

**AN INVESTIGATION INTO:
THE ROLE OF LANGUAGE IN THE TEACHING AND
LEARNING OF HISTORY**

By

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The Abstract –The Role of Language in the Learning and Teaching of History

... there is a danger that written work in history becomes simply transactional, in response to questions, rather than a vehicle for the development of thinking about people in the past... (Husbands, 1996, p.6)

The premise of the research is that learning is enhanced by explicitly teaching pupils how to use specific vocabulary and structures of language which reflect patterns of thinking related to learning history. Hence this research focuses on exploring scaffolding strategies to enhance pupils' understanding of the analytical nature of history and to move them away from recounting information towards more discursive and critical writing (See Case Studies).

The early chapters explore how my working context led me to this research: this includes, the context in which I worked and the language and learning theories which informed my work. They also explain the reasons why Action Research was the most appropriate method. Chapter 4, 'The Preface' describes the processes of learning pupils were guided through, and the 'Case Studies' provide concrete examples of the hierarchy of activities and an examination of the resulting pupils' texts. They also demonstrate the Action Research cycle. The final chapter defends the thesis as the lived experience of a teacher who attempted to make a difference.. The Appendices 1-5 give further examples of pupil's texts relating to most of the case studies and Appendix 6 provides some evidence to support the final chapter.

The 'data'/material on which this thesis is based was collected by 2000, hence documents, books, reports referred to have largely been pre 2000.

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Chapter 1. Research -A journey

This chapter aims to put this research in a context. The two sections delineate the context; the first describes how my work with teachers and the classroom triggered off the research and the second, the method of research.

Section 1 – Towards a focus for research.

Daniels (2002, pp 69-96) describes the nature of research as intertextuality:

...we interpret a text, or situation, in part by connecting it to other texts and situations which our ... individual history, has made us see as relevant to the meaning of the present one (Daniels, 2001, p.74).

The dialectic process weaves together the various threads of my experience in classrooms with pupils and teachers and the theories which inform and illuminate them into the fabric of my research thus reflecting the function of intertextuality in creating meaning.

The evolution of the issues at the centre of the research.

Central to my research is a dialectic between theories of language and history teaching and learning, In my work I became more and more aware that classroom practice needs to weave knowledge (content) the language in which the knowledge is recorded, the mental operations required to access the knowledge, the language which facilitates these mental operations and the language and textual structures required to express learning.. Such a theory of language I believe is now being explored in the classroom and does not wholly addressed by the language theories which have been documented in the literature which form the bases of this research.

I started teaching English as a second language (ESL) in 1983. From 1983 till I retired, I worked in a variety of capacities, as a language support teacher, in middle management and as an advisory teacher for projects funded by Section 11 of the Local Government Act. The purpose of the fund was to raise the achievement of ethnic minority pupils.

In the 1960s pupils beginning to learn English were withdrawn from the mainstream classroom to be taught English. The rationale behind this was that once pupils had achieved a level of communicative competence in English they were ready for the mainstream classroom. This did not always follow since the language taught in withdrawal classes was often unrelated to the mainstream curriculum. As a result many of these pupils were found in disproportionate numbers in the remedial streams of secondary schools.

Meanwhile the *Bullock Report* was published encapsulating the research into language and learning which had gone on through the 1970s by Barnes, Britton and others. The report, entitled *A Language for Life* stated; ‘All teachers are language teachers.... It is clear that the children need linguistic help right across the curriculum and that here the language specialist’s task...merges with that of the subject specialist. ...’ (*Bullock Report*, 1979, pp.20.12). This indicated that if ‘ESL’ pupils were to succeed academically language teaching needed to be integrated into the mainstream classroom.

A group called, ‘The Second Language Learners and the Mainstream Curriculum Group’, made up of teachers in London, was set up in 1980 under the aegis of the School Council. They collected documentation which would support the case for providing full access to

mainstream education for all pupils in the process of learning English. Their findings were instrumental in persuading the Department of Education's Committee of Enquiry into the Education of Children from Ethnic Minorities groups (The Swann Committee) to recommend that there should be, 'a move away from E2L provision being made on a withdrawal basis... (*The Swan Report*, DES, 1985, p.392)

The *Swann Report*, was published in 1985, reflecting both the principles of the *Bullock Report* and the new understanding of the nature of language advocated by researchers... The classroom was recognised as a language rich environment with the potential for language development and the language support teacher was moved into the mainstream classroom. This did not automatically improve the situation for the bilingual learner. There was no coherent policy relating to setting up and administering a support structure for achieving partnership between the language development teacher and the mainstream teacher, nor was there any systematic training of either to facilitate an effective transition into the mainstream classroom. The timetable did not facilitate collaborative planning between the language teacher and the subject teacher to systematically link language development with subject knowledge development. Interested and committed teachers planned as best as they could, at snatched moments walking along the corridor to the classroom, during non- contact periods, after school hours. This adhoc planning became more difficult with the introduction of the national curriculum although ironically, organisation and communication of knowledge and the needs of English as an Additional Language (EAL) and pupils with learning needs was highlighted in the curriculum. OFSTED inspectors were required to look for evidence of the implementation of such

policies in the classroom. In some schools it could be argued cynically, the language support teacher was in certain cases required to put on a show with the subject teacher during OFSTED inspection. It was against this background that I began my research.

The current label, EAL, recognises that these pupils' needs changed, as many achieved oral proficiency but continued to have problems with the formal language of school subjects. Working in history classrooms I observed that not just pupils with EAL, but many other pupils found the language demands of school subjects hard to meet. Hence even today the slogan of the *Bullock Report* 'All teachers are language teachers' (1979) is relevant. I also observed that in the history classrooms I worked in, the focus was on answering comprehensive questions and writing imaginary accounts, but the key questions around which history text books post the national curriculum were constructed were neglected. I became aware that the majority of pupils saw reading in terms of beginning at the beginning and going on to the end, recursive reading for learning did not occur. I also found that GCSE students were given a number of questions forming a kind of scaffold, which when removed left behind a structured coherent essay. Clearly pupils needed to experience writing exposition before or on entering secondary school. My chapter in *History Teaching* (Curtis and Bardwell, 1994) is an account of strategies I used in a couple of history classrooms to help pupils address the key questions. At this time I became interested in Vygotsky's theories of language and thought. I began to explore the notion of genre and how each genre represented patterns of thought.

I started the research while I was placed in a large comprehensive school with over 30%

students with EAL. The case studies are based on work I did there. I retired in 2002, that and the changes in my personal life led to breaks in the research and in writing it up

The next section of this chapter is on methodology and describes how the constraints and exigencies of my role in the school led me in search of an appropriate method of research

Section 2. Method of Research

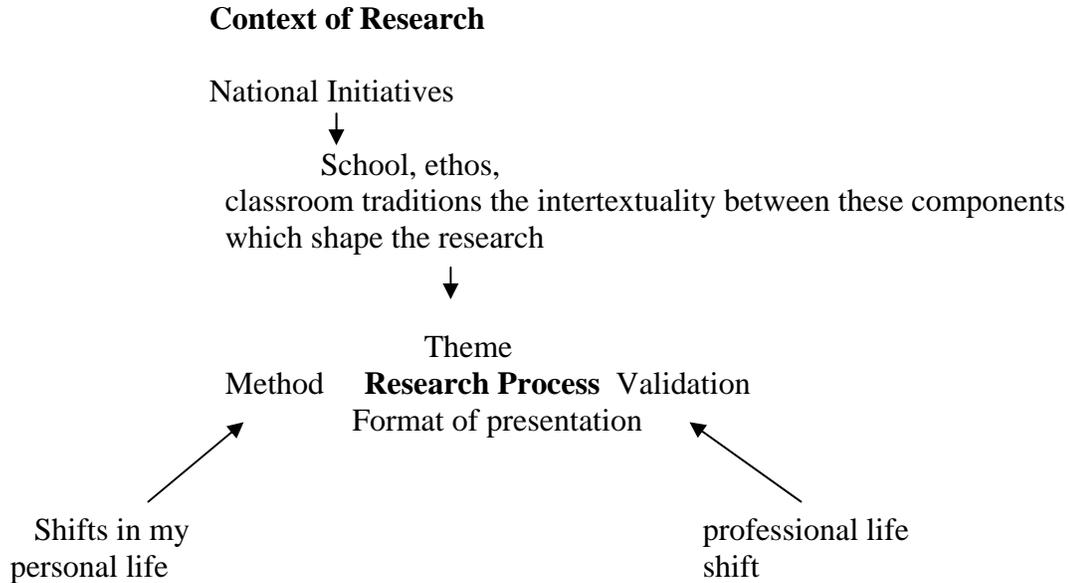
‘Methods of research must be appropriate to the aims of inquiry’ (Kincheloe, 1991, p.145).

After a couple of years of trialing different approaches to linking language and learning in teaching in the classroom in different schools, with different groups of pupils, I decided to carry out systematic research to validate my hypothesis that the scaffolding which makes up the sequence of a lesson could improve pupils’ expository writing. Initially I intended to use the ‘Hypothesis-deductive method’ (Carr and Kemmis 1986, p.117). This method required a control group against which to measure the validity of my hypothesis.

According to the positivist paradigm, if the consequences expressed by the hypothesis did not occur, the hypothesis would be rejected as untrue. I then believed that the problem pupils had with extended writing, was a ‘blockage’ ‘which could be overcome through the improvement of technology’ (Ibid, p.117). Since such a method required me to change the way a language support teacher was deemed to work in the school, I could not adopt it for my research. To use the positivist paradigm would need control to manage the research. A language support teacher was placed in a range of classes and working with several teachers so there was a lack of consistency.

When I heard a lecture by Christine O’Hanlon on action research it became clear to me that this method was more appropriate to my situation Vygotsky (see chapter 4) and Daniels point to the significance of context in any investigation: Daniels suggests that there is a need to move away from, ‘The research practice of experimentation in artificial situations’ (Daniels, 2001, p.7). This was because it highlighted the importance of research

taking place in a ‘natural context’ and that the context was important in shaping the action research. The following diagram expresses the importance of context on research:



A detailed account of the dialectic between the above components goes beyond the constraints of this research; however the effect of the context is referred to at salient points. For example, incipient to this research was my frustration with the marginal role imposed on the language support teacher and my desire to be effective in the classroom. Hence the research is within the framework of my role as a language support teacher and constituent to its purpose is the aim to authenticate and validate my work to raise pupils’ achievement. My work was primarily in secondary schools with history teachers. In order for me to work effectively to support pupils’ language development, I had to find ways of being more proactive in the classroom. The following quote in Daniels succinctly describes my situation as a researcher:

the notion that actors achieve their goals through decisions among alternatives courses of action, choosing those means that have promise of being successful in the given situation and applying them in a suitable manner (Daniels, 2001, p.79).

What were the choices open to me that ‘have promise of being successful’? I was time-tabled to support pupils’ language development in a variety of lessons with a variety of teachers. Since often a teacher exposition dominated the lesson, I frequently found myself superfluous. It became essential that I negotiate a more proactive role in the classroom (see Chapter 4). My objective was to use history as an interface for language development: this required me to establish credibility as a teacher and as someone who has the relevant knowledge to raise pupils’ achievement. My teaching has always involved a reflective and developmental approach hence the action research cycle as described in Carr and Kemmis (1986, p.193 ff) clearly was the right path for me.

Action Research is an emergent methodology hence the literature which has evolved around it is prolific. The theory of Action Research draws on a wide field of theoretical backgrounds including critical theory, modernism and post modernism; this has given rise to different schools of action research and debates between them which has result in a plethora of literature. As a result action researchers face practical as well as organizational challenge. Another huge challenge relates to data analysis. This thesis describes the ways in which I attempted to deal with these challenges.

One way I dealt with the challenge was to focus on those writers who have provided a clearer structure for action research rather than unravel the debates around action research. One writer was Kincheloe ((Kincheloe, 1991, p.145). A weighty exposition on action research I looked at was *New Directions in Action Research* (Ed Ortrum Zuber-Skerritt, 1996) edited by Skerrit. It included chapters by prominent action researchers who have

critically reflected on their theory and practice. (Ibid, 1996). Having read some of these chapters I found that my thesis reflects the post modern views of research as empowering and emancipating the researcher, embedded in such research is the notion of progressive problem solving. (Skerrit, AR, 1996, p.166). These concepts are also addressed in *Becoming Critical* by Carr and Kemmis. Their description of ‘process’ reflects my endeavours:

...at times the research will only be a restless inquiring attitude about teaching and curriculum at other times, a particular domain of strategic action will be selected for more sustained systematic enquiry ...In this area action taken will be regarded as tentative or experimental ...and the situation in which the action takes place will be examined to see how it creates and constrains the potential of the chosen strategy ... (Ibid, p.43)

The domain I selected as problematic was pupils’ extended writing and the actions I presented in the case studies describe the scaffolding strategies used, while the examination of pupils’ written texts indicate the extent to which, ‘the situation in which the action takes place’, ‘creates and constrains the potential of the chosen strategy.’ Thus, ‘Knowledge about education turns out to be bound to particular action contexts.’ (Ibid, p.43).

