1	T2	T3	T4	T5
a)The opportunity to meet with other teachers.	5	5	5	1	5
b)The work done in the afternoon workshops.	3	3	4	3	3
c)The materials to use with the pupils.	4	4	3	4	2
d)The training courses.	1	1	1	2	4
e)INSET's visits to you at your school.	2	2	2	5	1

3. If there are things which you think were important and were not mentioned in number 3 above, please write them below.

- T1 Inset facilitators who managed all this work.
- T2 The patience taken by the drivers who were taking the teachers to and from 1820.
- T3 The patience taken by the drivers who transported us to and from our farm schools to the courses.
- T4 -
- T5 Inset sacrifice to supply transport to visit schools which are so far from town.

APPENDIX B Part 2

QUESTIONNAIRE TO SCHOOL MANAGERS

1. How often do you have contact with the Sub A and B teacher? Please put a cross (x) next to the applicable word.

daily.... weekly.... monthly.... other (specify)....

.....

2. Is your contact with her usually at the school, or elsewhere?

school elsewhere....

3.i) Have you noticed any change in (name) within the last two and a half years?

yes.... no.... don't know....

ii) If you answered YES to 3.i), please mark approximately when you noticed the change:

during 1989 during 1988 during 1987 can't remember
....

iii) If you answered YES to 3.i), please mark the phrases below which apply:

- a) change in attitude to work
b) change in appearance
c) change in attitude to herself
d) change in attitude to you
e) other (please specify)

.....

.....

.....

.....

iv) If there is anything which you particularly remember which illustrates the above changes, please write it below.

.....

.....

.....

.....

.....

4.i) Have you noticed any changes in the classroom itself?

yes.... no....

ii) If you answered YES to 4.i), please write down the changes.

.....
.....
.....
.....
.....
.....

5.i) Do you have any complaints about the teacher?

yes.... no....

ii) If you answered YES to 5.i), please give the complaints.

.....
.....
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.....

6. If you would like to make any comment on INSET's involvement with your school, please feel free to do so.

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.....
.....

APPENDIX C

The writer did not follow a conventional transcript notation such as that developed by Gail Jefferson, in Atkinson & Heritage (1984), but developed her own as she discovered her needs during transcription. The focus of the study did not require the rigour of detail or notation such as is required in conversation analysis. The writer needed to be able to note interviewee opinions. Where transcript notations were required to facilitate understanding of the speaker's meaning, they were used.

The writer has had to impose a written form on "untamed" spoken utterances. Punctuation has been used in a way which will hopefully retain the original meaning of the utterances. False starts and "bad grammar" have been retained, and where mispronunciation has entirely altered a word (e.g. "aksed" instead of "asked"), the speaker's pronunciation has been reflected.

The following conventions were used:

- * ... utterance obscured or inaudible
- * (laughs) speaker laughs
- * (laughter) speaker and others laugh
- * (word) utterances in brackets within the focal utterance, are interjections by others while the speaker is speaking
- * (10 sec) silences between, or during utterances are timed to the nearest second.
- * ?word? a word(s) enclosed in question marks indicates the possible word(s) of a partially heard utterance.
- * word: Word Where a speaker quotes someone else within an utterance, the quote is prefaced by a colon.
- * (word word) Where conversation is extraneous to the purpose of the study, a summary of the contents is give in brackets, against the text margin.

APPENDIX C Part 1LORRAINE ZISKOVSKY'S INTERVIEW WITH THE TEACHERS 23 AUGUST 1989

- I: First of all tell me what you think the purpose of this course was. (2 sec) (...) I'm not asking questions for which there's a right or a wrong answer (Mm). I don't know myself. (Mm) Just talk to me about what you think the purpose of this course was.
- ?: You taught us?
- I: This Development (Oh Mm As a whole) as a whole. Not about this afternoon, but as a whole what do you think the purpose of it was? Anybody just make say what comes into your head.
- T3: It broadens our knowledge and give us many ideas to tackle difficulties and problems with our pupils.
- I: With your pupils?
- T1: And ourselves.
- T3: And ourselves also.
- I: And yourselves? (Yes) And and
- T1: And their parents.
- I: And and your pupils' parents?
- ?: Parents.
- I: Ja, Uh huh, Uh, do you do you think that the course achieved it's aims? Or is there still more to be done? You know, do you feel that you've had help in any area? (4 sec) Where would you have liked to see more time spent? (3 sec) Which aspect of the course do you feel could use more attention?
- T1: I think when a course is er, taken we don't have much time here on the course, there should be some folow-up.
- I: Some follow-up to the course?
- T1: Ja.
- I: You mean after
- T1: That special, ja ...
- I: After the course is over? (Ja Mm) You think there should be a follow-up.

- T1: We we take a course today, a certain, today we ta er, we have been taking study skills, ne? I think sometime there should be some follow-up on that.
- I: Okay. I think that's a very good, you know, interesting opinion. Who else has got something to say, about the course itself that you've that you've undertaken? Where would you like to have seen more time spent? On which topic? (3 sec) Just remember there're no right or wrong answers now. (Ja Mm) It's your chance to express your opinion. (5 sec) Well let me ask you each a question, which part did you find most interesting? Starting with Hazel.
- T4: When we were here on that on the during the week weekend in July (Mm) 15th and 16th. That part which says what do you know about oneself, what one what one what one knows about oneself.
- T5: About his- or herself.
- T4: Mm.
- I: And you found that interesting?
- T4: Yes.
- I: Did you all find that interesting? Did you find out something about yourself that you didn't know before? (Ja Ja Mm) I wish I could have gone to that course. I'm 62 years old and I still don't know about myself. (Laughter) Um, would you have liked to have had more time on that kind of thing? (Mm) Did anything that you learned on that course in July affect the way you felt about yourself or (Yes), tell me a bit, because I missed it. Tell me a bit about what you found out and how it was.
- T5: Mm. We found out that e as teachers (Mm) it it refers most to to us as teachers (Yes) because there were there was a part of a teacher who must be who mus must know the difficulties of the children he is teaching. For instance there there was a a a part where er, the principal of a certain school was an was e e e speaking with a a child who was n who was unable to go to school to to continue his studies. (Mm) He did have an interest to visit the child at his home (Mm) to find out why he he he's not attending the school (Yes). And the child explained that he is staying with the uncle and the uncle has no means to send him to school. So I think although the the i i it was not mentioned in the boo in the video, I think that teacher did help that child (Mm) somehow, although it was not mentioned in the video that (Ja) he did give the he help to him.
- I: Ja. (...) Go on. Tell us.

- T1: Have you forgotten? (Oh) that it was said that teacher must go and ask for (5 sec) (bursaries) Ja, bursaries.
- T5: So as as teachers we we just deal with the child in the class (Mm) forgetting about his background (background Mm) Or forgetting about visiting his or her home (Mm) to find out his or her difficulties.
- I: And did that mean something to you? (Yes Yes Ja) Do you think it changed the way you felt about a child who (Mm mm) Did you feel a change in in how you felt?
- T4: Yes. (Mm) You fel you I felt I I I changed after that course.
- I: Really, Hazel? (Mm) Tell me in which way.
- T4: I didn't care for the parents (before) before. For instance if I w I I I want money for books (Yes) I everyone must get that money (Mm) (Xhosa exchange) (The diffuculties) the difficulties of their backgrounds. (Mm)
- I: Okay, that dealt with your attitudes towards the parents of the children and the cir the whole circumstances. Now about yourselves, how did it, Did it make a difference in how you felt about yourselves? Personally. Apart from being a teacher.
- T5: Yes. Yeah, i i it teaches us to to have a confidence about ourselves, for being a teacher (Yes). And to share ideas with others. Not just t if you you you have got an idea (Yeah), you just keep that idea that idea for your own. (Mm) You just er, say something to somebody else that that I have got this um, idea. And you also get his his or her idea. (Mm)
- I: Like two heads are better than one? (laughs) (Mmmmm) And and what else about that course particularly appealed to you? What were your favourite parts of that course?
- T1: Knowing yourself.
- I: Really?
- T1: Ja. You know, all along I've been not judging myself. I've been judging other people (General laughter), finding mistakes there (Mmm). I didn't know I didn't have time to judge that this mistake has cause this lady has done a mistake to me because of me. Because myself I acted like this. I've been not interested in judging myself. I want to judge this one. (Mm)
- I: Mm and you and you think this course opened it opened your eyes?

- T1: Yes because when you, who are you? I thought they wa just just wanted me to give them their name, but not that they wanted how how you are (Mm).
- I: Mm. Now apart from that course in July, how did you feel about the rest um, of the of the Development course. Which was your favourite bit? Let's have you. It's Elizabeth, isn't it? Of all the things that you've done in this um, Development course, which was your favourite section?
- T3: My favourite section is when we are dealing with children (Mm) how to work with the children (Mm) how to make these children feel at home when they are at school. They shouldn't feel embarrassed or afraid when they are at sto at school (Mm), they must feel free (Mm) and be at liberty to ask questions ... (Mm Mm) That we didn't do before. We were afraid of our ... Even when you don't know something you are afraid to ask the teacher. Now these kids are free to ask everything, and they are asking.
- I: Are they?
- T3: They are asking. (laughter) Anything. So I've found a great change with this project and this development (Mm) in my classroom and the children. (Mm) These children like to talk and they talk something, not just making noise like before (Mm). Even when they are on their own they like to correct others pupils' mistakes other children's mistakes (Mm): No this word is not pronounced that way. So that's how they feel free and that's how we were taught here how to deal with these children. To be flexible and not just
- T1: As we were as we were before.
- I: Did you feel that you were stiff before? (Ja) (Mm) (Stiff before)
- T1: We have been teachers.
- T3: Just teachers. You feel I am a teacher I am
- T4: Not mothers.
- T3: Not eh, yes you are right, not mothers. But this project made us be a moth be a mother and the love we give them, they don't really take us as teachers now. They take us as mothers. Every jo problem (...) they bring to us.
- T1: Guide us.
- I: Oh, it sounds as if your kids are lucky.

- T2: ... We do mm, take notice of the children. And there's another part during that weekend ... when Miss ... was describing how we discourage our mmm, something like that, children. Sometimes when the child comes to school in the morning and she's done something wrong (Mm) ... and she said you take a piece of interest (Mm) from her (Mm) and the next thing when she's wrong again, the same time same time to speak roughly to her (Mm), again she feels more and more (Mm), e at the end the child doesn't e have even interest (Mm) to be at school (Mm) through the teacher.
- I: Ja. (Mm) That is interesting. (Mm) Sounds very valuable. Now of all the sections that you did which section did you find the most difficult? Of a of all the parts of the course. And you and you know you might have all found something something different and I'd love to hear what you found difficult. (Two speak simultaneously) Mm?
- T5: The part which was difficult to us just bet just because we didn't take it as it come as a question, it's the how to be positive about yourself.
- I: Mm. And you found that difficult?
- T5: Yes, we find it difficult because we didn't know exactly what e points we must said for it.
- I: Mm. (Speaks about checking the tape) Um, do you mean that you found it difficult to apply it to yourself, or did you find the idea difficult?
- T5: No, I we didn't found e to apply to ourselves (Mm). But at the course, just because e we e we were not knowing the the the topic (Mm), so we didn't we did we did we find it difficult in that moment but as it was explained (Mm) in the course, we did apply it to us.
- I: Yes. And did you all find it difficult to apply apply to yourselves? You know, I want to hear some other feelings about it. (4 sec)
- T5: Do you hear me Ma'am, Lorraine?
- I: Yes
- T5: It is not difficult to apply it to ourselves, (Mm) but as it was as we were doing it in the course (Yes) er, we were aksed to to write points and stand up and express yourself about this topic. (Mm hm) It was difficult in that moment, but as it was explained, we find it difficult to apply to ourselves.

- I: But do you think you've got that do you think you've got that right now?
- T5: Yes.
- I: Was it entirely new to you? When you when you came across this topic about feeling positive about yourself, was it something new?
- T1: It was because we have never, I think myself, I have never discussed this. So it was new.
- I: It was new.
- T1: Ja.
- I: And do you think that you feel more positive about yourselves now that the course is over? How about you've been, (laughter) Mavis, you've been the quiet one. (laughter) Do you feel more positive about yourself now?
- T2: Yes, I do.
- I: You do?
- T2: Mm.
- I: In in what particular way? What special about yourself do you feel more positive about? Personally, or as a teacher.
- T2: E e personally as a teacher too.
- I: Both. (Mm) As Mavis, the person, and as Mavis, the teacher (Mm the teacher). And you can't think of one particular thing you now feel more positive about? Anybody. (10 sec) Do you feel that you're a better teacher now? (General talk with lots of "Yes")
- T4: We are muuuch better now.
- I: Really? (Laughter and "Yes") But I mean that's that's wonderful.
- T1: I'm afraid. I I would like to say I'm a good teacher. (Laughter and "Yes")
- I: You're a good teacher now?
- T1: Now. (Yes)
- I: More than you were (Yes) before (Mm). Can anybody just give me one special example in what way, you've told me about how you you try to consider the child and his circumstances and

the parents, can you think of anything else, something specific, like that, that you feel more positive about yourself, is it your appearance, your voice, wh what is it that ma that you feel more positive about? I mean, it's most interesting. (6 sec)

T1: As a teacher (Mm) as I have uh, say six classes, now because of this course (Mm) I just can handle all those classes. I know how to keep them busy. Which thing didn't happen (before) before.

I: Uh huh, T1:,

T1: Even the kids now (Mm) when they have finished doing something, they don't just stay and wait for me (Mm). A child will come and ask for more.

I: Ja. And that's a big difference.

T1: Ja. And even then, I know where to send this child in the classroom to go and do some more work. You go to point such and such a thing and you go there and you find some things like that. (Mm)

I: That's just what I'm looking for. I'm quite interested, the way you felt about getting up in the morning when it was a school morning and you knew you had to go to work. The old way that before you did this course, is there any difference in the way, you know in the way you felt when you got up in the morning and you knew you'd got to go to work. How did you used to feel? Before you took this course.

