

**Investigating teachers’  
pedagogic practices of Argumentative Essay: A  
qualitative case study of two Grade 11 classrooms in  
the Oshikoto Region, Namibia.**

A thesis submitted in partial fulfilment of the  
requirements for the degree of

**Master of Education**  
(English Language Teaching)

**RHODES UNIVERSITY**

by:

**Victoria Magano Kanyama**  
(Student No. 15K7673)

January 2017

## **Abstract**

Argumentative writing in Namibian schools has been a challenge over the years as Grade 11-12 English Second Language (ESL) learners perform poorly when compared to other writing that is stipulated in the curriculum. In most instances learners do not satisfy the structural and rhetorical features of this genre. English teachers are, therefore, expected to ensure that argumentative writing is adequately developed in order for the learners' writing to be up to the required standard. Studies carried out in Namibia by Nghikembua (2013) and Nyathi (2009) indicated that learners perform poorly in writing. The examiners' reports of 2011-2014 pointed to lack of teachers' guidance as one of the factors contributing to poor performance. It was for this reason that this study aimed to investigate teachers' pedagogic approaches when teaching argumentative essay both on Higher and Ordinary Level in Oshikoto region, Namibia.

An interpretive qualitative case study was used in order to gain an in-depth understanding of the teachers' pedagogic approaches and how it affects their learners' argumentative essay writing. The theoretical framework was informed by the Genre theorist, Gibbons (2002), who focuses on the Curriculum Cycle and Hyland's (1990) model. Two Grade 11 English teachers were purposefully and conveniently sampled. One of the teachers is from a government school while the other from a private school. Data were collected from interviews, videoed writing lessons (3 per teacher), and learners' written essays.

Data analysis revealed that both teachers have a sound understanding about argumentative writing, but their classroom practices did not sufficiently assist the learners to grasp the argumentative writing conventions. Their classroom practices were not adaptive enough when giving feedback to the learners, and they did not adhere to the four steps of Gibbons' (2002) Curriculum Cycle. Also, the process to writing (brainstorming, drafting, and revising) was also not incorporated into their teaching. These meant that the Namibian curriculum specifications are not met which deprives the learners of the needed practice scaffolding and explicit teaching into competent independent writers. A recommendation of this study is that there is a need for the teachers to be exposed to a mixed process/genre approach as advocated by the Namibian curriculum.

# Table of Contents

Abstract.....	i
<b>TABLE OF FIGURES.....</b>	<b>iii</b>
List of Acronyms/Abbreviations.....	iv
Acknowledgements .....	v
<b>Chapter 1: Introduction .....</b>	<b>1</b>
<b>1.1 Introduction.....</b>	<b>1</b>
1.1.1 Context of the Study .....	1
1.1.2 Statement of the problem .....	4
1.1.3 Significance of the study .....	5
1.2 Benefits of teaching argumentative writing.....	5
1.3 Research questions.....	7
1.5 Concluding remarks .....	8
<b>Chapter 2: Literature review.....</b>	<b>9</b>
2.1 Introduction.....	9
2.2 Contextual information .....	9
2.3 Defining key concepts .....	10
2.3.1. Argumentative writing .....	10
2.4 Pedagogy .....	13
2.5. International research on argumentative writing.....	27
2.5.2 Current research on writing in Namibia .....	29
2.6 Concluding remarks .....	31
<b>Chapter 3: Research Methodology.....</b>	<b>32</b>
3.1 Introduction.....	32
3.2 Research design and orientation.....	32
3.2.1 Interpretative paradigm .....	32
3.2.2 Qualitative research.....	33
3.2.3 Case Study .....	33
3.3 Research site .....	34
3.4 Sampling .....	35
3.5 Data gathering techniques.....	36
3.5.1 Documentary evidence.....	37
3.5.2 Interviews.....	38
3.5.3 Observations.....	38
3.6 Pilot study .....	40
3.7 Data analysis.....	40

3.8 Validity and trustworthiness .....	41
3.9 Ethical Considerations .....	42
3.11 Concluding remarks .....	43
<b>Chapter 4: Data presentation and analysis.....</b>	<b>44</b>
4.1 Introduction .....	44
4.1.1 A comparison of the two teachers' understanding and pedagogic practices of argumentative writing .....	44
4.2 The impact of teachers' understanding on the teaching of argumentative writing .....	46
4.3 Building knowledge of the field.....	46
4.4 Modelling the text .....	65
4.5 Joint Construction .....	69
4.6 Independent Construction.....	77
4.7 Analysis of learners' written work .....	78
4.7.1.1 Learners' written work for Mr. Fish.....	78
4.7.1.2 Learners' work for Ms. Given .....	81
4.8 Synthesis and concluding remarks .....	83
4.9 Concluding remarks .....	85
<b>Chapter 5: Conclusion .....</b>	<b>86</b>
5.1 introduction .....	86
5. 2 Summary of the findings .....	86
5.3 My personal reflection .....	89
5.4 Limitations of the study .....	90
5.5 Suggestions for further research .....	91
5.6 Conclusion .....	92
<b>References.....</b>	<b>93</b>
<b>Appendices.....</b>	<b>101</b>
<b>TABLE OF FIGURES</b>	
Table 1: A summary of terms used in Hyland's model. ....	12



## **List of Acronyms/Abbreviations**

**ESL** – English Second Language

**ICT** – Information Communication technology

**LRC** – Learner Representative Council

**MBEC** – Ministry of Basic Education Arts and Culture

**MBESC** – Ministry of Basic Education Sports and Culture

**MKO** – More Knowledgeable Others

**MoE** – Ministry of Education

**NIED** – National Institute for Education for Development

**NSSC (H)** – Namibia Senior Secondary Certificate (Higher Level)

**NSSC (O)** – Namibia Senior Secondary Certificate (Ordinary Level)

**NSSC** – Namibia Senior Secondary Certificate

**S1** – School 1

**S2** – School 2

**T1** – Teacher 1

**T2** – Teacher 2

**ZPD** – Zone of Proximal Development

## **Acknowledgements**

Several people have made various contributions to the successful completion of this thesis and thus, I would like to whole heartedly acknowledge their support.

Firstly, I am thankful to the almighty God for his wisdom, grace and strength that he provided me throughout this journey, Father you made a way where there seemed to be no way.

In the second place I would like to thank my two supervisors, Prof. Monica Hendricks and Dr. Madeyandile Mbelani for their continuous support, encouragement and thoughtful guidance until the completion of this thesis. I also would like to acknowledge the intellectual support as well as continuous motivation from our course coordinator Prof. Emmanuel Mfanafuthi Ngqwashu.

Thirdly, I am thankful towards the two teachers, who made time for me during their busy schedule, their enthusiasm and generosity meant a lot and for that, I am truly grateful. I am also thankful to the learners as well as the two schools in which the study was conducted.

Also, I would like to thank my husband, Jason Mekondjo Kanyama for being my editor and pillar of support throughout this study. Thank you for being there for me, for without your patience and sacrifice things would have been more difficult for me.

Lastly, I would like to thank my family, colleagues and friends for contributing in many ways towards the completion of this study. Above all, thanks to those who prayed for me, I highly appreciate it.

## **Chapter 1: Introduction**

### **1.1 Introduction**

In this chapter I introduce this case study whose main goal is to investigate the pedagogic practices used by two teachers to teach argumentative writing. The first section starts briefly with the context of the study in which the statement of the problem is indicated and further outlines the significance of the study. Furthermore, the importance of teaching argumentative writing is put forth. The research questions guiding this study are also presented.

#### **1.1.1 Context of the Study**

In Namibia the medium of instruction from Grade 1-3 is the home language, while English is used as a medium of instruction as from Grade 4-12, (Namibia. Ministry of Basic Education Sports and Culture [MBESC], 2003). Despite the number of years learners had been in contact with English during their schooling, the failure rate in Grade 12 is still a serious problem, (Nghikembua 2013). However, some students do manage to obtain a C-symbol on the National Senior Secondary Certificate (NSSC) (Du Plessis 2012, p.13). In northern Namibia where this study was carried out, English results in Grade 12 have been poor over the years as the majority of the learners are from rural areas where most of them are only exposed to everyday interactions in English at secondary school and use very little English outside the school. Nyathi (2001, p.3) indicates that English is a second, and sometimes even a third language, to almost all the learners in the north-central region of Namibia, since the mother tongue is Oshiwambo, which has 7 dialects and learners have to learn the standard Oshiwambo at school. Given the facts as provided by Nyathi, learners in northern Namibia are therefore less exposed to English and thus do well in other subjects except English. The rural learners also perform more poorly in English than learners in urban areas.

The study by Nghikembua (2013, p.18) reveals that currently Namibian secondary school learners' performance in English is unsatisfactory given the status of English as the official language in the country. As a national marker over the years, she has noted that learners demonstrate very poor writing skills. She further indicates that "implications of poor performance in English proficiency as a national language are many. One of them is the limiting

possibility for admission to tertiary studies. Most faculties at the University of Namibia for example require a C symbol in English as an entry requirement’’ (p.19).

Nyathi (2001) investigated constraints encountered by teachers in teaching English in Namibian secondary schools and found that teaching writing is the most problematic area experienced by teachers. He stated that the problems could be attributed to poor syllabus interpretation as well as poor teaching methods used.

In the same vein, a study at the University of Namibia Oshakati Campus focused on the English students doing a Foundation Programme, (Du Plessis 2012). The aim of the research was to find out about the students’ competence in academic writing by assessing them in the non-standardised entry tests and students’ laboratory report writing skills. As part of the intervention, she used three different approaches, the process approach, process genre approach and modelling approach which brought about some improvements in students’ writing. In her concluding remarks Du Plessis indicated that ‘‘Even though relevant and meaningful content is important in writing, it is a more difficult sector to improve. Content refers to students’ general knowledge, their critical and analytical thinking skills, and their ability to synthesise relevant information. These are highly metacognitive issues which in my view are challenging to teach’’ (p.192). This made me curious as to how teachers handle these skills which are labelled ‘‘difficult to teach’’. I therefore carried out research in order to explore how teachers present their lessons in order to get the learners to understand the argumentative writing conventions.

As stated earlier, English is one of the subjects which achieves poor results at the end of the Grade 12 year in Namibia. Researchers such as Nyathi (2001, p.9), Wolfaardt (2005, p.260), Du Plessis (2012, p.3) Nghikembua (2013, p.19) indicate that learners lack adequate writing skills. As part of the writing component, argumentative writing has been one of the problematic genres to teach in Namibian schools. Throughout the years as an English teacher, I have observed many times learners do not understand the argumentative writing conventions and they are not focused in their writing to satisfy the rules that govern its structure and text type, (Examiners’ reports 2011-2014). The blame is always put on the teachers by the parents and the government as they are the main experts and facilitators of learning as they are seen not to be doing enough to rescue the situation. Thus, this study focused on two schools in northern Namibia in which the researcher investigated teachers’ pedagogic approaches on Ordinary and Higher Levels when it came to teaching argumentative writing. The study focused on the ways

they teach writing during argumentative essay lessons and how their pedagogic practices affect learners' writing.

The current Namibia Senior Secondary Certificate (NSSC) syllabus for English as a Second Language for Grade 11-12 was implemented in 2006 and the first examinations written in 2007, (Iiping & Kasanda 2013). One of the distinguishing features of Higher and Ordinary Level is the way learners are graded. The new localised syllabus consists of a Higher Level component NSSC (H) and an Ordinary Level component NSSC (O).

On Higher Level component the examination results are recorded and reported on a four point numerical scale of grades, one is able to score according to Levels 1-4 (Ministry of Education 2010). On Ordinary Level, results are reported using an eight-letter scale, that is A\*-G. The Ordinary Level component further consists of Core and Extended Levels. Extended Level is for the bright and above average learners whilst Core Level is for those who are below average based on their first examination results at the beginning of the year. On Extended Level, a candidate is able to score from symbols A\*-E whereas on Core Level a candidate is able to score symbols from C- G. Learners who do not achieve a minimum of G symbol are ungraded (U), (ibid). Ordinary Level as I have experienced is found in most of the schools countrywide and it is considered suitable for the majority of the learners who are mostly below average Kasanda & Iiping (2013). Furthermore, as I have experienced through the years Higher Level on the other hand is only found in some schools which only enrol the cream of the crop. In addition to that, the majority of the teachers, especially in rural areas are not willing to try, even to the few learners who show interest and capability. It should however be noted that teachers' reluctance to teach Higher Level can also be partially attributed to a lack of adequate training at tertiary institutions to enable the teachers to teach at that level.

Very important to note is that the Oshikoto education directorate does not dictate which school should teach Higher or Ordinary Levels, but it is up to the school to decide which subjects to be taught on the two Levels putting into consideration the willingness of the teachers to teach Higher Level. I have observed in my years of experience as an English teacher that some teachers would not opt for Higher Level because it requires more commitment as there is a lot of work to be covered such as a greater volume of and more demanding literature compared to the Ordinary Level.

In the Grade 11-12 syllabi of both Higher and Ordinary Level, the teaching of an argumentative essay is highlighted clearly. The writing curriculum is divided into three components, namely: Skills, Objectives and Competencies. The skills that the learners are supposed to achieve at both Higher and Ordinary Levels are to be able to write successfully a wide range of texts for specific purposes. In terms of objectives learners are expected to write with enthusiasm, maturity and conviction to produce a reader friendly style. When it comes to the learning competencies on the other hand, learners are expected to do the following: writing paragraphs, using introductory, developmental and concluding paragraphs, using linking words, planning, structuring, drafting and editing, using appropriate style, vocabulary, grammatical structures, and focusing on interpretation of the topic, giving factual information, defending ideas and opinions, (Namibia. Ministry of Education and Culture (MBEC), 2010, p.8). Even though the competencies in the syllabus are explicit and are characteristic of the process and genre approaches to teaching writing, learners are still performing poorly in argumentative writing in particular.

The curriculum asserts that teachers should ensure that learners are exposed to a variety of genres when they are faced with writing tasks, (Namibia. MBEC, 2010). From my personal experience as an English teacher, nothing much has been done as far as in-service training of teachers on the current curriculum is concerned. In most cases, teachers are presented with the syllabus which is based on theory of what is expected during lesson delivery, but how the teachers should carry out the practical pedagogical aspect is not explained. Furthermore, Nyathi (2001) in his study maintains that there are problems faced by English teachers in the teaching of writing in Namibia including a lack of in-service workshops and regional advisory support by subject experts in English Second Language (ESL) writing. Teachers therefore do not have opportunities to update their teaching strategies in order to adapt the latest innovations in the teaching practice of ESL writing.

### **1.1.2 Statement of the problem**

Examiners' reports (2011-2014) indicate that learners perform poorly when it comes to the structuring of their essays as well as bringing their arguments across with evidence in order to weaken the opposing views. The findings above and those from my personal experience as an English teacher in a rural school gave me the courage to carry out this study in order for me to explore more deeply into the causes of learners' poor performance on the aspect of argumentative writing as well as to find solutions to the problem.

Furthermore, from my experience as an English teacher in rural Namibia, learners struggle a great deal when it comes to essay writing, they find it difficult to use the correct structure. For example, in argumentative essays they end up discussing instead of arguing coherently. With regards to grammatical errors, their written work is mostly dominated by punctuation errors, wrong use of tenses, spelling, and direct translation, concord and wrong word order. In addition, lack of knowledge of how an argumentative essay is written in terms of language features, purpose and register are also a challenge in learners' writing. The reason why I chose a school in a rural area as well as one in a small town in Namibia is to clearly understand why learners are performing the way they do, especially on the argumentative writing component in English. The rural schools are where learners are less exposed to English in their everyday interactions and lack the exposure to media such as television, newspapers and internet. The high failure rate in English is a problem especially in rural areas, because after completing Grade 12 learners are not able to get jobs or qualify for tertiary education because a C symbol in English is required, (Iiping & Kasanda 2013); this causes them to end up being at home trying to improve the English symbol for years. This not only puts a burden on families, but on society as a whole as they end up on the streets engaging in unproductive activities.

### **1.1.3 Significance of the study**

The researcher is convinced that this study will make a positive contribution to the research on learner writing at secondary school level. Furthermore, it will be of great benefit to the Ministry of Education, teachers, learners and other stakeholders as it will enlighten them on the teaching of argumentative writing which will make them understand why learners perform poorly in English especially in argumentative essay writing. I believe this study will pave ways for teachers to get the necessary assistance from the education ministry such as workshops in order for them to improve their practice. It is envisaged that through findings and recommendations in this study, researchers will also find gaps and key areas that would need further study.

### **1.2 Benefits of teaching argumentative writing**

The teaching of argumentative writing is important in the 21<sup>st</sup> century as it promotes citizens who are critical thinkers about situations affecting them and society as a whole. According to (Freeley & Steinberg 2012, p.8), “argumentation is about reasoning in communicative situations by people whose purpose is the justification of acts, beliefs, attitudes and values.” Given the fact that in the modern world we are confronted with various challenges in business, education,

religion, politics and many other spheres of society, Newell, Beach, Smith, Van Der Heide, Khun, Andriessen, (2011) contend that:

Well-argued ideas in speeches, essays, articles, and position papers bring significance in understanding to an issue for the purpose of solving problems. Argument and debate also bring people and their ideas into contact with one another to make sense of new ideas and experiences collaboratively as well as in disagreement. (p.287)

Critical thinking is also stressed in Namibia's National curriculum (2010), which aims to ensure that learners develop a flexible, enquiring mind, critical thinking skills, the capacity to adapt to new situations and demands, and to learn continuously on one's own initiative. It will develop individual understanding, creativity, the ability to construct alternative solutions to problems, and to make independent, informed decisions in real-life situations, Namibia. MBEC, (2010, p.9). Janks (2013) as a critical theorist further states that essentially, critical literacy is about enabling young people to read both the word and the world in relation to power, identity, difference and access to knowledge, skills, tools and resources. It is also about writing and rewriting the world: it is about design and re-design. Critical thinkers are therefore aware of the world around them and are able to critically reflect on the process of reading and writing. Writing arguments enables critical thinking as writers are able to critique issues as they write, a skill which they can use in society.

Critical thinking develops effective communication and problem-solving abilities and commitment to overcome social injustice. In addition, argumentation enables us to make reasoned decisions by thinking critically before we engage in discussions and debates by convincing the opponent of a particular point of view. Furthermore, through critical thinking one is also able to gather and assess relevant information using abstract ideas to interpret situations effectively in order to come to well-reasoned conclusions and solutions, (Freeley & Steinberg 2012).

Similarly, Hillocks (2010) insists that argumentation can create a just society whose citizens are critically literate about their world. This means that learners will be able to critique and understand issues affecting them in the world around them, be it in the media, business, education and any other aspect affecting their lives. They will be active citizens who will be able to contribute productively to issues affecting them and society as a whole.



The proper teaching of argumentative writing in Namibia will therefore not only benefit learners in terms of academic success, but it will enable them to use the skill beyond the classroom since they will be able to think critically about issues in order to protect their rights as individuals as well as to promote social justice. Social justice enables citizens to live in harmony with respect of rights for all as well as equitable access to the country's resources.

### **1.3 Research questions**

**The study was guided by the following research questions:**

- What are the Grade 11 teachers' understandings of an argumentative essay?
- How do these understandings impact on their classroom practices in the teaching argumentative essay?
- What pedagogic practices do the Grade 11 teachers use to teach argumentative writing?
- What role do these classroom practices play in the development of learners' writing of an argumentative essay?

### **1.4 Outline of the chapters**

The thesis consists of the following six chapters:

In **Chapter 1** the context of the study is provided and I further explained the reasons which triggered me to carry out this research. In this chapter the research questions are also outlined. I finally end this chapter with concluding remarks.

**Chapter 2** reviews literature on the challenges relating to the teaching of writing. Specifically, literature on the development of argumentative writing is discussed as well relevant literature related to various pedagogies of writing and how they might affect learning. The chapter ends with research done both locally and internationally on argumentative writing.

**Chapter 3** is the methodology chapter where I outline the research paradigm as well as the methods used in the collection of data. This chapter also clarifies the reasons why the various data gathering techniques were used. Data analysis is discussed and the issues of validity, ethics and limitations relating to the research process forms the conclusion.

**Chapter 4** presents the data of the study obtained from interviews, observations, documentary evidence and an analysis. Apart from the presentation, data is also analysed and interpreted drawing on the theories discussed in the second chapter. During data analysis the two teachers' approaches are compared in order to demonstrate the similarities and differences. Lastly, selected learners' written work are analysed in order to find out the impact of teachers' approaches on their written work.

**Chapter 5** is the last chapter which consists of the summary of the findings with regard to teaching of argumentative writing. I further highlight the limitations of the study and put forward the areas of further research in the future. Finally, the concluding remarks of the study are given.

### **1.5 Concluding remarks**

In this chapter, I briefly gave the context of the study as well as the reasons why the research was carried out. The benefits of teaching argumentative writing are also outlined. The research questions guiding this study are also presented followed by the definition of terms. Lastly, the thesis outline is provided. The next chapter is the review of literature around writing argumentative writing as well as writing in general.

## **Chapter 2: Literature review**

### **2.1 Introduction**

This chapter briefly starts by providing further contextual information about the study. Secondly, key concepts of argument as a genre are defined and then further explored the structural elements of an argumentative essay in a model by Hyland (1990). Thirdly, writing as a social practice is discussed. The chapter further explores the teaching of the genre of argument by looking at various writing pedagogies which might have an effect on writing. In order to interrogate these pedagogies, the expectations of the Namibian curriculum in terms of writing are explored in order to find out what the teachers are expected to do when teaching the genre of argument. Finally, the chapter focuses on the research into the writing of argument both internationally and locally in order to understand other factors which might have an influence on the teaching of the topic.

### **2.2 Contextual information**

Especially in rural Namibia, and the area where this research was carried out, argumentative writing is challenging. According to the examiners' reports 2011- 2014, Grade 11-12 learners performed poorly on the aspect of argumentative writing, both on Higher and Ordinary Level. The Examiners' reports indicate that on Ordinary Level most of them could not write a proper argumentative essay, but instead ended up writing a discursive essay. The 2011-2014 Examiner's reports further indicate that issues pertaining to structure of an argumentative essay also made them lose marks as they did not write according to the required standard in terms of how the different paragraphs should be arranged from introduction to conclusion. On Higher Level, as well, over the years 2011-2014, learners also had some problems when it came to argumentative writing. In some cases, the argumentative essay did not have facts which demonstrate clear evidence or examples to support their ideas. Furthermore, introduction, conclusion as well as structure were a challenge to most learners as they did not know how formulate these properly. It was also stipulated in the examiners' report that learners failed to convince of a point of view when opposing arguments as they struggled to rebut the opposing argument, Higher Level Examiners' reports 2011-2014. The examiners' report further recommends that teachers need to guide candidates on how to structure logical arguments and analyse issues (ibid). Based on the examiners' reports, one can conclude that there is something wrong. One possibility could be that teachers do not understand the argumentative essay

themselves, and this leads them to give lessons of poor quality. This study thus focuses on teachers' pedagogic approaches in order to find out how they plan and deliver argumentative essay lessons.

## **2.3 Defining key concepts**

### **2.3.1. Argumentative writing**

Argumentative writing has been defined by many scholars in different ways based on its function in our daily lives. Hyland (1990) defines argumentative writing by its purpose which is to persuade the reader of the correctness of a central point. Crusus and Channel in Saito (2010) on the other hand state that argument is a process of writers or speakers making clear what they think to themselves and others. It takes them from a private viewpoint to a clearly stated position that they can defend publicly in speech and writing. In this sense, argument has a two-part structure: The statement of an opinion and supporting evidence of one or more reasons for holding that opinion. Moreover, Newell et al. (2011) define argumentation as an attempt to persuade someone to believe or do something, evidence-based argumentation involves making a claim supported by reasons or evidence from multiple sources that connect to the claim in a principled way. Even though various authors such as Hyland (1990), Saito (2010) and Newell et al. (2011) define argumentative writing differently, the central idea in their definitions is still to persuade or convince.

### **2.3.2 Structural elements of argumentative essay**

Argumentative writing requires writers to write according to certain conventions. Scholars have proposed many models of argument, but Hyland's (1990) model was used for its suitability of the Grade Level at which the study was conducted. His belief is that this text type is characterised by a three-stage structure which represents the organising principles of the genre: Thesis, Argument and Conclusion. He further proposed a detailed set of moves. Below is a summary of terms used in Hyland's model in Table 1.

Stage	Move
<p><b>1. Thesis</b></p> <p>Introduces the proposition to be argued.</p>	<p><b>(Gambit)</b></p> <p>Attention grabber- controversial statement or dramatic illustration.</p> <p><b>(Information)</b></p> <p>Presents background material for topic contextualisation.</p> <p><b>(Evaluation)</b></p> <p>Positive gloss – brief support of proposition.</p> <p><b>(Marker)</b></p> <p>Introduces and/or identifies a list.</p>
<p><b>2. Argument</b></p> <p>Discusses grounds for thesis.</p> <p>(Four move argument sequence can be repeated indefinitely)</p>	<p><b>Marker</b></p> <p>Signals the introduction of a claim and relates it to the text.</p> <p><b>(Restatement)</b></p> <p>Rephrasing or repetition of proposition.</p> <p><b>Claim</b></p> <p>States reason for acceptance of the proposition. Typically based on:</p> <ul style="list-style-type: none"> <li>(a) Strength of perceived shared assumptions</li> <li>(b) A generalisation based on data or evidence.</li> <li>(c) Force of conviction</li> </ul> <p><b>Support</b></p> <p>States the grounds which underpin the claim typically</p>
<p><b>3. Conclusion</b></p> <p>Synthesises discussion and affirms the validity of the thesis.</p>	<p><b>(Marker)</b></p> <p>Signals conclusion boundary</p> <p><b>Consolidation</b></p> <p>Presents the significance of the argument stage to the problem.</p> <p><b>(Affirmation)</b></p> <p>Restates proposition.</p> <p><b>(Close)</b></p> <p>Widens context or perspective or proposition.</p>

Adopted from Hyland (1990, p.69)

Hyland's model was used as this basic layout of an argument is useful to assess argumentative writing because it makes explicit the obligatory stages (thesis, argument and conclusion). The model also describes a detailed set of moves which makes it a good tool to analyse and to teach argumentative writing to learners at Grade 11 Level. Since the model spells out all the components of an argumentative essay clearly, I was able to relate it to analysing learners' work to see which obligatory stages and moves were addressed and which not. The bracketed elements are optional components and indicate that such a move need not to occur but will appear in the position if it does (Hyland 1990).

It is important to note that Hyland's (1990) model deals with the structural, rhetorical features of the genre of argument, while Gibbons (2002) as a genre theorist focuses on the linguistic features of the genre as well as pedagogy. These two features cannot be studied in isolation, hence both have been fully incorporated in this study because in order to have meaningful teaching of argument they have to be combined.

#### **2.3.1.2 Writing as social practice.**

Writers such as Gee (1996); & Zamel (1992) assert that writing is a social practice. (Remirez cited in Bejarano & Chapeton 2013, p.129) further indicates that "writing is a social practice as it occurs within specific contexts, at specific moments and serve the specific needs of communication, learning and expression". Gee's (1996) theoretical notion of discourse positions literacy as a social practice, to include ways of speaking, reading, interacting, valuing, thinking and behaving, which contradicts the view of texts as autonomous objects, therefore, the social view of literacy argues that writing "varies with context and cannot be distilled down to a set of cognitive or technical abilities" (Hyland 2003, p.54).

Bolton & Hall (in Julius 2013) maintains that what is right or wrong, appropriate or inappropriate about our writing is defined by users in a social community. In addition, learners' homes, family, neighbourhood, social and local community all offer relevant social contexts. Lillis, as cited (in Bejarano & Chapeline 2013) also contends that writers not only imbue their texts with their inherent characteristics such as gender or race, but also include their voice: their beliefs, experiences, and feelings that have been moulded through social contact. Baynham (1995) further holds that writing can be approached via considering the subjectivity of the writer, the writing process, purpose and audience, the text as a product, and the power of genre. In the Namibian context the specific curriculum (syllabus) also considers writing as a social

practice as it clearly states that learners' writing should be done with a sense of audience and register, (Namibia. MBEC, 2010, p.10).

## **2.4 Pedagogy**

Various scholars have defined pedagogy differently. Watkins and Mortomore (as cited in Westbrook, Durrani, Brown, Orr, Pryor, Salvi, 2013, p.7) define pedagogy as ‘‘any conscious activity by one person designed to enhance learning in another’’. Westbrook, et al. (2013, p.7) further argue that:

Pedagogy comprises teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students, and which impact on their ‘teaching practices’, which is what teachers actually think, do and say in the classroom.

Concluding from the above definitions, it is clear that pedagogy encompasses what is taught, how it is taught and how what is taught is learned. In the writing domain there are also pedagogies used to teach writing and it is up to the teacher as the more knowledgeable other to be creative enough to choose the best pedagogy in order for learners to understand and acquire the specific genre conventions.

### **2.4.1 Different pedagogies of Writing**

According to Negari (2011, p.299) writing is one of the most complicated skills which involves a number of cognitive and metacognitive activities, for instance, brainstorming, planning, outlining, organising and revising. Furthermore, writing is not only complex, but also hard to teach because we need to master the grammatical and structural components of writing.

Over the years, process and product approaches have dominated much of the teaching of writing in the EFL classroom. More recently, however, the genre approach has gained adherents, (Badger & White 2000, p.153). The debate nowadays is, which of the three approaches or the combination of the three approaches is the most appropriate when it comes to teaching writing. Raimes, (in Julius, 2013, p.16) in answering the question, states that ‘‘there are as many answers as there are teachers and teaching styles, or learners and learning styles.’’ The three approaches will be discussed in detail in the following sub-section.

## 2.4.2 Product Approach

The product approach is centred on error correction or error free writing. The emphasis on writing a grammatically correct text fails to take into account the rhetorical dimension of purpose, audience and context, (Townsend 2010, p.2). Hyland (in Townsend 2010) also states that teachers focus on correction and identifying problems in the student's control of the language system (p.32). In this approach according to Badger & White (2000, p.153) "learning to write has four steps which are familiarisation, controlled writing, guided writing and free writing".

1. **Familiarisation** – Aims to make learners aware of certain features of a particular text.
2. **Controlled Writing** – Where learners practice using grammar and vocabulary which is the focus of the lesson. Substitution drills might be used in this stage.
3. **Guided Writing** – Where learners practice writing using longer pieces at the paragraph Level and above using the target grammar and vocabulary. At this stage form, usage and meaning are still teacher controlled.
4. **Free writing** – Where the teacher allows learners to write with much more freedom, although the focus is still on the form and usage. Typically, the final text will be corrected for accuracy by the teacher and handed back to the learners with perhaps few comments. Learners in this approach are expected to write elaborated texts independently with little feedback from or guidance on the content, purpose or audience of the text as is the case in the genre approach.

There are some views that the product approach has an impact on the teaching of writing. For example, Badger & White (2000, p.57) state that under this approach "writing involves linguistic knowledge of texts that learners can learn partly through imitation". Even though they view the product approach as one which makes a difference in the teaching of writing, Tsui (2003) argues that the product approach is not so good for many reasons. The major reason is that it is ineffective. Although the teacher puts much effort in correcting and marking students' writing, they are likely to make the same mistakes. In addition, the teacher's job is reduced to proofreading as students are likely to think that it is the teacher's responsibility to check for any errors and mistakes. Badger & White (2000, p.157) also contend that "Process skills such as planning a text, are given a relatively a small role and the knowledge and skills that learners bring to the classroom are undervalued".



### 2.4.1.2 Process approach

Due to these limitations in the product approach, the process approach began to develop, (Saito, 2010, p.22). The process approach has predominantly to do with writing skills, such as planning and drafting, and there is less emphasis on linguistic knowledge, such as knowledge about grammar and text structure (Badger & White 2000, p.154). (Stromquist, in Ahlsen &Lundh 2007, p.38) in addition indicated that process writing gives students the opportunity to use both expressive writing and process writing as a tool for learning and thinking. Stromquist, in Ahlsen &Lundh (2007) labels it as “I let the learner think with a pen in the hand”. Raimes (in Hendricks 2007) also indicates that teachers in the process approach give their students two crucial supports: time for the students to try out ideas and feedback on the content of what they write in their drafts.

Learners using the process approach are thus involved in:

Pre-writing during which learners use various ways to generate the writing content, such as brainstorming, using mind maps/word webs and clusters (Caswel & Mahler 2004). They also use graphic organisers, using outlines or jot lists, free-writing about the topic, engaging in peer or teacher-student discussions and conferences, interviewing a person knowledgeable to the topic, reading about and researching the topic, (Abisamra 2001). After the pre-writing activity they get involved in composing and drafting whereby they select and structure the result of the brainstorming session to provide a plan. They would then edit and proof read the text (Badger & White 2000, p.154). At the last stage learners revise and edit their first drafts in accordance to structure and also content of the text, (ibid).

In criticising the process approach, Badger and White (2000) argue that the teacher primarily facilitates the learners’ writing and providing any input or stimulus is considered to be less important. Similarly, Hyland (2003) states that writing in this view is learned and the teacher’s role is to be non-directive and facilitating, assisting writers to express their own meanings through an encouraging environment with minimal interference. Learners, in other words, are left to write without the full guidance of the teacher.

Furthermore, Cope & Kalantzis, as found (in Hyland 2003) argue that the process models disempower the teachers and cast them in the role of well-meaning bystanders. As a result, such models do not allow teachers to confidently advise students of their writing since the process approach is learner-centered. In the same vain, Townsend (2010) indicates that

although some process writing models do take the writer's local context into consideration, they do not allow for an evolving text to reflect a writer's response to the expectations or rhetorical demands of readers. In other words, they fail to take into account that writing is a social practice where meaning has to be negotiated between the participants. Badger & White (2010) extend the criticism of the process approach by stating that it does not give sufficient importance to the kinds of texts writers produce and why such texts are produced and that it offers learners insufficient input, particularly in terms of linguistic knowledge, to write successfully.

Hyland (2003) states that process approach represents writing as a decontextualised skill by foregrounding the writer as an isolated individual struggling to express personal meanings. (Hyland 2003, p.18) further argues that approaches to teaching writing focussed on process have not taken into account "forces outside the individual which help guide purposes, establish relationships and ultimately shape writing." His position is that genre-based teaching offers students explicit and systemic explanations of the ways language functions in social contexts. He also posits that while process models expose how people write, they ignore the vital role of "why" behind linguistic and rhetorical choices. Hendricks (2007) also contends that "even though the two approaches promote a carefully staged and joint (teacher learner and /or learner-learner) approach to classroom writing, it could be argued that the genre theorists suggest a variation of the process approach to writing with the difference that writing and grammar are integrate" (p.30).

### **2.4.1.3 Genre approach**

According to Collerson (1998) genre is a kind of writing or text type. The Genre approaches in Australia grew out of Halliday's (1985) functional model of language in social contexts, (Derewianka 2015, p.2). Rothery (in Derewianka 2015, p.6) argues that "the genre theory aims to make language visible and accessible to all students". In order to make language visible, she further holds that on a broader Level the context can include the various purposes for which we use language. The genre theory treats language not as a set of decontextualized rules, but as a meaning-making resource; genre as an evolving but fairly consistent, culturally shaped pattern of expression of action (O' Hallaron 2014). Likewise, Hyland (2003) indicates that from the genre point of view, writing is judged from a social perspective whereby the writer's choices are context-dependent, motivated by variations in social activity, in writer relations and by constraints on the progress of the interaction.

Derewianka (1996) maintains that the meaning of the term has been extended to include non-literary texts. She concludes that as the term is used today in educational contexts; genres are different types of texts which are used in a particular culture to achieve specific purposes. Learners writing within a genre need to consider a number of factors: they need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read as well as the audience that will read the text (Harmer, 2008). In terms of argumentative writing, Elson (2011, p.20) argues that:

The genre approach has been more widely adopted as a basis for writing models, as it not only focuses on the communicative aspect of argumentation – whereby the success of the argument is based on the situation and, in the case of a verbal debate, the interaction of the interlocutors determines the outcomes of the debate. The strength of an argument, according to the genre approach lies mainly in the structure, logical ordering and connection of ideas in such a way that achieves a specific purpose.

Derewianka (2015, p.68) holds that “genre theorists argued that teachers and students take on a variety of roles over the course of a day”. She further indicates that the genre theorists proposed a teaching/learning cycle that applies Vygotsky’s notion of scaffolding where students are provided with support from a more experienced ‘other’ in the context of shared activity in order to achieve outcomes that they would otherwise not be able to achieve on their own. In the early phases the teacher takes a more direct role in developing the necessary knowledge and skills, with the learners in an apprentice role. As the learners develop greater control of the genre, the teacher gradually withdraws support and encourages learner independence (ibid).

In Gibbons (2002), four stages of the genre-based Curriculum Cycle are identified whereby both the teacher and learners take responsibility of learning. The cycle is based on the sociocultural learning theory. Rather than seeing learning as only something that takes place in the learner’s brain, Halliday (1978, 1985) and others emphasise that learning occurs through social interaction – between parent and child, between teacher and student and between peers, Derewianka (2015). According to Gibbons (2002, pp.60-61) each of the four stages of the Curriculum Cycle has a particular teaching purpose as stated below:

**Stage1: Building the field** – In this stage the aim is to make sure that the learners have enough background knowledge of the topic in order for them to be able to write about it. The focus at

this first stage is primarily on the content or information about topic. At this stage, learners are a long way from writing text themselves, activities will involve speaking, listening, information gathering, note-taking, and reading.

**Stage 2: Modelling the text**–The aim is for students to become familiar with the purpose, overall structure and linguistic features of the type of text they are going to write. The focus here is therefore on form and function of the particular text type that students are going to write.

**Stage 3: Joint Construction**– the students and the teacher write the text together or the teacher provides a frame and the students write together in groups or pairs, so that students can see how the text is written. The focus is on illustrating the process of writing a text, considering content and language.

**Stage 4- Independent Construction** – When learners are confident in what is required to construct a text, they then work independently to construct a text.

Genre theory therefore seeks to (i) understand the ways society and discourse groups in society use language to orient and interpret particular communicative situations, and (ii) employ this knowledge for literacy education (Hyland, 2003, p.6). Hyland further argues that “the genre pedagogy is buttressed by the belief that learning is best accomplished through explicit awareness of language, rather than through experiment and exploration, but this does not mean replacing communicative practices with teacher-centred ones” (p.11). Genre theory therefore advocates an informed study of the text in preparing the learners for a writing task.

Gibbons (2002) in the same vein indicates that the genre theory advocates explicit teaching of writing a particular genre. She further explains that explicit teaching involves encouraging students to reflect on how language is used for a range of purposes and with a range of audiences, and that the teachers focus explicitly on those aspects of language that enable students to do this. She concludes by highlighting that explicit teaching is related to real-life use, so that understanding about language is developed in the context of actual language use. It aims to foster active involvement in learning, independence in writing, and the ability to critique the ways that language is used in authentic contexts, such as the ways it is used to persuade and control as in the case of argumentative writing.

#### **2.4.1.4 Pedagogies adapted by Namibia's English specific curriculum (syllabus) for the senior phase.**

In Namibia, writing is seen as an important part of the syllabus. Learners are expected to write successfully for a wide range of texts for specific purposes. This means that a variety of tasks need to be written appropriately taking into consideration audience and purpose, (Namibia. MBEC, 2010). Even though the syllabus clearly stipulates what should be done, in my experience as an English teacher, in most cases little is being done to ensure that learners acquire the necessary skills in order to write independently for various purposes, of which argumentative writing is one. In most instances, especially in rural schools where this research was carried out, it seems that this specific curriculum requirement is not put into practice and thus a high failure rate is experienced (Nyathi 2001).

As per the expectations above, the syllabus has therefore adapted two pedagogies of teaching writing, the genre based approach as well as the process approach. Some scholars believe that combining the genre and process approach is suitable for the second language learners as it promotes scaffolding, modelling and a lot of teacher support which develops learners' writing skills (Badger & White, 2000; Gibbons, 2002; and Elson 2011).

Badger & White (2000) indicate that using the process-genre approach enables the learner to recognise that writing involves knowledge about the context in which writing takes place as well as the purpose of writing (genre approach). Learners are further exposed to the step by step processes which are part of the process approach whereby planning, drafting, revising and editing take place.

By combining the two approaches, the curriculum therefore is most likely to benefit the learners in the Namibian classroom as they complement each other rather than compete. Even though the process and genre approaches are clearly stipulated in the curriculum, teachers still have little knowledge about the approaches especially how they are used in the classroom to teach writing as I have observed through the years as an English teacher. This could be attributed to poor training of teachers.

Nghikembua (2013) in her study carried out at the University of Namibia to investigate the effectiveness of the English teaching method module discovered some shortcomings. Nghikembua (2013) indicated that there is no mention of the writing concepts such as the popular process or creative writing in the teaching method module of the teachers' training

programme. She further indicated that the module does not also indicate some content of the school syllabus to be done in Grade 11-12 of different genres such as narrative, argumentative essay, articles, reports, formal and informal letters and so on. In her recommendations she emphasised that the lecturers should apply the process approach on a regular basis in the teaching method classroom by modelling the steps of the process approach and then allowing students to apply the same method during peer teaching as well as during micro-teaching sessions. The genre approach should also be reflected in the teaching method classroom by allowing students to practice writing of different genres. I can attest as a University of Namibia teacher graduate to the research carried out by Nghikembua (2013), that there is no exposure to different theories of writing in the teaching methods of the English module. Up until the completion of my degree there was no training of how I could use the process approach as well as the genre theory indicated in the syllabus. For me this was a challenge because upon going into the field there was no skill of teaching various genres and the steps used to teach writing. If such skills would be given to teachers during the teacher training programmes, then it could have been much easier to teach writing and meet the syllabus expectations.

With the above-mentioned challenges in the teaching of writing, more in-service training and workshops are required in order to get teachers to understand the expectations of the syllabus so that they can apply them fully in their classrooms through appropriate guidance as well as exposure to a variety of text types.

#### **2.4.1.6 Classroom organisation strategies to enhance learning**

According to Hedge (2005) writing is more than producing accurate and complete sentences and phrases. She indicates that writing is about guiding students to: “produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers” (p.10). In order to guide students to achieve the desired outcome in the writing classroom, teachers as the more knowledgeable other have to be strategic enough so that learning is enhanced during the lesson. It is therefore up to teachers to ensure that the best methods are applied in the classroom so that different learners with varying learning abilities are accommodated in order for successful teaching and learning to take place.

#### **2.4.1.7 Adaptive teaching in the writing classroom**

In their daily interactions with learners, teachers face unexpected situations that arise through either questions or comments. It is then up to the teacher as an expert to adjust their teaching

so that it can suit the various classroom situations. Parsons (2012) calls the adjustments in instruction adaptive teaching. Parsons explains that researchers frequently suggest that effective teachers adapt their teaching to navigate the complexity of classroom literacy instruction. What it means is that teachers do not need to strictly stick to their plans they devise before class, but instead should be flexible enough to accommodate various situations that might arise during the lesson (ibid). The notion of adaptive teaching is in line with Namibia's National Education Curriculum (2010), which states that:

Each learner is an individual with his or her own needs, pace of learning, experiences and abilities. The teacher must be able to identify the needs of the learners, the nature of learning to be done, and the means to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. The teacher needs to take on a wider repertoire of classroom roles. These include being a manager and organiser of learning, counsellor, and as a coach. (p.26)

Furthermore, Lian (2003) points out that adaptive teaching is an optimal instruction that effectively meets the individual needs of the students and is directed toward a student's different aptitude i.e., intellectual abilities, personalities, and different styles of learning. Corno (2008) explains that teachers do so by reading learner signals to diagnose previous experience with similar learners to respond productively. Lian (2003) further emphasises that adaptive teachers therefore use their experience to form flexible groups for learning which accommodate individuals within the classroom. Corno (2008) summarised accommodation as:

A twofold process of capitalising on the strength while circumventing or compensating on the weaknesses. To accommodate, for example, culturally and linguistically diverse students within the conventional classroom, the teacher has to provide for subgroups of students with academic talents while making plans for individuals with special language needs. The teacher supplements a whole-group traditional instruction with so-called differentiation practice (p.162).