What is knowledge has been debated by various schools of action researchers. I have used some of the ideas which have emerged from this debate to validate the process and outcomes of this research as ‘knowledge. The final chapter summarises how knowledge/theory emerges from the dialectic between theory and practice in the action research procedure in. This dialectic is built into the action research cycle the chief ingredients of which are planning, critical analysis/reflection which is fed into future

planning (Zuber-Skerrit, 1996, p.3).

It became clearer to me that my aim was not to reject or confirm my hypothesis or come up with an 'objective truth' or a 'general law' but to strive to improve the situation I worked in. The critical analysis, explanations and descriptions embedded in the action research cycle of action, evaluation, adjustments and further action becomes part of the 'transformative process rather than sufficient ends in themselves' (Ibid, 1991, p 156) Thus experience spawns knowledge.

Such critical action research has been described as praxis - i.e. the interaction of theory and practice, resulting in informed practice, growing awareness and understanding resulting in improvement in practice. The dialectic (interaction) between theory and practice is implicit in the guidelines suggested by Kincheloe (Kincheloe, 1991, pp.108- 110). I have numbered and highlighted each of his guidelines showing how they relate to my research

1. **'Creating a tentative system of meaning'**: the gathering of pertinent theoretical information on the subject of the research constitutes constructing a 'source of authority' to guide research. Theory not only feeds into practice but also illuminates practice in that it helps one discover gaps in practice and understand the forces which shape it, hence included in this thesis is a review of my history as a language development teacher and an exploration of the 'forces which have shaped the self', viz my career and work in the classroom and current theories and policies which impacted on it. Such an exploration thus becomes part of the action research cycle .It is also a 'prerequisite for the formulation of more effective method of research' appropriate to the purpose and context of research.

(Kincheloe, 1991, p.29). Hence Action Research empowers the practitioner because it enables her/him to, 'reconceptualise what form research might take or how it might be connected to their lives as practitioners' (Kincheloe, 1991 p.32) and emancipates the researcher from the objectification and demand of measurable outcomes of empirical research. It also relates closely to my purpose of establishing my credibility through developing, '... understanding of the conditions which shape, limit and determine action so that these constraints can be taken into account.'(Carr & Kemmiss, 1986, p.152).

2. **'Understanding dominant research methods and their effects'**: Action Research has been criticised as resulting in conclusions which are subjective and so not valid. My exploration of theories about action research showed me that it was a more valid method of research into educational matters than empirical research involving 'context stripped' experiments and an emphasis on measurable outcomes and the production of 'truth' and 'fact' (see for example Ibid, p.70, 75-76). Action Research highlights the fact that:

The subject material of educational research, humans, 'possess a special complexity... this complexity precludes the possibility of research neatness desired by physical scientists.' (Ibid, 1991, p.71)

In studying social context there are unobservable human feelings and thoughts which affect the research. In addition the subjects of such research, human beings, are complex by nature and constantly in a state of change. This makes the context of such research impossible to replicate Thus Kincheloe's survey of research suggested that empirical research in controlled situations do not necessarily provide adequate understanding of human learning and conceptual development in specific contexts (Ibid, pp.71-79). Hence,

Critical social researchers will choose strategies of inquiry which recognise the ambiguity of the human condition, the nature of knowledge, the importance of context, the fact that the outcomes of the enquiry may not be quantifiable or replicated. (Ibid, p.72)

All research findings then are context bound, subjective and normative. As Kincheloe states, 'Like reality itself schools and classrooms are complex webs of interaction, codes and signifiers in which both teachers and students are interlaced' (Ibid, p.120).

I chose this method because it takes account of the complexity of the classroom and acknowledges the value of a long term cycle of 'observation of behavior in natural settings'. 'Qualitative, naturalistic researchers realise that the space between teaching and learning outcomes is shaped by a cornucopia of variables...' (Ibid, p.101) and this complex dialectic can only lead to tentative conclusions and is developmental and progressive

3. **Focus of research:** In selecting what to study I had to narrow the focus of my research from looking at 'whole language' development through the teaching of history, to looking at pupils' written texts as evidence of learning. This led me to study the genre linguists and explore strategies for developing pupils' ability to write in a variety of genre.

4. '**Acquiring a variety of research strategies**': my research includes a variety of flexible research strategies. It reflects the constant dialectic between theory and practice, resulting in redrafting of the chapters as theory illuminated practice and practice illuminated theory. The method reflects the action research cycle in the interaction between theory and classroom practice. The emphasis of action research is on educational, professional, organizational development rather than testing a hypothesis although that is part of it.

Rigour is build into the process of:

1. *strategic planning*;

2. *action i.e* implementing the plan
3. *observation*, evaluation and self evaluation
4. critical and self critical *reflection* on 1-3 and making decisions for the next cycle of action research, i.e. revising the plan, followed by action, observation and reflection, etc. (Zuber-Skerrit,1996,p.3)

Clearly there needs to be criteria for evaluation and critical analysis to establish rigour.

This criteria has to be appropriate to the subject of research. I have explored Vygotsky's levels of conceptual development to re analyse pupils' texts as indicators for the valuation of the scaffolding used. In order to give the action research process validity various checks are recommended, the main ones involving pupils (the client) and colleagues in the process of evaluation. (See final chapter for shortcoming of this research). Interpretation of the 'action' became a tool of research contributing to its validity.

5. 'Making sense of Information'

In this research the data I focused on was 'pupils' texts'. The process I used for making sense of the 'data' of the research echoes Kincheloe's notion of the three levels of thinking. Level one is the 'analysis' of the data, namely pupils' text, level two involves reflection on the strategies and the classroom context and their impact on the pupils' written performance. This leads on to level 3 which draws on notions of 'critical constructivism' (Kinchloe, 1991,p.123) 'Critical constructivism' draws on one's knowledge and critical sense to understand the significance of the information gained from cognizance of the interactions within the complex context of the classroom context taken. Inherent in this level is the realisation that the explanations/conclusions arrived at, are tentative and knowledge is progressive. At this level of thinking there is growing awareness of the

... various facets of a students' or a teacher's nature, of every individual's background of every context, and of all the interrelationships and combinations of

these factors... may be the key elements in helping explain what is going on in a classroom.(Ibid, p.131)

The value of the research lies in two important areas, first, its approach to knowledge as progressive, secondly, the growing awareness and better understanding of complex relationships. It emancipates both the researcher and researched from simplistic cause and effect type of research in 'laboratory' like contexts. At this level of critical awareness, the teacher researcher begins to reflect on their impact as constituent in the research.

: I have also found that the very process of writing up this research which involved discussions with my tutor and redrafting in the light of new understanding arrived at through reflection and critical evaluation is a vital part of the action research method.

6. 'Gaining awareness of the tacit theories and assumptions which guide practice:

This to some extent echoes 'creating a tentative system of meaning' through constructing a 'source of authority': 'Teachers as researchers gain the skill to ...question their own assumptions and to understand contextually their own situation' (Ibid, p.18).

Kincheloe describes 'self reflection' as the basis of critical social science. Reflection involves 'bringing to consciousness the process by which ones perspectives were formed' (Ibid p.18ff). Thus action research methodology views retrospective reflection (my account of the move towards the issues of this research) in terms of the 'lived experience'.

The forces which 'construct ones consciousness', I believe, lie in the dialectic between theory and practice which is played out in classroom practice through the processes

involved in the action research cycle. This process requires a constant search for links and connections between the two.

The purpose of 'action' is to address the concern which triggers off the research. The word 'action' points to the integral role of activity in the process. It is beyond this research to cite the complex differences between the different models of activity theory and action research methods. Here I have chosen to refer to Egestrom's Model described by Daniels (2001, p.92) as both relevant to the recursive notion of action research as well as the reflective processes. Central to this theory is the notion of a hierarchy of activities which are goal directed: this is reflected in the lesson sequence around which the case studies are constructed.

Emancipatory action research is a self critical enquiry into problems related to one's own practice. The word 'research' connotes an exploration, a re-search for explanations of why things do not work out, to discover what works and why and under what circumstances.

This pattern of re-search might be defined as; the study of a social situation: 'with a view to improving the quality of action within it...(the) total process (see above)- provides the necessary link between evaluation and professional development (Elliot, 1982, pii, p.1).

Thus the focus of such research is on practice as a form of critical 'reflection' by the 'practioner' giving her/him the power 'to generate and control their own process of change' and a 'conscious development of understanding that leads to an enhanced practice' (MacNiff, 1993, p.37).

The processes I have adopted are reflected in those set out by Jack Whitehead and quoted by Jean McNiffin in *Teaching as Learning, an Action Research Approach* (1993, p.7) (This

ties into the stages of the action research cycle described by Zuber- Skerritt shown in the brackets.) .

1. I identify a problem when my educational values are denied in practice
2. I imagine a solution (strategic planning)
3. I implement the solution (action)
4. I modify my ideas and my practice in the light of the evaluation. (Observation, evaluation, revision ...)

Identifying the problem is followed by a period of reflection and study of theories resulting in the action research cycle in order to address the problem. The ‘values denied’ exist in the conflict in the classroom between the teacher’s objectives to cover content and teach to the level pupils display and my objectives to move pupils towards expository writing in order to enable conceptual development. The ‘solution imagined’ was the hierarchy of activities which formed the lesson. The many trials reflect the process of modifying ideas and practice in the light of evaluation, thus implicit in improving practice is the critique of practice

Value of Action Research.

What is the value of such subjective research which is context specific and that can only arrive at tentative conclusions? The criteria of evaluating the reliability of my research is drawn from Kincheloe (1991) and Carr and Kemmis (1986). Kincheloe states the, ‘...in-ability of a research orientation to produce infallible research outcomes is not a mark

of failure; it reflects the inherent properties ... of the complex reality' (Kincheloe,1991, p.131) Kincheloe's concept of 'trustworthiness' rather than the notion of 'validity' is more suitable to evaluate my research. The following attributes are identified as criteria to examine the trustworthiness of research (Kincheloe, 1991, 136):

1. Kincheloe specifies two attributes as relating to trustworthiness, one, 'credibility of portrayals of constructed realities' and two, the participants in the research sharing their 'judgments'. He continues, ' There is no absolute ...we award credibility only when the constructions are plausible to those who constructed them.' (Ibid, p136). Hence, theory constructed through qualitative action research, is a critical narration of the researcher's direct experience of a particular context. Action research which is embedded in experience and carried forward through reflection and analysis is authenticated by the fact it is 'lived experience'. The researcher has stepped back and examined the process, content and outcomes of the action cycle and thus gained 'reflexive awareness' which is reflected in the 'portrayal of constructed realities'.

The second attribute of research which contributes to trustworthiness is when the researcher and researched share observations of the action. There may be disagreements about the 'construction' because the context can be viewed from 'multiple perspectives which are constructions of the human mind' (Ibid, p.136). Negotiation between the participants is therefore required to arrive at a trustworthy narrative of the outcome of the research. This requirement has raised two important questions: 'how do groups of participants reach agreement on a particular theoretical perspective from which to discuss their data? How does the action researcher interrogate the data in the reflection stage?'

however, '...many of these theoretical perspectives have not been adequately explored' (Jennings, Leonie E and Graham, Anne P, 1996). In this research the answer to these questions had to be looked for in the situation I found myself in.

In my case, sharing of observations with teachers informally in conversations and formally through leading INSET, pupils' response reflected in their work, as well as evaluation forms for pupils and teachers to fill in, contribute to the discourse (see final chapter). The emphasis on collaborative teamwork as essential in validating the research can pose a problem for researchers like me however the view of action research as lived experience (Winter, R, 1989) is a validating factor. In this research I focus on pupils' texts for analysis which form a tangible evidence for reflecting on practice. . In addition a framework of analysis of the texts is taken from Vygotsky whose theories forge links between language and conceptual development.

2 A criticism leveled at the action research method is that it is context specific and therefore doesn't arrive at generalizations applicable to other contexts. Action research challenges the notion of generalised truth/reality. Since each teaching trial is carried out in a unique context, the outcomes/insights arrived at in that context when transferred to another needs to be adjusted to be appropriate.