T2: I felt lazy. (Eh) I didn't even want to go to school, also always looking for holidays. (Laughter) But now, even in the Saturdays and Sundays (Mm)

T4: You wish I wish ... should come

T2: Because I am happy in the (Ja) classroom now.

I: Wow! tha, and how do you feel T5?

T5: E I feel happy mm every morning when I go to school (Mm).

T2: Everything's been prepared. Um, and you er, prepare ... wanting children to know and you want to make sure that they understand what you are doing and more and more and more. And that gives you interest in school.

T4: And they also like to come to school.

T2: Mm. Mm.

- I: You can see the difference?
- T2: Mmm.
- T4: ... you now, before I I I take this programme (Mm) I used to shout at them, punish them, but now they know that mm, the teacher does no longer punish us (Mm), she does no longer shout at us when we are moving round the classroom (Mm), they are just doing it.
- T1: And even when you find them outside, "What are you doing there?" she or he will tell you what he has gone out for. (Mm Mm). He has something to look outside. (Mm)
- I: So so you feel that your relationship with the kids (Mm), is tha is that what you feel has changed?
- ?+?: Mm, ja.
- T5: And also relationship between the teachers, because before there was no friendship between (Hayi) us.
- I: Really?
- T5: Yes.
- T3: And we never discussed problems. (Chorus of Mm and Yes)
- T5: Just because you are we are all qualified, everybody (is sure of)(is sure of herself)(Mm) and now we do accept (That we have something) yes, we do accept accept our mistakes, (Mm) and we are flexible, if if you are wrong, when somebody says: "You are wrong here, if you ... this like this," you ar do accept that (Mm)(Mm).
- I: A And does it make it easier for you now that you know that you can discuss (Yes) problems with each other?
- T1: Ja.
- T5: And you are you are free (Mm) to do work to to work as a as a group (Group, mm) yes.
- I: Do you all teach at the same schools or do you come fr
- Group: No.
- T4: From different schools.
- T5: But some are teaching in the same area. T3: and T1: are teaching ut are teaching at (Riebeeck East area) area, and we are teaching at Seven Fountains (Seven Fountains) area.

- T2: And sometimes when we meet, one will ask (Xhosa exchange and laughter) how did you do that thing? (Mm)
- T1: Why are you there already?
- T2: Why are you still there? Why are you ahead? (Laughter)
- T1: And now when she tells you she is ahead, she tells you how
- T5: You try to ... (confused talking)
- I: And catch up to her?
- T1: Ja. For instance eh, myself, I had not done reading with Sub B's. I got it from them that they have started. Oooh! (Laughter) (Xhosa) Ngulate.
- I: Would you like to see this development course extended to other teachers?
- All: Yes. Yes.
- I: D a o do you think they would find it valuable?
- T4: They will (Mm).
- T2: They will if they are interested. (Mm Mm)
- T5: Only those who are not interested. (Mm).
- I: You mean those who're just doing it for the money? (Mm) (Ja) (laughter) Um, would you like to see your own kids taught by somebody who'd done a course like this? Ha has it altered your, have you all got children?
- All: Mm. Yes.
- T1: Mine
- I: Y Yours are grown up I suppose.
- T1: Yes. I've got grandchildren.
- I: Have you? So have I. (Laughter) Now has it made any difference about how you feel about your own kids?
- T5: Yes. I I I I I wouldn't w be happy if my child ... (Xhosa exchange) to use that olden system. (Mm)
- I: You wouldn't be happy (Mm) (Yes) if your kids were taught like that?
- T5: Yes. I wouldn't be happy.

- I: And and in the home, do you think your attitude towards your own kids (Mm) has changed? (Mmm) (Mm) In in what way?
- T5: You can you can even adopt a child (Mm), now, and stay with him or her as your child, just because you have got that motherly... (Mm Mm). So it won't be able it won't be difficult to adopt the child (Mm) or to stay with somebody's er, child. For instance there are people who are staying far from the education centres (Mm). So if she he he or she can ask you to stay with his or her child, you can.
- I: You've got the energy (Mm) I I suppose to look after another one. You don't feel: Wohoo! I can't go to school this morning! (Laughter) Do you think this course has affected how you relate to o other people? How when you meet a teacher who's not been on this course, how do you feel?
- ?: Who has not been?
- I: Mm. Those who've not had uh, you know, the advantage of this development course. When you meet with those teachers.
- T5: You just boast for them. (Laughter)
- T1: Because, some of them are impossible.
- T2: Mm. You are right.
- T1: Some are impossible.
- I: Really?
- T1: Ja. When we tell them about this.
- T2: Too much work.
- T4: Mmm and they don't want to do it. (Mm Mm)
- T1: Ja. they will tell you
- T4: They will tell you
- T1: that it's too much work. (Mm) Whoo! I'm not interested.
- T4: But later on they want to come and be
- ?: With us.
- T4: Mm. because one (Xhosa) er, one of them (laughs) was she she should be (in 1987) in 1987 with us when we were starting this in 1987, (Mm) and then she just, (Xhosa) mm,

I: She dropped out?

T4: Mm. Yes. (Oh) And now she wants it very much

?: (Laughs) To come back.

T4: to come back.

? ...

T4: The inspectors like it. They are asking ... everyday, why are you not doing doing this? (Eeh) But it's late now. (Xhosa discussion of the starting date.) She started with school readiness in 1988, (Further discussion) she started it and she dropped again. (Mm Mm) she dropped again. But now she wished she d

T1: She had it. (Mm)

T2: Oh I don't even wish to go to school which doesn't

T1: I won't (Sounds of agreement.)

...

T2: You know, Lorraine, in P.E. ... I have to. I had a a post of eh, another t eh, teacher. I asked: Your school is it (...) doing these mm, (Projects) (Projects) projects. Oooh we don't. (Laughter) oh no. Do you want a post? I said : Yes I do. But I don't want the school that has no (Breakthrough) that's not using these projects. I'm sorry and se she's the principal of that school. (Oh) And she said: Oh no well, you won't get a post.

I: Ja. Can you see any difference between your classes now that you've been, you've done the course, between your classes and the classes of somebody who has not done it? Is there a difference?

All: Yes. (...)

T1: That difference is there in our classes. Because myself, I teach A to s 4, six classes, (...) now this project has been taken to Sub A, Sub B and Std 1's (Mm), 2, 3, 4 didn't take it (Mm). There is a big difference.

I: And do you feel that your class is more advanced because of this course?

?: Mm mm.

I: And you can see the difference?

T5: (Mm) Yes we did see i in we in we see a difference because even before we get to this project we were teaching these six classes, four classes A to 2, there was not even a a one teaching aid on the wall.

I: Ja. Just the walls, hey? Just the walls. (Laughter).

T5: Yes. It was just in the church. Like like in the church, there was not even one, just e e only you write just only alva alphabetical letters (Uh) there. If you are teaching about a a a cow, i it was difficult to to ... to cut even the cutouts, and put them on the wall. But now we we are keen even, we can't even leave your book here if i it has got pictures. (Laughter) We can steal it.

I: You mean others might steal your pictures?

T5: Even yours. If you can leave your book here, your picture here (That will be) because we are interested in those pictures. We ha we have something to with (Oh) a picture now.

T4: You know, Lorraine, my niece o o last year she was six year old. She was er, her mother teaches at Kirkwood, (Ja) she was doing Sub A (Mm). When we met at home in June holiday, she was so worried that she doesn't follow. And mine, who was five, was just reading (he was moving). Jus she sai she said to me I must take (Laughter) the child and try try try this m m nantsi pro (Project) project. It was July. But she passed Sub A, when she came here she only knew the vow five vowels. (...) But at the end of last year she passed, Sub B she's doing Sub B now.

I: Ja. Oh, that's a success story, hey? Uh, if I don't have any luck with these books, I will certainly try to get you some old books that can be cut up for the sake of pictures. (Mm) Would you like that?

(Discussion of use of pictures and cigarette boxes and pupils' willingness to work in groups.)

I: Now in general, about the course that you've been through, how did you feel before you came on this course? Did you worry about giving up the time, you know? What what made you decide to do this project?

T4: Breakthrough and the Bridge?

I: No this this (Teacher Development) Teacher Development course. What did you hope to get out of it? (4 sec)

T1: Well we did, I think, myself I didn't know what we are up to (Ja), we are going to do (Mm) until we had a course and we got what was said in that course (Mm).

- I: And then you decided you wanted it.
- T1: Ja. Ja. (Mm)
- I: Do you do you think that you've got out of
- T1: Each day (go on) each day you come to a course, you get something and you say I must go and try this (Uh). Each day you get to a course you get something and you try that, you try that and you find that these children are things are all right. So they must continue.
- I: I I've found this very interesting. I didn't know anything about this course because I deal with a different level. (Mm) But you know, if the beginnings are right, if the child starts off (Mm). It makes such a difference. E Do you see yourselves as pioneers? (Laughter) Because you are. You are.
- T3: One child who is not attending school (Mm) asked his brother, his big brother (Mm): Boetie, you must buy me uniform. Every day he is asking for uniform (Mm), for next year. She wants he wants to come to school. (Mm) (Laughs)
- I: And and do you think that that's a direct result of this?
- T3: Yes.
- I: ... That's wonderful. You think that child will come to school next year?
- T3: Yes he will come. I told his brother he must buy him shorts and long trousers (Mm). This year, not next year, (Laughter) this year.
- I: Has anybody else got anything to say about this course? Knowing what you know now, what would you like to see added to this course? (3 sec) You know, for those who come after you. What do you think you would like to see added? If there is anything, or more of? (5 sec) Or do you feel it's just right the way it is? You know your opinions are so valuable now (Mm) because you were the first to go through it, and you you were the teachers and you know where there should be more or did you feel that any section of it was a waste of time? (No) None of it? And did you have a section where you felt: Oh I'd like some more of that? Or was the amount just right? (6 sec) You you've got you don't none have something that you would like to add to this course? What about Eunice, I can tell by the smile that she's got a thought there. What would you like to add if you were designing this course for groups to come after you? What do you think you could add to make it more valuable?

T5: ...

I: Mm. You feel that this very same course would be the one to give them?

T5: Yes.

I: Do you all feel like that? (Yes) Yes) Nothing you wanted to add?

T1: Becau I think because we are still new with this Teacher Development (Mm), it's difficult to know to say (Mm) you can add that (Mm).

I: Ja because you've just been through it yourselves.

T1: Ja. (Yes)

I: Has anybody else got anything to add at all about this course, about any matter or in general now? (7 sec) Has it been hard for you to come and give up an afternoon? Has it been hard? (No) (Oh no) (No) (It's easy)

T5: Because we wasting money. (Mm?) Because we waste the INSET's money. (Laughter)

T4: We are being fetched.

I: And th and the

T2: And we gain a lot (Mm) ...

T3: And we can go and teach anywhere in the world. We are ...

T1: Ja, man.

I: Great to hear.

T5: As for myself, (Mm?) because I am coming from a homeland (Yes), Transkei (Mm), so I've got a key (Mm) to open the doors of Transkei because they are doing this Breakthrough (...)

I: They are?

?: ... Ja.

T5: I can be employed at any school at Transkei.

T2: Oh, these courses ... something (Mm) or feelings that we are persons. Even speaking English, we didn't used to speak English (Laughter) ...

- T1: We were not fluent.
- ?: Were were not fluent (as a result)
- T4: Because we we we are staying on a farm. (Mm) (Mm). We are not discussing (Mm) (Mm).
- T2: For instance I am teaching A and B (Mm). My English is as far as Sub A er, Sub B's. So, speaking English with other people when I go to the shop and ask sa lady in English (Laughter). But now we are doing these, eh,
- T4: We are trying now. (Mm) (Uh) ...
- I: Ye you've made me understand how you feel, so your English must be okay. (Mm) (Eeh) (Laughs)
- T3: When I, last, two weeks back, I went to Joburg. E we were ten there. They were speaking Tswana (Mm), Sesotho, isiZulu, no Xhosa was, I was the only one who was speaking Xhosa (Oh yes). So to to communicate with them we had to speak English (English) all of us (Mm) Mm.
- ?: And it helped.
- T3: It helped me (Mm) a lot.
- T1: And myself, I wouldn't like tum, these Teacher Develpoment to be taken by a Xhosa, because we have a tendency, (Eeh) or such
- T3: Speaking too much Xhosa (Mm) (Mm) (Eh).
- T1: It's better off when it's taken by English person (Mm).
- I: I see you mean, if you were appointed, or asked to conduct the course (Mm) (Ja)
- T1: I'll have a tendency of speaking Xhosa. (Mm)
- I: When they didn't understand (Mm) straight away (Ja), then you'd (Ja)... Xhosa.
- T1: And now w English is failing (Mm), when you do that, English is failing, failing, failing.
- I: So you feel that having an um, an English speaker (Mm) to run the courses
- ?: (Mm) It's helpful.
- I: Even though some of us pretend we don't understand a word of Xhosa? (Laughter) (Discussion of transport arrangements)

- I: Were you friends before you were on this course?
- T4: I and Eunice.
- I: You and Eunice?
- T4: This one sa she wa she was at Seven Fountains. (Laughter)
- T5: She was not even speaking
- T4: to her. (Laughter)
- T5: Just said: Hallo. (Laughter)
- I: And now?
- T2: Yoh, we are friends.
- T4: We are great friends now.
- I: Well, you've been on a long journey together. (Laughter)
- T1: When you are at ome home, at time y you miss one of us. (Mm) Whooo! When she said (Giggle) such (Mm) and such a thing (Giggle), you are just alone there (Mm), and you laugh. (Laughter)
- I: So on the whole you feel it was a valuable thing?
- All: Mm. Yes. Mm.
- I: Do you think you'll be able to pass on what you've done to other teachers, or do you think they will think: What does she know? (Mm) How do y how do you feel about passing on what you've learned?
- T1: It's easy to pass this on to one who wants it (Mm), but if somebody is not interested, you know, tis difficult.
- I: Those that you called impossible?
- T1: Ja. (Laughter)
- I: Do you know s do you know some impossible ones, eh? Who who just don't want to know. They want to do it the same old way.
- T1: Yes. They say it's difficult (Mm) to this to do this.
- T4: But they said there is a lot (Too) of work.
- T1: Too much work,

- T4: Mm. In this project.
- I: Do you think that's the main objection? (Ja) (Mm) Is the extra work. (Mm)
- T5: Yes it has a got a lot of work, but ee, this lot of work is helping (Helping) (Ja Ja) (Mm)
- T3: We can convince them. And say: Bring your children, I'll bring mine. (Mm)
- I: And compare? (Ja) (Laughs) (Ja).
- ?: They won't mind. (Mm)
- ?: They are lazy. (Laughter)
- T2: You look at the teachers who are teaching in the urban areas, having one class, compare with us having ... (Six classes) Eh, mm. Their their children are not as good as (As ours) ours.
- I: Does this make you feel proud?
- T4: (Mm) (Yes) Very much.
- (Xhosa discussion on which stds take Afrikaans and the difference between homeland policy and RSA)
- I: D do you any of you wish that when you had been at school that these methods would have been adopted with you? As a ch
- T5: Yes.
- I: As a child? (Yes) Do you think it would have made a difference? (Mm) Well I think it would have made your further studies (Mm) easier for you because then you would have accustomed to asking questions, (Laughter) to obtain information. And your kids don't f e d , when your kids want to ask you a question now, are they they shy? (No) (Mm uhm)
- T4: They are not shy. They are not shy.
- T3: There's no shyness in the classroom now. (Laughter)
- T1: Because there's no teacher in the classroom. (Mm)
- ... (They don't take you as a teacher.) (Boss.)
- T1: There's no boss in the classroom.
- T5: Youser jut e e e you are just training them (Mm).