Corno (2008) claimed that by using various strategies for individualising, for creative grouping, or for challenging students, teachers begin to accommodate the needs for a range of learners. For example if in the English classroom if a group of learners is struggling to write a proper argument or do not just understand it, if a teacher models such a text and with the learners discusses its structure and language features of it, this will extend their knowledge and understanding. By modelling the text of an argumentative essay the teacher therefore adapts

their teaching to cater for all the individual needs of the learners in the classroom which would enhance learner performance.

Similarly, researchers contend that, teachers must adapt their instruction to the students with whom they work and the situations in which they find themselves, (Corno, Darling – Harmond & Bransford, Snow, Griffin, & Burns as found in Parsons 2012). Lian (2003) in addition, suggests reflective thinking after instruction in order to promote adaptive strategies which ensures that individual needs of the learners are met. This means that teachers need to think back at the lesson they taught so that they can adapt a strategy which accommodates learners with different abilities.

From the social constructivist point of view, it is the teacher and the learner who co-construct the classroom activity, (Vygotsky 1978). This is to say that students are the ones who determine the direction of the task which requires teacher adaptation, (Sawyer 2004, in Parsons 2012). In other words, the ability of the learners determines the type of task that the teacher gives the learners. The theory of social constructivism therefore parallels well with adaptive teaching as it emphasises the two aspects which are the ZPD (Zone of Proximal Development) and scaffolding, (Parsons 2012). Vygotsky (1978) presented the ZPD as the zone between what the learners can accomplish alone and what they can accomplish with assistance. Scaffolding is assistance which is given to the learners within the ZPD that helps them to do something that they cannot do on their own. In dealing with the teaching of argumentative writing, learners too have a zone where they are able to do things on their own and where they need the teacher to scaffold them in order to understand and be able to work independently on their own. Thus, the concept of scaffolding plays a major role in this study as teachers are most likely to practice until a point where learners are able to gain the confidence to write with minimal or no assistance.

Things that the learners know is in their zone of proximal development, it is therefore up to the teacher to assist the learners to go beyond the zone of proximal development. This means that learners come into the classroom having interacted socially and therefore come with some experiences; teachers need to appreciate the experiences and build on them to expand their zone of proximal development. The teacher as the more knowledgeable other can adapt her instruction by providing scaffolds to learners within the ZPD. Parsons, (2008) indicates that this can be done by adjusting their instruction based on the particular learner(s) with whom they are working and upon the situations they find themselves in. In the writing classroom,



Hyland (2007, p.158) gives an example of how scaffolding can take place. He states that it can be done through modelling, discussion of texts, explicit instruction and teacher input. He further elaborates that one way, for instance, of providing this type of support is through ‘writing frames’ which are simply skeletal outlines which are used to scaffold and prompt students’ writing. These provide a genre template which enables students to start, connect, and develop their texts appropriately while concentrating on what they want.

#### **2.4.1.8 Collaborative learning**

The use of collaborative learning in the teaching and learning process has been argued as profoundly important. Namibia. MBEC, (2010) states that:

There should be variation in working methods whereby the teacher’s roles are complemented by the way work is organised. Work in groups, in pairs, individually or as a whole class must be organised as appropriate to the task in hand and the needs of the learners. Whatever possible, co-operative and collaborative learning should be encouraged and in such cases, tasks must be designed so that pair and group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together (p.26).

According to (Dillenbourg 1999) “collaborative learning is a situation where two or more people learn something together” (p.12). Theorists such Vygotsky (1978) have advocated for collaborative learning whereby the learners interact with other peers in the learning situation. He points out that initially children will be able to learn more in collaboration with others than they will be able to achieve alone and that this learning will then benefit them in future learning situations. (Kahenge (2013), as cited in Amutenya, 2014) in addition claims that when learners interact with their teachers through discussions and collaborations, they are moving from one Level to another of their ZPD.

Kalipa (2014) asserts that when teachers teach learners explicitly how to interact and support one another it can improve learners’ effectiveness to read and write. This indicates that teachers need to help the learners grapple with new concepts by building classes on collaboration instead of competitiveness. Dillenbourg (1999) further contends that when learners are working together collaboratively they benefit from each other which they would not do if they were working as individuals. He points out that in the collaborative situation peers do not learn because they are two, but because they perform activities which trigger specific learning

mechanics. This includes the activities/mechanics performed individually, since individual cognition is not suppressed in peer interaction. But, in addition their interaction generates extra activities (explanations, disagreements). The field of collaborative learning claims that these activities and mechanics may occur more frequently in collaborative learning than individually (ibid).

The teachers' role during the collaboration learning activity is very important because if they are not part of it, the exercise will not be a success. According to Dillenbourg (1999, p.6) teachers can be there as monitors to regulate the interactions. This role can be named 'facilitator' instead of 'tutor', because the point is not to provide the right answer or to say which group member is right, but to provide a minimal pedagogical intervention (e.g provide some hint) in order to re-direct the group in a productive direction or to monitor which members are left out of the interaction. In the writing classroom, Lin (2006) opines that learners can collaborate during the joint construction stage whereby the learners for example can work together to construct a text. Others' regulation comes not only from the teacher but also from other students, as more expert peers guide others, or as students refer each other to features of the specific genre. The joint construction stage simulates real-life interaction directly aimed at providing opportunities for taking in the language and it is focused on the collaborative effort to learn to accomplish a purpose in the language.

#### **2.4.1.9 Feedback on written work**

Writing is essential for the purpose of lifelong learning and in order to make it a success, appropriate feedback is needed. Even though my study focused on the pedagogic approaches that the Grade 11 teachers use when teaching an argumentative essay, the issue of feedback is also one of the things that I focused on because it plays a major role in the improvement of the learners' writing. In the three writing pedagogies discussed in this study, which are the product, process and genre approaches, feedback is crucial in enhancing learners' language learning as it enables learners to reflect on their work. Murray (2009) indicates that the role of feedback is for developing learners' sense of self-efficacy and linguistic self-confidence, and ultimately their motivation. She further holds that feedback also helps learners to get a sense of their progress in language learning, and enables them to formulate achievable goals. Murray's views are similar to those in Namibia's curriculum which states that "the information gathered about learners' progress and achievements should be used to give feedback to the learners about their

strong and weak points, where they are doing well, and why, and where they need to try more, how and why’’ (Namibia. MBEC, 2010, p.31).

Hyland and Hyland (2006) indicate that approaches to second language writing pedagogy have traditionally attributed a primary role to feedback, whether generated by a peer, computer, or a teacher or whether occurring through error correction, self-editing, peer editing, or conferencing. Julius (2013) holds that linguistic accuracy and error correction are key aspects of written feedback. Ellis (2008) devised a typology which distinguishes options relating to how teachers give feedback to linguistic errors for example direct, indirect or metalinguistic feedback.

In the case of direct corrective feedback, the teacher identifies an error and provides the correct form (Bitchener, Young, Cameron, 2005). In terms of direct corrective feedback, Ellis (2008) in addition indicates that the teacher provides learners with a correct form using techniques such as crossing out an unnecessary word, phrase, or morphemes, inserting a missing word or morpheme, and writing the correct form just above or nearby the error. Ellis (2008) furthermore opines that direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. While the disadvantage of direct corrective feedback is that it requires minimal processing on the part of the learner and thus, although it might help them to produce the correct form when they revise their writing, it may not contribute to long term learning (p.99).

Indirect corrective feedback occurs when the teacher indicates that an error has been made by underlining or circling the error, but does not provide a correction, thereby leaving the student to diagnose and correct it, (Bitchener et al. 2005, p.16). Lee, (in Murray 2009) further indicates that research suggests that indirect feedback is more beneficial because it involves students more in attending to language form. Ellis (2008) also contends that many researchers prefer indirect corrective feedback to direct corrective feedback because it requires learners to engage in guided learning and problem-solving, and as a result provides the type of reflection that is ‘‘more likely to lead to long-term learning’’ (p.100).

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student’s writing, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (Lyster & Ranta 2007, p.47). This can be done in two ways: By far the most common is the use of error codes which consist of abbreviated labels or symbols which show the nature of the error and give a

clue to the type of correction needed. The teachers may also decide to take note of the linguistic errors in the text and provide a brief grammatical description for each error at the end of the text (Ellis, 2008).

Reid (as cited in Kalipa, 2014) asserts that a successful teacher response must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing. He further stresses that successful teacher feedback results in substantive and authentic improvements in students' perceptions and practice. Hyland and Hyland (2006) also indicate that feedback is a key component of teaching second language writing and teachers can assist students towards a better understanding of their texts, their readers, their writing processes, and their learning and so develop their awareness of writing and language use more generally. Crookes (in Murray 2009) in the same vein add that first, effective feedback is most useful if it focuses students' attention on their progress in mastering educational tasks. Second, feedback should take place when it is still clearly relevant. This usually means it should be given during the task or soon after the task is completed, with an opportunity also provided for the student to demonstrate learning from the feedback.

In the provision of feedback in the writing classroom, it is of vital importance that not only teachers play this role, but learners are also expected to collaborate with one another to review each other's work. Keh (1990) asserts that success in writing is encouraged through quality feedback either from the teachers, learners as an input that encourages learners to revise and improve on their writing. Richard (in Kalipa 2014) in addition contends that if for example learners are part of the reading of each other's drafts they can benefit from the process. He emphasised that if drafts are exchanged so that learners become peer readers of each other's work, by responding as readers, learners develop awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts. He concludes that feedback improves the writer's drafts and develops the readers' understanding of good writing. Tribble (as cited in Julius, 2013) also emphasises that the reason for learners sharing their writing is not merely for them to transcribe what others have said, but to make them feel comfortable to experiment in their writing, try out new ideas and new genres as well as share personal information and insights.

Even though peer review might be seen as ineffective in the writing classroom, Caulk and Devenney (1994 in Paulus, 1999) indicate that peer feedback and teacher feedback can complement (without contradicting) each other, with students at times being more adept at

responding to a learner's work as truly being in progress than the teachers who tend to judge the work as a finished product. Through peer review, students therefore have an opportunity to observe their peers throughout the learning process and often have more detailed knowledge of the work of others than do their teachers (Somervell (1993) found in Sluijsmans & Dochy et al. 1998).

Although Namibia's syllabus clearly indicates what should be taught, there is little said about how feedback should be given to the learners for them to check their progress. This means that the curriculum is not explicit enough to indicate to the teachers how feedback should be carried out on their learners' written work.

## **2.5. International research on argumentative writing**

Riley & Reedy (2005) indicate that the ability for young children to manage two opposing viewpoints is particularly challenging as it requires higher-order thinking skills. They further went on to emphasise that teachers need to spend time with children in discussing, researching and reflecting. This process deepens the learners' understanding and reaps the intellectual rewards.

Even though argumentative writing requires learners to adhere to stages and moves as indicated in Hyland's model in 2.3.1.1, researchers have found that argumentative writing development takes place differently at different stages of the child's life. Elson (2011) points out that learners from a young age are capable of quite elaborative reasoning. However, they are not taught how to channel their ideas into a comprehensive, cohesive text that accurately reflects their reasoning.

In the same vein, a study in America by O'Halloran (2014) considered argumentative writing produced by students in the fifth grade classroom who are bilingual, most with a first language other than English. The teachers exposed learners to the stages, or structural elements, expected in argumentation, with genre-specific scaffolds. Findings reveal that the fifth graders did not have a problem with writing their claims supported with evidence, but the only challenge was that learning to do so is an ongoing process which is influenced by a number of factors. Even though done with the fifth graders this study can be related to my Grade 11 study. The study suggests that writing is a process which needs genre-specific scaffolds in order for learners to acquire adequate knowledge about the genre. Teachers therefore in their practice have to make

more time for writing in order for them to teach writing because writing is an art which needs time in order to perfect it.

Correspondingly, in a writing workshop carried out in the United States to find out adolescents' argumentative writing skills, revealed that the biggest problem of adolescents is to put the spoken word to paper. In most cases their writing lacked the argumentative elaborations found in effective argumentative writing such as the offering of counterarguments to the position, rebutting counterarguments to their claims, and adding evidence to support their claims, (Felton & Herko 2004). Again, the teacher is still the one to play the role in order to enable the learner to argue in an organised way.

In research carried out to determine the development of argumentative skills in children aged 13-14 found that even young children show some competence in producing arguments in support of a claim, (Kuhn & Udell 2003). Nonetheless, serious weakness has been observed in the arguments of adolescence and young adults. Brem et al. (as cited in Kuhn & Udell, 2003) have similar sentiments with those expressed by Riley & Reedy (2005) above, as they indicate that adolescents are unlikely to construct a two-sided argument or to distinguish evidence and explanation in support of their claims, At the Level that my research was carried out is at Grade 11 Level which is an age range far beyond 13-14 which means that at Grade 11 the learners should be far more mature when it comes to arguments. Even though that is the case, such learners still need guidance as their results are poor as confirmed by the examiners' reports, therefore a strategy to teach these learners is crucial for them to grasp the conventions of argumentative writing.

Furthermore, in an action research study carried out in South Africa on argumentative writing in a Grade 9 classroom, Elson (2011) found that there is more to be done by teachers in order for learners to improve in argumentative writing. Her study was conducted with 30 Grade 9 learners using the process-genre approach to teach argumentative writing. Even though she reports that there were improvements in her learners' writing of argument, she still insists that:

it is essential that learners are exposed to a range of genres and they should construct a variety of text types themselves that reflect the different purposes of their writing for them to develop their critical language awareness in order to understand the importance of structuring language to effect their purpose; mastering this will enable them to construct an argument which is persuasive enough. (p.15)

In China, a research project on three-part argumentative writing for English majors was carried out in order to test students' ability to use English as a foreign language. The study revealed that the arguments written by the students were not fully developed: the structure was not rigorous with no topic sentences in paragraphs or obvious relationships between sentences and paragraphs; the beginning and the end of the essay were not in agreement with each other or self-contradictory and the essay also lacked coherence. Above all, the Chinese students like to shift the pattern of Chinese narrative to English argumentative writings (Mingli 2012). Even though the above study involved university students, older than the Grade 11 learners I worked with, it can relate to mine because in my study the learners were also not native speakers of English.

In a similar study Wingate (2011) in King's College in Britain explored students' understanding of the concept of argument, and found that students had partial or incorrect concepts of argument when they enter university. She stated that there was a need to teach the formal schemata of essay writing from early in the university and to eradicate some misconceptions from students' previous writing experience. Furthermore, the study recommends explicit teaching of argument and suggests that the way an argument is developed should be its starting or central point. In order to develop sound argument students should be taught to establish a position, support it with different points of view (evidence) to explain why they are taking that position and in the conclusion summarise their previous position again as advocated by Hyland (1990). Even though Wingate's study was carried out at university Level, I can still relate it to my study as the writing competency of students at university Level is determined by the pedagogic approaches of their English teachers at secondary Level.

Based on the above findings, one can conclude that learners' writing is determined by the text type to be written and this will be up to a competent teacher who is able to plan and carry out such a lesson. In the above studies it is clear that argumentative writing is one of the most complicated genres to acquire and thus Namibian children are not an exception. It is also clear from the findings that the development of ideas when writing is a challenge to children at a young age and it is a skill which develops with time.

### **2.5.2 Current research on writing in Namibia**

Even though there is no research thus far done specifically on argumentative writing in Namibia, there are various research projects on writing which are useful to this study. Du

Plessis (2012) carried out a research study to understand why first year students of the foundation phase programme improving their English symbols at the University of Namibia were performing poorly in their academic writing skills. In order to gain insight on why they were not doing well in their academic writing, she interviewed five teachers on their ways of teaching writing in different regions in Namibia. Out of the five teachers, three indicated that they announce the topic of the essay and analyse or explain the topic. Another teacher said that learners generate their own ideas without assistance from teachers. On the other hand, two of the three teachers allow time for planning in the form of writing down notes of the ideas after the teachers have provided a simple example. One teacher believes that pre-writing activities are a waste of time since learners are not committed enough to do that activity.

From Du Plessis' study it is clear that teachers use different methods to teach writing. Some focus on the process approach which emphasises the generation of ideas where the learners write drafts, peer review and revise their written work in order to have a written product which demonstrates their ideas, (Badger & White 2000). Du Plessis above only asked teachers about their practices verbally, but did not observe the way they teach to confirm what they said as some teachers might not do what they say they do. In my study I interviewed them and then observed their pedagogic practices in order to find out about the mismatches between the espoused and enacted curricula.

In a study in Namibia, Benjamin (2004) probed learners' poor academic performance in English and suggested that poor instructional strategies could be one of the causes. She added that many teachers could also not interpret the syllabus which confirmed Nyathi's (2001) study. Based on the subject policy guide for English Grade 5-12, a syllabus is an important document which plays a major role in teaching. The subject policy document emphasises that teachers should be well-acquainted with the syllabus content and teach the syllabus and not the textbook (Namibia. Ministry of Education [MoE], 2009). If teachers do not have the skill on how to implement the syllabus, it jeopardises the teaching as they will not be able to plan well so that they can incorporate the necessary objectives and competencies which would lead to poor results as indicated by Benjamin (2004) above. Even though Benjamin indicated that there is poor performance in English, in her study she did not specify any particular area of focus. In my study, therefore, I looked at argumentative writing to find out not only how teachers interpret the syllabus, but how they teach that specific skill as it is one of the skills which is poorly performed as per the Examiner's reports in Chapter 1 & 2. The pedagogic approaches



as discussed earlier in section 2.4.1 in the writing classroom play a major role in learners' performance because what teachers teach is mostly what learners write.

Another study carried out by Nyathi (1999) investigated constraints encountered by teachers in teaching English in Namibian secondary schools. He states that teaching writing is the most problematic area experienced by teachers. The writing area is followed by speaking, listening and reading. This sounds logical that the receptive skills are easier to teach than the productive ones and that is probably why more weight is allocated to the writing domain in the syllabus than to the receptive skills, for example listening and reading. A later study by Nyathi (2001), examined constraints experienced by local teachers in teaching English Second Language (ESL) writing and revealed that many of the ESL teachers did not understand the academic writing expectations of the communicative syllabus. It further showed that Namibian teachers still apply traditional teaching methods which rely heavily on activities such as controlled exercises, drill and rote learning. My research extended Nyathi's research by not only exploring the constraints encountered by teachers in a Second Language classroom when it comes to writing in general, but I focused on argumentative essay on Higher and Ordinary Level specifically by looking at their understanding and how that understanding affects their classroom practices. My study on argumentative writing will be the first of its kind in Namibia and therefore will reveal findings which would contribute positively to the teaching of this specific genre.

## **2.6 Concluding remarks**

This chapter outlined contextual information about the study in order to give an overview of the teaching of argumentative writing in Namibia. It has highlighted key concepts of argument and then further looked at structural elements of an argumentative essay. Literature on the various approaches to teaching writing which might have been used by the teachers has been explored as well. In line with pedagogy and in order to find out what the teachers are expected to do when teaching argumentative writing in Namibia, the expectations of the Namibian curriculum in terms of writing were also explored. Lastly, the chapter focused on the research into the writing of argument both internationally and locally in order to understand other factors which might have an influence on the teaching of the topic. The next chapter is the methodology.

## **Chapter 3: Research Methodology**

### **3.1 Introduction**

As an English teacher, I discovered that learners find the argumentative essay the most difficult to write as it does not require them to narrate but think critically about issues. These prompted me to look into the pedagogic practices of two Grade 11 teachers at Higher and Ordinary Levels when teaching this genre because if they are poor, they may contribute to poor performance as indicated in the examiners' report in (Section 1.2). Thus, as a concerned teacher, I conducted a case study to get an in-depth understanding of the teachers' pedagogic practices and how it affects argumentative essay writing.

What follows in this chapter is an outline of the research design orientation, and the research process followed in conducting this study. Firstly, I describe the background of the research, and provide reasons for its importance and appropriateness. This section also discusses particular research approaches that were used in the study. The research objectives, research site, participants and data gathering procedures (instruments and methods) are outlined. In concluding this chapter, I explicate the ethical considerations.

### **3.2 Research design and orientation**

Research design is a plan of how the researcher will systematically collect and analyse the data needed to answer the research question (Bertram & Christiansen 2014). This study is an interpretive qualitative case study focusing on the practices of two Grade 11 secondary school English teachers.

#### **3.2.1 Interpretative paradigm**

The study was informed by an interpretive paradigm which Cohen, Manion, & Marrison (2007) state it is aimed at providing rich descriptions of the phenomenon and if possible, developing some questions as well. Cohen et al. (2007) further indicate that the interpretative paradigm strives to view situations through the eyes of participants, to catch their intentionality and their interpretation of frequently complex situations, their meaning systems and the dynamics of the interactions as it unfolds. Thus, this approach enabled me to understand the genuine situation in the classroom during the teaching of argumentative writing in the Grade 11 classroom. It

further enabled me explore the interactions that took place between the teachers and learners in the two classrooms in order to reach a conclusion on the pedagogic approaches used by the two teachers.

### **3.2.2 Qualitative research**

I used the qualitative research method to get rich in-depth data for the purpose of understanding more about the pedagogic approaches used by the Grade 11 Ordinary and Higher Level teachers in teaching an argumentative essay. According to Johnson & Christensen (2012), qualitative methods give a detailed perspective and understanding about individuals within a context.

Qualitative research is designed to ensure a close fit between the data and what people actually say and do. By observing people in their everyday lives, listening to them talk about what is on their minds, and looking at the documents they produce, the qualitative researcher, obtains first-hand knowledge of social life unfiltered, (Taylor, Bogdan & De Vault 2015). Similarly, Johnson & Christensen (2012) state that the qualitative researcher:

...uses a wide -and deep-angle lens, examining human choice and behaviour as it occurs naturally in all its detail as they do not want to intervene in the natural flow of behaviour. They try to understand multiple dimensions and layers of reality by spending a great deal of time studying many aspects. (p.377)

In my case, I spent some time at the two secondary schools so that I understand multiple dimensions including the two teachers' understanding of argumentative writing and how their understanding impacts their classroom practices. From my interviews and observations, I was able to have an in-depth understanding of the teachers' practices and different aspects which contribute to their teaching approaches.

### **3.2.3 Case Study**

I opted to use a case study for my investigation of the two Grade 11 teachers' ways of teaching argumentative writing, for as Patton (2002) explains, a case study identifies and describes practices, beliefs, attitudes and perceptions, opinions, feelings and knowledge. A case study is suitable because it gives more details about teachers' ways of teaching as well as the feelings about their practices. Furthermore, a case study is appropriate because it enabled me to explore

teachers' opinions on how their pedagogic practices differ due to the influence of different factors such as teaching experience, school contexts and learners' backgrounds.

Cohen et al. (2007) in addition contend that case studies investigate and report the complex dynamic and unfolding interaction of events, human relationships and other factors in a unique instance. In this study, each teacher's pedagogic practice will be regarded as a unique case where some differences and similarities might emerge depending on factors such as the type of learners, number of learners per class and teacher experience.

### **3.3 Research site**

The study was conducted in two Grade 11 classrooms at two different secondary schools in the Oshikoto region. The two schools I coded School 1(S1) and School 2 (S2). The two teachers who participated in the study were also coded Teacher 1 (Mr. Fish) and Teacher 2 (Ms. Given). It was necessary to use pseudonyms in order to comply with the ethical principle of confidentiality which according to Cohen et al. (2007) involves researchers not making the participant identity known to the public even though the researcher might know who provided the information. Both schools are in Oshikoto region, one secondary school is a government school situated in a rural settlement, while the other school is private school in a town. Even though one school was a private and the other government, they are all guided by the same education act of (2001) as well as the same Ministry of Education Curriculum (2010). In School 1 there was 41 learners in the classroom on Ordinary Level. In School 2 which is on Higher Level there were 8 learners, a number which was not fixed since at the beginning of the year there was a strong possibility for those not performing as per the Higher Level requirements to be shifted back to Ordinary Level.

The majority of the learners in School 1 are from rural primary and junior primary school with poor English background both at home and in their school environment. In most cases they are only exposed to English usage at secondary school as they sometimes get to watch television and surf the internet. Lumbu (2013) investigated the constraints experienced by ESL teachers in teaching Grade 10 English as a second language in rural combined schools in Namibia in a region called Oshana. He concluded that ESL teachers in rural areas encounter constraints ranging from language proficiency to lack of materials and support. He went on to argue that some of the constraints encountered may be similar to those encountered by their urban counterparts. The difference is the availability of support networks, library resources and

information communication technology (ICT) facilities. His study could be related to mine because Oshikoto and Oshana are close to one another with similar learning environments. The learners from School 2 are from better backgrounds exposed to English from lower grades as many have come from private primary schools as well. The ethnic make-up of the teacher and learner population is entirely Oshiwambo in School 1. In School 2 the English teacher is Shona and the majority of the learners are Oshiwambo with the exception of one Shona girl in the class. The teacher from School 1 is female while the teacher from School 2 is male. Both teachers have more than 15 years' teaching experience.

School 1 was to my advantage because it was my duty station, but School 2 was more than 20 km from where I work. I had no near choice as not many schools in the region had Higher Level because of its challenging nature as stated in Chapter 1. Selecting Grade 11 was my area of interest also because I teach Grade 11 currently and I am confronted by challenges because of the learners from rural areas who come to secondary school with poor writing skills especially in argumentative writing. Doing research in the Grade I teach will help me grow professionally as I will be able to reflect on my practice and where possible improve. Furthermore, I chose Grade 11 because in Namibia the syllabus component covers two years from Grade 11 -12 and so I wanted to find out how the Grade 11 teachers taught their learners argumentative writing as this genre was going to be assessed in Grade 12.

### **3.4 Sampling**

Cohen et al. (2007) indicate that researchers endeavour to collect information from a smaller group or subset of the population in such a way that knowledge gained is representative of the total population under study. The smaller group or subset of the population is what is called the sample. Johnson & Christensen (2012, p.231) describe purposive sampling as “a procedure that places the researcher at an advantage during data gathering to have access to knowledgeable people i.e. those with in-depth knowledge about particular issues, maybe by virtue of their professional role, power etc.”. Purposive sampling was suitable as I used the critical case sampling under which according to Johnson & Christensen (2012) involves selecting participants who are most likely to provide the information being studied. The critical case sampling in this study enabled me to select teachers who have teaching experience of more than three years because they will be able to provide insight into the teaching of argumentative writing which can be generalised to other schools in the region. I also chose those with three

years teaching experience and more because I believe those years are sufficient for the teacher to be grounded in an approach to the teaching of argumentative writing.

The reason why the two teachers from different Levels were chosen was to focus on the differences and similarities of their pedagogic approaches since the two Levels have different abilities of learners as well as the numbers of learners in each class. The Higher Level learners were selected to be part of the specific class based on their abilities and therefore their classes were often smaller compared to the Ordinary Level. Important to note about the two Levels is that the syllabus expectations are the same in terms of aims and competencies, but the only difference is the length of written pieces as Higher Level requires learners to write more compared to Ordinary.

### **3.5 Data gathering techniques**

In this study, multiple data gathering techniques were used, namely, interviews, observation and document analysis at different Levels of my study. For the context, the curriculum documents such as the Namibian National Curriculum, and English Second Language Grade 11-12 syllabus and the Grade 12 English Second Language Examiners' reports were used. In the main phase I used lesson plans (Q1), learners' workbooks (Q4) and lesson observations (Q2 & 3) as well as semi-structured interviews in order to address research questions 1, 2, 3, and 4.

Data gathering was done in five phases as follows:

**Phase 1** – Documentary evidence – Curriculum documents, Examiners' Reports, lesson plans and English Second Language Grade 11-12 syllabus. Analysis of these documents was done in order to find out what they say in terms of argumentative essay writing as well as methods suggested in teaching the topic. I also needed to establish whether teachers' planning is in line with the syllabus expectations in terms of argumentative writing. Examiners' Reports were analysed in order to find out how learners are performing in argumentative writing.

**Phase 2** – I piloted my interview questions with a Grade 11 English teacher who was not part of the main study. The pilot study was done in order to test the data gathering tools and make adjustments where necessary.

**Phase 3** – Interviews – to get teachers’ views on their pedagogic approaches in teaching the genre as well as the possible challenges they might face in the teaching process. The interviews addressed research question 1: What are the Grade 11 teachers’ understandings of an argumentative essay?

**Phase 4** – Classroom Observations of teachers’ classroom approaches when teaching argumentative essay to validate the interview data. This phase addressed research questions 2 and 3: How do these understandings impact on their classroom practices in the teaching argumentative essay? What pedagogic practices do the Grade 11 teachers use to teach argumentative writing?

**Phase 5**- Learners’ workbooks were analysed in order to compare learners’ argumentative essays to better understand potential differences and similarities in their performance on Higher and Ordinary Level as well as to see the impact of the teachers’ teaching approaches on the learners’ writing. This addresses research question 4: What role do these classroom practices play in the development of learners’ writing of an argumentative essay?

### **3.5.1 Documentary evidence**

Documentary evidence according to Creswell (2012) is the analysis of all types of written communications that may have relevant information about the problem under study. I used the Namibia (Namibia. Ministry of Education [MoE], 2010), the English syllabi for Higher and Ordinary Level, the Examiners reports for Grade 12, (2011-14), teachers’ lesson plans as well as learners’ workbooks.

The main aim of using the curriculum documents was to find out the stipulated expectations when it comes to teaching in Namibia. I further examined the syllabus expectations which were helpful as it enlightened me by giving insight on basic competencies which need to be covered on the topic of argumentative essay in Grade 11. Furthermore, four learners’ workbooks on Higher Level were also checked, while on Ordinary Level 10 books were checked to see how the essay was marked and how learners with different abilities performed. During the analysis, logical development and linguistic features were also assessed. The book number varied due to the fact that Higher Level had only eight learners and therefore I took a sample of 4 learners while Ordinary Level since they are 41, I took ten books as my sample. In addition, I also checked teachers’ lesson plans in order to see whether teachers’ planning was supportive enough to ensure that learners were assisted in order to learn the argumentative essay. When I

analysed the lesson plans, I focused on all components such as the introduction which should include learners' prior knowledge; various lesson tasks and learner engagement; as well as the conclusion which should indicate the types of activities given to the learners.

### **3.5.2 Interviews**

As (Bertram & Christiansen 2014) put it, an interview is a conversation between the researcher and the respondent. They further indicate that interviewing can enable the researcher to probe in order to obtain more detailed information if the respondent has not given sufficient detail initially. Thus, in this study semi-structured interviews were used in order to generate qualitative rich data sets. Miles & Huberman (1994) point out that semi-structured interview is a method where both the interviewer and interviewee have opportunities to discuss and explore particular themes of their interpretation from their own points of view.

Before I observed the teachers teaching argumentative writing, I conducted semi-structured interviews in order to find out about the teachers' conception and experiences as well as the challenges they face when teaching an argumentative essay to the Grade 11 learners on Higher and Ordinary Level. The main reason for carrying out interviews before the lesson observation was to find out whether what the teachers said during interviews is what they do in class during their teaching. Semi-structured interviews were helpful for me, as Cohen et al. (2007) indicate, semi-structured interviews enable the interviewer to prompt and probe, press for clarity and elicitation, to rephrase questions to make it easy for the interviewee to grasp them, summarise where necessary and to check for confirmation particularly if the issues are complex or vague.

I had some set questions (Appendix 2C) before the interview, but based on some responses from respondents I probed further to get in-depth data for the study. All the interviews were carried out in English mostly during the teachers' spare time. An audio recorder was used in order to record the interviews and they were transcribed in full.

### **3.5.3 Observations**

Bertram & Christiansen (2014) describe observation as a process in which the "researcher goes to the site of the study and observe what is taking place there in order to get first-hand information" (p.84). Cohen et al. maintain that the distinctive feature of observation as a data collection tool is that it offers the researcher the opportunity to gather 'live' data from naturally occurring social situations (2007, p.396). Likewise, Johnson & Christensen (2012) assert that



observations are done for exploratory purposes in a natural setting in order to obtain information about the phenomenon of interest.

I observed a total of six lessons for Teacher 1 and Teacher 2, three lessons for each. My main focus during observation was to establish the teachers' pedagogic approaches in teaching the argumentative essay to the Grade 11 learners on both Higher and Ordinary Level from the beginning to the end of the lessons.

Each lesson was both audio and video-recorded so that I could back up and also to ensure accuracy. I also used an observation schedule as a guide, in order to note any other useful data in my observation schedule. In order for me to focus freely on the observation schedule, I positioned both audio and video recorder on a table next to me in front of the class and only checked them at intervals to see if they were still recording. On the observation schedule, I included the following: how the lesson is introduced; the teaching and learning of the topic. During the teaching and learning, I looked at the content of each lesson, focusing on how and whether the different stages of Gibbons' Curriculum Cycle were used or not used. During the lesson I looked at how the teacher guided learners on the argumentative essay writing conventions and linguistic features in relation to the social contexts in which they function, as well as their purpose. The type of activities given and how the teacher guided learners in order to facilitate learning also formed part of the observation. In observing the teaching of grammar in the two classrooms, my aim was to establish whether teachers use text models as advocated by Gibbons (2002) when teaching grammar. Observation enabled me to get insight into various teaching methods employed by the two teachers as they assisted learners to grasp the argumentative writing. The other purpose of observation was to ensure triangulation. Johnson & Christensen (2012, p.206) indicate that "observation is an important way of collecting information about people because people do not always do what they say they do".

Days prior to my observation day I went to Teacher1's class to accustom myself with the classroom environment. I identified the most suitable area to sit during the observation period and I also tested my recording instruments, the audio and video recorder. I also took note of the features in the class such as the seating arrangements as well as the location of the chalkboard. I could not familiarise myself with Teacher 2's classroom before the observation date, but upon arrival on the observation day there was no challenge about where to sit because there was sufficient space given the fact that there were only 8 learners.

In addition, I used the non-participant observation strategy to minimise the effect that I might have in the classroom since a video and audio recorder were used. In this case, I was seated strategically in front of the classroom with my observation schedule and the audio and video recorder in order to record what was going on during the lesson without participating in what was being done. As a non-participant observer I avoided contact with learners by neither talking to them nor reacting to what occurred in the classroom. I am not saying that my presence had no impact on the classroom events, but I tried by all means to minimise it. Bertram & Christiansen (2014) indicate that the researcher might acknowledge that their presence will have some effect, but should try to have minimal effect on what is being observed by avoiding showing any reaction to what goes on.

### **3.6 Pilot study**

Cohen et al. (2007) state that it may be better to carry out a pilot study and uncover some of the problems in advance. Cohen et al. (2007) further states that piloting is one of the factors that promotes validity stating that “a pilot should be carried out to ensure that observational categories themselves are appropriate, exhaustive, discrete, unambiguous, and effectively operationalise the purpose of the research” (p.41). The reason for the pilot study was to refine my instruments in order for me to work with ease during the main study. I conducted a pilot study with a Grade 11 teacher from School 1 who was not part of the main study. The teacher’s lesson plans, learners’ workbooks and his lesson presentations were observed. Semi-structured interviews were also conducted with the teacher.

Through the pilot study I was able to find out that some semi-structured interview questions for example question 3 required more follow up questions (Appendix 2A). The pilot study further enabled me to find a better way to operate my research equipment, the audio and video recorder especially on the volume and positioning which gave me confidence and certainty to work with them during the main study.

### **3.7 Data analysis**

Data analysis in qualitative research “involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants’ definitions of the situations, noting patterns, themes, categories and regularities” (Cohen et al. 2007, p.461).

Responses from the semi-structured interviews were transcribed verbatim and analysed using the genre theory to identify the differences and similarities. With my research questions in mind, I critically analysed if what was said in the interviews matched with what the teachers did practically in class.

In order to find out the impact of teachers' pedagogic approaches on learners' work, I analysed learners' argumentative essays. When analysing the written work, I focused on the extent to which Hyland's (1990) model of argumentative writing was incorporated in learners' essays taking into consideration the introduction, thesis and the conclusion. When checking learners' written work, attention was also given to the aspect of grammar whereby I concentrated on the connectives to link ideas.

Vygotsky's (1978) social constructivist theory was used as a meta-theory in order to strengthen more fine grained data analysis. The Curriculum Cycle with its four stages namely, building knowledge about the field, modelling the text, joint construction and independent construction was helpful to analyse the data because the teaching and learning activities were observed in a natural setting. During data analysis I was keen to find out the extent to which the four stages of the Curriculum Cycle were incorporated into the lessons of the two teachers.

### **3.8 Validity and trustworthiness**

Validity as Cohen et al. (2007) indicate is an important key to effective research because if a piece of research is invalid, then it is worthless. Furthermore, Joppe in Golafshani (2003, p.599) affirms that,

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will get answers in the research of others.

In order to ensure validity triangulation was used in this study. Bertram & Christiansen (2014) state that triangulation refers to collecting data from a number of different sources. They further indicates that triangulation enables the researcher to see if the data that is collected from one source confirms or contradicts the data which is collected from a different source. I therefore ensured triangulation in this study by using multiple research instruments: interviews, observations and documentary evidence in order to find out whether what the teachers said in

the interview was what they practised in the classroom when teaching an argumentative essay. According to Cohen et al. (2007, p.141),

Triangulation techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint... Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.

In this case therefore, triangulation was sought to eliminate errors when it came to data analysis by ensuring that I was able to compare responses from one data source to another, for example confirming what was said in the interview with what was done during observation.

### **3.9 Ethical Considerations**

Various ethical issues were considered by me as a researcher before embarking on the research. Leedy and Ormrod (2010, p.101) state that whenever human beings or other creatures with potential to think, feel and experience physical or psychological distress are part of the investigation, we must look closely at the ethical implications of what we are proposing to do. Erickson (1998, p.116) further suggests that “researchers are obliged ethically to anticipate what will be done in data collection, analysis and reporting during the study”. He in addition recommends written agreements when the conditions of the research are specified. This suggests that I was obliged to get permission from the Ministry of Education, the principals of the participating schools, the teachers as well as the learners and parents’ consent.

As stated earlier, I wrote to the regional Directorate of Education in Oshikoto region in northern Namibia to get permission to carry out the research in the two schools. Formal letters (Appendix 1B and 1C) seeking permission were also written to the school principals of the two schools as well as to the two teachers who were part of the study. The letters informed the participant teachers of the purpose of the research and they were also told that all information would be handled with confidentiality. I also wrote letters to the parents of the learners involved to ask permission for their children to be part of the study.

The aims of the research were clearly stipulated and it was emphasised that all information was to be kept private as pseudonyms were used so that no information would identify research participants. Participant teachers and learners were also told that they were free to withdraw from the research at any point if they so wished. The videotaped lessons were not leaked to

anyone. The assurance that all information would be kept confidential gave the participants confidence that their identities were protected and all in fact remained part of the study until its completion. It is also important to note that in the end before the research was carried out, all participants had signed consent forms.

### **3.11 Concluding remarks**

In this chapter I have outlined the research design and methodological orientation which was the qualitative case study informed by an interpretive approach. The research questions were outlined followed by the sampling procedure used in the study. I have further also spelled out the data gathering instruments which are the documentary evidence, interviews and observations which enabled me to generate data to answer the research questions in 3.3.1. This chapter also explained how data was validated to ensure quality and trustworthy. The next chapter is the presentation and analysis of data gathered during the research process.

## **Chapter 4: Data presentation and analysis**

### **4.1 Introduction**

In this chapter I analyse the data and discuss my findings which were obtained from interviews, observations and documentary evidence. As indicated earlier, the aim of this research was to better understand the pedagogic practices of two Grade 11 teachers to teach argumentative writing on Higher and Ordinary Level respectively. The research questions which guided the study were:

- What are the Grade 11 teachers' understandings of an argumentative essay?
- How do these understandings impact on their classroom practices in the teaching argumentative essay?
- What pedagogic practices do the Grade 11 teachers use to teach argumentative writing?
- What role do these classroom practices play in the development of learners' writing of an argumentative essay?

I combined various theories in order to create a framework to address the above research questions. Gibbon's Genre theory focused my analytical framework of teachers' pedagogy by using the four stages of the Curriculum Cycle namely: building knowledge of the field, modelling the text, joint construction and independent construction as key concepts to analyse classroom observation, interviews as well as lesson plans data. In addition, Hyland (1990)'s model of argument was used to analyse learners' essays. Also, in order to strengthen the data interpretation and discussion, literature on various teaching strategies such adaptive teaching, collaborative learning were considered. In addition to literature, I also used personal professional opinion.

#### **4.1.1 A comparison of the two teachers' understanding and pedagogic practices of argumentative writing**

Even though the two teachers teach at the same Grade Level, similar years of experience and using the same syllabus, one would expect similarities and differences both in their understanding of argumentative writing and their teaching approaches of the topic. Therefore, in this section I compared the two teachers' understanding of argumentative writing and pedagogic approaches to teaching the topic to Grade 11 learners using interview data. As I have indicated earlier in 4.1, I used the key concepts of the genre theory by Gibbons (2002) in

order to have a deep understanding of the two teachers' pedagogic practices from data such as interviews, classroom observations and from lesson plans. In the second section of my data analysis I used Hyland's (1990) model to analyse learners' written work from each teacher.

Responding to research question 1, *what are the teachers' understanding of an argumentative essay?* I drew from the interview data. In my analysis of this data, I discovered that the two teachers have a sound understanding of the purpose of an argumentative essay as shown in the following interview extracts.

**Extract 1: The purpose of argument from Mr. Fish's interview.**

**R:** The first question I want to ask you is: What is your understanding of argumentative writing.

**Mr. Fish:** I understand it as one of the most challenging topics in the teaching of English. I say so because most learners prefer a narrative because it falls within their understanding and experiences, but with the argumentative essay they are scared by the controversy which surrounds the topic. It is a topic which requires to persuade the audience to agree with the views of the learners and that is not an essay thing while telling a story is just very easy.

**Extract 2: The purpose of argument from Ms. Given's interview.**

**R:** Firstly, briefly what is your understanding of an argumentative essay?

**Ms. Given:** A piece of writing meant to convince or to persuade someone that what you say is right or for you to convince him/her to believe what you want to say.

It is clear from the two interview extracts that Mr. Fish and Ms. Given's understanding of the purpose of an argument resonates with Hyland (1990: 68) who states that an argumentative essay is defined by its purpose which is to persuade the reader of the correctness of a central point even though they expressed it differently.

Furthermore, the aspects that the teachers focus on also play an important role in making learners understand the topic, as the two teachers indicate in Extract 3 and 4 below.

**Extract 3. Mr. Fish on the aspects he focuses on during the Argumentative Writing lesson**

**R:** What do you focus on when you teach argumentative essay?

**Mr. FISH:** When I teach argumentative writing I mainly focus on the understanding by the learners. I make sure that learners understand the topic under discussion because the truth is

when you have no knowledge of what you are talking about then there is no way in which you can write about that thing.

In Extract 3 Mr. Fish clearly states that he ensures that learners understand the topic, while Ms. Given on the other hand expressed herself on the same issue as follows:

**Extract 4 Ms. Given's on the aspects she focuses on when teaching Argumentative writing.**

**R:** Which aspects do you focus on when teaching argumentative writing?

**MS. GIVEN:** I focus on the heading, the introduction, the body and the conclusion

In Extract 4 above, Ms. Given responded that she focuses on the four structural components when teaching an argument. Her response resonates with Hyland's (1990) model which indicates that the structure of an essay is divided into the components, introduction, body and conclusion.