The cycle of action research requiring constant reviewing and modification sharpens the teacher's observation skills, refines criteria on which evaluation is based and transforms consciousness of the relationship between teaching and learning. Such insight contributes

to teacher's experiential knowledge of teaching. Diversity of contexts is an asset because through the comparisons of various teaching contexts we begin to understand their similarities and differences. This experience enables the teacher researcher make predictions when faced by new contexts- this is the process of anticipatory accommodation.

In addition the articles published in *History Teaching* long after the time period of this thesis cited in the following chapter (Chapman A (2003), Scott. A (2006) and Evans, J, Pate, G (2007) show that the issues I diagnosed and worked on are being explored by other teachers. It is hoped that the number of studies being carried out on similar topics resulting in a description of their evaluation of the outcomes of a specific course of action will accumulate in order to set up a bank of accessible knowledge feeding into an illuminated theory of the links between theory and practice and more specifically between classroom practice and learning.

3. Kincheloe points out that a long period of interaction with the subjects of research brings into operation our intuition (through the transformation of consciousness) as a way of knowing and understanding what is happening. Such knowledge becomes the basis for improving practice

What then is the end product of my research? Briefly at this point I intend my research to show as Carr and Kemmis have premised that not all educational problems are technical in character but tend to arise in the complex context of the school or classroom (Carr and

Kemmis, 1986, pp 129-152). A critical examination of the dialectic between educational theory and practice acted out in the classroom, enables teachers to understand the meanings which inform their practice and identify problems and so engage in exploring solutions to them.

At a time when there are so many contradictions in the descriptions of good practice in education, it is vital that teachers as a profession relate theory to action and reflect on what works, where, when and for whom and why. In my position it was even more essential to enable me to be proactive and raise teachers' awareness of the needs of pupils who have difficulties with the language demands of the school.

The central value of action research is that: 'As qualitative researchers direct their (teachers) attention to the meanings given to events by participants they come to understand more than a list of descriptions or a table of statistics could support (Kincheloe, 1991, p.143).

Criticism of Action Research

To summarise, the main criticism of action research is that it lacks rigour but the above discussion refutes the notion that the rigour as interpreted by positivist research is not valid in all educational research. Clearly if I had followed the 'positivist method of research, viz 'the hypothesis-deductive method' (Carr and Kemmis 1986, p.117) I would have had to give up the idea of research all together. The final chapter evaluates the credibility of this research. as well as its shortcomings.

Another criticism is that action research does not come up with an objective conclusion and involves a lengthy period of time to conduct quality Action Research projects. According to this requirement of validity I would have had to test the hypothesis that ‘scaffolding constituent to the lesson sequence improves pupils’ expository writing’ and come up with objective evidence to validate or reject it. As shown above educational situations are complex and action research provides a way of dealing with complexity. Hence the purpose of Action Research is not to arrive at a watertight conclusion but for the reflective teacher to engage in continuous progressive and developmental approach to classroom practice.

(See Chapter ‘Validity or Verifiability’)

Chapter 2. Language and Conceptual development

This chapter has two sections, section one briefly outlines the evolving descriptions of language; two looks at the links between language and conceptual development.

Language description is multi faceted: it is described as rule based, as a system, as reflecting a variety of functions and purposes and a tool for learning. Each facet of language has gained dominance at different times and impacted on teaching accordingly. Most of the books referred to in this study were written before 1995 and are salient to the period of this research.

Between 1970 and 1990 significant understanding about the role of language in learning developed and began to impact on the school curriculum. In the past the phonological and the grammatical rule based systems of language were studied separately from its functions. This reduced language to units of sounds, words, phrases and sentences and generally ignored texts. The *Bullock Reports* of 1975 was written against the background of research by Britton (1970), Barnes (1971) and Bruner (1966) which broadened the definition of literacy to encompass reading, writing, speaking and listening as interacting to support and extend learning and communication. The view of language as a rule based system gave way to that of language as dynamic and embedded in social and cultural practices. Clearly linguists like Bruner were influenced by Vygotsky's notions of language and conceptual development (see chapter 3), Bruner wrote an introduction to Vygotsky's *Thought and Language* (1962).

The perception of language as social practice views literacy development as a process which takes place within and through social and cultural interaction rather than just a cognitive skill. Trevor Cairney who traced the research which has led to the view that literacy is complex cultural practice, described literacy as the ability

to read and use written information and to write appropriately in a range of contexts. It is to develop knowledge and understanding, to achieve personal growth and to function efficiently in our society... Literacy involves the integration of speaking, listening, reading, viewing, writing and critical thinking (Cairney, 1995 p.ix).

The socio-cultural notion of language are made concrete by Littlewood in identifying the genre of school subjects (Littlefair, 1991, pp.6-7) and in David Wray's writing frames (Lewis and Wray, 1990) which will be discussed later.

This notion of language 'as a social practice' draws attention to the fact that children learn language within specific contexts and thus in the different context of school have to become familiar with specific language patterns and forms specific to school subjects in order to function successfully there. The view of psychology that language is the tool of learning in a social process which enables both meaning to be constructed and conceptual development will be seen in the following chapter where Vygotsky's work is discussed.

Since language is defined as social practice, in the process of producing and interpreting texts, individuals draw upon resources they have in their heads, 'which is cognitive and that which have social genesis'. The resources 'include knowledge of language, representations of the world they inhabit, values, beliefs and assumptions' (Fairclough, 1989, p.24) of the culture they operate in. Fairclough refers to these resources as 'member resources, MR' . An individual draws upon these resources for the production and interpretation of texts.

Fairclough suggests that, people internalise what is socially produced and made available to them, and use this internalised MR for communication and interpretation of texts. Hence the language variety available to, and internalised by different social groups of people, is different.

Early research on the recurring question, ‘Why are English monolingual children, who come from low-income backgrounds less likely to be proficient in the school setting than their peers from middle/upper middle class families?’ arrived at the notion of ‘diglossis’ - a situation where there is a high and low variety of the language. For example, groups in Greece who had no access to the high variety of Greek used in public life and higher education had little influence in their society unless they became proficient in the higher variety of Greek (Ferguson, 1958, Labov, et al. 1968) The notion that the language repertoire of individuals can be limited to their social and cultural situations has implications for the academic performance of pupils from different social groups:

Many children entering our schools come with a language different from that of their teachers ...Teachers regard such pupils as speakers of bad English....Worse still, by their attitudes to certain language habits, as well as having a lower level of expectation for their pupils, they frequently promote an antipathy between the school and the child ... (Corson, 1986, pp.16-17)

This indicates that certain texts are not available to all social groups because the individual’s MR is not appropriate for access to school learning and so disadvantage these children. (Fairclough, 1989, p.25). The genre theorists who came later, pushed for an explicit teaching of genre to ensure equal opportunities, the rationale behind this demand was that texts are generated in different contexts for different purposes.

M.A.K Halliday, an Australian linguist, developed a systemic grammar which emphasised the functional categories of language. He listed four language functions; the ideational, the manipulative, the heuristic and the imaginative (Wells & Nicholls, 1985, pp.5, 26). Thus research into language was moved from word and sentence level to that of text by the genre linguists who followed Halliday. Genre analysis is concerned with whole texts and their function: once the function has been identified, analysis moves to, 'how they are organised (schematic structure)' (Cope & Kalantzis, 1993, pp.10, 11). Jones defines text as, 'any deliberate selection or combination of words, sounds or images in a stable form.' Further on he writes, 'In origin the word means *something woven*, which implies a purposeful working upon available resources of meaning' (Jones, 1990, pp.156-157). In linguistics, genre refers to texts generated in specific social contexts, reflecting specific purposes and displaying specific textual features and patterns. Since texts emerge in response to social and cultural encounters which reoccur from time to time, texts become conventionalised (Macken, M et al.1990 Bk: 1, p.7). For example, the structure and linguistic features of instructions for installing a video will be similar to instructions for wiring a plug, thus forming a genre type.

Genre theorists differ in their detailed definition of genre. At one extreme there are genre linguists who describe genre as fully determined and structured and at the other end there are linguists who treat genre as relatively fluid, deriving from a complex of social factors.

However Christie and Rothery identify certain common features. They state that :

...language is a resource people use for the construction and negotiation of meaning. ... because language is used to build meaning, the people in any given culture develop characteristically patterned ways of using language in order to serve the complex set of functions humans have. ...fashioned

out of the constant and ongoing need of people to organise, control and hence make sense of their world. (Christie and Rothery, 1989 p.3-4)

In the '80s and '90s language development was no longer viewed as simply a process of acquiring grammatical rules, but as a parallel process of acquiring knowledge and thinking skill within meaningful contexts. Consequently, how language is used in schools, in texts, teacher talk and pupils talk and the demands of academic success became areas of study and research.

An important outcome of the research was to distinguish between written language and spoken language and the way they served different purposes and are generated in different contexts. Written language demands greater clarity of expression, whereas speech is generally context bound, transitory, informal and interactive. Reading too is not just a sequential code breaking exercise but a process of constructing meaning. Different strategies are required for reading different types of texts. In order to construct the meaning of a text the reader has to consider the context which generated the text, and bring their own knowledge and experience to the task (as in M R); this points to the process of intertextuality in the creation of meaning.

The genre linguists like Gunter Kress (1982), emphasise the importance of children learning to use larger texts concurrently with gaining control over smaller units like sentences. Halliday (Halliday and Hassan 1989) suggests that any communicative situation can be analysed in terms of 'Field' or what it is about, 'Mode' or the means of Communication (spoken or written) and 'Tenor' or audience it is addressed to. These

aspects of a communication situation, dictate the linguistic features and vocabulary chosen. Clearly these terms of analysis determine the genre of texts and hence are valuable in evaluating historical sources. Littlefair has identified broad categories of textual genre as: literary, expository, procedural and reference (Littlefair, 1991, pp.4-5). Each of which have specific linguistic features dictated by 'Field' and 'Tenor' and 'Mode'.

Littlefair's description of text categories form a useful basis for analysing the genre generally found in school subjects (Littlefair 1991, p.5-7). To raise pupils' achievement teachers should be encouraged to do an audit of genre pupils may encounter, categorise them and then integrate them into their lesson plans so they can be explicitly taught. This will help pupils '... participate in a world of increasingly sophisticated information construction and exchange' (Christie and Rothery, 1998, pp.6, 9).

Past research signals the importance of explicit teaching of genre. In 1979, Lunzer and Gardener, had observed that a diminishing amount of time was spent on reading for learning in secondary schools and students' writing in project work was generally lifted verbatim out of books. In 1987, Chapman's survey revealed that students of lower and average reading ability had increasing problems in reading and understanding texts as they progressed through secondary schools (1987). Littlefair, based on a survey of reading in a number of schools of pupils from 4 to 11 years, found that reading was taught through reading stories and so: 'few pupils had sufficient experience of expository genre in primary school or in the final year of the secondary school....these readers were mainly reading chronologically arranged texts ...' (Littlefair, 1991, p 64). Thus with little guidance in

reading expository texts many children copied directly from books. (Ibid. p.64f)

Research has indicated specific areas of weakness in pupils writing performance. The report of a project undertaken at the University of Hull pointed out that pupils have little experience of writing 'argument'. This finding corroborates that of earlier Schools Council studies (Britton et al., 1975). *Language Performance in Schools Review* (Gorman et al, pub: HMSO 1988) revealed that 15 year olds have command of more types of discourse than 11 year olds but 'that neither age group is particularly confident in the use of writing that have to do with the development of hypotheses, speculation or inquiry (Gorman, 1988, p.7). The Report on *Improving the Quality of Argument*, suggests that, 'part of the problem of argumentative writing is the lack of time devoted to it in school 'and it cited detailed statistical research to support this (Andrews, Costello and Clarke, 1992, p.16).

Genre linguists argue that since written argument, unlike spoken, argument is not broken up with cues, it needs to be taught explicitly, especially as according to Cazden, 'what constitutes school knowledge ... is epistemologically and discursively quite different from most of everyday life in the outside world.' (Cope & Kalantziz, 1993, pp.7, 8). The study cited above also found that pupils had more practice in writing factual narrative accounts but wrote comparisons '... in an additive way ... producing an unfocussed listing of similarities and differences without benefit of an overview (Andrews,1995, p.132).

These studies indicate that the underachievement of groups of stem from a variety of causes which include disadvantages of low economic status, the over emphasis on story

writing and lack of familiarity with the different forms of expository genre.

The *Cox Report* (1989) published against the background of such research, provides a breakdown of the language of school subjects into chronological/narrative texts and nonchronological texts, each including a variety of genre which pupils need to become proficient in. The theories of Vygotsky and Bruner, highlighting the purpose and meaning of specific texts, are evident in the Report's description of the nature of language:

Language is a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought, as a means of social organisation; as the repository and means of transmission of knowledge; as the raw material of literature, ... (*The Cox Report*, DES, 1989, para; 6.18)

The Kingman Model of language which is discussed in *Knowledge about Language* (Ed. Carter, 1990), on which the LINC (Language In the National Curriculum) programme of 1990s was based, sees language development as an acquisition of the units of language in a hieratical acquisition. However, it also links forms of language to purpose and contexts and clearly distinguishes between social language and the formal language of the school. It underlines the fact that since: 'The knowledge ... is stored in books.' hence 'In school, learning is largely getting to grips with this linguistic representation of such knowledge which is different from oral communicative social texts.'