- I: And they (...) treat you differently (Yes) now? (Ja)
- T5: Because our e o o our teachers we can't stay in a chair looking to the teacher (Laughter)
- T3: Face to face.
- T5: Face to face (...) When we were children, if you if you
- ?: You can't even touch
- T5: the table (...) you are going to stand still and put just a book. The teacher mark and give you a book. You can't touch (Lean against) yes okanye lean against the table when you are asking something, a a and you, the children now can relax (Mm), (...) but in our days (Yoh) we were we were (laughter)(...)
- T1: You know when you are sitting here, (Mm) the teacher is here, I'm a child and this one is the child, this one is reading, (...): (You are wrong) this is wrong, this is wrong. (Laughter)Right through the teacher! This is wrong. You are wrong. Because now we are not uh, their big bosses (Mm).
- I: Do they ever talk to you about personal things? E are they brave enough to tell you a about a personal thing? (Yes) (Mm Mm). W Would they?
- T1: Ja. Because they were posters that leaded to that.
- I: So they would tell you something not to do with a school matter? (Yes) (Mm) Like they've got a sore stomach or (Yes) are they prepared to tell you that? (Mm) (Yes) Are you perpared to hear? (Laughs) (Mm)
- T3: You cannot believe, if one child is sick and he's not coming to school (Mm), eh, here on the farm there on the farm, the school is near, is in the location (Mm), we are close together, when she hears some noise in the classroom, maybe they are doing recitation or anything (Mm), he will come and sit next to the fence (Laughs), she was sick now she's hearing the noise there (laughter) she wants me to call: Come here!
- I: She didn't want to miss it, hey?
- T3: She didn't want to miss that.
- I: Oh, thanks ladies you've been very helpful to me, very helpful.

APPENDIX C Part 2INTERVIEW HELD WITH T1 AT 2.20PM AT HER SCHOOL ON TUESDAY 22 AUGUST 1989.

I: We need to have a look at a couple of things on the form. One or two things that I forgot to ask people on that form. And one of them was that for the first part of the TD course we were meeting every second week, and sometimes every third week of the course and I just wanted to know if you would have preferred it more often or less often or how did you feel about the number of times that we met? (3 sec)

T1: I think we can just add up few, (Mmm?) Mmm. Not so much, you know. Anyway, more. Let me say.

I: More more meetings?

T1: Ja.

I: You would prefer it more often (Ja) than two weeks?

T1: Ja.

I: Ja. How often do you think we should have met then T1?

T1: Don't we jump a week? ...

I: We usually we usually a week or sometimes we jump two weeks.

T1: Two weeks?

I: Mm.

T1: I think w w weekly ...

I: Meetings.

T1: Ja.

I: Ja. Ja. It wouldn't worry your your teaching or anything like that would it?

T1: No. Because always these people take us late. You know school starts at ten to eight, you know?

I: Ja.

T1: Up to half past one.

I: Ja. Ja. So it's ... just that period of time in the morning.

T1: Ja.

- I: So you like it would you have liked it weekly (Yes) ...
- T1: Yes.
- I: Mmm. Mmm. Okay that's interesting. It's just that I need to know for future planning (Ja) about things. Um, and I didn't come round to your classroom to um, to do with the TD course this year. I didn't come and observe in the classroom or anything like that. Would you have liked that?
- T1: Yes please. Because I go on with things, maybe somehow I miss some other things.
- I: So how do you think we could have worked it? What sort of thing could I have done if I had come to watch you? Which classes would you have liked me to have watched etc.?
- T1: Mmm. If you are able to to work with Std.4's, 3 and 4's I would like some things there. (Mmm Mmm) Because Std.1 and 2's are nearer Bridge. (Mmm) I almost take them as (Mmm) er, (Mmm) Bridge way.
- I: Mmm. Mmm. Okay, so if we had done say questions like we did do, (Yes) um, how would you have wanted me to observe in your classroom after say, we'd done questions or after we'd done writing or something like that. What would you have liked?
- T1: You know writing is not eh, yes, is a a a an objective but you wouldn't know how I (Mm) got to that writing with my children. So I think the best thing is to sometimes let me do it. Then you can somehow correct me somewhere.
- I: Oh, in other words if we do a particular thing to do with the classroom and I come into your classroom afterwards and I watch you implementing say, how you do the writing, or how you question (Ja) and so on (Ja). Okay would that have been more helpful (Yes) than not coming (Yes Yes Yes Yes)? Mmm. Okay. Um, in the questionnaire, uh, you said that the facilitator being an English speaker had helped your English, (Yes) uh, which is super to know, but something that I wanted you to think about a little bit is: If there had been somebody who could speak Xhosa, would it have helped in the, more in the content of the course. Easier discussion, maybe, or you could have spoken more easily about things and spoken a bit more about things if there had just been Xhosa speaking people, if the facilitator had also been a Xhosa person?
- T1: Fran, I would say no.
- I: No. Wouldn't have mattered if they had been English or Xhosa (Ja) or anything.(Ja) Okay, okay.

Tl: Because a Xhosa man will come or a a anybody, a Xhosa will come and we'll discuss things mostly (Mm) in Xhosa. (Mmm) Now when you go to these books they are all written in English.

I: Ja, Ja. So it's helpful to have an English (Ja) discussion. (Ja) Ja. You don't think some people felt that they couldn't say certain things that they wanted to say because they didn't have the English and if a Xhosa person had been facilitating (Yes) the group they could have said it (Ja)... (Yes).

Tl: Because we have got the tendency of talking Xhosa (Ja) even if we are to use English. (Ja) Oooh, I I wouldn't like Xhosa.

I: You wouldn't. (I) You would prefer it in English? (Mmm) Ja.

Tl: Yes. I prefer it to be English. (Ja Ja) I won't like Xhosa.

I: Ja, Ja. No, it's just that for our planning next year we need to know, um, whether peolpe would prefer Xhosa discussion. Maybe they would get further in their thinking and talking if they had a Xhosa person to be able to discuss with.

Tl: Fran, when we er, when we went to school, ages, I started um, my first year 1946 (Mm Mm). When I got to school, there were only white teachers. (Mmm) One black teacher for Xhosa. (Mm) One. All white. Now I was from a black school, (Ja) I would say. (Ja) Hey, for two full weeks I couldn't know where I was. But after two weeks everything got easy (Mm). And I now happen to see that all these things, most of them are from Std.6. (Mm) Everything got easy, easy, easy easy easy. Up to our last year, you know. We could answer everything in English. (Mm) Do everything i, that was only Xhosa that (Mm) in Xh, even then Xhosa was not as it is today. It was, you wouldn't say: (says Xhosa word) you know, w w we had no, w w we haven't got such things. We had "pronoun", (Oh yes.) we learned these things in English (In English, mmm) Xhosa. Xhosa word: What is this? "A Noun. A pronoun." (Mm Mm) All such things. "palatalization, what-not ..." (Mm Mm) Ja.

I: So for you a discussion in English is easy. Doesn't doesn't matter if it's a it's a, you know, an English discussion, or a Xhosa discussion, if you feel you want to say something you can say it (Yes) in either language.

Tl: I can. I think so.

I: Ja, Ja. No that's fine it was just interesting, it's just that we want to know (Yes) how people would feel easier. Um,

Tl: I think if we discusse things in Xhosa we would we would move away from English. (Mm Mmm Mmm) You know, sometimes I name one I pronounce an English word a way, and when you talk, oh,

this word is not like this. (laughter) You know, I've got something now.

I: Right. Right. You feel you're gaining in English (Ja) by discussing in English (Ja)...(Ja Ja). Mmm. Ja. Um, I want us to think a little bit about the homework that we did this year, your home assignments that we did this year. I just want to say you to say something about how you found those assignments.

T1: Some of them were a bit difficult. And I'm sure its because of speaking Xhosa a lot (Mm Mm).

I: And I'm just thinking now, uh, of the usefulness of the home assignments. (Yes) Would it have been better if we had worked with them more in the next session? If we had taken and discussed them, or if we had taken the home assignments and discussed them more and seen what each other had written and that sort of thing. In other words if we had followed up the homework more in the session (yes). Would that have been better, or was it alright as it was, or what would you have preferred there?

T1: It is better to follow them.

I: To follow them up. (Yes) Mmm.

T1: It is better to follow them up. (Mm) Not just a thing to pass away. (Ja) You know?

I: Ja. Ja. Does it does it help remembering and putting into practice (Yes) if you follow up? (Yes) Ja. Good. I was wondering about that. I want to move onto a couple of your answers in the thing here so I'm going to come and sit next to you so that we can both read the section that I want to ask you about. Um the first one's on page one. I just wanted to ask you, here, this was first you had to write down any meetings that you missed but that didn't matter, then you put them in the order that you thought they were (Yes) they were um, most important, right, and then you said why you thought it was most important. And I just wanted you to explain t a little bit further give me a little bit more detail and information on this here. Um, you said: knowing who I am, I have been not judging me always good in seeing some people's mistakes. And I just wanted you to expand a little bit on that.

T1: Eeh, Knowing who I am. I've been not judging me always good eh, ja, some people's mistakes. O o o eh, before I could learn say this, "Who am I?" (Yes) I've been know I I've been thinking um, myself I I'm better off, you know. (Mm) Because always I don't see my h mistake. because I I I I never j judged myself. I always judged these people. She's making

mistake there. She should have done it this way. And yet, that person made mistakes because of what I said to her (Mm) or to him (Mm Mm). So if now I first know myself, I'll be able to know that yes, Fran must have done this this way because myself I didn't correct myself.

I: Okay. So in other words you can understand somebody else better (Yes) and understand why they do things (Ja. Now) now. Better because you've you've asked questions (Ja) about yourself. (Ja Ja) Ja.

T1: So, now I know my mistake (Mm). Somehow, you know, things like somebody having a temper, somebody not like to listen to other people's ideas, things like that you know that I I'm I I'm I'm I'm where I've judged myself. (Mm Mm) Ja.

I: In other words it's looking at other people too th that makes you look back at yourself. (Yes) Ja.

T1: When they act this way, oh it's ...

I: Is there something about yourself (Ja) that Ja. Ja. So it's an interpersonal skills thing. No, that's interesting.

T1: Ja because you know when I came here, to this farm, I was called, I was teaching down there Port Alfred (Mm). Now somebody here was driven off by the manager. (Mm) They told me, the office told me: We have a post for you. I said: Where is the person who teaching there? No. He has she has been driven away by that manager. And I said: Ooh! Why do you take me to that to such a place? (Mm Mm) Sh He will drive me away too. (Mm Mm) and Mr Mshumpela and Mr Nel said: No. People are not alike. (Mm) You may fit in correctly there. (Mm) Because you are not the sa you haven't got the same character as this one. (Mm Mm Mm). Ooh! I said: This thing I don't like it. And they said: Go. And when you get the same thing, we'll take you somewhere. (Mm) I came in here that was 1974, July '74. I'm still here now. (Mm Mm Mm) So you must judge yourself too. I like this.

I: Mm. Mm. Mm. Found it a very interesting session, that whole thing. (T1 laughs). Very interesting. I loved that session. Um, there was something on page 2 and 4. You used the word "motivate" quite a lot and I was interested in that. Here, you said, you were talking you were talking about the usefulness of the meetings (Mm) and I asked you to say why you had put your mark there (Mm), okay, and you said: the courtes the courses motivated me. I know how to motivate my children and their parents, and then later here, I think you were talking about the workshop on questions (Mm): this motivated me not to ask telling questions but thinking questions and there's another part where you use motivate on page four. Okay, um, when I had to be a facilitator I had

confidence owing to the motivation from these courses. ... talking about motivation again. Um, and you said, Um, Xhosa would make me doubtful when I have to facilitate other people and I wouldn't be able to motivate myself. Can you explain a bit more what you mean by motivation here.