From Mr. Fish and Ms. Given's response it is worth noting the aspects that were not covered. Firstly the issue of audience was not addressed in terms of the genre of argument whereby the learners are expected to optimise opportunities to discover meaning to anticipate their audience/readers, (Hyland 1990). Secondly, and more importantly, the two teachers did not mention any issues of rhetorical structure of an argument.

#### **4.2 The impact of teachers' understanding on the teaching of argumentative writing**

In this section I respond to research questions 2 and 3, which focuses on how the teachers' understandings impact on their classroom practices in the teaching of argumentative writing by specifically looking at the type of pedagogic practices used by the Grade 11 teachers to teach argumentative writing.

#### **4.3 Building knowledge of the field**

It is important to note that Mr. Fish understands the difficulties of teaching an argument in English as he mentioned in the first three lines of Extract 1 yet, in his teaching of argument to Grade 11 learners, his understanding does not come out clearly in his provision of feedback when building knowledge of the field with the learners as shown in Extract 5 below.



**Extract 5: Day 1- Lesson Observation of Mr. Fish on purpose of an argument**

- 1 MR.FISH: You are all done now? Right let us go through it again together, I want to find out what type of essay is that?  
*(Learners start to shout answers randomly)*
- 2 MR.FISH: No, I want hands, Yes.... *(pointing at Ivali)*
- 3 IVALI: Argumentative essay.
- 4 MR.FISH: Yes, *(writes on the board)* 'argumentative essay'. You saw it quickly. Why did you call it an argumentative essay, why... why did you say it is argumentative?
- 5 NHATU: It is an argument because the writer is trying to persuade someone about something.
- 6 MR.FISH: She says the writer is trying to persuade people about something. Is it so? What about another one?
- 7 *Ls: (Goes quiet, no one seems to have an answer to the question)*
- 8 MR.FISH: This will help you when you come across a group of questions which you are going to do of course. To call it an argumentative essay it must have some qualities, what is it? Yes... *(Pointing at Eyal)*.

This lesson segment followed a reading of a hand-written essay that Mr. Fish used to model an argument (see Appendix 5A). In Utterances 1-4 the teacher involved learners in the lesson by asking them to describe the purpose of an argument in order to build their knowledge of the field. Mr. Fish in his scaffolding techniques probed learners to think about their answers as shown in Utterance 5 by asking them to give reasons why they are saying it is an argumentative essay. This step is crucial in understanding an argument as a genre which learners answered correctly and then he confirmed the correctness of the answer. He further went on to build on their knowledge of the field by asking its purpose, but failed to confirm the answer from the learner in Utterance 6. In his practice there are issues of feedback that one can take note of, such as the use of questions such as 'Is it so?' which does not clearly confirm whether the answer was correct or wrong. As a result, learners seemed confused and not responding. Very interesting to note is that he went on with more questions on the qualities of an argument in Utterance 9 without exploring explicitly the purpose in detail by building on the learner's answer in Utterance 6 or confirming the correctness of it. Now, based on the above teacher learner interaction in data in Extract 5, there is a mismatch with his response in interview in Extract 3 because throughout his teaching of argumentative writing he does not go back to clarify the purpose of an argumentative essay.

Ms. Given, on the other hand, practiced explicit teaching to ensure that learners understood before she moved on to the next point. This is demonstrated in Extract 6 below.

### Extract 6: Day 1- Lesson Observation of Ms. Given on purpose of an argument

- 1 Ms. GIVEN: When we talk about argumentative essay or argumentative piece of writing what do we refer to, heeeeh? What do you refer to? Your own understanding of argumentative essay. Yes (*pointing at a learner*).
- 2 MISHE: The essay which requires options.
- 3 Ms. GIVEN: The essay which requires options, is that all?
- 4 Shorty: (*Raises his hand*)
- 5 Ms. GIVEN: Mhhhhh (*Pointing at the learner*)
- 6 CHAMPY: The essay which requires you to write whether you are for or against.
- 7 Ms. GIVEN: The essay which requires you to argue whether you are for or against, yes you are right. Eehm, the argumentative writing we say in short we say (*writes on the board*) 'An argumentative essay is a piece of writing meant to persuade or to convince someone to think the way you do in other words to agree with you or to believe in what you say'. Ok, Aaahm it is just like any other essay, so which things do you need to put into consideration when writing an argumentative essay?

Anghileri (2006) indicates that teachers should practice probing questions in the classroom in order for the learners to expand on their own thinking. In Utterances 1 and 3 above, it is clear that Ms. Given scaffolded learners by probing them on the purpose of argumentative writing in order for the answers to come from them. She did not move on before she exhausts the point being discussed, so she makes sure that she elicits their prior knowledge and builds knowledge by adding extra information to the learners' answers as indicated in Utterance 7. She further states that this did not only got learners to participate in class, but it helped the teacher to gain insight into learners' thinking which promotes learners' understanding of the topic.

It is important to note that in Extracts 5 and 6 the classroom observation revealed that both teachers involve learners' prior knowledge which they use to lay a foundation before going deeper into the lesson. The curriculum document stipulates that learning in school must relate to, involve and extend learners' prior knowledge and experience (Namibia. MoE, 2010).

Similarly, Ms. Given also introduced the argumentative topic to the learners on the first day of the lesson observation which corresponds with Gibbons (2002)'s first stage of the Curriculum Cycle. As shown in Extract 7 below, Mrs Given also ensures that learners' prior knowledge is evoked through various questions.

**Extract 7: Day -1 Lesson Observation of Ms. Given on building on learners' prior knowledge**

1. MS. GIVEN: I don't know if it was a week or two weeks ago we did a shorter piece of writing and it was a friendly letter. The next piece of writing we are going to do today is the (*writes on the board*) argumentative essay. I hope we are not doing argumentative essay for the first time, when we talk about argumentative essay or argumentative piece of writing what do we refer to, heeccc? What do you refer to? Your own understanding of argumentative essay. Yes (*pointing at Mishe*).
2. MISHE: The essay which requires options.
3. MS. GIVEN: The essay which requires options, is that all?
4. ESSIZI: (*Raises his hand*)
5. MS. GIVEN: Mhhhhh (*Pointing at the learner*)
6. ESSIZI: The essay which requires you to write whether you are for or against.
  
7. MS. GIVEN: The essay which requires you to argue whether you are for or against, yes you are right. Eehm, the argumentative writing we say in short we say (*writes on the board*) 'An argumentative essay is a piece of writing meant to persuade or to convince someone to think the way you do in other words to agree with you or to believe in what you say'. Okay, Aaahm it is just like any other essay, so which things do you need to put into consideration when writing an argumentative essay?

In the above Extract 7, it is clear that Ms. Given ensures that learners are involved in the lesson right from the beginning by ensuring that she asks learners to engage in the discussions by asking them questions to evoke their prior knowledge. In the above Extract 7, Ms. Given in Utterance 1 asked learners what an argumentative essay is and Mishe answered in Utterance 2, which was wrong. She probed the learners further by asking them to think deeper about more options on what argumentative essay is about to which Essizi answered in Utterance 6. Ms. Given in Utterance 7 then confirmed that the answer of the learner in Utterance 6 was correct.

Even though both teachers did their best to tap from learners' prior knowledge, I discovered that there was a lack of adaptive teaching in Mr. Fish's pedagogic practice compared to Ms. Given. Parsons (2008) states that adaptive teaching involves being flexible enough as teachers to accommodate the complexity of classroom situations that may arise during teaching. In his teaching, Mr. Fish continued being inflexible in most parts of the lessons and ignored wrong answers from the learners without clarifying them on the spot. In Extract 8 below, Eyali gave a wrong answer but he moved on without clarifying why that particular answer is wrong and the particular area where that answer can be used.

**Extract 8: Day 1- Lesson Observation of Mr. Fish on adaptive teaching**

- 1 Mr. FISH: This will help you when you come across a group of questions which you are going to do of course. To call it an argumentative essay it must have some qualities, what is it? Yes... (Pointing at a learner).
- 2 EYALI: It must have some rhetoric questions.
- 3 MR. Fish: Mhmmmm, but that can happen in any essay. Yes (Pointing at a learner)
- 4 IMWEH: It must have two sides.
- 5 Mr. FISH: Two sides, very good. Yes, it must have two sides. It must compare, two... and...What can you say about these two sides that are being compared in order to make it an argument? Yes (Pointing at a learner).

In Extract 8 above Mr. Fish does not guide the learners by providing them with immediate feedback. The learner answered that one of the qualities of an argumentative essay is that it should have a rhetorical question. Instead of addressing the issue of a rhetorical question as to what it is and its relevance in argumentative writing, he still pressed on by demanding learners to give the qualities of an argumentative essay even though he intended to address rhetorical questions at a later stage in the same lesson which makes his teaching not sufficiently adaptive. Murray (2009) states that feedback needs to be given as soon as possible after the language is produced. She further argues that if learners are speaking, feedback is usually immediate. This means that Mr. Fish should not wait to give feedback at a later stage so that the learners can get clarity immediately. Based on Mr. Fish's lesson plan, one can conclude that during his teaching he followed his plan and did not want to accommodate unexpected contributions from the learners which would divert him from what he had planned and the order of his plan. As per his lesson plan the rhetorical question is one of the aspects to be covered as it states that: *Learners read silently paying attention to strategies used e.g. register, rhetorical questions, tone, examples etc.* (See Appendix 9A). According to Lin, Schwarts, & Hatano 2005, (in Parsons, 2012) teaching involves human interactions and relations, and therefore teachers consistently face unanticipated situations. Unanticipated situations in that case were of a rhetorical question raised by a learner and it was up to the teacher to deal with it before moving on to the next point, but it was not done during Mr. Fish's lesson. Through adaption as stated earlier, teachers will be able to tackle various issues which they did not plan which will accommodate all learners in the classroom.

As shown below in Extract 9, in Utterance 3 Mr. Fish addressed the issue of a rhetorical question. Even though he answered the question in the same lesson, he could have done it on the spot as soon as it was brought up by the learner.

**Extract 9: Day 1- Lesson Observation of Mr. Fish on adaptive teaching**

1. MR. FISH: There are so many of them and I want you to go and find them. Do you see any rhetorical questions there, who can tell me any rhetorical questions that you know? When I was at school I knew a question by a question mark, I don't know about you now. Any? Yes good, she is very fast (*Pointing at a learner*). Can you read it?
2. IVALI: 'What stops countries like Namibia from doing the same?'
3. MR. Fish: Yes, you know what she did here? She just read the part of the sentence; let me read the whole of it. Finally, if a country like Britain can abolish capital punishment, and still holds of a low crime rate, what stops countries like Namibia from doing the same? I don't expect any answer there, you see? But I want my audience to think, but Namibia should also stop if Britain such a powerful nation can stop, what about a small country like Namibia? I am trying to persuade because rhetorical questions help us for persuasion in most cases..... For persuasion. Right, the farmer and a doctor, you can ask, which doctor can go to work on an empty stomach? But a farmer can go to work before seeing any doctor, is it so?
4. Ls: (*Chorus*) Yes.
5. MR. FISH: Even for years if the health is okay, but a doctor needs a farmer three times.
6. Ls: (*Chorus*) Yes
7. MR. FISH: Yes, I am asking questions in order for the people to understand me and accept my views as correct.

In a case such as that in Extract 9 above, learners could easily get de-motivated because they believe that their contribution was not worthwhile as no clear feedback was given. Teachers therefore need to give effective feedback as stated by Hattie (1999, p.9) in Murray (2009, p.5) who argues that effective feedback “means providing information how and why the child understands and misunderstands, and what directions the student must take to improve”.

Ms. Given on the other hand tackled a similar situation during the lesson differently as shown below in Extract 10 as she reflected on what she did with her learners on Day 1.

**Extract 10: Day 2- Lesson observation Ms Given on adaptive teaching**

- 1 Ms. Given: Now here we have how many paragraphs? We have a paragraph on your introduction, then we have the second paragraph where you give your first argument and number three where you give your next argument. Which expression do we use to give your last argument in paragraph number four?
- 2 ESSIZI: Last but not least.
- 3 Ms. Given: Yes, (writing on the board) 'last but not least'. Why do we use last but not least?
- 4 Champy: Yes it is not the last one
- 5 MS. GIVEN: Yes it is not the last one you still have to make your conclusion. Here we can use last but not least or? (Pointing at a learner)
- 6 TORIA: However
- 7 Ms. Given: However? Is that correct can we use however here to present our last argument? Where do we use it?
- 8 Ls: (Some learners in class answer in unison) paragraph three
- 9 MS. GIVEN: Yes in paragraph three where we can use furthermore, in addition, on the other hand or added to this or furthermore. Then? (*Pointing at Star*)
- 10 STAR: In conclusion
- 11 MS. GIVEN: Yes in conclusion, you see here (*writing on the board*) 'in concl' aye (*no*) is this the conclusion? (*Erased what she wrote on the board*) No Star (*pseudonym*) this is not the conclusion. Which other expressions giving information about the last thing? Yes Hmmmmm (*pointing at a learner*)

As shown above in Extract 10, Ms. Given was adaptive enough during her teaching. In Utterances 1-4 it shows how Ms. Given discussed expressions used to link paragraphs. In Utterance 6 a learner gave an answer which was not correct and then she went back to what was taught in paragraph three to remind the learners of what was discussed already as indicated in Utterances 7-9. In this case even though the third paragraph was already discussed earlier during the lesson, she ensured that she went back to emphasise as to where the word 'however' was used in an argument and provided extra examples as shown in Utterance 9. Even though Ms. Given gave immediate clarity of how the text connective however was used, her explanation was not accurate as the word was used to show a contrasting point made while in her explanation she indicated that it was used to show further supporting information. This suggests that Ms. Given seems to lack knowledge about the functions of some text connectives.

I also discovered that Mr. Fish and Ms. Given explained to learners how to construct a thesis statement, even though they did it differently. It is evident from the data that Ms. Given explicitly taught the learners about the thesis statement by giving them various aspects to consider when introducing their thesis statements. Ms. Given clearly indicated in the classroom

that the thesis stage or introduction is the beginning of an argument which indicates where the writer stands, in other words to indicate whether the writer is for or against the statement. Her explanation resonates with Hyland (2003) who indicates that the thesis stage introduces the discourse topic and advances the writer's proposition or central statement. In scaffolding learners on the introduction, firstly Ms. Given started off monologically by explaining to the learners how to write a well-structured thesis statement/introduction:

**Extract 11: Day 1- Ms. Given Lesson Observation on how to write the thesis statement**

- 1 MS. GIVEN: Eeeh, okay, there you see there are different ways of introducing the argumentative essay. You can start your introduction by explaining, okay let me put it here number 1, you can start your *(writes on the board)* 'topic and your introduction' by explaining the topic okay and or you can define the topic. *(Mentions learner's name)* are you saying something?
- 2 STAR: No Ms.
- 3 MS. GIVEN: Another way? Why are you so quiet, are you afraid of the visitor? Then what is the other way or the other option to start your introduction? You can also open the argumentative essay by giving facts I hope all of you know the meaning of facts about the topic. What do we mean by facts? Yes, ehee *(pointing at a learner)*
- 4 DANNY: To refer to a particular situation about something
- 5 MS. GIVEN: To refer I think it has to do with the truth about something. And like you see the truth here it is about the pros and cons or the advantages and disadvantages then I think it can also be part of your introduction. The other way you can also start your argumentative essay with information taken from the research for example, 80% of the statistics show that a number of people are addicted by alcohol for example if the topic is about alcohol. Okay, and then from there what is next and what is the important part there? Are we together?
- 6 Ls: *(Learners sat quietly and not responding)*
- 7 MS. GIVEN: Okay. You can also start by stating information taken from a research. Then you need to state your argument. How do you state your argument? Hmmmmm *(pointing at a learner)* I forgot your name, yes.

As shown above in Extract 11 the teacher dominates the conversation and there is a lack of dialogue because what is being discussed is still new to the learners. Even though she tried to involve learners in the lesson, they did not respond as indicated in Utterances 2 and 6. In Utterance 4 Danny tried, but it was not a correct answer meaning the teacher is supposed to make learners understand as she is the more knowledgeable other (Vygotsky 1978). Thereafter in Utterances 1-17 below in Extract 13, Ms. Given scaffolds learners through what Rose & Martin (2012) term a dialogic form of interaction. For instance, she questioned the learners on the phrases used when writing a thesis statement and then she also gave her opinion. After the teacher received sufficient responses through the classroom dialogue with the learners, as shown in Utterances 1-17, she then elaborated on the answers provided by giving more examples. Ms. Given then provided extra phrases used when writing a thesis

statement as shown in the teacher learner interaction in Utterances 1-17 for example she added “*I strongly support or I strongly back your views, your opinions or you can even use the word statement*” in Utterance 9 when the learner only said ‘agree’ in Utterance 8.

It is worth noting from the above teacher learner interaction that, even though Ms. Given involved learners in the lesson fully, she failed to use a topic when building knowledge of the field. She instead built learners’ knowledge of argument in general without a topic and thus learners were not focused in their responses as in Utterance 4 in Extract 11 above. Gibbons (2002) indicates that, the aim of the Building knowledge of the field stage is for learners to have enough background knowledge of the topic to be able to write about it. Ms. Given therefore at this stage deprived the learners of the much needed knowledge that would have enabled them to understand the field of argument better.

**Extract 12: Day 3 - Ms. Given on how to write the thesis statement**

- 1 MS. GIVEN: How do you state your argument? Hmmmmm (*pointing at a learner*) I forgot your name, yes.
- 2 NASH: You are going to say whether you are for or against
- 3 MS. GIVEN: Yes exactly, here you state your argument here whether (*writes on the board*) ‘you are for or against’. In other words you need to indicate whether you are in favour of the statement or you are against it. Then, another important thing again here, we have phrases that we use to indicate whether we agree or for against. If you agree which phrases do you use? Yes, (*pointing at one learner and mentions her name*)
- 4 STAR: I prefer.
- 5 MS. GIVEN: I prefer, hmmmmmm, I prefer do you think, yes, hmmmmmm. It is not so clear but I think, hmmmm (*facing a learner*) are you raising up?
- 6 ESSIZI: Shakes his head in disagreement
- 7 MS. GIVEN: Which phrases do we use do we use to indicate we agree or disagree? Ok, for example if you agree we can use phrases here (*writes on the board*) ‘I agree with you entirely that...’ then you write your point. Do you understand? Ok, I agree with you entirely. Give me another example to show that you agree or disagree with the statement or opinion or with the views. Again you can also write here I strongly (*Long pause*) there are many verbs we can use I strongly believe or I strongly (*Long pause*) what is the other verb we can use here to indicate that you agree? (*Pointing at a learner*)
- 8 STAR: Support
- 9 MS. GIVEN: Yes, agree. (*Writes on the board*) ‘I strongly support or I strongly back your views, your opinions’ or you can even use the word statement. There are many ways I just cannot give you all the examples and if you disagree which phrases do we use?
- 10 SHORTY: I don’t agree
- 11 MS. GIVEN: I don’t agree, what is the opposite of agree?
- 12 Ls: (*In unison*) disagree
- 13 MS. GIVEN: Therefore you have to say for example instead of saying I don’t agree then you say? (*Looking at the learner and pointing at him*).
- 14 SHORTY: I disagree
- 15 MS. GIVEN: Or you can even say I strongly disagree then you say I strongly disagree with..... and you see here you use the word (*writes on the board*) ‘views, opinions or statement’ then you write it down. Another phrase which you can also be used to disagree? Hmmmmm (*pointing at a learner*)
- 16 ESSIZI: I strongly oppose?
- 17 MS. GIVEN: Yes, ok. You can use (*writes on the board*) ‘I strongly oppose’. Also remember oppose here the next word is either views, or opinions or statement, mhhhhh. Another example also? (*Long pause*) another phrase?

As shown above in Extract 12, Ms. Given’s aim was to scaffold learners through probing questions which involved learners in trying to guess what response the teacher was looking for instead of giving their personal thought (Anghileri 2006). Her questions were leading and did



not engage learners so that they could think about why they responded the way they did. In the above extract Ms. Given did not probe learners on the answers they gave which according to Anghileri (2006) indicates that since learners are not made to think and they are involved in guess work, they are not challenged to go beyond the obvious. In Utterance 1 Ms. Given wanted to know learners' position when it comes to the statement of arguments which they answered correctly in Utterance 2. In Utterance 3 she confirmed the correctness of the response and went deeper in the same Utterance with questions on the specific phrases used express different positions. Even though Ms. Given's practice involved learners in guess work, the fact that most answers came from learners empowered them and put them at the centre of their own learning. When learners are scaffolded in that way, learning tends to take place successfully, (Oloruntengbe & Ikpe 2011).

Mr. Fish on the other hand, lacked variation on how to write a thesis statement when it came to the examples he gave to his learners. He used a written model (Appendix 5A) and described the thesis statement differently by stating that the introduction is the foundation of any essay without discussing its functions. At the introductory stage he told the learners the importance of a thesis statement as indicated in Extract 3. He further went on to explain to the learners the way a thesis statement is written, but limited himself to his written model and failed to give different examples as indicated. For example, he indicated that in order to write a good introduction a learner needs to define the topic, which is not the only way of starting an introduction. There are other ways such as giving statistics from research carried out and giving facts. Extract 13 below shows how Mr. Fish explained how the thesis is written:

**Extract 13: Day 1 - Mr. Fish's lesson observation on how to write the thesis statement**

- 1 The introduction, is it a good one? What did I do in the introduction?
- 2 AMANO: First you defined the topic.
- 3 MR.FISH: I defined the topic. You see any reader is interested in knowing that you know what you are writing about, you know what you are arguing about. That is the first part and you see an introduction is like a foundation of anything. If it is weak the structure will also be weak. Do you think it is sensible, do I show enough knowledge about capital punishment? Or if I left something out there you can add it for me. We want it to be a very strong foundation to our essay.
- 4 Ls: (Learners silent and not responding)
- 5 MR.FISH: Does it address issues about capital punishment.... They are addressed?
- 6 IMWEH: I think you gave an explanation based on the reasons why you brought up the topic like referring to the reason why people should be killed.
- 7 MR.FISH: Alright let us go back together..... (*Reads part of the introduction*) Capital punishment can be defined as the execution of people found guilty of crimes like terrorism, murder and treason. What kinds of people are considered suitable for capital punishment? Treason is considered as the highest political crime you can commit, we call it treason. Then terrorism, you know Osama Bin Laden?

So, based on the above extract, the teacher has limited the learners in terms of other options they can use to write a thesis statement. Also important to note is that Mr. Fish in Utterance 3 stated that: *Do you think it is sensible, do I show enough knowledge about capital punishment? Or if I left something out there you can add it for me.* The part shows that Mr. Fish after asking the questions probed the learners further to add some more ways on how to write an introduction which shows that he was ill-prepared without a variety of examples to give to the learners after they failed to respond to his question.

Another important issue noted from Mr. Fish's teaching is that he did not address all components of the introduction compared to Ms. Given. Mr. Fish did not guide the learners on how to state their argument right from the beginning even though it is in the written model where each learner was following. Ms. Given gave a variety of ways on how to state their argument for example she told the learners that: *Yes exactly, here you state your argument here whether (writes on the board) 'you are for or against'. In other words you need to indicate whether you are in favour of the statement or you are against it.* Mr. Fish did not explicitly do so which shows that he might be promoting self-discovery learning whereby learners are supposed to find out things for themselves. As shown in Extract 14 below, the issue of learners stating their argument to show whether they are for or against/supporting or not supporting was brought up by Ihetatu during her presentation in Utterance 1. It is important to note that Mr. Fish on day 1 used a model with a topic capital punishment and on the second and third day he

used a topic of a proverb, “The Pen is Mightier than the Sword” where learners were asked to argue for or against the statement. The use of the topics during explanations is what Gibbons (2002) advocates by indicating that teachers should not just explain in general, but should rather use a topic in order to enhance learner understanding.

**Extract 14: Day- 2 Mr. Fish ’s lesson Observation – during classroom presentation**

- 1 IHETATU: The pen is mightier than the sword is a proverb that indicates that scholars are more effective than soldiers. History has proven that scholars are more mightier than soldiers as scholars brought up solutions which were used to prevent the continuation of wars. Through critical thinking scholars came up with solutions that reduced aggression among many nations. I support the view that scholars are more mightier than soldiers.
- 2 MR.FISH: Mhhhhhhh, you could have just left mightier as it is because it is already comparing, you don't add more. Thank you, thank you sit down. I (*Long pause*) I am surprised by one thing, everybody is supporting. Is it because you afraid of soldiers? Why are you supporting, can you tell me?
- 3 NHATU: I am supporting it because there are more points than opposing.
- 4 MR.FISH: You get her reason?
- 5 Ls: (*silent*)
- 6 MR.FISH: You go to where there more points, where you are sure you will get points because if you argue out of excitement just to be an odd man out you may find you lose out.

In the above Extract 14 Mr. Fish stated that the learners are all supporting in Utterance 2, but that point of supporting or not supporting he did not explain how one supports or disagrees with an argument during his teaching. When the point was raised by the learner he did not expand on it so that learners who did not know what it was could build on it and understand it better. It is therefore suggested that Mr. Fish practices self-discovery learning whereby he expects them to find out about aspects of the lesson on their own (Mwamwenda 2004). Gibbons (2002) on the other hand advocates explicit teaching instead of learners doing things on their own without proper guidance.

I further discovered that both Mr. Fish and Ms. Given taught grammar during their argumentative writing lesson as it is essential in the construction of a sound argument. As Lin (2006) notes, grammar is not taught in isolation from the communicative functions of the language. It is also neither taught as an end in itself, nor as the central focus of instruction, but as a means to an end-achieving the social purposes of the genre that is the overarching focus of teaching. Therefore, teaching grammar during argumentative writing lesson plays a major role in learners' understanding as the main aim is to persuade the audience. As it is the case in each piece of writing, conjunctions play a role in the construction of paragraphs, (Martin &

Rose 2012, p.277). It is interesting to note that both Mr. Fish and Ms. Given taught learners connectives of time sequencing such as firstly, secondly, thirdly, finally as well as those of addition such as also, in addition and furthermore. They did not teach learners about other connectives such as those of comparing, elaborating, contrasting, qualifying and illustrating which could have made their writing more powerful. In both Mr. Fish and Ms. Given's lessons, they used different words to refer to conjunctions or connectives as used in argumentative writing. Ms. Given for example used the word 'cohesive devices' to refer to the connectives or conjunctions while Mr. Fish used the term discourse markers which even though different, they are still referring to the same thing. Even though the terms cohesive devices and discourse markers can be used interchangeably, it could have benefited learners more if they could have used the more familiar terms which are connectives or conjunctions.

In Ms Given's lesson she used the term cohesive devices which got the learners to look confused and most of them could not respond to the question she posed on time as shown in Extract 15 below.

**Extract 15: Day 2- Ms. Given's lesson on the grammatical aspects**

- 1 MS. GIVEN: How do you write these three paragraphs? Aaah.... *(pointing on the board)* 'ideas'. *(Continues writing on the board)* 'You have to put your ideas in order or in a logical sequence'. Ok in a logical sequence there are some expressions that we use or let me say cohesive devices. Which cohesive devices do we use, who can tell me an example of a cohesive device, Mhhhhhh? Look at me all of you, who is lying on the desk at the back, are you okay? *(all learners sit up and concentrate on the teacher)* Yes, *(Mentions learner's name)* do you want to try?
- 2 ALVES: No, I did not get your question.
- 3 MS. GIVEN: You see here we said that the body should consist of *(pointing on the board)* 'three paragraphs', my question is which words or expressions do we use to put our ideas in a logical order? Yes *(pointing at a learner and mentions the name)*
- 4 PETER: Summarise
- 5 MS. GIVEN: We use summary? Do you want to help *(Mentions learner's name)*? Hmmmmmm, *(Pointing at a learner)*
- 6 ESSIZI: Firstly, secondly, last but not least.
- 7 MS. GIVEN: Exactly, ok. You need to put your ideas in a logical order by using what we call the *(writing on the board)* 'cohesive devices' which you mentioned like what you mentioned when stating your first argument you can use firstly, ok. What else do we use to state our first argument?
- 8 TORIA: Furthermore
- 9 MS. GIVEN: Do we use furthermore to state our first argument? Heeeeh?
- 10 STAR: First of all.

From Extract 15 above, it shows that from Utterances 1-5 learners seemed to have no clue of what the teacher was talking about as they seemed confused by what cohesive devices were. The teacher further did not use proper scaffolds to ensure that learners get a clue as indicated in Utterance 3 in order to clarify the meaning of cohesive devices. In addition, the fact that she used the term 'logical order' seemed to confuse the learners more as the term is too complicated for the learners and one can assume that the learner was guessing when he answered by saying 'summarise' in Utterance 4. Ms. Given was supposed to prompt learners better by giving clues that learners knew better, such as the word 'link' so that they could at least be able to have an idea of what the teacher was talking about as the term logical order seemed difficult for them to link to cohesive devices. Furthermore, she could have modelled an example of an argument like Mr. Fish did and examined the connectives used there, but she did not do so, she instead used the model on the last day before the independent writing stage.

It is also worth noting that in some parts of Ms. Given's teaching, she did not give instant feedback to the learners as shown in Utterance 5, which shows that learners are allowed to do guess work in the class without involving high order thinking and construction of knowledge. Ms. Given could therefore have given feedback on the spot to say why the learner was wrong when Mishe mentioned that it is to summarise. The learners, as stated earlier, remained silent for a while and it was only when the most dominant learner in the class mentioned the cohesive devices in Utterance 6 that they started participating in the lesson. From Utterance 8 -10 it is evident that learners started participating more actively and getting a clue of what was being talked about and therefore started answering what the teacher was asking.

Similarly, Mr. Fish used the term 'discourse marker' which was also a problem as learners were not familiar with the word as they mostly use conjunctions or connectives when referring to such a term. Interesting to note is that even though Ms. Given taught grammar during the building of the field stage, Mr. Fish taught that aspect during the modelling stage as shown in the next part of this analysis in 4.4.

Ms. Given on the other hand exposed learners to a variety of connectives at every paragraph in an argument as shown in Extract 16 below.

**Extract 16: Day 2- Ms. Given lesson observation on the grammatical aspects**

- 1 MS. GIVEN: Yes you can say first of all, what else can we say? What did you say (*Mentions learner's name*)
- 2 DIINA: What if I say at this first point.
- 3 MS. GIVEN: At this first point yes you can also use it I think. You can say (*Writes on the board*) 'to begin with', Heeh? Or you can also say to begin with then you give your argument just depending on the instructions given. After when you give your argument then you support your viewpoint with facts and examples. Then if we want to give our next paragraph which expression or which device do we use?
- 4 LOLA: Secondly
- 5 MS. GIVEN: Ok, you can even say 'secondly', 'thirdly', 'fourthly' then your writing will become boring. Do you understand? They are not wrong, but you need to make your piece of writing interesting.
- 6 CHAMPY: Furthermore
- 7 MS. GIVEN: Yes, you can use (*writing on the board*) 'furthermore', yes. Another one?
- 8 SHORTY: In addition
- 9 MS. GIVEN: (*Writes on the board*) 'In addition', ok thank you for doing your homework. In addition Mhhhhh, what else? Another one?
- 10 MADALENA: On the other hand
  
- 11 MS. GIVEN: Hmmmmmm, you said in addition you can also say added to this then you can present your argument.

As shown above in Extract 16, the teacher together with the learners came up with different connectives, for examples in Utterance 1 the teacher scaffolded learners by prompting them to come up with more examples to add to 'first of all' which Star in Utterance 2 added 'at this first point', but Ms. Given doesn't plainly agree with the learner as she answered with uncertainty by saying 'Yes you can use it I think' which does not give the learner clarity whether they are correct as the more knowledgeable other which they are supposed to learn from is also not sure. Ms. Given went on to add 'to begin with' in Utterance 3 in order for the learners to have some more examples in their writing when starting with their first argument. In Utterance 4 a learner used the word 'secondly' as a linking word, but the teacher discouraged her from using the common phrases 'secondly', 'thirdly', 'fourthly' because their writing will become boring as shown in Utterance 5. After Ms. Given gave the learners guidance that the commonly used connectives are not always the only ones to use, as shown in Utterance 5, learners then came up with alternative ones which the teacher as the more knowledgeable other

reinforced as correct as shown in Utterances 6-10. What Ms. Given did is important because she expanded learners' horizons, vocabulary and grammatical knowledge by making them think which gave them a variety of connectives that they can choose from as they write their arguments.

As indicated earlier, the two teachers taught grammar by focusing on connectives, which is crucial in enhancing learners' knowledge of the grammatical elements of a text. The only challenge in their teaching approach is that they used difficult terms which learners did not comprehend at first which are 'cohesive devices' and 'discourse markers' respectively which shows that they had a lack of understanding of learners' ZPD (Vygotsky, 1978). It could have been much easier and faster if the two teachers could have used the easier terms such connectives or conjunctions which learners know and which appear in the syllabus, Namibia. MoE, (2010).

As stated in Chapter 2, Hyland (1990) indicates that the argument stage is where grounds for the thesis are discussed and evidence provided to the stated claims. At this stage both Mr. Fish and Ms. Given scaffolded learners on the structure of the main argument by using text models as advocated by Gibbons (2002) Curriculum Cycle.

Ms. Given scaffolded learners on the way one writes an argument and how ideas are developed as shown in Extract 17 below.

**Extract 17: Day2 - Ms. Given's classroom observation teaching the main argument**

- 1 How do you write the body of the argumentative essay? Eekeh, Champy
- 2 CHAMPY: In the body you support your view points
- 3 MS. GIVEN: Mhhhhh, loudly please.
- 4 CHAMPY: You support your view points
- 5 MS. GIVEN: Yes, you support your view points. Which viewpoints do you refer to? And what else? Yes (*pointing at a learner*)
- 6 CHAMPY: The ones that are in the introduction
- 7 MS. GIVEN: Yes, you support the viewpoints which are in the introduction. Ok, and what else, Mishe
- 8 MISHE5: You have to give examples to support your viewpoint.
- 9 MS. GIVEN: You need also give examples to support your viewpoints. Ok, is it only Mishe (*pseudonym*) who did the homework?
- 10 STONEY: You have to say all points and give reasons.
- 11 MS. GIVEN: Mhhhhh, you have also to say all view points and then you give reasons. Ok, for you come up with a good piece of writing, your piece of writing should consist of at least (*writes on the board*) 'three paragraphs'.

In the above Extract 17 Ms. Given and the learners are consolidating the rules used in writing an argument before venturing in joint construction, (Gibbons 2002). Ms. Given started off by asking questions to scaffold learners through a dialogic form of interaction on how to write the body of an argument. As indicated in Utterances 1-10 the teacher asked questions and learners answered freely as they were already aware of what is being discussed. Ms Given's role as the more knowledgeable other acted as the one to confirm the answers from the learners.

On the contrary, even though Mr. Fish during the interview indicated that '*learners are not at home with argumentative writing*', his teaching of how to write an argument as stipulated by Hyland's model of argument does not come out clearly as he did not label components of a sound argument in his text model (Appendix 5A). In addition, Mr. Fish did not explain to the learners how they should support their claims with evidence to have a complete argument as shown in Extract 18 below.

**Extract 18: Day 1- Mr. Fish Lesson observation**

- 1 Now my plan, paragraph one.... Eeeeh.... The second paragraph. What is my main point? Look, we said we always get our..... Eeeh... our point for the paragraph from the topic sentence. Can you look at the topic sentence and tell me, what is my concentration in paragraph two? Yes (*Pointing at a learner*)
- 2 INHEH: Killing, taking somebody's life.
- 3 MR.FISH: Mmmmm...I was not looking at that. Another reason? Yes (*pointing at a learner*)
- 4 NHATU: The morality
- 5 MR.FISH: Yes, the morality (*writes on the chalkboard*) 'Morality behind passion killing' Is it morally right to kill others? And I was supported by the bible, and I quoted the bible, "Thou shall not kill". By moral I am looking at the values and norms of our culture. Are we allowed to kill? Once we are not then nobody is allowed. That is what I am saying there. What about paragraph three, I am talking about? Yes (*Points at a learner*)
- 6 KATANO: The bad image.
- 7 MR.FISH: Yes, (*writes on the board*) 'the bad image' capital punishment brings to the country. And the following one four, I am looking at?
- 8 NHATU: Economic implication.
- 9 MR.FISH: The economic implications of capital punishment. What will happen to economy if you kill? Obviously there will be conflicts with other countries then something is going to take place. The following one, what am I looking at?

As indicated above in Utterance 1 in Extract 18, Mr. Fish did not explain to the learners as the more knowledgeable other how to develop ideas from the topic sentence that he showed them in Utterance 1. He only told the learners the topic or main point in each argument, but did not continue to explain the supporting sentences in the paragraph. In Utterance 5, he read from his



model text on how he supported his main point with evidence, but he did not mention all the particular points he used in that paragraph and why. One can conclude that it seems that Mr. Fish assumes that learners already know how to develop ideas into a complete argument from looking at his model, but in my view he is not being accommodative to the learners who do not know. Mr. Fish in his pedagogic practice, therefore acts as if he is sure that all learners understand. In the teacher learner interaction above in Extract 18 the teacher and the learners were working together as shown in Utterances 6-10 where the teacher instructed learners to read the main points in each paragraph, but he did not explain how those specific points are expanded which does not aid learning.

After the argument stage as indicated by Hyland's (1990) model, both teachers taught learners how to write the conclusion even though their pedagogic approaches differed. "Rather than a summary or review, the conclusion is a fusion of constituents in this genre. It functions to consolidate the discourse and retrospectively affirm what has been communicated" (Hyland 1990, p.74). Mr. Fish as stated earlier used a model text (Appendix 5A) to show them how a conclusion is written. In his pedagogic approach he did not clearly indicate to the learners the function of the conclusion, based on his model. He did not indicate to the learners and the important components found in it, but he instead just showed the learners what he wrote in his model without labelling clearly the different components. He further went on to question them about the humour in the conclusion as indicated in Utterances 1 and 2 in Extract 19, which is not crucial in a conclusion. He therefore did not teach the learners about the important components of a conclusion as indicated by Hyland (1990) as discussed in Chapter 2 which is to consolidate and affirm what was discussed in the body of the argument.

<b>Extract 19: Day 1- Mr. Fish's lesson observation while teaching about the conclusion stage</b>	
1	MR. FISH: I concluded by citing one person who wrote on capital punishment and the views that he had. Then I went back to my points and I said that I think I have succeeded in convincing and not confusing you, I think there is some bit of humour there, is it so?
2	Ls: ( <i>Silent</i> )
3	MR. FISH: Because you are now getting out of the essay and I want to leave some humour so that at least there can be one or two laughters that capital punishment should be abolished. I think I did something there.

On the contrary, Ms. Given explained to the learners step by step up until the conclusion stage as indicated by Hyland (1990)'s model. In her interview she indicated that: *'I do it step by step.'*

*I teach them what to write in the introduction, and how to support their arguments or the developments of ideas. That is the most part I attend'.*

**Extract 20: Day 1: Ms. Given teaching learners about the conclusion**

- 1 MS. GIVEN: And then from there we are now busy with the conclusion. I hope you have done the homework. Yes, I hope you have done the home. How do you write the conclusion? *Yes (pointing at a learner) Mhhhhhhh, Mhhhhh?*
- 2 ESSIZI: Give a brief summary about the writer's opinions and state his or her opinion.
- 3 MS. GIVEN: Ok you need to give a brief summary of the writer's opinion. Here you give *(writes on the board)* 'summary of the writer's opinion'. Okay, but I think before this *(pointing at what she wrote on the board)* there is also something which you need to write before you write the writer's opinion. Aaah, let us say you are in favour of the views, you need also to make a *(writes on the board)* 'counter argument'. What is a counter argument? I think in debate they use a different word. Who are the members of the debating club here?
- 4 CHAMPY: *(Raises her hand)*
- 5 MS. GIVEN: Yes, which word do you use before you write or before you touch on what the other side or opponent believe or think about? Mhhhhh, you don't remember the word? You re...?
- 6 CHAMPY: .....but
- 7 MS. GIVEN: Yes, you rebut. You need also here because this one also has to do with argument you need also to rebut because you see also like in the instruction here *(pointing at the question they are dealing with in the class)* you were given ideas, some are in favour and some are against. If you are against the statement or the view, you need to write or to mention *(writes on the board)* 'the argument which other people believe'. And this one it can be in *(writes on the board)* 'favour or against' just depending whether you are in favour of the topic or you are against. And then to give your counter argument there are some expressions to show that ahaah you are trying to give your counter argument and here you need use the expressions like *(writes on the board)* 'although', Mhhhhh, and which one else? Because we use different expressions, I think one of the expression we mentioned it yesterday.
- 8 ESSIZI: *(Mentions the answer in an inaudible voice)*
- 9 MS. GIVEN: Mention it loudly you are right
- 10 ESSIZI: On the other hand
- 11 MS. GIVEN: Yes you can use *(writes on the board)* 'on the other hand', and another expression used? You can also use *(writes on the board)* 'although'. No *(deletes it from the board)* it (although) is already there. We use? *(mentions learner's name)*.
- 12 CHAMPY: Even though
- 13 MS. GIVEN: Yes, we use this *(writes on the board)* 'even though'. Ok, but you see when using maybe even although or on the other hand, you still need to indicate that you believe in what you mentioned in the introduction and also in the body. Therefore when you mention although or on the other hand, you need to indicate whether you are for or against. You say although some people they believe that smoking is good for refreshing or even entertainment or enjoyment or to release their stress, then you say *(writes on the board)* 'I still believe' then you have to indicate that smoking is..... Eeeeh?
- 14 Ls: *(Some learners in unison)* Dangerous
- 15 MS. GIVEN: Yes, that smoking is dangerous. Or you can say *(writes on the board)* 'I still believe or I stand firm' then you mention what you wrote in your body and in your body. There are many verbs used here because when you are arguing you are trying to convince or persuade a person to believe your views. Or you can say *(writes on the board)* 'I still stick to my gun that smoking is dangerous, bad or unhygienic'. Okay, and then from there when you give your counter argument then at last you give what you mentioned, *(writes on the board)* 'a brief summary of the writer's opinions'. That is all about the conclusion. Ok, I am just

repeating myself again here that you need to mention people's (*pointing at what she wrote on the board*) arguments of what they believe or think about. It is done using expressions such as even though, although and then here you can say although people believe is good, I still stand firm that smoking is dangerous and it destroys people's lives. Then from there you give a brief summary of what you have mentioned in the beginning in the introduction and also in the body. Is it clear?

Ms. Given gave the learners the conclusion to do as homework as indicated in Utterance 1 which is important as Namibia's Curriculum requires teachers to start off by asking learners what they already know, Namibia. MBEC, (2010). Essizi in Utterance 2 then responded by indicating that a conclusion 'summarises a writer's opinion' which Ms. Given agreed with as shown in Utterance 3. This is an important practice to involve learners in the classroom as the point of departure before unpacking what the teacher has planned. Oloruntengbe & Ikpe (2011) emphasised that when learners are put at the centre of their own learning it makes them understand better as they are more likely to achieve their set goals and competencies. Ms. Given further went on inviting learners to give information back to her in Utterance 4 with a rising tone which gave Star a clue to answer correctly that the answer is 'rebut'.

Furthermore, Ms. Given explained to the learners the expressions used in the conclusion when rebutting in Utterance 7 which is 'although' and went on to scaffold learners through questioning on the other type of expressions used in Utterances 7-10. In addition, Ms. Given pointed out on how the expressions such as although can be combined with expressions from the opposing side to further bring forward what was said in the introduction and body so that the proposing view can be strengthened. Ms. Given in Utterance 13 still asked learners to give the shared understanding of the effects of smoking by filling in the gaps that it is dangerous meaning that the teacher knows that learners have some background knowledge about the topic of smoking. This means that learners have something to offer when it comes to the classroom and are not merely empty and waiting for the teacher to fill them with knowledge. Ms. Given as the more knowledgeable other, summed up what she said earlier about the conclusion by repeating herself in Utterance 15 in order to reinforce what she has said earlier and to make her point clearer.

