TEACHING AND LEARNING PROCESSES IN AN ABET CLASSROOM: A CASE STUDY

by

ANNEMARIE JULIA BARKHUIZEN

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Adult Basic Education and Training (ABET) is currently part of the process to address the widespread illiteracy in South Africa and to connect literacy with basic adult education on the one hand and with training for income on the other. However, the research literature indicates that student persistance and completion of programs is a widespread problem in adult education programs. This has serious implications for South Africa where almost forty percent of the adult population is eligible for some form of adult basic education. Recent studies indicate that the curriculum, the structure of the program and how it is learned, has a strong influence on persistance and attendance.

Against this background, the aim of this study was to investigate teaching and learning processes currently used in an ABET program to shed light on the current problems with attendance and attrition experienced at the center.

A qualitative design was used to explore the teaching and learning processes in a specific ABET class. Participant observation was used as primary source of data, coupled with interviews, informal conversations and document analysis. The constant comparative method was used to conduct an inductive analysis of data. This revealed the teaching and learning processes in the class.

This study has enlarged understanding of a widespread problem in adult basic education as it is manifested in a specific ABET class in several ways. These are the findings. In the first instance the teachers' views of teaching and learning were influenced by several factors that influenced and constrained their pedagogical decisions. Their lack of training, their own experience of education as well as their view of their learners resulted in authoritative classroom management, a monologic approach to teaching and passive learners whose needs are never assessed or taken into consideration when planning for instruction. The lack of training, guidance and support of educators have a crucial influence on the teaching and learning processes implemented in this class. Another significant finding was the need for
the application of theory of adult education and practice for the creation of accountable and successful learning experiences.

This study contributes to the exploration of actual practice inside the classroom and highlights the enormous gaps that exist between theory and practice.
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1. INTRODUCTION

I know that... all of our teaching, what we do in class day after day, is a text - beautiful, strange, many layered, frightening - woven out of the memory and desire of every person in the room. We never look at this tapestry, almost. It hangs there on our collective mental wall, oscillating gently, sinister, inviting. Its brilliant, darkly textured world is worth the risk of entering, despite the danger (Jane Thompkins in McKenna, 1997:49).

This study focuses on the teaching and learning processes that form part of the "text" that is woven in a specific class at an ABET-centre in Thaba Tshwane.

In the first part of this essay I provide a brief background regarding adult basic education and training in South Africa. This section will also include a discussion of the research problem. The following review of relevant research literature focuses on principles and perspectives underlying effective teaching and learning in adult basic education. Then the research design and methodology are described. In conclusion, the case study report will contain the research findings.

2. BACKGROUND TO PROBLEM AND STATEMENT OF PROBLEM AND PURPOSE

Adult education and training have been shaped by the social and political history of South Africa. Colonialism, capitalism and apartheid influenced the vision for and provision of adult education and training in the past. The roots of colonialism and the resultant attitude of white domination are neatly encapsulated in the words of Cecil John Rhodes (1887):
"I will lay down my own policy on this Native question. Either you have to receive them on an equal footing as citizens, or to call them a subject race. I have made up my mind that there shall be a class legislation, that there must be pass laws and peace preservation acts and that we have to treat Natives where they are in a state of barbarism in a different way from ourselves" (Walters in Korsgaard, 1997:18).

This viewpoint had serious implications for education. South Africa’s indigenous people were seen as “ignorant” and as a “subject race”. Providing equal opportunities to participate in formal education could lead to a point where they might make political demands. From this viewpoint education was seen as potentially "harmful" to the best interests of the state (Nabudere in Korsgaard 1997:30).

The restrictive education system in South Africa under the Bantu Education Act informed by the guiding political notion of apartheid, has left millions of adult South Africans with very little or low quality education (Burroughs 1995b:25). This was aggravated by the high absconding rate and the disintegration of the education system during the years of the struggle that lead to the enlargement of the illiterate and semi-illiterate population in South Africa. In South Africa the result is an adult population where almost forty percent (an estimated 12-18 million adults) is eligible for some form of adult basic education (Burroughs, 1995a:80; Wydeman, 1995:27; Mathiba, 1995:10).

In the past, adult education activities were mainly initiated by non-government organizations within civil society. Adult education activity has been part of the struggle against race discrimination and oppression on the one hand or literacy programmes aimed at basic reading and writing skills that did not aim to provide learners with the scope for advancement in the workplace. The informal and non-formal education within different social movements and the education and training programmes within industry, have barely communicated with each other (French,
1995:5; Walters in Korsgaard 1997:19). However, over the past few years there has been a growing recognition amongst corporations and industries in the private sector that general education for adults is a necessity and not a luxury, and that it must go hand-in-hand with training. To create a peaceful and democratic society, the education of adults is of the utmost importance. Therefore I support Hazoume's (1997:29) viewpoint that the greatest challenge of the 21st century is still education.

Currently Adult Basic Education and Training (ABET) is viewed as part of the process to address the widespread illiteracy in South Africa and to connect literacy with basic adult education on the one hand and with training for income generating on the other hand. It also aims at providing the adult learner the basis for further and higher education (Department of Education, 1997:1). In the Policy Document on Adult Basic Education and Training (Department of Education, 1997:5), ABET is defined as follows: “Adult basic education and training is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and ideally provides access to nationally recognized certificates.” Although ABET programmes still rely on funding from the private sector, the new government perceives ABET as the shared responsibility of the public and private sectors (Department of Education, 1997:6). ABE (Adult Basic Education) has been put in second place, after SAQA (the SA Qualifications Authority) in the government draft White Paper, where substantive educational concerns are outlined. The RDP (Reconstruction and Development Programmes) also gives priority to adult education (French, 1995:4-5).

Evidently adult basic education is an important issue in South Africa, but research literature indicates a worldwide educational tendency of resistance and disaffection towards adult basic education programmes. Both Susan Imel (1998:1) and Jane Mace (1992) in the introduction of her book: Talking About Literacy, refer to the reality of problems and difficulties adult learners have to overcome to attend literacy or adult education classes, and once they have enrolled their conception of the advantages and benefits of learning do not provide a compelling reason for
Persisting and completion of the programme. In addition Dani Nabudere (in Korsgaard, 1997:28) describes adults' attitude towards adult education and learning in Africa as: "hostile, ambivalent, and at best paternalistic." Dirkx and Prenger (1997:2&3) state that student persistence and completion is a widespread, as well as one of the most difficult problems that adult education programmes face. This is also evident in the research literature on adult basic education programmes in South Africa. One example is NEPI (National Educational Policy Investigation) research which indicated that less than one percent of adult illiterates in South Africa in 1995 was involved in ABE or ABET (Spies, 1995:35). French, (1995:4) agrees with this view and stipulates that ABE reaches very few of the adults who might benefit from it.

Current research literature indicates that there are many and varied reasons for non-completion and absconding and that the reasons might differ for particular programs (Spies, 1995:35; French in Hutton, 1992:80; Imel, 1998:1). However recent studies indicate that the curriculum (what is learned), how the programme is structured, as well as how it is learned, has a strong influence on persistence and attendance of adult learners (Dirkx and Prenger, 1997:xii). Nabudere (in Korsgaard, 1997:28) warns that questions from learners like: "Learning? Learning about what? Why learn when I have no need for it?" (my emphasis) may look superficial on the surface, but seen from a cultural-historical perspective have deep meaning when we confront the attitude of adults towards education.

Against the preceding background the purpose of this study is to investigate teaching and learning processes currently used in an ABET program. A specific class at an ABET centre in Thaba Tshwane is used as a case study to gain an understanding of the teaching and learning processes as observed in this class. Of the estimated adult basic education learners in this community, only a small percentage attends the classes at the centre, and among those who do, the non-completion and attrition rate is high. This study might shed light on the current issues and problems experienced at the centre.
3. Assumptions and presuppositions

When I decided to use the ABET class as a case study, I assumed that teaching and learning would influence participation and success in adult basic education programs. I also assumed that the educators were not well-trained and had little experience in or knowledge of teaching adults. My assumptions and presuppositions were influenced by my conversation with Mrs. M about the centre when I was introduced to her some months before I decided to use the centre as a case study for my research essay. I expected to find that the educators' view of teaching and learning as well as the methods used by them would not be in line with adult education theory and practice. I also assumed that attendance would be poor and the absconding rate high as research literature indicates that this is a worldwide tendency in adult basic education.

4. LITERATURE REVIEW

4.1 Introduction

As mentioned, the purpose of this research was to investigate the teaching and learning processes as observed in a specific ABET class. The central argument of this review is that if the approach to instruction, the curriculum (what is learned) and how it is learned, is such that it will meet the adult learners' needs, it should enhance and maintain their motivation and should contribute to persistence and completion of the programme.

In order to substantiate my argument, I shall explore principles and perspectives underlying effective teaching and learning in adult basic education, as reflected in the current research literature. The implementation of these principles and perspectives should meet the needs of the adult learner and provide motivation to persist and complete their goals.
I find it essential to start with a brief discussion of the interaction between teaching and learning processes and external influences, because the literature indicates that situational, political, professional and social contexts can strongly influence practices (Hayes, 1993; Quigley, 1997:103). This is followed by a discussion of teaching and learning processes to substantiate the main argument in this review. Due to the complexity of teaching and learning processes, it is not possible to include all relevant aspects from the research literature in this review. Therefore my major concerns with teaching and learning processes centre around the following three questions. These are: a) How can adult learning principles be used in ABET programs? b) What should be taught and to what end? and c) The role and responsibilities of the educational practitioner in order to foster effective teaching and learning practices. I shall discuss each in turn. The information from the research literature will provide the theoretical foundation for the critical evaluation of research data from the case study.

4.2 Interaction between teaching and learning processes and external influences

Teaching and learning are social activities and therefore embedded in and influenced by multiple external factors (Nesbit, 1998:168; Brookfield in Hayes, 1993:180; Quigley and Holsinger, 1993). Quigley (1997:103&104) explains that the teaching and learning processes in adult basic education are greatly influenced by pressures, expectations and norms from the different stakeholders: society, the profession and the learners. Merriam and Caffarella (1991:305) argue that people, structure and culture are the major factors that will influence learning and draw attention to the influence that the interaction of these factors could have on the form and process of the learning situation. Nesbit (1998:168) adds that the influence of the above mentioned factors will effect settings, content, methods of teaching as well as teachers' and learners' views of education. He also points out that these factors interrelate, change and affect learners and institutions in different ways.
There are also different stakeholders involved in ABET who might influence teaching and learning processes. The Policy Document on Adult Basic Education and Training (Department of Education, 1997:40) states that all stakeholders are expected to participate and will have joint ownership and responsibilities in the provision of ABET. For example, the expectation is that employers should ensure access to ABET-programmes for their employees. According to the policy: “Workers should have the right to paid education and training leave in line with the Internal Labour Organization’s convention” (Department of Education 1997:9). Thus the private sector, trade unions, and non-governmental organizations are expected to contribute to the implementation and delivery of ABET programs. On the other hand the Minister of Education will determine the ratio between educators and students, professional education and accreditation of educators, the minimum number of hours and days per year necessary for the different phases of education within ABET, the curricular frameworks, learning programmes, learning standards, examinations and certification of qualifications within the National Qualifications Framework (Department of Education 1997:6&7). According to Jarvis (1992:236) what is learnt should be useful to society and stakeholders might expect content and skills to be taught that will meet their own needs. Auerbach (1996:10&74) warns that expectations among stakeholders and their perceptions of what would benefit teaching and learning, might differ substantially. He points out that teaching processes focusing only on the acquisition of isolated skills, can negate conditions, knowledge, issues and experiences from learners’ lives, so that instruction becomes mechanical instead of meaning-centered. From the above it is clear that conflicting expectations from the different stakeholders can influence teaching and learning processes in ABET.

The history of education in general as well as in adult basic education include a history of teaching practice that informs and shapes the views about teaching and learning in society. Therefore society in general, learners and educators may have traditional views of education that can influence expectations about the teaching and learning processes as well as the actual practices in an ABET class. Auerbach (1996:71) explains that although current research literature indicates that the use of an emergent curriculum obtained through a continuing process of negotiation
enables the educator to meet the needs, goals and concerns of the adult learner in an appropriate way, the traditional views of learners and society might result in very different expectations about the curriculum, as well as the role of the teacher. Traditionally a curriculum is set before coming into contact with the learners and the teacher is seen as the one with all the knowledge, who has to give knowledge to the learners (Auerbach, 1996:xv). From this example it is clear that the history of education and the resulting views of the different stakeholders can definitely influence expectations and decisions concerning teaching and learning processes.