T1: Eeh, myself I er, mean to be guided. To be guided by somebody and then I became able to guide some people (Mm hm) taking them from where they were from where they were to the right channels. (Mm) And I was taken ... myself from where I was to the right channels. (Mm Mm) That is what I mean myself (Mm Okay) I don't know (Fine)

I: No that's fine. I just wanted to know what you what to have your expansion of that. Ja. Okay. Right so in other words it's an idea of knowing how to guide people (Yes) ... (Yes). You take them from a position where they are (Ja) ... (Ja) Okay. That's super. Um, there was something on page two I wanted to ask you to expand a little bit on. I was very interested in your using this word here, um, I think you were talking about the lifeskills workshop again: It made me a new teacher knowing what is needed from me. And I was quite interested in your "new teacher" (T1 laughs) there and wanted to ask you expand a little bit on that (T1 laughs).

T1: Before we were taught and we were given methods of teaching, they were not as they are now. (Mm) Our methods of teaching we got earlier, teacher talking, everything was done by a teacher, and children must be quiet in a classroom. (Mm) These children can't say anything to me because I'm a teacher. These children can't go past me, or near me, because they must know I'm a teacher, you know? (Mm) I've been like that (Mm) Now, I've changed (Mm) that manner a new teacher, child would come to me, even here in my house, they would come and ask things: Teacher what is that and that and that?, you know, when children wouldn't do that before (Mm), Children must when you say o you said prayers they must go home. (And not bother the teacher) No. If they come to my house she must know what he has come for. Sent by her parents, just n not come on her own (Mm Mm). Children wou couldn't come and ask me what they don't follow. (Mm Mm) Tha that is what I meant.

I: What you meant by new (Eeh) teacher. So you're very different now.

T1: Ja, I'm different now. (Ja Ja Ja) I'm different now. Children are my friends (Yes Yes) now. ...

I: And they obviously do like to come close to you, now too. (Laughter)

T1: Yes, before, I was "their teacher", (Yes) (laughs) (Ja Ja)

- I: Um, then you said something on page three that I was also very interested in. Um, ... here: I had said was it a problem that we had touched on different things in each meeting, and you said: No problem I learned new things as a scholar throughout the year. These have uprooted me from the old ways of teaching to the somewhat modern ways. I just wanted to ask you about this uprooted here. I know what you mean by uprooted, but I was just wanting you to think a bit, was your uprooting not done before we started the course the Teacher Development course this year? Was that not done when we started with the Breakthrough and the Bridge? (Yes) Oh.
- Tl: This is, this, I meant that from Breakthrough (Onwards). Ja.
- I: Do you think that you've changed this year, or do you think that this year has just been continuing from what you were already changing to?
- Tl: Fran, it's continuing. (Mm Mm Mm) It's continuing. (Mm Mm) Because from the day I got Breakthrough (Ja) that was a change. (Mm Mm) And well I I I accepted that change, you know. (Ja Ja) This was continuation.
- I: Ja. Ja. And when you mean continuation, are you continuing to change, (Mm) or do you feel that you have changed and you are continuing along the lines that you have changed to? Or do you think that you are still changing?
- Tl: I'm still changing because with these courses at times I find that I've been mistaken there. I've been doing wrong. So I change. (Mm) Eeh. Courses (Mm) bring me something (Ja) new. Something new.
- I: Mm. Mm. No that's fine. Um, you're saying courses bring you something new (Yes). Do you find it hard to think about changes and and to change on your own, do you need that um, that stimulus, do you need that that course that will help you to change or do you think that your changing is going to continue anyway?
- Tl: Fran, (Or is it both?) (laughter) Eeah, courses change me some.... (Mm) They change me. (Mm Mm) Because as long as we, when I'm from a course (Mm) even if I don't have time you know, I have too many classes, (Uh) even if I don't have time for something that was that I learnt from that course but here on my head is that I've got something. So one day I must change this. (Mm) With these children. (Mm) I did it so and so. So now I must change it.
- I: Mm. Mm. Mm. So the next time you do it (Yes) you can do something different? (Ja Ja) Ja, that's interesting. Um, and then I wanted to ask you on page 3 again, 6.2. 6.1 was: was

there anything to do with the course that disappointed or upset you this year and you said: yes there was. And then 6.2 was please explain your answer and you said: we should have made other another arrangements. Can you tell me what you meant by that? I'm a little bit unclear there.

T1: Was there anything to do with the course (5 sec) or up upset you this year? (laughs) You know, I don't know now this thing. (.....) (laughs) Fran, I don't know.

I: All right. Ja. Ja. Um, I was wondering aw, ja, I don't know at all what what (arrangements) Ja. (more arrangements) Ja.

T1: Or did I want more more courses?

I: I was wondering that. I wondered if that was what you meant.

T1: Uh, I think so. (Ja) I wanted more courses (Ja) But, this, you know this sentence is too hard, you know.

I: Is that too hard?

T1: This question, ja, is too hard. Was anything to do with th course that disappointed you, you know. (Mm) Or upset. (Ja) That is too hard. Because there are no disappointments. (Ja) Or upset. (Mm Mm) ... No.

I: Mm. Mm. Okay. So if you see this sentence again. (Mm) Is there anything to do with the course that disappointed (Ja) or upset you this year, would you now mark that one, or would you mark that one still?

T1: Mmmmm disappointed and uspet y I'm sure it's NO. (Ja) No..

I: Okay so you would have said NO. (Ja) So that's quite a difficult sentence. (Ja) Ja. Ja. Okay, no that's fine. That actually ... a lot there. Um. And the final thing I need to ask you about this is on page 5. Um. Uh, where's page 5? Okay. Um: when I handle the kids that have passed Bridge I'm a bit going back to the old way of teaching, and I just wanted you to expand a little bit on that.

T1: Ooh, it's only because now our Bridge working books are they're in Sub B. (Mm Mm) So now when you go when you take Std 1 and 2's (Mm) you have now to go back to those old books (Mm) that (Mm Mm Mm) I I think they are useless to ... pupils (Ja Ja) That is what I mean.

I: Ja. So in other words it's the materials make it very hard to teach (Ja Ja) in a in a pupil-centred way. (Ja) Is that what you're saying?

T1: Yes.

I: Ja. Ja. So the books are not (Mm) in a in a line with your way of teaching (Ja).

T1: In as much in as much I've thrown away my reading books, my old reading books (Mm) in Std 1 and 2. We use the book the (the bookbox) ja, the bookbox. (Mm Ja) Anyway I'm sure I'll answer that to the inspectors because they will be reading on those bookboxes. (Ja Ja Ja)

I: No I'm I can I can understand that now I was just wondering whether you found the method hard to use in Std.1, the child-centred method hard to use in Std.1, or whether it was the text books or what it was.

T1: The textbooks are wrong. (Ja) These ones are alright.

I: They are good?

T1: Alright, ja.

I: Okay. No, that's very interesting. That's nice. Um, ja, now I'm just going to ask you if you'll fill in the information sheet that I did bring. It's not very much, it's just one page.

(T1 fills in questionnaire.)

I: I just wanted you to think, T1, if some teacher who had done Bridge and Breakthrough and who knew you, but didn't know about what we'd been doing this year, about the Teacher Development course, if they said to you: Tell me about what's it like, what do you ... tell me about it, what would you actually say to them?

T1: To the Bridge teachers?

I: To the teachers, say, it doesn't even have to be a Bridge teacher, any teacher (Any teacher, ja) who said to you: tell me about what you've been doing, tell me about the TD course.

T1: I would tell them ss that we are teaching in a new way. We have changed old ways of teaching, Sub A's and Sub B's. And this has changed even to all the other classes.

I: Ja. Ja. And if they asked you specially about what you'd been doing this year with the five of you, this year if they asked you that, what would you say?

T1: About what?

I: If they asked you about your Wednesday meetings, this year.

T1: Ooh.

I: What would you say about that?

T1: Wednesday meetings have developed us. Me. Let me not say us.
Me to new teaching ways. S S From Sub A up to Std 4.

I: Okay. So you would think that it's it's something that you
can apply throughout?

T1: Yes.

I: Okay. (Yes) Ja, Ja.

APPENDIX C Part 3INTERVIEW WITH T2 AT HER SCHOOL ON TUESDAY 29 AUGUST 1989 AT
2.00 PM.

I: Something I wanted to ask, for the first part we were meeting um, once every second week and sometimes every third week. So in other words we either skipped one week, or we skipped two weeks before we had a meeting, a Teacher Development meeting, and I wondered whether you were happy with the um, the number of times that we were meeting, was that all right?

T2: Yes it was all right.

I: Was it all right? (Mm) You wouldn't have preferred to have it more often or less often, or something like that?

T2: No.

I: That was all right.

T2: It was all right.

I: And then a second thing I wanted to ask was we didn't do any classroom visiting for the Teacher Development course, we didn't come into the classroom (Mm) um, for that course like we did for Bridge and Breakthrough, come and sit and listen to lessons and things like that (Mm) and I wanted to know whether you would have liked that?

T2: Yes I would like that.

I: You would have liked that. (Mm Mm) It would have been better (Mm) than not coming. (Yes) Ja. (Mm) Ja. (Mm) Can you say a little bit more about why it's good for us to come and do classroom visits then?

T2: It's all right for you to come and visit us because sometimes we have er, problems, and then you when you come sometimes when you meet you forget that problem (Mm) and sometimes when you come you think of the problem ... (Mm) you ask the, er

I: questions about that

T2: You ask the questions about that you can solve it.

I: Ja. Ja. Um, and I was also thinking if we did classroom visits this year for the Teacher Development, let's just think about some of the things that we did for Teacher Development, the things like questions, there were things like er, children's writing (Mm) and things like that, how do

you think we could have helped by being in the classroom then for things like that?

T2: Er, how do you mean,?

I: Um, what could we have done, could what would you have liked us to sit and watch you teach and then discussed the way that you asked questions, or something like that? (Mm Mm) Ja.

T2: We would like to be supervised because you have, you don't er, er, er, understand really, er, ah, exactly what er, you are doing and then when you demonstrate in front of the INSET Officer then sometimes you can be corrected.

I: Okay, ja. So in other words it's an extension (Mm hm) of what you've done in the course (Mm hm). Right it just clarifies (Mm) things that maybe weren't (Yes) clear. Okay. Good. Um, now I just want to read on the thing here what you said about the English part of the course, 'cause I asked that question about um, here, remember I asked um: if the facilitator had been able to speak Xhosa do you think you would have benefitted more from the course this year? Okay, and then you said, um, that your English had improved (Mm) because there'd been an English speaker (Mm) and that um, you had to try to follow the English and that was helpful (Mm) to try to follow the English (Mm Mm Yes Yes) Now I can understand that therefore your English was helped then (Mm Mm Mm) but what I also want to know is if somebody who could speak Xhosa, now it doesn't necessarily mean somebody in INSET or something like this, just anybody who could speak Xhosa, if they had come and d and been the facilitator for the course would the, let me say the content of the course, not have been better for you because you could have discussed more in depth or

T2: In depth. Eeh. Sometimes you don't understand what is being taught er, say in English, (Mm Mm) and then you eew would like to (Mm), that the Xhosa speaking somebody can explain (Mm). It can be. (Mm Mm) It can be (Mm) ...

I: So do you think that you would have, maybe that some parts of the course would have been more useful to you if there had been a Xhosa speaking person there?

T2: Not as such. If i it would have been a Xhosa speaking somebody aaw as I have said, I would have not improved my English (Mm) as I did (Mm) It may be if there is somebody who can speak Xhosa and there's somebody who can also speak English (Mm Mm) that would be all right. (Ja Ja) Mm.

I: Ja. Ja. Ja. So perhaps an Eng a person whose mother-tongue is English (Mm) but also speaks good Xhosa (Mm) would have been quite useful.

T2: Mm hm. (Ja) Can be (Ja) that way (Ja). Because sometimes if I don't understand she can explain er, in my mother-tongue. (Ja) Mm. ...

I: Ja. Ja. Just that I was remembering last year when we had those interviews, Daki was interviewing (Mm hm) you for the for the TV (Mm hm), I remember a lot of you said afterwards: if we could have spoken in Xhosa it would have been so much easier because we could have expressed ourselves and and said things, you know, and that just made me think (Yes) maybe for the course this year (Mm) it would have been good to have somebody, you know, so that you could have expressed opinions and things in Xhosa.

T2: Yes I I I do remember (Mm Mm) (laughs) that. I do remember even myself saying that. (Mm) But in the, during the course of this em, (Teacher Development) yes, er, I er, I've gained a lot (Mm) in English (Mm Mm Mm) I think there must be an English speaking person in our group (Ja Ja Ja)...

I: So the English part of it's quite important to you (Uh huh) Ja. (Yes) Ja. (it is) Ja. No, that's nice. That's nice to know. Um, it's just that we need to know for our future how we're planning, you know, wh which is best, what the teachers prefer. (Mm Mm Mm Mm) You know, what they like and what's most helpful to them (Mm) Um, now I just want us us to think about the home assignments for this year, um that people did at home, just if you think about some of the things that that I asked you to write or to do after the courses (Mm). Um, is there anything that you can think about that you'd like to say about the home assignment, any comment you'd like to make on the home assignments?

T2: One of the home assignments that that other one with a (tape recorder) a tape. And I taped my children and I was glad to hear er, my children um, I mean, I I didn't know how they are doing the thing, not unless I (you can listen) listen (again like somebody from the outside) Eeh heh, mm, yes. (Ja) I like that tape of mine (Mm) but you didn't take those (Mm No) tapes ...

I: No. In other words and also when you say we didn't take that tape (Uh huh), I was also going to ask people if they would have preferred us to do more work on the home assignment (Mm hm) if we had done more discussion and more work with the home assignment afterwards, would that have been a good way to do things. (Mm hm Mm hm) Ja. Ja.

T2: I think so. (Ja) I like that (Ja) er, eh heh ... (Ja) The other one in the first place e e when I was asking questions to them, when we are w, I mean they are in the classroom, m they did a e whe answer the questions but when I was doing this er, (tape) this tape, we were, they they they they

answered and I knew where to correct (Mm) them (Mm) by listening from the tape (Mm) and there I was erm, doing a a mistake (Mm), or they aa (Mm) are doing mistakes (Ja). And I I like that. (Ja) I like that.