#### **4.4 Modelling the text**

Both teachers used written models texts (Appendix 5A) to demonstrate to the learners various features which are required in order for them to understand and thereafter write a proper argument. Mr. Fish gave the learners a written model on the first day while Ms. Given gave it on the last day of her teaching. According to Gibbons (2002) the modelling stage is important

as it aims to build up students' understanding of overall structure, and language features of the particular text type the class is focusing on. Even though the modelling stage is crucial and the two teachers used it to enhance learners' understanding of what they were teaching, the way the models were used by the two teachers differed from a genre theorist such as Gibbons (2002) as they did not use them at stage two where it was supposed to be used.

In addition, Mr. Fish unlike Ms. Given who taught grammar during the building knowledge of the field stage did so at the modelling stage. As shown in Extract 21 below, Mr. Fish taught learners about discourse markers instead of conjunctions which are commonly known by the learners and it is what is stipulated in the syllabus, Namibia. MBEC, (2010).

**Extract 21: Day 1 -Mr. Fish's lesson observation**

- 1 I want you to look at some devices I have used to come up with this essay. Can you identify some (*writes on the board*) 'discourse markers'? Discourse markers can you identify them in my essay or you are not aware of them?
- 2 Ls: (*chorus*) No
- 3 MR. FISH: You are not aware?
- 4 Ls: (*Agree in unison that they are not aware by shaking their heads and making inaudible sounds.*)
- 5 MR.FISH: Look at my second paragraph, 'first' comma, do you see that?
- 6 Ls: (*Chorus*) Yes
- 7 MR. FISH: The third one 'secondly', comma the other one 'also' comma, the other one 'in addition' comma, the other one 'finally' comma, but in the introduction and conclusion they are not there. Those are what we call discourse markers.....those are what we call discourse markers. What do you think is their function in my essay? Because I want you to use them also in your essays, there are many types and I want you to find other discourse markers.
- 8 MR. FISH: What is the function? Aha...(*pointing at a learner*)
- 9 IHETATU: To link the words together.
- 10 MR. FISH: Yes, there is some sort of that, but there is more than that. Yes... (*pointing at another learner*)
- 11 IMWEH: To link the points together, to show that you are moving from one point to another.
- 12 IMWEH: To link points together?
- 13 MR. FISH: Yes, that is a very sharp idea there. Yes you are correct when you talk like that. Eeuh...When I use them I use them to divide my essay into parts, so that my reader can follow my direction, because I have said this is the first important point, then I said the second important point then I said also which means I want to add to the above and then in addition. Then finally it means that is my last argument, is it so?
- 14 Ls: (*Learners are silent*)
- 15 MR. FISH: There are so many of them and I want you to go and find them. Do you see any rhetorical questions there, who can tell me any rhetorical questions that you know? When I was at school I knew a question by a question mark, I don't know about you now. Any? Yes good, she is very fast (*Pointing at a learner*). Can you read it?

In the Extract 21 above Mr. Fish asked learners about discourse markers as shown in Utterances 1-6, but learners could not understand such an unusual term. Learners were not even willing to participate by responding to the question. It was only when the teacher gave them the examples of discourse markers in Utterance 7 that the learners started getting a clue and started answering as to what their functions are. As indicated in Utterances 8-12 they were now referring to them as 'linking words' which is the function of connectives. It is once again worth noting that Mr. Fish limits the learners to what is in his written model text as shown in Utterance 18, instead of venturing beyond his model text for learners to be equipped with various connectives. The connectives that he explains in the class are those of time sequencing such also, furthermore, in addition as shown in Extract 26. He fails to expose learners to connectives of elaboration and disagreement. There is a lack of flexibility in his pedagogic practice as according to Parsons (2008) as he seems unable to go beyond what he has planned. The fact that he failed to give learners a variety of connectives confines learners to what the teacher wrote and does not develop them into better future writers. Even though Mr. Fish asked learners to look for some more during their spare time as shown in Utterance 15, there was no point because in the three lessons I observed he did not go back to ask learners in order for them to present what they discovered when they went to search for some more discourse markers. This shows that the activity did not serve the purpose it was intended for which was for the learners to be exposed to some more connectives as there was no confirmation whether what they discovered was correct or wrong.

Ms. Given on the other hand as shown in Extract 22 below used a model text before the independent writing stage. She monologically explained to the learners the structure of the argumentative writing essay as well as grammatical features such as the connectives which are used as a transition from one paragraph to another. Since Ms. Given combined stage 1 and 2 of the Curriculum Cycle, she taught the conjunctions during the building of the field stage, at stage 2 which is the modelling stage she did not explain all she did was to read her model text to the learners without any elaborations since she did so already.

### **Extract 22: Day 3- Summarised Utterances from Ms. Given's written model text**

- MS. GIVEN: We are done I just want you to look at my essay, to look at my sample. (*Teacher takes a poster with her essay written on it and pastes it on the board*). I have a good handwriting and I know that all of you can see clearly.
- Then the body, 'in the first place', now it is my argument to support my argument because we said we must support with facts and examples and that is the development.
- Okay, and then we go to the next paragraph, the body paragraph 'To conclude with, bullies are criminals and they must be punished.' That one is another point or my final argument.
- Then for my conclusion, I start with a counter argument 'Although some people believe that children must fend for themselves. (See Appendix 5B).

In Extract 22 above, Ms. Given used a model text (Appendix 5B) which as stated earlier plays a major role in making learners understand the various features of an argument. The challenging factor however in her teaching is that she did not use the model text right during the second stage which is immediately after building knowledge about the field as the Curriculum Cycle by Gibbons (2002) advocates so that the learners can get a clear understanding as to what they are expected to do. She used the model text on the last day of her teaching instead of providing it during the initial stages of her teaching so that the learners could use the information during the joint construction and independent writing stages. In other words, the sequencing of Gibbons' Curriculum cycle has pedagogical importance which could have positive impact on learners' writing. I therefore concluded that Ms. Given used the model text to improve learners' independent writing activity which disadvantaged them during the joint construction stage. If such text was given at stage 2 learners could have improved right throughout the lesson which could have given a better individual writing outcome.

Mr. Fish, on the other hand, used the model text on the first day of his teaching meaning he combined the building knowledge of the field stage (stage 1) with the modelling stage (stage 2) instead of starting with building the field knowledge first on its own and then moving on to the modelling stage as advocated by Gibbons (2002). In Mr. Fish's pedagogic practice one can conclude that there is a possibility to deprive the learners of explicit teaching of the genre of argument as indicated in chapter 2 which might affect the results in the end as argumentative writing is a complicated genre to learners.

## 4.5 Joint Construction

According to Gibbons (2002) joint construction is the stage where teachers and students together discuss the overall structure of the text, suggest more appropriate vocabulary, consider alternative ways of wording an idea, and work on correcting grammatical mistakes, spelling, and punctuation. Both Mr. Fish and Ms. Given practiced joint construction in order for them as more knowledgeable others to guide learners on how to come up with a complete argument. In both classes, teachers organised learners to sit in pairs in order for them to share ideas and thereafter teachers themselves were part of the construction of arguments by assisting learners through the provision of feedback during their presentations. Mr. Fish for example told learners to jot down points that they would include in their introduction in pairs, which however mismatches with what is appearing in his lesson plan as he stated in his plan that *'learners will work in groups and report back to the class'* (See Appendix 9A). It is a mismatch because Mr. Fish states that learners will work in groups, but instead organised them in pairs as indicated in the extract below. From my observation his change might be attributed to the fact that he has a smaller number of learners which is 8 in total. One can also conclude that perhaps he was trying to be adaptive to the situation and not merely stick to his lesson plan.

As advocated in Namibia's curriculum, collaborative learning should be used in classrooms so that learners can be organised in pairs and groups when completing tasks, (Namibia. MBEC, 2010, p.26). In this research I found that both teachers implemented collaborative learning in the writing classroom. Vygotsky's ZPD acknowledges the importance of interactions and collaboration. Extract 23 below shows a part of Mr. Fish's collaborative task.

### Extract 23: Day 1- Mr. Fish's lesson observation on the collaborative task

- 1 MR. FISH: Right, what I want you to do is; I want to see what you are going to write in your introduction. Can you jot down in pairs? In my introduction I am going to write 1,2,3,4,5, move fast in pairs, very fast. I want to see what you are going to do in your introduction. Remember the introduction is the foundation of the essay and once it is weak, no essay. You will produce a very poor one.
- 2 *Ls: Learners plan their introduction in pairs while the teacher walks around the classroom checking what they are doing. They took round about three and a half minutes to complete.*
- 3 MR. FISH: *Teacher speaks to some learners while in pairs and says: She is the secretary let her write. This is not a discussion, you are just smattering..... Huh ah! You must be heard.*
- 4 *Ls: (Learners start discussing a bit louder*

As indicated above in Extract 23, learners during the joint construction stage are sharing ideas which will ensure that learners learn from each other because what one learner might know another learner might not know as the learners bring different experiences from different backgrounds. Mr. Fish acted as a facilitator during the activity and ensured that learners took part in the discussion. As stated in chapter 2, According to Dillenbourgh (1999) teachers can be there as monitors to regulate the interactions. This role can be named ‘facilitator’ instead of ‘tutor’, because the point is not to provide the right answer or to say which group member is right, but to provide a minimal pedagogical intervention (e.g. provide some hint) in order to re-direct the group in a productive direction or to monitor which members are left out of the interaction. Bauersfeld (cited in Xipu, (2011, p.10) further asserts that according to the social constructivist approach, instructors have to adapt to the role of being facilitators and not teachers whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. In the former scenario, the learner plays a passive role whereas in the latter scenario the learner plays an active role in the learning process. Important to note is that Mr. Fish’s class consisted of eight learners which made his work easier as he was able to control them and see what they were writing individually.

Ms. Given’s class on the other hand consisted of 41 learners, whom she also involved in collaborative learning at every stage of the structural components she taught, namely, Introduction, Body and Conclusion. In explaining the three obligatory stages as proposed by Hyland’ (1990) model, she managed to explain to the learners the exact functions of the stages which shows that she has a sound understanding which indeed corresponds with what she mentioned in the interview in Extract 4. Ms. Given went around facilitating learning by guiding learners on how best they can accomplish the task given. The extract below shows how the group work activities in Ms. Given’s class were carried out.

<b>Extract 24: Day 2- Ms. Given’s lesson observation</b>	
1	MS. GIVEN: I want you to go back into pairs and then take your notebook then you continue where you stopped yesterday. Okay, but this time we have a double period you only do your first argument then you stop there, we discuss it, then after when you are done then that is when you continue with your next argument paragraph number three. <i>Teacher 2 hands out the question papers which the learners used in the previous lesson and then go through the instructions again before they start. Learners are reminded on what to do.</i>
2	MS. GIVEN: If there is something you do not understand like a word or so, you can ask your partner or check the dictionary for the meaning.



*(Learners write in pairs while the teacher walks around the class to see what they are doing. In order to avoid disturbing the whole class, she went to individual learners and corrected their mistakes using sounds that only that particular learner can hear and in some cases points to the board to refer them back to her notes. It took learners 12 minutes and 20 seconds to complete the activity.)*

- 3 MS. GIVEN: Okay, you can stop there. Some of you have written too long paragraphs. Remember we said that don't forget about the space provided which is limited. Okay, stop there I need a brave person who can stand up and read to us what she/he wrote. I will not point anyone, okay

Extract 24 above shows how Ms. Given gave instructions in Utterance 1 for learners to work in pairs during the lesson. In Utterance 2 she motivated them to make use of other learners whom they are paired with in order to get help where they do not understand. It is however important to note that due to the large number of learners she was not able to control and facilitate the process successfully. I observed that learners were working in pairs, but in most cases they were not actively involved in the sharing of ideas. Most of the learners were rather focusing on doing their activities individually and the teacher could not step in and tell them to do pair work. She was only able to approach some learners during the activity that she guided on how to do the task given which shows that the joint construction phase was not effectively carried.

As indicated in Chapter 2, learners in the collaborative learning environment do not have to only focus not group or pair work to share ideas, but teachers can also involve them in peer review activities (Keh 1990). Given the fact that marking written work is time consuming as classes are in some cases overcrowded like that of Ms. Given which has 41 learners, encouragement of peer review in the form of editing and marking can be one of the solutions which is advocated in the current writing pedagogy, (Hyland 2006, as cited in Julius, 2013). This means that, teachers give learners a chance to mark and peer edit each other's work while they play the role of a facilitator which in the end not only assists the teacher with reducing work load, but it helps learners improve their work, (Richard 2003, in Kalipa, 2014).

Extract 25 below shows a part of Ms. Given's lesson when she was giving instructions to the learners during the joint construction stage.

**Extract 25: Day 2- Ms. Given's classroom observation**

1. MS. GIVEN: The second one, you see you are sitting in pairs. What you need to do now is to exchange your books with your partner. I want you to take out a pencil and then you do the marking you know what I want you to check the grammar and spelling mistakes, remember to underline the mistakes and use the correction keys to help your friend. All of you are teachers now. Please check the grammar and spelling mistakes so that they can know that this is a wrong form or there is a word omitted.

Extract 25 above shows how Ms. Given instructed learners to do peer marking and editing of each other's work which would enhance learning as they would learn from each other's work. One issue of concern that one can derive from Ms. Given's way of teaching is the fact that in Extract 15 she made learners exchange books and mark while the initial purpose is that it was constructed in pairs. The question then that keeps arising is, what is the purpose for learners to write in pairs and then make them mark each other's books again while they already constructed the same paragraphs together? The task was therefore not carried out successfully because the same learners who came up with the ideas written are the same learners who marked that particular work. It could have been beneficial if Ms. Given could have made learners to swop books with those that they did not share ideas with when they worked in pairs.

It is important to note that learners were not only told to do activities in pairs in order to facilitate learning, but I have also discovered that joint construction between the teacher and learners took place whereby Ms. Given gave feedback as she walked around the classroom. Ms. Given clearly indicated in each of her lesson plan that: *teacher discusses with the learners how to write introduction, body and conclusion* (See Appendix 8A). Mr. Fish also does the same by stating that: *Teacher gives individual help as learners write their essays*.

Extract 26 below shows how Mr. Fish guides learners during a joint construction phase.

**Extract 26: Mr. Fish 's lesson observation during the joint construction stage**

MR. FISH: When our classmates present, let us concentrate on what he or she is presenting. Ask questions where we don't understand and then we can give some advice on other areas we feel are not very suitable, but most important is to justify to us.

In the scenario below in Extract 26, both Mr. Fish and the learners helped those who were presenting so that they could think about their writing by asking questions, commenting and

guiding them so that they can improve. In that case, both teacher and learners acted as the more knowledgeable others who were there to assist the learners in the work they had written so that they could write better. It is therefore evident from Extract 27 below that, the fact that Mr. Fish requested learners to justify the choices they made was a scaffolding strategy that allowed learners to consciously reflect about each step they took to construct a logical coherent argument during the joint construction stage. In that way, the learners and the teacher acted as the more knowledgeable other whilst others learn.

**Extract 27: Day 2- Mr. Fish 's lesson observation**

- 1 IMWEH: I am done with the introduction.
- 2 MR. FISH : Maybe tell us why you did it like that.
- 3 IMWEH: In the introduction I defined what the proverb was and where it originated.
- 4 MR. FISH: Ask him questions, I have asked mine. Ask yours. You are afraid of him, this one? He does not bite.
- 5 KATANO: Is that your full introduction.
- 6 IMWEH: Yes
- 7 MR. FISH : I think you are not satisfied because when you say is that your introduction I am sure you had some reservations. You feel..... Hmmmmmm, something could have been done. Am I correct?
- 8 IMWEH: Yes
- 9 MR.FISH: Like what? Give him advice.
- 10 KATANO: He did not include his thesis statement.
- 11 MR.FISH: That is what she said, she is talking about the thesis statement. Maybe she doesn't understand the big word. Can you clarify?
- 12 KATANO: You did not tell us which side you are supporting, which side are supporting. Are you for the topic or against the topic?
- 13 MR.FISH: Maybe you have a reason why, can you tell us why?
- 14 IMWEH: Eeehhhm, when I made my introduction I repeated the topic that the pen is mightier than the sword.
- 15 MR.FISH: Okay. I get his point, you know what he did? By writing the topic, he has already chosen a side. But has he chosen? The topic is as it is and writing it is not a choice. I am sure she has helped you. Another question?
- 16 Ls: *Learners silent and not responding*
- 17 Mr. Fish: Ask him he is waiting there.
- 18 Ls: *Silent*
- 19 MR.FISH: Now from what he wrote in his introduction, are you sure that from what he said you clearly understand the pen and the sword? Are you now comfortable that you understand the pen and the sword? Are you sure you understand clearly the pen and the sword?

In Extract 27 above, the teacher facilitated the presentations in the classroom by questioning learners of their choices and motivating the rest of the class to assist each other. In Utterance 2 Mr Fish asked an individual learner to elaborate why they wrote their introduction the way they did and thereafter when the learner had given his reason in Utterance 3, the teacher told other

learners to ask him more questions. From Utterances 4-13 the teacher and the learners were involved in refining Imweh's paragraph questioning and amending where necessary. In conclusion, Mr. Fish in Utterance 19 asked the rest of the learners if they had learned something from the comments given to the presenter. This means that the joint construction stage did not only benefit Imweh alone, but it assisted those listening so that they could improve their work.

It is worth noting that what Mr. Fish did was in agreement with what he said in the interview when he stated that: *I ask each learner to explain the relevance of that point to the essay they are going to write and then if they can't convince me then I will tell him if you can't convince me what about all other readers who are going read it?* (Appendix 2C). The teacher's input as a facilitator is important in the joint construction phase as it helps learners to see how things are done and apply it in their own writing.

Ms. Given, as stated earlier, was also involved in the joint construction process with the learners. The joint construction started on day 1 up until day 3 whereby she instructed learners to practice how to write different components in pairs after she had explained them to the class. Below is a segment in Ms. Given's lesson where joint construction was practiced.

**Extract 28: Day 1- Ms. Given's lesson Observation during joint construction**

- 1 MS. GIVEN: Ok, yours is incomplete. *(Teacher walks towards a learner and reads one learner's introduction)* 'Bullying is not acceptable at all.' I think that is a good introduction. 'bullying is not acceptable, this has been a culture in many places and schools, but especially in schools bullying is to do something on someone's body but not by peace and force *(laughs)*. I am not in favour with such a process.' Is the argument clear? Heeh? I am not in favour with such a process.
- 2 Ls: *(Some learners indicate that it is not clear by shaking their heads.)*
- 3 MS. GIVEN: No, it is not clear. Remember you need to indicate clearly whether people should let children should fight their battles or not. Where is it? *(teacher reads further)* 'I am not in favour with such a process because some of the people cannot defend themselves, so we should not let our children fight their own battles'. Oh, I am so sorry I did not finish reading. *(Teacher moves to the next learner and reads her introduction)* Yes, what did you write? 'Aaah, children fight their own battles' that is the heading. When people talk about battles it is the type of bullies you expect at school *(laughs a bit)* and this has disadvantage when it comes to children because some of them come to make things necessary. 'I strongly disagree with the statement'. Do you understand what she wants to say?
- 4 Ls: *Quiet*
- 5 MS. GIVEN: What is the key word here in the instructions, which word are you supposed to define, is it battles?
- 6 Ls: *(Chorus) Bullying*
- 7 MS. GIVEN: Yes, bullying is the key word that you are supposed to define or explain, but not battles.

Ms. Given then went on with joint construction in the classroom, learners used a different topic at this stage compared to the one at the independent construction stage. During joint construction the learners wrote about bullying in schools while during independent construction they wrote about the student representative council in schools. Varying topics is advocated by (Gibbons 2002) who indicates that learners should be given to write on the same text type, but the topic they write about should differ in both joint and independent construction stages. During the joint construction stage learners wrote their own paragraphs and then the teacher together with the learners worked together to amend them so that learners can improve. She went around the class commenting on individual learner essays as indicated in Utterances 1, 3, 5, 7. Extract 39 below shows one of the segments of feedback during a joint construction scenario in Ms. Given's class.

<b>Extract 29: Day 2- Ms. Given's lesson observation</b>	
1	I need a brave person who can stand up and read to us what she/he wrote. I will not point anyone, ok
2	MISHE: <i>Raises her hand</i>
3	MS. GIVEN: Ok. ESSIZI ( <i>pseudonym</i> ) Tell us first whether you are for the statement or you are against.
4	ESSIZI: I am against
5	MS. GIVEN: You are against, ok, hmmm
6	ESSIZI: Firstly, bullying can make life difficult in the classroom for the learners as they will not be able to concentrate on their school work because they are always scared of bullying. Some may always be negative about his/her school works.
7	MS. GIVEN: Ok, I think she used the first idea. Children cannot concentrate in the class, heeh? And then points or examples to support what she mentioned here, what did you say? Learners will be scared and what else?
8	CHAMPY: They will be negative about their school work,
9	MS. GIVEN: They will be negative about their school work. You only have two points supporting what she said. It is not enough you must have at least three to four points that is the development we always talking about if you want to get good marks or to come up with a good piece of writing. Mhhhhh Yes, you want to try? ( <i>pointing at a learner</i> )

In the above extract the teacher gave learners a chance to present their work so that they can be assisted if need be. The teacher here is trying to show learners what others did so that they can improve their work. As shown in Utterance 6 the learners presented their paragraph and then the teacher in Utterance 7 asked them to show the points they gave to support their claims which the learner indicated that: *bullying can make life difficult in the classroom for the learners*: The learner indicated in Utterance 8 to indicate that the point he used to support is that: *As they will not be able to concentrate on their school work because they are always*

*scared of bullying* and another point that: *They will be negative about their school work*. The teacher motivated the learner to at least have three points instead of only two. This kind of guidance demonstrated by Ms. Given is crucial in developing learners' way of writing as that is what is required of them to write in their essays in activities given in the class or in examinations.

Just like Ms. Given, Mr. Fish too in Extract 30 below involved learners in the joint construction, even though his pedagogic practice is different. In his lesson, the joint construction stage took 35 minutes on the second day in which learners wrote the introduction to their essays only and did not focus on the other components. Mr. Fish used different topics at both stage 3 and 4 of the Curriculum Cycle as advocated by Gibbons (2002). During the joint construction he used the topic on capital punishment and during the independent construction stage he used the proverb "The Pen is mightier than the Sword". It is worth noting that in his teaching approach he does not do much to motivate learners to demonstrate how they have developed their ideas into a complete argument as shown in Extract 2 below.

**Extract 30: Day 2- Mr. Fish's lesson observation on joint construction**

- 1 INHEH: The pen is mightier than the sword. The pen is mightier than the sword is a proverb in which the pen and the sword are symbols of scholars and soldiers whereby it emphasises the great work of scholars in society compared to that of soldiers. Although soldiers have greatly shaped this world, scholars still hold greater positions in society because of their profound knowledge.
- 2 MR.FISH: Can you describe what you did to us, how you came up with that. What issues were you looking at?
- 3 INHEH: Well first of all I wanted to define the proverb and support that the pen is mightier than the sword without actually stating that I am supporting it.
- 4 MR.FISH: Ask her questions if you have. Are you satisfied with what she has done?
- 5 Ls: *(Some learners replying not so confidently)* Yes
- 6 MR.FISH: No, you are not. If you are satisfied than tell us. Why are you satisfied with what she has done? You can't be satisfied without a reason. *(Pointing at a learner)* Mhhhhh
- 7 IMWEH: Sir, I think because she gave points which clearly give reasons stating that the pen is mightier than the sword and that they hold higher positions in society compared to soldiers.
- 8 MR.FISH: Uhhh, thank you very much, thanks. Next.

Extract 30 above shows a classroom presentation whereby learners presented the introduction to their essay. Even though he probed the learner in Utterance 2, which he does with the rest of the learners, he failed to teach learners how to develop ideas. His role was rather the one of confirming and questioning instead of scrutinising and advising on whether the learners have developed the ideas well or not. Furthermore, in Mr. Fish's class during the joint construction stage the learners were not asked to write the body and the conclusion to their essays which they presented in the classroom which did not give them added practice on how to write a

strong body and conclusion. In his planning he does not indicate that the conclusion will be part of their assessment, but he only indicated that: *Learners write the introduction to their essays*, (Appendix 9A) but there is nothing mentioned about the conclusion. Had Mr. Fish given the learners a chance to present their body and conclusions in the classroom they could have gotten assistance from the teacher as well as from their peers which Vygotsky (1978) terms as the more knowledgeable others (MKO).

#### 4.6 Independent Construction

As indicated in Chapter 2, the independent writing stage is the part where learners are given the opportunity to write on their own as they are seen to have gained confidence to write a text Gibbons (2002). By this stage, students have developed considerable background knowledge about the subject, are aware of the linguistic characteristics of the text type, and have jointly constructed a similar text (ibid).

In Extract 31 below, Mr. Fish's learners completed the independent activity on their own out of the class even though Utterance 1 and 3 below shows that the teacher was not in favour of the learners going to do their work without his supervision as they might get assistance from others which would not have a good reflection of what they have learnt in class. It is also worth noting that even though Mr. Fish indicated in his planning that: '*Teacher offers individual help to learners as they write the essays*', (See Appendix 9B) it does not appear in the classroom observation as the work was not done in the classroom. In Extract 31 below, Mr. Fish gave learners the instructions on what they should do in the independent writing activity.

Extract 31: Day 3 - Mr. Fish's lesson observation	
1	MR.FISH: What we are going to do now is this, I would like you this time to write I am sure where you agree let us write three good points then we come up with five paragraphs, the introduction body and conclusion. Then we write them today and then give me today then you will have a nice journey home. I want to mark them today, everything is today. Are we agreeing?
2	Ls: ( <i>Silent</i> )
3	MR.FISH: You have taken your side, I have heard your introduction and you have been advised here and there you can make corrections, but then you write it and submit it today the whole thing now.



Similarly, Ms. Given also gave learners to write independently and submit the following day.

### **Extract 32: Day 3- Ms. Given's lesson observation**

- 1 MS. GIVEN: I will give you homework and then don't you have free period today?
- 2 Ls: (*Chorus*) No
- 3 MS. GIVEN: Then you can do it after school then collect them tomorrow before we start with the first lesson. The activity is also from the past question papers. Remember to paste it and then you write on the opposite page. Then collect this (*showing the learners what they have been using in the class*) hand outs. Do you understand?
- 4 Ls: (*Chorus*) Yes

As shown above in Extract 32, Ms. Given in Utterances 1 and 3 instructs learners that they will do individual activities as homework and that they should submit it the following day. In both instances in Extracts 31 and 32, the teachers asked the learners to individually construct their argumentative essays and the learners did not complete the work in class. Had the two teachers been part of their individual writing period, it could have helped them a lot in moulding them into strong writers as they could have received the necessary guidance required from the More Knowledgeable other (MKO) in case they had questions. The presence of the teacher is important at the independent construction stage, as Gibbons (2002, p.67) put it, as the learners write, the teacher can be there to remind them about the process of writing. The teacher could also be there to ensure that what the learners have written is their genuine work and not done by other people.

#### **4.7 Analysis of learners' written work**

In this section learners written work from Mr. Fish and Ms. Given were analysed in order to answer research question 4 which asks that: *what role do these classroom practices play in the development of learners' writing of an argumentative essay?* I assessed 4 essays from Mr. Fish's class which is on Higher Level and 10 from Ms. Given's class which is on Ordinary Level. The features of an argument were analysed based on Hyland's (1990) model of argument such as the introduction (introducing the proposition to argued); argument (with four moves); and conclusion (synthesising the arguments and affirming the validity of the thesis). During the analysis logical development and linguistic features were also assessed.

##### **4.7.1.1 Learners' written work for Mr. Fish**

The essay topic provided to the learners is: "The Pen is mightier than the Sword". Based on the learners' work from Mr. Fish's class which is on Higher Level, (See Appendices 7A-D), they all wrote their introduction. Using Hyland's (1990) model of argument to analyse the four essays I discovered that all four learners' introductions did not include a Gambit which is



optional. However, all four learners provided Information about the topic to be argued. Since information is one of the moves that gives background details about the topic, all four learners gave information that the topic refers to a proverb and further indicated what the proverb means by giving definitions of the two concepts which are pen and sword as that was the guidance Mr. Fish gave during his teaching as well as in his model. The learners in their introduction indicated that the pen represents scholars while the sword represents soldiers. One of the learners for example indicated that, “A pen represents a scholar while a sword can be referred to soldier” (Appendix 7D). This means that learners in most cases are likely to follow what the teacher says and are less likely to create other options on their own. It could therefore have been helpful if Mr. Fish had explained to the learners various ways of how to write the introduction rather than just definition as per his written model text (Appendix 5A).

Furthermore, all four essays also gave a positive gloss by supporting the proposition since no one was against the topic provided. For example, one learner stated that: *A scholar is more effective with the use of his inventions while a soldier implies his belief with wars and fights* (Appendix 7C). In addition, 3 out of the 4 learners also gave their proposition whereby they stated their argument even though they wrote it differently, for example one of the learners indicated that: *I support the view that a scholar is mightier than a soldier*; which is a good statement which indicates which side (for or against) they are supporting. According to Hyland’s (1990) model, the Marker is an optional component of the introduction of an argumentative essay, looking at the learners’ written work, none of them indicated it in their writing as it was not taught by Mr. Fish during the argumentative writing lesson.

At the argument stage all the learners wrote three paragraphs. At the beginning of their claims they all used Markers to indicate sequence in their claims for example for the first claim they used the listing signal “firstly”. All four of the essays used a connective for the second paragraph. Three used the word “secondly” and one (Appendix 7C) used “on the other hand” which is inappropriate as it is used to signal two differing point of views rather than simply the next claim in a new paragraph. For the third claim two learners used “in addition”, while two used inappropriate ones which are “in sum” and “therefore” which made their writing look disorganised. It is worth noting that the majority of the learners used connectives of time sequencing which appeared in Mr. Fish’s written model text rather than others not taught such as those of elaboration, qualification or contrast.

Data also reveal that all four learners made claims even though in some cases they did not have sufficient support. For example, in Appendix 7C the first claim is that: *Ideas propagated by scholars have a much longer impact on the world than the violence enforced by soldiers*. The learner to support this claim indicated that: *the written word makes a permanent impact on several generations creating the spirit of the modern world*. For the second paragraph this learner indicated that, *scholars give good counsel and promote cultural values*. For the support she indicated that, *scholars produce work that teaches the generations on how to morally overcome their troubles in life*. In the third paragraph the learner's claims are not so clear and she or he wrote it as a summary of the whole essay. This confused the teacher who put question marks on the third paragraph and this made his or her work very weak and in the end did not score good marks as there was no consistency in his or her work. This learner could have done much better had he or she given clear claims with support using facts and examples.

All learners wrote their conclusions differently. The four learners all had a Marker to indicate that they had come to the end of their writing. The three learners used the phrase "let me conclude" which is what appears in the teacher's model text and only one learner used "in conclusion". In addition, all the four essays also had a Consolidation (Appendices 7A-C), which according to Hyland (1990, p.74) indicates that a Consolidation is used to refer back to the content of the argument section to relate the themes of the argument stage with the proposition. For example, one wrote it as follows: *scholars have different careers of their choice which can be instrumental in the development of the country*. It is worth noting that of the four essays analysed, none had a Close in their conclusion which is used to broaden the context of the proposition Hyland (1990).

The Higher Level learners as indicated earlier in the methodology section are selected on their abilities to be able to express themselves well in English in both speaking and writing. Even though their written work is of a high standard and what they have written about shows that they read broadly, they still have a challenge of being unable to develop their claims fully in some of their paragraphs. The content they wrote in their essays is well-structured and logically sequenced with ideas linked together with various connectives, examples, as well as quotes from various scholars as part of the persuasive language to strengthen their arguments. The major challenge however is that they still fail to fully develop their ideas. Out of the four learners' work only one learner was able to develop his/her ideas fully while three did not do so. It is also worth indicating that learners' scores ranged from the lowest with 13, to 14, the

third with 15 and 17 out of 20 which means on Higher Level, their writing is not so bad compared to the Ordinary Level learners.

#### **4.7.1.2 Learners' work for Ms. Given**

The learners were given instructions to write an essay for the school magazine, giving their opinion on whether the Learner Representative Council (LRC) is important or not. At the introduction stage based on the ten essays (See Appendices 6A-6I) analysed, it is clear that in Ms. Given' learners' essays there is no Gambit used in order to attract the readers' attention. The ten learners all started by giving background information by describing the roles of the LRCs in schools. In their description of these roles, for example, one learner for example indicated that: *LRCs are appointed to control and direct others*. In addition, in their description of these roles the majority of the learners gave an Evaluation by giving a positive comment about what they were proposing, for example, one learner indicated that, *LRC are in charge of projects in schools and to assist in keeping discipline*. In terms of the proposition, of the ten learners, only seven clearly indicated where they stand, while the other three did not do so (See Appendices 6A,6B,6D,6G,6C,6I,6J). One of the learners who wrote their proposition so well indicated that, *I strongly oppose the statement that says we must continue with Learners Representative Council*. According to Hyland's (1990) model, the Marker at the introduction stage is one of the moves which signposts the organisation of points that the learner is going to focus on, but out of ten essays analysed, there is no learner who wrote it.

At the argument stage, just like the Higher Level learners did, they wrote three paragraphs each. In these three paragraphs they used Markers. As shown in (Appendices 6A-I), learners used a variety of connectives when they presented the first paragraph of their argument some said 'first of all', 'In the first place', 'firstly', 'On the first point' which shows that the teacher did her best to expose them to a variety of connectives. Furthermore, when they presented the second paragraph of their argument some used 'In addition to that', 'Furthermore', 'Moreover', 'Added to that'. In the third paragraph they used, for example, 'Lastly', 'finally', which shows a variety of connectives used to conclude were given by the teacher.

Of the ten learners' essays analysed, I discovered that eight supported their clear claims. (See Appendices 6A, 6B, 6C, 6G, 6F, 6H, 6I, 6J). Even though eight of the learners wrote some support for their claims, they were not all clear enough for the reader to understand due to grammatical and spelling errors. For example one learner (Appendix E) wrote, "LRC are the

one close between learners and teachers because if a learner lost something in the class and failed to get it with class captain have to go and report it to the LRC and LRC take it to the office. Even when the school management make some change in the school rule, LRC are the one to go and tell learners that changes made by the school''. In some cases they simply listed ideas in one paragraph without supporting them (See Appendices 6D and 6H). Data also reveal that none of the learners restated their proposition during the argument stage. Even though the eight learners provided claims with some support, it is worth highlighting that many of them were not able to develop ideas. Only two learners (Appendix 6E and 6G) wrote well-developed ideas, for example one learner (Appendix 6B) wrote that, "moreover they liaise between learners and teachers. The LRC is the one approached for example in time of emergency when the teachers are not around so to deliver information later to them. They are told secrets of the other learners to take care them to the teachers. The LRC is send or shared information with teachers to take to the learners''. The development of ideas is crucial in writing the genre of argument as the syllabus advocates that "Learners should be able to develop ideas" (Namibia. MBEC, 2010, p.10).

Of the two learners who did not provide claims, one learner started off by writing information that is supposed to be in the introduction stage by signposting what they are going to write (See Appendix 6H), while the other learner (See Appendix 6D) wrote his or her claims also but these were marred by many grammar and spelling errors and therefore were difficult to understand and he also repeated claims..

At the Conclusion, the only obligatory move is the Consolidation stage while the Marker, Affirmation and Close moves are optional, (Hyland 1990). I discovered that only one learner out of ten had a marker in his or her essay, which is 'finally' (Appendix 6E). Those with a Consolidation are eight while the other two had conclusions dominated by spelling and grammatical errors that made their work difficult to understand in order to identify the different components of the Conclusion (See Appendices 6A & 6D). One of the learners indicated the Consolidation as follows, "LRC should not be abolished at school because a school without LRC members have to face many challenges that lead to many unresolved problems and learners can perform poorly because LRC members are to avoid all this problems not to take places''.

Even though a rebuttal is not part of Hyland's model, the teacher taught it and indicated to the learners that it plays a major role at the Conclusion as it is used to weaken the points of the

opposition. Six of the learners included clear rebuttals in their arguments before writing their Consolidation (See Appendix 6G, 6J,6I, 6F, 6C and 6B). This is an example of one learner's rebuttal: *Even though many people believe that the LRC members are not good examples outside school, I still stick to my gun that we should not continue with the LRC.* The last optional move at the Conclusion is the Close, which none of the ten learners used.

Furthermore, it is worth noting that the majority of the learners could not score high marks for this activity which was out of 16. Out of the ten learners, one got 6, two got 7, four scored 8 and the other three got 9 out of 16. The results show that learners are struggling with the argumentative genre and that more effort needs to be put into the teaching of it. One could attribute this performance to their poor English background because it seems that Ms. Given has done enough to make them understand, but they were not able to write quality work.

#### **4.8 Synthesis and concluding remarks**

Both the sets of the learners' writing have some similarities: firstly, they were all able to structure their essays into the three main components which are, introduction (introducing the proposition to be argued); argument (with moves); and conclusion (synthesising the arguments and affirming the validity of the thesis). They were also able to paragraph their writing. In their introduction learners were able to state their proposition, but there were still four (three on Ordinary Level and one on Higher Level) who were unable to clearly state where they stand. Both sets of learners also used connectives which Hyland's (1990) model terms as Markers to sequence and signpost their different ideas at different paragraphs even though two learners on Higher Level used the wrong ones. In their writing both sets of learners are able to write claims with some evidence, but 12 out of the 14 learners were not able to support their claims convincingly by using various data such as statistics, quotes and previous research. Another challenge observed is that the learners were unable to develop ideas as per the Ministry of Education requirement, Namibia. MBEC, (2010, p.10). At the Conclusion both sets of learners were able to write a Consolidation in order to sum up their main points.

The differences between the Higher and Ordinary Level learners' essays is that the learners on Higher Level have more accurate grammar usage compared to those on Ordinary Level. Better performance by the Higher Level learners could be attributed to the fact that they were in a smaller number of eight which enabled the teacher to give individual attention compared to the Ordinary Level learners. The Higher Level learners were able to use quotes to strengthen their

writing and their vocabulary is also richer compared to the Ordinary Level learners. It is also worth noting that the topic for the Higher Level learners was more difficult and abstract than that of the Ordinary Level learners, but they were still better writers. In terms of spelling and grammar, the Higher Level learners' work had fewer grammatical and spelling mistakes while the Ordinary Level learners' especially those with the lowest marks writing was mostly dominated by grammatical and spelling errors which in some cases impeded understanding. The learners on Ordinary Level also found it difficult to express themselves in order to get a clear idea across as they lacked sufficient command of the English language while those on Higher Level were better able to express themselves using more varied vocabulary. Some of the moves that the Ordinary Level learners used differed from those that Higher Level learners used, for example, the learners used rebuttals in order to weaken the opposing views while on Higher Level they did not do so.

Both Mr. Fish and Ms. Given's approach had a role to play in the learners' writing. To begin with, as stated earlier, all the learners divided their work into introduction, body and conclusion which is exactly what the two teachers emphasised during their teaching. All the features of an argumentative essay that the two teachers taught learners during the joint construction stage as well as during the modelling stage was what majority of the learners wrote in their essays.

One thing worth noting from the two teachers writing is that Ms. Given who taught Ordinary Level taught her learners to write rebuttals in their essays, but Mr. Fish did not teach rebuttals to his learners. The six learners from Ms. Given's class wrote clear rebuttals in order to weaken the points of the opposition while Mr. Fish learners none of them wrote rebuttals. The fact that Mr. Fish's learners wrote rebuttals while Ms. Given's learners did shows that indeed the two teachers' pedagogic approaches had an impact on their written work as learners are most likely to write what they are taught by their teachers. Another issue which shows that the teachers' pedagogic approaches had an impact on learners' writing is that the Higher Level learners included quotes from various scholars to strengthen their arguments as that was what Mr. Fish did in his conclusion (Appendix 5A). I would therefore fully conclude that teachers' pedagogic approaches had an impact on learners writing as they were able to have what the teachers taught in their essays and only in rare cases that learners included what was not taught. The only challenging issue among the learners' writing is the organisation of ideas as well as the control of the language because even though the learners tried to incorporate what they were taught by

the teachers in some cases especially when it comes to developing of ideas they were not able to do so with appropriate grammar and proper spelling in order to give clear ideas.

#### **4.9 Concluding remarks**

In this chapter the presentation, analysis and discussion of the findings which are crucial to the goal and research questions in this study was done. The findings revealed the various approaches used by the two teachers when teaching argumentative writing. The findings showed that teachers' pedagogic approaches differ and that they indeed have an impact on learners' writing. I will return to my research questions in the next chapter and show how the findings have addressed these questions.

## **Chapter 5: Conclusion**

### **5.1 introduction**

This case study focused on how two teachers from different schools taught argumentative writing to their Grade 11 learners. The main contribution of this study is to provide an in depth understanding of the ways the Grade 11 teachers at Higher and Ordinary Levels teach argumentative writing and how their pedagogic approaches affects learners' writing.

In this section I will summarise the findings of this study. I will further give my personal reflections. I will also note the limitations of the study and gave the suggestions for further research possibilities.

### **5. 2 Summary of the findings**

As indicated in Chapter 3, interviews in this study provided me with the needed information about the teachers' understanding as well as the ways they teach argumentative writing. The classroom observations also gave me an opportunity to find out about their pedagogic practices used in their classrooms. I further examined learners' written work to see how the teachers' pedagogic approaches impacted their writing.

The research questions which guided the study were:

- What are the Grade 11 teachers' understandings of an argumentative essay?
- How do these understandings impact on their classroom practices in the teaching argumentative essay?
- What pedagogic practices do the Grade 11 teachers use to teach argumentative writing?
- What role do these classroom practices play in the development of learners' writing of an argumentative essay?

Data reveal that both Mr. Fish and Ms. Given have a sound understanding of an argument as their subject knowledge of the structure of the genre of argument is good as it corresponds with Hyland's (1990) model in many respects. They indicated during the interview that they focus on the key aspects of an argument in accordance with Hyland (1990) model when teaching argumentative writing in order to make learners understand the genre of argument and also its purpose. Ms. Given for example indicated that she focuses on the three basic components



which are, the introduction, body and conclusion. Mr. Fish on the other hand indicated that he ensures that learners understand the topic as he conducts his lessons. Even though the two teachers highlighted that they ensure that learners understand the topic and that they focus on the key aspect of a written text when teaching argumentative writing, they did not have a pedagogical theory in teaching the genre of argument such as those put forth by Gibbons (2002), which are, Building Knowledge about the Field, Modelling, Joint Construction, Independent Writing as advocated by Namibia's curriculum.

In terms of the research question 2, which states, *how do these understandings impact on their classroom practices in the teaching argumentative essay?* Both Mr. Fish and Ms. Given included Gibbons' (2002) four steps of the Curriculum Cycle even though they did not carry them out in the exact way they should be. Ms. Given for example built knowledge about the field with the learners, carried out a joint construction as well as independent construction, but failed to use the model text at the second stage, she instead combined the modelling stage with the joint construction. She instead used a model text during the last stage which is independent construction something which disadvantaged the learners as they could have benefitted had the teacher done so earlier. Mr. Fish, on the other hand, failed to build the knowledge of the field because he instead used his model text right from the beginning. It is also worth noting that the two teachers did not carry out the independent writing successfully as it was done at home instead of in the classroom as advocated by Gibbons (2002), who states that this stage should be done in the classroom so that learners can get assistance in case they need clarity on certain issues. It is important to indicate that, what both teachers did was not helpful to the learners during examinations because during that time they are given limited time and therefore if they are not given limited time to do so during independent activities it would not help them in future.