According to Quigley (1997:104) an educator will have to make decisions while being challenged by the pressures from the society, profession, and the learners. Whose expectations and needs are the most important? Should the educator follow policy when it means compromising or ignoring the needs of learners, or even what he/she knows to be good standards of professional conduct? It is of vital importance for the teaching and learning process, that the educator must “be able to recognize, understand, and find the right balance among these three competing pressures” (Quigley, 1997:104). In Figure 1, on the next page, I illustrate the dynamic interaction of these factors as described by Quigley (1997:104) that could influence teaching and learning in an ABET class.
FIGURE 1: THE DYNAMIC INTERACTION OF FACTORS THAT COULD INFLUENCE TEACHING AND LEARNING IN AN ABET CENTRE
4.3 The use of adult teaching principles in ABET

Researchers and writers in adult education literature include a variety of lists containing principles for adult teaching in their books and articles. For example, Merriam and Caffarella, (1991:301-302) refer to five different lists. They refer in the first place to Knox who mentions six principles, then Brundage and Mackerracker who list 36 principles, while Brookfield proposes six different principles in the third list. Smith presents six observations about learning and four critical adult characteristics. In their last example Zemke and Zemke divide their thirty principles in three categories. Vella refers to Lewin's twelve principles (1995:21-28) and she (1994:3&4) discusses her own twelve interconnected principles. Susan Imel (1998:1&2) provides a synthesis of principles from a variety of sources.

Merriam and Caffarella (1991:301) as well as Brookfield (in Merriam and Cunningham, 1989:20) question the usefulness of a single set of principles guiding adult learning in all possible situations, because context plays such an important role in adult learning. Vella (1995) on the other hand states that the twelve principles for effective adult learning that she advocates have been tested in diverse community settings, but she feels confident that these principles can be used in other contexts as well. In fact she says (1995: xviii): "I am deeply concerned about the danger adult learners face when they are taught by people who do not honour these basic principles of adult learning."

Thus, although there does not exist a single set of principles guiding the learning of adult learners, I believe it is necessary for this study to include a discussion of these principles as it provides recommendations for practices. For the purpose of this study I focus mainly on the work of Jane Vella (based on research in community education settings in different cultures) and Susan Imel who focuses on adult basic and literacy education, because the contexts seem more suitable to the context of learning in this study. I refer to other sets of principles, because in spite of the variety of lists, there exists a great deal of agreement about certain principles amongst researchers.
4.4 Principles of adult teaching

A principle is the beginning of an action (Vella, 1994:3), therefore principles for adult teaching can be regarded as beliefs that should inform the educators first decisions of how to guide and foster adult learning. This discussion is based on two basic assumptions. The first is that adult learners have enough accumulated experience to serve as a rich reservoir for learning and that they learn best when they can use experience to form a bridge between existing and new forms of learning (Vella, 1994:3; Roberts, 1998:108; Auerbach, 1996:60; Imel, 1998:1; Brookfield in Merriam and Cunningham, 1989:206). The second is that adults learn best in a dialogical context (Vella, 1994:3; Taylor, 1998:51; Shor, 1992:85; Jarvis, 1992:245).

Educational dialogue is always purposeful communication between two or more people using dialogue as a process of communication, to critically investigate experience, existing knowledge and problems (Roberts, 1998:109). According to Vella (1995:98) the purpose of dialogue in adult learning is: “to transform both their own learning and the very knowledge they are examining”. Roberts (1998:109) adds that because dialogue is based on the unique world and experiences of each learner, dialogue promotes a critical understanding of the learners’ social world and not only knowledge of course content.

According to Freire (in Vella, 1995:98) an important requirement for educational dialogue is an intense faith in people. There must be a firm belief in the ability of the learner to create and recreate their own knowledge. Therefore many of the principles are ways to show faith in the learners’ ability to create their own knowledge and to maintain and nurture dialogue, as it is in the dialogue that adults learn (Vella 1995:162; 1994:3). Before discussing the principles, it is important to point out that these principles are interrelated and linked to one another. Following is a discussion of the principles for adult teaching.
The involvement of learners in the planning and implementing of learning activities

The involvement of learners begins with the needs assessment process to accommodate the different needs and expectations of learners participating in the program. Vella (1994:4) refers to Hutchinson's WWW question: Who needs what as defined by whom? The answers to this question can help to reveal the political issues involved and the pressures of external influences as described in 3.2. In what way should the expectations of the profession, of society, of the learners and other stakeholders influence course content? Burroughs (1995a:82) argues that a balance between the perceived needs of the learners and those of the ABET programmes as described in the Policy Document on Adult Basic Education and Training (Department of Education, 1997:11,12) is vital, because these programmes will presumably have to benefit some of the most marginalised people in South African society.

In the research literature writers indicate the negative influence on learning if involvement of learners are omitted. Shor (1992:14&17) explains that learners who dislike the content, process or roles set out for them, will withdraw into passivity or silence in the class. This will seriously impede learning and might eventually lead to absconding. Vella (1994:5) warns that adults whose needs and expectations are not met, "will vote with their feet,... they will simply walk out." Dirkx and Prenger (1997:25-26) and Auerbach (1996:11-12) agree with this and emphasize the importance of allowing learners to participate actively in selecting content, methods of instruction as well as assessment. Lytle (in Kazemek 1990:57) draws attention to the fact that learner-empowering assessment strategies enable educators and adult learners to work together to identify strengths upon which they can build, instead of educators who are controlling and labelling adults in accordance to their various incompetencies. To achieve this it is very important for the educator to enter into what Bhola (in Müller, 1993:242) calls a "needs negotiation", using constant dialogue, to reach a consensus about the "real" needs based on the needs as felt by the learners on one hand, and the needs as seen by the Department of Education.
and the society on the other hand. This viewpoint is also verified by Fingeret and Jurmo (in Kazemek, 1990:57) when they emphasize the necessity to “give learners a voice in the conduct of the program” as this will acknowledge the dignity and complexity of marginalised adults attending adult basic education programs.

Robinson and Selman (1996:22-23) describe needs assessment as a cyclical process, beginning long before the first meeting and continuing throughout the course to include the evaluation phase. They distinguish three components in the process, namely: information exchange, assessment activities and negotiation. These interrelated components are used to determine aspects such as learners’ goals, needs, interests, and to negotiate common goals, needs and objectives among the learners. This process is used, throughout the course, to involve learners in the planning and implementing of learning activities.

At this stage I want to clarify the concept of participative processes, that forms part of negotiation during needs assessment, but also features in the discussion of many of the other principles. The roles of the educator and the learners within this process must be clear. Vella (1995:37) explains that it is necessary to distinguish between the consultative voice of the learner who has the opportunity to make suggestions, and the deliberative voice of the educator, who has to listen to the suggestions of the learners and to use them to inform the program, but it is the educator who has to decide in the end what is to be taught and learned. I subscribe to the above view, because a consultative voice makes provision for adult learners to feel that their experience and opinion are valued in the planning of their own learning, while the deliberative voice of the educator will ensure an accountable programme.

The result of a proper needs assessment that involve learners in the planning and implementation of learning activities, should be a course that is accountable to all the stakeholders in the programme. It is a challenging process, that requires risks and compromise from all stakeholders. Although the results may not be perfect, the process should enable the educator to create learning situations where the orientation is social and problem-solving. It should meet at least some of the
identified needs of the learners and honour the educator's faith in the learners' self-direction by showing respect for their needs. The needs negotiation will also nurture dialogue (Vella, 1995:6).

4.4.2 The cultivating of self-direction in learners

One of the assumptions upon which Knowles (in Merriam and Caffarella 1991:249) based his well-known model of adult learning is that as a person matures, his or her self-concept moves from one of dependence towards being self-directed. However, although self-directedness is considered to be a characteristic of adulthood, all adult learners do not display equal measures of self-directedness in the learning situation (Imel: 1998: 1). According to Quigley (1997:108) and Imel (1998:1) this can be the result of assumed educator-learner roles based on a history of educator-directed learning environments.

I therefore argue that adult learning should nurture the development of self-directedness. Caffarella (in Elias and Merriam, 1995:218) argues that the focus of learning from the perspective of self-directed learning is on the individual learner and his/her self development. In the process of learning the learner is expected to take primary responsibility for his/her own learning, which should focus on the learner's needs rather than specific content or a set curriculum. The role of the educator becomes one of guiding and assisting learning, rather than being a content expert. This implies a learning environment that enhances learner independence, accountability for actions and interactions with other learners, provides opportunities to explore and evaluate options and to connect learning with experience or “real life” (Sutherland, 1997:194; Rodgers, 1996:116).

To encourage self-directedness, adult-learners need to see themselves as proactive, and able to influence their own circumstances, rather than to regard their role as reacting to uncontrollable forces of circumstance (Brookfield in Imel, 1998:1; Clifford and Kerfoot in Hutton, 1992:190). This includes reinforcement of human
equity in the learning situation and encouraging participants to see themselves and the teacher in a new role (Vella, 1994:17&18). Although the competence and experience of the educator should be made clear, the role of the educator should lend itself to dialogue. If learners see the educator as someone with whom they should not disagree, may not question or challenge, dialogue will not be successful (Vella, 1994:17). Learners play an active role in the learning situation, because they have enough accumulated experience and knowledge to make valuable contributions. Vella (1994:17) adds that needs assessment properly done, and the involvement of learners in planning learning activities as well as using their experience and dialogue, can help to establish equity when adults learn that their own views, needs and experience are valuable and respected by the educator.

4.4.3 The creating of a climate conducive to learning and fostering a spirit of collaboration

The research literature indicates that adult education writers support the principle of positive climate setting to help people to learn (Imel 1998:2; Sisco in Hiemstra 1991:43; Brookfield 1995:27; Merriam and Brockett 1997:149). Sisco (in Hiemstra 1991:43) explains that climate in the educational sense refers to “a prevailing condition, atmosphere or ambiance” in the learning situation. Therefore positive climate setting as a means for enhancing the teaching and learning situation for adult learners pertains to the selection and design of the physical setting as well as aspects concerning the affective-social and the intellectual. Although I shall discuss the three aspects separately Gravett (1997:37) explains that it is not possible to separate the aspects because they are intertwined and interrelated parts of the learning climate.

The physical climate refers to the interactions of people with their physical and spatial environments and include aspects such as body language, personal space, room size, seating type and arrangements (Merriam and Brockett 1997:149; Gravett 1997:29). Nesbit (1998:168) says that although classroom features might not seem
very important, they are shaped by the interactions between factors such as the settings in which the teachers decide to teach and learners are taught and by the ways both groups regard education. For example, the particular settings are influenced not only by available resources, but more importantly also by beliefs and values. The arrangement of a classroom indicate something of the underlying views and assumptions of educators and learners. Where desks are arranged in straight rows, facing the black board, it might reflect the authoritative approach of the educator. On the other hand desks and chairs arranged in semi-circles probably reflect a learning situation where educators and learners value dialogue. Therefore it is important that the physical aspects such as the arrangement of furniture, and the creation of an attractive and comfortable learning environment, should acknowledge the principles of adult education such as respect, trust and cooperation.

Because the majority of ABET learners are marginalised adults, many of them living in rural areas, where there are limited resources available for ABET, ideal resources are seldom available (Hutton, 1992:257 & 261). This implies that educators should prepare the learning venue in advance to ensure the availability of basics such as adequate space, seating, lighting, chalk if a blackboard is available as well as arranging the furniture to accomodate cooperation, dialogue and group work in an environment that is as comfortable and attractive as possible (Sisco in Hiemstra 1991:93; Gravett 1997:29).

The second aspect of a co-operative learning climate concerns the affective-social climate that centers on creating a climate in which both learners and educator are able to participate fully in “genuine exehange” (Merriam and Brockett, 1997:150). Sisco (in Hiemstra, 1991:46) recommends addressing the three R’s during the first meeting: the relationship with learners, with the educator as well as with the content, by answering the following questions. “Who are we? Who am I as the educator and why are we here?”

Learners will participate fully only when they feel safe. Safety is enhanced when learning tasks, the atmosphere in the room, the design of small groups and the
materials that are used, inform the adult learner that he/she can benefit from the learning opportunity. The educator should make his/her competence clear, point out that objectives are feasible because they are empirically based and flexible, use small groups to allow learners to find their voices, sequence activities from simple to complex, and affirm the efforts of all learners to create a nonjudgemental environment where adult learners feel safe Vella (1994:7).

The third aspect of a co-operative learning climate concerns the intellectual climate. Kasworm and Marienau (in Rose and Leahy, 1997:7-9) explain that learning involves the whole person and engages both reason and emotions. They add that because adult learning is derived from multiple sources, involves reflection, praxis and is socially constructed, significant adult learning experiences are cognitive, affective and conative.