I: Because you could actually listen (Mm) and (Mm) criticise yourself (Mm hm) Ja. (Yes) Ja. (Mm) So in other words it's it's a way of having somebody listen to your lesson but it's yourself listening to your lesson. (Yes) Ja. (Mm) Ja. Ja. Ja. So I just sai I was just wondering, all the home assignments we did, we didn't actually do much follow up, (Mm) in the session after the home assignment (Mm) and I wonder whether peo

T2: What was the other home assignment?

I: One was the children's writing,

T2: I wasn't (Yes) eee present (Right) then.

I: And then um, there was the writing that you did on what it was like before Bridge and Breakthrough and after Bridge and Breakthrough (Mm hm Mm hm) um, and then there was one that most people didn't do where you had to think about your um, the arts and crafts workshop and write something on that, but most people didn't do that, it was just before the holidays (Mm) um, mm, can't remember now what the others were. Ja. But maybe it would have been more useful if we'd had, if we'd had a a session afterwards where we had, every time we'd done a home assignment we'd had a (follow on) discussion about it (Mm), a follow up. Ja. (Mm) Ja. Um, now there's something here that I must just also look at, it's on page 2, number 2, page 2. Here. You said, I said: please think of all the meetings (Mm) together for this question, think of the whole course (Mm), put a cross on one of the marks on the line below to show how useful or not useful the course has been to you, and you put your cross there, okay. Please use words to describe what you showed on the line above, and you said: I have gained a lot. To me the whole course has modernised myself (Mm). Can you just expand a little bit on what you mean by modernised, or by modernising yourself.

T2: By modernising (laughs) (Mm) myself I mean (Mm) e e I, before we ha we've we er, were not used to mix with other teachers (Mm) and now since we are having these meetings we, I mean we we sometimes we ... the farm school teachers we stay in the farm, we go to town and come back, we don't meet with people and don't know the what is going on on the (outside) outside yes, and even the way of dressing (Mm hm Mm hm). You know. You are just [makes a gesture with hands clasped together in front of her] (stuck in the farm there) Mm hm. (and in your way same ways all the time) Mm hm. Yes. (Uh, uh) But since we are meeting with other teachers from other parts on the, we

see this ... we are becoming more modernised, I mean, I I don't know how how I can describe that.

I: So were you thinking more about um, not just the classroom, but things outside the classroom (Yes) as well (Uh huh) you as a person.

T2: Yeh me as a person. (Right right) And even as a teacher (Mm) Some of the things for instance when we were we were with Mrs mm, that one we were with, handwork intoni, intoni, intoni (Oh, Mrs Brown) we saw things that we didn't even think of them. (Uh huh Uh huh)... And then by doing that we are modern (Yes) we are modernised.

I: Right. Right. So in other word it added lots of things (Mm hm Mm hm) that you didn't you didn't think about (Mm) an and do (Mm hm) before. Ja. Ja. Oh, wonderful. Well that's lovely to know. Okay. Um, the next thing I wanted to ask you was also page 2, um, here, I wanted to ask you about number 3. This was, I asked you to say um, which of the workshops made you more aware of the way you were teaching in the classroom and the ones that made you more aware, I asked you to put a cross next to (Mm) and you said: in the life skills workshop I gained a lot. I was more or less feel that I am a teacher. (Mm) Okay. What did you mean by by that? In the life skills workshop I gained a lot. I was more or less feel that I am a teacher. What did you mean by that?

T2: Uh, uh, in the life skills wors, the one the er in er, (at the Monument) in the Monument (over the weekend) mm hm. There's there's a lot I gained there. And there's a lot I, for instance me as a teacher, I didn't know that I must nurse my children. The children must feel that I am their mother. And the minute there there's that part that hurts me a lot. With Missss um, (Edna Rooth) mmmmm, uhuh, Eidna, (Edna, Edna) Edna, ja, she says she she explained the way er, you hurt er, a child. And she explained that the child is a whole (Mm hm). And once you say something that hurts the child and the child, the child come to school interested to to learn, you know, and then when he comes to school and you say something that hurts her, a piece is gone away from (Mm) er, er, a piece of interest, (Mm) I took it that way, a piece of interest of learning (Mm) has been thrown away (Right). Because sometimes you say: you silly fool (Mm) you know,

I: Mm, and she did it with tearing the paper.

T2: Yes. (Ja) Tha that part hurt me (Mm mm) because me as a teacher, the only thing I thought of is to come to the classroom and to teach, not to nurse the

I: The child as a person.

T2: As a person. And to make her or him interested to come to school. Because if those pieces have been thrown away tomorrow he she she won't feel (a whole) a whole. (Uh) And and it goes right up to the end of the year (Mm mm) being a somebody who feels she is unwanted (Ja), you know. (Ja) Mm hm. (Ja) Even amongst the others when she was she is always she is also being scolded, then she feels that I am not er,

I: I am not a special person, I am not wanted.

T2: Eeh heh, mm (Ja) that person who is not wanted (Ja) at school. (Ja ja ja)

I: So that made you see look at the children differently. (Mm hm yes) Mm. (Mm hm) Mm. (Mm hm) So it was a useful workshop then.

T2: Yes it was. Oh, it was a useful workshop that one. (Ja) There are things that made us, we even discussed some of those things when we were on in in that (in the room) in the room, yes, we were sleeping there. The things that we didn't know that they are things that somebody must look at them (Ja) ... (Ja ja ja).

I: That you must be aware of

T2: Aware of them, yes. (Ja) I mean to say that. (Ja ja).

I: Can you think of any of the other things that you were (child interrupts) Can you think of any of the other things that you became aware of then? You know, talking about the child and nursing the child as a person and that sort of thing was one of them, were there any others that you can just think of off hand at the moment?

T2: (Sighs) Yes. Eh, um, a lot. Myself. Mm. How to behave as a teacher, and how to (5 sec) I learned a lot, I can say about that. Seh, there are things that I never knew of being eh, of, being of importance, I can say. (Mm) Mm. There's that part (5 sec) was that man was explaining (4 sec) how I can behave, you know,

I: Is it that part that Dr Mboya was doing?

T2: Mm mm mm. (Mm mm mm) Mm that part er, he was, but I've just forgotten the (the title) other name, mm hm, but it was important (Mm mm mm) for a person to

I: To think about themselves.

T2: think, uh hm, think about yourself and you picture yourself doing er, all the time you were being unaware of eh, things that are not good. I mean you are unaware of bad things you

have been doing or right things you ought to do. (Ja uh hm)
Mm.

I: So it made you think about how you'd been living and how you'd been (Mm mm mm) before, and and the things how that affected everything that you did. (Mm) Mm, super, thank you.

T2: That was eh, a useful er, (workshop) part of that wo workshop. (Mm mm) It was a useful workshop. (Ja ja)

I: That's what a lot of people said to me afterwards: it's been very worthwhile.

T2: We've gained a lot from that. (Ja ja)

I: Um, and then I wanted you to talk a little bit about er, number 8. Oh, I know what it was, you forgot to mark the crosses on page 3 and 4. Page 3 and 4. Here you forgot to put your cross here. Um, I said, would it have been more helpful, or less helpful if we had concentrated on a topic for more than one workshop, and therefore covered it in greater detail? Please mark an x in one of the bo answers below. More helpful, less helpful, don't know.

T2: It would be more. This one.

I: More?

T2: Eh.

I: Right. Okay. And then there was one here that I wasn't sure about. Have you had any experience this year that has made you a more confident person (it may be something to do with INSET or it may be something that had nothing to do with INSET). Put a cross in the box next to one of the answers below.

T2: (Reads quietly to herself). It's yes.

I: Yes. Ja. (Mm) Ja. (Mm) Now I'm also going to ask you, because in here, you were talking about your teaching and that it was INSET had helped you and your English had been improved and your children were were improving and producing good results (Mm hm)and that sort of thing. (Mm) Um, and I was also wondering about experiences that you'd had, you didn't mention them here but there probably wasn't enough space, things like your interview that you had, things like um, your interview with Brett Atkins, (Uh, was it Brett Atkins? Was his name Brett? At the Monument where that chap from the SABC? (Oh, mm)) and where you demonstrated to the teachers (Mm) and when you came and spoke to the inspectors (Mm) and that sort of thing, and I was wondering how those experiences made you feel this year?

T2: Whea I felt er, great, because (laughs) I never knew that I can speak in in this intoni, I can be in programmes and (on the radio) on the radio, you know. (Mm mm mm) And I never aaa, in fact we teachers we used to be scared of inspectors. We took inspectors as people who who ass I mean the as people you who are not eh, as people that we can't sit together and (talk) to discuss (Ja ja ja) discuss any problems with them or can't talk to them (Right) We were eh, em, we took them as we were inferior, you know. (Ja ja) But since we were in this INSET, INSET ... we knew that they are people and if if there are things that we don't understand we sit down and talk and things that are helpful, we can tell them that this is right by this and this and this. But we used not to do that (Ja) even if you had something that can help the children and he comes and say: why do you this do you do this? It's out of er, the syllabus, why do you do it? Instead sometimes you you just give er, er have er, idea of put, I mean, telling the children I mean to push them to push it to the to the children I mean that it comes easier to .. them by not sticking to the method of the I mean syllabus, you know, (Mm mm mm) and then she comes there comes the inspector and say: why do you do this like this? You don't speak. (Mm mm) You are afraid to say ..

I: You don't say: I know

T2: I take it that like this, I know that it's right and this is easy for the children, or something like that. (Mm mm mm) So by speaking to them, and knowing that they are people even if they come to my school I er, I don't scare (Yes) I mean, (you can invite them in) I can challenge them (Yes) You know? (Yes) mm. (Yes)

I: Mm, that's wonderful. Mm. Excellent. Ja, no I just wondered, you hadn't mentioned those there but I remembered that they'd been things (T2 laughs) that you'd done that I just wanted to ask you about.

T2: And even in that meet in that er, er demonstration lesson (Mm) when I came to that hall where there were those teachers, yoh! at first I was a little bit shaken (Mm), not unless I started doing the demonstration everything goes and my children were (responsive) giving me eh, e e e I mean I can say they they were doing right and that made me (confident) confident (Ja) Mm. And then I was not scared ... these teachers (Uh uh uh) Mm.

I: Felt as though you were in your classroom now. You were not in front of a group of teachers. (laughter)

T2: Yes. I I I I I I yes, I took it as if they were not there. (Ja) Mm. (Ja) And now when I took it that came in my mind, I

wasn't afraid (Ja Mm mm) but I wonder if before we had this INSET I wonder if I could sss stand in front of the teachers and doing any demonstration, (Mm mm) lesson, I I I think it's these INSET that it's this INSET that bring us that confidence of being e sure of what you are doing (Ja ja), you know (Ja ja). It's that we are I was sure of what I was doing (Ja) Mm (Ja) Mm.

I: Ja. Ja. Ja. If if you were asked now to do some training of teachers, if you were asked to hold workshops for teachers and that sort of thing, how would you feel about that?

T2: If I were asked to hold er, to be er, I mean to teach the teachers (Mm) I can say er, for Bridge and Breakthrough so far (Mm) I can. (Mm mm) I can (Mm) help teachers or teach teachers. (Mm) Because the other thing that I felt is that there is nothing difficult in these in this Breakthrough and Bridge, the only thing the pes person is to read the manual (Mm) Everything is in the manual. So if you er, er you marry your manual that will help and if, so I can ss have no difficulty to tell others what's to be done.

I: Mm. 'Cause it's all there. (Mm hm) Mm. Mm. (Mm hm) That's excellent. No I can see how much you've changed since we first started working. (Laughter) It's wonderful.

T2: I'm very sorry that I'm going, you know. (Ja)

(Conversation about who could take T2's place)

APPENDIX C Part 4

INTERVIEW WITH T3 ON MONDAY 4 SEPTEMBER 1989 AT HER SCHOOL AT 2.30 PM.

- I: One of the things was, T3, that for the first part of the course we were meeting every second, and sometimes every third week, (Mm) and I wanted to know if you would have preferred to have met more often, or less often, or just the same as we met.
- T3: We can m meet a bit less, I. (Mm hm Mm hm) 'Cause sometimes I've got something to do (Mm Mm) after school. (Ja) Eeh. (Ja)
- I: So was what what length of time between meetings would you suggest?
- T3: One week and we have a rest and other week.
- I: An then another week? (Eeh) Ja. Okay, So then in other words, every second week.
- T3: Every second week.
- I: Not every week.
- T3: Eeh. Not a week.
- I: Ja. Ja. Okay. Um, and another was we didn't visit you in the classroom after the workshops this year, for Teacher Development workshops, (Yes Fran) um and I wanted to know if you would have liked visits in the classroom or not.
- T3: Yes I like them.
- I: What do you what do you expect from a visit in the classroom? What do you expect to happen there and what do you expect to gain from that yourself?
- T3: I think I can gain, you can correct me somewhere (Mm). Because sometimes you present a lesson (Mm), and it's become unsuccessful (Mm hm), so you can give some ideas here and there (Mm Mm) how to deal with that lesson, certain particular lesson.
- I: Ja. Ja. If you think of the meetings that we had this year, um, which ones do you think would have been good one for me to come to your classroom afterwards?
- T3: You mean after the workshops?
- I: Ja. Ja.