Also, even though the two teachers incorporated the genre approach into their teaching and adapted it by shifting the sequence of the stages and/or combining them, they did not engage learners in the process writing approach (brainstorming, drafting and revising) which is a step by step way of teaching writing as advocated by the Namibian curriculum (2010).

In addition, in addressing to research question 3, which states, *what pedagogic practices do the Grade 11 teachers use to teach argumentative writing?* It is important to note that during their

teaching both teachers ensured that they engaged learners in the lesson by asking them questions related to the argumentative writing topic they were discussing. Through learner responses teachers were able to help the learners with the right answers. Learners also learned from other peers as they responded to questions in the classroom. This puts emphasis on the fact that with the help from adults, teachers or peers who are advanced, students will be able to master concepts and ideas they might not understand on their own, (Vygotsky 1978). Even though the teachers engaged learners in the lessons there was a lack of adaptive teaching as they were not flexible in their provision of feedback. In their practice, they did not respond to several learners' answers to questions. This might disadvantage the learners as they might not understand aspects of the lesson; Crookes in Murray (2009, p.4) indicate that "feedback should be provided to the learners when it is still clearly relevant" meaning that teachers should not delay the provision of feedback and it should be done on the spot as soon as the learner raises that particular question.

Also in terms of research question 4 which is, *what role do these classroom practices play in the development of learners' writing of an argumentative essay?* It was evident that the learners' written work contained the basic features of an argument which are, introduction, body and conclusion, but all moves as advocated by Hyland's (1990) model such as the marker, information, affirmation and close were not included. Both the Higher and Ordinary Level learners could write an argument to the topic the teachers asked. They were also able to write using a logical sequence of an argumentative essay. The Higher Level learners were better writers compared to the Ordinary Level as they used persuasive language such as quotes, examples and various connectives in order to persuade the readers. The Ordinary Level learners, on the other hand, were able to write the basic components of an argument, but their language was very poor and were not able to convince the readers as their work lacked clarity which could be linked to the poor English background, because as per my observation Ms. Given even though not perfect did her part to scaffold them on various aspects when writing an argument, but their writing lacked clarity when putting an idea across as they had a lot of grammar and spelling mistakes. In addition, the major problem on both Higher and Ordinary Levels was that both sets of learners were unable to develop ideas as they wrote claims with insufficient backing which was also one of the comments written on learners' work of both teachers. It is also worth concluding that the Ordinary Level were taught how to develop ideas, but still failed to do so in their essays, this could be again due to the lack of English background as well as lack of support by the teacher during the independent writing stage as I have pointed

out earlier. The same can also be said to the Higher Level learners that perhaps the teacher was supposed to be present during the independent construction stage to give them further guidance if there was any instead of allowing them to go and write on their own without his supervision.

### **5.3 My personal reflection**

As an English teacher I have learned a lot from this study as I have never carried out research of this magnitude. Even though this study involved a lot of sacrifices given the fact that I am a full time-teacher, it was worth it as I have learned a lot from engagement with the two teachers as well as the learners.

Firstly, this study has broadened my thinking in terms of English language teaching as I was able to explore various teaching strategies and make comparisons. The use of the Curriculum Cycle by Gibbons (2002) in the English classroom made me to reflect back to my practice as I was not fully applying it to my teaching. Most of the time I was quick to rush the learners without taking a step by step approach from Building knowledge of the Field, Modelling, Joint constructing a text and allowing them to independently write. Had I done that, it could have made a difference in the way my learners write.

Secondly, through my engagements with the two teachers I discovered especially with the Ordinal Level teacher who is from a typical rural setting that she works under harsh conditions with overcrowded classrooms. In those conditions teachers are not able to provide individual attention to the learners and marking for them is a challenge especially in a classroom with 41 learners where my study was carried out. It is also evident that, even though the teachers might be willing to apply scaffolding and help learners to go beyond their ZPD as advocated by Vygotsky (1978), they are not able to as time does not allow them to do so. I have to conclude that English teachers are motivated to do their best, but they are not able to do so as they are confronted with the aforementioned challenges which lead to a high failure rate.

I also learned that the writing skill is the most difficult to teach as some learners might have poor language usage. Even though the teacher might do their part to make them understand, learners might not be able to express themselves properly because their work is mostly dominated by spelling as well as grammar errors.

The lessons I have learned from this study could be useful in teacher training as well as professional development of English language teachers because I believe many teachers can

relate to the findings in this study such as the use of the Genre theory by Gibbons (2002) to teach writing. Teachers are also able to relate to the use of social constructivism such as collaborative learning as well as teaching strategies such as adaptive teaching which will enable them to improve their practice.

#### **5.4 Limitations of the study**

As with most research, this study too had some limitations. Since this is a small-scale study of two teachers that had been purposefully selected, it does not represent the whole population of Grade 11 teachers in Oshikoto region. The findings therefore cannot be directly generalised to the larger population of Oshikoto and Namibia. Even though the sample was small, I was however able to get some insight into the teachers' pedagogic practices when teaching argumentative writing.

Another limitation of this study was the number of lessons observed. My main target was to observe at least four lessons per teacher, but due to limited time as the research was carried out was closer to examinations, I was only able to observe three lessons per teacher. I feel if I had observed more than three lessons I would have gained richer data that could have added more depth to my study.

Research is one thing which frustrates teachers as they see it as a hindrance to the teaching time, thus it was difficult for me to do member checking after the main research with the teachers as they were mostly engaged with other school activities. Member checking could have made a much difference as Cohen et al. (2007, p.136) put it, member checking is done in order for respondent validation, to assess intentionality, to correct factual errors, to offer respondents the opportunity to add further information or to put information on record; to provide summaries and to check the adequacy of the analysis. Member checking could therefore have been of great benefit to this study as teachers could have made adjustments where necessary.

Another limitation of the study was that little previous research has been done in Namibia on argumentative writing in school. In reviewing the literature, it was a problem for me to get any reading on argumentative writing from Namibia and therefore I only looked writing in general. Since I could not get argumentative writing research done in Namibia, I only used international

research instead. International research gave me some insight into the teaching of argumentative writing which provided a good foundation for this study.

### **5.5 Suggestions for further research**

Due to limitations such as time limits and the bounded sample for a case study on the master's thesis, this study could not establish how widespread the pedagogic practices such as those implemented in the two teachers' classrooms when teaching argumentative writing were. Therefore, further research is needed to establish whether this is the case in all schools in the Oshikoto region or not.

This case study's main focus was on the teachers' ways of teaching argumentative writing. Thus, interviews were only carried out with the teachers. It would be more insightful if learners were interviewed as their voices could provide a deeper understanding of why they perform the way they do.

Since initial teacher training is not the only aspect that equips teachers with the necessary skills in order for effective teaching to take place in schools, it would be a great benefit for a follow-up study to be carried out focusing on the effectiveness of the workshops provided by the English advisory teachers.

Since the genre theory is prescribed in Namibia's curriculum and the teachers in this study seem to have limited knowledge about its usage, it would be useful for a large scale intervention study on the Namibian English teachers' awareness of genre theory and its application in the writing classroom.

## **5.6 Conclusion**

This study unpacked ways in which two Grade 11 teachers taught argumentative writing. Researching the two teachers' understanding as well as the pedagogic practices revealed that they had a good understanding of argumentative writing. However, the two teachers' pedagogic practices had some aspects which emerged which could serve as an eye opener into the teaching of writing in Namibia. The fact that the two teachers are not fully aware of the pedagogical implications of the ways the genre theory is used suggests the need for an intervention by advisory teachers in order to equip them with the necessary knowledge on how it is used. The study revealed that the teachers' pedagogic practices indeed have an effect on learners' writing even though factors such as poor grammar and spelling mistakes hindered the way learners write as they are not able to express themselves fully. Even though this study was done on a smaller scale, it provided insight that would give ways for further studies on a larger scale in order for a more complex investigation into teachers' ways of teaching argumentative writing and writing in general.

## References

- Abisamra, N.S. (2001). *Teaching writing. Approaches and activities*. Retrieved from <http://nadabs.tripod.com/writing/#appr>
- Ahlsten, E. & Lundh, L. (2007). *Teaching Writing in Theory and Practice. A Study of Ways of Working with Writing in the 9<sup>th</sup> Grade*. Degree project, Stockholm Institute of Education Department of Curriculum Studies and Communication. Stockholm, Sweden.
- Amutenya, (2014) *Understanding how Grade 11 Biology teachers mediate learning of respiration: A Namibian case study*. Unpublished master's thesis. Education Department, Rhodes University, Grahamstown.
- Anghileri, J. (2006). Enhancing scaffolding strategies in Mathematics. *Journal of Mathematics Teacher Education*, 8(1), 63-79.
- Badger, R. & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
- Baynham, M. (1995). *Literacy practices: Investigating literacy in social contexts*. New York: Longman Group.
- Bejarano, A.C. & Chapeton, C.M. (2013). The role of Genre-Based Activities in the Writing of Argumentative Essays in EFL. *Profile Issues in Teachers' Professional Development Journal*, 15(2), 127-147.
- Benjamin, E. (2004). *A case study on the influence of English as a medium of instruction on learners' academic performance at Ella du Plessis Secondary School and Shikongo Ipinge Senior Secondary School (Namibia)*. Unpublished master's Thesis, University of Namibia, Windhoek.
- Bertram, C. & Christiansen, I. (2014) *Understanding Research: An Introduction to Reading Research*. Pretoria: Van Schaik Publishers.
- Bitchener, J, Young, S, Cameron, D. (2005). The Effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing* (14) 191-205.
- Burke J. & Christensen, L. (2012). *Educational Research: Quantitative, Qualitative & Mixed Methods Approaches*. 4<sup>th</sup> edition. Los Angeles: SAGE Publications.
- Caswell, R. and Mahler, B. (2004). *Strategies for Teaching Writing*. Virginia: ASCD.
- Caulk, N. 1994. Comparing Teacher and Student Responses to Written Work. *TESOL Quarterly*, 28(1), 181-188.

- Coffin, C., Curry, M., Goodman, S., Hewings, A., Lillis, T. & Swann, J. (2003). *Teaching academic writing: a toolkit for higher education*. London: Routledge
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.
- Collerson, J. (Ed). (1998). *Writing for Life*. Marlborough: Australian Print Group.
- Corno, L. (2008). On teaching adaptively. *Educational Psychologist*, 43(3), 161-173. Tylor & Francis group, LLC.
- Creswell, J. W. (2012). *Research design: Qualitative and quantitative approaches* (4th ed.). London: Sage Publications.
- Derewianka, B. (2015). The role of Genre in Australian Curriculum. In Turbill, G. Barton & C. Brock (Eds.), *Teaching Writing in Today's Classrooms: Looking back to looking forward* (pp. 69-86). Norwood, Australia: Australian Literacy Educators' Associations.
- Dillenbourg, P. (1999). *What do you mean by collaborative learning? Collaborative-learning: Cognitive and Computational Approaches*. Oxford: Elsevier.
- Du Plessis, K. (2012). *Action Research on the implementation of Writing Approaches to improve Academic Writing Skills of Namibian Foundation Programme students*. Unpublished master's Thesis University of Namibia, Windhoek.
- Ellis, R. (2008). Typology of written corrective feedback types. *ELT Journals*, 63(2), 97-10
- Elson, J.M (2011). *A process – Genre Approach to Teaching Argumentative Writing to Grade Nine Learners*. Unpublished master's Thesis. Education Department, Rhodes University, Grahamstown.
- Enderson, J. (2006) Zooming in and Zooming Out: Putting Grammar into Context: *English Journal*, 95(5), 28-34.
- Engelbrecht, F. D. J. (2008). *General Teaching Methodology*. Windhoek: Centre for External Studies University of Namibia.
- Erickson, F. (1998). Qualitative methods for science education. In BJ. Fraser & K.G. Tobin (Eds), *International handbook of science education* (pp.1153-73). Dordrecht: Kluwer.
- Felton, K & Herko, S (2004). From Dialogue to Two-Sided Argument: Scaffolding Adolescents' Persuasive Writing. *Journal of Adolescent & Adult Literacy*, 47(8), 672-683.
- Freeley, J. & Steinberg, D.L. (2012). *Argument and Debate: Critical Thinking for Reasoned Decision Making* (13<sup>th</sup> Ed). Wadsworth: Cengage Learning.



- Gach, L.S. (2001). *A Study of Teachers' Espoused Beliefs*. FIU Electronic Theses and Dissertations. Paper 53. <http://digitalcommons.fiu.edu/etd/53>
- Gee, J.P. (1996). *Social Linguistics and Literacies: Ideology in discourses* (2<sup>nd</sup> Ed.), London: The Falmer Press.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Golafshani, N. (2003) Understanding Reliability, Qualitative Research. *The Qualitative report*, 8(4), 597-606.
- Halliday, M.A.K, (1985). *Spoken and Written Language*. Deakin University, Victoria.
- Hattie, J. (1999). *Influences on student learning. Inaugural lecture: Professor of Education*. University of Auckland, Auckland.
- Harmer, L. (2008). *The Practice of English Language Teaching* (4<sup>th</sup> ed.). Cambridge: Pearson Longman.
- Hedge, T. (2005). *Writing*. Oxford/New York: Oxford University Press.
- Hendricks, M. (2007). 'Capitalising on the dullness of the data': A linguistic analysis of a Grade 7 learner's writing. *South African Linguistics and Applied Language Studies*, 26(1), 27-42.
- Hillocks, G Jr. (2010) Teaching Argument for Critical Thinking and Writing: An introduction: *English Journal Vol.4*, 24-32.
- Hyland, K. (1990). A Genre description of the Argumentative essay. *RELC Journal*, (21), 66-78.
- Hyland, K. 1992. "Genre Analysis: Just Another Fad?" *English Teaching Forum*, 2:14 -17.
- Hyland K, (2003a). *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2003b) Genre Based Pedagogies: A social response to Process. *Journal for Second Language Writing* (12) 17-29
- Hyland, K. & F. Hyland. (eds.) (2006a). *Feedback in second language writing: Contexts and Issues*. New York: Cambridge University Press.
- Hyland, K. (2007) Genre Pedagogy: Language Literacy and L2 writing instruction. *Journal of Second Language Writing* (16)148-164.
- Iiping, S.M., & Kasanda, C.D. (2013). Challenges associated with Curriculum alignment, change and assessment reforms in Namibia. *Assessment in Education: Principles, Policy & Practice*, 20(4), 424-441.

- Johnson, D. (1994) *Language & Education in South Africa: The value of a Genre- based Pedagogy for Access and Inclusion*. University of Bristol: Canter for International Studies in Education.
- Johnson, B., & Christensen, L. (2012). *Educational research: Qualitative, quantitative and mixed approaches* (3rd ed.). London: Sage Publications.
- Julius, H. (2013). *Teaching writing to English Grade 5 Learners at two Grahamstown East Schools, South Africa: A Case study*. Unpublished master's Thesis, Education Department, Rhodes University, Grahamstown.
- Kalipa, Z. (2014). *Teaching Strategies to improve the writing skills or Grade 8 and 9 Learners in English First Additional Language: A Case Study of four High Schools in the Cradock Education District*. Unpublished master's Thesis, University of Fort Hare, Fort Hare.
- Keh, C. L. (1990). Feedback in the writing process. A model and methods for implementation. *ELT Journal*, 44(4), 294-304.
- Khun, D. & Udell, W. (2003). The Development of Argument Skills. 74(5), 1245-1260.
- Leedy, P.D. & Ormrod, J.E. (2010). *Practical Research Planning and Design* (9<sup>th</sup> ed.). New Jersey: Pearson Education.
- Leigh, S. & Mac Gregor, J.T (1992) *What is Collaborative Learning? National Centre on Postsecondary Teaching, Learning & Assessment*. Pennsylvania State University.
- Lian, Y. (2003) *Adaptive Teaching for Large Classes*. National University of Singapore, 10 Kent Ridge Crescent, Singapore. International Conference on Engineering Education.
- Lin, X., Schwartz, D. L., & Hatano, G. (2005). Toward teachers' adaptive metacognition. *Educational Psychologist*, 40(4), 245-255.
- Lin, B. (2006) Genre-based Teaching and Vygostskian Principles in EFL: The Case of a University Writing Course. *Asian EFL Journal*, (8) 3-2.
- Lumbu, S. (2013). *A case study of the constraints perceived and encountered by Grade 10 teachers in Teaching English as a second language in rural combined schools in the Oshana region*. Unpublished master's thesis, University of Namibia, Windhoek.
- Lyster, R. & Ranta, L. (2007). Corrective Feedback and Learner Uptake: Negotiation of form in Communicative classrooms. *SSLA*, (20) 37–66.
- Martin J. R. (1985) *Factual writing: Exploring and challenging social reality*. Deakin: Deakin University Press.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source-book* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Mingli, L. (2012). Research on Three-Part Argumentative Writings for English Majors in English. *ELT Journal Vol. 5*(7), 140-146.
- Murray, S. (2009). The Role of feedback and assessment in language learning. English Language Teaching (ELT) lecture notes, Rhodes University, Education Department, Grahamstown.
- Mwamwenda, T.S. (2004). *Educational Psychology: An African Perspective*. (3<sup>rd</sup> Ed.). Heinemann Publishers: Sandton.
- Namibia Ministry of Education & Culture. (2009). *National Subject Policy Guide for English Second Language Grades 5-12*. Okahandja, NIED.
- Namibia. Ministry of Education & Culture. (1993) *Towards Education for All: A Development Brief for Education, Culture and Training*. Windhoek: Gamsberg Macmillan.
- Namibia. Ministry of Education & Culture (2001). *Namibian Schools Act No (16/2001)*. Windhoek: Government Gazette.
- Namibia. Ministry of Education & Culture. (2003). *The Language Policy for Schools*. Okahandja: NIED.
- Namibia. Ministry of Education (MoE). (2007). *The English Second Language Syllabus*. Okahandja, NIED.
- Namibia. Ministry of Education (MoE). (2007). *The English Second Language Syllabus – Higher Level*. Okahandja, NIED.
- Namibia. Ministry of Education. (2010) *The National Curriculum for Basic Education*. Okahandja: NIED.
- Namibia. Ministry of Education. (2011). *Examiners' Report for Namibia Secondary School Certificate Higher Level*. Directorate of National Examination and Assessment. Windhoek
- Namibia. Ministry of Education. (2012). *Examiners' Report for Namibia Secondary School Certificate Higher Level*. Directorate of National Examination and Assessment. Windhoek.
- Namibia. Ministry of Education. (2013). *Examiners' Report for Namibia Secondary School Certificate Higher Level*. Directorate of National Examination and Assessment. Windhoek.

- Namibia. Ministry of Education. (2014). *Examiners' Report for Namibia Secondary School Certificate Higher Level*. Directorate of National Examination and Assessment. Windhoek.
- Namibia. Ministry of Education. (2011). *Examiners' Report for Namibia Secondary School Certificate Ordinary Level*. Directorate of National Examination and Assessment. Windhoek
- Namibia. Ministry of Education. (2012). *Examiners' Report for Namibia Secondary School Certificate Ordinary Level*. Directorate of National Examination and Assessment. Windhoek.
- Namibia. Ministry of Education. (2013). *Examiners' Report for Namibia Secondary School Certificate Ordinary Level*. Directorate of National Examination and Assessment. Windhoek.
- Namibia. Ministry of Education. (2014). *Examiners' Report for Namibia Secondary School Certificate Ordinary Level*. Directorate of National Examination and Assessment. Windhoek.
- Negari, G.M. (2011). A study on Strategy Instruction and EFL Learners' Writing Skill. *International Journal of English Linguistics*, 1(2), 299.
- Newell, G.E, Beach, R, Smith, J, VanDerHeide J, Khun, D, Andriessen, J. (2011) Teaching and Learning Argumentative Reading and Writing: A Review of Research. *Reading Research Quarterly*, 46(3), 273-304.
- Nghikembua, T.N. (2013). *The Relevance and Effectiveness of the University of Namibia's Teaching methods of English module, To the Grade 11 and 12 English Second Language Ordinary and Higher Level Syllabi*. Unpublished master's thesis, Education Department, University of Namibia.
- Nippold, M.A & Ward- Lonergan (2005). Argumentative reasoning in pre-adolescents. The Role of verbal reasoning. *Child Language Teaching and therapy journals*, XX (X), 1-10.
- Nyathi, F. S. (1999). *Constraints encountered by H/IGCSE teachers in teaching English as a second language (ESL) in Namibian secondary schools – A case of Khorixas educational region, master's Thesis*. Windhoek: University of Namibia.
- Nyathi, F. S. (2001). *Constraints encountered by ESL IGCSE teachers teaching ESL writing in Namibia's senior secondary schools. Ph. D Dissertation*. Carbondale: University of Illinois in Southern Carbondale.

- O' Hallaron, C.L. (2014). Supporting Fifth-Grade ELLs Argumentative Writing Development. *Written Communication, Vol. 31* (3) pp. 304-331. SAGE publications.
- Oloruntegbe, K.O., & Ikpe, A. (2011). Ecocultural factors in student ability to relate science concepts learned at school and experienced at home: Implications for Chemistry education. *Journal for Chemistry Education, 88*(3), 266-271.
- Parsons, S.A. (2008). *A Case Studies of Four Teachers: The openness of the Tasks They Implement, the Adaptations They Make, and the Rationales they offer. Ph.D. Dissertation: at Greensboro.* The University of North Carolina.
- Parsons, S.A. (2012) Adaptive Literacy and adaptive education: Case Studies of Two Teachers. *Journal of Literacy Research, 44*(2) 149-170.
- Patton, S.A. (2002). *Qualitative research and evaluation methods* (2<sup>nd</sup> ed.). London: SAGE Publications.
- Paulus, T. N. (1999). The Effect of Peer and Teacher Feedback on Student Writing. *Journal of Second Language Writing, 8*(3), 265-289.
- Pearson, P.D. & R. Barr (Eds.), *Handbook of reading research, Vol. 3*, pp. 719- 724.
- Promwinai, P. (2010). *The demands of Argumentative Essay Writing: experience of the Thai Tertiary students. Doctoral thesis.* University of Wollongong: Wollongong
- Reppen, R. (2002). "Genre-Based Approach to Content Writing Instruction". In: *Methodology in Language Teaching: An Anthology of Current Practice.* Jack C. Richards and Willy A. Renandya (ed.). Cambridge University Press: Cambridge.
- Richards, J. (2003). *Second Language Writing.* United States of America: Cambridge University Press.
- Riley, J. & Reedy, D (2005). Developing young children's thinking through learning to write argument. *Journal of Early childhood Literacy, Vol. (5)*1 29-51.
- Rose, D. & Martin, J (2012) Learning to Write, Reading to Learn. Great Britain. *Journal of Education (74)* 5, 1245–1260.
- Rose, D. & Martin, J. (2012) *Learning to Write, Reading to Learn. Genre, Knowledge and Pedagogy in the Sydney School.* Sydney.
- Saito, S. (2010). *An Analysis of Argumentative essays of Thai third year English majors instructed by the integrated process-genre approach.* Unpublished master's thesis. Srinakharinwirot University. Bangkok.
- Sawyer, R. (2004). Creative teaching: Collaborative improvisation. *Educational Researcher, (33)* 12-20.

- Sluijsmans, F.D, Moerkerke, G. (1999). *Creating a Learning Environment by using self-peer and Co-Assessment Learning Environment Research* .Kluwer Academic Publishers. Kluwer.
- Taylor, S.J, Bogdan, R, De Vault, M. (2015). *Introduction to qualitative methods*. John Wiley & Sons. New Jersey.
- Townsend, R (2010). *The National Curriculum Statement on Writing Practice Design for Grade 11 & 12: Implications for Academic Writing in Higher Education. Degree of Artium*. Nelson Mandela Metropolitan. Port Elizabeth,
- Tsui, S. (2010). *An Analysis of Argumentative Essays of Thai Third-Year English majors Instructed by the Integrated Process-Genre Approach, Thailand*. Unpublished master's thesis, Srinakharinwirot University, Bangkok.
- Van Driel, H. J., Verloop, N & de Vos, W. (1998). Developing Science Teachers Pedagogical Content Knowledge. *Journal of Research in Science Teaching*, (80)6, 673-695.
- Vygotsky, L.S. (1978). Mind in Society. In Cole, V. John-Steiner, S. Scrobner, & S. Souberman (Eds.), *The Development of higher psychological processes*. Cambridge, MA: Harvard University.
- Westbrook, J. & Jurrani, N., Brown, R., Orr, D., Pryor, J., & Salvi, F. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final report*. University of Sussex, Department for International Development. Sussex.
- Wingate, U. (2011). *Argument! Helping Students Understand What Essay Writing is About*. London: King's College.
- Wolfaardt, D. 2005. Namibia: A Case for a Gradual Transitional Bilingual Language Programme. Paper presented at The 4th International Symposium on Bilingualism. ed. Cohen, J., McAlister, K.T., Rolstad, K. & MacSwan, J. MA: Cascadilla Press.
- Xipu, B. (2011). *An investigation of how Natural Science teachers mediate learning of chemical reactions in Grade 9 a Case study*. Unpublished master's' Thesis. Education Department, Rhodes University, Grahamstown.
- Zamel, V. (1992). Writing one's way into reading. *Teachers of English to speakers of other languages. Inc. (TESOL)*, 26(3), 463-485.

## Appendices

### Appendix 1: Permission seeking letters

#### **Appendix 1A-permission seeking letter to the Regional Director**

26 January 2016

*Enquiries*

vickymagano@yahoo.com

To: Mr. Lamek Kafidi – Director of Education

Oshikoto Regional Council

Education Directorate

Ondangwa

Dear Mr. Kafidi

Subject: Request for permission to carry out a research study at School 1 and 2.

I Victoria Kornelius, a teacher, at Nehale Senior Secondary School in Oshikoto Region is hereby requesting for permission to conduct a research study at the above indicated schools in the first and second term.

I have registered as a part-time student at Rhodes University, Grahamstown (student number 15K7673) doing a Master's degree in education majoring in English Language teaching. I would be most grateful if you would allow me to conduct my research study at school 1 and 2 during March 2016 as well as at the beginning of next term. My topic is: An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms at High and Ordinary Level.

The insights generated from this study will be published in a thesis form and will become accessible to decision-makers in education, curriculum developers, teacher educators and English teachers in order to bring about improved achievements in English. Should I get permission, I will observe, audio-record and video four lessons, interview two teachers during their free time and share my experience with them. The school, learners and teachers will be assured of anonymity of information provided and teachers will be allowed to go through the draft thesis to ensure that the details are correct.

Your understanding in this regard will be highly appreciated.

Yours Sincerely,

VM Kornelius (Ms.)

.....

26 January 2016

**Appendix 1B: Permission request letter to the school principal of school 1**

Enquiries

vickymagano@yahoo.com

Dear sir/Madam

Re: Request for permission to carry out a research study at school 1

I am Victoria Kornelius, a teacher at Nehale Senior Secondary School hereby requesting for permission to conduct a research study at your school during the month of March 2016. I have registered as a part-time student at Rhodes University, Grahamstown and my student number is 15K7673 since January 2015. I am doing a Master's degree in Education majoring in English Language teaching and I would most appreciate if you would allow me to conduct my research study in your school. I have consulted Mrs. Given, the English teacher at your school and she has indicated her willingness to take part in this study. The study will be carried out in two phases: the first phase will be on the 21- 22 March 2016 and the second phase on the 28 - 29 March 2016.

My research topic is: "An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms. The insights that will be generated from this study will be published in a thesis form and will be accessible to the decision makers, education planners, curriculum developers, educators and English teachers for the purpose to improve achievement in English. Should I get permission to conduct my research at your school, I will interview the English teacher in her spare time regarding her views and experience teaching the topic under study. I will also observe, audio record and videolize four lesson presentations and I will also look at lesson plans, learners' written work and share my experience too with the teacher during discussion.

The information that will be given will be treated confidentially and the participants have the right to withdraw. Ms. Imbili will be allowed to go through the draft thesis for rectification. Pseudonyms will be used both for the school, learners and the teacher.

Thanking you in advance for your usual cooperation.

Yours sincerely,

-----  
Victoria M Kornelius



26 January 2016

**1C: Permission letter to the school principal, School 2**

*Enquiries*

vickymagano@yahoo.com

Dear sir

Re: Request for permission to carry out a research study at School 2

I am Victoria Kornelius, a teacher at Nehale Senior Secondary School hereby requesting for permission to conduct a research study at your school during the month of March 2016. I have registered as a part-time student at Rhodes University, Grahamstown and my student number is 15K7673 since January 2015. I am doing a Master's degree in Education majoring in English Language teaching and I would most appreciate if you would allow me to conduct my research study in your school. I have consulted Mr. Fish, the English teacher at your school and he has indicated her willingness to take part in this study. The study will be carried out in two phases, the first phase will be on the 23 -24 March 2016 and the second phase on the 30 - 31 March 2016.

My research topic is: "An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms. The insights that will be generated from this study will be published in a thesis form and will be accessible to the decision makers, education planners, curriculum developers, educators and English teachers for the purpose to improve achievement in English. Should I get permission to conduct my research at your school, I will interview the English teacher in her spare time regarding her views and experience teaching the topic under study. I will also observe, videolize and audio record four lesson presentations and I will also look at lesson plans, learners' written work and share my experience too with the teacher during discussion.

The information that will be given will be treated confidentially and the participants have rights to withdraw. Mr. Hove will be allowed to go through the draft thesis for rectification. Pseudonyms will be used both for the school, learners and the teacher.

Thanking you in advance.

Yours Faithfully,

-----

Victoria M Kornelius

*Enquiries*

[vickymagano@yahoo.com](mailto:vickymagano@yahoo.com)

**Dear Ms. Given**

Subject: Request for permission for you to be a research participant in my research study at School 1

I am Victoria Kornelius, a teacher at Nehale Senior Secondary School hereby requesting for permission to conduct a research study at your school during the month of March 2016. I have registered as a part-time student at Rhodes University, Grahamstown and my student number is 15K7673 since January 2015. I am doing a Master's degree in Education majoring in English Language teaching and I would most appreciate your willingness to work with me during my research study in your school. The study will be carried out in two phases, the first phase will be on the 21 – 22 March 2016 and the second phase on the 28 – 29 March 2016.

My research topic is: "An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms. The insights that will be generated from this study will be published in a thesis form and will be accessible to the decision makers, education planner, curriculum developers, educators and English teachers for the purpose improve achievement in English. Should you give me permission to work with you, I will interview you on your spare time regarding your views and experience teaching the topic under study. I will also observe and audio record the four lesson presentations as well as videolize them, look at your lesson plans, learners' written work and share my experience too with you during discussion.

The information that will be given will be treated confidentially and you reserve rights to withdraw from this research. You will be allowed to go through the draft thesis for rectification of details. I will not use your real name, that of your school or for the learners.

Your cooperation will be highly appreciated.

Sincerely Yours,

-----

Victoria M Kornelius

## Appendix 1D: Permission seeking letter for Teacher 2

Email: vickymagano@yahoo.com

30 January 2016

Dear Mr. Fish

Subject: Request for permission for Mr. Fish to be a research participant in my research study at school 2.

I am Victoria Kornelius, a teacher at Nehale Senior Secondary School hereby requesting for permission to conduct a research study at your school during the month of March 2016. I have registered as a part-time student at Rhodes University, Grahamstown and my student number is 15K7673 since January 2015. I am doing a Master's degree in Education majoring in English Language teaching and I would most appreciate your willingness to work with me during my research study in your school. The study will be carried out in two phases: the first phase will be on the 23 – 24 March 2016 and the second phase on the 30-31 March 2016.

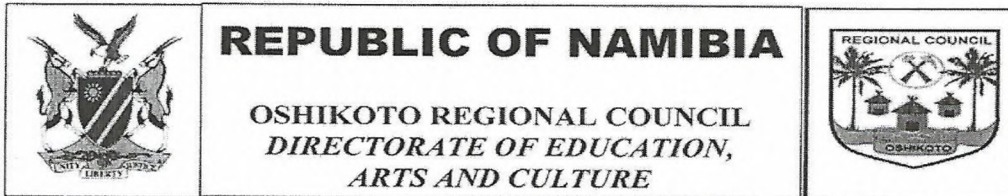
My research topic is: "An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms. The insights that will be generated from this study will be published in a thesis form and will be accessible to the decision makers, education planner, curriculum developers, educators and English teachers for the purpose improve achievement in English. Should you give me permission to work with you, I will interview you on your spare time regarding your views and experience teaching the topic under study. I will also observe, audio record and videolise the four lesson presentations, look at your lesson plans, learners' written work and share my experience too with you during discussion.

The information that will be given will be treated confidentially and you reserve rights to withdraw from this research. You will be allowed to go through the draft thesis for rectification of details. I will not use your real name, that of your school or for the learners. Your cooperation will be highly appreciated.

Yours sincerely,

-----  
Victoria M Kornelius

Appendix 1E: Permission letter from Oshikoto region



Tel (065) 281900  
Fax (065) 240315  
Enq: Ms Tende

Private Bag 2028  
ONDANGWA  
17 February 2016

Ref: 12/2/6/1

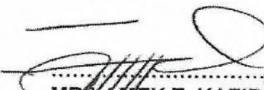
Ms Victoria M. Kornelius  
E-mail: vickymagano@yahoo.com  
Cell: 0813681393


Dear Ms Kornelius

**RE: REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH STUDY**

1. We acknowledge receipt of your letter, seeking for approval from the office of the Director to conduct a research study in our Region.
2. The writing of this letter therefore serves to inform you that permission has been granted for you to conduct research in our Region using [redacted] School as the study sites on the following conditions:
  - You have to consult the school principal well in advance to make proper arrangements.
  - The research should not interfere with the normal teaching and learning process at the school.
  - And participation in the research should be on a voluntary basis.
3. With that in mind, it is my wish that your research study will yield satisfactory results, towards the completion of your qualification.

Yours Faithfully

  
MR LAMEK T. KAFID  
DIRECTOR OF EDUCATION  
OSHIKOTO REGION





26 January 2016

**1G: Permission letter to the parents of School 1**

Enquiries

vickymagano@yahoo.com

Dear Parent

Subject: Request for permission for your child to be a research participant in my research study at School 1.

I am Victoria Kornelius, a teacher at Nehale Senior Secondary School hereby requesting for permission to conduct a research study at your school during the month of March 2016. I have registered as a part-time student at Rhodes University, Grahamstown and my student number is 15K7673 since January 2015. I am doing a Master's degree in Education majoring in English hereby requesting for permission to conduct a research study with your child as part of the classroom under study. The focus is however on the teachers teaching them English. The study will be carried out in two phases, the first phase will be on the 21-22 March and the second phase on the 28-29 March 2016.

My research topic is: "An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms. The insights that will be generated from this study will be published in a thesis form and will be accessible to the decision makers, education planners, curriculum developers, educators and English teachers for the purpose to improve achievement in English. Should you give me permission to work with your child, I will observe, video and audio record the four lesson presentations as they will interact with their teacher, look at their exercises books with the view to see how they do things.

The information that will be recorded and captured will be treated confidentially and learners reserve rights to withdraw from this research if they wish. Their teacher will be allowed to go through the draft thesis for rectification of details. I will not use learners' real names or that of their school. If you agree please sign below.

Your cooperation will be highly appreciated.

Yours faithfully,

-----  
Ms. Victoria. M. Kornelius

Parent Signature

-----

26 January 2016

**1H: Permission letter to the parents of School 2**

Enquiries

vickymagano@yahoo.com

Dear Parent

Subject: Request for permission for your child to be a research participant in my research study at School 2.

I am Victoria Kornelius, a teacher at Nehale Senior Secondary School hereby requesting for permission to conduct a research study at your school during the month of March 2016. I have registered as a part-time student at Rhodes University, Grahamstown and my student number is 15K7673 since January 2015. I am doing a Master's degree in Education majoring in English hereby requesting for permission to conduct a research study with your child as part of the classroom under study. The focus is however on the teachers teaching them English. The study will be carried out in two phases, the first phase will be on the 23 -24 March and the second phase on the 30-31 March 2016.

My research topic is: "An investigation of teachers' pedagogic practices in the teaching of Argumentative Essay: A qualitative case study of two Grade 11 classrooms. The insights that will be generated from this study will be published in a thesis form and will be accessible to the decision makers, education planners, curriculum developers, educators and English teachers for the purpose to improve achievement in English. Should you give me permission to work with your child, I will observe, videolize and audio record the four lesson presentations as they will interact with their teacher, look at their exercises books with the view to see how they do things.

The information that will be recorded and captured will be treated confidentially and learners reserve rights to withdraw from this research if they wish. Their teacher will be allowed to go through the draft thesis for rectification of details. I will not use learners' real names or that of their school. If you agree please sign below.

Your cooperation will be highly appreciated.

Yours faithfully,

-----

Ms. Victoria. M. Kornelius

Parent Signature

.....

***Omapulo***

[vickynamagano@yahoo.com](mailto:vickynamagano@yahoo.com)

Cell: 0812910334

Omuvali omusimanekwa

Oshinima: Eindilo lye pitiko lyomunona gwoye a kuthe ombinga momapekapeko goshilongwa shoshiingilisa mosikola yawo.

Ongame, Victoria Kornelius omulongi moskola yaNehale SSS, notandi ilongo moshiputudhilo sha Rhodes University, moGrahamstown tandi ilongele onkatu yo Masters degree, onomola yeyilongo o15K7673 moshilongwa shoshiingilisa. Otandi indile opo ndi ye ndi ninge omapekaapeko nomunona gwoye mosikola ndjoka hasikola.

Otandi indile opo wu pitike okanona koye ka kuthe ombinga momapekapeko taga ka ningilwa mongulu yawo pethimbo lyootundi. Omapekapeko oga odheka nkene aalongi haya longo oshiingilisa. Oshipalanyolo shandje osho 'Omikalo ndhoka aalongi haya longitha uuna taya longo aalongwa kombinga yokunyola omatotwahokololo omakwakutompathana/iinyolwa iikwakutompathana.' Oshinyangadhalwa shika otashi tameke muMaalitsa petameko nosho wo moshikako oshitiyali petameko. Otandi ka tala shotashiningwa , etandi kwata uufano nokukwata omawi ootundi dhi li ne sho yi ipyakidhila nomulongi gwawo,otandi ka tala wo omambo giinyolwa yawo ndi tale nkene ya shanga.

Uuyeleele mboka tawu ka monika po otawu ka pungulwa nawa. Nomadhina goshili gaalongwa ya kutha ombinga nenge gosikola yawo itaga ka holoka moshinyangadhalwa muka. Omuvali oto indilwa wu shaine eshainokaha lyoye onga ezimino keindilo ndika.

Elongelokumwe lyoye otali tumbalekwa

Gwoye

Victoria Kornelius

Edhina lyomuvali

Eshainokaha

-----

-----

**Pilot Study Semi- Structured interview**

**1. What is your understanding of an argumentative essay?**

Two sides of the taught essay, the pros and the cons where someone is expected to develop two sides of the essay. One is expected to develop both sides of the essay for the nature of the essay to be maintained in the piece of writing.

**2. Which aspects do you focus on when teaching argumentative writing?**

I focus on Learners to develop Arguments, I expect learners to state, explain and if need be they give examples as such it becomes a better essay.

**3. What challenges do you face when teaching argumentative writing?**

Limited understanding of issues makes it difficult to teach because even if they know the procedures on how it is done it is still becomes very difficult because if the idea is not well understood or known then the thinking becomes a problem as they cannot relate. Their limited expression also is a challenge.

**4. How do you address challenges (if any)?**

I find it more helpful when learners are exposed to current affairs; by so doing I encourage them to study current affairs such as reading newspapers where current issues and matters are discussed.

**5. Do learners' work improve when they read newspapers?**

Definitely they are, even though it is not something you see changes in a day or a week so. The love they get from reading newspapers helps them a lot in their writing as they are expressing themselves better. They are exposed to new vocabulary and it helps them with self-expression as well as gets updated and for them to understand current affairs that make them interact with other people from other parts of the world.

**6. How do you support learners during argumentative writing lessons?**

I find it helpful giving them pieces to read and evaluate those pieces to see how arguments are developed and then when we pick the arguments it becomes clear to them even when they write they are able to see how arguments are stated and developed. It is expanded as there are examples given on that and one would expect them to do the



same when it comes to the writing. I also come up with debates in the class because through a debate there are two sides with arguments to be developed and then that suits very well with the writing as they are expected to develop arguments in the end.

## Appendix 2B: Semi- Structured interview with Ms. Given

14 March 2016 (10:00-10:20)

R= Researcher

---

- 1 **R:** Good morning madam
- 2 **Ms. Given:** Good Morning
- 3 **R:** Thank you for availing your time
- 4 **Ms. Given:** Is pleasure to be here
- 5 **R:** I am just going to ask you questions about argumentative writing.
- 6 **Ms. Given:** Mhhhhhhh
- 7 **R:** Firstly, briefly what is your understanding of an argumentative essay?
- 8 **Ms. Given:** A piece of writing meant to convince or to persuade someone that what you say is right or for you to convince him/her to believe what you want to say.
- 9 **R:** Which aspects do you focus on when teaching argumentative writing?
- 10 **Ms. Given:** I focus on the heading, the introduction, the body and the conclusion.
- 11 **R:** What challenges do you face when teaching argumentative writing?
- 12 **Ms. Given:** Learners have a problem of arguing as well as developing ideas or supporting the ideas they are given. Instead of indicating whether they are against or for, sometimes they just write in general, they don't clearly indicate whether they are for or against.
- 13 **R:** How do you address the challenges that you have just mentioned?
- 14 **Ms. Given:** I do it step by step. I teach them what to write in the introduction, and how to support their arguments or the developments of ideas. That is the most part I attend to.
- 15 **R:** What about the general understanding of issues around them, are they also having that problem?
- 16 **Ms. Given:** They have eeh, yes. I think so, like you see our learners they do not have a broad knowledge about what is happening around. That is why when it comes to writing it is really a problem, but to learners with broad knowledge they do their best they do not have a problem.
- 17 **R:** How do you support learners during the argumentative writing lessons?
- 18 **Ms. Given:** I try to give questions and examples from past question papers when we discuss. We concentrate more on the introduction and especially the development of ideas which is really a problem. We do it step by step. I let them write them in pairs and then I guide them step by step.
- 19 **R:** Have they shown any improvement after you have given them examples from past question papers?

- 20 **Ms. Given:** There are some that improve, that is why for the first time last year we had a candidate who scored A\* in English. Also, even though our results are not the best, we have seen some improvements. We try to focus more on the instructions as some learners really get out of topic if they do not know how to follow instructions.
- 21 **R:** Thank you for coming to our interview.
- 22 **Ms. Given:** It is my pleasure.
- 23 **R:** Enjoy your day.
- 24 **Ms. Given:** Thank you.

Appendix 2C: Semi- Structured interview with Mr. Fish

13 March 2016 (13:00-13:25)

R= Researcher

**R:** Good afternoon Mr.Fish once again?

**Mr. Fish:** I am fine thank you.

**R:** Thank you for availing your time so that we can have a one on one session. We are going to have a short interview about argumentative writing.

**Mr. Fish:** Mhhhhh

**R:** The first question I want to ask you is: What is your understanding of argumentative writing.

**Mr. Fish:** I understand it as one of the most challenging topics in the teaching of English. I say so because most learners prefer a narrative because it falls within their understanding and experiences, but with the argumentative essay they are scared by the controversy which surrounds the topic. It is a topic which requires to persuade the audience to agree with the views of the **learners** and that is not an essay thing while telling a story is just very easy.