Unfortunately adult learners often bring negative feelings from previous educational experience with them to the classroom (Hutton, 1992:92-93). Heimlich and Norland (1994) explain that when adults' school experiences were less successful, their negative feelings about learning can influence their willingness to participate in the learning situation. Therefore it is necessary that the educator should deliberately create and maintain a safe learning environment to enhance positive feelings about education and learning.

However Shor (1992:112) emphasizes the importance of vigorous discussion in the learning situation to enhance active and challenging learning. Consequently, learning should be both challenging and safe (Vella, 1994:6). A sense of safety allows learners to accept the challenge to deal with new concepts, skills and attitudes in the learning situation. Van Halen-Faber (in Cranton, 1997:54&58) agrees with this and explains that trust and a feeling of being accepted create a learning climate that allows learners to share thoughts and experiences that can create possibilities for further discussions.

Consequently, to guide and assist deep, meaningful learning, the learning climate should simultaneously be challenging and safe.
4.4.4 The utilising of small groups

Vella (1998:111) defines small groups as the arrangement for dialogue in the learning situation where dialogue is not only between teacher and learners, but also among the learners in small groups. The small group, with not more than four learners, provides opportunity for inclusion and safety. Imel (1998:2) says that the use of small group interaction has become embedded in adult education and it is indeed frequently referred to in discussions about practice, principles and methods in research literature (Vella, 1995:18; 1996:35, Mace, 1992:39; Shor and Freire, 1987; Jarvis, 1992:242; Robinson and Selman, 1996: 19).

A number of questions have been asked in the research literature to evaluate the effectiveness of small group interaction in adult education. I use only two examples to illustrate the point. Brookfield (1995:9&10) warns that the pressure to participate and perform in a group can be a painful and humiliating experience for learners who lack confidence and that they might feel stripped of their right to privacy. Hayes (1993:182) adds to this view when she explains that learners might resist dialogue because they perceive the group as a threatening and inequitable situation that does not take the underlying sexual, and cultural class-related politics into account.

However I do not agree with these arguments, because small group work should never be taken for granted. Freire (in Vella, 1996:19) describes it aptly as a "limit situation". Because the use of small group interactions has limits, effort is always necessary to make small groups work effectively. Jarvis (1992:242) as well as Heimlich and Norland (1994: 157) emphasizes that teaching style plays an important role to create a suitable atmosphere for successful groupwork, because style can help to create a suitable atmosphere for groupwork in the teaching and learning situation. For example, a warm, enthusiastic educator is more likely to succeed in implementing groupwork than a cold, unemotional one. Therefore I believe that the educator's attitude towards the learners and the method as well as the teaching style of the educator are significant factors in the successful implementation of groupwork in the teaching and learning situation.
Important tools to foster dialogue in small groups are open questions and learning tasks (Vella, 1995:38). Vella suggests the use of open questions that are formulated in such a way that they elicit more than a single response, accompanied by the resources to answer them, as learning tasks during small group interaction (Vella, 1998:110,111&180). She adds that relevant learning tasks will ensure engagement of learners that is a prerequisite for learning (Vella, 1995:35). Imel (1998:2) also draws attention to properly structured groupwork that can enhance cooperation and collaboration among learners. She emphasizes that it can create an opportunity for discussion, and involvement of learners.

Vella (1994:19&35) explains that small group interaction has many advantages in the adult learning situation. Firstly, the physical arrangement of tables and chairs in informal groups can help to create an atmosphere that dispell stereotypes of traditional, authoritarian learning. Another advantage is that safety and confidence are enhanced because adults may find it easier to find their voices and to speak openly with three or four peers. Furthermore, small groups provide the opportunity for learners to work together as a team.

I want to conclude the discussion of the use of small group interaction with Sardello’s view (in Van Halen-Faber, 1997:83) about learning through our souls because I think effective small group interaction might create circumstances that will also enhance “soul learning”. He says: “Education concerns the guidance of the soul into the world. ...Learning through soul is a mystery that has to do with how something outside of the world rushes in - a sulphurous mixture that ignites the spark of life where there was none before.”

The above discussion focused on some of the perspectives and principles underlying effective teaching and learning of adults that are currently reflected in adult education research literature.
4.5 What content should be taught in ABET programs and to what end?

According to Heimlich and Norland (1994:73-79) content refers to the body of information, skills and attitudes being addressed in the teaching-learning situation.

The Policy Document on ABET (Department of Education 1997:18-21) contains the policy regarding a curriculum framework for ABET in South Africa. According to the Policy Document the curriculum framework is based on principles and guidelines that provide a philosophical base as well as an organisational structure for the development of various curricula in different contexts. Within this framework education and training programmes should be developed to improve the quality and extent of ABET provision. Both the curriculum framework and the matching qualifications framework (the NQF) use an outcomes-based approach to education and training. It also makes provision for recognition of prior learning and Wydeman (1995:31) believes that this creates an opportunity to develop a culture of respect for all learning.

Although the Department of Education provides a broad national curriculum framework, the content that should be taught in ABET-programmes and which will be the responsibility of programme developers, is in many ways still problematic (Burroughs 1995b:27). The research literature indicates that one of the main reasons why consensus of opinion cannot be reached is the different viewpoints of the stakeholders involved in ABET (Burroughs 1995b:27; Lugg 1995:19-21).

There are many questions that have to be addressed: What purports "useful knowledge" for our society? Whose interests should be served? Who has to decide what learners should know and how will their needs be addressed? Will the competency-setting process define "useful knowledge" for South African adult learners? Should the work-place define "useful knowledge"? Lugg (1995:18) draws attention to the fact that defining knowledge can not be a neutral activity. It is
inevitable that difference in the power of stakeholders will lead to a situation where some forms of knowledge are privileged and others left out.

Answering these questions to guide decisions concerning relevant content for ABET-programmes is no easy task because there are many and complex factors that have to be taken into account. For example Lugg (1995:19-21) urges reflection on a number of aspects before decisions are made that will influence content selection in ABET-programmes. First, the understanding of the concept “work” should be reconsidered and broadened because a significant number of ABET learners are either unemployed or part of the informal sector. Thus kinds of learning that will equip learners for self-employment or participation in the informal sector are vital. The shift of focus to small and medium enterprises also entails a shift back to the community. Therefore the focus needs to be on a learning system that will enable communities to learn together to solve real problems in their community as well as the exploration of possibilities to use collaborative approaches in industry-based training. Secondly, she warns against the selection of outcomes that are based on workplace needs and ignore learning that is much wider than individual competence to ensure that ABET can also meet the needs of adults who will not enter the industrial workplace.

There are also competing underlying philosophies that can inform suggestions for the selection of content. Quigley (1997:109) explains that these philosophies can create the possibility to politicize, vocationalize, socialize or academisize content selection for programs. From the above discussion it becomes clear that the selection of suitable content for ABET is no easy task.

On the other hand there is considerable consensus about the type of learning that is necessary for ABET-programmes (Burroughs 1995b:27). In the first place ABET needs to make provision for the acquiring of basic skills, reading (that forms the basis of all other successful learning), writing and mathematic abilities (Burroughs 1995b:27; Freinkel 1995:8). Stein (in Kerka, 1995:1) explains that learners do not perceive these skills as a goal in itself, but as a “necessary starting point for engagement with the world.” Hutton (1992:208) emphasizes that these basic skills
should be acquired in context and should be used to understand and express meaning, beginning with the learners' own lives and experiences. These basic skills are followed closely by the necessity of science, technology and development studies (Burroughs 1995b:27).

Aronowitz and Giroux (in Quigley, 1997:21&22) believe that the challenges of change and the new opportunities this provide should be used to "build more multicultural, diverse systems in society and education that will reflect the complexity of the world we have entered." Therefore I agree with the views of Fingeret and Kerka (in Kerka 1995:2) and other adult education researchers (Lugg, 1995:21; Van Niekerk, 1996:40; Burroughs, 1995b:27) that the selection of appropriate content for ABET depends on a flexible approach, a balance between the needs of the different stakeholders, and that it should be structured around the realities of learners' lives to create programmes that are sensitive towards the individual learner, but also address cultural/community differences.

4.6 The role and responsibilities of the educator in order to foster effective teaching and learning practices

When we look at the role of the educator, I agree with the view of Heimlich and Norland (1994:103) that the focus should be on his/her ability to guide and assist effective learning. It is the teaching and not the educator that is central to learning (Bloom in Heimlich and Norland 1994:109). To guide and assist effective learning the role of the educator is to connect all the relevant aspects of instruction to enhance the development of content knowledge, positive attitudes to the procedures involved, perceptions appropriate to the context of learning as well as ensuring that learners feel confident of performing acquired skills (Heimlich and Norland 1994:110; Vella, 1995:21).

I use Heimlich and Norlands' (1994:109) categories of the roles of the educator, namely support, structure and evaluation as framework for my discussion, but I
include relevant viewpoints from other literature. It is also necessary to emphasise that all considerations regarding the role of the educator involve the implementation of the principles of adult education, as discussed previously.

4.6.1 Support: the role of the educator in creating and supporting a co-operative learning climate

To support learning the educator should create and maintain a co-operative learning climate (Robinson and Selman, 1996:97; Burroughs, 1995b:32; Hutton, 1992:79-80). Murray (n.y.:41) says that a good climate in the class is “like magic”, because when adult learners feel good about themselves and the learning situation they have confidence. Educators should communicate their belief in what they are doing to their learners to support feelings of trust and safety (Hutton 1992: 79).

As I have already discussed a co-operative learning climate as one of the principles of adult learning I will not refer to all the different aspects of such a climate again. However I do want to refer to several ideas, guidelines and practical suggestions about the teacher’s role in creating a co-operative learning climate that are emphasized in research literature that focus on ABET and community education.

In the first instance educators should show respect for adult learners’ culture, knowledge and experience (Auerbach in Imel 1998:3). To do this educators have to develop an understanding of the community where the learners come from as well as their experiences to inform their instruction. Another important aspect in this regard is the educator’s role in showing respect for adult learners’ time. Learning situations that are well prepared to assist relevant learning will ensure that time spent in class is actually invested in learning (Murray, n.y.:41). Robinson and Selman (1996:97) explain that educators can also do this by encouraging attendance and punctuality. They suggest that the educator lead by example: arriving early, ready to start on time. They recommend the use of a warm-up activity
to delay the introduction of the learning task until everybody is present. Another possibility is to discuss cultural customs related to time.

Showing respect for the learners also includes sensitivity for the needs of the learners (Van Niekerk, 1996:37; Murray, n.y.:43; Vella, 1995:177). Sensitivity towards the needs of learners implies that educators must create learning experiences that address learners' needs. Murray (n.y.:43) emphasizes that learning experiences must be challenging, but within the learners' ability. Van Niekerk points out that respect for needs includes sensitivity to gender issues that involve practical aspects as well as strategic needs. Practical aspects involves issues such as safety, safeguarding against sexual harassment, childcare facilities and transport. Strategic needs centre around issues of power in the classroom, for example domestic workers attending ABET may still see themselves very much in the traditional role of a woman.

Another aspect of supporting a co-operative learning climate pertains to the hidden curriculum present in the learning situation. Giroux (in Quigley, 1997:140-141) believes that teachers should be aware of the unstated norms, values and beliefs that underlie routines and social relationships and their possible influence on the learning situation. Finally, the learning situation also include many affective aspects and it is part of the role of the educator to cope with conflict, emotion and even crises that can be part of interactions in the learning situation and to be used to enhance teaching and learning (Mckenna, 1997: 49-51).

4.6.2 Structure: the educators' role in structuring learning experiences

The principles of immediacy and accountability necessitate the structuring of content, concepts, skills and attitudes into a useful learning experience for learners in a specific context (Vella, 1994a:23). Furthermore the educator has to structure the learning experiences into a meaningful sequence to achieve the objectives of the programme. Broad aims should be expressed in smaller attainable objectives, using verbs to ensure learner participation as well as reaching end objectives
In addition Murray (n.y.:43) emphasizes that the educator should check learners’ progress regularly. This will enable the educator to assist and guide learners to ensure the achievement of objectives.

Several adult researchers refer to the importance of educators being adaptable and resourceful in the selection as well as implementation of a variety of methods (Hutton, 1992:80; Robinson and Selman, 1996:97; Van Niekerk, 1996:39; Murray, n.y.:43). It is necessary for educators to have insight into the rationales behind different methods. This will enable them to select appropriate methods for different learning situations and according to context, that will foster active learning (Hutton 1992:80).

4.6.3 Evaluation: the educator’s role in evaluating teaching and learning

Robinson and Selman (1996:120-123) ask two questions to examine the concept evaluation. Does the educator know what he/she has accomplished and do the learners know what they have accomplished?