- T3: I think almost all of them were all right.
- I: Mm hm. Mm hm. You mean for visits afterwards?
- T3: Yes, I.
- I: Ja. Is there any particular workshop that you th you can think of where it would have been useful for me to come to your classroom afterwards? Very useful?
- T3: I can't remember now.
- I: Mm. Mm. Perhaps if I just remind you of which workshops there were because it's hard often to think in suddenly (Mm) in your mind. Uh, we had the visit to the building society, we discussed the visit to the building society, we had a workshop on pupils' writing, we looked at questioning and the arts and crafts thing, and we had a discussion at Seven Fountains about how to continue with Std 1, and we had the life skills workshop.
- T3: Oh, pupils' writing.
- I: Mm. Mm. Would have been a good one. (Yes) Ja, Ja. Any others that you that I read out that you think would have been useful for that?
- T3: A visit to the building society.
- I: That discussion after that?
- T3: That discussion, eeh.
- I: Yes. Yes. And we decided on ways things in the classroom that (Eeh) were. Okay. Good. All right. Um, now when I asked in the questionnaire, um, about the facilitator being an English person, (Mm) okay, an English speaker rather than a Xhosa speaker, okay, you said that your English had improved (Mm) through having an English facilitator (Yes). Now what I want you to think about is not so much the um, improvement of the English (Mm) but the content of the workshops (Mm). Uh, would it have been more beneficial to you if the content had been presented in Engli, in Xhosa, and if the discussion had been in Xhosa do you think you would have benefitted more from hearing the content in your own language and discussing it in your own language?
- T3: I think I would have not benefit in Xhosa. (Mm) If the the courses was prented was presented in Xhosa. (Mm hm Mm hm) Eeh. (Mm hm) Because in English, since English is not our mother tongue (Mm Mm), we as teachers we have difficulty even in pronouncing many other words and we teach those words to the children, being not sure of the pronunciation (Mm Mm),

now it's difficult to to turn back to that language from the children, they find it difficult to change if they're pronouncing the the way the word (Mm) wrong, the way we taught them (Mm Mm), so it's difficult to change them to that (Mm) word (Mm), but if we got the right the correct from the English speaker. That is quite correct (Mm Mm Mm) Eeh.

I: Yes. I realised that your English benefitted, and therefore it benefitted the children (Eeh) in the classroom, but what I'm thinking about is the quite often the discussion (the dis) is a very important part of any workshop (Mm) um, and I'm wondering whether your ability to discuss deeply was not affected because the workshop was in English.

T3: Since many workshops were done practically, we gained a lot, (Ja) Eeh. (Ja). Even whether we don't understand something since in these days things are done practically (Ja), they are easily we easily gained them (Okay) the meaning.

I: So, and in other words it's so you don't feel that you lost anything.

T3: No. Uhuh.

I: Ja. Okay. (Mm) Right. Okay. Um, if you think about the home assignments that you had this year, okay, is there anything that you'd like to say about those, anything that you think about the home assignments that you had this year?

T3: Yes. Oh, the homework assignments were very good because they keep our minds working. We have to go and get knowledge. We have to get knowledge for other people (Mm Mm) and other people get knowledge to help even you (Mm Mm). So we exchange ideas (Mm Mm). Assignments make us exchange ideas.

I: Okay. Okay. Now I want you to think about this year, and I want you to to say did we do enough follow-up on the home assignments or not? Did we have enough discussion after the workshops and on the home assignment that you did or could there have been more of a discussion and and follow-up, actually discussing and working with your home assignment?

T3: Yes we have time. E e a follow-up and we only do follow-up there (Mm?) there were not enough time doing follow-up at the schools (Mm Mm Mm). We follow-up was done as a team (Mm) there at Monument (Mm Mm) Eeh.

I: Do you think we did enough of that? Did we take your home assignments an work with them enough?

T3: Yes you did, I. (Okay) Eeh.

- I: All right. Um, now there was something on page 2, and I'll read it back to you, um, that I wanted to ask you about. Okay. You said these courses helped me a lot. Not only for Sub standard B, but for Stds 1&2. Now I can use some good hints from the courses to solve or to tackle difficult lessons. So the good ideas helped a lot. Can you just expand on that a little bit?
- T3: Yes, I. All the standard 1's and 2's since I've been going to Monument for this project, they are moving. And they are keen to learn. And they like learning (Mm). Eh, in olden days our children were didn't like school (Mm). They were punished to come to school. They had to be thrashed. Now they like school, when they are here, they like to read. When they don't know something they come to the teacher and ask (Mm). And now I've got some ideas helped by the Monument to answer their problems and to help them here and then (Mm). In so much that in in other cases they does go go on without my help (Mm). And I find it really surprising (Mm Mm Mm), Mm. And they can easily use their dictionary (Mm hm). I've heard one teacher saying: Oh, my children really don't know where to start with the dictionary (Mm), a higher primary teacher (Mm). My children they know. They look at the word, B, they go to the B's, they get that word (Mm). Even whether I give them homework. At home the parents can't help them They say: No we don't know this thing (Mm). And they do it smoothly (Mm). That is the help of the Monument (Mm), how to work with the children and tell them: you must work on your own sometimes (Mm). Don't come and ask me (Mm). If you don't, you can't get the real answer I will tell you then.
- I: Mm. Mm. Mm. Mm. Okay. So that's the that's the those are the ideas that (Yes) you're talking about (Eeh). Okay. Good thank you. Um, something that er, was on page 3 that I also want to ask you, um, it was number 7, I'll read you what you said. I asked: What suggestions can you make to the person who runs this course next year? and you said: He or she must first of all prepare before he or she runs a course. She must try to find more information so that he or she can be able to answer questions from the teacher or she can be able to solve problems brought by the teachers. He or she must also ask teachers to give their own views for certain topics. Okay. Um, and what I wanted to know from you was do you think that we could have done more suggestions from the teacher this year and less suggestions from the facilitator, or the people at the Monument?
- T3: Since the teacher are dealing with the pupils, I think the teachers could have brought much questions to you, I (Mm), to solve (Mm Mm Ja) Eeh. Because we are dealing with the pupils (Mm), and you are dealing with us (Mm) as elders (Mm). So all the time we get problems from the pupils (Mm Mm Mm) Eh.

- I: But what I what I want to know is did you find that this year (Yes), 1989, (Eeh) there was too much ideas coming from the Monuments ideas of what the teachers must do (Mm), in the Teacher Development (Mm) course this year, or um, or or did you feel that maybe the teachers needed to give more ideas of what you wanted to do in the course?
- T3: Oh, Monument gave us enough ideas (Mm hm), and they helped us, those ideas (Ja).Eh.
- I: Ja. So you were happy with the way it was done (Yes, we were) you didn't feel that the teachers didn't have a chance
- T3: No we were happy. No we were happy.
- I: Ja. Ja. Okay. Right. Um, then I wanted to just ask you one more small thing here, page 6, um, I asked if there were any things that you thought that were important that were not mentioned in the answer above (Mm), and you said: The patience taken by the drivers who transported us to and from our farm schools to the course. (Mm) Right. Now Mavis has the same answer as this section B in her answer here. (Mm) Um, is there any reason why she might have the same answer?
- T3: Aw, these people were so kind to us, I (Ja). Eeh (Ja). They had patience. When we asked them: Please, can you please wait for a minute, I'm going to do this, when they come to our schools. Sometimes they arrive when we are not yet ready, so they just wait (Mm), Mm (Mm).
- I: No, I was just wondering, because Mavis finished her questionnaire after you, you finished before her (Mm), and I was just wondering maybe did she did she get tired of writing and just say: What shall I write? (E laughs, Aw shame) I I'd can you remember?
- T3: No. I can't remember. (Can't remember) No.
- I: No. Okay. No, that's not a problem. I just wondered. Um, because it was just interesting for me (Eeh) to find that two had mentioned the patience of the driver, (Yes) and I wondered whether it was because it was because two people really thought that or whether it was because Mavis finished afterwards (Mm) and was tired of writing and just said
- T3: We did discuss about that question after we have written (Really?) when you have taken the the questionnaire (Yes). Some said: Oh we couldn't answer easily that question. (Yes) So I said: Oh what do you think about our nice drivers and Mavis said: I have written about the drivers also.
- I: Really? Oh well that's wonderful then, that means that both

of you actually had the same idea (Eeh) about the drivers. (E laughs) Had you discussed that beforehand?

T3: No.

I: Some time before. Never?

T3: Uhuh, we never discuss it. (Ja) Mm. (Ja) We discuss after the after the questionnaire. (Yes) So e each and everyone (Said what they) said what eeh, eeh. (Ja) Mm.

I: Ja. Ja. Um, T3, I just wanted to ask you what the main problems you have found are, with being a farm school teacher?

T3: Oh, my main problem is is that oh, our manager is stubborn (Mm hm). Can you look at this floor? (Mm) I've been asking him if he can help us and plaster it with cement (Mm Mm). We will try to give something, some money. (Mm Ja) And he said: Oo, t's t's too dear. (Yes Yes) That's our problem (Ja Ja) in our school, but otherwise the manageress is trying to help us. (Right) Mm. All the time. (Ja Ja) There's no problem here on the farm.

I: Ja. Ja. And if you think of being a farm school teacher, not being a town teacher, rather than T3 on X (Mm) Farm. What are the problems that farm school teachers in general have?

T3: I, myself, I'm since I'm near the town (Mm), I've not too much problem (Mm). Because even when I want something like chart cards and anything to help me in the classroom, it's easy for me to go to the tar road and get transport (Right Ja). But there are problems with other teachers who are away (Ja Ja). And at the same times same time there are near te teachers so I can go to them and discuss if I have a problem, rather than those who are staying away. There are people who are staying from Riebeck East (Yes), I was there in 1977, I started there. I had a problem even see even one teacher and I didn't know them (Yes) because the schools are scattered (so far apart) so far eeh,

I: Ja. So it's quite a problem with transport (Transport) and it's a problem because you can't get to other teachers (To other other teachers to talk to them. Discuss) So you're very isolated (Eeh Mm) Ja. Ja. Ja. Any other problems that you can think of?

T3: No. No other problem now. I had a problem of these many classes (Mm). Now since now I'm attending these projects (Mm), now I'm there's no problem.

I: You're able to cope with many classes.

- T3: Eeh. I'm able to cope with these classes. (Yes) Mm.
- I: Yes. And T3, anything that you can think of that where it's an advantage to be a farm teacher, not a town teacher?
- T3: Oh, there's an advantage. There are no activities here (Yes), just like in town. In the afternoon sometimes in town there is a show, there's a intoni intoni. Here on farm you just stay here. After school you do your work, (Mm) and have a rest (Mm), that is all (Yes). There's nothing boring you. (Ja) Mm.
- I: So there's nothing demanding your attention? (No) Ja. (Mm) Ja. Ja. Any others that you can think of? Where it's more of an advantage to be a farm school teacher?
- T3: And at the same time farm children are quiet (Mm Mm) than location pupils. (Ja Ja) They are just quiet because they are afraid of the bus. (Laughter)
- I: So by "quiet" do you mean they stay here (Eeh Eeh they eeh) and?
- T3: They are not mischievous. (Yes) Eeh. (Yes) They are just all right. (Ja) Mm.
- I: Ja. And you could maybe have more problems with town children?
- T3: Yes! Oooh! (laughs)
- I: So your pupils uh, are are easier to handle?
- T3: They are easy to handle.
- I: Right. (Mm) Any other things that you can think of?
- T3: ...
- I: Not at the moment?
- T3: Nothing at the moment.

APPENDIX C Part 5

INTERVIEW WITH T4 AT HER SCHOOL ON TUESDAY 29 AUGUST 1989 AT
3.30 PM.

I: Um, for the first part of the Teacher Development course we were meeting every second week and sometimes every third week, and I wanted to know if you'd have preferred to have met more often or less often or whether it was right as it was or how you felt about that.

T4: No, more often Fran. (More often.) What about every week?

I: Every week? Would you have preferred every week?

T4: Mm, (Ja Ja) Once a week.

I: Ja. And we could have gone and we could have gone ahead (Mm) and done more things (Mm Mm), Ja. Okay. Um, and for the Teacher Development part this year, um, after our workshops, we didn't do any classroom visits (Mm) to follow on from that, would you have liked that?

T4: Yes.

I: Is there any special reason why you would have liked it?

T4: I want to be sure that I'm using those skills we are dealing with

I: In the workshop? (Mm) Ja. Ja. And you would have just liked someone to observe (Mm) and see? (Mm Mm) Okay. All right. Um, then I was quite interested in something that you said about the English facilitator. I asked a question in the questionnaire, something to do with, now where's it, the facilitator and the English. I said: if the facilitator had been able to speak Xhosa do you think that you would have benefitted more from the course this year and you said :I'm not sure. And you said: because even if he or she was unable to speak Xhosa, if he or she can't explain clearly it would have been useless to attend the courses. That is what you had said. Now, um, what I wanted you to think about now, is the content of the course (Mm). Would it have would you have gained more in the content of the course if the discussion had been in Xhosa?

T4: Yes, Fran.

I: You do feel that?

T4: Mm, But for the sake of communication in English (Mm) , that is what I meant ... (Mm Mm) We want to improve our English

... to be fluent. (Right so) That is why I said it would be useless if the facilitator used Xhosa.

I: Mm. Mm. Mm. So it it's helped your English fluency (Mmm) a lot (Mm), but maybe you would have gained (gained more) more

T4: if it was (in) in Xhosa

I: Xhosa, in terms of the discussion (Mm) and what the content (Mm) of of the workshops (Mm). Ja. Ja. So we lost a little bit on the content (Mm) but you we gained a little bit (Mm) on the English (Mm) side. Okay. No that's fine. I was just wondering about that. Um, um, um, um. Okay I want you to think about the home assignments this year, T4. Um, if you think about them, is there any comment that you want to make on those home assignments? (15 sec)

T4: A comment about ... home assignments?

I: Anything you can think about about the home assignments that you'd like to actually say. (14 sec)

T4: Now, what were they, Fran? ...

I: Okay no, well it doesn't really matter. It's just that o obviously if if you know, if they don't spring to mind, it's all right. Um, there were things like, um, you had to do the writing for the children's writing, the session where you had to (Mm) think about how you questioned, um, the sec section where you wrote on what it was like before (Mm) Bridge and Breakthrough (Mm) and after and there was one that most people didn't do because of the holidays, um the writing about the workshop that T1 and T3 ran (Mm) and that sort of thing. Um, and I want wanted also to as you would it have been um, a good way to handle it, would you have liked more follow-up on those assignments, in other words if we had discussed the assignments (Yes) themselves afterwards (Mm)... Would that have been better?

T4: Yes.

I: Do you think you would have got more out of the assignments?