After the introduction of the national curriculum the deficiency in pupils' writing performance was again highlighted by the OFSTED reports on the teaching of English (1993).

Clearly, teaching in schools needs to be based on a description of language which will bridge the gap between pupils' communicative skills and the literary demands of school language. This poses what Daniels describes as the 'learning paradox' (see below). Since language is the medium through which teaching and learning takes place, it is essential to examine the links between language and learning (cognitive development) in order to address the 'learning paradox'. The exploration of the learning paradox is vital if we are to enable the child to, 'master the conceptual structure of the world that language will map - the social world as well as the physical. He (sic) must also master the conventions for making his intentions clear by language.' (Stierer and Maybin, 1993, p.70).

Section 2 Language and Cognitive Development

This section builds on the notion of language as social practice cited above, specifically with the notion of genre as 'patterned ways of using language...' (Christie, Rothery, 1989, pp.3-4). I have found Vygotsky's theory as helpful in illuminating the specific connections between genre and conceptual development.

Daniels (2001) and Wertsch (1985) highlight the complexity of Vygotsky's theory which is beyond this research. Here I attempt to summarise Vygotsky's central notions linking language and conceptual development and describe their relevance to my study.

It is necessary to mention Piaget because he has had a seminal influence on curriculum planning and teaching: however, recently Vygotsky's theories have gained greater significance. An important proponent of the significance of Vygotsky's notions of learning in pedagogy is Harry Daniels (Daniels, 2001). Here I shall briefly outline why

Vygotsky's ideas have gained popularity over Piaget's and how they have shaped my classroom practice and influenced my research.

The main difference between Vygotsky and Piaget arises from the different degrees of emphasis each gives to the role of biological factors on language and conceptual development, a difference which probably arises from their different academic backgrounds. Lev Semenovitch Vygotsky was born in Russia (1896 – 1934) and took up psychology. His interest in the functioning of the mind led to research which linked language, learning and the social cultural contexts (Lantolf, 1994, p.1). J. Piaget, born in Switzerland (1906-1980) was a biologist and developmental psychologist. His first two books (1923 and 1924) were published in Russia in 1932 so Vygotsky would have known about his theories. Although Vygotsky shared many of these, like that of the interplay of biological development and the social cultural environment on learning, his interpretation of them was different (Vygotsky, 1986 p.12ff), as will be shown later.

Concept development was key to both Piaget's and Vygotsky's theory of learning.

Concepts are intangible ideas or perceptions which are encapsulated in words and mental operations and enable higher levels of thinking, for example words like democracy and monarchy in history. Vygotsky distinguished between the dictionary meaning of words which remains stable and the 'sense' of words which refers to the meaning accrued to the word in a specific context, for example, the word 'revolution' takes on a different sense in 'The Industrial Revolution', 'The French Revolution' and 'The Agricultural Revolution'. Other concepts like chronology, cause and consequences, continuity and change, bias and

evaluation are the complex mental operations underpinning the study of history. This is reiterated in all the history in the national curriculum orders (1991, 2000). Such mental operations are facilitated by language and the texts which express them have specific patterns (genre) as illustrated in my case studies.

Thinking processes which make connections between pieces of information through comparing, categorising and classifying, drawing inferences and making deductions are constituent to conceptual development. Vygotsky and Piaget identified the levels of conceptual development which help us to understand the mental operations children engage in, in the process of learning. Daniels refers to this as exploring the ‘learning paradox’ (Daniels 2001, pp.32-33).

Vygotsky stresses that concept development is developmental. He wrote: ‘the path from the first encounter with a new concept and the point where the concept and the corresponding word are fully appropriated by the child is long and complex’ (Vygotsky, 1986, p.152). The following anecdote provides an indication of how this process can begin with a five year old. When my son said, he was going upstairs to finish his tax returns, my grand daughter of five years and a half looked thoughtful and asked him if he was doing taxes like Mary and Joseph. She had made the first connection, and was on the first rung of the ladder to concept development. She had recognised the word, made a link with a previous experience of it, but had not used it with the understanding of an adult. The experience of encountering the word in different contexts will enable her to make connections and build up her understanding of the concept ‘taxes’.

Piaget's and Vygotsky identify a sequence of conceptual development which moved from the manipulation of concrete objects towards handling abstract ideas. They describe how children move from egocentric speech towards rational argument, from the random use of speech towards a more purposeful and rational form of communication, from random grouping of objects to categorization on abstract attributes (Piaget, 1959, p.9f) Vygotsky's levels of conceptual development focus on the process of how items/ideas are grouped, that is the process of 'categorisation'. The unifying attribute of categorisation moves from the concrete/visible to the logical and abstract. For example the concept of 'weapons' which embraces guns, swords, spears...is abstract because the unifying characteristic is that they are used for defense or attack. Other such examples are 'government' and 'democracy' (Richards, 1995, pp.35/36). The connections made therefore move from concrete /factual features towards logical/ abstract features.

Piaget and Vygotsky's view of how this development takes place differs in the weight each gives to the role of instruction and language in the process. It is significant that the term 'level' is used to describe Vygotsky's and 'stages' to describe Piaget's process of conceptual development. Piaget stresses that conceptual development is a process triggered by the biological factors of maturation and language comes into play only to express knowledge. Vygotsky in contrast, sees conceptual development as being triggered off from the individual's interaction with his/her socio cultural environment. Vygotsky writes that Piaget views development as a process of maturation subject to 'natural laws and instruction as the utilization of the opportunities created by development' (Vygotsky, 1986 p.174). Hence Piaget views learning as age related development; '...Up till the age of

5, the child almost always works alone....between 7 and 8 ...ego-centric talk loses some of its importance, and it is at this stage...children begin to understand each other in spoken explanations ...' (Piaget 1959 p.42)

Thus in Piaget's view conceptual development is linear and biologically determined. In contrast Vygotsky argues that learning is triggered and mediated by the socio-cultural (which includes language) milieu of the child Vygotsky (Vygotsky 1989 p.55).

Vygotsky's concept of the ZPD (Zone of Proximal Development) challenged the view of learning depend ended on biological maturation (age related) and argued that cognitive development can be triggered by abrupt occurrences. The ZPD identifies two developmental levels, the actual mental level of development indicated by what the child can do on his/her own, and the potential development indicated by what a child can do with collaboration and guidance by proficient peers or an adult; 'the discrepancy between a child's actual mental age and the level he (sic) reaches in solving problems with assistance indicates the zone of his proximal development'. This could mean that with mediation from an adult, learning development could be enhanced beyond the individual's mental age (Vygotsky, 1986. pp.167, 187).

Thus in Vygotsky's theory of mediated learning it is possible to find a solution to the 'learning paradox' namely, how a child acquires 'more powerful cognitive learning process. Piaget defines learning as an assimilation of the schemas which reflect the child's physical actions. In contrast Vygotsky's interest in psycho-social processes led to his view

of learning as the internalisation of speech as a tool of learning and structuring of concepts which enables the child to become socialised into society and begin to develop (internalise) the higher mental functions and internalise their cultural heritage. Wertsch points out that Vygotsky's theory of the social origins of learning, implies an interactive process, the result of which is not merely bringing into play mental processes which have matured, but fundamentally shaping them, gaining control through transforming internal mental capacities (Wertsch, 1985, pp 62-66). In brief, learning is mediated by language and determined by the socio-cultural environment of the child.

Other research has demonstrated that when instruction and explanation forms a part of the experiment children complete the task given to them more satisfactorily (Hayes, 1994, p.660). Piaget stresses that language becomes important when it becomes necessary for thought to be articulated and higher forms of discourse like argument expressed (Piaget 1959 pp.9f.). In contrast Vygotsky, who emphasised that, 'The child's intellectual development is contingent on his (sic) mastering the social means of thought, that is, language' accepted that the biological factors were essential for the elementary processes to emerge (Vygotsky 1986 pp.94,95). However he differs in his notion of the role of egocentric speech. According to Piaget, egocentric speech which accompanies activity is imitative, it is not related to the development of social communicative speech nor does it determine thought (Piaget, 1959, pp.8, 9). Vygotsky, on the other hand, shows that egocentric speech happens when a child encounters a problem and is forced to stop and think about how to solve it. Thus in its inception language takes on a directing and planning role thus making his/her activity purposeful (Vygotsky, 1989, pp.30 - 39). Egocentric

speech then divides into 'internal speech' and 'social speech'. It is this internal speech which structures thought. Vygotsky writes; 'the true direction of thought is not from the individual to the social but from the social to the individual' and 'the speech structures mastered by the child become the basic structures of his thinking.' (Vygotsky, 1986, pp.36, 94, 94) Thus development of thinking is triggered by social speech and determined by the sociocultural experience of the child and 'Thought is not merely expressed in words; it comes into existence through language'. (Vygotsky, 1986 p. 218)

Thus Vygotsky's theories stress that mental age is not the only determiner of learning. As Daniels says:

Development is a function of factors that relate to immediate activity which one or more people are involved (the microgenetic level of analysis), age and developmental characteristics of the studied person.. as they are developing over the life span (the ontogenetic level), the culture wide symbols, values and beliefs, technologies, and institutions (... cultural-historical level of analysis) as well as the development of the species (the phylogenetic level) (Daniels, 200, p.43)

The interconnection between the different levels is seen as a dialectical process so the 'analysis at one level is insufficient to make sense of development.' (Ibid)

My study is limited in that it focuses on scaffolding strategies on which pupils' texts are based (the microgenetic level of analysis) and does not investigate explicitly the social cultural environment of the pupils. In this study Vygotsky's notion of the social origins of learning apply to the structure of classroom practice (the socio-cultural environment of the classroom) on pupils' learning. (Vygotsky 1989 p.55)

Although neither Piaget nor Vygotsky actually put forward a theory of classroom practice,

their ideas have had a significant impact on educational practice. Wertsch refers to the dialectic between the social and the natural processes as significant in researching answer to the 'paradox of learning':

Vygotsky argued that there is an inherent relationship between external and internal activity, but ... the major issue is how internal mental processes are created as a result of the child's exposure ... to 'mature forms of behaviour'. (Wertsch 1985, p.63)

Vygotsky addressed the issue through his theory of mediated learning, he

... understood the development of higher functions in terms of mediated social, collaborative activity. Language is the most crucial of these 'mediated means'. He argued that with its onset in childhood thought becomes linguistic and speech rational (Daniels, 2001 p.48)

The notions of internalisation and assimilation provide different approaches to the ways in which the 'paradox of learning' is explored. An understanding of Vygotsky's and Piaget's notion of spontaneous and scientific concepts is important for interpreting the notion of internalisation, tackling the 'paradox of learning' and structuring pupils' learning in the classroom. Vygotsky refers to spontaneous concepts as those developed in the everyday interactions of the child and scientific concepts as those reaching beyond the immediate environment or experience of the child. The subject content, the formal planned nature of school learning largely mediated through language for developing the 'scientific concepts', is different from the informal environment of the home (Vygotsky, 1986, pp.146,193-194). Thus the notion of spontaneous and scientific concepts distinguishes between the genre of school subjects and of the socio-cultural environment of the child.

Piaget and Vygotsky differ in their views of the relationship between the two types of concepts. Piaget implied a conflict between spontaneous and scientific concepts and stated

that eventually the child mode of thought (spontaneous concepts) is gradually replaced by adult reasoning, Vygotsky believed that; ‘.The acquisition of scientific concepts is carried out with the mediation provided by already acquired concepts’ (Ibid, p.161) in a way similar to the process by which a foreign language is learnt through the mediation of the native language. Furthermore that ‘spontaneous concepts must have reached a certain level for the child to be able to absorb a related scientific concept’ (Ibid, pp161, 194)

Piaget’s notion of assimilation, a process by which concepts are absorbed ready made, support a transmission approach to teaching whereas Vygotsky’s notion of internalisation suggests a dialectical (interactive) process between the spontaneous concepts and the new scientific concepts support an interactive process of teaching. Appropriation of learning points to a process which transforms and enhances the pupils’ innate faculties.