Vella (1995:165-166) distinguishes between immediate and long term evaluation that the educator can use to find answers to the above mentioned questions. Immediate evaluation pertains to the response from learners in relation to the achievement based objectives of the course. Formative evaluation is based on daily responses and is used to form and inform decisions about what to do in the teaching and learning situation and how to do it. Summative evaluation is done at the end of the programme to determine what has been achieved. In addition Robinson and Selman (1996:123) explain that teaching skills can be evaluated by examining what is done in the class, and then by thinking critically about the attitudes and approaches that could influence teaching and learning. Reflection can be used to focus on specific aspects of the teaching and learning processes in the class during evaluation.
The educator uses evaluation to identify problems in the teaching and learning situation, to find solutions for these problems and for taking action to strengthen his/her teaching skills (Robinson and Selman, 1996: 122).

In conclusion, the above discussion of the role of the adult educator, clearly indicates that the guiding and assisting of effective learning is a highly skilled and complex matter. Therefore it is significant to note that the ABET literature frequently refers to the necessity of adequate training and development of adult educators if they are to create effective learning situations (Van Niekerk, 1996: 39; Department of Education, 1997:32; French, 1992:80).

5. RESEARCH METHODOLOGY

5.1 Research orientation

As part of the ongoing epistemological debate in social science and related applied research, Thomas Kuhn introduced the concept "paradigm" in his book, *The Structure of Scientific Revolutions* (1962). The chief message was the importance of a paradigm in the context of which a researcher's work took place because it acted as a framework which determined the key concepts, methodological rules, relevant problems and related epistemological questions (Philips, 1987:20-21).

By using the typology of Carr and Kemmis (in Merriam, 1998:6), to delineate a world view in educational research, my research paradigm can be described as interpretative as opposed to positivistic and critical forms of research. The interpretative paradigm holds that multiple realities are constructed socially by individuals. Therefore it is also known as constructivism. My research then is grounded in the constructivist paradigm because it aims to understand and interpret the meaning people have constructed of their situation and experience (Merriam, 1998:6; Maykut & Morehouse, 1994:44).
5.2 Research format

A qualitative case study format is employed to gain an in-depth understanding of the teaching and learning processes in a specific ABET class (as a bounded system). There are two reasons why a qualitative format was chosen. In the first place it is congruent with the interpretative paradigm because I am interested in "the meaning people have constructed, that is, how they make sense of the world and the experiences they have in the world" (Merriam, 1998:6). The second reason is related to the purpose of this study. To understand the complex interaction of teaching and learning, a holistic description of a single class will serve the purpose best. The holistic approach of a case study assumes that the whole is understood as a complex system that is greater than the sum of its parts (Patton, 1990:49). Therefore the study is an intensive, holistic description and analysis of teaching and learning in the class. A qualitative inquiry also typically focuses in depth on relatively small samples even single cases, selected purposefully (Patton, 1990:169).

In the next section I will discuss the reasons, criteria and the nature of the case that was selected.

5.3 Sampling

Cases are selected because they are of particular interest given the study's purpose (Patton, 1990:53). Selecting the sample for my research has been to find an information rich case to illuminate the teaching and learning processes in an adult setting of Adult basic education.

In the beginning of 1998 an ABET centre opened at the secondary school in Thaba Tshwane, where I am a teacher. I met Mrs. M, the head teacher at the ABET school. They provide adult basic education and training for adults from the community, four evenings a week. Mrs. M was worried about the non-completion
and attrition rate they were experiencing, but mentioned that the other ABET centres in the vicinity experienced the same problems. I feel that Mrs M's centre is a typical example of ABET centres in urban areas and that her problems are typical of ABET centres and of the problems experienced in adult education classes in South Africa. An in-depth study of this class could illuminate current problems and issues in ABET teaching.

Because the study is qualitative the sample was selected with the goal of gaining a deep understanding of teaching and learning in a specific class. I selected the class shared by the level two and the level three and higher groups for specific reasons. In the first place the other class accommodated the basic literacy group where mother tongue (Sesotho and Zulu) was used as medium of instruction. This implied that I would not be able to follow the teaching and learning interactions in the class. On the other hand the higher levels use English as medium of instruction and that would favour understanding and interpretation. When I started my research I planned to focus only on the level two learners. Due to the frequent absences of Mrs. R, the practical work of the student teacher and the obvious influence of the groups on each other, I subsequently changed the sample to include both groups in the classroom.

5.4 Data collection methods

As mentioned the format employed in this research was a single-site qualitative case study. I used participant observation as primary source of data, coupled with interviews, informal conversations and document analysis. I went to the ABET class: "to observe, to interview, to indwell..." (Maykut & Morehouse, 1994:44).

The reasons for using observation as primary source were as follows: Observation provided knowledge of the context as well as specific behaviours and incidents, which could be used as reference points for the interviews. As an outsider, I noticed things that had become routine to participants in the class. Because the learners
and their teachers use English as a second or third language, their literacy level may hamper their use of the language and they may not always be able to express themselves clearly and fully. The teachers and learners didn't know me well and might not feel free to discuss their feelings and experiences with me (Merriam, 1998:96).

Substantive field notes were maintained and reviewed at the end of each on-site visit and interview. These notes were recorded as soon as possible after observation to improve detailed recalling and recording of what has taken place during observation. By following this procedure for the actual writing of notes rigorously, I aimed at contributing to the "usefulness" (Lofland in Merriam, 1998:105) of what has been observed in the class.

During observations I used Taylor and Bogdan's (in Merriam, 1998:105) suggestions for recalling data by paying attention, and focussing on specific persons, interactions or activities, while blocking out everything else. I also looked for key words and phrases that would capture the substance of conversations and interactions.

The format used for the field notes allowed me to find information easily. Each set of notes begins with the number of the observation, the time, date and setting. Field notes included a diagram of the physical setting, descriptions of people's actions and interactions, direct quotations of what people said, as well as my own comments about the setting, people and activities (Merriam, 1998:106). Although my comments are interwoven throughout the recording of field observations, these are labelled "OC" and the use of italics set them off from the observations (Maykut and Morehouse, 1994:73).

Interviews were used to obtain information about things that could not be observed directly, such as participant's feelings, thoughts and intentions. It was also used to shed light on past experiences and situations precluding my presence. Interviews allowed me to capture their voices and gain insight into their perspectives on certain issues.
An interview guide was designed (see table 1) to explore teaching and learning as well as related issues. I used open-ended questions and probes. The purpose was to elicit reflective answers that go further than surface responses typically produced by questionaires. The interviews with two teachers were tape recorded and transcribed.

**TABLE 5.1: INTERVIEW GUIDE FOR EDUCATORS**

<table>
<thead>
<tr>
<th>Themes and open-ended questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
</tr>
<tr>
<td>Why are you interested in this job?</td>
</tr>
<tr>
<td>What are your goals in life?</td>
</tr>
<tr>
<td><strong>Views on teaching</strong></td>
</tr>
<tr>
<td>What approach did you use in your teaching?</td>
</tr>
<tr>
<td>Describe your personal view of teaching.</td>
</tr>
<tr>
<td><strong>Views of adults as learners</strong></td>
</tr>
<tr>
<td>How do you think adult learners differ from children?</td>
</tr>
<tr>
<td><strong>View of learners</strong></td>
</tr>
<tr>
<td>Why do you think learning is important for learners?</td>
</tr>
<tr>
<td>How do you know the learners understand?</td>
</tr>
</tbody>
</table>

Information from learners was not obtained through formal interviews due to the need for learners to feel comfortable and to speak honestly and openly. I used opportunities to obtain information from learners as they arose: sometimes in the passage while they were waiting for the class to start, sometimes in the car when I gave them a lift home and sometimes in the class. These informal conversations were recorded in the field notes.

Documents that were examined included the specific ABET Centre policy, samples of a learner’s work, examples of textbooks, administrative documents and a private letter from a learner to the researcher.
5.5 Data analysis

The purpose of the analysis was to discern and report "how people construe their world of experience from the way they talked about it" (Frake, 1962: 74 in Patton, 1990:394).

I started with a descriptive analysis to focus the process. To do the descriptive analysis I reviewed my research question and literature review to help me focus the descriptive analysis because it contributed to the initial design of the study (Patton, 1990:375-376).

Examples of descriptive questions are:

What is the approach to instruction?
What informs the curriculum?
Are adults needs met?
Are adult learning principles used in the teaching-learning interaction?
What is the role of the educator?
Is the learning climate conducive to learning?

These questions were answered on a large sheet of paper to generate recurring concepts, phrases, topics, patterns and themes drawn from the data (Maykut & Morehouse, 1994:133).

The second step was to do a data analysis. The constant comparative method as put forth by (Maykut and Morehouse, 1994:126-149) was used to conduct an inductive analysis of the qualitative data. I used copies of the data to do the unitising and the following data analysis. The purpose was to find recurring words, phrases and topics in the data, which could be refined into categories in order to explore the relationships between them as well as any emerging patterns, to obtain understanding of teaching and learning in the ABET class.

To unitize the data the chunks or units of meaning in the data were identified by carefully reading through transcripts, field notes and documents (Maykut & Morehouse, 1994:128-129. In order to be useful for analysis, a unit must be
understandable without additional information, except for knowledge of the researcher’s focus of inquiry (Lincoln and Guba in Maykut & Morehouse, 1994:128).

After identifying the units, each unit was then coded to indicate the location in the data set. For example a unit on the fifth page (5) from the interview transcript (I) with Mrs T (T) is coded with I/T/5. Each unit was also labelled with a word or phrase that captured the essence of the units’ meaning. The units were then cut from the data set and pasted on a larger card for further handling.

Each unit of meaning was compared to all other units and subsequently grouped with similar units of meaning. These groups of similar units formed initial categories that were refined by writing a rule for inclusion in each category (Maykut & Morehouse, 1994:134-138).

I give an example of unitizing from the extract from the interview with Mrs T in Appendix 1 (see Figure 5.2). In this example the Mrs T’s answer to the question “How do you select the content?” was chosen as a unit. This unit was grouped with other similar units as a category “Content”. The rule for inclusion was stated as a proposition: “Educators select content on an ad hoc basis.”

**TABLE 5.2: EXAMPLE OF UNIT, CATEGORY AND RULE FOR INCLUSION**

<table>
<thead>
<tr>
<th>I/T/4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category:</strong> Content</td>
</tr>
<tr>
<td><strong>Rule for inclusion:</strong> Educators select content on an ad hoc basis.</td>
</tr>
<tr>
<td><strong>Unit:</strong> Selection of content</td>
</tr>
</tbody>
</table>

T: I just choose something. Not a lot of books but without it I have just tried to take some videos but I just to take some other students at my home that see the video. They look at something they can bring. |
5.6 Ethical considerations

It was necessary to assess the risks involved for the teachers and students of the ABET class. Stake in Merriam, (1998:214) describes qualitative researchers as "guests in the private spaces of the world". My presence could carry both risks and benefits for them. Therefore I obtained mutual consent from everybody involved and tried to assess stress and atypical behaviour caused by my presence (Merriam 1998:215). Although I used pseudonyms to ensure confidentiality (Patton, 1990:356) Merriam (1998:217) illustrates how difficult it is to protect the situation and the participants in a case study. It might expose people to institutional sanctions as a result of the research findings. Therefore I have tried to present the facts with as little distortion as possible and by careful disseminating of the results (Kimmel in Merriam,1998:217&218) Participant observation could cause changes in the normal behaviour of teachers and learners, or they might be embarrassed about something that was said or done. Therefore I tried at all times to be sensitive to the ethical implications of the research.

6 TEACHING AND LEARNING PROCESSES IN AN ABET-CLASS: A CASE STUDY REPORT

6.1 Background

When Mrs M moved to a new suburb in 1995, she noticed that there were many domestic workers in the shopping centre who needed assistance with finding and selecting the items they had to buy, because they could not read their employers' shopping lists. "I could see that most of the people are struggling then they will come to ask: 'Can you please help me? My M'am sent me to buy this... and then I can't even read,'" Mrs M explained. She realized that there was a need for an ABET-centre in her community. She obtained permission from the Gauteng Department of Education, as well as from the principal of a secondary school to use facilities at his school. She was granted the use of two adjoining temporary classrooms.
The centre started with only a few learners, but grew quickly. Mrs M describes the centre’s growth as follows: “...they (the learners) started with the small number, after some few months then learners came like nothing, they came every day to inquire about the school.” A year later her ABET-centre has expanded from a single small level one group and one educator to four groups and three more educators accommodating learners from level one to three.