T4: Yes.

I: Um, something that I wanted to ask you from the um, thing here. Um, 3.ii page 2. Okay. Um, If any of the workshops or meetings made you more aware of the way you were teaching in your classroom, put a cross in the box or boxes next to the meetings which made you more aware, and then you did that. Okay. Please explain your answer, and you said here: my behaviour has changed towards my Stds 3 and 4. I used to be bossy to them and praising only those who were serious in

their work. I'm trying to avoid favouritism by all means. Even if a child gets three out of ten I praise him and it works. Do you want to expand on that a little bit, can you explain ...

T4: I I I mean I didn't apply this new this method of not not punishing them like hitting them (Mm Mm), with Std 3's and 4, I only did it to the Sub A and B, the Sub A, B and Std, up to Std 2 (Mm Mm). Though I used tho that old method (...) yes, with them. (Mm Mm) But it doesn't work. So I turned now (to start applying) to start applying the way I'm using with Std ... and Sub Standards. (Mm Mm) Like if I gave I I give them five sums, I used to punish the one who got four out of five. (Mm Mm Mm) But now I'm trying to to praise even the one who get two out of five.

I: So you're trying to build their confidence? (Ja) Ja. (Mm) Ja. (Mm) Ja. And you say it's working better now. (Mm) 'Cause I was interested, I remember when we were discussing after you'd done the video session over there (Mm) we were discussing and you used to say with the little ones (Mm) you didn't use the switch (Mm hm), but you did still with the older ones and you thought it was still necessary.

T4: (laughs) And Fran, they are even those in Sub A and B, wooo, they need discipline! (Mm) That's my problem in Bridge and Breakthrough (Mm Mm). My tasks, the tasks I'm I'm preparing for them, you'll find them scattered all over the yard.

I: Outside?

T4: Mmm. (Ja Ja) I don't know what to do.

I: Mm. Mm. Very difficult, isn't it?

T4: Mm. It means that I'll be doing the same thing every year. (Ja Ja Ja) I think they must be punished. A little bit. Mm.

I: I wonder if there isn't another way of doing it, you know? (Suggestions on discipline follow.) So you find you're not, are you not using the switch then with the bigger ones any more?

T4: Not very often, Fran.

I: Ja. (Mm) Ja. Ja. No, I was just interested, because you know, that that was a change (Mm) from what you said before. Ja. Um, right. Um, where am I? T4, you were one of the people who mentioned the self-help group as an important thing (Mm). Um, can you just talk a little bit about the self-help group?

T4: When we gathered, myself and ... we used to look at everyone's work. Like if we we are we are at T5's school, we

used to look at her tasks (Mm Mm), children's books (Mm), then you find your mistakes when you how you could have done the

I: Something differently?

T4: Mm. Mm.

I: And did was this um, idea of meeting one that just happened, you you you all just decided on it, or did somebody suggest it, or what happened?

T4: T2 suggested that we meet at T5's school. We used to write a note and send it to me telling me that I must come mm to T5' school. She will also come down and we can meet there.

I: Ja. How often do you meet?

T4: ... we met last quarter. But we didn't m meet regularly this year.

I: Mm. Mm. So did you meet regularly in the year that you started (started) Bridge (Mm) and that you started Breakthrough.

T4: Breakthrough, yes.

I: So it was mainly to help you with problems in the Bridge and Breakthrough.

T4: Breakthrough, only, yes.

I: So you meet less often now. (Mm) Okay. Um, er, page 1, number 3. Okay, page 1, number 3. Okay. I asked you to explain why you put that meeting as the one that was most important to you. It was the one about the questions, okay. And I said: please explain why you ... chose that as the most important, and you said: before I attended the meeting I didn't realize that questions are graded in order, and you used to ask questions whether it's a lower grade or a higher. Now my questions need answers which must be supported instead of yes or no questions only. (Mm) Okay. And I want to I want you to think a little bit about this e here. Do you find that you are now always aware of your questioning in the classroom, or uh, do you have to sit down and think beforehand "I must be aware of how I question now", (Mm) or was it something that just for a few lessons you were aware (Mm), and then your awareness went away?

T4: In connection with this answer?

I: Mm. Mm.

- T4: O I I I if I'm going to teach a ... general science I used to prepare my questions before. (Mm) Mm.
- I: Do you still do that?
- T4: Yes. When I've prepared.
- I: Mm. Mm. And so now you now you are aware when you are making your questions (Mm, beforehand) beforehand of the kind of questions you're asking (Yes) Oh, I see I see so in fact beforehand you've sat down and thought about it (Mm Mm) etc. etc. so you don't have to be constantly aware in the classroom. (Mm Mm) Right, Right. And with um, I'm just wondering whether this has generally made you aware of your questioning in the classroom or whether you still have to consciously beforehand
- T4: I i i it comes now generally.
- I: Now, generally. (Mm) So it's something that's happening (Mm) constantly (Mm). Super. That's nice. Um, um, okay, now page 3, number 7, there's something else I wanted to ask you about. Um, okay. What suggestions can you make to the person who runs this course next year?: She must tell us before what the course is going to be about so that we can collect knowledge and questions relevant to it. Okay so you want to be able to be prepared (Mm) for each one. I was quite interested in that answer, because I wanted you to give me a very straight answer about whether you think that the facilitator, in other words me (Mm) this year (Mm), whether I controlled the course too much (Mm). Whether the teachers should have controlled the course more?
- T4: ...
- I: Okay. Here you were saying that the teachers should have been more aware beforehand (Mm) of what was going to be done in that in that session. And that just made me think that maybe I had controlled the content of the courses too much. Maybe the teachers should have controlled it more.
- T4: No, you didn't, Fran. You didn't. I I I was just explaining for everyone that is going to be a facilitator (Mm) ...
- I: Yes. I know. But I was just wondering whether you had felt this year maybe that the teachers should have had more of a say of what happened every week, or every second week rather than the facilitator having a strong say.
- T4: Yes it would be better if we know what we are going to do next week ...

- I: Okay. Okay. Um, then I was going to ask you to if we can look at question number 11 again (Mm). I wasn't sure if I fully understood your answer to there. Okay. Um what did you expect from the course this year? and you put: education, right, were any of your expectations not met? in other words was anything that you expected not covered (Mm) okay, and you said: yes.
- T4: It's not covered?
- I: It's not covered. What was not covered?
- T4: (Laughs) I didn't take ... it was not
- I: Was that a difficult question and you couldn't ...
- T4: Ahhhh. I didn't follow that question.
- I: Right, right, okay. What I was saying is I was trying to get you to think about what you wanted from the course, and then I wanted to see if there were any things that you wanted that were not covered.
- T4: N wh wh wh I didn't follow that question (Ja) maybe I I ... not sure.
- I: You'd have marked there? Okay, right, okay. Um, all right. Well that's okay then. That clears that up for me. Okay.

APPENDIX C Part 6INTERVIEW WITH T5 AT HER SCHOOL ON TUESDAY 29 AUGUST 1989 AT 2.50 PM.

- I: Um one thing I wanted to ask was about the number of times that we met during the year. We first, in the beginning part we met every second week (Yes) and then sometimes every third week (Yes). In other words we hopped one week or we hopped two weeks and then we met. And I was just wanting to ask you whether it would have been more or less helpful if we had met more or less often. Would you have preferred us to meet more often (Yes) or would you have preferred us to meet less often, which would have been better? Or was this as we did fine?
- T5: I think it's helpful to meet a a as, just to skip one week and then on the second week (Mm mm mm).
- I: So in other words as often as possible (Yes) but not every single week (Yes). Ja. Okay. And then we didn't come into the classroom for the Teacher Development part this year (Yes), you know after we'd done workshops and that sort of thing we didn't like we did with Breakthrough we used to come into the classroom and follow up in the classroom (Yes), we didn't do that this year (Yes) for the Teacher Development, and I wanted to know if you would have liked that?
- T5: Yes. Not yet, Fran because sometimes you you continue doing the wrong thing (Mm mm mm) eh, be eh, just because the mm there's nobody who's visiting you (Mm), you didn't see that you are wrong.
- I: Mm mm mm. So in other words you would have liked it if we had followed up (Yes) after each (Yes) workshop. (Yes) If you'd been doing something in the classroom after (Yes) a workshop. Okay, that's fine. Um, and then I wanted you to think a little bit about this section here where we spoke about uh, the English part of the course and you wrote here now I must ask I must read it back to you, okay, and we said: if the facilitator had been able to speak Xhosa, do you think you would have benefitted more from the course this year? And you said : not sure, and then your answer for that, your you I asked you to put reasons why, um, and you said it was all right because the facilitator tried to explain everything (Yes) and you also said that um, it was good in the Bridge to English when I came into the classroom and the children could were were happy to relate to me, (Yes) sort of thing. But now I want you to think not so much in terms of um, the person, but in terms of the language. Um, if somebody who had been able to speak Xhosa, maybe Xhosa and English (Yes) or just Xhosa or whatever, had done the course with you, would you have got more out of the content of the course, would your

discussion have been so much easier that you would have been able to get deeper into the content of each of the workshops, or didn't it matter?

T5: Eh, which workshops? Bridge?

I: No. The workshops this year. (Yes) The Teacher Development workshops.

T5: I I I can't say it would be easier if he he or she is speaking Xhosa because when somebody is speaking Xhosa sometimes speaking about e e English language and she e she e she explains the method in Xhosa I think you you you won't get something fro her from her because you will follow the the easiest language which is Xhosa. (Mm mm mm)

I: So in other words, the your English was helped (Yes) by this but I'm thinking more now about the content of the of the courses, you know, (Yes) would would you not have been able to be more involved and feel easier to discuss if it had been dis all the discussion had been in Xhosa?

T5: Yes, if it if it is only the discussion but not explanation (Mm) of a method (Mm mm mm) I think it would be easier (Mm mm)

I: It's just easier to talk Xhosa (Yes) than English. Ja, no, I was just I was just wondering, because, you know, most of the discussion (Yes) for the workshops this year took place in English (Yes) and it just worried me a little bit that maybe if the discussion had been able to take place in Xhosa, if there'd been a Xhosa speaking facilitator (Yes) maybe you would have felt as though you had gained more (Yes) out of the workshops.

T5: But we have gained even even though er, it's it is in English.

I: In English. (Yes) Ja Ja. So it didn't prevent you ...

T5: I I I I don't think i i i we do hear English (Uh), clearly (Uh), it's only just beacuse we don't e we are not used to speak English e a e we are not fluent (Mm), but we do hear.

I: Mm. Mm. So your understanding is fine.

T5: Yes we understand what is is (Mm)explained.(Mm mm)

I: Ja. Just sometimes I think one gains a lot from the discussion (Yes), rather than just the explanation (Oh). And I wondered (Yes) if it wouldn't have been easier in that way. Um, but I mean you said earlier the discussion might have been easier (Yes) in Xhosa (Yes) but you didn't gain nothing

because of that. Ja. Ja. Um, now I'd like us to think a little bit about the home assignments. Just thinking about any of the home assignments, or all of them, this year (Yes), is there anything that any comment that you'd like to make on the home assignments.

T5: Yes I I think we we did an assignment e e some time when we were from the EP Building Society, (Mm mm), Yes, it helped us because e we say something which is related even to us as t as teachers (Mm mm).

I: So the home assignment made you think more about (Yes) your teaching. (Yes) Yes. Ja. And did you feel that we did enough follow-up on the home assignments, or not? Did we do enough discussion afterwards about them? Or would you have preferred more?

T5: I prefer more because we didn't get enough chance to (Right) to discuss.

I: Right. Right. And it would have been helpful if (Yes) we had. (Yes) Ja. Ja. No, ja, I was worried about that because we did have assignments (Yes) and then we didn't really follow-up on the home assignments (Yes). And I was just a bit worried about that. Ja. Um, then I wanted to ask you a couple of other things. You came onto the INSET programme (Yes) a little bit into the year (Yes). How did you find out about it and know about it and want to get onto it?

T5: On my first year?

I: In the very first year.

T5: Mmm, I was trying to to to meet the others who were trained and get some informations.

I: How did you know that they'd had the training?

T5: I hear ab about T4 (Yes) and I go to him and he give his her chance to to teach me as if she's training me. (Uh huh Uh huh) And she shared those, because I didn't get the the words from the INSET (Yes), I get them from her (Ja ja) and I bought a material (Uh uh) and I take hem her word stores to Mrs Cloete (Mm) and Mrs Cloete made a a word store for me.

I: Ja. Ja. Ja. Ja. And then and then how did we how did we get involved? I can't even remember (Oh), did T4 tell us?

T5: No, it's N Nora who saw the w the er, the word stores and aksed from me (Ah) that if I was trained and I te I told her the whole story that I was not trained but I wa I get interested when I see (Hazel's) se, yes. And I tried to follow them (Ja ja). And she sent David (Yes) and Phumla, I

think it was David and Phumla, (Mm hm) to see if I can get in.

I: Mm, mm, mm, I don't know if it was David because I think he had gone

T5: Yes, it was David.

I: Was it David?

T5: Yes. It was David.

I: Oh, I thought he'd gone overseas by then.

T5: But it was a a man (Man), white man.

I: Was it? Ja. Ja. No that's interesting. Can't remember who it was. Um, okay. Then I also wanted to ask you, 'cause I remember when Mr, you were talking about a meeting that you'd had with Mr Ngqula (Yes), and it was to do with the town teachers deciding things (Yes) for the farm teachers (Yes) or that sort of thing, I just remember you were quite angry about that (T5 laughs). What are the problems that you find, if you compare yourself to a town teacher, what are the problems of being a farm teacher?

T5: The only problems we have got i i in the farms is is just like that the the the the problem tha of the inspectors not taking us as the farm teach as the teachers together with these e local teachers (Mm). They separate us as if (Mm) we we can't be in a level (Mm) with the local teachers (Mm mm). And even the far the local teachers have that idea (Mm), that they are differ from us.

I: Mm. Mm. Mm. Do they try to make you feel that you're less important?