Clearly the difference in view could influence lesson planning and teaching. Piaget’s influence is seen in teaching as transmission of knowledge and an age related curriculum. Andrew states that an: ‘Uncritical dependence on some of the theories of Piaget regarding cognitive development ... has been assumed that children under the age of about 13 are not able to argue. This assumption has had pervasive effect on curriculum planning (Andrew, 1993, p.22). He points out that Piaget’s notion of decentring (moving from the autistic thought to egocentric speech and finally social interaction), has been linked to the notion that narrative is more self centered and expressive and should be taught before expository writing. Andrews cites research in which a variety of texts produced by children between five and seven was examined and it was found that they contained explanation as well as

analysis. That discursive writing is possible at an early age is in line with Vygotsky's theory of ZPD, namely taking note of pupil's potential development when planning teaching (Ibid, p.18).

The notion of the 'spiral curriculum' in history drawn from Bruner (Cooper,1994, p.117) also challenges Piaget's notion of 'readiness' in that although it is hierarchical, it visits all the levels of conceptual development set out by Piaget and Vygotsky at each level. Such a curriculum is structured by presenting the key concepts at levels of increasing complexity. For example, 'understanding history in its setting' requires understanding of the concept of 'chronology'; the spiral curriculum shows how an understanding of this concepts is developmental (Vygotsky, 1986, p.161) from the spontaneous concept recognizing the 'distinction between past and present in their own life...' (HNC, 1999) to historical periods and events.

An age related hierarchy of teaching may not spur certain groups of pupils who have difficulty with school English towards their potential. Vygotsky states that in order for pupils to develop scientific concepts they must experience: 'Systematic learning under the conditions of systematic cooperation between the child and the teacher '(Vygotsky, 1986 p.148) since scientific; '... concepts are not absorbed ready made, and instruction and learning play a leading role in their acquisition' (Ibid, pp.161/162). The paradox of how learning takes place, how the 'inter psychological' becomes the 'intra psychological' is complex (Daniels, 2001, p.33). However Mercer (Mercer,1994, p.92)) sees the solution in adapting and developing the framework of concepts on which Vygotsky's theory is

based, namely, mediation, the ZPD, the social origins of learning to the classroom. So far the psychological research which has examined these concepts has dealt with only the intervention of an adult on the learning of an individual child. Mercer claims that his *Neo Vygotskian Theory* reflects the extension of the key concepts of Vygotsky into a theory of learning which is appropriate for the classroom (Ibid, p.108). The notion of scaffolding pupils learning is related to Vygotsk's notion of mediation. The next chapter, 'Preface to the Case Studies' describes my application of Vygotsky's concept of mediated learning.

Chapter 4. The Role of Language in History

Progress in History is largely dependent on an ability to understand and use language... (Non Statutory Guidelines, 1991, C10).

In this chapter I intend to discuss the influences which have, in my understanding, shaped the history orders (1991) and its subsequent reviews (1995, 1999) and how they have evolved.

The tension between two main approaches to history identified as the 'traditional' approach and the 'new history' was probably resolved by the advent of history in the national curriculum. The traditional view saw history as a body of received knowledge and prioritised political over the sociocultural aspects of history. Text books reflecting this approach presented a chronological narrative of events. Pupils were assessed on their ability to recall 'facts' and recount events. Written work largely consisted of answering comprehension type questions or writing imaginative, empathy type accounts. Explorative and analytical writing was confined to O'level and later GCSE. Teaching consisted largely of teacher exposition. In contrast the 'new history' which gained prominence in the 1970s, promoted an active and critical approach and aimed to provide pupils a taste of how historians work. As a result of the setting up of the Schools Council 13-16 in the '70s, an inquiry method of teaching began to gain importance. Learning to use evidence to support or challenge descriptions of the past formed the basis of this approach. Consequently, introducing pupils to the modes of thinking central to historical inquiry became the objective of history teaching of more progressive teachers. The language demands of such an approach were perhaps even greater than those required by the traditional method. It challenged the Piagetian thinking that history demands levels of conceptual thinking which

children are not capable of till they are over 16 years old, notions which have been further challenged by Vygotsky (see chapter 2).

When studying history, pupils will encounter language demands in three areas: first, the language of the texts that embody historical knowledge, next, the language required to process the knowledge and finally, the language required to express their learning.

Historical knowledge by its very nature is outside pupils' 'real' experiences, and the specific vocabulary and genre used to construct the past is archaic and so unfamiliar to most pupils. Added to this pupils' achievement in history is measured by how they communicate their learning using a variety of written genre.

How far do the National Curriculum documents raise teacher's awareness of the role of language in history? The History orders have been reviewed every few years. This section will cite only those published before I retired in 2000. I refer to the following documents, *History in the National Curriculum (HNC,1991,1995,1999)*, *History - A review of inspection findings 1993/94- a report from the Office of Her Majesty's Chief Inspector of Schools (Inspection Report1993/94 , Schools Curriculum Assessment Authority (SCAA) publication of Exemplification of Standards in History at Key Stage 3 , Extended writing in history. (SCAA, 1997)*, a couple of popular text books and the *Briefing sheet for Secondary heads of History (1999)* published by the History Forum

I have found that changes made to the history curriculum have evolved in three main interlocking areas: one, changes in terminology which reflect changes in focus for example

‘study units’ to ‘breath of study’, two, reduction of content resulting in greater flexibility for teachers and three, change in the lay- out making the links between knowledge, understanding and language increasingly explicit. The 1991 *History in the National Curriculum* document separated historical content Programmes of Study (POS) from the conceptual tools Attainment Target (ATs) which need to be applied to interrogate and process historical information (HNC, 1991, B1) The ATs appeared to be set out in a Piagetian hierarchy, moving from the concrete to the abstract, from history as *narration* of a sequence of events, to analysis and evaluation. In addition integrated into the levels is Bruner’s notion of a spiral curriculum (see chapter 3) The 1991 document was accompanied by the Non-Statutory Guidelines (NSG) which highlighted the role of language in learning and set out processes in developing exposition however it did not have the status of the statutory documents so could be ignored. The essence of the NSG was integrated and made more explicit in the subsequent reviews.

In order to assess the language demands of history it is essential to consider how *History in the National Curriculum* interprets historical knowledge, historical understanding and historical skills. In chapter 3 the *History Working Group Final Report* (London: DES 1990) highlights three aspects of historical knowledge as:

- *information* (basic facts)
- *understanding* ...facts studied in relation to other facts... which enables significance of the information to be perceived, and
- *content*: the subject matter of study (3.2)

The language demands of knowledge as information has two levels namely, the ‘concrete’ level and the ‘abstract’ level. At the concrete level, pupils are expected to write description and chronological accounts of events. The ‘abstract’ level of knowledge as understanding,

requires the use of linguistic devices (for example, *therefore, as a result, whereas*) to express logical connections leading to explanations. Knowledge as content requires a grasp of historical vocabulary and chronology,

The notion of historical knowledge as understanding gained through enquiry is an important thread which runs through the *Non Statutory Guidelines* (1991) and gains greater clarity in each review of the history curriculum. In section C17 (NSG.1991) it identifies the process of historical enquiry and the role of language as enabling pupils to, ‘select and analyse information from a range of sources’ as preparation for pupils to write ‘well structured and reasoned narratives, explanations and descriptions’

However the content heavy nature of the POS encouraged, in my experience, to follow the transmission model of teaching. This was highlighted by the *OFSTED Report, 1995*. It stated that ‘in a significant number of lessons’ the discrepancy between pupils oral and written language, the lack of extended writing and over reliance on text books resulted in:

... poor achievement ... characterised by responses which lacked specific factual detail, were directly copied from text books ... which did not go beyond the literal comprehension of sources. (OFSTED, 1995.pp.6-7)

The report identified ‘high quality learning’ as involving critical investigation and well planned and structured extended writing. (Ibid, 1995. p.7). This observation clearly validates the focus of my research.

The changes in the 1995 history curriculum were clearly influenced by the Report.

Attainment Target 4: organising the results of historical study, which had been dropped in

1991, was reinstated. The content was reduced and the ATs were replaced by key elements and, later in the 1999 review, disappeared altogether as discrete items and became integrated into the POW thus giving teachers greater flexibility of choice in what was taught. Furthermore the ‘ability to communicate historical knowledge and understanding’ was highlighted. This gave teachers the opportunity to address issues of language and learning and pupils’ specific needs (HNC, 1995 p.V) Under ‘Programmes of Study, Common Requirements’ on page 1, there is a short paragraph on use of language: but it refers only to the surface features of language and does not mention genre. It states; ‘Pupils should be taught ...to use grammatically correct sentences and to spell and punctuate accurately in order to communicate effectively in written English’ (Ibid, 1995 p.11). However on page 1, the document makes clear that the development of children's historical knowledge, understanding and skills is inextricably linked to the development of their ability to use language. (Ibid, 1995, p.1)

History and the use of language (SCAA, 1996) and *History, Exemplification of Standards Key Stage 3*, 1996, provided exemplars of the different types of extended writing expected at different levels as well as described briefly the preparation for the task. Pupils in KS 3 were expected to write analytical exposition like, ‘Why did William win the Battle of Hastings?’ Thus the staged approach to extended writing influenced by Piaget’s notion of age related conceptual development could be challenged as shown in chapter 2 by Vygotsky’s theory of conceptual development. The layout of the 1999 reviewed *History in the National Curriculum* reflects the notion that conceptual development is progressive and even primary age pupils should be introduced to writing argument and discursive texts.

(See Chapter 2 on Vygotsky). The 1999 document gave prominence to the Key Elements by setting them out before the content under 'Breath of Study' thus focusing on history as critical enquiry rather than an immutable body of knowledge. The layout of the 1999 orders made the links between the aspects of historical knowledge, understanding and skills more visual and made more explicit the connection between language and learning (NCH 1999 p. 21). What was meant by 'Understanding' was analysed, while the key element 'Organisation and Communication' mapped out the steps of historical study from information gathering to communicating knowledge and understanding in expository texts (Ibid, 1999, p. 20). It stated that critical thinking can be promoted through exploring 'a range of sources and different interpretations of what constitutes culture and cultural development' and that such thinking is manifested when pupils 'make connections', 'compare', 'evaluate', 'analyse'. It stated that teachers need to plan lessons which: '...develop...in particular the ability to critically evaluate evidence and analyse interpretations. (Ibid, 1999, p.8). There was also section on language which describes how this can be achieved; '... through taking part in discussion, asking and answering questions about the past...sorting, editing, reorganising and structuring information ... (Ibid, 1999, p.9).

As a result the history text books post the national curriculum veered away from the narrative presentation of history. They included a number of primary and secondary sources and the questions range from the factual to the analytical. Elizabeth Wishart identified the root of pupils' problem with earlier text books as existing largely in teachers' and pupils' perception of reading 'and the unfamiliarity of the language ...,' used

(Gilham,1986, Cp12). These problems persisted, as a paper by SCAA on History text books (1994) showed in a useful guide to an analysis of history text books published post the national curriculum. It identified the following characteristics of text book as either enabling or hindering access: lay-out of the pages, the language in which information is presented, how concepts are presented, tasks and questions for pupils

The School History Project (SHP) published text books from 1991 in which the chapters were constructed around key questions to lend coherence to the topic and encourage historical enquiry. The double page format was different from the linear form of traditional history books, the explanatory texts were explicated by textual and pictorial sources and diagrams boxed into sections of different colours. Pupils who perceived reading as linear would have problems 'because of the unfamiliar presentation of diverse genre of information in separate boxes...' (SCAA, 1994)

In addition, the language of the sources was often archaic or formal. The quotations were brief extracts from longer texts with insufficient contextual information for pupils to be meaningful (Ibid, 1994, p.11). The following extract from an SHP text book illustrates some problems pupils may encounter.

SOURCE 3 by a modern historian.
The Civil War was fought between two minorities, struggling in a sea of neutralism and apathy (*Societies in Change*, 1992, p.50).

Many pupils would have problems understanding the metaphor, and words like 'neutralism' and 'apathy'. They might not know who the 'two minorities' were. Although the publishers believed they had provided texts 'appropriately difficult for pupils of this

age... 'teachers 'expressed concern at the extent to which the new generation of books is inaccessible to weaker readers' (SCAA, 1994, p.8). Most of the pupils I worked with had difficulties with these texts largely because the reading of non -chronological texts, and the fragmented nature of the layout. Furthermore extracts which included archaic phrases like, 'stricken with fear', 'laying waste', 'ceased not' and complex sentences like the following were difficult for 11 year olds.

:

Source 5

The country inland is peopled with rascally men who live in villages and nomadic camps, by whom those **sailing off course** are plundered and ... (*Contrasts and Connections*, 1991, p.159)

The register and abstract nature of historical knowledge of history might also cause pupils difficulty. Wishart quotes a study on pupils' perception of cohesive links in history texts carried out on O level pupils (year 4 & 5) in 1983. Pupils were given a history text and a text from an everyday context with the conjunctions deleted. In this cloze exercise only about 54 % chose the correct conjunction to complete the historical text, but 90% were successful in completing the everyday text (Wishart and Smith, 1993).