Mrs M is as enthusiastic as ever about the centre, but she is concerned about the teaching and learning processes at the centre. In addition she feels unsure about the commitment of the educators to good teaching and learning processes. She explains that only the level one educators are qualified teachers and even they have received their training “a long time ago”. She has received complaints from learners who are being taught by Mrs. R, one of the untrained educators. Mrs. M discussed the problems with her, but matters have not improved. The two level one educators attended an OBE-training course this year, but not the two untrained educators. Mrs. R refused and explained that she was not interested, while Mrs. T’s own studies made it impossible for her to attend. The interviews with Mrs. M indicate that Mrs. R has co-operated in the beginning, “but should they sign the contract they will tell...they tell themselves for the adults that the Department is paying me so what.”

Consequently Mrs. M welcomed my request to use one of the classes at the centre as a case study for my research that would focus on teaching and learning. Two educators, Mrs. T and Mrs. R formed part of the case study. There are four groups of learners at the centre, but only two classrooms. At the time of the case study each classroom accommodated two groups of learners. The Level 1 learners, doing basic literacy, form the Zulu- and Northern Sotho speaking groups use one classroom. The level two learners and their educator Mrs. R share the other classroom with the level three learners and Mrs. T.

The learners at the centre are predominantly women, domestic workers from the surrounding area. The average age of these women is about 35 years. Only three
men attended classes during the three months that I visited the centre. My data suggests that three types of learners can be identified according to their reasons for attending the programme. First, the social type: Mrs T explains: “some just they are happy to come to school, they just come for playing, to see other women...” The self improvement type forms the second group: Mrs M and Mrs. T indicate that some learners are not really interested in obtaining a qualification, but want to benefit personally from the programme: “to be able to read and write, to learn some skills like sewing and cooking, to be able to fill in forms...” They say they attend class because: ”...they are going to benefit.” The third type is goal-orientated: Mrs T explains: “they do want to succeed.” They want to complete the different levels and obtain a certificate. A learner says that she comes to school every night, she works hard and has invested a lot of time and money. She wants to succeed. One of the male learners, a soldier, explains that he will be able to attend officer courses in the army as soon as he has completed level five.

The temporary classroom is one of two adjoining classrooms facing the parking lot for the schoolchildren’s motorcycles. The classroom is a perfect example of a typical traditional classroom. The desks and chairs are divided to accommodate the two different groups. In both groups learners sit in straight rows facing the educator and the black board. A diagram of the class layout is included in the appendices, (Appendix no. 3).

Lessons are scheduled for four nights a week from seven to eight thirty, totalling six hours of instruction per week. Teachers are paid only for contact time and no provision is made for time spent on planning or administration, except for Mrs M who receives extra payment for 30 minutes administration time per week. The Department of Education pays the educators.
6.2 Teaching and learning processes

Several factors shape and inform the approach to teaching at the centre. The history of education in South Africa influenced the quality of the educators' education as well as educators' and learners' views on education (Auerbach, 1996: 71). As the research literature indicates, this influenced the physical arrangement of the class, the content, the methods and strategies used in the class (Nesbit, 1998: 168).

The centre’s policy document indicates a very authoritative approach. Mrs. M explained that she had used examples of other ABET-centres' policy documents to compile the Sizanani Adult learning policy. It stipulates that: “Learners shall obey instructions issued by a member of staff or any other person involved, learners will be cheerfully helpful at all times, and when educators ask you to take part in any activity or work, you have to do it.” The frequent use of the words “shall, will have to and must” accentuate the authoritative approach in the document (Appendix no. 4).

The educators' and learners' own experiences of previous learning also contribute to the authoritative approach. Although some of the learners had had no exposure to schooling, others attended school. Mrs. T matriculated at a high school where traditional approaches and methods were used. During the interview she has admitted that her personal view of teaching is “influenced by my own experience.” Mrs M says that learners who have previously attended school, expect the centre “to operate like the school for children.” She also admits that the OBE-course she attended has changed her own view: “we were talking that old education then we were...we used to apply that method of which eh,...we can see that eh,...it is not benefitting a lot.”

The educators’ views of the learners also strengthens this approach. During the interview Mrs. T describes her learners. She says: “...these people they are, they are empty, they are empty in their minds...they don’t have anything. Maybe I can say they don't have knowledge.” This view of learners presents them as “deficient”,
ignoring their themes, experience and achievements, waiting passively for the educator to transfer knowledge to them and denying them the opportunity for critical thinking (Shor 1992:32).

6.3 Selection of content

The curriculum has been influenced by the educators' views and assumptions about adult learners and how they learn. The learners' needs are negated, because the educators believe the learners have "empty minds" and are unable to identify their own objectives. Auerbach (1996:xv,10.74) explains that this can result in a learning situation where learners' experiences and knowledge are not acknowledged. This is exactly what happens in this classroom.

Observation as well as information from the interviews indicate that the selection of content for both the level two and level three groups can best be described as a haphazard and impromptu affair. On her arrival in April, Mrs. T enquired about a curriculum, but nobody at the centre could provide any guidance. She says: "I tried to go to the Department of Education to try and find some...something that can help me because it is difficult to teach without a single...not even the content for the year, the planning...they just said go to the library and find something suitable. So I just choose something." The topics that were chosen during August, September and October included: Good and bad behaviour, Personality traits, Personal budget, Eco-cycle, Living- and non-living things, The importance of insects, as well as wild- and domestic animals. In spite of her problems and lack of training and support she planned for each term by listing the topics she intended to teach.

In comparison Mrs. R's course planning as well as planning for learning activities is limited to crumpled pieces of paper containing a few scribbled notes. Twice she came to class absolutely unprepared and had to rely on impromptu decisions. On one occasion she fetched a textbook from the level one class and "after studying a page intently for a while, she announced that they will do adding in columns." This
proved to be a disastrous decision, because she had to explain something to the learners which she did not understand quite well herself. I use an illustrative vignette from this observation later in the case study report. During my last visit to the class Mrs. R used an address for a friendly letter that had been written on the blackboard by the student teacher during a previous lesson and simply told the learners to write a letter again. This caused the underlying dissatisfaction and anger of her learners to erupt. I shall give a full description of the incident in the next section when I discuss the needs of the learners.

On a less tangible level I feel that both educators’ selection of topics was greatly influenced by their knowledge and competence. Mrs. T gave some indication of this when she said: "...if you just take a textbook and the A to Z of it, it is dangerous for you yourself." Sometimes her lack of competence was clear. One evening during her lesson about living and non-living things Mrs. T was unsure "whether grass and trees were living things or not." When the male learner queried her response, she cut him short and continued with the next part of her lesson.

Mrs. R’s problems with her “on the spur of the moment” content selection of “adding in columns” were worse. In the first place she had difficulty to distinguish between the numbers 2 and 5 and this frequently added to her learners’ confusion. Doing addition in columns Mrs. R: wrote 501 instead of 500. She worked from the left, starting with the hundreds instead of the units. When she realized that she would have to carry over a ten from the unit column she paused. Then without any explanation to the learners, she changed the 501 to 500 and completed the addition. She asked if they had any problems. The male learner tried to go to the blackboard to show her what he did not understand. Mrs. R asked him to sit down and explain his problem. He sat down, but did not say anything. One of the women said: "Sure I have a problem. I don’t understand." "Lina, what is the problem?" asked Mrs. M. "Three numbers a hundred, nê. Two numbers a ten, nê. One number a unit, nê. So what is the problem?" She rubbed out the answers of the last three problems she had done on the board and asked Lina to complete them. Lina worked with one hand on her hip, also from the left, and quickly completed the work - correctly. There was no response from the educator. I suspected that Lina had remembered
the correct answers, because when she was given a new problem she was unable to do it."

These examples from the teaching and learning situation highlights the vital importance of suitable training and adequate subject knowledge for educators to ensure effective guidance and assistance of learning. Their lack of self confidence about their subject knowledge also influences their approach to teaching. An authoritative classroom enables them to manipulate the content to keep it within the limits of their own competency and knowledge. Current research literature on teaching and learning in ABET emphasizes the importance of adequate training and development of educators (Van Niekerk, 1996:39; Department of Education, 1997:32; Hutton, 1992:80). No amount of research and information about suitable approaches for adult learning can improve teaching and learning in the classroom, unless educators are informed and trained properly to implement these methods and strategies. Because the educators are adults, and they are untrained, they rely on their existing knowledge and experience. As a result the monologic approach is implemented.

Learners do not have a consultative voice at the centre, their needs are not assessed or taken into account to inform selection of content, programme planning or any other aspect of the teaching and learning situation. When learners enrol at the centre they have to complete an interview and placement form (Appendix 5). This provides relevant information about the learners' home language, mode of transport to class, comments about the support they can expect from their families and employers, their occupation, working hours and information about previous learning experience. However it does not make provision for any kind of needs assessment to identify the learning needs or the objectives of the learners.

Both Vella (1994:4) and Burroughs (1995b:27) refer to the vital importance of taking learners' needs into account. It is the first step towards the involvement of the learner and it creates the opportunity to show respect right from the beginning for the adult learner. At the centre the teachers' view of their learners underlie the fact that learners' needs are not taken into account. When asked about taking the
learners’ needs into account, Mrs. T replied: “They don’t know what are their objectives.” This view is congruent with her “emptiness perception” about the learners. Therefore learners’ goals, needs, objectives assessment and interests are never discussed and negotiated.

As a result, content is selected by the educators without taking the learners’ needs, context, life-world and -tasks into consideration. Numeracy skills are never presented in context. Learners copy problems from the blackboard and the educator tells them to add, multiply, divide or to “solve numbers in brackets.” Numeracy is not linked to practical use in everyday life, for example how to work out the correct change when they go to a shop. In addition learners have difficulty to relate to topics such as: "The biological importance of insects" and "Wild and domestic animals". During the discussion about wild and domestic animals the learners were silent. Mrs. T had to ask three times for an example of a domestic animal and finally resorted to the use of their mother tongue before she received a few hesitant answers: "cats, dogs, pigs and sheep."

The topic “Personal Budget” would have interested the learners, but they were not allowed to work out a “personal” budget. Mrs. T wrote a pre-planned budget with a fixed income and specified deductions on the board and the learners had to complete this budget. When some of the learners ignored her instruction and planned their own budgets, Mrs. T “reminded them that they had to use the salary on the board. Their budget may not be based on their own salaries.” The learners were passive and uninterested.

When the selected content, such as working out a budget, did interest the learners the approach to learning, the methods and strategies that were used, as well as the prevailing learning climate prevented successful teaching and learning. Because learning involves both reason and emotions (Kasworm and Marienau in Rose and Leahy, 1997:7,8,9) and can be described as a social activity (Nesbit 1997:168), adult learning should ideally be co-operative and involve the knowledge and experience of the learners (Imel, 1998:2). To achieve this trust, relevant content and dialogue are prerequisites (Gravett and Henning, 1997:6). Learners should
have been given the opportunity to work out their own budgets, using appropriate methods such as small group interaction, open questions, learning tasks and praxis (Vella, 1996:19, 35; Mace 1992:39; Shor and Freire, 1987).

The fact that learners' needs are not met at the centre has already caused problems. Mrs. M explained during the interview that learners have complained because they want to learn skills such as sewing, cooking and computer skills, and their needs in this regard have not yet been met. They are growing impatient. She also referred to dissatisfaction because she will not allow learners to write more than three subjects per annum. "They think that I am delaying them."

The seriousness of the problem was revealed during the lesson in Mrs. R's class I have referred to earlier. The learners in Mrs. R's group were writing friendly letters for the second time. When Mrs. R left the class for a few minutes, one of her learners brought me a letter (Appendix 6) and then quickly returned to her own desk again, while all the other learners were watching us closely. Mrs. R returned and soon afterwards the class was dismissed, but in spite of a threatening rainstorm the women in her group huddled together, talking excitedly. Then the woman who gave me the letter approached Mrs. T and complained that they were not learning anything in Mrs. R's class and asked her to look at their books. Examples of her work have been included in the appendices (Appendix 8). My letter contained the same request. Mrs. T answered that it would be unprofessional to interfere with their problems, they had to talk to their educator. "The women are angry. They walk towards the gate in a group, talking loudly."

When asked if she was aware of their problems, Mrs. T replied that the whole group had stayed away one evening the previous week to show their dissatisfaction, but then Mrs. R did not come to class. Now the women were threatening to strike. The woman who wrote the letter is a domestic worker, and explained her frustration and anger later that evening, when I gave her a lift home. After giving up a piece job in order to attend the ABET-classes, she now feels that she is not learning anything. This incident reminds me of Vella's (1994a:5) clear warning about the importance of meeting the needs of adult learners. She emphasizes that: "They will vote with their
feet. They will simply walk out.” Mrs. R’s learners have had enough, they will vote with their feet now. This research confirms that even the marginalised adults attending this ABET class, who are mainly domestic workers and used to taking orders and carrying them out, were angry enough to plan a stay-away and threaten to strike because their needs were not met.