**R:** Which aspects do you focus on when teaching argumentative writing?

**Mr. Fish:** When I teach argumentative writing I mainly focus on the understanding by the learners. I make sure that learners understand the topic under discussion because the truth is when you have no knowledge of what you are talking about then there is no way in which you can write about that thing. So, that is the most important to focus on: Do they understand what the topic really wants? Most of the topics that they come across are very challenging and very controversial. The choice of a side that is by a learner whether to take the opposing or agreeing side is very important. We therefore look at the side which gives more facts than the other. Learners also need to understand that they can take a side out of excitement, but they do not have real facts to support, I also focus on examples because when you tell me that this is your idea it must be supported by examples in real life situations where it occurs. The reason why real life examples are needed is that you are trying to convince a person therefore you need to have sufficient examples on that kind of topic.

**R:** What challenges do you face when teaching argumentative writing?

**Mr. Fish:** Yes, there are many challenges, in the first place learners are not at home with argumentative essays, so as a result in my teaching in the first place I need to make them first appreciate that argumentative writing is one of the of the best essays that they can ever take in the examinations. So, that stage is a very important stage. Another thing is that learners are not exposed to a lot of topical issues that are going on in the country. There are simple things such as passion killings, you find out when you talk to them you realise that they have little understanding of what goes on in passion killings mainly because they do not read newspapers, they do not listen to the radio and ask questions to elders and some adults on what is going on in society. So, you find that they do not have an elaborate

knowledge of what goes on around them as a result to make such learners to argue while that learner is handicapped already on what goes on around them is not an easy thing. The exposure is very limited and at the end of the same time the art of persuasion or the ability to persuade somebody to believe your opinion is a challenge. Remember that they are writing and this is going to be read by intellectuals who would then agree or disagree with them which means that they have to operate at a higher level of thinking which means that they have to know at least something which can make the intellectuals believe that there is a thought in what is being said.

**R:** How do you address the challenges you mentioned?

**Mr. Fish:** In order to address them I as a teacher have to make room for exposure meaning to say that I have to tackle as many topical issues as possible. These topical issues I have to group them according to some form of grouping where I can say we look at issues such as religion, sociology, politics and we even go on to economics. Once we do that we are going to find a lot so that they can at least understand that these issues do not have an answer and since they do not have an answer they need you as a learner to come up with answers.

**R:** Have the exposure to topical issues you mentioned helped?

**Mr. Fish:** I think yes, to some extent it has helped. For example if I do debates I find out that they bring in some of the concepts which we will have handled. Even though we have done it in a short time, but you find out when learners talk that they have those ideas that these things can make me win an argument if I talk like this. So, my debates have proved that there is something happening within the conscious of these learners about controversial and topical issues.

**R:** How do you support learners during the argumentative essay lessons?

**Mr. Fish:** Writing is a process and as a process I begin supporting them from the planning stage on how to plan for an essay. That plan is the eye through which you are going to see the whole essay as it progresses. Now what I will do is normally I will go to individual learners because Higher Level learners are not many. I ask each learner to explain the relevance of that point to the essay they are going to write and then if they can't convince me then I will tell him if you can't convince me what about all other readers who are going to read it? This means that they will not be convinced so they have to convince me first. Then from there I go to the introduction. You see normally I don't want learners to write the whole thing and finish. I want them to go step by step addressing all the issues sufficiently because once I don't do that they are going to fail. I also give them a sample for them which I write myself then I say let us appreciate this argument and see how it was done because I assume with my experience I write better than them, we then make an analysis of what I have done. Then from there if I give them a different topic they know what issues to look at such as how do I plan, how do I get started, how do I develop and how do I conclude? Because I prefer working from the known to the unknown instead of saying they must write because I take it as a process which needs attention at all levels.

**R:** Thank you very much for your time.

**Mr. Fish:** Thank you

## Appendix: 3A Observation transcripts

### Videotaped Lesson transcription for Ms. Given

**Activity:** Argumentative Writing

**Day1- Date:** 15 March 2016

**Grade:** 11(OrdinaryLevel class)

**Number of learners:** 41 (in rows)

**Duration:** 45 minutes (09:45-10:30)

---

*(MS. GIVEN came into the classroom and then after greeting introduces the topic to the class.)*

- 8 MS. GIVEN: I don't know if it was a week or two weeks ago we did a shorter piece of writing and it was a friendly letter. The next piece of writing we are going to do today is the *(writes on the board)* argumentative essay. I hope we are not doing argumentative essay for the first time, when we talk about argumentative essay or argumentative piece of writing what do we refer to, heeeeh? What do you refer to? Your own understanding of argumentative essay. Yes *(pointing at Mishe)*.
- 9 MISHE: The essay which requires options.
- 10 MS. GIVEN: The essay which requires options, is that all?
- 11 ESSY: *(Raises his hand)*
- 12 MS. GIVEN: Mhhhhh *(Pointing at the learner)*
- 13 ESSY: The essay which requires you to write whether you are for or against.
- 14 MS. GIVEN: The essay which requires you to argue whether you are for or against, yes you are right. Eehm, the argumentative writing we say in short we say *(writes on the board)* 'An argumentative essay is a piece of writing meant to persuade or to convince someone to think the way you do in other words to agree with you or to believe in what you say'. Okay, Aaahm it is just like any other essay, so which things do you need to put into consideration when writing an argumentative essay? *(Teacher reprimands those copying information from the board and not concentrating on what she was asking)* I want you to concentrate and then you copy the information later.
- 15 Ls: *Learners stop copying notes from the board and listen attentively.*
- 16 MS. GIVEN: Which things do you need to put into consideration when writing an argumentative essay? Yes *(Pointing at a learner)*
- 17 CHAMPY: There should be argument

- 18 MS. GIVEN: It means when you start with your essay you just start with argument? Yes, *(Mentions learner's name)*
- 19 STAR: We should have a title
- 20 MS. GIVEN: The first thing you should do when writing your essay there should be *(writes on the board)* 'a title'. That is the first thing and remember how do you write your title of your essay? *(Pointing at a learner)* Yes, how do you write your title of your essay *(mentions learner's name)*?
- 21 Ls: *(Silent and not responding)*
- 22 MS. GIVEN: You have no idea? They say that you need to make your title eye catching, do you understand? You need to invite the reader so that they can read it quickly. You need to make it interesting, therefore your title you can make it as *(writes on the board)* 'one word phrase', it can be a short statement, uhmmm or you can put it in a form of a question. Okay, ahmmmm and then we said our piece of writing should have a title or heading then what is next? Mhhhhh *(pointing at a learner)* after writing a title or heading what do we write?
- 23 SHORTY: There should be an introduction
- 24 MS. GIVEN: An introduction, after the heading each piece of writing I think there should be an introduction. What is the best way to introduce an argumentative essay? Why are you so quiet, Diina *(pseudonym)*?
- 25 DIINA: By explaining the topic.
- 26 MS. GIVEN: Eehh, okay, there you see there are different ways of introducing the argumentative essay. You can start your introduction by explaining, okay let me put it here number 1 you can start your *(writes on the board)* 'topic and your introduction' by explaining the topic okay and or you can define the topic. Essy *(pseudonym)* are you saying something?
- 27 CHAMPY: No Ms.
- 28 MS. GIVEN: Another way? Why are you so quiet, are you afraid of the visitor? Then what is the other way or the other option to start your introduction? You can also open the argumentative essay by giving facts I hope all of you know the meaning of facts about the topic. What do we mean by facts? Yes, ehee *(pointing at a learner)*
- 29 CHAMPY: To refer to a particular situation about something
- 30 MS. GIVEN: To refer I think it has to do with the truth about something. And like you see the truth here it is about the pros and cons or the advantages and disadvantages then I think it can also be part of your introduction. The other way you can also start your argumentative essay with information taken from the research for example, 80% of the statistics show that a number of people are addicted by alcohol for example if the topic is about alcohol. Okay, and then from there what is next and what is the important part there? Are we together?
- 31 Ls: *(Learners sat quietly and not responding)*

- 32 MS. GIVEN: Okay. You can also start by stating information taken from a research. Then you need to state your argument. How do you state your argument? Hmmmmm (*pointing at a learner*) I forgot your name, yes.
- 33 NASH: You are going to say whether you are for or against
- 34 MS. GIVEN: Yes exactly, here you state your argument here whether (*writes on the board*) ‘you are for or against’. In other words you need to indicate whether you are in favour of the statement or you are against it. Then, another important thing again here, we have phrases that we use to indicate whether we agree or for against. If you agree which phrases do you use? Yes, (*pointing at one learner and mentions her name*)
- 35 STAR: I prefer.
- 36 MS. GIVEN: I prefer, hmmm, I prefer do you think, yes, hmmm. It is not so clear but I think, hmmm Essy (*Pseudonym*) are you raising up?
- 37 ESSY: Shakes his head in disagreement
- 38 MS. GIVEN: Which phrases do we use do we use to indicate we agree or disagree? Okay, for example if you agree we can use phrases here (*writes on the board*) ‘I agree with you entirely that...’ then you write your point. Do you understand? Okay, I agree with you entirely. Give me another example to show that you agree or disagree with the statement or opinion or with the views. Again you can also write here I strongly (*Long pause*) there are many verbs we can use I strongly believe or I strongly (*Long pause*) what is the other verb we can use here to indicate that you agree? (*Pointing at a learner*)
- 39 STAR: Support
- 40 MS. GIVEN: Yes, agree. (*Writes on the board*) ‘I strongly support or I strongly back your views, your opinions’ or you can even use the word statement. There are many ways I just cannot give you all the examples and if you disagree which phrases do we use?
- 41 DIINA: I don’t agree
- 42 MS. GIVEN: I don’t agree, what is the opposite of agree?
- 43 Ls: (*In unison*) disagree
- 44 MS. GIVEN: Therefore you have to say for example instead of saying I don’t agree then you say? (*Looking at the learners and pointing at him*).
- 45 DIINA: I disagree
- 46 MS. GIVEN: Or you can even say I strongly disagree then you say I strongly disagree with..... and you see here you use the word (*writes on the board*) ‘views, opinions or statement’ then you write it down. Another phrase which can also be used to disagree? Hmmmmm (*pointing at a learner*)
- 47 ESSY: I strongly oppose?



- 48 MS. GIVEN: Yes, ok. You can use (*writes on the board*) ‘I strongly oppose’. Also remember oppose here the next word is either views, or opinions or statement, mhhhhh. Another example also? (*Long pause*) another phrase?
- 49 DANNY: I bang, I will beng
- 50 MS. GIVEN: Heeeeh?
- 51 DANNY: I will bang, I will beg this..... I will beg to differ this
- 52 MS. GIVEN: Yes, I will beg to differ this?
- 53 DANNY: Yes
- 54 MS. GIVEN: Okay, eehhm you can even use the word I am afraid, you see instead of saying I don’t want to agree with you we also need to do it in a polite way. So you can say I am afraid I differ eeh... Hmmm? (*points at Toria*), Yes.
- 55 TORIA: With this
- 56 MS. GIVEN: With this, okay (*Writes on the board*) ‘with this’, then you say (*Long pause*) then you mention the problem. Remember I want you to take that after the heading your argumentative essay must have an introduction, do you understand?
- 57 Ls: (*Some learners agree in some inaudible sounds*)
- 58 MS. GIVEN: Remember we said that any piece of writing should have an introduction, body and conclusion, but today we will only concentrate on the introduction and then we will continue with the rest of the parts tomorrow. Ahhhmmmm, remember your piece of writing must have a title and an introduction and your introduction must explain or define the topic or you can just start by giving facts like the advantages and disadvantages or you can give information taken from the research by giving statistics. You have to choose one then you indicate your argument clearly in other words you need to state whether you agree or disagree with the statement.  
*(The teacher than hands out a class activity then gives out instructions on how it will be completed.)*
- 59 MS. GIVEN: I want you to sit in pairs quickly, you (*pointing at a learner*) you go to the other side. Don’t write anything because you have to return the copies after the lesson. You will write in pairs, okay don’t write anything because it is not your copy. Let us look at this example, this is an example taken from the past question paper. *Teacher reads the question to the learners as follows: “Bullying at school seem to be a growing problem. Many people argue that we must let our children fight their own battles. Write an essay for your school magazine, giving your opinion. You may use some of these ideas such as: Children can’t concentrate in class because they are bullied; Children must learn to fend for themselves; The world outside school is hard and children must learn to stand for their own feet; Children who are bullied drop out of school; Bullies are criminals and must be punished; Often a bully is just a child asking for help. Your essay must be approximately 200 words in length”*. Here the instruction is just asking you to

give your opinion, what is showing you that you have to write an argumentative essay if it is not indicated? Mmmmm, Diina (*pseudonym*)?

60 DIINA: Because there are two opinions,

61 MS. GIVEN: What do you mean two opinions?

62 DIINA: It is like a debate.

63 MS. GIVEN: Do you understand what he wants to say, if you say yes? He says there are two opinions. What do you mean by two opinions? (*Pointing at a learner*) You see you are given six ideas here, we call these ideas. Yes, Mhhhhh (*Pointing at a learner*)

64 DIINA: Some are on the other side.

65 MS. GIVEN: You can see some points are for and some are against, okay then again so where is the argument what do you argue here? Yes (*Pointing at a learner*).

66 STAR: We argue whether children should fight their own battles or not.

67 MS. GIVEN: Exactly, you see (*Teacher reads the main point in the question*) 'Many people argue that we must let our children fight their own battle or not.' Do you understand? This is what you have to argue and then you can see that some of the ideas are for while some are against. Do you understand?

68 Ls: *Silent and not replying*

69 MS. GIVEN: I want you to take your note book quickly and then think of the heading and write the heading to this activity as well as the introduction and then you stop there.

70 DIINA: But Ms.

71 MS. GIVEN: Yes

72 DIINA: Are we going to write for or against or I will write (*Gets interrupted by the teacher*)?

73 MS. GIVEN: You just do like what we discussed here, we discussed that you see (*pointing at what she wrote on the board*) your introduction must either discuss, explain or define the topic or you give facts or advantages or the disadvantages or you have to give information taken from the research. Then you indicate whether you support or for statement or against the statement. What is the statement here?

74 Ls: (*In unison*) whether we should let our children fight their own battles

75 MS. GIVEN: Whether we should let our children fight their own battles. Please I want you to write your heading and introduction taking into consideration what we have discussed here indicating where you stand. And using these phrases to indicate where you stand (*pointing on what she wrote on the board earlier*) 'I strongly agree, I support, I beg to differ....', Forget about the date.

(*Learners start writing their introduction while the teacher goes around the classroom checking their progress. She guides learners individually each time she sees learners not doing the right thing. It took them seven minutes and twenty seconds and then the teacher stopped them. Some of the learners could not complete their activity on time.*)

- 76 MS. GIVEN: Let us stop there, who is going to read for us their title? (*Points at one learner*)  
Yes
- 77 DANNY: Don't let children fight for their own battles
- 78 MS. GIVEN: Okay, don't let our children fight their own battles. Ok, I think it is a good heading  
I can already see where she stands. Yes, (*pointing at a learner*) Your heading?
- 79 NASH: Bullying at school seems to be a growing problem.
- 80 MS. GIVEN: Ok, bullying at school seems to be a growing problem.
- 81 MS. GIVEN: And yours (*pointing at another learner*).
- 82 SHODY: It is the same as hers.
- 83 MS. GIVEN It is the same as hers (*pointing at a learner who read theirs already*). MS. GIVEN:  
Ok yours is the same. Okay, don't let children (*Long pause*) ok, I think that one, I think they  
are fine. And then your introduction, who is going to read for us his/her their introduction? Ok  
read yours (*pointing at another*)
- 84 ESSY: In some old cultures bullying is seen as a sign of power when learners are bullied by  
others, while today bullying is seen as a destruction to one's success or even education.
- 85 MS. GIVEN: Hmmmm, and then?
- 86 ESSY: I did not finish.
- 87 MS. GIVEN: Okay, yours is incomplete. (*Teacher walks towards a learner and reads Diina's*  
*(pseudonym) introduction* 'Bullying is not acceptable at all.' I think that is a good introduction.  
Bullying is not acceptable, this has been a culture in many places and schools, but especially in  
schools bullying is to do something on someone's body but not by peace and force (*laughs*). I  
am not in favour with such a process. Is the argument clear? Heeh? I am not in favour with such  
a process.
- 88 Ls: (*Some learners indicate that it is not clear by shaking their heads.*)
- 89 MS. GIVEN: No, it is not clear. Remember you need to indicate clearly whether people should  
let children should fight their battles or not. Where is it? (*teacher reads further*) 'I am not in  
favour with such a process because some of the people cannot defend themselves, so we should  
not let our children fight their own battles'. Oh, I am so sorry I did not finish reading. (*Teacher*  
*moves to the next learner and reads her introduction*) Yes, what did you write? 'Aaah, children  
fight their own battles' that is the heading. When people talk about battles it is the type of bullies  
you expect at school (*laughs a bit*) and this has disadvantage when it comes to children because  
some of them come to make things necessary. 'I strongly disagree with the statement'. Do you  
understand what she wants to say?
- 90 Ls: *Quiet*
- 91 MS. GIVEN: What is the key word here in the instructions, which word are you supposed to  
define, is it battles?
- 92 Ls: (Chorus) Bullying

93 MS. GIVEN: Yes, bullying is the key word that you are supposed to define or explain, but not battles. *(Teacher moves to the next learner and reads her introduction)* then here there is this one without a heading ‘Bullying is the mistreatment of other people in such a way that it will make them uncomfortable. Bullying has a bad effect on children’s lives as they end up feeling unwanted, therefore I strongly disagree with the statement which states that we children must fight their own battles.’ Can you see it is a good introduction and she indicates clearly where she stands? The issues about bullying are clearly defined and explained and also the disadvantage, there is also a link between introduction and the argument.

*After the teacher was done reading some of the essays, she got back to the front of the class and continued guiding the learners and giving them chances to ask questions and comments.*

94 MS. GIVEN: Okay, I think that this is all for today unless if you have questions about the argumentative essay or the introduction.

95 DIINA: Which tense must we use to write the argument?

96 MS. GIVEN: Yes, okay. Which tense are we supposed to use here, heehh?

97 SHORTY: The present

98 MS. GIVEN: Yes, the present. Like you see you just have to look at the introduction *(teacher reads from the essay question they are working on in the class)* ‘Bullying at school seems to be a growing problem.’ Do you understand?

99 Ls: *Learners follow silently in their papers*

100 MS. GIVEN: They are talking about the problem at the present time *(teacher reads further)* ‘Many people argue that we must let our children fight their own battles’. You can see that the ideas which are presented are in the present simple tense. Thank you for the question. Any other question or even comments before you go for break? Okay, Star *((pseudonym))* do you want to ask?

101 STAR: *(Learner shakes her head to say no)*

102 MS. GIVEN: Okay I think we will stop here for today and then we will continue with the next part tomorrow. You should also get more information on how to write the body of the argumentative essay, I want you to find me more information, the phrases used when writing the body. I think that is all, but before you go please bring my copies. Okay. You can go for the break please.

*(Learners stand up and go for break.)*

**Videotaped Lesson transcription for Ms. Given**

**Day 2- Date 16 March 2016**

**Grade:** 11(Ordinary Level class)

**Number of learners:** 41

**Duration:** 90 minutes (08:15-10:30)

---

*(Teacher came into the classroom and started highlighting what was discussed in the previous lesson.)*

12 MS. GIVEN: Yesterday we talked about the argumentative essay, aaaah, I hope you still remember what an argumentative essay is. We said it is a piece of writing to convince others to agree with what is being said. Remember your piece of writing must have a title which is interesting or eye catching. It can be in a form of a question, it can be a one word phrase or a one word phrase of more than one word or it can be a short statement. Then from there, after the heading what is next?

13 MISHE: An introduction

14 MS. GIVEN: Yes, your piece of writing should have *(writes on the board)* 'an introduction'. Your introduction must explain or define the topic or you can just start by giving facts like the advantages and disadvantages or you can give information taken from the research by giving statistics. Or even open it by giving a quote from different sources. Then after the introduction *(Long pause)* Eeeh, what is next?

15 MISHE: You state your argument.

16 MS. GIVEN: You must statement by indicating whether you are in favour of the statement or you are against. We stopped there yesterday. Then today we will concentrate on the next part which is the body of the argumentative essay. I remember I gave homework to get more information on how to write the body of the argumentative essay. How do you write the body of the argumentative essay? Eeheh *(Mentions learner's name)*

17 CHAMPY: In the body you support your view points

18 MS. GIVEN: Mhhhhhh, loudly please.

19 CHAMPY: You support your view points

20 MS. GIVEN: Yes, you support your view points. Which viewpoints do you refer to? And what else? Yes *(pointing at a learner)*

- 21 CHAMPY: The ones that are in the introduction
- 22 MS. GIVEN: Yes, you support the viewpoints which are in the introduction. Okay, and what else, *(Mentions learner's name)*
- 23 TORIA: You have to give examples to support your viewpoint.
- 24 MS. GIVEN: You need also give examples to support your viewpoints. Okay, is it only *(Mentions two learners' name)* who did the homework?
- 25 SHORTY: You have to say all points and give reasons.
- 26 MS. GIVEN: Muhhhhhh, you have also to say all view points and then you give reasons. Okay, for you come up with a good piece of writing, your piece of writing should consist of at least *(writes on the board)* 'three paragraphs'. How do you write these three paragraphs? Aaah....*(pointing on the board)* 'ideas'. *(Continues writing on the board)* 'You have to put your ideas in order or in a logical sequence'. Okay in a logical sequence there are some expressions that we use or let me say cohesive devices. Which cohesive devices do we use, who can tell me an example of a cohesive device, Mhhhhhh? Look at me all of you, who is lying on the desk at the back, are you okay? *(all learners sit up and concentrate on the teacher)* Yes, *(Mentions learner's name)* do you want to try?
- 27 CHAMPY: No, I did not get your question.
- 28 MS. GIVEN: You see here we said that the body should consist of *(pointing on the board)* 'three paragraphs', my question is which words or expressions do we use to put our ideas in a logical order? Yes *(pointing at a learner and mentions the name)*
- 29 PETER: Summarise
- 30 MS. GIVEN: We use summary? Do you want to help *(Mentions learner's name)*? Hmmmmmm, *(Pointing at a learner)*
- 31 ESSY: Firstly, secondly, last but not least.
- 32 MS. GIVEN: Exactly, okay. You need to put your ideas in a logical order by using what we call the *(writing on the board)* 'cohesive devices' which you mentioned like what you mentioned when stating your first argument you can use firstly, okay. What else do we use to state our first argument?
- 33 NASH: Furthermore
- 34 MS. GIVEN: Do we use furthermore to state our first argument? Heeeeh?
- 35 STAR: First of all.
- 36 MS. GIVEN: Yes you can say first of all, what else can we say? What did you say *(Mentions learner's name)*

- 37 DIINA: What if I say at this first point.
- 38 MS. GIVEN: At this first point yes you can also use it I think. You can say (*Writes on the board*) 'to begin with', Heeh? Or you can also say to begin with then you give your argument just depending on the instructions given. After when you give your argument then you support your viewpoint with facts and examples. Then if we want to give our next paragraph which expression or which device do we use in the second one?
- 39 DEON: Secondly
- 40 MS. GIVEN: Okay, you can even say 'secondly', 'thirdly', 'fourthly' then your writing will become boring. Do you understand? They are not wrong, but you need to make your piece of writing interesting.
- 41 CHAMPY: Furthermore
- 42 MS. GIVEN: Yes, you can use (*writing on the board*) 'furthermore', yes. Another one?
- 43 DIINA: In addition
- 44 MS. GIVEN: (*Writes on the board*) 'In addition', okay thank you for doing your homework. In addition Mhhhhhh, what else? Another one?
- 45 LETTY: On the other hand
- 46 MS. GIVEN: Hmmmmmm, you said in addition you can also say added to this then you can present your argument. Remember again just like in this (*pointing at what she wrote on the board*) 'first paragraph you still need to support your viewpoint with facts and examples'. Do you understand?
- 47 Ls: (*Learners remain silent and followed what the teacher was writing on the board*)
- 48 MS. GIVEN: Now here we have how many paragraphs? We have a paragraph on your introduction, then we have the second paragraph where you give your first argument and number three where you give your next argument. Which expression do we use to give your last argument in paragraph number four?
- 49 ESSY: Last but not least.
- 50 MS. GIVEN: Yes, (*writing on the board*) 'last but not least'. Why do we use last but not least?
- 51 MISHE: Yes it is not the last one
- 52 MS. GIVEN: Yes it is not the last one you still have to make your conclusion. Here we can use last but not least or? (*Pointing at a learner*)
- 53 NASH: However
- 54 MS. GIVEN: However? Is that correct can we use however here to present our last argument? Where do we use it?

- 55 Ls: (Some learners in class answer in unison) paragraph three
- 56 MS. GIVEN: Yes in paragraph three where we can use furthermore, in addition, on the other hand or added to this or furthermore. Then? (*Pointing at Star*)
- 57 STAR: In conclusion
- 58 MS. GIVEN: Yes in conclusion, you see here (*writin*
- 59 *g on the board*) 'in concl' aye (*no*) is this the conclusion? (*Erased what she wrote on the board*) No Star (*pseudonym*) this is not the conclusion. Which other expressions giving information about the last thing? Yes Hmmmmmm (*pointing at a learner*)
- 60 CHAMPY: Finally
- 61 MS. GIVEN: Finally, good. Then you can use which other one else apart from finally? You can also use (*writing on the board*) 'to conclude with', you can also think about other expressions used to give your last argument. Then from there you have to say out your argument and again then you (*writing on the board*) 'support your view points with facts and examples' and that is all about the body. And you know they normally aaaah... ask you to write a shorter piece of writing and you are only expected to write a page not half a page or two pages, that is why three body paragraphs are enough and then because there is a paragraph for the introduction and then the conclusion. Is there anything which is not clear here on how to write the body before I give you an activity?
- 62 Ls: (*Learners sat silently without responding to the teacher*)
- 63 MS. GIVEN: I want you to go back into pairs and then take your notebook then you continue where you stopped yesterday. Okay, but this time we have a double period you only do your first argument then you stop there, we discuss it, then after when you are done then that is when you continue with your next argument paragraph number three.
- Teacher 2 hands out the question papers which the learners used in the previous lesson and then go through the instructions again before they start. Learners are reminded on what to do.*
- 64 MS. GIVEN: If there is something you do not understand like a word or so, you can ask your partner or check the dictionary for the meaning.
- (Learners write in pairs while the teacher walks around the class to see what they are doing. In order to avoid disturbing the whole class, she went to individual learners and corrected their mistakes using sounds that only that particular learner can hear and in some cases points to the board to refer them back to her notes. It took learners 12 minutes and 20 seconds to complete the activity.)*



- 65 MS. GIVEN: Okay, you can stop there. Some of you have written too long paragraphs. Remember we said that don't forget about the space provided which is limited. Okay, stop there I need a brave person who can stand up and read to us what she/he wrote. I will not point anyone, okay
- 66 MISHE: (*Raises his hand*)
- 67 MS. GIVEN: Okay. (*Mentions learner's name.*) Tell us first whether you are for the statement or you are against.
- 68 MISHE: I am against
- 69 MS. GIVEN: You are against, okay, hhhhhhhhh.
- 70 MISHE: Firstly, bullying can make life difficult in the classroom for the learners as they will not be able to concentrate on their school work because they are always scared of bullying. Some may always be negative about his/her school works.
- 71 MS. GIVEN: Okay, I think she used the first idea. Children cannot concentrate in the class, heehh? And then points or examples to support what she mentioned here, what did you say? Learners will be scared and what else?
- 72 MISHE: They will be negative about their school work,
- 73 MS. GIVEN: They will be negative about their school work. You only have two points supporting what she said. It is not enough you must have at least three to four points that is the development we always talking about if you want to get good marks or to come up with a good piece of writing. Mhhhhhh Yes, you want to try? (*pointing at a learner*)
- 74 MISHE: First of all we must not let our children fight their own battles because this can cause children not to concentrate in class.
- 75 MS. GIVEN: Come again, you are against?
- 76 MISHE: Yes
- 77 MS. GIVEN: Okay, and then yes, mhhhhhhhh
- 78 MISHE: It can cause children not to concentrate in class because they are bullied for example the children are bullied and they come in class they will not focus on what is being said by the teacher because they are scared which may cause poor performance in their school work.
- 79 MS. GIVEN: Good development, you see they may not focus and then you mentioned of what?
- 80 MISHE: Poor performance

- 81 MS. GIVEN: Poor performance and what else, you mentioned three points supporting why you think children cannot concentrate in the class if they are bullied.
- 82 MISHE: They will be scared
- 83 MS. GIVEN: You mentioned of they will be scared and then?
- 84 MISHE: They will not focus which lead to poor performance.
- 85 MS. GIVEN: Yes, which will lead to poor performance. I think that is a good development. Yes, another one again, Mhhhhh (*pointing at a learner*)
- 86 ESSY: I am for
- 87 MS. GIVEN: You are for, okay. That is a good example.
- 88 ESSY: First place, often a bully is a child asking for help
- 89 MS. GIVEN: I think your first argument is the last stanza.
- 90 ESSY: Often a bully need to be encouraged or
- 91 MS. GIVEN: Read in your book (*mentions learner's name*), read what you wrote
- 92 ESSY: I am not for I am against
- 93 MS. GIVEN: Ooh! (*laughs*)
- 94 ESSY: In the first place when children are bullied they drop out of school simply because they find school as a place where they are not wanted and they do not find it enjoyable since their education is intimidated by strangers. Research has found out that 76.3% of school dropout is a result of bullying. Young learners dropout of school because they see it as a threat to them due to increased bullying.
- 95 MS. GIVEN: I think there are many points there, number one learners don't feel safe. Yes, Another example also given?
- 96 ESSY: Their education is intimidated
- 97 MS. GIVEN: Yes they feel intimidated, I think there is a good development, there are many points even talking about (*pointing on the board*) 'research'. That is a good development I am talking about. Now I want someone who is 'for' the statement or in favour that children should be allowed to fight their own battle. Are you all against?
- 98 *Ls: Majority of the learners agree in unison that they are against.*
- 99 MS. GIVEN: If you are to be in favour for example you can say a child need to be on his own in order to be taught on how to face challenges or obstacles. You can even say that life without challenges is boring and then they need to be taught how to overcome problems. All of you started with first of all, first of all and no one started with 'to begin with, but it is not a problem it all depends on how you want to start your argument. Let us continue with the next argument. Remember if aaaah (*Long pause*) you choose

stanza number one where it says children cannot concentrate then in your next paragraph you have to choose a different idea for example furthermore, added to this, in addition, or on the other hand. Next argument?

*(Learners started writing their next argument silently, the teacher walked around the class guiding learners. It took them seven minutes to complete. )*

100MS. GIVEN: Okay, you can stop there it is enough. Let me see *(names learner's name)* you have already finished a page, then if it was in the examinations then you will end up not addressing all the ideas then your piece of writing will be partially relevant.

101Ls: *(Follows attentively to the guidance given by the teacher)*

102MS. GIVEN: We continue with the next paragraph we use the expressions such as in addition, added to that, or furthermore. *(Teacher reads some learners' work loudly).* *(One learner wrote as follows)* 'In addition children who drop out of school'. Now let us look at the points or facts which are used to support the points. 'Which causes high number of dependent ratio which leads to children to have a lot of street kids' I think that is a true fact, it is a fact I mean 'and because they are suffering, it will also cause the country to have a few number of people who are educated which will lead to lack of development.' Okay, I think he mentioned three points here, a large dependent ratio, there will be a large number of street kids and then again it will also cause the country to have a few number of educated people.

*Teacher continued with the next example from a different learner.* 'Furthermore bullies are criminals and should be punished for such offence. Bullied children feel humiliated and feel that no one cares about them because there is no harsh punishment or specific measures taken against bullies. Children also feel that they don't have the right to protect them as they are just bullied on daily basis.' I think you mentioned points, but you are just repeating I cannot see the development there. You mentioned that bullies are criminals and they should be punished then you write about bullied children feel humiliated and feel that no one cares about them. You were supposed to support this point to give reasons why you think bullies are criminals and why they should be punished. So I think you are off here.

103STAR: *(Nods in agreement)*

104MS. GIVEN: *She moved to the next to Essy (pseudonym) and read his paragraph.* And then another one 'added to this bullied children drop out of school because they feel uncomfortable in the school and some children feel they are not loved. Some children feel they are not loved and they have no use in school.' Feel, feel, feel, feel, and what

did we say yesterday? If you keep on repeating the same word or even repeating yourself all the time your piece of writing will become?

105Ls: (*Chorus*) boring

106MS. GIVEN: Yes, your piece of writing will become boring and you must avoid that. You must make it interesting. (*Teacher reads on*) 'Furthermore bullies are criminals and must be punished because in most cases bullies are older learners who act as strangers and they are giving bad example to the young ones. They need to be punished because this tendency will never get out of school'. I think it is a valid point, 'they must be punished because if they are not punished this tendency will not stop, this legacy will just continue.' Is this word legacy?

107ESSY: Yes

108MS. GIVEN: 'And then this punishment will at least teach young ones a lesson and then ahhhh.....' the other word I cannot read it.' *The teacher after reading some learners' work walks to the chalkboard to emphasise on the key concerns.* Okay, I think for example some of you who wrote about children who are bullied out of school can think about what will happen, you were supposed to think about the consequences of dropping out of school. The consequences are like what?

109Ls: (*Learners say different answers and only some could be heard*) dependent ratio

110MS. GIVEN: Yes, he mentioned about dependency ratio and others what did you write?

111Ls: (*All*) Poverty

112MS. GIVEN: Yes you are right and then, another one?

113Ls: (*All*) Unwanted Pregnancy

114MS. GIVEN: Yes unwanted pregnancy is also a point, Heehh? There are many things that you were supposed to put into consideration. Not only street kids, but even crime rates, high number of uneducated and also it will just increase the number of unemployment. There were many things you can write there to develop your paragraph well. Eeeehm, now write your last paragraph number four quickly, last but not least, finally or to conclude with..... Hmmmmm?

*(Learners wrote the last paragraph which took them 5 minutes to complete.)*

115MS. GIVEN: I think you are done with your final argument, let me see yours (*takes a learner's book and read*) 'Last but not least bullies are criminals and should be taken to prison because they are showing a bad example to the younger generation. Bullies must be punished harshly like three months in prison so that they can stop that bad

attitude of bullying others.’ Okay, let us do it together, he mentioned them to be taken to prison and be punished harshly. What did you write Magdalena (*pseudonym*)

116 MAGDALENA: They are criminals and then they should be punished.

117MS. GIVEN: The point to support, is that all Magdalena (*pseudonym*)

118MAGDALENA: Yes

119MS. GIVEN: You did not write anything. There are many things you can mention such as the constitution. What does the constitution say? Heeh, every person has what, what do they say?

120Ls (Chorus) Freedom

121MS. GIVEN: Yes freedom of speech, freedom of movement and so on. Do you think that a child who is bullied can move freely?

122Ls: (Chorus) no

123MS. GIVEN: No, that is why there you can say Namibia is a democratic country and every person has the right to move freely and for the person to move freely they must be protected from the bullies. Or you can say that bullies are criminals and should be taken to prison so that they can be rehabilitated or to receive counselling to change like other criminals or like other people who commit crimes. I think for now you have seen how you also can put your ideas in good order that I think we you can write using cohesive devices, expression like firstly or first of all to present our first argument. We are also able to use in addition, furthermore to give our next argument and we can use finally, to conclude with or last but not least to present the final argument. Now for my homework, I will give you two homework, do you understand?

124Ls: (*Chorus*) yes

125MS. GIVEN: The first one you have to find information how to write a concluding paragraph for the argumentative essay. Is it clear?

126Ls: (*Chorus*) yes

127MS. GIVEN: The second one, you see you are sitting in pairs. What you need to do now is to exchange your books with your partner. I want you to take out a pencil and then you do the marking you know what I want you to check? The grammar and spelling mistakes, remember to underline the mistakes and use the correction keys to help your friend, all of you are teachers now. Please check the grammar and spelling mistakes so that they can know that this is a wrong form or there is a word omitted. Is there any question about the body or any comments?

128Ls: *Silent*

129MS. GIVEN: Remember that this is the most important part of your piece of writing which is the body, if you do not develop your ideas or prompts given to you, you will only get an average mark. Always give facts or even examples to support your points. Also, when you write use real life situation instead of writing in general which you will end up repeating yourself which will make you lose marks. If there are no questions thank you and you may go and enjoy your tea. Oh! Please hand in my copies I will bring the tomorrow again.

*Learners handed in the copies and then packed their things and went for tea.*

### **Appendix 3B: Videotaped Lesson transcription for Mr. Fish**

**Lesson 3 - Date: 17 March 2016**

**Grade:** 11(Ordinary Level class)

**Number of learners:** 41

**Duration:** 90 minutes (08:15-10:30)

---

*The teacher entered the classroom and made a re-cap of the previous lessons and then continues with the planned lesson.*

16 MS. GIVEN: Last time we said our essay must have a (*writes on the board*) 'title or a heading' which is eye catching and inviting a reader to go through it. In the second place the piece of writing our piece of writing must have an (*pointing at the learners for them to respond*)

17 Ls: (*All*) An introduction.

18 MS. GIVEN: Okay (*writes on the board*) 'introduction', heeeh? What do you write, what do you write in the introduction?

19 Ls: (*Learners not responding*)

20 MS. GIVEN: There are deferent ways of writing your introduction. You can start by defining the topic, by giving general information, facts, information from research and then after that?

21 Ls: (*Chorus*) State your argument

22 MS. GIVEN: Yes, state your argument, in other words you state your position whether you are in favour or not. Then from there your body should consist of how many paragraphs?

23 Ls: (*All*) Three paragraphs

- 24 MS. GIVEN: And then from there we are now busy with the conclusion. I hope you have done the homework. Yes, I hope you have done the home. How do you write the conclusion? *Yes (pointing at a learner) Mhhhhhhh, Mhhhhh?*
- 25 MAGDALENA: Give a brief summary about the writer's opinions and state his or her opinion.
- 26 MS. GIVEN: Okay you need to give a brief summary of the writer's opinion. Here you give *(writes on the board)* 'summary of the writer's opinion'. Okay, but I think before this *(pointing at what she wrote on the board)* there is also something which you need to write before you write the writer's opinion. Aaah, let us say you are in favour of the views, you need also to make a *(writes on the board)* 'counter argument'. What is a counter argument? I think in debate they use a different word. Who are the members of the debating club here?
- 27 CHAMPY: *Raises her hand*
- 28 MS. GIVEN: Yes, which word do you use before you write or before you touch on what the other side or opponent believe or think about? Mhhhhh, you don't remember the word? You re...?
- 29 CHAMPY: .....but
- 30 MS. GIVEN: Yes, you rebut. You need also here because this one also has to do with argument you need also to rebut because you see also like in the instruction here *(pointing at the question they are dealing with in the class)* you were given ideas, some are in favour and some are against. If you are against the statement or the view, you need to write or to mention *(writes on the board)* 'the argument which other people believe'. And this one it can be in *(writes on the board)* 'favour or against' just depending whether you are in favour of the topic or you are against. And then to give your counter argument there are some expressions to show that ahaah you are trying to give your counter argument and here you need use the expressions like *(writes on the board)* 'although', Mhhhhh, and which one else? Because we use different expressions, I think one of the expression we mentioned it yesterday.
- 31 MAGDALENA: *(Mentions the answer in an inaudible voice)*
- 32 MS. GIVEN: Mention it loudly you are right
- 33 MAGDALENA: On the other hand
- 34 MS. GIVEN: Yes you can use *(writes on the board)* 'on the other hand', and another expression used? You can also use *((writes on the board))* 'although'. No *(deletes it from the board)* it (although) is already there. We use? *(mentions learner's name)*.

35 DIINA: Even though

36 MS. GIVEN: Yes, we use this (*writes on the board*) 'even though'. Okay, but you see when using maybe even although or on the other hand, you still need to indicate that you believe in what you mentioned in the introduction and also in the body. Therefore when you mention although or on the other hand, you need to indicate whether you are for or against. You say although some people they believe that smoking is good for refreshing or even entertainment or enjoyment or to release their stress, then you say (*writes on the board*) 'I still believe' then you have to indicate that smoking is..... Eeeeh?

37 Ls: (*Some learners in unison*) Dangerous

38 MS. GIVEN: Yes, that smoking is dangerous. Or you can say (*writes on the board*) 'I still believe or I stand firm' then you mention what you wrote in your body and in your body. There are many verbs used here because when you are arguing you are trying to convince or persuade a person to believe your views. Or you can say (*writes on the board*) 'I still stick to my gun that smoking is dangerous, bad or unhygienic'. Okay, and then from there when you give your counter argument then at last you give what you mentioned, (*writes on the board*) 'a brief summary of the writer's opinions'. That is all about the conclusion. Okay, I am just repeating myself again here that you need to mention people's (*pointing at what she wrote on the board*) arguments of what they believe or think about. It is done using expressions such as even though, although and then here you can say although people believe is good, I still stand firm that smoking is dangerous and it destroys people's lives. Then from there you give a brief summary of what you have mentioned in the beginning in the introduction and also in the body. Is it clear?

39 Ls: (*Chorus*) Yes

40 MS. GIVEN: Yes, Oh! Like even here it is a brief summary, I hope you all understand a brief summary when we say write a brief summary you just need just to write the main points in short don't repeat all the things you have mentioned. Is there any question? Is there any question before I give your essay you started the day before yesterday?

41 Ls: *All silent*

42 MS. GIVEN: (*Teacher hands out the question paper they used in the previous lessons to complete their argument*). Please finish the conclusion of your piece of writing quickly. Finish your writing. Remember when you give your counter argument



*(pointing at the question paper the learners are using in the class)* you need to look at the ideas because you have used your ideas to state or to present your arguments, please. *Learners wrote their essays which took them nine and a half minutes.*

43 MS. GIVEN: *(Walks to one learner and guides him on how to write properly)* look at your piece of writing it is already one and a half page and you know in the examination you will only be provided a page, but if you look at your a piece of writing now you skipped two lines. *(She turned to the rest of the class and stopped them from writing further)* I think that it is enough, I need one confident person who can stand up and read for us his/or her own conclusion. Yes *(mentions learner's name)*, Mhhhhhhh.

44 STAR: Even though people argue that learners should fend for themselves, I still stand firm that bullies are criminals and they must be punished harshly for that matter.

45 MS. GIVEN: Even though people argue that learners should fend for themselves, I still stand firm that bullies are criminals and they must be punished harshly for such matters. Is it correct if it is like that, is it fine? I think there is a part also where you have to give a summary after your counter argument. Another example from a boy? *(Mentions learner's name)*

46 ESSY: *(Stands up and reads their conclusion)* Even though it believed that children must learn fend for themselves I still stick to my gun that bullies are criminals and that they should be punished. In most cases school dropouts are caused by bullies and in order to teach bullies a lesson, they must be regarded as criminals and should be punished. Concentration in most classes of learners is being destructed by bullies leading to high rate of failure. Okay, Can you see? I think you are on the right track; you are on the right track. Remember we use these *(pointing on the board)* expressions even though or although these are the linking words of contrast, we use them when we compare other people's views. You can see here *(pointing on the board)* when you counter argue it is like you compare the other people's views and then you still indicate that what you said from the beginning is right. Do you understand?