Another area of difficulty are words which have different meanings in history from their everyday use: for example, 'plot', 'revolting', 'arms'...are also difficult (Vygotsky , 1986, p.217), In the following text the use of the word 'pressing' and 'howling' might need explaining so pupils could understand the metaphors:

Above all, it must be recognized that wild nations are pressing upon the Roman Empire and howling round about it ... (*Contrasts and Connections*, 1991, p.58)

The SCAA document also drew attention to pupils' problem with the shifting meaning of concepts like monarchy, government, revolution. It observed, 'the terms do not always receive explicit treatment in text books... '(SCAA, 1994, p.19). In history, series of events are grouped under specific labels like, 'The Industrial Revolution', 'The Civil War', historical terms encapsulating a series of complex ideas and events which can only acquire meaning as pupils' knowledge of the topic increase

The open ended key questions like, 'Were the poor really poor in the Middle Ages?' make demands on memory and reading skills and knowledge of genre. Pupils need to interpret and make connections between information spread over a variety of 'sources' in order to get an overview of the information. They will need to understand the connotation of the concept 'poor' in this particular historical period. Finally they will need to structure their answer in the appropriate genre. The more targeted questions which were intended to help pupils accumulate knowledge and understanding of the topic, may tend to fragment information instead and so fail to prepare pupils for expository writing.

The specific text books for lower attainers consisted of sentence completion and heads and tails exercises further atomised historical knowledge. The SCAA document did not provide strategies to support such pupils, it advises that these pupils be given 'only the amount of material they can handle' (SCAA 1994, p.20).

Clearly text books cannot meet all needs and should be viewed largely as a resource It is the role of the teacher to scaffold pupils learning and provide strategies for pupils to read non

chronological text and to structure exposition. Pupils tend to be more familiar with narrative in which the series of events carry pupils towards understanding. Expository texts are dependent on specific linguistic markers for structuring meaning. Connectives like, *nevertheless, similarly, whereas, whilst, despite* which carry and extend meaning, may cause many pupils difficulties. In the text below I have highlighted the words that indicate the logical connections between the 'ideas' (underlined) being developed from sentence to sentence:

For safety, Christians in Rome started to meet in secret underground caves. **This** made the government even more suspicious, **because** they thought the Christians were plotting against the government. **Despite** this persecution, Christianity continued to flourish... (*Contrasts and Connections*, 1991, p.57.

Language at work in lessons, Literacy across the curriculum in key stage 3 (QCA, 2000) provide teachers with some guidance on how to help pupils access historical knowledge and thinking. In the section marked 'History', the exemplar lessons are based on questions reflecting 'Breadth of Study' e.g. for year 7 the question is, 'Why was the Roman army so successful?' The sequence of activities reflects the recursive process of learning required in preparation for writing exposition; group work to read and discuss selected sources, make notes in a grid, recap prior learning, feedback, review and finally extended writing (QCA 2000, p.16 & 17). To help pupils write cohesive paragraphs they are given connectives and are required to discuss their use (Ibid, 2000, pp.37, 38 & 39.)

Recently published text books have explicitly linked thinking and language, but were too late for my research. They provide teachers with scaffolding strategies as well as having a better lay out of the pages than the SCH books. The titles of the series of books *Digging*

Deeper (2000) and *Think Through History* (1999) explain their aim to encourage historical thinking and develop pupils' historical skills and 'make sure that pupils understand the overarching themes in History' (back cover of *Mind and Machines*, 1999). They, however, validate my approach.

Reading is a complex activity and not just a linear process. Alberto Manguel explores the processes involved in the act of reading and asks:

How does the act of apprehending letters relate to a process that involves not only sight and perception but inference, judgment, memory, recognition, knowledge, experience, practice? (Manguel, 1996.p.34)

He describes the process of intertextuality in the construction of meaning while reading,

I quickly learned that reading is cumulative..... each new reading builds upon what ever the reader has read before. (Ibid. p.2)

Clearly students who lack experience and practice of reading history texts which demand, 'inference, judgment, memory, recognition, knowledge ', will have problems. Teachers need to scaffold such a process of reading. The next chapter refers to the scheme of work of the history department of the school where this research is set and the scheme of work is part of the context from which the case studies evolved.

The context of this exploration is set in a period of time before 1999/2002. There is a great deal of evidence that many of the shortcomings I have mentioned have been addressed by the new history curriculum post 1999. In addition numerous articles in teaching history which illustrate how classroom practice has grappled with issues relating to analytic thinking and its structuring in expository writing. Below I shall refer to the elements of

the NC which address the issues I have highlighted and refer to a couple of articles which explore the issues relating to the development of critical analytical writing the case studies explore.

Significant contributions to the field of professional literature made post my research (ended in 1999) which have relevance to my theses

History in the National Curriculum published in 2007 is a pared down version of the 2000. Curriculum. The change in terminology from *Key Elements* to *Key Concepts* (Ibid, 2007, p.112) and its section on *Key Processes* (Ibid, 2007,p.114) which replaces the term *understanding* and *skill*, highlights the crucial role concepts and process play in teaching and learning historical knowledge and skills. The emphasis is on enabling pupils understand the nature of historical knowledge through developing pupils critical analytical thinking, so they can, ' appreciate why they are learning what they are learning and can debate its significance' (Ibid, 2007, .p111). The role of conferencing (pupil teacher redrafting session) and redrafting in improving expository writing which I have identified (see Case Studies) are highlighted in the section, *Curriculum Opportunities* (Ibid, 2007, p.117) My research evolves around the crucial role of *Concepts* and *Process*, and highlights the role of sustained critical analytical writing in the teaching and learning of historical knowledge (Ibid, 2007, p.114).

Articles in *History Teaching* post 2002 illustrate how teachers have addressed the issues relating to enabling pupils write analytical texts. These articles show that the 'problems' I identify in my case studies occur in other contexts and teachers are exploring strategies,

many of them similar to the ones I used, for dealing with them. For example Scott writes that some pupils were regurgitating information from the sorting cards in their essays rather than using them as prompts for developing their own ideas and opinions (Scott, 2006, p.123).I refer to a similar problem in, for example, my case study based on the question ' Why was slavery abolished?'

An article by A.Chapman (Chapman, 2003) validates the direction my work took from 1991., namely exploring processes in the classroom to enable pupils write extended analytical writing, .These included focusing on specific vocabulary, using mind maps for information gathering and analysis and using writing frames to structure exposition (see Preface and Case Studies specifically, 'Why was slavery abolished?) Chapman's article is based on work with year 12 pupils and mine relates to year 9 pupils and highlights the developing nature of evaluative thinking. An important point he makes is the importance of introducing pupils to concepts relating to the nature of causes, like economic, ideological, political, cultural causes, as well as concepts like 'trigger causes', 'catalysts', 'long term', to analyse the causes. In addition he introduces the notion of the counterfactual question which acts as a contributing method to understanding the nature of cause in historical understanding. My work with year 9 pupils reflects a similarity of approach to the topic.

History in the National Curriculum however fails to link the crucial role of reading writing and talk in the *Key Processes*. An article on scaffolding (Evans and Pate, G 2007). identifies similar pitfalls relating to scaffolding in supporting extended analytical causal

writing, I encountered, (see Case Studies). The investigation described in the article into why the scaffolding strategies of mind maps, writing frames can fail highlights the crucial role of oral discussion as ‘the half way house between thinking and writing’ (Ibid, 2007,p.24) My case studies carried out earlier than the article’s date of publication, came to similar conclusions.

The evolution of history in the national curriculum, itself a process of action research, has further validated my approach by increasingly recognizing the role of language in learning and communicating historical understanding. The above mentioned articles, written in the 2000s, clearly vindicate the direction of my exploration to link language and learning in the teaching of history and are paralleled in the development in history in the national curriculum. They also highlight the importance of the dialectical and developmental nature of the action research cycle, as essential in addressing the learning paradox and improving classroom practices.

Chapter 4. Preface to Case Studies

Husbands states that; ‘...there is a danger that written work in history becomes simply transactional... rather than a vehicle for the development of thinking about people in the past...’ (Husbands, 1996 p. 6). Hence the lessons aim to move pupils away from short answer tasks and a focus on narrative and ‘imaginative’ writing towards expository writing in answering analytical questions like, ‘Who had the best claim to the throne in 1066’. ‘Learning is about searching out meaning and imposing structure. ...to think flexibly and to make reasoned judgments they (pupils) must be taught explicitly how to do it (*Mapwise*, 2000, p.10).

The topics for the case studies were triggered from the school’s history department’s scheme of work. This consisted of two documents, one, the department handbook which set out the department’s policy and two, recommendations for lesson structures. The policy document advocated an interactive approach to history teaching, this aim was to be achieved, ‘...by encouraging pupils to continuously ask questions of...evidence... challenging them to rethink, re-enact and empathise...’ It also defined history as ‘an exercise in imagination... based on a framework of evidence’ (see case study ‘When did you last see your father?’). Although the first part of the quotation highlights the investigative nature of history: it also indicates that pupils need to ‘empathise’ and use their ‘imagination’ in studying history, however, the ‘exercise of imagination’ was to be anchored in the ‘framework of evidence’. I found that generally the imaginative narratives pupils wrote were generally biased towards the imaginative and not anchored in historical evidence. The Case Study on ‘When did you last see your father’ shows that these pupils

did not automatically integrate the information they had gathered through comprehension type of questions on the Civil War into their narrative. (See Appendix 2) My intervention took place in this context.

The brief outline of two of the tasks recommended in the schools scheme of work for teachers mentioned below, reflect the emphasis on imaginative writing and lack scope for investigation and extended writing. The first task was based on the topic '1066 and The Race for the Throne': The task required pupils to make a poster setting out the reasons why one of the claimants should become king. The other task suggested in the scheme of work was on the Battle of Hastings and required pupils to write an eye witness account of how 'Harold came to be disadvantaged' (Scheme of work, p.11). Both the tasks focus on pupils writing from one point of view. and do not stimulate 'argument'. Neither of them addresses an important tenet of the History in the National Curriculum, namely, to examine:

how and why historical events, people, situations and changes have been interpreted in different ways and to evaluate interpretations... Interpretation reflects the circumstances in which they are made, the available evidence, and the intentions of those who made them... (HNC 1999/2000, p.20)

My case study provides an alternative approach to this topic; the hierarchy of activities which structure the lesson aim to enable pupils evaluate the reasons why William the Conqueror won the battle of Hastings and write a reasoned explanation based on the evidence they had gathered

One of the resources provided by the department illustrates the focus of the department on comprehension type exercises and writing texts based on recall rather than analytical exposition. The following is an example:

What was the name of Edward III's children?

Who was the first Lancastrian?

Why did the two families start arguing?...Etc.

An evaluative question is posed but no guidance given in how to go about writing a reasoned argument to support a point of view. For example:

The last Yorkist king was Richard III. He became king in 1483 ...many people blamed him for the murder of the princes in the tower ... To find out yourself whether he was a murderer you can work through

1 The Schools Council History Booklet no: 4

2. Evidence. The Tudors pages 1-3

(See Appendix 1a)

However the department's scheme of work was not always followed in the classroom. While I was there, teaching styles, triggered by the national curriculum, were undergoing a change and the newly qualified teachers encouraged pupils write more discursively. However, the early versions of the national curriculum gave little or no guidance on how to enable pupils write exposition. It was in this context that my intervention in the classroom took place. The case studies refer to the type of written tasks the pupils I worked with were previously given. The difficulty many pupils had with discursive writing was partly related to their lack of experience and understanding of how to do it. Writing exposition in a variety of genre is clearly developmental. According to Vygotsky, 'maturation of an organ is contingent on its functioning which improves through learning and practice' (Vygotsky. 1986, p.127). This was

made difficult with the teacher's priority to cover the content of the early history curriculum coupled with the cutting down of time allocated to history teaching.

The earlier chapters cite the 'external force' which 'provoked the 'process of change towards a more interactive and critical approach to learning', the case studies intended to reflect this (Daniels, 2001, p11). Learning, as Lev Vygotsky, emphasises is a dialectic process between 'what was in the child' and the 'external forces...' (Ibid, p.11). When structuring the activities for teaching I had to accommodate to the 'external forces' namely the 'socially and culturally defined' properties/objects of the school and classroom ethos.

Vygotsky's experiments in learning took place on a one to one basis between an adult and child in which the spoken communication was the paramount form of mediation. However, Daniels suggests that in the application of Vygotsky's theories of mediation and ZPD in facilitating learning we should also be willing to transform these ideas so that they can be of greatest use to us in meeting the demands of our own situation' (Ibid, p.13).