6.4 Role of the educator

The educators’ authoritative approach to teaching and their view of the learners, influenced their view of the role of an educator. Mrs. T describes her role in the teaching and learning situation as follows: “...as a teacher you must be a good examplar first of all...and show that the teacher to have got to know your work...” She adds: “You must always be well prepared...and lead themselves (the learners) to get something and benefit something from you as a teacher.” That her approach is teacher-centered and monologic is clear when she explains: “...you must enable that the student can hear you for that time.” She views the educator as a person who gives knowledge to her learners, therefore she must be talking all the time because she has to “fill their empty minds”.

In contrast to this view she pays lip-service to some concepts that are currently used in adult education. She often refers to a “discussion” when she asks learners to answer closed questions during her lesson. A discussion is seen as an interaction between educator and learners, but does not include interaction between learners. During the interview she explained her view of educators and learners learning from and teaching one another as follows: “...when you tell them something they can enable to grasp that thing and be able just to tell you that again”, then “...we have learned to teach one another.”

Mrs. R’s lack of commitment and motivation as well as her irresponsible attitude towards her role as educator is clear from the fact that she had refused to attend the OBE course on the grounds that she was “not interested.” She is unqualified for the
work she is doing, but because she knows her contract ensures payment from the Department of Education, she “takes it easy” and “so what?”

Their lack of training seriously impede the educators’ ability to select and use a variety of effective strategies and methods to enhance teaching and learning in the classroom. From the interview it is clear that Mrs. T realises that continuous teacher talk and her limited teaching and learning strategies and methods are not sufficient. She explains: “We always use the chalk and textbook...we just bla-bla-bla, keep on telling peoples, talking, talking, talking, talking. But they just just staring at you.” She feels that: “Someway, somewhere there is something goes wrong, because there is a lacking, there is a shortage of something.”

Mrs. T thinks that her main problem is a lack of “teaching aids, the materials, medias, overhead projectors”, because she believes this will help her to guide learning in her class. On the other hand Mrs. M has shown me some new ELP English literacy workbooks, suitable for ABE level 2, that are locked away in the cupboard. An example is included in the appendices (Appendix 7). She explains that they have lost some of the books when learners dropped out and did not return their books. Therefore they have decided to use the books only in class. But it is significant to note that I have not seen either Mrs. T or Mrs. R or any of the learners using them. The books provide valuable advice for educators as well as a discussion of different teaching techniques suitable for adult learners and include content, relevant skills, and information that link with the learners’ own lives. Both the educators could have obtained a lot of relevant information and examples of suitable content from these books.

As suggested before, to be able to guide and assist effective learning the educators have to create and maintain a learning climate in this teaching and learning situation that will foster effective learning. I believe their use of an authoratitive, monologic, teacher-centred approach in the learning situation prevents educators from creating and maintaining such a climate. As a result their learners' participation is severely limited, they are passive and withdrawn.
This soon became evident during observation of both groups and in the high frequency of phrases and descriptions in the field notes such as: “The learners just nod their heads.” “Once again her class remains silent.” “Nobody answers.” “There is no answer.” “...they do not participate.” “The learners sit mutely, looking at their books, not willing to answer.” “...there is no participation from the learners. They are passive and not very interested. With their eyes averted they sit quietly, sometimes touching or moving their notes on their desks. They do not ask a single question.”

The current research literature advocates the dialogic approach as appropriate for teaching adult learners (Vella, 1994:3; Taylor, 1998:51; Shor, 1992:85) and emphasizes the need for learner participation during the active construction of knowledge. Dewey (in Shor, 1992:33) gives two possible reasons why an outdated approach, such as the monologic approach, is still used. In the first place the monologic approach can be the result of a lack of appropriate programmes, methods, equipment and facilities that are planned around active learning. This holds true for the educators and learners in the case study. Mrs. T explained during the interview how difficult she found her work without “the content for the year, the planning...”. In the second place educators may feel that the dialogic approach challenges power relations in the class. There are many indications that the educators view their authority in the classroom as an important part of their role. Mrs. T described this as follows: “...and you (the educator) must lead them (the learners) to... get something from you.” After completing the case study I must add a third reason, the lack of teacher training, guiding and support.

In contrast with the learners' passivity, the educators are active during the teaching and learning situation. A long list of verbs was used during observation to describe all their actions, for example the educators: “talk, lecture, announce, refer, write, read, explain, ask, urge, respond, demonstrate, tell, proceed, show and prompt.”

That learners are able and willing to participate in favourable teaching and learning conditions also became evident. During Mrs T's lesson about “Good versus bad behaviour” she wrote five examples of behaviour on the blackboard and asked the learners to identify the sentences that describe good character traits. The learners
were as quiet and unresponsive as usual. Wrong answers were met with a curt “no” and no further explanation or discussion was allowed.

One of the examples on the blackboard read: “Mary buys an article in the shop. She gets R1.00 too much change from the assistant. She notices it and pays back the one rand.” Instead of asking them to identify the character trait, as she has done with the previous examples, Mrs. T poses an open question: “Can we do that?” There is immediate response. The learners laugh. “Sometimes,” says the male learner. The woman sitting next to me explodes: “No! What type of a person are you?” The learners are enjoying this interaction and laugh again. The male learner responds promptly: “I will not, it is my luck.” All the learners are interested now and for a moment there is a glimpse of the learners' willingness and ability to participate, to find their voices and to use their experience and existing knowledge to learn. Then Mrs. T interrupts their discussion. She says that the money should be returned and continue with the next sentence and more closed questions. The learners lapse into silence again.

Although both the level one educators attended the OBE-course, there is little cooperation and support for each other among the educators and information about the course is not shared or discussed. During the interview Mrs. M admits that they have learnt a lot at the course about “the outcomes curriculum, methods,” and “new systems of assessment” but that she has not achieved the same level of success in providing guidance for the educators at the centre. She explains: “…I try to call the meetings, but they to be honest for now we haven’t come together ...for several times our meetings have failed.” To establish an effective learning climate cooperation between the educators is necessary.

6.5 Learning climate

At the time of research the prevailing climate in the classroom did not enhance the learning situation. It involves physical, socio-cultural as well as intellectual aspects
and all these aspects are influenced by the underlying beliefs and values of the people who are involved. I have already touched on the physical surroundings in the discussion of the background where I have explained that it is a typical traditional classroom, that accommodates both the level two and three groups. The layout of the classroom is illustrated in the appendices (Appendix: 3)

The classroom walls are bare except for a few ABET posters and a map of the Bible lands that emphasize the school atmosphere. The traditional layout of the classroom serves in the first place to enhance the authoritative approach of the educators and secondly to minimize dialogue and participation in the class. Learners cannot see each other's faces, but all of them face the educator and the blackboard, strengthening the central position of the educator in the teaching and learning situation.

Furthermore the setting does not acknowledge basic principles of adult education such as respect, trust and co-operation. The physical arrangement of the educational space mirrors the approach to teaching. It enhances dependance on the educator, and it reaffirms the roles of the learners in everyday life of receiving and carrying out orders, of having no voice of their own. The effect can be seen in the body language and behaviour of the learners as depicted in the following phrases from my field notes: The learner: ".. keeps her eyes fixed on her book"; "... speaks hesitantly..."; "... sits with averted eyes..."; "...looks uncomfortable..."; "...writes in a small and uncertain handwriting...", and "...waits patiently...".

A distinctive feature of the socio-cultural climate in the class is the lack of sound relationships between the educator and the learners, as well as between the learners and the content. The teacher-centred approach and the impersonal relationship between the two educators and their learners seemingly resulted in a lack of respect for each other. Mrs. T acknowledged this during the interview: "So someway, somehow because they are adults...they are just behave badly in such a way that we don't respect each other, you see." Although she admitted the problem, she felt the learners were to blame, because she explained that they apologized after there had been conflict. On the other hand when she apologized: "I tell them I
was right because of this and this and then the problem be solved.” Her view of the learners seemed to preclude respect for them.

Attitudes towards certain aspects of the physical climate verified Mrs T’s words. There was no evidence that much effort had been made to create a warm, welcoming atmosphere at the centre that would convey feelings of respect to the learners. During the time of my research it was dark by six thirty in the evening. The classrooms were never unlocked before seven and the lights could only be switched on once the classroom had been unlocked. Therefore many of the learners arrived in the dark and had to wait outside in the dark and often in the cold, until the class started. During the first observations the classroom was neat, but it was the student teacher who kept it neat. During later visits this was not always the case: “...the desks are scattered around the class..” “Mrs T referred to the untidiness of the class, but didn’t ask the learners to do anything about it.”

This is also evident in the teaching and learning situation. Educators do not show respect for learners by affirming contributions or acknowledging progress: “The woman walks to the blackboard. She is confident, works fast and complete the problem correctly. The educator does not respond, but starts to explain everything from the beginning again.” The woman’s success is ignored as if of no importance or value to the teaching and learning experience. In another instance a woman’s effort to participate is snubbed: “When one of the women answers a question, the educator can’t understand her. She is impatient and asks: ‘What?’ The woman laughs uncomfortably and won’t speak again.” Lack of respect is also evident in the absence of accountability in the teaching and learning processes and the fact that there is little sensitivity for learners’ needs.

Very often during my observations, the educators treated the adult learners like children. This example from the level three group illustrates one such humiliating experience of one of the learners: “Mrs. T sees a mistake in one of the women’s books. She stops and asks loudly and angrily why she has written the work in the wrong place. The woman doesn’t respond and keeps her eyes fixed on her book.
Mrs. T tells her that a summary is not supposed to look like the work in her book. Once again there is no reply."

My observations and field notes suggest that men are treated with more respect than women in the teaching and learning situation. I often observed that the educators pay no attention to the women who arrive late for their class, but when it is a male learner their reaction is very different: "Mrs. R starts explaining everything from the beginning for the benefit of the male learner who arrived late." Very little encouragement and affirmation were offered to learners during my observation, but the little there was, was almost entirely directed to the male learners: Mrs. T thanks him for his answer. It is the first time I have heard her doing this. In spite of the very impersonal relationship between educators and learners I observed Mrs. T: "...giving all her attention to the male learner sitting in the first row of her class. They have a long discussion in their mother tongue and then they share a good laugh. The rest of the group is not involved at all."

The learning experience within the rigid structure created by the typical school setting as well as the monologic approach does not create an intellectual climate that is conducive to learning. The learners indicate their concern about this. When Mrs. R inquired at the end of her lesson whether the learners have any problems with the work she has explained, a learner replies: "Sure I have a problem. I don't understand." At the end of the academic year the learners feel that "their educator are not doing her job properly" and that "they are learning nothing in class." Learners also express and demonstrate feelings of anger. The level two group organised a stay-away one evening and when it had no effect, they threatened to strike.

As a result of the learners' passive role in the teacher-centered approach in this classroom, they have had little chance to do what they are learning to inform them of their progress. The problem is emphasized by the fact that learners' progress is not monitored in any other way on a regular basis. "Mrs. T announces a test on a Wednesday evening for the coming Monday. She confirms this on Thursday, but on Monday evening neither she nor the learners show up for class and the test is not
mentioned again." Although it is October no reference has been made of coming exams or preparation for any other form of assessment.

From the research literature the importance of creating a suitable atmosphere in the class is clear. Heimlich and Norland (1994:157) and Stromquist (1997:97) explain that a suitable atmosphere helps to create a learning situation that provides a social space where learners can reaffirm their identity and participate in authentic dialogue and meaningful learning.

6.6 Principles of adult teaching

The importance of the application of adult teaching principles at the centre is vitally important. At the time of my research adult teaching principles were not implemented in the classroom to guide and foster meaningful learning. Most adult research writers refer to the use and importance of principles of adult teaching in the learning situation (Merriam and Caffarella 1991:301-302; Imel 1998:1-2; Auerbach 1996:60; Vella, 1996:82-83). I found that the omittance of the implementation of basic adult teaching principles in this context, created a teaching and learning situation where educators and learners often experienced feelings of anger, frustration, boredom, inadequacy, humiliation, and failure. So severe were these feelings that an educator admitted: "...we don't respect each other...".

6.7 Attendance

Observation of attendance during August, September and October indicates an increase in absences of learners compared to the attendance register for the earlier part of the year. An example of the learner attendance register of the level three group for 15 April - 21 May is included in the appendices, (Appendix 9). The enormous increase of absences and attrition since July might be an indication that learners were exercising their right as adults, they left the programme when their
needs were not met. During observation the learner attendance of the two groups in the classroom varied between nought to seven learners in a group per meeting, with never more than 14 learners in both groups in the classroom. In contrast the register shows that 20 learners in the level three group alone, regularly attended Mrs. T's class during April and May. Only five learners were absent during the 17 meetings indicated on the register.