47 Ls: *(Silent and not responding)*

48 MS. GIVEN: We are done I just want you to look at my essay, to look at my sample. *(Teacher takes a poster with her essay written on it and pastes it on the board)*. I have a good handwriting and I know that all of you can see clearly. Okay, look at the example; we said that when we write our essays we have to have a heading. 'Bullying destroy children's lives' that is our heading. Then for the introduction 'Bullying is defined as a deliberately aggressive or hurtful behaviour towards another person that is

repeated over time. These common forms of bullying include name calling, vandalism of someone's property, beating, threats and et cetera. Bullying is bad and children need to be protected from these types of bullying so that they can leave happily. Therefore I totally oppose the views that we must let children fight their own battles.' Can you see the introduction there is a heading then I defined the topic then I indicated clearly my position that I am not in favour of the views given or the statement.

Then the body, 'in the first place', now it is my argument to support my argument because we said we must support with facts and examples and that is the development. 'In the first place children cannot concentrate in the classroom because they are bullied. Then the development 'A child who is regularly bullied can eventually develop low self esteem he or she will think about what will happen during break and after school. This may also lead to poor performance and failure at the end.' Can you see the development there? Where is the development there?

49 Ls: Silent

50 MS. GIVEN: 'They cannot concentrate' is the development. Then the support 'They will develop low self esteem' is a point. 'They will think about what will happen during break and after school' is also another development. 'This may also lead to poor performance and then failure at the end' not just one point. Do you understand?

51 Ls: *Silent*

52 MS. GIVEN: Remember we said in order to get good marks in the examination or in the content, you need to develop the ideas. If you only mention, you will only get an average mark. Then my next argument 'In addition to that, children who are bullied drop out of school.' This is the idea, this (*pointing on the board*) then my support 'they may begin disliking going to school and as a result unemployment and crime rate will be high. They will end up in streets begging and stealing and some will turn to prostitution as well as alcohol and drug abuse.' Can you see the development?

53 Ls: (*Chorus*) Yes

54 MS. GIVEN: Yes, the development, and you see these are the things, Hmmmmm? These are the things. The development you see about what will happen when children drop out of school because you see you are against the statement that children must be allowed to fight their own battles. Okay, and then we go to the next paragraph, the body paragraph 'To conclude with, bullies are criminals and they must be punished.' That one is another point or my final argument. Then the development 'To minimise this problem, bullies should be removed from the society, they must be taken to prison like

other criminals for rehabilitation to change their behaviour. Learners have the right to live and move freely in and outside school and giving bullies a harsh punishment will teach them and other people a good lesson. Okay, but I think if you look at this one I think I missed something I was supposed to add that they should be punished harshly, sorry for that.

Then for my conclusion, I start with a counter argument ‘Although some people believe that children must fend for themselves, I still stand firm that we should not let them stand their own battles as bullying is bad. Our society needs to understand that treating and talking to people in a harmful way has consequences. Heeeeh? ‘It is the teacher’s job to protect the children while in their care to avoid many problems in life and if children are taught how to treat people respectfully that may wipe out bullying completely. Can you see? Yes, that is it. Do you have any question before I give you the activity for homework?’

55 DIINA: (*Makes inaudible sound*)

56 MS. GIVEN: Heeh? You don’t want the homework?

57 DIINA: We do.

58 MS. GIVEN: I will give you homework and then don’t you have free period today?

59 Ls: (*Chorus*) No

60 MS. GIVEN: Then you can do it after school then collect them tomorrow before we start with the first lesson. The activity is also from the past question papers. Remember to paste it and then you write on the opposite page. Then collect this (*showing the learners what they have been using in the class*) hand outs. Do you understand?

61 Ls: (*Chorus*) Yes

62 MS. GIVEN: *Teacher hands out the activity question and then goes with the learners through it.* Ok let us go through the instructions quickly ‘Learners Representative Council (LRC) help or hindrance? Your school must decide whether they want to continue with the LRC or whether they want to abolish it. Write an essay for your school magazine, giving your opinion on whether the LRC is important or not. The comments below may give you ideas, but you are free to use any ideas of your own. Your article must be approximately 200 words in length.’ Here are some of the comments made by the learners and teachers: Only the popular kids are elected, not the best learners; The LRC is very important because they assist teachers in keeping discipline; The LRC must liaise between learners and teachers; They get privileges that they abuse, for instance leaving the classroom to perform tasks; Many LRC members are not good

examples outside school; The LRC has important role because they are in charge of projects to improve the school spirit. Your essay must be approximately 200 words long. Even though the number of words is 200 words in length, remember you are only required to write a page not two pages or a page and half. The marks allocated is out of 16 marks, write the marks down there. Read the instructions carefully, if there is a word you do not understand check it in the dictionary and please take everything we have discussed into consideration. Good luck.

*Teacher leaves the classroom and learners pack up their English books and get ready for the following lesson.*

## Videotaped Lesson transcription for Mr. Fish

**Activity:** Argumentative Writing

**Day1 -Date:** 09 March 2016

**Grade:** 11(Higher Level class)

**Number of learners:** 8

**Duration:** 40 (14:00-14:40)

---

*(MR.FISH came into the classroom and after greeting the learners he hands out a piece of argumentative essay which he wrote himself and learners read attentively.)*

9 MR.FISH: I am giving you a text to read please read fast as we have only forty minutes.

*(Learners read the text for 3 minutes)*

10 MR.FISH: You are all done now? MR.FISH: Right let us go through it again together, I want to find out what type of essay is that?

*(Learners start to shout answers randomly)*

11 MR.FISH: No, I want hands, Yes.... *(pointing at Ivali - pseudonym)*

12 IVALI: Argumentative essay.

13 MR.FISH: Yes, *(writes on the board)* 'argumentative essay'. You saw it quickly. Why did you call it an argumentative essay, why... why did you say it is argumentative?

14 NHATU: It is an argument because the writer is trying to persuade someone about something.

15 MR.FISH: She says the writer is trying to persuade people about something. Is it so? What about another one?

16 *Ls: (Goes quiet, no one seems to have an answer to the question)*

17 MR.FISH: This will help you when you come across a group of questions which you are going to do of course. To call it an argumentative essay it must have some qualities, what is it? Yes... *(Pointing at Eyali - pseudonym).*

18 EYALI: It must have some rhetoric questions.

19 MR.FISH: Mhmmmmm, but that can happen in any essay. Yes *(Pointing at Ayew-pseudonym)*

20 AYEW: It must have two sides.

21 MR.FISH: Two sides, very good. Yes, it must have two sides. It must compare, two... and...What can you say about these two sides that are being compared in order to make it an argument? Yes *(Pointing at a learner).*

- 22 INHEH: The two sides should have one is opposing and one should be proposing.
- 23 MR.FISH: What about the quality of the two sides?
- 24 IMWEH: Aaah, The two sides should go either ways.
- 25 MR.FISH: Yes, either ways I understand that. We are looking at two sides having all possibly same qualities. You see what I am saying?
- 26 Ls: (*Chorus*) Yes
- 27 MR.FISH: When you go this side it is very powerful, you go to this side, then you can begin to argue. But if they don't have the same weight then there is no argument, because obviously the other one is weak. You can't argue a strong thing over a weak thing. Now, when you went through it you noticed register being used there or you don't understand what I mean by register? Which register is being used in this essay? Is it a big word, you want to try? Yes (*pointing at a learner*)
- 28 IMWEH: Capital punishment
- 29 MR.FISH: Okay, we have two types of registers, the formal and informal register. So which one is being used here?
- 30 KATANO: Formal
- 31 MR.FISH: Yes, it is formal. Why did you say it is formal?
- 32 KATANO: There is no use of slang or informal words.
- 33 MR.FISH: There is no use of informal language, is it so?
- 34 Ls: (*Chorus*) yes
- 35 MR.FISH: Umhhhhh... We don't have the use of contractions which means it is formal. Now, do you see what it is required to come up with an argumentative essay? You must use formal language. Informal language we know we get it in letters and diaries, but this one has to be formal. Again, what do you think is the purpose of this writing?
- 36 Ls: (*Sit quietly and not responding*)
- 37 MR.FISH: I mean when I sat down to write it, it is my product. That is why I know it very well. What do you think is the purpose? ..... Yes (*pointing at a learner*).
- 38 INHEH: You are trying to persuade the reader to understand that capital punishment should be abolished.
- 39 MR.FISH: Mhhhhh what about you? (*Pointing at Imweh -psydenyme*)
- 40 IMWEH: It is almost the same; like you are trying to convince the readers to believe your point of view that it is correct.
- 41 MR.FISH: My opinion?

- 42 IMWEH: Yes, exactly.
- 43 MR.FISH: That is very good. Yes (*pointing at another learner*)
- 44 INHEH: I was just saying you are trying to persuade people to follow your point of view.
- 45 MR.FISH: All you are saying is that I wanted to win an argument, is it so?
- 46 Ls: *Chorus* (Yes)
- 47 MR.FISH: I tried my best to make sure that I win this argument about capital punishment, but I want you to be careful here. There are two types of punishments which are almost the same. Capital and what?
- 48 Ls: (*Chorus*) Corporal
- 49 MR.FISH: ....and corporal punishment. I remember giving the same topic to some learners in 2011 somewhere there and one wrote about corporal and not capital punishment. How do you think I marked that work, who can guess?.... what did I give?
- 50 IVALI: You gave a zero.
- 51 MR.FISH: Yes, I gave a zero and I wrote off topic. Do you see the importance of understanding the question?
- 52 Ls: (*Chorus*) Yes
- 53 MR.FISH: You must make sure that you understand the question before you start, if you are not sure don't start otherwise you will get zero and zero is very painful for you when it comes to examinations. I want you to look at some devices I have used to come up with this essay. Can you identify some (*writes on the board*) 'discourse markers'? Discourse markers can you identify them in my essay or you are not aware of them?
- 54 Ls: (*chorus*) No
- 55 MR.FISH: You are not aware?
- 56 Ls: (*Agree in unison that they are not aware by shaking their heads and making inaudible sounds.*)
- 57 MR.FISH: Look at my second paragraph, 'first' comma, do you see that?
- 58 Ls: (*Chorus*) Yes
- 59 MR.FISH: The third one 'secondly', comma the other one 'also' comma, the other one 'in addition' comma, the other one 'finally' comma, but in the introduction and conclusion they are not there. Those are what we call discourse markers.....those are what we call discourse mark ers. What do you think is their function in my essay?

Because I want you to use them also in your essays, there are many types and I want you to find other discourse markers.

60 MR.FISH: What is the function? Aha...(pointing at a learner)

61 IHETATU: To link the words together.

62 MR.FISH: Yes, there is some sort of that, but there is more than that. Yes... (pointing at another learner)

63 IMWEH: To link the points together, to show that you are moving from one point to another.

64 MR.FISH: To link points together?

65 IMWEH: Yes

66 MR.FISH: Yes, that is a very sharp idea there. Yes you are correct when you talk like that. Eehh...When I use them I use them to divide my essay into parts, so that my reader can follow my direction, because I have said this is the first important point, then I said the second important point then I said also which means I want to add to the above and then in addition. Then finally it means that is my last argument, is it so?

67 IMWEH: (*Learners are silent*)

68 MR.FISH: There are so many of them and I want you to go and find them. Do you see any rhetorical questions there, who can tell me any rhetorical questions that you know? When I was at school I knew a question by a question mark, I don't know about you now. Any? Yes good, she is very fast (*Pointing at a learner*). Can you read it?

69 IVALI: 'What stops countries like Namibia from doing the same?'

70 MR.FISH: Yes, you know what she did here? She just read the part of the sentence; let me read the whole of it. Finally, if a country like Britain can abolish capital punishment, and still holds of a low crime rate, what stops countries like Namibia from doing the same? I don't expect any answer there, you see? But I want my audience to think, but Namibia should also stop if Britain such a powerful nation can stop, what about a small country like Namibia? . I am trying to persuade because rhetorical questions help us for persuasion in most cases..... For persuasion. Right, the farmer and a doctor, you can ask, which doctor can go to work on an empty stomach? But a farmer can go to work before seeing any doctor, is it so?

71 Ls: (*Chorus*) Yes.

72 MR.FISH: Even for years if the health is okay, but a doctor needs a farmer three times.



- 73 Ls: (*Chorus*) Yes
- 74 MR.FISH: Yes, I am asking questions in order for the people to understand me and accept my views as correct. Therefore I am right there, now let's move on. I also used examples, do you see them? You see these things which I am talking about are the things I expect to see when you write yours, then you compare it with mine and say yes I have written better than
- 75 Ls: (*Laugh*) sir.
- 76 MR.FISH: Heeh? I like the competition.
- 77 Ls: (*Laugh*)
- 78 MR.FISH: Who can show me one of the examples? Yes... (*pointing at a learner*)
- 79 IVALI: 'Let me conclude by citing Enrico the year (1856-1929), an Italian, who believed that society should try to prevent crime instead of concentrating on punishment.'
- 80 MR.FISH: Yes, that is what I wrote.... society should try to prevent crime instead of concentrating on punishing the offenders. Why not prevent it? Then put more resources in preventing it than put more resources in punishing. It is very expensive to build those jails, is it so?
- 81 Ls: (*Chorus*) Yes
- 82 MR.FISH: Because first you must be kept for years in jail before you are killed. So, that is my argument and I think I must have won it there. Alright, let's move on, what about the tone? What do you see as my tone there? You see by tone I am talking about my emotions, the emotions I had, can you tell me if I was very happy, very serious, was I concerned, what tone did I have?
- 83 IMWEH: You were using strong feelings
- 84 MR.FISH: I was emotionally involved I was sort of angry, is it so?
- 85 Ls: (*Chorus*) yes
- 86 MR.FISH: Yes.... I was angry, why are they killing them? That is why I did not have any humour there because I did not need any laughter. I was seriously concerned about this capital punishment, I wanted it to stop. And when you move on, let us look at my plan, are you happy with it? The introduction, is it a good one? What did I do in the introduction?
- 87 AMANO: First you defined the topic.
- 88 MR.FISH: I defined the topic. You see any reader is interested in knowing that you know what you are writing about, you know what you are arguing about. That is the

first part and you see an introduction is like a foundation of anything. If it is weak the structure will also be weak. Do you think it is sensible, do I show enough knowledge about capital punishment? Or if I left something out there you can add it for me. We want it to be a very strong foundation to our essay.

89 Ls: (Learners silent and not responding)

90 MR.FISH: Does it address issues about capital punishment.... They are addressed?

91 IMWEH: I think you gave an explanation based on the reasons why you brought up the topic like referring to the reason why people should be killed.

92 MR.FISH: Alright let us go back together..... (Reads part of the introduction) Capital punishment can be defined as the execution of people found guilty of crimes like terrorism, murder and treason. What kind of people are considered suitable for capital punishment? Treason is considered as the highest political crime you can commit, we call it treason. Then terrorism, you know Osama Bin Laden?

93 Ls: (*Chorus*) Yes

94 MR.FISH: One of the greatest terrorists in the world. Would you be happy if he is killed? I don't know. Then murder you all know what murder is you read about it every day. Sometimes we don't feel the pain of capital punishment because it is not our relative who is being murdered. Is it so?

95 Ls: (*Chorus*) Yes

96 MR.FISH: But if it happens in your family then we feel the pain. That is my introduction. Then I went on to explain how capital punishment is carried out. I gave examples such as hanging, lethal injections, firing squads or the use of poisonous gas chambers. These were commonly used during the time of Hitler, because it accommodated a lot of people, you just throw 500 of them in there then they are gone. Then my conclusion, are you happy with it?

97 Ls: (*Read through the conclusion silently*)

98 MR.FISH: I concluded by citing one person who wrote on capital punishment and the views that he had. Then I went back to my points and I said that I think I have succeeded in convincing and not confusing you, I think there is some bit of humour there, is it so?

99 Ls: (*Silent*)

100MR.FISH: Because you are now getting out of the essay and I want to leave some humour so that at least there can be one or two laughs that capital punishment should be abolished. I think I did something there. Now my plan, paragraph one....

Eeeh.... The second paragraph. What is my main point? Look, we said we always get our..... Eeeh... our point for the paragraph from the topic sentence. Can you look at the topic sentence and tell me, what is my concentration in paragraph two? Yes  
(*Pointing at a learner*)

101INHEH: Killing, taking somebody's life.

102MR.FISH: Mmmmm...I was not looking at that. Another reason? Yes (*pointing at a learner*)

103NHATU: The morality

104MR.FISH: Yes, the morality (*writes on the chalkboard*) 'Morality behind passion killing' Is it morally right to kill others? And I was supported by the bible, and I quoted the bible, "Thou shall not kill". By moral I am looking at the values and norms of our culture. Once we are not, then nobody is allowed. That is what I am saying there. What about paragraph three, I am talking about? Yes (*Points at a learner*)

105KATANO: The bad image.

106MR.FISH: Yes, (*writes on the board*) 'the bad image' capital punishment brings to the country. And the following one four, I am looking at?

107NHATU: Economic implication.

108MR.FISH: The economic implications of capital punishment. What will happen to economy if you kill? Obviously there will be conflicts with other countries then something is going to take place. The following one, what am I looking at?

109EYALI: Political opponents

110MR.FISH: Political opponents. Yes, I think that is clear. The last one where I say finally? That one is a bit hidden now.

111IMWEH: I think it is about what will happen if countries abolish capital punishment

112MR.FISH: Yes, benefits of removing capital punishment, is it so? Now, I want to give you yours and see if you can do like me. But before I go there, are you happy with my lesson, did you learn something from it, can it help you to argue on your own?

113Ls: (*Chorus*) Yes

114MR.FISH: Do you see how much it needs to argue? This is not the argument I find in class sometimes when I come here, where one is shouting from one corner and the other one is shouting in the other corner. This is organised, and I want you to argue in an organised manner. Have you ever argued in court?

115Ls: (*Chorus*) No

116MR.FISH: Everybody is quiet, a court has strict rules, there is order I want you to go there. You will go there one day if you are still alive either to be tried or as a witness. There is order. That is why I have put order in my essay and look, I am not using emotions in this argument but I am using knowledge.

117MR.FISH: I want to give you a very simple one (*writes on the board*) 'The pen is mightier than the sword'. Do you know why I gave you this one? Because I know you are very intelligent and this is the simplest topic of the year. Is it a lie?

118Ls: *Silent*

119MR.FISH: Right, what I want you to do is; I want to see what you are going to write in your introduction. Can you jot down in pairs? In my introduction I am going to write 1,2,3,4,5, move fast in pairs, very fast. I want to see what you are going to do in your introduction.

120MR.FISH: Remember the introduction is the foundation of the essay and once it is weak, no essay. You will produce a very poor one.

*(Learners plan their introduction in pairs while the teacher walks around the classroom checking what they are doing. They took round about three and a half minutes to complete.)*

121MR.FISH: *Teacher speaks to some learners while in pairs and says:* She is the secretary let her write. This is not a discussion, you are just smattering..... Huh ah! You must be heard.

122 Ls: *(Learners start discussing a bit louder)*

123MR.FISH: I know you should be done by now for paragraph one, let me get it from you now. What kind of a statement is that (*pointing on the topic he wrote on the board*). *Points at a learner, but they were still busy in pairs.....* Thank you that is much (referring to their group work), we are going to get from others and combine to come up with one big one. What kind of statement is that? (*Still pointing on what he wrote on the board*).

124NHATU: Proverb.

125MR.FISH: Yes, this is a proverb, very good (*writes on the board*) 'proverb'. Do you know why I gave you a proverb? Because this one was not a proverb, I want to give you different types of areas where arguments can occur. We will do other types again as we go on until we know a variety of them. This provokes a lot of debate internationally not you alone, even those people with PhDs they can spend years

arguing. Yes, this is a proverb. Then what did you say you are going to do with it? If I can write it down. Yes (*Pointing at a learner*).

126IVALI: Define

127MR.FISH: I don't like the word define; I want you to say (*writes on the board*) 'discuss'. We discuss the topic before we write an essay. It should be made clear of what the topic want me to do. And how are you going to discuss according to what you wrote there.

128Ls: (*Silent without attempting to answer the question.*)

129T: So if I have given you any of these terms in the exam you were going to get zero?

130KATANO: The meaning of the proverb.

131MR.FISH: How do you get the meaning of the proverb? (*Pointing on the board*) which two words there are very important?

132IMWEH: The pen and the sword.

133MR.FISH: What do we call them? Yes, we call them?

134Ls: (*Silent and not responding*)

135MR.FISH: We call them (*writes on the board*) 'symbols'. I remember we discussed symbols in Mr. Harrold, did we not?

136Ls: (*Chorus*) Yes

137MR.FISH: We talked about images and symbols. So a pen is a symbol, which means we are looking at words which represent other things. Like if you see me putting on a necklace with a cross, what do you think? It must symbolise something, what?

138IMWEH: Aaah, death

139MR.FISH: Uuuh, why do you want me to die? I am sure it must have to do with my religion. Is it so?

140Ls: (*Chorus*) Yes

141MR.FISH: Which means I am a what?

142INHEH: Christian

143MR.FISH: Yes, Christian. All proverbs are symbolic, you get me? They represent things in real life. Now here, what does a pen represent in real life?

144IVALI: Intelligence

145MR.FISH: What kind of people are intelligent, are they you?

146IHETATU: Those people who make decisions?

147MR.FISH: Which means if your headman makes a decision then he is a pen? Huh? You are right, there is intelligence there. No, we are talking about (*writes on the*

*board*) ‘scholars’. Do you know who scholars are? When I was in Grade 5 I was taught that there was this person who discovered a microphone. Who is it?

148Ls: *Silent and not responding*

149MR.FISH: Okay, who discovered something that you know in life?

150KATANO: Thomas Edison discovered the light bulb.

151MR.FISH: Yes, those people are very intelligent. They discover something which is of great benefit to the whole world. It comes from their intelligence. What about this thing here? (*Pointing at the word ‘sword’ written on the board*) By this nasty sound I don’t like it and I know you don’t like it also. What does it represent? They call it sword. What does it mean?

152IMWEH: Sir, I think it symbolises violence.

153MR.FISH: Which people cause violence?

154IHETATU: Criminals

155MR.FISH: Criminals don’t cause violence, they just want to survive.

156Ls: (*Laugh*)

157MR.FISH: But there is one who does not want to survive but he is just like that.

158IMWEH: Terrorist

159MR.FISH: He is a (*writes on board*) ‘soldier’. You know a soldier? There is no country without a soldier and the country without scholars. The two people are most important in any country. Remember we said for there to be an argument these things must be of the same weight, if you want it different then there is no need for an argument. Is it so?

160Ls: (*Chorus*) Yes.

161MR.FISH: Don’t play around with soldiers they are very important; we can’t have a country without soldiers. But we are saying now, who is more important than the other, the soldier or the scholar? What I want us to do is this we are going to write this tomorrow in our books. You are going to make up your own plan. Then you come here and present your plan to us. Tell us what you are going to do to discuss the topic. Look at my essay how I introduced it, what was I looking at? Then from there you now ask yourself: what am I going to say about the soldiers, what am I going to say about scholars in order for my essay to succeed? Do you have any questions on the topic before you go and work on it?

162Ls: (*Silent*)

163MS. GIVEN: I don't want you to write at home because your brother who is a big businessman will say let me do it for you then I will have a lot of biscuits and chocolate words (*smiles at the learners*). I want you to write it here.

164Ls: (*Laugh*)

165MR.FISH: Are you sure you are going to try your best to bring out a very good plan, as good as mine?

166NHATU: (*One learner nods to agree*)

167MR.FISH: You saw the devices that I used to come up with mine, are you going to follow them?

168Ls: (*Chorus*) Yes.

169MR.FISH: Very good, thank you very much you can now have your lunch.  
(*The teacher left the classroom and learners went for their lunch.*)

## Videotaped Lesson transcription for Mr. Fish

**Activity:** Argumentative writing

**Day 2- Date:** 10 March 2016

**Grade:** 11

**Number of learners:** 8

**Duration:** 40 (14:00-14:40)

---

- 7 MR.FISH: Good afternoon once again.
- 8 Ls: (*Chorus*) Good afternoon sir.
- 9 MR.FISH: We have my dear colleague again today and I am sure we are going to enjoy as usual. I was very overwhelmed yesterday in fact today. I saw some getting into the library; others on the computers, others holding their heads. You could see that this person is thinking deeply, heh? (*Laughs*). Why were you doing that, who can tell me? You were running around here and there, why? You didn't know what you were doing?
- 10 IMWEH: (*Raises his hand up*)
- 11 MR.FISH: Yes (*pointing at the learner*)
- 12 IMWEH: Sir, I think, Aaah we were trying....
- 13 MR.FISH: Huh? Can you think of what you were doing? No, just tell me what you were doing.
- 14 IMWEH: We were trying too hard to come up with something which is perfect.
- 15 MR.FISH: Perfect?
- 16 IMWEH: Yes sir
- 17 MR.FISH: So you had done it already now you are trying to make it perfect?
- 18 IMWEH: Yes sir
- 19 MR.FISH: Mhhhhh, to some extent. What about others why were you doing it? You were doing it (*pointing at a learner*), why?
- 20 IHETATU: I was looking for information on the topic we were given.
- 21 MR.FISH: She was looking for information. Did you realise that if you do not have information you cannot argue? You see the need for information in any type of an argument? Because if you know nothing you can't say anything, and you cannot win any argument. Do you agree with me there?
- 22 Ls: (*Chorus*) Yes



- 23 MR.FISH: Now that you have done it I am sure we are going to get very interesting responses to the question. Let me write again on the board (*writes on the board*) ‘The pen is mightier than the sword’. Again we are going to take our 40 minutes in this lesson just like yesterday. Now, we have something now and what we are going to do is this, you are going to present to us your findings. Then you mind our essay of yesterday which we said can use as a sample in the meaningful or a reasonable argument. So, you come up here you tell us the topic you read it then you tell us how you are going to introduce it. Then you show us the introduction and the plan that you are going to follow, then we enjoy. How are we going to do it? I like democracy. Do we say we just move from left to the right or from right to left or centre there or how best do you want us to do it? I want to follow what interests you most.
- 24 Ls: (*Learners are silent and not responding to the question.*)
- 25 MR.FISH: When our classmates present, let us concentrate on what he or she is presenting. Ask questions where we don’t understand and then we can give some advice on other areas we feel are not very suitable, but most important is to justify to us. Because there is no response I will do what I think is best. Let us move from there (*pointing the left side of the class to the right*). My brother, (*pointing at a boy in the class*).
- 26 IMWEH: Yes sir
- 27 MR.FISH: Can I give you the floor?
- 28 IMWEH: (*The boy stood up and wanted to move to the front of the class.*)
- 29 T: But I think the way we are sitting is okay. You can even present from there.
- 30 IMWEH: Okay, Aaah, the pen is mightier than the sword. The pen is mightier than the sword is a proverb which was started up by George Edward Bolas in 1803-1875. The pen is a symbol for a scholar and the sword symbolises a soldier.
- 31 MR.FISH: If you are done with the introduction and you think you are through then you tell us.
- 32 IMWEH: I am done with the introduction.
- 33 MR.FISH: Maybe tell us why you did it like that.
- 34 IMWEH: In the introduction I defined what the proverb was and where it originated.
- 35 MR.FISH: Ask him questions, I have asked mine. Ask yours. You are afraid of him, this one? He does not bite.
- 36 KATANO: Is that your full introduction.
- 37 IMWEH: Yes

- 38 MR.FISH: I think you are not satisfied because when you say is that your introduction I am sure you had some reservations. You feel..... Hmmmmmm, something could have been done. Am I correct?
- 39 IMWEH: Yes
- 40 MR.FISH: Like what? Give him advice.
- 41 KATANO: He did not include his thesis statement.
- 42 MR.FISH: That is what she said, she is talking about the thesis statement. Maybe she doesn't understand the big word. Can you clarify?
- 43 KATANO: You did not tell us which side you are supporting, which side are supporting. Are you for the topic or against the topic?
- 44 MR.FISH: Maybe you have a reason why, can you tell us why?
- 45 IMWEH: Eeehhhm, when I made my introduction I repeated the topic that the pen is mightier than the sword.
- 46 MR.FISH: Okay. I get his point, you know what he did? By writing the topic, he has already chosen a side. But has he chosen? The topic is as it is and writing it is not a choice. I am sure she has helped you. Another question?
- 47 Ls: *Learners silent and not responding*
- 48 T: Ask him he is waiting there.
- 49 Ls: *Silent*
- 50 MR.FISH: Now from what he wrote in his introduction, are you sure that from what he said you clearly understand the pen and the sword? Are you now comfortable that you understand the pen and the sword? Are you sure you understand clearly the pen and the sword?
- 51 Ls: *(Make inaudible sounds)*
- 52 MR.FISH: Okay, thank you very much sit down. We are moving on (*pointing at a learner*) Hmmmmmm.
- 53 IVALI: The pen is mightier than the sword. The pen is mightier than the sword is a proverb that indicates that the pen is a symbol of ideas and thoughts. In other words.....
- 54 MR.FISH: You are too fast; for a (*Long pause*) Can you start over again?
- 55 IVALI: In other words.
- 56 MR.FISH: Start over again at a slower pace?
- 57 IVALI: The pen is mightier than the sword. The pen is mightier than the sword is a proverb that indicates that the pen is a symbol of ideas and thoughts. In other words

the sword is a symbol of soldiers, violence and the use of force. A soldier only implies his belief in the use of fights while a scholar's ways is more effective meaning stating that I support the pen is mightier than the sword meaning scholars are mightier than soldiers.

58 MR.FISH: Uhhhhhh.... You got her clearly?

59 Ls: Yes

60 MR.FISH: Fine, questions? First, can you explain to us why you did it like that, what did you want to achieve?

61 Ls: *(All)* Yes

62 IVALI: I wanted to give the definition of the proverb.

63 MR.FISH: And how did you define it, can you all listen to her?

64 IVALI: The proverb indicates that the pen is a symbolises of ideas and thoughts meaning scholars and the sword symbolises soldiers.

65 MR.FISH: Again, go on. What did you wanted to achieve? Tell us.

66 IVALI: And, I wanted to make a point about scholars the word of the scholars being better than fights and wars done by soldiers.

67 MR.FISH: Any questions? Are you okay?

68 Ls: *(Some learners respond)* Yes

69 MR.FISH. Okay thank you, next.

70 NHATU: The pen is mightier than the sword. The pen is mightier than the sword is a proverb which shows that a scholar is more important than a soldier. In society a scholar devices civilised ways of solving problems rather than violence which is frequently used by soldiers. A scholar can change the minds of many people to refrain from violence and handle issues in a more effective way. The proverb was more coined by Edward Bauwer Lughten in 1839 for his play with the purpose on enlightening people on the power of written words rather than violence. Therefore I support the view that he pen is mightier than the sword.

71 MR.FISH: Mhhhhhh, she is finished. Any comments?

72 Ls: *Silent*

73 MR.FISH: Can you tell us, what did you actually do to come up with that? What things were you looking at to come up with that.

74 NHATU: I was looking at who brought up the proverb first, and Aaahm *(Long pause)* the idea behind it. And I wanted for the reader to know what *(Long pause)* what the contributions made by scholars and soldiers in society.

- 75 MR.FISH: That is what she wanted to do. Any question?
- 76 Ls: *(Silent)*  
Mr. Fish: Is like milk where you cannot add salt?
- 77 IMWEH: Yes
- 78 MR.FISH: Oh, thank you sit down. *(Pointing at the next learner)* Next.
- 79 INHEH: The pen is mightier than the sword. The pen is mightier than the sword is a proverb in which the pen and the sword are symbols of scholars and soldiers whereby it emphasises the great work of scholars in society compared to that of soldiers. Although soldiers have greatly shaped this world, scholars still hold greater positions in society because of their profound knowledge.
- 80 MR.FISH: Can you describe what you did to us, how you came up with that. What issues were you looking at?
- 81 INHEH: Well first of all I wanted to define the proverb and support that the pen is mightier than the sword without actually stating that I am supporting it.
- 82 MR.FISH: Ask her questions if you have. Are you satisfied with what she has done?
- 83 Ls: *(Some learners replying not so confidently)* Yes
- 84 MR.FISH: No, you are not. If you are satisfied than tell us. Why are you satisfied with what she has done? You can't be satisfied without a reason. *(Pointing at a learner)*  
Mhhhhh
- 85 IMWEH: Sir, I think because she gave points which clearly give reasons stating that the pen is mightier than the sword and that they hold higher positions in society compared to soldiers.
- 86 MR.FISH: Uhhh, thank you very much, thanks. Next.  
KATANO: The pen is mightier than the sword. The pen is mightier than the sword is a proverb that symbolically suggests that scholars are more effective compared to soldiers. The proverb was first coined by an English author Edward Bauwer Lighthen in 1839 for his play Richelieu which illustrated that scholars have more influence and power which can be done with scholastic knowledge than by direct violence brought forth by soldiers. A scholar is more effective with the use of his written words while a soldier implies belief in the use of wars and fights. I support the view that a scholar is more effective than the soldier for the rule of men entirely great the pen is mightier than the sword.
- 87 MR.FISH: Comments! Can you explain your introduction?

- 88 KATANO: In my introduction I explained the meaning of the proverb, gave the background of the proverb and how it applies to everyday situations and my thesis statement.
- 89 MR.FISH: That is how she did it. Comments? Questions?
- 90 Ls: (*Sit silently*)
- 91 MR.FISH: Thanks, next.
- 92 AMANO: The pen is mightier than the sword is a proverb that is symbolising the soldier as a sword and the pen as a scholar. The scholar has a great power of knowledge which can have great effect of the history world and human race. On the other hand, the soldier has great power in terms of action which leads to wars, great and death therefore I am supporting that the pen is definitely mightier than the sword.
- 93 MR.FISH: Explain
- 94 AMANO: I am just giving a clear meaning of the topic in terms of the proverb and to show the effects of a scholar and soldier.
- 95 MR.FISH: Any comment?
- 96 Ls: (*Silent*)
- 97 MR.FISH: We move on
- 98 EYALI: The pen is mightier than the sword. It is a proverb which shows symbolic things in real life. A pen can be referred to as a scholar while a sword can be referred to as a soldier. A scholar can be referred to as a person who knows a lot about a particular subject because he or she studied it. A scholar who writes books or poems has a greater effect on history than soldiers and wars. Therefore I agree with the fact that the pen is mightier than the sword.
- 99 MR.FISH: Thank you, the last one.
- 100 IHETATU: The pen is mightier than the sword is a proverb that indicates that scholars are more effective than soldiers. History has proven that scholars are more mightier than soldiers as scholars brought up solutions which were used to prevent the continuation of wars. Through critical thinking scholars came up with solutions that reduced aggression among many nations. I support the view that scholars are more mightier than soldiers.
- 101 MR.FISH: Mhhhhhhhh, you could have just left mightier as it is because it is already comparing, you don't add more. Thank you, thank you sit down. I (*Long pause*) I am surprised by one thing, everybody is supporting. Is it because you afraid of soldiers? Why are you supporting, can you tell me?

102NHATU: I am supporting it because there are more points than opposing.

103MR.FISH: You get her reason?

104Ls: *(silent)*

105MR.FISH: You go to where there more points, where you are sure you will get points because if you argue out of excitement just to be an odd man out you may find you lose out. In an examination there are no experiments, there are no experiments. Then I am sure you are saying now that you are sure that you are satisfied that there are more points in supporting or opposing that topic. Can you prove it now with the points that you have, you tell me, one thing I want to make you aware of is, don't have too many points, you get me?

106Ls: *(All)* Yes sir

107MR.FISH. Remember we are writing in 350-500 and the average length of our paragraph is about 80 to 100 words. You get me there?

108Ls: *(Chorus)* Yes

109MR.FISH: Which means we are looking at five paragraphs, introduction, body and conclusion. If you get three good facts which you can use in your argument then you have made a good thing. I find some people make them seven to eight and they end up listing, just listing those points without any argument at all. Good speakers may only have one point, but it is not possible now in our case. We can have a minimum of three points and a maximum depends on how skilful you are at controlling your essay. You know an essay is like a car which is on the road, if you don't control it, it will hit a tree. Is it so?

110Ls: *(All)* Yes

111MS. FISH: Then journey end there, which means if you don't control your essay it will take any direction and it may not come back with anyone. Now, let us demonstrate now that we have enough points on that side. You stand up you tell me your good points that you are going to use. For my body I am going to use this point, this point and this point. I am sure that you have already written for paragraph one. Is it so?

112Ls: *(Chorus)* Yes

113MR.FISH: Now we can start from here now *(pointing at the right side of the class)*.

114IHETATU: I am going to write about how soldiers sacrifice their lives to protect their countries and how simple it can be for a scholar to negotiate.

115MR.FISH: Did you get what she is saying? You are going to write how soldiers can do what?

116IHETATU: I am going to (*Long pause*) say how soldiers sacrifice their lives to protect their countries regardless of how and how many lives they take.

117MR.FISH: Any comment on that? That is where she is going now, any comment?

118Ls: (*Learners not responding to the question*)

119MR.FISH: If she is saying she is going to write about how soldiers sacrifice their lives for the good of the country. Is she supporting the point? Tell me, I am asking you.

120IVALI: No, she is supporting the soldier and not the pen and scholars.

121MR.FISH: Yes, she has done two things; I think she has decided to support them both in that paragraph, the good things done by soldiers and the good things done by scholars. Is that correct, who can give her advice? Let us help her, quickly please time is going.

122NHATU: She should stick to the topic.

123MR.FISH: She is saying can you please stick to the topic. How can she stick to the topic? Go ahead and help her because she wants to know how am I going to stick to the topic. Because she thought she has chosen already.

124NHATU: By sticking to the topic, she should give points in reference to the topic.

125MR.FISH: Mhhhhhhh, she is saying the task that you have been given and the choice that you have made is to support, therefore she is saying see nothing good in a soldier, see all good things in a scholar, condemn the soldier and never give him any support. Do you understand?

126IHETATU: Yes

127MR.FISH: Okay, very good. (*Pointing at the next learner*) next

128EYALI: I have three points for the three paragraphs. The first point is that soldiers are needed full time since is their job and they need to do a lot of training. Two, soldiers lead to terrorism and three scholars are more important.

129MR.FISH: Those are her points, which means those are going to give you three paragraphs?

130IHETATU: Yes

131MR.FISH: The first paragraph of the body is about soldiers, the second one about soldiers and the third one about scholars. Is that what you are saying?

132IHETATU: Yes

133MR.FISH:Mhhhhhhh, talk to her (*pointing at a learner*). You heard what she said.

134IMWEH: I think she did a good job by criticising soldiers, third point where she came back to the scholars.

135MR.FISH: You know she only said soldiers I don't know what she wants to say.

136IHETATU: I think she is too focused on soldiers and not on scholars.

137MR.FISH: Maybe she is afraid of them (*laughs*). Any way can I ask? (*Someone knocks at the door and the teacher had to go attend to him for 25 seconds*). Sorry we have been disturbed a bit. What were we saying?

138L: I think she is too focused on soldiers and not on scholars.

139MR.FISH: You see she has devoted two paragraphs to soldiers; I don't know whether it is to defend them or to crush them.

140EYALI: I said that the first point is about soldiers and the last two paragraphs is where I am diverting back to scholars.

141MR.FISH: Mhhhhh, I am identifying one thing. Stating a point is a challenge, stating a point is a challenge. Thank you sit down (*pointing at the next learner*) next. Quickly tell us the point.

142AMANO: The good effects done by the scholars in the world.

143MR.FISH: The effects of what?

144AMANO: The goods effects that the world has gained from scholars.

145MR.FISH: The good effects, the good effects what? (*Walking to the door to attend to someone knocking at the door*) Sorry I am being disturbed again.

146AMANO: That the world has gained from the scholars.

147MR.FISH: (*The teacher goes to attend to the person at the door for 5 seconds*) Sorry I am being disturbed again.

148AMANO: The goods effects done by the scholars.

149MR.FISH: So what do you mean by good effects?

150AMANO: What they have done to help the world like their inventions.

151MR.FISH: So, those are the good things?

152AMANO: Yes

153MR.FISH: So you are going to write them in that whole paragraph?

154AMANO: No, only the important ones.

155MR.FISH: So the whole paragraph you are going to devote it to good things done by scholars?

156AMANO: Yes

157MR.FISH: Thank you, (*Pointing at the next learner*) next



- 158KATANO: My paragraph will focus on the impacts of scholars that changed the world from back then to now.
- 159MR.FISH: The, the effects of (*long pause*) the effects of what?
- 160KATANO: The impacts of scholars that changed the world from back then to now.
- 161MR.FISH: (*Asks the class*) What do you say about it?
- 162Ls: (*Quiet*)
- 163MR.FISH: Right, next
- 164INHEH: Scholars' contributions to modern society.
- 165MR.FISH: Contributions of scholars to modern society? Whole paragraph.
- 166INHEH: It is just one, then third scholars to soldiers then I will look at the world class view on the proverb and what soldiers can do that can be done by scholars.
- 167MR.FISH: Right, next
- 168NHATU: I am going to focus on what scholars can do better than soldiers.
- 169MR.FISH:Next
- 170IVALI:I am going to focus on what scholars can do which is available up to the coming generation and the brutal action caused by soldiers.
- 171MR.FISH: Mhhhhh
- 172IMWEH: I am going to emphasise on how important the scholars are to revolutionising the country and on how they are going to bring order.
- 173MR.FISH: I want to understand one thing from you, when you are talking about scholars what are you about? Because it is not quite clear there when you are putting up your points and it doesn't really satisfy me. When you are talking about scholars what are you actually talking about? Are you talking people at Oxford University, UNAM?
- 174Ls: *Learners silent*
- 175MR.FISH: You were the ones writing it, what was on your mind when you were talking about a scholar? Tell me.
- 176NHATU: A scholar is someone who has knowledge on a certain issue.
- 177MR.FISH: Another *one (pointing at learner)* you want to try?
- 178EYALI: Sir, I think it is a person who understands a certain topic or subject because they have more information about it.
- 179MR.FISH: Mhhhhh, when we are talking about a scholar as she is trying to put it across, we are talking about (*teacher writes on the board*) 'skills that are acquired for the development of society'. You get me there?

180Ls: (*Silent*)

181MR.FISH: Skills acquired for the development of society. Why we go to school it is because we need these skills in order to develop society. You look at all the fields from science and the different types of fields we have. Scholars acquire these skills and when they get them they use them. Let us look at soldiers, how do they use their skills to develop society?

182Ls: (*Silent*)

183MR.FISH: You are not sure? What is development, you are still not sure again?

184INHEH: Sir

185MR.FISH: Yes

186INHEH: Development can be defined as an improvement of the society.

187MR.FISH: Very good, you are improving something for the benefit of nation. Is it so?

188Ls: *Silent*

189MR.FISH: Now! You are making one mistake, when you get a point, look at both in that paragraph so that you address it sufficiently. Look at where a scholar is better than the soldier, write the good that you see in that scholar and the bad that you get in a soldier. Let me give you an example, but I know I don't want to see it in your work. I can say a scholar is a builder, a soldier is a destroyer. Am I correct?

190Ls: (Chorus) Yes

191T: And that is my paragraph, then I look at how does the scholar build the nation?.... How does he build the nation? And how soldiers destroy? Do you know that the gun used by the soldier is manufactured by the scholar? Do you agree with me?

192Ls: (*All*) Yes

193MR.FISH: Soldiers don't make any guns they buy them from engineers. Is it so? Their duty is only to kill, to destroy. I am giving that one, but I don't want to see it in your work. Where I look at scholars building the nation, the plans for these houses, the food that we eat comes from the scholars, I just want to make you understand what we mean by a scholar. All the inventions of the world they come from scholars and not from soldiers. Soldiers rely all their lives on scholars. Is it so?

194Ls: *Silent*.

195MR.FISH: What we are going to do now is this, I would like you this time to write I am sure where you agree let us write three good points then we come up with five paragraphs, the introduction body and conclusion. Then we write them today and then

give me today then you will have a nice journey home. I want to mark them today, everything is today. Are we agreeing?