Jerome Bruner used the notion of scaffolding to explain mediation, namely how a child could be moved from one level to the next by designing learning to engage the cognitive abilities of pupils on the brink of maturation (Cairney, 1995, p.35). Bruner suggests that analytic thinking is not acquired without exposure to some long term educational processes 'that integrates rich and complex interactional language activities' (Corson, 1988, p.7). The case studies aim to provide a hierarchy of goal directed activities which

link language and conceptual development in order to make the intrapsychological (mental operations reflected in the hierarchy of activities and scaffolding resources) interpsychological (part of the pupils' thinking patterns). This process reflects Daniel's notion of 'cognitive apprenticeship' according to which the 'novice' learner is guided by an 'expert' towards becoming the 'expert' (Daniels, 2001, pp71-72).

The lesson sequence aims to develop 'intersubjectivity', namely a situation when pupils and teacher share a measure of knowledge. The knowledge building constituent to the hierarchy of activities has two functions: one, knowledge building which embraces subject knowledge and two, developing pupils' knowledge of, and familiarity with, the cognitive procedure (mechanisms) and the linguistic devices required for internalisation of learning (Ibid., 2002, p.120ff). A state of 'intersubjectivity' happens when pupils actively 'listen and engage in the dialogue through semiotically mediated negotiation ...' (Wertsch, 1985, pp.159, 161). The state of intersubjectivity increases as the pupils' internalise the mental operations and discourse embedded in the scaffolding strategies. Thus progressively the scaffolding is dismantled.

Wertsch describes points of intersubjectivity as 'levels in the transition from the intrapsychological to the interpsychological functioning'. At the first level the learner is new to the content and key processes. At the second level there is a limited, understanding. At the third level there is 'surface' learning: the pupils begin to participate in the task procedure, for example, making notes and transferring them to the format of the writing frame, without being consciously aware of mental operations

constituent to the activities. Finally, at the fourth level, the child's familiarity with the mental operations (meta-cognitive) constituent to the hierarchy of activities results in the achievement of the interpsychological stage. (Ibid, pp 167-170). Internalisation of the thinking patterns which are triggered by linguistic devices (writing frames, names/labels of categories) enable pupils organise and communicate historical knowledge and understanding. To achieve this purpose is clearly a gradual and complex process of maturation.

Scaffolding Strategies.

Wheeler (quoted by Peel) points to the close connection between structures of reasoning and the grammatical structures learned explicitly or incidentally (Wheeler, 1976, p.180). These notions are echoed in the theories of the genre linguists (see earlier chapter). How are pupils to learn about the complex linguistic/conceptual structure of the variety of genre required for academic success? This conundrum is referred to as the 'learning paradox' explicated by Daniels (Daniels, 2001, pp.32-35). Vygotsky's concept of mediation goes a long way in addressing the 'learning paradox'. The mediation processes (scaffolding devices) used in the case studies aim to facilitate '... disciplined enquiry, systematic analysis, logical rigour and a search ...' (NCH, 1991) to help pupils internalise the language and processes of productive thinking and to move them away from listing information towards writing more cohesive evaluative texts (HNC, 1999, Level 5 p 20).

The following hierarchy of activities was structured to address the ‘learning paradox’ by facilitating productive thinking which implies a number of mental operations like, ‘... analogy, selection, reassembly, co-ordination and structuring’ (Peel 1976,p.176):

- 1 Introduction – posing the question
- 2 Information gathering using DARTs (Directed Activities Related to Texts) constituent to which are mind maps which make visible the connections between categories of items on and aim to enable pupils extrapolate and arrive at explanations.
- 3 Using the writing frame to structure appropriate information into the relevant genre (Lewis and Wray 1998).
- 4 Ideally the next step would be to help pupils evaluate and redraft their texts in order to clarify and extend their understanding. The routines of the classroom rarely provided opportunity for this.
- 5 ¹The central aim of the activities is to enable pupils develop thinking patterns to facilitate ‘Organisation and Communication of historical knowledge’ (HNC, 1999, p.20) ¹.

<u>Strategy</u>	<u>Purpose-links with historical</u>
DARTS (Directed Activity for Reading Texts)	* Maps/patterns of information to make visible the links between them and enable pupils ‘recall, prioritise and select historical information’.
Writing Frames	‘Communicate their knowledge and understanding of history using a range of techniques....’ and genre

¹ 2007 History curriculum cites conferencing (one to one redrafting with teacher) and redrafting as part of the learning process (ibid, 2007, p.117)

	The scaffolding enable pupils highlights specific language to: ‘Accurately select and use chronological’ ‘conventions and historical vocabulary appropriate to the periods studied to organise historical information ‘(HNC p.20)
Hierarchy of activities	Encourage reflection, critical thinking, leading to expository writing.

Analysing pupils’ texts

There is no way that the observer can account for all the possible variables which may affect what is being observed (Kincheloe, 1991, p.131).

Thus the concrete and tangible aspect of lessons, for example pupils’ written texts are examined as a touchstone for evaluating the lesson sequence. The assessment criterion in the different case studies evolved as I learnt more about pupils’ difficulties in writing exposition and my understanding and knowledge about the relationship between language and thinking developed (see Chapter 2).

The analysis of pupils’ texts reflects also the degree of ‘intertextuality’ they had achieved. The term intertextuality means arriving at meaning though making connections between the pieces of information gathered as well as to other texts and situations’ previously encountered ‘ which are ‘relevant to the meaning of the present one’ (Daniels, 2001, p.74).

At the beginning of the research the criteria used for assessment were fairly general pupils’ texts were examined in terms of the quality of the notes gathered, how effectively the notes were integrated into the writing frame to structure coherent paragraphs and what

the texts revealed about pupils' thinking and understanding. Vygotsky's levels of conceptual thinking helped refine these generalisations.

Richard Andrew clearly sets out the levels of conceptual development from 'concrete operational thinking' with its focus on the factual and descriptive towards 'formal operational thinking as a focus on critical analysis:

- primitive argument, the statement of opinion based on deduction going beyond the information provided without explicit explanation,
- attempt to justify and explain the statement but with gaps in the reasoning
- genuine argument - uses *because* and *therefore* correctly
- formal argument which express implications and consider alternative hypothesis.

(Andrews, 1995, pp 36-37)

The progression from the concrete to the evaluative thinking was clearly based on Vygotsky's three basic phases of conceptual development. Vygotsky's first phase is that of 'heaps'. These are ideas, objects, pieces of information linked by chance and having no coherence. The second phase is that of thinking in 'complexes'. In such thinking the objects/facts are linked by bonds which exist between them, they are like family groupings. These bonds are factual and concrete rather than logical and abstract. The final level is real conceptual thinking based on making logical links and involves formal abstract thinking.

Below is an adapted version of Vygotsky's phases of conceptual development related to argument set out by Hilary Cooper's version (Cooper, 1995, p.102).which I have used to examine pupils' texts:

- a. Heaps - ideas/facts linked randomly by chance.
- b. Associative thinking - a few facts strung together, conclusions arrived at without explanations.
- c. Centring, that is, the different reasons stipulated are related to the central theme, but do not to explain the relationship of each cause to the others
- b. Chaining- listing or stringing together information with no overall attribute linking/connecting all the facts or items.
- c. Collection - the information provided is recorded without evaluation, ideas/facts are linked to produce a concrete factual text in which the logical links are implied. No explicit logical links are made between the pieces of information in order to relate them to the central theme.
- d. Pseudo complex making connections of events/factors within categories (e.g relating events like the production of sugar from beet, the advantages of paid labour etc to economic reasons for the abolition of slavery), but not between the different reasons. This type of thinking is reflected in the linking of one category of ideas/facts e.g economic reasons, to form a coherent paragraph. However, weighing the significance of this category (evaluating) against the other categories in relation to the main theme is not explicitly expressed.
- e. Conceptual thinking - thinking, thinking based on making logical connections to arrive at a balanced argument.

The levels in the History in the National Curriculum (1999) can be related to these phases of conceptual development in that they identify the sequence of development in thinking from simple observation of facts towards more complex logical/analytical thinking.

The skill of 'argument' develops from a one sided argument of citing only one reason towards balanced argument in which the pupil is able to present explicitly the logical superiority of one argument over the others, or show that all the views contributed in different ways to an event, for example, the abolition of slavery. (See Case Study, Why was slavery abolished?). The quality of the connections a pupil has made will reflect the extent to which the information and the guidance provided by the scaffolding structures have helped the pupils towards analytical writing.

The subject teacher was consulted on each of the tasks on which the case studies are based were. Each of the case studies cites pupils' previous experience of writing either when setting the context of the case study or in the Appendix (See Appendix 1a, 2a)

The following are the titles of the case studies; each one is an intervention into a context where pupils' experience was of largely narrative and answer question type of writing.

Details of the purpose of each case study are stated in the case study.

- 1. Comparing the life of a Roman soldier in Camp and on Campaign in order to decide which aspect of the soldier's life was better. Year 7**
- 2. Who had the best claim to the throne? (year7) –**
- 3. Why did William the Conqueror win the battle of Hastings?**
- 4. When did you last see your father?**

5. **What was the problem with the three field system? -**
6. **Why was slavery abolished?**
7. **Was Arkwright a hero or a villain?**
8. **The Changing role of women during the First World War.**

‘Pupils do not arrive in history classes as ready made writers of history. Skills in writing ... need to be progressively development, and this is the responsibility of teachers... ...’ (Ed. Bourdillon, Hilary, 1994, p.193). One history teacher’s solution to problem in G.C.S.E course work was to help pupils by giving them a number of short questions as a grid to structure their essay. When the grid was removed it revealed a continuous exposition. Appendix A is an example of the type of resources being used pre the introduction of the National Curriculum. The majority of tasks pupils were engaged in were answering comprehension type questions. With the introduction of the national curriculum *The Schools History Project* history texts books were beginning to be used in the classroom. Teachers were grappling with the new formant and the demands of the original content heavy history curriculum (1991). It was in such a context that my intervention to move pupils towards more discursive writing took place. I am aware that there is now a growing interest shown by history teachers in similar explorations of linking conceptual development to language development in order to make learning more efficient. (See earlier chapter).

Case Study 1. Year 7 The life of Roman Soldier. Comparison of pupils' texts written in, 1998, 1999 and 2000

Learning is a matter of decentring... We achieve decentering by adapting ourselves to things and people outside ourselves and by adopting points of view initially foreign to us,(Andrews,1995,p.67)

Each redraft reflects my developing understanding of analysis of action research data. This redrafted version (2007) reflects notions from Activity Theory gleaned after I had been to a lecture on activity theory given by James Avis of the University of Huddersfield (see Chapter 4). I found that the sequence of activities I had build into my lessons reflected the notion of hierarchy of activities embedded in Activity Theory and the adjustments made to the activities and the framing of the question every time the topic was taught (1998, 1999, 2000; reflects the action research cycle.

The purpose of this writing task was to move pupils towards writing balanced comparison to arrive at a reasoned conclusion. I shall comment on a selection of pupil's script and discuss similarities and differences in their response to the task, at the end of the case study

I shall summarise these observations under the following headings:

- Framing the question
- Use of scaffolding
- Linguistic conventions of writing

Group 1 (1998) wrote from the point of view of a legionnaire or an auxiliary to encourage pupils compare the lives of these two types of soldiers and arrive at a conclusion

The sources were photocopied on separate pieces of card. Pupils were also given a note making grid (Appendix 1,p.1), made up of a series of questions relating to aspects of a soldier's life to guide their information gathering and 'direct ...mental operations...' (Vygotsky, 1992, pp 106-107).

The tasks were set out hierarchically beginning with the teacher's introduction. The pupils were to:

1. work in pairs to read the sources and make relevant notes under the labels provided in the grid;
2. write about the life of a soldier from the point of view of an auxiliary or a legionnaire and using their notes and explain why they would prefer to be in one unit rather than the other and justify their choice.

Analysis of Pupils' texts

The pupils stated their identity (auxiliary or legionnaire) and gave reasons why they had chosen to join the army. Most wrote using paragraphs. Rehana and Gagan's text are examples pupils who did not;

My name is Rehana I am an auxiliary soldier. I joined the army because when I left will pay more. Respect to me and I liked the citizenship for life in the camp was life was very bad because we had to move to other places... Life on the march was non stop no rest.

The text here is seamless in that there are no clearly set out paragraphs or punctuation marks nor is there an explanation of the role of auxiliary. This could fall into Vygotsky's category of 'Associative thinking', the highlighted words show that the association of the points made. However, unlike associative thinking as in 'chaining' (see Chapter 4) described by Vygotsky, there is a central theme namely, the life of a Roman soldier.