According to the centre's internal policy document (appendix 3) educators are not allowed to be late, or to "bunk" lessons, but "absenteeism" is allowed. In spite of this educators are frequently late for class and often absent. Mrs. M was absent on 7, 8, 10 and 13 October to visit another ABET-centre for observation. Neither the educators, nor her learners were informed beforehand and no alternative arrangement for her group was made. Mrs. R was frequently absent and Mrs. T was sometimes absent although she usually made arrangements for her learners.

Both educators and learners express dissatisfaction with the poor attendance of classes and it leads to conflict in the teaching and learning situation. “When Mrs. T complains about last night’s poor attendance learners explain that they did not come to class because it had been raining. An angry learner replies: ‘I came to class and the rain did not hurt me.’ Now she has to listen to a repetition of the previous night’s lesson and is clearly bored and frustrated. She feels she is wasting her time.”

6.8 Summary of findings

This is a summary of the findings that emerged from the "text" when I entered the world of teaching and learning in this ABET class. In the first instance it revealed teaching and learning processes in which the principles of adult teaching are not implemented. This is to a great extent due to the educators' lack of training. On the other hand the teachers' views of teaching and learning are major influences and inform the educators' pedagogical decisions. The result is authoritative educators, implementing classroom management, and a monologic approach that enhances
their teacher-centred approach to teaching and learning. Learners' needs are not assessed and their feelings of dissatisfaction and anger in this regard indicate that meeting their needs is vital for the success of this programme. Therefore adequate training, guidance and support of educators are of crucial importance for successful teaching and learning in this class. The importance of implementing adult principles of teaching in this context can not be over emphasized, because the current lack of respect, anger, frustration and learners' withdrawal into passivity is seriously impeding teaching and learning processes in this class.

To conclude, the community needs this centre, and the learners need well-trained educators who can ensure accountable, positive learning experiences. Therefore the approach to instruction, the curriculum and how it is learned, must be such that it will meet the adult learners' needs. Training, guidance and support of educators, and focussing on the many strenghts of educators and learners can achieve this.

Indeed, the experience and the knowledge gained from this “tapestry”, was worth the risk and effort.

7. CONCLUSION

7.1 Overview

The problems that an ABET-centre in Thaba Tshwane experienced provided the opportunity to use a specific class at the centre as a case study. The research literature indicated that the curriculum, how the program is structured, as well as how it is learned has a strong influence on persistance and attendance of adult learners. Therefore this study is focused on teaching and learning processes which are currently used in a specific class at the centre.

In the introductory discussion of this essay I referred to the “beautiful, strange, many layered” tapestry that is woven by every person in the class. In this study of a
specific ABET-classroom, the teaching and learning processes are fashioned by a complex set of conditions, ranging from the training of educators, the particularities of the setting, the chosen curricula, the social norms and values of the participants, to the way that the teachers and learners view and experience teaching and learning. The interaction of all these factors forms the tapestry of teaching and learning processes in this class as described in this research essay.

7.2 Internal validity and reliability of research

The procedures for data collection and data analysis presented in this research essay includes several elements that were aimed at increasing the reliability of the research findings.

In the first place I tried to clarify my own assumptions about adult basic education and training (Merriam, 1998:204) before and during data collection.

In order to leave a clear audit trail of the research, a detailed description of the research process and outcomes is included in my discussion of the research methodology (p.27- 33) to clarify the research process and to enhance reliability of the research effort.

Merriam (1998:204) explains that triangulation (using multiple methods, investigators, or sources) can be used to confirm emerging findings. To enhance validity and reliability in this study I used more than one method of data collection. The combination of observations, interviews and documents aimed at providing “various points of view and ways of knowing” (Maykut and Morehouse, 1994:146) increase the likelihood to understand the teaching and learning processes in this class.

In conclusion a “thick description” (Merriam 1998:29-30) presenting detail, emotion as well as the social relationships in this teaching and learning situation, aimed at
allowing the voices of individuals as well as the meanings of their interactions to be heard, and aimed at better understanding of the teaching and learning processes in this classroom (Denzin in Patton, 1990:430).

7.3 Final conclusion

In conclusion the tapestry woven in this class, revealed teaching and learning processes in which the principles of adult teaching are not implemented due to the educators' lack of training. The teachers' views of teaching and learning acted as frames that influenced and constrained their pedagogical decisions and resulted in authoritative classroom management, a monologic approach to teaching and passive learners whose needs were negated.

Therefore adequate training, guidance and support of educators are of crucial importance for successful teaching and learning in this class. Secondly, the importance of implementing adult principles of teaching in this context can not be over emphasized, but educators have to learn how to use them. To conclude, the community needs this centre, as was proven by the centre's initial growth, but to create confidence in the ability of ABET programmes to address literacy and to connect ABET with access to further education, it is essential to ensure positive and accountable learning experiences. Therefore the approach to instruction, the curriculum and how it is learned, must be such that it will meet the adult learners' needs.

Furthermore, this research invites additional study. For example: to what extent will a training program for the educators, that focus on principles of adult teaching, enhance teaching and learning processes in this class? Addressing this, and other questions will enrich our understanding of the nature of teaching and learning processes in ABET classes.
8. LIST OF REFERENCES


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APPENDIX 1: EXTRACT FROM INTERVIEW 1

Pseudonym for interviewee: Mrs. T
Name of the interviewer: Annemarie (A)
Date of interview: 8 October 1998
Time: 18:30 - 19:00
Setting: Annemarie's office

Mrs. T is an educator at the ABET centre at Thaba Tshwane. She has been an educator at this centre since April 1998. Mrs. T is the educator for the level 3 group.

A: Why do you think that learning is important for the learners?

T: It is important because these people they are, they are empty, they are empty in their minds...they don't have anything. So we as the teacher it is our work and our duty just try to just bring that to them so that they can able just to just see something to have knowledge about something be able to see just and to have knowledge.

A: Please describe your personal view of teaching.

T: My personal view...

A: I want to know what you think an educator should do, how and why.

T: OK...I'll try, because as a teacher you must be a good examplar first of all you must be a good examplar and show that the teacher to have got to know your work and you must have always be prepared what you are going to teach the learners and lead themselves to get something and benefit something from you because as a teacher you can't be able just to enter in class and just to, you must enable that the student can able to hear you for that time. So as the teacher you are able to get just to study them, how type of people they are because there are other students that they who cannot understand we the different and other students they are just there and you as a teacher just to try to to get , to get their personal view because other there just hear, they do not know what is happening. For instance, like for instance the literacy people, they just they are happy that they come to school. They don't know what are their objectives.

A: How do you know when the learners understand the work?

T: Yes, all type of the people can enable when you tell them something they can enable to grasp that thing and able just to tell you that that again, because we have learnt to teach one another. I can not able just to tell them. I don't know really whether
they understand or not, but it is my duty to see that whether they do understand that puts you, or that sets you through that lesson that day.

A: And if you teach, how will you know when they understand?

T: As a teacher you must try your level best to...you can not have only to use a textbook you must have also the teaching aids. Something, some just do something practical so that they can be able to see with their eyes because they cannot always do just learning without doing practicalities of the work. That will be in fault. And do that thing and feel that thing. So that they can be able to enjoy it. That's why sometimes you see the other students they say always... do think the subject is difficult, always difficult because we as the teachers we say to ourself we have problems we don't use the teaching aids, even the medias, only things just to able us to bring that thing to...to the people so that they can see it clearly.

By...by...by involving that the people be involved in the classroom. They must be just able to ask questions because involvement by asking them questions that they even just to ask them or write things so that they can be able to see that they do understand. And it is difficult with us because don't have materials, necessary materials.

A: Can you give me an example of teaching materials you would like to have or need?

T: We don't have medias... for instance the videos, just to see. The main thing is the video and then we don't have the video and then don't have in the room, like for instance, because they are still adults they don't have overhead projectors, we don't have the aids, for instance we always use the chalk and textbook. So this thing is going to be difficult even ourselves we think always we just bla-bla-bla, keep on telling peoples, talking, talking, talking talking. But they just just staring at you. Even themselves they just, they..they don't even teach us, someway somebody just out of the video...they don't know what I am talking about. Me now just looks just looks just tell yourself, but even myself I don't see that now. Someway, somewhere there is something goes wrong, because there is a lacking, there is a shortage of something. Something is lacking.

A: How much of your work in your classroom is prescribed by the department?

T: Pardon me please.

A: I'll try to explain. Do they tell you exactly what to teach- the content?

T: No. I just arrive here in April, this April just to assist. But I just asked about the management. Because what criteria are they using to guide the learners. So they
have said they don't have nothing. They don't have management, they're still forming the department of management team up to now this. I tried to go to the GDE to try and find something that they can help me to because it isn't, it is difficult to teach without a single...you just take a textbook and the A to Z of which is dangerous for you yourself.

A: So there is no prescribed content?

T: No, not even the content for the year, the procedure, the planning, they said just go to the library and something you can able.

A: How do you select the content?

T: I just choose something. Not a lot of books but without it I have just tried to take some videos but I just to take some other students at my home that see the video. They look at something they can bring.

A: Can you describe how assessment or evaluation is done?

T: Well I was looking to, I just tried to ...to find other centres because they have started with the independent examination form so I do borrow their past and previous their question papers and even I just ask them their content so that I can be able to see because I just see it is difficult for everything.

So I just try to borrow and see their studying how to cope, how do they do themselves. Because you just see you sit in the dark.
APPENDIX 2: FIELD OBSERVATION

FIELD OBSERVATION 2
TIME: 18:30 - 20.30
DATE: 3 September 1998
PLACE: AN ABET CLASS AT THABA TSHWANE

Tonight the S T doesn't show up and Mrs.R seems unprepared. She leaves the class without a word soon after my arrival. There are only five women in the level two class and in Mrs. T's class there are 7 learners.

Mrs. R returns, carrying a textbook. After studying the work on a page intently for a while, she announces that they will do adding in columns. She asks if they can still remember the positions of units, tens and hundreds in the columns and writes an example on the black board:
10 + 115 + 235
She writes the three numbers in the columns she has drawn on the black board and then starts to do the adding. She works from the left side, first adding the hundreds and then the tens.

OC - Now she cannot add the units, because it adds up to ten. She pauses, then she uses her finger to rub out the 5 of 235 and changes it to 234. She completes the unit column.

She starts with another example, once again from the left side, realizes her mistake and starts again from the right side. She doesn't explain any of the changes to the learners. When she does the next example, she seems surer of herself and explains the different steps while she writes.

OC- In the meantime Mrs. T's class is very quiet. They have to copy down 10 long sentences about useful insects.

OC- In the adjoining class, Mrs. M's class seems to have fun, they laugh and talk excitedly.

Mrs. R asks the learners to solve the next problem: 220 + 43 + 25.
OC- They are slow to respond and before they can complete it, a male learner arrives - almost an hour after the class should have started.

One of the women tries to complete the problem on the board. She doesn't seem to know what to do. She has written the first numbers correctly into the columns, but now she does not know how to continue. After standing shyly at the blackboard for a few minutes, she returns to her seat- defeated. Another woman tries. She talks to the other students in her mother tongue, smiles, but she is also unable to complete the problem. The male student indicates that he wants to try, but one of the women moves to the black board first. She is confident, works fast and complete the sum correctly.

The teacher doesn't respond, but starts to explain everything from the beginning again for the benefit of the male student who arrived late. She explains the problems fully, repeating all the steps, which she didn't do previously. Most of the women seem bored - they are watching Mrs. T's group. Not even the male student seems interested. He takes his books from his briefcase while Mrs.R is talking and starts to sort out some notes from a previous
class, responding with a "yes" now and then when Mrs. R prompts him with a "né" after she has explained a particular step. She repeats the same problem a few times, focusing only on the male student. She completes the problem on the blackboard. Then she looks in the textbook and writes the same problem on the board again. The students laugh and Mrs. R writes down a new problem: $8 + 211 + 500$. When she writes the numbers in the columns, she writes 501 instead of 500. When she realizes that she will have to carry over one ten from the units, she pauses, then without any explanation, she changes the 501 to 500 and completes the sum.

In the meantime Mrs. T has added the biological importance of insects to the work her learners must copy from the blackboard. 

**OCR- Her class is quiet, there was very little discussion. When they have finished, Mrs. T signs their books.**

The level two learners are given three problems to solve. Mrs. R asks two women to do the first two problems.

**OCR- The first woman still does not understand the different values of the numbers and cannot write it in the correct columns. She writes: $8 + 211 + 500$**

<table>
<thead>
<tr>
<th>H</th>
<th>T</th>
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<tbody>
<tr>
<td>2</td>
<td>8</td>
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<tr>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

She scratches her head, looks intently at her work on the board, asks her friend a question, but before she can answer, the woman gives up and returns to her seat. Mrs. R does not try to assist or encourage the learner.