196Ls: *(Silent)*

197MR.FISH: You have taken your side, I have heard your introduction and you have been advised here and there you can make corrections, but then you write it and submit it today the whole thing now. You know we write 350-500 words, but since we are practicing let us try to write not less than *(writes on the board)* '500 words' so that we do not develop laziness. When I read 340 or 350 words I am going to read 500 words if they are less than that I am going to call you then we talk and then you re-write the 500 words. Thank you very much.

*(The teacher leaves the classroom and learners remain behind and work on their essays that they are told to complete on that same day.)*

## **Videotaped Lesson transcription for Mr. Fish**

**Activity:** Argumentative Writing

**Day 3- Date:** 16 March 2016

**Grade:** 11(Higher Level class)

**Number of learners:** 8

**Duration:** 40 (14:00-14:40)

---

*(Teacher 1 comes into the classroom and hands out exercise books to the learners. He calls them by names in an inaudible voice and as soon as each learner is called they raise up their hand and then they each got their book.)*

1 MR.FISH: We are back once again to pursue once again the same issue we pursued last time. I want you to look at the work that you wrote, the comments that I made and the marks that I gave. I will give it now and then I will give you two minutes.

*(Learners go through their marked work for 2 minutes)*

2 MR.FISH: I am sure that you have had enough time. Is there anything that you maybe do not understand according to the comments I gave there? *(Mentions learner's name)* are you comfortable?

3 IMWEH: Sir I think the grammar is a problem.

4 MR.FISH: What about grammar?

5 IMWEH: I did some few grammar errors; I didn't put things into the right places like I raised facts in the conclusion.

6 MR.FISH: Maybe I thought that as I was about to conclude I could raise another fact to conclude with a fact, but it did not work out well.

7 MR.FISH: Do you need facts to conclude, who can help us there?

8 Ls: *(Silent)*

9 MR.FISH: Our facts we mostly find them in the body, the conclusion is a summary of those facts. So I think you were right the way you ended because you did not bring in new points. You raised them, you argued and you summarised. Any other issue to raise?

10 Ls: *(Silent)*

11 MR.FISH: Right let us now look at I you came up with that decision which is in your book. I considered a number of things. These are the issues we discussed before we wrote and I had to make a follow up in your book to see if those areas are attended to. I was marking out of twenty as you see there. For content I marked out of *(writes on*

*the board*) '12' and language I was marking out of (*writes on the board*) '8', is it like that?

12 Ls: (*Silent*)

13 MR.FISH: Now what happens here is this, I see content through the language you are using, it is the one which brings out the content. Sometimes if the language is bad it will not explain exactly the way you want to argue with your points will not hold water. These are the two things which I consider when I am marking your work. I give content more marks because that is the main requirement of the topic to argue. Is there a sense in what you are saying, is there logic in what you are saying, am I convinced by the content that you have presented? Let us say you get 6 out of 12 for content even if your language is so good you cannot get 8 out of 8 for language because this language has not managed to create an impression in your work that is why you find yourself at 5 out of 8. The content and the language don't go very far away from each other, this is why if you write off topic even if the language is perfect you will still get zero because the language has not been used for the purpose it is intended for. You get me well there?

14 Ls: (*Learners nod in agreement and making inaudible sounds.*)

15 MR.FISH: Can you look at your marks for content and for language, how far are they from each other, who can tell me that they are far away?

16 Ls: (*Silent*)

17 MR.FISH: There are some common observations which I made which I would like to point out so that you can re-examine your work and see if you are not one of them. First, the sentences you used were too long to control your grammar, they were very long. With long sentences sometimes you will end up making a lot of mistakes or end up using run on sentences which go on and using a lot of conjunctions which is not allowed. In some books that I read I indicated that your sentences are too long you cannot control your language properly. Let us use sentences which are reasonable, if a sentence covers five lines that is not it, it can't be like that, it cannot be like that. I also observed some contractions being used. What kind of work... what form of essay did we say this is?

18 Ls: (*Learners in unison*) Argumentative.

19 MR.FISH: Yes, this is argumentative writing and which type of writing do we use?

20 INHEH: Formal

21 T: Formal writing, we use formal writing. I found some books with a lot of contractions. Who can give me an example of what I mean?

- 22 IVALI: Wasn't
- 23 MR.FISH: Repeat I can't hear you, wasn't apostrophe t?
- 24 IVALI: Yes
- 25 MR.FISH: Okay. Which must be? (pointing at a learner)
- 26 IVALI: Was not
- 27 MR.FISH: Good. When we write formal writing we do not use these contractions, they work in a friendly letter, they work in a dialogue, and they do not work in formal writing. This is why your language was affected because there is no way I can award you marks because you know the rule very well which says there are no contractions in formal writing. There is nowhere I can award you marks while you know the rules which say there are no contractions to be used there. The example that I gave you that sample there were no contractions because I know I am dealing with formal writing. Then you misused some words such as 'lose' and 'loose', 'its' and 'it's', try to learn how to pronounce them so that you can start using them correctly. Do you get me there?
- 28 Ls: (*Chorus*) Yes
- 29 MR.FISH: Again this small letter (*writes on the board*) 'i', it is used only when you are writing a word while this one is our capital (*writes on the board*) 'I' is the pronoun 'I'. I found you using this (*pointing in the board*) 'i' for a pronoun which is not allowed. The word 'and' is used to join sentences and not to start sentences we use it to join sentences where the main clause and subordinate clause agree. When the subordinate clause and main clause differ we use which one?
- 30 INHEH: We use 'but'
- 31 MR.FISH: Yes we use 'but', you see that? So, you must look at your facts. If they agree you use 'and' and when they differ you use 'but'. When you are making your paragraphs you skip only one line and not two. I saw I think about two who are skipping two lines. When you are listing things we don't accept long lists, I can only accept lists up to the maximum of three. Some of you made some quotations I think there was a problem here; there is a problem between quotation to explain the pen and sword. There is a difference there when you are explaining the pen and the sword, you are not giving examples. You get me there?
- 32 Ls: (*Yes*)
- 33 MR.FISH: One thing again, we don't use pencil when we write. You must use a pen. I have this other problem, laziness some of you brought their books when I had long finished marking. One, there is cheating, two there is laziness, and dishonesty. I will

tell you Higher Level is for dedicated learners and not for lazy people. If you are not coping we ask learners to change to a Level where they will perform without difficulty. I should say the discourse markers were also used correctly. I marked out of 20 and you got different marks, the least was 8 out of 20 and the highest Mr. Fish 7 out of 20. *The teacher then asked learners who performed better than others to read their essays in the class. Two learners read and the teacher commented on the best parts of their essays, he also asked how they planned their work. The presentations took 18 minutes and 12 seconds.* We managed out of the work we got to get another sample which was even better than mine. I want you to listen and see how some children can do it. *(Pointing at a learner)* Can you read yours? Please close your books.

34 Ls: *(Closed their books and listened attentively)*

35 INHEH: The pen is mightier than the sword. The pen is mightier than the sword is a proverb in which the pen and the sword are symbols of soldiers and scholars respectively. It was coined by an English writer Edward Bauwer Ligheten in 1839 whereby it emphasises the great work of scholars in society compared to that of soldiers. Although soldiers have greatly shaped this world, scholars still hold greater positions in society because of their profound knowledge.

36 MR.FISH: *To conclude the teacher motivated the learners by saying:* I think we tried our best to bring up the best, now that I did not read yours today it does not mean you don't write well, but I want you to have a self introspection. Ask yourself why your product is not the same with the other one, why are they so different? I am sure you smiled when you were listening to their work. Ask yourself if someone can do the best, why can't I do the same? If somebody's child can do it why can't you do the same? Once you have that spirit of competition to do the best you are going to find your work is going to be very good. To those who got below 10 I kindly ask you to write again because we cannot go on to another essay while this one does not have a good mark. Now that you have listened what they said you are not going to write the same, you have to go sit and think again on how best you can produce better than them. I promise you in the next lesson we will read yours to the others before we start. Thank you very much. I hope I get your books, let me say *(Long pause)* tomorrow, let

me give you more time. You can now have your lunch before we come back for the afternoon studies.

*(Learners walked out of the class to go have their lunch)*



Appendix 4A: Observation Schedule

Classroom Observation schedule

Expected classroom activities	Comment
Introduction of lesson	
Teaching Strategies used by the teacher	
Teacher learner interaction	
Incorporation of grammar into lesson	
Scaffolding of argumentative writing conventions (structure).	
Learner involvement during lesson	
Learner support materials	
Learner activity given (individual, pairs, etc.)	
Consolidation of lesson	
Time management	

## Capital Punishment Should be Abolished

Capital punishment can be defined as the execution of people found guilty of crimes like terrorism, murder or treason. The method of execution differs from one crime to another but includes hanging, lethal injections, firing squads or the use of poisonous gas chambers. The verdict is reached by a high court judge but it is the state president who authorises the punishment to take place. I support the view that capital punishment should be abolished.

First, it is morally wrong to kill or take the life of another person. This can be seen from a religious view where it is clearly stated in the Bible in the fifth commandment: "Thou shall not kill." People who execute others under the cloak of justice hereby burden themselves with guilt.

Secondly, capital punishment also gives the country a bad image since most developed countries of the world except the United States of America have abolished it. It can also lead to loss of good relationships between countries like the execution of the April 22nd coup plotters by a firing squad which led to the then British Minister of Foreign Affairs, Mrs Lynda Chalker to cancel her



visit to Nigeria.

Also, carrying out of capital punishment could have an economic implication. Aid and loans given to a country can be cancelled because of that country's failure to abolish the death penalty. Since a country like Namibia is a debtor nation, most of its debts may never be written off by developed countries because of its failure to ~~develop~~ abolish the death penalty.

In addition, capital punishment creates an opportunity for the government to get rid of political opponents permanently. It is connected to dictatorial governments which fear their political opponents as was the case in Pakistan between Bhutto and General Zia. It is also used as a tool to suppress political opponents.

Finally, if a country like Britain can abolish capital punishment and still boast of a low crime rate, what stops countries like Namibia from doing the same? Through this, criminals are given another chance to reform and repent. Social research has established that states that have abolished capital punishment have lower murder rates than those retaining it. One can strongly bring to mind the fact that a

Country like America which has not abolished capital punishment has one of the biggest crime rates in the world.

Let me conclude by citing Enrico (1856-19) an Italian, who believed that society should try to prevent crime rather than concentrate on punishment. With the numerous points made above, I strongly hope that I have succeeded in convincing and not confusing you, that capital punishment should be abolished.



Bullying destroys children's lives

Bullying is defined as deliberately aggressive or hurtful behaviour towards another person that is repeated over time. This common forms of bullying include name-calling, beating, vandalism of someone's property, threats etc. Bullying is bad and children need to be protected from different forms of bullying to live happily, therefore I totally oppose the views that we must ~~let~~ let children fight their <sup>own</sup> battles.

In the first place children can't concentrate in class because they are bullied. A child who is regularly bullied can eventually develop low self-esteem, he/she will think about what will happen during break and after school. This may also lead to poor performance and failure at the end.

In addition to that children who are bullied drop out of school. They may begin to dislike going to school as a result unemployment and crime rate will be high. They will end up in streets, begging and stealing, some will turn to prostitution as well as alcohol and drug abuse.

To conclude with, bullies are criminals and must be punished. To minimise this problem, bullies should be removed from the society, they must be taken to prison like other criminals for rehabilitation to change their behaviours. Learners have the right to live and move freely in and outside the school and giving learners bullies harsh punishment will teach them and others a good lesson.

Although some people believe that children must learn to fend for themselves, I still stand firm that we should not let children fight their own battles as bullying is bad. Our society needs to understand that treating and talking to people in a harmful way has consequences. It is a teacher's job to protect the children while they are in their care to avoid many problems in life and if children are taught how to treat people respectfully that may wipe out bullying completely.





Appendix 6: Ms. Given's learners' written work

Appendix: 6A

9/16

17 March 2016

Learners Representative Council (LRC) hindrance

Good introduction

Learners Representative Council is an <sup>official</sup> group of learners who have been chosen to liaise between teachers and other learners as well as to represent others in time of crises. These LRC members only behave good when presenting their manifestoes, but once they are chosen, they do not put into practice what they have said. I strongly oppose the statement that says we must continue with Learners Representative Council. They <sup>offer</sup> regard themselves as privileged and extraordinary ones.

In the first place they get privileges that they abuse, for instance leaving the classroom to perform tasks. In most cases they see this as kind of luxury, but at the end of the day they realise that they have wasted their times and delayed their lesson. In the exams they could not even score half. As such research has quoted out that 69.4% of these members have failed all their tests. This simply means that they waste their times of lessons with their tasks, leading to high failure.

In addition to that, only popular kids are elected, not the best leaders. If you are to trust me, only the learners who do well in their studies, in sport or any other activities, making themselves well <sup>known</sup> in school are chosen in the council. In real life these learners do not ~~possess~~ <sup>possess</sup> good leadership skills. Those with leadership skills are being left aside since they are not recognised as a result leadership is affected negatively. For example they are the one seen with hanging shirts during break and committing crimes.

Last but not least, many LRC members are not good examples outside school. They tend to act as leaders only when in uniform if not in school premises. They do not offer any help nor assistance to learners when outside school. Some give bad example such as consuming alcohol when outside, forgetting that they are leaders. Even if a learner going for his weekend accidentally get sick they have that attitude of saying is the job of the local ambulance. They offer no help.

Even though many people believe that the LRC is very important because they assist teachers in keeping discipline still stick to my gun that we must not continue with the LRC. Since they do not take lessons on a serious note, failure is among them as their lesson and studying time is for their tasks. They ~~do~~ <sup>do</sup> not lead by example due to the fact that they do not possess any leadership skills and above that they <sup>do</sup> only keep their leadership in school but elsewhere, they are just ordinary learners.

12

8/16

17 March 2016

LRCs are important

Learners Representative Councils are well known as LRCs. These are learners elected by the staff & other learners according to their characteristics. LRCs are important in schools because they assist teachers in keeping discipline and order in school. LRCs have important roles to play because they are in charge of projects to improve the school spirit and the liaise between learners and teachers. Therefore, I am for the motion that LRCs are important in schools <sup>and they should continue -</sup>

Firstly, one should think of how the LRCs assist teachers in keeping discipline and order. Teachers are not able to control the learners by themselves in some cases, so they need the assistance of LRCs. When teachers are not in class, LRCs can discipline or control their fellow <sup>learners</sup> in one way or another. This is because the representatives spend more time with their fellows and ~~are able~~ know them better than teachers do. It will be easier for them to discipline their fellows

Added to that Learners Representative Councils (too) have important roles to play because they are in charge of projects to improve the school spirit. Even with the learners wanting to have more projects in the school, they will first have to talk to their leaders to tell their teachers and more projects will be promoted in the school.

Lastly the LRCs ~~has~~ must (be) liaise between learners and teachers to create better connectings with the staff and learners as they are more open to their fellow learners.

However, there are those people that think that only popular kids are elected, not best leaders. But with that I still stand firm as to my point of view <sup>C3</sup> I ~~dear~~ <sup>do</sup> not well-developed



9/16

17 March 2016

Learners Representative Council (LRC) <sup>is help</sup> ~~are very important~~

LRC is a learners elected by the teachers together with other learners to represent <sup>their</sup> his/her colleagues <sup>in the school</sup>. They are given various duties, for sport, academic affairs, religion and more. Many schools in Namibia have LRC members. I strongly agree that LRC is important in every school and it should continue.

Firstly the LRC is important because they assist teachers in keeping discipline. They persuade learners to respect their teachers. They tell the learners to avoid using abusive words, shouting to each others, fighting and <sup>was</sup> raising. LRC also <sup>advise</sup> <sup>SP</sup> their fellows ~~to~~ to put on proper <sup>school</sup> uniforms without hanging <sup>shirts</sup> shirts (but tucked in).

More over they liaise between learners and teachers. The LRC is the one approached for example in time of emergency <sup>when the teachers</sup> ~~in the absence of~~ are not around so to deliver the information later to them. They are told secrets of the other learners to take them to the teachers. The LRC is <sup>help</sup> send or shared information with (by) teachers to tell their fellows.

In <sup>was</sup> summary, the LRC has important role because they are in charge of projects to improve the school spirit. They implement cleaning campaigns for the school ground to be clean. Starting and practising sport activities. Introduce study sessions <sup>to</sup> ~~to~~ improve <sup>academically</sup> the school ~~academically~~.

~~It~~ Even though some people ~~say~~ believe that, <sup>only</sup> the most popular kids are elected, not the best leaders, I still stand firm that best leaders must be the one to become LRC, so they keep discipline, make fellow learners feel at home, fully protected and as a result make the school spirit grow stronger. <sup>C2</sup> Ideas will ~~develop~~ <sup>L3</sup>

8/10

17 March 2016

Learners representative council (LRCs) are important

Learners representative council <sup>S/P</sup> (LRCs) (these) are learners (that are) elected in schools for them to represent other learners and the whole school. They are regarded as leaders and a leader is someone who knows the way, goes the way and shows the way to others. For them to be appointed in schools is such a big deal to other learners because they will not be free to present in many tasks as LRCs are always in charge of this and for that, un against them being elected.

The first thing is that, only the most popular learners are elected but not the best leaders, and through this, they won't lead others positively because they are not the best best in leading and they don't have the characteristics of good leaders and this will just lead the school to poor performance in academic and in any other tasks to be performed in school. The school will also lack discipline.

Secondly, some learners who are elected are not good examples outside the school but they always pretend when they are in school. They reveal their <sup>W/No</sup> true colours outside the school by abusing alcohol, stealing and committing <sup>suicide</sup> suicides. They are there to lead others but instead, they are ones insulting and saying out horrible words in corridors which is extremely wrong to be done by a leader.

The last thing is that, those leaders are the ones failing so much and the reason being, they get privileges that they abuse, for instance leaving the class while others are being taught and this will affect their education negatively.

Even though <sup>some people believe that</sup> they are the one keeping discipline in schools, I still stick to my gun that they must not be elected because they are failing to do their job and just giving bad examples as they do horrible things <sup>in front of other learners</sup> and doing some <sup>things</sup> behind the scenes.



C<sub>3</sub> Ideas not well-developed

6/16

17 March 2016

LRC is important Learners representative Council helps

LRCs are <sup>wt</sup> people who are elected by other <sup>st</sup> learner responsible for controlling, <sup>wt</sup> listening to their problems and <sup>wt</sup> keep order among other learners. LRC (they) are friendly and polite with people and work together with <sup>st</sup> teacher. state your argument!

First of all we cannot live without <sup>st</sup> leader therefore LRC is very important <sup>wt</sup> because they <sup>st</sup> assist teachers in keeping discipline by <sup>wt</sup> explaining the school rules to other <sup>st</sup> learner and <sup>wt</sup> learn them how to behave at school by not <sup>wt</sup> let other <sup>st</sup> learners to bully each other and organise <sup>st</sup> learner at the assembly point not to make noise and not to <sup>wt</sup> insult each other as the school rules says.

Further more LRCs are the one <sup>wt</sup> liaison between learners and <sup>st</sup> teachers because if a learner lost something in the class and <sup>wt</sup> failed to get it <sup>wt</sup> (with) class captain <sup>wt</sup> have to go and report it to the LRC and LRC <sup>wt</sup> take it to the office. even when the school <sup>wt</sup> management <sup>wt</sup> make some change in the school <sup>wt</sup> rule, LRC are the one to go and tell other <sup>st</sup> learner that changes made by the school.

<sup>wt</sup> Finally the LRC has an <sup>wt</sup> important role <sup>wt</sup> because they are in charge of <sup>wt</sup> project to <sup>wt</sup> improve the school spirit by <sup>wt</sup> divide themselves some (they) work with sport, some with discipline and other (they) share information at school and <sup>wt</sup> keep (they) school clean by <sup>wt</sup> organise a cleaning company <sup>wt</sup> where it's possible.

C + Argument not so clear +  
LH many grammar and  
spelling mistakes



8/10

17 March 2016

Our school must continue with the LRC

LRC are learners who lead others and they are very important, I am agree with the statement because they assist teachers in keeping discipline they can also remind learners to follow rules everyday, they give good examples to the learners.

First of all I would like to say LRC must continue in our school because with them, the learners at school (they) cannot have discipline, but if we have them, the school (it) will have a reputation for high standards of discipline. The LRC (they) laize with teachers, if we have LRC it will be a <sup>good</sup> relationship between teachers and LRC in exchange of information or ideas.

In addition many LRC members (they) are good examples outside the school. They sets example to other students. They are shining example of what people with disabilities can achieve. For example LRC (the) can be able to tell you that what you are doing is wrong and if you are polite and cool you can take what you have been told.

Finally I just want to say that LRC (they) have important role because they are in charge of projects to improve the school spirit. They have human spirit. They have human spirit to overcome difficulties. For example if (there is) someone do anything which is wrong, they have authority to over the people who used to be the bosses.

Although in other hand some are against (with) LRC <sup>and want it</sup> to be abolished <sup>if</sup> I will not agree with it because it will not help anything. Without LRC in school there will be lots of criminals in school. Lets our school continue with Learners Representatio Council (LRC).

23  
23 ~~I does not well developed!~~

2/10

17 March 2016

Our school must continue with the LRC

LRC are learners who lead others and they are very important, I am agree with the statement because they assist teachers in keeping discipline they can also remind learners to follow rules everyday, they give good examples to the learners.

First of all I would like to say LRC must continue in our school because without them, the learners at school (they) cannot have discipline, but if we have them, the school (it) will have a reputation for high standards of discipline. The LRC (they) laise with teachers, if we have LRC it will be a <sup>good</sup> relationship between teachers and LRC in exchange of information or ideas.

In addition many LRC members (they) are good examples outside the school. They exis example to other students. They are shining example of what people with dis-abilities can achieve. For example LRC (the) can be able to tell \* you that what you are doing is wrong and if you are polite and cool you can take what you have been told.

Finally I just want to say that LRC (they) have important role because they are in charge of projects to improve the school spirit. They have human spirit. They have human spirit to overcome difficulties. For example if (there is) someone d anything which is wrong, they have authority to over <sup>see</sup> the people who used to be the bosses.

Although in other hand some are against (with) LRC <sup>and want it</sup> to be abolished <sup>of</sup> I will not agree with it because it will not help anything. Without LRC in school there will be lots of criminals in school. Lets our school continue with Learners Representatio-  
Council (LRC).

they are just ordinary learners.

72

23

I does not well developed

7/16

17 March 2016

LRC must continue at school ✓

LRC means Learners Representatives Council, learners that are in charge of projects to improve the school spirit, to assist in keeping discipline and to organise the school to be aware of bad things such as failure and etc. state your argument please.

First of all, (want to give the advantages of having LRCs at school) LRC protect school properties and keep (the) peace between school learners. They (are to) encourage learners to study hard for them to pass well and they also encourage learners to attend all school works needed to be done. They are responsible for reporting any problem occur in the school to the school principal teachers or to supervisors.

In addition, a school without LRC. (leaders) (it) can't perform well in all the school participation things. This is because LRCs (they) are the one who to help when to come do those things like sport, supervise the hostel and etc. LRCs (they) also develop school infrastructure through deciding what to be done in school properties whether if they are old. All of this are only done by the LRC members. ~~LRCs are in group different~~

Least but not least, LRC must be not be abolished at school; because, a school without LRCs members, it have to face many challenges that lead to many unsolved problems and learners can not perform poorly, because LRCs members are to avoid all this problems to not to take places.

C4 are some of the ideas given  
C3 please!



8/16

18 March 2016

Learners representative council (LRC) are not important

LRC is <sup>which stands for</sup> the abbreviation <sup>P</sup> of Learners Representative Council in schools. They are usually appointed for certain matters e.g. Controlling, directing others and giving them good examples, apparently in most cases <sup>if</sup> they fail to do their job. I strongly believe that LRC is not important <sup>therefore should be abolished</sup> due to certain consequences in their domination.

On the first point, only the most popular kids are elected, but not the best leaders. Most of the learners appoint LRC because they like them or afraid of them. They appoint them without putting their true colours, characteristics and behaviours into consideration. This leads to poor control, so LRC is not important and must be abolished.

Furthermore, they get privileges that they abuse. They have more power than others and they are more concient in doing what ever they <sup>sp</sup> to. To put my cards on the table, sometimes LRC move around with no limit and squander their time. They despise others and end up beating them with brings animosity among learners. When there is any chore to be done in school, LRC stands there incilent <sup>ww</sup> without doing anything.

Last but not least, LRC are not good example outside the school. On that LRC drink alcohol outside, as they are no more among their teachers. They fight outside with other learners or street people as they feel like, they have more freedom outside then inside. They make other learners to fight <sup>?</sup> lieu of preventing them and they insult others lieu of respecting themselves as leaders.

Even though <sup>some people</sup> they said LRC assist teachers in keeping discipline, I still stick to my guns that not all members <sup>are</sup> best leaders and they do not accomplish their work. They do not give good examples even though they say that they do. is always unfair treatment.

C 3/2 = clear not well-developed

9/12

17 March 2016

Are the ~~the importance of~~ learners Representative Council important?

Learners Representative Councils are the learners elected by the other learners and their teachers in the school as they have good leadership skills to be assisting the teachers in controlling the school. According to research the school's spirit is kept strong by the LRC. Therefore I strongly agree with the opinion that says the LRC is important and should continue - - - - -

In the first place the LRC are very important because they assist teachers in keeping discipline in the school. As teachers are not always around to observe what is happening in the school, the LRC are always there and they can help the teachers to control the school. They do this by controlling other learners' bad behaviours whereby they deal with undisciplined learners (to) teach them and give them words on how to behave. A school without discipline will not have a good image at all.

Furthermore the LRC has an important role because they are in charge of projects to improve the school spirit. For instance the LRC at the school start abusing drugs and drinking alcohol, this will also affect other learners to do the same, and it lowers the spirit of the school. Since the LRC has to lead other learners by examples, it is their role to play by being disciplined and committed to their work.

Finally the LRC liaise between learners and teachers. They try with their own means to get problems others are facing as well as complaints that they have and take them to their teachers in order for them to do something. Since some learners are not open to their teachers, the LRC can (can) help that learner through talking to the teachers. The teacher can also communicate to the learners through an LRC by telling him/her to what to tell the others, it can (either) be a change that is made.

Some people may argue that although the LRC are not important, I still stick to my gun that the LRC are very important because they assist teachers in keeping discipline. They help the school to acquire a good image as well as to improve the school's spirit and ~~to~~ keep <sup>communication</sup> information between teachers and learners growing ~~as~~ effectively.

3 Ideas not well developed.  
C  
L2



8/16

18 March 2016


Learners representative council (LRC) are not important

LRC is <sup>the</sup> abbreviation <sup>which stands for</sup> of Learners' Representative Council in schools. They are usually appointed for certain matters e.g. Controlling, directing others and giving them good examples, apparently in most cases <sup>they</sup> fail to do their job. I strongly believe that LRC is not important <sup>therefore should be abolished</sup> due to certain consequences in their domination.

On the first point, only the most popular kids are elected, but not the best leaders. Most of the learners appoint LRC because they like them or afraid of them. They appoint them without putting their true colours, characteristics and behaviours into consideration. This leads to poor control, so LRC is not important and must be abolished.

Furthermore, they get privileges that they abuse. They have more power than others and they are more concient in doing what ever they <sup>SP</sup> to. To put my cards on the table, sometimes LRC move around with no limit and squander their time. They despise others and end up beating them which brings animosity among learners. When there is any chore to be done in school, LRC stands there incontent <sup>ww</sup> without doing anything.

Last but not least, LRC are not good example outside the school. On that LRC drink alcohol outside, as they are no more among their teachers. They fight outside with other learners or street people as they feel like, they have more freedom outside then inside. They make other learners to fight lieu of preventing them and they insult others lieu of respecting themselves as leaders.

 Even though <sup>some people</sup> ~~they~~ said LRC assist teachers in keeping disipline <sup>SP</sup>, I still stick to my gun that not all members <sup>are</sup> best leaders and they do not accomplish their work. They do not give good examples, even though, <sup>it is</sup> ~~it is~~ <sup>is</sup> always unfair treatment.

C 3 <sub>2</sub> ideas not well-developed

10 March 2016

The pen is mightier than the sword.

The pen is mightier than the sword' is a proverb that symbolically suggests that a scholar is more effective compared to a soldier. The proverb was first coined by English author Edward Bulwer-Lytton in 1831 for his play Richelieu which illustrated that scholars have more influence and power which can be usurped by scholastic knowledge than by direct violence brought forth by soldiers. A scholar is more effective with the use of his inventions while a soldier implies his belief with the use of wars and fights. I support the view that a scholar is mightier than a soldier for beneath the rule of men entirely great, the pen is mightier than the sword.

no pen

15/20

Firstly, ideas propagated by scholars have a much larger impact on the world than the violence enforced by soldiers. Brave deeds and valor shown in the battle field are certainly praiseworthy but no clash of arms could achieve what great men through their work have achieved. Invention of scholastic work such as the printing press by Johannes Gutterberg resulted in the printing word becoming the most powerful medium of propagating <sup>what?</sup> The written word makes a permanent impact on ~~the~~ several ~~or~~ generations ~~creating~~ the spirit of the modern world. As soldiers work on helping the wellbeing of humankind it ~~it~~ always results in the death of innocent souls, physical, mental and emotional



scars which last for eternity. When it comes to governance of human beings, our thinking outweighs violence.

On the other hand, scholars give good counsel, promote cultural values and graces of life. War destroys culture and negates cultural values. One of the surest evidence of friendship that one individual can display to another is telling him gently of a fault. If any other can excel it, it is listening to such a disclosure with gratitude, and amending the error. Scholars produce work that teaches the generations on how to morally overcome their troubles in life. Mahatma Gandhi helped to find peace in India without the use of violence. In one hand soldiers teach the upcoming generations that in order to resolve one's differences a soul has to be lost, blood has to be shed and emotions have to be crushed - a sure indication of a violent and corrupt upcoming generation. Weapons kill and cannot bring about a change of heart.

In sum, victories of a sword are short lived. Alexander's desire to conquer the world ~~was short lived~~ remained unfulfilled, Hitler overran Europe and was defeated and freedom fighters fought but <sup>How are the two connected?</sup> could not attain the victory without the scholars. Yet all the acts of the soldiers remain the - that way, the plays of Shakespeare, the creations of Thomas Edison and the enlightening work of Dickens still live amongst us. Who could forget what scholastic work has done to improve their well being (even the ~~set~~ soldiers themselves)?

In conclusion a ~~writer~~ scholar who records his  
in noble deeds is a teacher of humanity. The pen  
has more or stronger influence than the sword. The  
written word ~~can~~ and the inventions can change a  
person. It can influence people for many generations. It  
is the power of the work of the pen that has through  
ages shaped human history. With that being said, I  
strongly hope that I have left you with a clear view of  
my beliefs and have ~~to~~ succeeded in convincing you  
without any confusion that the pen is mightier than  
the sword. Well attempted but most of your  
points were not fully addressed. 556 wor

---

Content 9/12 Language 4/8



10 March '16

The pen is mightier than the sword

The pen is mightier than the sword is a proverb that is symbolising the pen as a scholar <sup>or</sup> the sword as the soldier. A scholar has great power of knowledge for the development of the world which gives a great effect on the history of the world and the human race, on the other hand the soldiers have great power in terms of action, mostly in fights which mostly only leads to war, defeat, of loss and death. Therefore im is supporting the fact that the pen is definitely mightier than the sword.

14/20 First, it is morally wrong to kill or take someone's life in terms of soldiers, so they are mostly called the destroyers of the world. When they begin wars, they destroy homes and the infrastructures of the world. Scholars educate, they reveal discoveries and discover and invent. What a sharp edged sword cannot do achieve, can be achieved by the minute tip of a pen. The electricity, the elevators, the books were all created by scholars that made our lives much easier so they are mostly called the builders of the world.

Secondly, the scholars bring upon education, which helps the soldiers. Without the scholars, there wouldn't be any guns or weapons that will help the soldiers earn a living. Without the scholars there will be no vehicles to help transport the soldiers to their targets. Scholars bring the people together.

Parent Sir, I appreciate it

they have their own minds and don't need to follow instructions as compared to soldiers.

Soldiers are like toys that are moved around just for money, they are told instructions.

Scholars have their own ideas on how to build up the world and make a better living on earth. They create good relations and connect ideas with all the other good sumarians around the world. Scholars create education, and soldiers need knowledge to follow ~~instrans~~ instructions and ways on how to use equipments that they use.

In addition, scholars help get rid of poverty and conflicts in the world. It helps improve the development of the world in terms of economy and structure. It <sup>repealing</sup> helps connect ~~countries~~ people from different continents and countries and ~~and~~ ~~contants~~ continents. Soldiers separate and divide the people. They kill, and families lose their members.

Let me conclude by mentioning the quote said by the Islamic prophet Muhammed "The ink of the scholar is holier than the blood of the martyr." Reflecting on how it's more ~~info~~ important to write something which will be in memory for long than a dead person killed by a soldier. I ~~stand~~ strongly hope I have succeeded in ~~convincing~~ convincing you that The pen is mightier than the sword. Well addressed though examples could have given more weight.



10 March 2016

The pen is mightier than the sword

The pen is mightier than the sword is a proverb that can be in which the pen and the sword are symbols of soldiers and scholars <sup>respectively</sup>. It was coined by English writer Edward Bulwer-Lytton in the year 1839. It emphasises on the greater importance of scholars in a society as compared to that of soldiers. Although soldiers have greatly shaped this world, scholars still hold greater positions in society because of their profound knowledge. *Good start!*

17/20

Firstly, scholars have made remarkable contributions to modern society. They made some of the greatest improvements to life. Scholars are educators, manufacturers, motivators and so forth. They are ~~so~~ many things. In modern society, scholars have made people aware of the importance of communication and peaceful means of solving conflicts instead of using power, authority or strength to solve conflicts like it is done by soldiers. They have opened doors to endless knowledge. Through them we were able to understand the background of human civilisation.

Secondly, let me point out that although ~~tax~~ soldiers have managed to end wars in the past, scholars have a different opinion. They believe that wars can also be solved by signing treaties. Like the treaty that was signed between Germany and the Allied

powers in 1942. They believe that wars can also be ended by peaceful agreements. I too believe that one does not fight when signing a treaty or reaching an agreement. Through this, countries can establish peace between nations. ✓

In addition, a society can live without soldiers but cannot live without scholars. This is because what soldiers do, scholars can do better. Soldiers cause hardship and death in most cases. When people are killed, scholars can write autobiographies of the deceased which ~~may~~ can be kept for decades. Through this, family members of the deceased can be comforted by this. Scholars build minds and create societies free of conflicts and war. There had been time in history when scholars were feared by soldiers. They feared scholars would write on their wrong doings. This can be proved with reference to Ferdinand Marcos. He sent many intelligent men to prison and shut ~~down~~ down all newspapers against him. He did not want the world to know about <sup>the</sup> evil done by soldiers.

Lastly, a scholar from Britain Bob Clark, pointed out that it is ~~immorally wrong~~ <sup>wrong</sup> to solve problems or conflicts through ~~means~~ of violence. He emphasised that a human mind has greater strength than a fist. Bob believed that scholars are not only those that have studied in order to gain knowledge on certain issues. A scholar is anyone that has a skill to develop, educate, enlighten and be of good help to the society.



Let me conclude my essay by <sup>saying</sup> that scholars have found better solutions to conflicts and problems in modern society. They believe reasoning can solve many problems better than violence. Also, scholars have emphasised on the greatness of the human mind as a powerful weapon. With the points I have listed above, I hope I managed to convince you just how mightier the pen is than the word. For I am convinced that a pen is mightier than a sword indeed. Well done. Your argument is balanced. but don't tear off papers from your words & SIG book.

Content 10/12  
language 7/8

10 March 2015

A pen is mightier than the sword

A pen is mightier than the sword. It is a proverb which shows symbolic things in real life. A pen represents a scholar while a sword can be referred to a soldier. A scholar can be referred to a person who knows a lot about a particular subject <sup>be clear here!</sup> because he/she studied it in detail. Scholars who write books or poems have a greater effect on history and human affairs than soldiers and wars. Therefore, I agree with the fact that a pen is mightier than the sword.

Firstly, there scholars who are still fighting for ~~the~~ the rights of other people and the injustices caused by soldiers. Malala Yousafzai an educational activist, sixteen years old at the time <sup>which time?</sup> was shot by the Taliban forces. She was outspoken about her country's education system. The Pakistani government spends ~~more~~ <sup>less</sup> times more <sup>poorly presented!</sup> on its military than education. The Taliban banned girls from attending schools. In addition to these, soldiers are harming people who are outspoken and fighting for the

land countries part of terrorist groups like the Islamic estate can <sup>like!</sup> focus on important things like education instead of degrading the future of the youths.


Let me conclude by citing that Scholars are well educated. They can have different careers of their choice which can be instrumental in the development of their own nations. Nelson Mandela once said that education is the best tool which you can use to change the world. I strongly believe that I have succeeded in ~~convincing~~ convincing you that a pen is mightier than the sword.

Well addressed though the part of scholars is not developed fully.

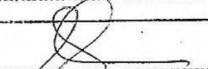
Content of language of




Appendix: 8A

Subject: English L2	Class size: 43	Time: 90 Min
Theme: Relationships		
Topic: Argumentative Essay		
Teaching aids and resources to be used: Chalkboard, NAMCOL study Guide + Hand-outs		
Learning objectives with the lesson: Learners will produce well organised coherent pieces of writing		
Basic competencies (refer to syllabus) learners should be able to: link and develop ideas		
Presentation of the lesson:		
1. Monitoring of homework done: .....		
2. An appropriate short introduction: Overview on how to write the body of the argumentative essay		
3. Presentation of subject content and learning tasks: Teacher discuss with learners how to write the body paying more attention on cohesive devices used to show the different relations between ideas and sentences and how to develop each paragraph.		
Consolidation: Emphasis to be given on the development of paragraphs/ideas.		
4. Assessment/Homework/Task/Exercises: Again learners look at the task taken from the task sheet and continue where they stopped yesterday		
Opportunities to develop learner's language reading writing skills in the subject:		
Reading activities: Read the task		
Writing activities: write the body consists of at least 3 paragraphs using ideas provided.		
Compensatory Teaching: .....		
Reflections: A number of learners did not develop the ideas provided, more attention is still needed.		
Signature: 	HOD/Principal: .....	Date: .....

Appendix: 8B

Subject: English L2	Class size: 43	Time: 45 Min
Theme: Relationships		
Topic: Argumentative Essay		
Teaching aids and resources to be used: Chalkboard, NAMCOL Study Guide Module 1 and Hand-out from past question papers.		
Learning objectives with the lesson: Learners will produce well organised coherent piece of writing.		
Basic competencies (refer to syllabus) learners should be able to: write a paragraph to describe a particular idea.		
Presentation of the lesson:		
1. Monitoring of homework done: Feedback on previous homework.		
2. An appropriate short introduction: Teacher asks learners what an argumentative essay is + lay-out/ format.		
3. Presentation of subject content and learning tasks: Discussion on how to write an heading argumentative essay, paying more attention on the heading and introduction. Teacher discuss with learners different ways of introducing the topic + expressions used indicate their position (agreeing or disagree)		
Consolidation: Emphasis to be given on introduction - that they should indicate their position clearly.		
4. Assessment/Homework/Task/Exercises: Learners will be given a task take from past question papers and then write a heading and an introduction for that piece of writing in their note books.		
Opportunities to develop learner's language reading writing skills in the subject: their note books.		
Reading activities: Read the task from past question - a look to at the heading and introduction of the sent on page 120 NAMCOL study guide.		
Writing activities:		
Compensatory Teaching:		
Reflections: Completed successfully, only few learners did not state their argument clearly.		
Signature: 	HOD/Principal:	Date:



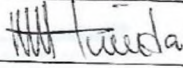
Subject: English 12	Class size: 43	Time: 90 min
Theme: Relationships		
Topic: Argumentative Essay		
Teaching aids and resources to be used: Chalkboard, NAMCOL study Guide + Hand-outs + poster		
Learning objectives with the lesson: Learners will produce well organized coherent pieces of writing		
Basic competencies (refer to syllabus) learners should be able to: use introductory, developmental and concluding paragraphs		
Presentation of the lesson:		
<ol style="list-style-type: none"> <li>1. Monitoring of homework done: Feedback on the development of ideas - how to support viewpoint with clear paragraphs on how to write the</li> <li>2. An appropriate short introduction:</li> <li>3. Presentation of subject content and learning tasks: <del>conclusion</del> discussion on how to write the conclusion paying more attention to counter-argument, useful expressions used and they will then look at the sample of the argument essay written by the teacher on the poster before give an activity to be written on their exercise book</li> </ol>		
Consolidation: Emphasis to be given on introductory body and conclusion + (the) instructions		
<ol style="list-style-type: none"> <li>4. Assessment/Homework/Task/Exercises: learners continue where they stopped yesterday to finish the piece of writing</li> </ol>		
Opportunities to develop learner's language reading writing skills in the subject:		
Reading activities: Read the exercise taken from past A paper		
Writing activities: write an argumentative essay in their exercise books		
Compensatory Teaching:		
Reflections: comment to be given after marking		
Signature: 	HOD/Principal:	Date:



LESSON PREPARATION

GRADE: //	DATE: 07-03-2016	WEEK: 10	LESSON DURATION: 40
TEACHING AIDS/ RESOURCES	-Teacher's Resource File -Sample Argumentative Essay - Capital Punishment		
LESSON OBJECTIVES	By the end of the lesson, learners should be able to identify qualities of a standard argumentative essay.		
BASIC COMPETENCIES (REFERE TO THE SYLABUS)	Plan, structure, draft and edit written work before attempting a piece of writing		
INTRONDUCTION	Class discussion on topical issues that cause arguments eg, dress code		

LESSON PRESENTATION

TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
= Class discussion - tr leads a discussion on what to expect in a standard argumentative essay.	= Learners contribute by answering to raised questions
= Individual Work - tr hands out sample essays on "Capital Punishment should be abolished"	= Learners read the essays silently paying attention to strategies used eg, register, rhetorical questions, tone, examples etc.
= Groupwork - Tr supervises the groupwork activity and the report back from learners.	= Learners list all strategies used in the essay and report back to class
= Pairwork - Tr an argum topic on board "The pen is mightier than the sword"	= Learners plan for the essay in pairs.
ASSESSMENTS/ HOMEWORK	Homework - Learners write the introduction to the topic in their practise books.
REFRECTION	All learners were actively involved in the lesson and could identify requirements for the e
SUPERVISOR SIGNATURE: 	DATE: 07/03/2016







## LESSON PREPARATION

GRADE: //	DATE: 16-03-2016	WEEK: //	LESSON DURATION: 40
TEACHING AIDS/ RESOURCES	= Teacher's Resource File = Learners exercise books for essays		
LESSON OBJECTIVES	By the end of the lesson, learners should be able to correct errors made during the writing activity = appreciate best essays and explain how that quality was obtained.		
BASIC COMPETENCIES (REFERE TO THE SYLABUS)	= use of sentences to argue on a topical issue. = write in a style appropriate to arguments = use devices suitable to argumentative essays		
INTRONDUCTION	Class discussion on problems faced during the writing of essays.		

## LESSON PRESENTATION

TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
= Class discussion - Tr lists all errors made by learners on the board	= Learners take turns to correct the errors.
= Turn-taking. - Teacher hands out the books and ask best essays to be read out loudly by the learners	= Identified learners with very high marks take turns to read their essays. Other learners explain what they find well done in the essays
= Ind. work - Tr asks learners with low marks to rewrite paying attention to areas of concern as indication	= Learners with low marks rewrite while those with high marks correct indicated errors.
ASSESSMENTS/ HOMEWORK	Most of the learners got high marks like Hileni /20, Ilouu /20 and Shekaina /20
REFRECTION	The lesson was a success because learners managed to use given devices.