T5: Yes.

I: Mm. Mm. And if we forget about comparing with the town teachers (Yes) okay, if we just think about the your being out on the farm, and that sort of thing (Yes). What other problems do you have?

T5: The e er, the problems we have is just it is difficult us to us to but it was difficult us (Mm) to us to meet others (Mm mm) so that we share ideas, before (Mm). But now I think it is not so im so difficult (Mm mm). Because we do meet others (Mm mm mm). And it was even difficult for us to to to visit these s s centres for the for studying, (Mm) like SACHED and other centres.

I: Mm. So you had to study on your own.

T5: O yes.

I: Ja. Ja. Any other kinds of problems that you can think of?

T5: M e the o other kinds of problem is the are the children we have (Mm). They have its they have their environment. They just know only the farm environment. They do not don't have e another experience like some sometimes when you are te speaking about a town, (Mm mm) they have never seen a town.

I: Haven't seen a town.

T5: Yes.

I: So they they have a very narrow (Yes) experience.

T5: They only know the farm. (Ja ja) For instance if you are speaking about a a book shop, e e e they you you are just going to tell them the tha that it's a shop where books are bought. They don't have an imagination of something like CNA (Mm mm) as the town children (Mm) do.

I: Mm. Mm. Mm. Mm. So it's quite difficult to relate things (Yes) in in the books and material (Yes) to their experience.

T5: For instance so others don't even know the e the the train (Ja). For instance if you are talking about the engine (Ja), they just see the picture (Ja). They never saw a train.

I: They've never seen a train. (Yes) Ja. Ja. Ja. So that makes teaching quite difficult. (Yes) Ja. Anything else?

T5: Mm. And our classrooms. And our classrooms are not as the same of tho of the th we have got not enough space, some schools. (Mm) But some schools have got enough space.

I: Mm. Mm. Mm. So the actual classroom (Yes) and the things in the classroom (Yes) can also sometimes make it a bit difficult. (Yes) Ja. Ja. Those are the disadvantages of being a farm teacher. Are there advantages of being a farm teacher? Are there things ...

T5: I think there are there are advantages because even if you go to another place, where there is a difficulty, you can adapt yourself to that difficulty. not unlike a a teacher who was teaching in town, she uh, tolerate to teach in a place where there is there is that disadvantage.

I: Mm. Mm. So you're more adaptable. (Yes) Ja. Ja. Anthing else anything else that you can think of on the advantage side? (9 sec)

T5: Yes. Eh, being e e farm teacher, you (5 sec) (laughs) (4 sec) you can understand ee a difficulty. For instance, you you you are interested even if you are seeing something that is ut useful, you can't pass through it (Mm), you always keen to collect things for your teaching aids because you know that it it you won't get chance to to meet that thing again. (Again) Yes.

I: Ja. Ja. So you take your (Yes) every every opportunity (Yes) Ja. Ja, Ja. Ja. Um, now, let me ask you here, there're some things that I want to do in the actual thing here, page 1. Here, I wasn't quite sure, 'cause you put that one twice. And I wasn't quite sure (6 sec).

T5: I think it's a mistake.

I: Mm. Should that one not be there?

T5: Yes.

I: Ja. So in other words it should go there, there, (Yes) then there there there. Okay, no that just helps me to sort that out a little bit. Um, 2.2, 2.2, um, all the courses or workshops I attended this year gave me a lot and I am becoming more clear than the previous years, okay. Can you just add on a little bit what you mean by it gave me a lot, the courses this year?

T5: I I mean that I have gained a lot, mm, because there were there were too there were too much workshops this. (Mm) and they were valuable to us because after a workshop we did have a chance for a discussion, (Mm mm) like that e e discussion which we were we we wrote for as an assignment. (Mm mm mm mm) We were try we we had a chance to express ourselves about the workshop we attended.

I: Mm. Mm. Mm. So you felt that the workshops gave you something (Yes) this year. Okay, all right. Um, ja I was just wondering if there was any particular thing that you could think of that you, whether you just had a general feeling that you had gained, or whether there was particular things that you felt: now this I feel I've gained and this I feel I've gained.

T5: Yes. Uh I've gained mm, a lot because as for that course, that weekend course (Mm), I feel e e I I I get a lot because there was a a a a question here, what le which say what do you know about yourself, and I I before I didn't know what was the mean what is the meaning of that. I didn't know myself. I I didn't have an idea of expressing myself. And I did get a motivation from that being a teacher that I musn't just teach a child in the classroom. I must even interested about even the the background of the child. (Mm) But before I I I was not keen of knowing why a child is

unable to do something. (Right) I was not interested of knowing about her her background. (Mm mm) And I didn't relate nn take a a notice that if a child is staying in a poor place or he is staying where there is starvation, she can't be able to do his or her work in the sc in the class. So after that course, I gained a lot. I know that being a teacher, I can even get a help to the local people about their children.

I: Ja. Ja. So in other words it gave you a wider view (Yes) of where you're involved as a techer (Yes), what being a teacher means (Yes).

T5: And I also mm know that a a teacher can even correlate with other with other places like if e a there are people there are pupils who are from school and now they are doing nothing, in a farm, they can go even to the educant education centres like o o UmNtonjeni (Uh huh mm) They continue their studies (Uh huh) and some can go to the places where there is handworks. (Mm hm Mm hm Mm hm) So I know that is the duty of a teacher (Mm) to to advise these people (Right) to go to these places (Right) for a help.

I: Right. So that so that you take the child further (Yes) than just the end of his schooling (Yes) with you. Ja. Ja.

T5: Because some children e don't have a a chance to go to the high schools because they are always older (Mm mm). Some do Std 5 at seventeen (Mm mm) and after that they are less interested because they know that they are older than the these who are doing Std 6 (Ja). So they can go for something like panelbeating everything (Mm mm) and e that is the duty of a teacher to give an advice to them (Mm mm).

I: And did you get that from that lifeskills course?

T5: Yes.

I: Oh really? (Yes) Mm. Mm. Mm. Um, ja I'm quite interested that you talk about the lifeskills thing 'cause I I noticed here and I was I was quite interested to see that you put the lifeskills workshop quite low on the list, you know, (Mm) it was number (six) what in fact number five (five) rather than number six and and um, I noticed that some other teachers put it much higher (Yes) and I'd wondered why you'd put these other ones higher than the lifeskills one when you did the the the thing (Mm). Is it too long ago to remember?

T5: Yes. (laughter)

I: Ja. Can't remember?

T5: Ai, I didn't notice it.

I: Mm. Mm. Mm. It's not a problem, (Yes) it's not a problem at all, but it's just that, you know, wh now that you're talking (Yes) you're saying that it was an important weekend (Yes) and I just wondered why why you'd been one of the ones that put it at the, you know, near the bottom. Um, but it's not serious. Um, here, page 3, okay. I had said here uh, on number 1: the topics for the meetings or workshops changed nearly every time that we met. Did this cause any problems for you or not? Please answer, and you said: no. Okay. ... saying: (Silence as she reads the question for herself.)

T5: Yes.

I: All right. And then I said: please explain why you said no, and you said: although the topics changed nearly every time and again they were not differ, i.e. they correlate to each other. Can you explain to me. Can you expand a little bit?

T5: Yes. Yes. Although the topics were change every t nearly every time, e the topics were not they correlated to each other b to each other because mm, the topics talk about a a teacher and a a child. (Mm) There's no difference, they under we are not changing the topics, talking about something that has no correla correlation with the school.

I: Mm. Mm. So it all dealt with you as the teacher and the child (yea and the child) in the (Yes) school (Yes). So i i it wasn't a problem that that they ... (Yes). Okay. Okay. No that's helpful to me, thank you. Um, and then I was interested num page 3 also here, number 7, mm: what suggestions can you make to the person who runs the course next year? (Yes) My suggestion is that he or she follows this years programme (T5 reads at the same time.)

T5: and add he (or sh) or she needs (Mm hm) to that. She must not change the programme.

I: Okay. Now what I wanted to ask you, is there nothing that you yourself would have liked to add to the programme?

T5: Not yet, Fran. (Mm mm) But I think sometimes eh, sometime I can even think that we must that e I must add but there must be no change to the programme. (Mm) There must just be an addition.

I: Mm. Mm. Mm. And are you quite happy for the facilitator to add things? You don't feel that it must always be the teachers who add things?

T5: Oh.

I: Mm? (...) Are you happy for the facilitator to add things?

T5: No, even the teachers can add, (Mm mm) what they they like to be (Mm) done (Mm mm). Not not only the facilitator?

I: Right. Okay. All right. Um, now I was a little bit puzzled with 11 number 11, 'cause I wasn't sure how the answers fitted together, where's number 11? Okay. Um, what did you expect from the course this year? Now, I think what happened was that you were relating number 11 to number 10 (ten), okay, where they were not related. Okay. And so I'm a little bit confused about what you meant in number 11 'cause I'm not sure if you understood it fully. Um.

T5: I was supposed to to to do what here, Fran?

I: Number 11 didn't have anything to do with number 10, (Yes) all that I wanted you to s s look at for number 11 was what do did you expect from the course this year (s this year)?

T5: Mmmm. (Reading the questions and answers.) Ohh, I take as if

I: it's part (Yes) of number (Yes) 11 er, number 10 (Yes) Ja, Ja.

T5: What did you expect from the course this year? Oh I was supposed to to to wri to

I: To to say when we started the course (Yes) what were you expecting (Yes)?

T5: So how I'm going to correct it?

I: No I don't think worry don't don't don't wri I just wanted to know if you had done that, (Yes) you know. Uh, okay, right. Well, let me just ask you, now (Yes), what what when you started the course what did you expect?

T5: Mmm. When we started the course this year? (Mm) Eh I was expecting uh, workshops about school readiness?

I: Were you?

T5: (laughs)

I: Okay. And so when I say: d were any of your expectations not met, in other words what was there anything that you expected that didn't happen?

T5: No. I don't mean that because e a the first workshop was about the the school readiness and everything was done.

I: Uh huh. Uh huh. (T5 laughs) No I was just I was just wanting to know, you know, very often when you are measuring a programme (Yes) in your mind, you as the as the teacher (Yes) is is evaluating the programme, and then you say well I

wanted this and I felt like, you know, we should have done (Yes)thi this, and I thought we were going to do this but we didn't do it (Yes) and I felt disappointed. You know.

T5: (laughs) No I was not disappointed.

I: Ja. Ja. No, that's all right. Um, let me see if there's anything else that I've got to ask you. Okay.

APPENDIX C Part 7

Extracts from individual interviews, indicating major issues raised by teachers and highlighting the importance of training.

T1

- * Demonstrates ability to apply workshops - p5 - applies self-knowledge to own past situation.
- *(b) Perceives herself as having changed - moved from where she was to new position (motivation). p6
- *(b) Changed attitude to pupils and pupils attitude to her, and methodology
- * This year seen as continuation - p7
- * Courses seen as important for change.

#####

T2

- *(b) Perceives personal and professional change (see part about dress etc.) p.5
- *(b) p.6 change in attitude to pupils
- * awareness of self, and self in relation to others.
- *(b) awareness of self-worth
- *(b) aware of own confidence. (all above: challenge inspectors)

#####

T3

- *(b) Doesn't speak specifically to TD - generalises - pupil independence caused by Bridge & Breakthrough
- * Re-inforces idea of teacher in-put (needs) in the course.
- * Problems as f.s.teacher: can't get certain material help from manager.
 Transport to town
 isolation from other teachers
 many classes
- * Advantages of f.s.t.: no extra-murals or distractions
 quiet pupils, not mischievous,
 (owing to isolation)

#####

T4

- *(b) ambiguity in feelings about changed attitudes and behaviour to pupils
- *(b) Benefit in self-help group, but not used in TD year much, mainly for Bridge & Breakthrough

- * It seems that where something is seen as relevant and new it has a lasting effect e.g. questioning technique.
- * Re-inforces principle of teacher input to the planning of the course.
- * Questionnaire question using not wasn't a good one.

#####

T5

- *(b) She had the initial motivation to get Bridge & Breakthrough
- * Difficulties of f.s.t: difficult to meet others
 to go to centres to study
 pupils with limited experience
 some have small classrooms
- * advantages of f.s.t: adaptability
 (b) aware of teaching all time (eg. the
 pictures to use)
- * self-knowledge strongly related to classroom - consider the
 child's background.
 responsibility for pupils beyond school.
- * general sense of gain.
- * has formed her own mental synthesis of course. Seen as having
 professional relevance.

#####

Lorraine interview.

- p.1 T1 reiterates follow-up point
- p.2,3 T4, 5, 1 Know yourself. Caused change in attitudes to self and others.
(English problem p.4 "how you are")
- (b) p.4 T3 generalises, doesn't stick to TD
 change in attitude and behaviour to kids
- p.5 T2 nurturing of pupils.
- (b) p.6 T1 returns to self-knowledge
 T2 changed personally and as teacher
 T1,4 improvement in teaching and knowledge of self as better teacher
- (b) p.7 T1 sense of control in class, can manage many classes.
(intv with T3 also)
- (b) p.8 T2,4,5 general change in attitude to job (more positive now)
- (b) p.7 T4 pupils attitude to school changed - p13,18 T3 also)
 Manager report confirms.
- (b) p.8,9 All teachers support the change in teachers' attitudes to other teachers. Act as support (friendship), spur, resources, confidente, guide.
- (b) p.10 T5 pride in change - basically backed by other teachers.
- (b) p.11 T2 committment to professional change.
- (b) p.11,12 T1,4,5 comparison of own pupils to each other and to others. Also p.17

- p.13 T1 course-centred
- p.14 T1 sense of being lost in TD, see beginning of interview in hesitancy to talk, and not say anything. See also Phumla's comment.
- (b) p.14 T5 Empowerment, bargaining strength.
- p.15 sense of importance linked to speaking English(?) Back-up for English speaker to take course.
- (b) p.17 T1,4 rural vs. urban. (Link to class discussion and interview with T5)

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