**OCR- The other woman understands the tens and the hundreds, but doesn't understand the unit.**

Mrs. R tries to help her, but she repeatedly calls the 2 a 5 and her explanation only adds to the woman's confusion. She gives up and returns to her chair.

Mrs. R realizes what is wrong, laughs at her mistake, rubs the wrong numbers out with a tissue, and complete the problem, once again working from the left side.

She asks if the learners have any problems. The male student gets up and walks towards the board to show her what he doesn't understand. Mrs. R asks him to sit down and just explain his problem. He sits down but doesn't say anything. One of the women says: "Sure I have a problem. I don't understand." Mrs. R answers: "Lina, what is the problem? Three numbers, a hundred, né. Two numbers, a ten, né. One number a unit, né. So, what is the problem?" She rubs out the last problem she has done on the board and asks Lina to solve it. She works with one hand on her hip and quickly completes the problem - correctly. I suspect that she has remembered the correct answer, because when she is asked to do another problem, she has the same problems as before.

Mrs. T's students are not very interested in helpful insects. Two of them are paying more attention to the addition in columns. They have no books on their desks and don't participate at all. Mrs. T is giving all her attention to the male student sitting in the first row
of her class. They have a long discussion in their mother tongue and then they share a
good laugh. The rest of the group is not involved at all.

Mrs. R writes three problems on the board that her learners must copy down for homework.
She concludes her lesson: "So, thanks people for today and just once again: three numbers,
a hundred, two numbers, a ten and one number, a unit, né! Enjoy your weekend, see you
on Monday." She leaves the class to return the textbook she has borrowed.

Mrs. T says tonight's prayer in her own language. All the learners chorus: "Amen".
Afterwards they stay for a few minutes talking softly to each other. Two of the women ask
if I could give them a lift home. They walk more than two kilometers to come to class and
when they go home it is dark and the streets are deserted. Tonight it is also cold outside.
They are both domestic servants working in the suburb. They are elated when I agree and
thank me profusely.
## APPENDIX 3: ABET CLASSROOM

<table>
<thead>
<tr>
<th>BLACK BOARD</th>
<th>CUPBOARD</th>
</tr>
</thead>
</table>
| **Mrs R's Class**  
Level 2 | **Mrs T's Class**  
Level 3 |

| ABET poster | ABET poster | ABET poster | ABET poster | Map |
APPENDIX 4: SIZANANI ADULT LEARNING POLICY

SIZANANI ADULT LEARNING POLICY

INTRODUCTION

Noting that each school community has the right to education and that each school community has a right to a specific ethos. Further noting that the ethos of school originates in a school community on grounds of certain commonalities.

Believing that the ethos is determined by the character of the school, its underlying system of values and cultures, its particular learning and educational approach, its code of conduct, language.

Therefore resolves that all stakeholders in a school must be conversant with the school rules and regulations, so as to abide by them. This will ensure that the culture of learning and teaching is restored in our schools.

COURTESY

- Every person is entitled to dignified and respectful treatment.
- Learners are expected to respect each other and educators.
- Learners shall obey instructions issued by a member of staff or any other person who is involved.
- Learners shall at all times treat each other with respect as well as the educators instruct them.
- Strangers seen entering the centre must be reported to the educators.
- Learners will be cheerfully helpful at all times eg when the educators ask you to take part in any activity or work you have to do it.

ROUTINE PROCEDURE

- Learners shall pray every day before they start lessons.
- Learners shall do their homework when they are asked to
- Learners shall do their school work or read when the educator is busy with something else.
PLANNING

VISION
- To reach all the disadvantaged communities.
- To improve the economic imbalance uplifted.
- To improve self worthiness of human dignity eg self confidence/redress the imbalance of the past.
- Skill's development.
- Alleviate crime and poverty.

MISSION
Our mission is to restore the culture of learning and teaching and to provide education as a basic human right of every pupil enrolled at a school of a high standard.

To involve the employees of the learners enrolled at the school to a greater extend by allowing them to contribute in the education of their employers.

As an under-resourced school to match and surpass the standard of the adult schools which are well resourced. To help our learners to make a meaningful contribution to the society.

GOALS
- To train and develop community.
- To ensure that the Code of Conduct is implemented.
- To achieve the recognition for the skills, knowledge and work experience of educators National Qualification Framework (NQF).
- To implement the Curriculum 2005.
- Application of sound management practice.
CODE OF CONDUCT FOR EDUCATORS

- The responsibility of an educator is to teach.
- The educator will be loyal to his or her colleagues and the school.
- Educators will respect each other as individuals.
- They will show consideration for each other.
- Educators will respect each colleague human dignity at all times as well as learners.
- Educators will refrain from negative criticism of colleagues.
- They will contribute actively to the building of a healthy staff spirit.
- They will accept responsibilities as members of a noble profession.
- They will contribute to the dignity and image of the teaching profession.
- No late coming will be allowed for educators.
- No educators will bunk lessons.
- Absenteeism will be allowed to educators.
- Educators must take part in any school activity.
- Educators shall fundraise for the school to the best of their abilities, but it should be known by the supervising teacher and the District.

ADMISSION POLICY

- The school will operate within the framework and regulations of the Gauteng Department of Education.
- The school will admit learners and serve their education requirements without unfairly discriminating in any way.

FINANCE

- When learners are accepted at the school it is understood that he or she will be responsible for paying fees.
- Fees which are determined annually by the ABET Management Team are therefore compulsory.
# APPENDIX 5: INTERVIEW AND PLACEMENT FORM

## LEARNERS INFORMATION FORM

<table>
<thead>
<tr>
<th>Date of registration at learning centre</th>
<th>Class allocation</th>
</tr>
</thead>
</table>

### A. PERSONAL PARTICULARS

1. **First name** | **Surname** |
2. **I.D. Number** | **Female** | **Male** |
3. **Marital status** |

### 4. Home language (X where applicable) or indicate if not provided

- Xhosa
- Zulu
- N.Sotho
- S.Sotho
- Tswana
- Tsonga
- Venda
- Swazi
- Ndebele

### 5. Mode of transport to class | Cost per month

### 6. Support for learner's literacy commitment

<table>
<thead>
<tr>
<th>6.1 Family</th>
<th>Yes</th>
<th>No</th>
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<th>6.2 Employers</th>
<th>Yes</th>
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<td>Comments</td>
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### 7. Home address or name, address and telephone number of nearest place of contact, e.g. Post Office, trading store, school

- **Name** :
- **Address** :
- **Telephone no.** :

### 8. Any additional contact person's name, address and telephone number

- **Name** :
- **Address** :
- **Telephone no.** :
### B. EMPLOYMENT PARTICULARS

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<thead>
<tr>
<th></th>
<th>Occupation</th>
<th>Employed since</th>
<th>Working hours</th>
<th>Name of union</th>
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5. Name of employer
   
   Address
   
   Telephone number

6. Name of manager / supervisor / shop steward / person you report to
   
   Telephone number

7. Name of friend / colleague / contact at work
   
   Telephone number

### C. LEARNER’S FAMILY PARTICULARS

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<th>Names of children</th>
<th>School</th>
<th>Standard</th>
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</table>
3. Parents’ names (if applicable)
   Father
   Mother

4. Names of brothers / sisters / and other close relatives

D. PARTICULARS OF PREVIOUS SCHOOL OR ADULT EDUCATION CENTRE

1. Name and address of last school / centre
   Telephone number

2. Final standard passed
   Date
   Never attended school

E. PRESENT LEARNING/CLASS PARTICULARS

1. Name of teacher

2. Name of class

3. Name of literacy course

4. Length of literacy course (hours)

5. Starting and ending time of lessons

6. Number of lessons per week

7. Days on which class takes place

8. Date of first lesson

9. Venue of classes
Dear Mom,

I hope you are well and happy.

I am so happy to see you today because something I do not understand in this level.

Please can you check on book please.

Anna
APPENDIX 7: ELP WORKBOOK

Fill in Forms

A Communications Workbook for Adult Literacy Students

ENGLISH LITERACY PROJECT
Fill in Forms

by

Karen Deetlefs

The ELP English Literacy Course for Adults
Contents

Introduction 1

Chapter 1: Questions about Your Name 4

Chapter 2: Questions about Your Sex 12

Chapter 3: Questions about Your Birth 20

Chapter 4: Questions about Your Address 26

Chapter 5: Other Things to Fill In 32

Chapter 6: Your Signature 38

Chapter 7: Practice with Real Forms 44

Chapter 8: Coping with Filling in Forms 47

Test 53

Teachers' Notes 56

Student Report 59
To the teacher...

This workbook is for people who are beginning to learn English. It fits into ABE Level 2.

It aims to teach the basics of filling in forms.

The purpose of this workbook is to look only at the most common questions you find on forms.

These are questions about:
- your name
- where you live and work
- your identity number
- if you are married or not
- where and when you were born
- the date
- your signature.

Learners will practise writing these things in this book.

They will also talk about how to cope with real forms in the form filling situation. Each learner should have their own workbook so that they can
1) do homework on their own
2) catch up lessons that they missed
3) have a sense of direction for their learning.

We suggest that learners work through the book in about 20 hours. Many of the exercises can be given as homework.

Choose the chapters and exercises that are most suitable for your learners. Let higher level learners work through the easy reading passages and exercises quickly. Then they can concentrate on the chapters they find challenging.

Slower learners should work through the easier exercises with you. Then you can read aloud the difficult passages and exercises to them. They can listen and discuss them.

At the end of the book there is a short Test to check how much people have learnt. If learners pass the test you can fill in the Student Report to show they have successfully completed this workbook.

You will also find Teachers' Notes at the end of the book. These will give you an idea of different teaching techniques you can use.

When you have finished this workbook, please evaluate it with your learners and decide together which book you want to do next.

Good luck with your teaching!
We hope you enjoy this workbook.
Read

APPLICATION FORM

Surname: Gumede

Forename(s): Zono Johannes

First name(s): Zono Johannes

Christian name(s): Zono Johannes

Surname: Gumede

Surname: Gumede

Discuss
How do forms ask you for your name?
What does forename mean?
What does Christian name mean?
How many first names has Zono got?
What are they?
What does full name mean?

Make Flashcards

Surname
Forename(s)
Full name
First name(s)
Christian name
Dear Sibongile,

I hope you are well and happy.

Grandfather arrived home last Sunday on the bus. As soon he got off he shouted 'Welcome to Lesotho is fun' because I am the one who must say that. We had a big party to welcome him.

When you come to visit me, please write soon and tell me.

The end, my loving sister

Aniah

address

university

University of Johannesburg
Who is this
This is Siphe.
Siphe is a boy.
What is Siphe doing?
He is sitting by the fire.
It is not cold.
The fire is warm.
The boy is warm.
This boy is Siphe.

<table>
<thead>
<tr>
<th>Single</th>
<th>Plural</th>
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<tbody>
<tr>
<td>Child</td>
<td>Children</td>
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<tr>
<td>Wife</td>
<td>Wives</td>
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<tr>
<td>Puppy</td>
<td>Puppies</td>
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<td>Mouse</td>
<td>Mice</td>
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<td>Ox</td>
<td>Oxen</td>
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<tr>
<td>Calf</td>
<td>Calves</td>
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<tr>
<td>Person</td>
<td>People</td>
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<tr>
<td>Man</td>
<td>Men</td>
</tr>
<tr>
<td>Woman</td>
<td>Women</td>
</tr>
<tr>
<td>Girl</td>
<td>Girls</td>
</tr>
</tbody>
</table>
To fill in form is to look only the most common question you find on form.

Your Name
Where you live and work. Address
Your Identity number ID
If you are married or not
The date
Your Signature.

This girl is my enemy
This box is empty
All the entrance is close
All the chair is equal except the table
Are you enough with your food
The engine of my car is new

Apple money
gill
baby nose
house
Cup onion Jersey
dog people kick
eye remain Little
fish black mother
gate car net
tump door over
key egg Peache
lekker food
Solve the numbers in bracket.

1. \( \left( 20 - 2 \right) - 2 \)
   
   \( 18 - 2 \)
   
   \( = 16 \)

2. \( \left( 10 - 3 \right) + 3 \)
   
   \( 7 + 3 \)
   
   \( = 10 \)

3. \( \left( 11 + 11 \right) - 2 \)
   
   \( 22 - 2 \)
   
   \( = 20 \)

4. \( \left( 9 + 2 \right) + 4 \)
   
   \( 11 + 4 \)
   
   \( = 15 \)

5. \( 3 \left( 6 - 6 \right) + 3 \)
   
   \( 0 + 3 \)
   
   \( = 3 \)
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