Gagan's first 'paragraph' consists of lists of unconnected information:

I became a Roman soldier because I wanted to follow in my father's footsteps and that all veterans shall be exempt from taxation, exempt from further military service ...

. The following 'paragraph' is set out like a list; the comparison between what they ate in camp and what they ate on campaign is not clarified:

Soldiers' diet,

sheep

pork

ham

fish also grain, blackberry ... when it is the right moment we also eat hard biscuits ...

His last paragraph is an improvement, the introductory sentence states that life on the march was not easy and then provides evidence for this, '...clothing was wet and ripped...if we lost the battle we would get punished...even put to death and we even had to carry our own food...' His use of 'and' points to the additive nature of the account.

Nick, Stephen and Ganesh sets out their information more explicitly. For example their reasons for becoming a legionnaire are clearly set out in separate sentences signaled by 'A second reason...', 'A third reason...' but without much extrapolation from the facts.. For example Nick wrote:

I am a legionnaire. I am one because I want to follow my father's footsteps. A second reason is I want to be proud of my country. The third reasons is I will have privileges when I retire

...

The following paragraph begins with an observation and the rest of the paragraph cites evidence for it:

Life on the march is not easy because every tenth man got killed if we lost the battle. We had to take our own, food in our bags our bag was hard to carry. They had to march through mountains.

Stephen has presented a collection of facts relating to a soldier's life both in camp and on campaign, the highlighted words reflect an inference: 'When we are in camp we are **kept very busy doing jobs** like milking sheep, ... The soldiers eat **all kinds** of foods ...'. His observations are not the result of inferential thinking based on evidence but assumptions, for example 'they drink wine ...until they are very drunk'.

The following paragraphs attempt to explain the introductory proposition, a. why he became a legionnaire and b. why life on the march was not easy:

a. I am a legionnaire. because I wanted to follow my dad. And after I serve them I get important rights such as pay no taxes, didn't have to have a job, have privileges ...

b. On the march life is not easy we have to carry our own weapons and if we lost a battle every tenth man would be killed and our food would be cut down ... had to walk through soaking swamps and mountains with battle wounds.

Ganesh's text is more descriptive than analytical of the soldier's life:

I am a legionary. I became a soldier for several reasons, the first one was that I wanted to follow in my father's foot steps, a second one was that after 20 years I would be exempt from taxation, also I would be exempt from further military service and also I was exempt from compulsory services
(See Appendix 1, p 3)

The texts show that none of the above pupils used the questions in the grid to structure their texts. The questions were intended to prompt pupils into reflecting on the information and making inferences and comparison. They tend to set out their information in a largely

additive and so reflect a concrete level of concrete thinking

The following pupils tend to associate facts about the Roman soldier's life with their personal reactions and tend to use informal everyday English as seen in the highlighted words. For example Jaswinder writes:

The life in the camp was **horrible**, I was a shoe cleaner. The weather was **horrible**, it would not stop raining. The food was **horrible** ... The bread was **disgusting** ... I **puked**...

This is an example of chaining of 'facts' which are linked by her observation that camp life was 'horrible' without a logically developed explanation for her opinion..

Parminder's observations indicate empathy based on rather than historical understanding of the life of an auxiliary or a legionnaire. For example, 'I really dislike the night when we didn't sleep. We had to keep ourselves awake all night long.' In addition, her handwriting and the way she connects ideas make it difficult to understand what she has written. The following is an attempt to read her writing and copy out what she has written:

My life in the camp was pretty bad ...
On the other hand on the nice days like if some attacks we had to defend but from where we were it were it was hard specialy with no rest a lot of people died.

The incoherence of the paragraph reflects Vygotsky's notion of 'heaps'.

'Students need to learn how to link the pieces in the 'clothes-line of information'' (Cope & Kalantziz, 1993, p.59). The scaffolding strategies aim to provide the 'clothes-line of information and since concepts cannot be taught by drilling they provide guidance towards conceptual development. Clearly the 'mediation' strategies (hierarchy of activities) need to

be examined and adjusted to guide pupils to make connections between pieces of information and arrive at explanations and conclusions based on evidence.

Group 2 Year 7 1999 -2000

In response to the above observations adjustments were made to the scaffolding strategies in order to guide students towards writing balanced comparison and encourage pupils to use the factual information gathered as a basis for developing and extending explanations. The questions in the note making grid were changed to labels taken from the subheadings relating to a Roman soldier's life in the text book. The labels/categories are '...a functional use of the word, ...as means of focusing one's attention, selecting distinctive features and analyzing and synthesizing them ...' (Vygotsky, 1992, p.106)

(See Appendix 1, p.4)

Hierarchy of activities

1. The grid was drawn on the board. This visual mapping of information intended to make it easier for pupils to perceive the connections between the pieces of information and extrapolate from them.
2. Information gathering from the sources and making note in the grid was modeled.
3. Pupils copied the grid, read the other two sources and made notes in the appropriate boxes on the grid.
4. A feed-back session during which pupils filled in the gaps in their own grid, this ensured that all pupils had the same information on which to base their writing.
5. End product- Extended writing based on the adjusted writing frame provided.

Criteria for Marking, this was based on Vygotsky's phases of conceptual development linked to linguistic features of structuring exposition in order to analyse the types of thinking pupils texts display. How pupils used the scaffolding frames for structuring their texts is constituent to the criteria. (See Appendix 1)

The adjusted writing frame for the second group provided cues to enable comparison between a soldier's life in campaign and in camp and arrive at a conclusion as to which was better. It also provided connectives, viz 'when' and 'while', to help pupils write a balanced comparison through linking information, and to deter them from listing the information. How effectively the pupils use these linguistic devices will be reflected in the quality of their comparison.

Charlotte used words and phrases like 'boring, get away with ... and all they really did', which are not explicitly substantiated. The underlined words are colloquialisms. She did however, attempt to explain what was 'hard' about life on campaign:

... On campaign they had to work hard. They had to go to mountainous wastes and soaking swamps. It was boring ..., hard winters as well whilst in camp wasn't that bad. They could get away with stuff.

The following paragraph resembles a 'heap' of unconnected ideas:

In the army there are units like volunteers, Roman citizens, sons of ex soldiers from the provinces of Rome, from conquered armies and inferior.

In terms of Vygotsky's levels, Charlotte is probably at the level of 'diffuse complex' where the bonds are vague and indeterminate; there is no sequential, hierarchical development of

opinions/conclusions. (See Chapter 4.)

Neena is a pupil with EAL. Her writing is an improvement on Charlotte's text, she has used connectives which indicate comparison (underlined). However sentence 3 indicates some confusion (The sentences have been numbered.)

(1) In the units of the army there are two different units(2) In the legionnaires there were a lot volunteers that helped in the army. There were also Roman citizens sons of ex soldiers ... The difference between the legionnaires and the auxiliary was the legionnaires served for sixteen years whereas the auxiliary served for twenty five years. (3).Also the auxiliary got rewards to become Roman citizens but legionnaires got nothing

There are gaps in her account, for example, she has omitted to describe the composition of the units. However Neena's description of the quality of family life for the Roman soldier is more explicit than Charlotte's but it displays assumption that all the soldiers 'found this very uncomfortable'. On the other hand it could be the inception of inferential thinking essential in concept development:

The family life for Roman soldier was difficult ... 1) they wasn't allowed to have a marriage ...
(2).Every time the soldier had to move ... the whole family would have to move and his girl friend would be called a camp wife. (3)...they found this very uncomfortable.

In terms of use of language, she doesn't always use appropriate words and phrases. For example 'disabled', 'nasty', 'how bad they did', 'go on diet'.(See appendix)

The lack of logical connection made between sentence 1 and 2 could be because of her lack of fluency in English rather than lack of understanding:

1. The soldiers in the army had many complaints ...2. Then when you were disabled it lead to things like arms and legs being cut off, flogging and worst of all was death.

She is clearly struggling to convey her conclusion that punishing those who have already suffered in battle, is unjust.

Karanjeet's text is an improvement on Neena's and Charlotte's in several ways, her sentences are fluent, her description of the composition of the Roman army is more detailed and her use of cohesive links has produced a fairly balanced comparison.

The difference between the legionnaires and auxiliary are the legionnaires were volunteers and Roman citizens ... The legionnaires only had to serve for 16 years whereas the Auxiliary had to serve for 25 years. The Auxiliary were not like the legionnaire because the legionnaires had a choice to join but the Auxiliary were people from conquered countries and ...

As with Neena, Karanjeet has difficulty with expressing herself in English, for example it is not clear in the following extract, if she knows the difference between *discipline* and *punishment*: 'Roman soldiers also had discipline if they lost a battle...'

Adjusted Writing frame Group 3

All the following pupils have made use of the writing frame including cohesive links like 'whereas'.

Stephen's paragraph, except for the **underlined** sentence, is well set out:

.... On camp they had different rewards such as they didn't have too pay taxes or they didn't have to fight. They had different foods in camp they ate pork, ham, fish, They drank beer and wine. On campaign they ate their own made bread they carried a kettle, a portable hand mill... In camp they had different jobs whereas on the march they had 1 job to fight. If they lost a battle they would be whipped or they would be beheaded.

Tom's text is also a well set out account in contrast to, for instance, Ganesh's:

1. A Roman soldier's life was different in camp and on campaign. On camp they were fed pasta, pork,67... but on campaign they had to eat grain, porridge, ... they brought a kettle with them.
2. They were two units in the army the legionnaires which were local people the other was the auxilliary which were defeted army.
If they lost a battle they would get whipped ... and most of them die of starvation

(See Appendix, p.4)

Saul's text is more detailed and well structured

In the legionnaires they would be volunteers, Roman citizens, sons of ex soldiers from the province of Rome they would serve for 16 years. Auxiliary would be from conquered countries, they would be from inferior, they served for 25 years, they would have a reward ... become Roman citizen.

Although Sarah's sentences are well structured there are gaps in the information. For instance she does not describe the composition of the auxiliary or compare the two units

... The legionaries are part of the Roman citizens and are often the sons of ex soldiers. The legionaries are also volunteers. The legionaries have to do 16

If the army lost a battle the soldiers got punished. Half the soldiers were executed and the other half were starved ...

None of these pupils extrapolate from and extend the concrete, factual information.

Arun is a pupil with EAL and makes grammatical errors. The information in his paragraphs is linked through association of ideas rather than logical thinking:

The **Romans in the camps** had different jobs **when marching**
When they were not fighting **they** did lots of other things like shoe make work in hospital working a coin mint

If you won a fight you would Get a Reward. They would get a reward like you don't have to fight The people the complained had a punishment were some were whipped if they lost in a fight they would have little food.

Hardeep a pupil with EAL uses capital letters randomly. Although his sentences are fairly well structured, his paragraph is a string of facts about the life of a Roman soldier with no logical connections made. The underlined sentence is not logically linked to the previous one. This is a clear example of associative thinking at the level of ‘collection’:

when they are in camp they have a variety of Jobs when they are not marching or fighting they can make shoes, build and A Roman soldier can't have a wife but he can have a relations ship and children. when a Roman soldier is fighting they could be disabled or maimed that is why when you are 25 you have to come out of the army but you do get a Reward ...

General Analysis

The general analysis will highlight some of the shortcomings of the teaching process of ‘ historical enquiry, ... framing of a question ... the investigation of sources, the extraction, ordering, collating, synthesising and analysis of information to ...the reaching of and presentation of conclusions. (Nicol. J, p. 31).

Perhaps the question, ‘What was a Roman soldier’s life like?’ was deceptively simple, a sub question like, ‘Compare life in camp with life on campaign’ may facilitate expository writing. Clearly it is important to help pupils analyse the key words in the question which form cues for structuring the question. The constituents of the words, ‘life’ and ‘like’ could then be used to set out the different aspects of a Roman soldier’s life.

The first group of pupils had fewer steps in the hierarchy of activity. They were not given a writing frame but were expected to use the questions set out in a grid to structure their text. The questions unlike writing frames did not provide link words that signal contrasts like, ‘whereas’, ‘whilst’. In group 1 only two pupils compared camp life with life on campaign, five compared the two units, legionnaires and auxiliary. Hence the second group were given a table with labels for directing information gathering, and a writing frame to

encourage comparison. The texts the pupils produced show that the adjusted and extra scaffolding made a difference to the quality of the pupils' exposition for example, Stephen's.

Most pupils did not use all the information they had gathered so their work lacked detail. Many used the information in the notes to write a concrete descriptive text at the level of 'collections' Some pupils like Arun wrote paragraphs composed of incoherent 'heaps' of phrases. Coherent paragraphs show that a degree of logical connections between the pieces of information have been made (See Tom and Saul's texts, Appendix, pp.4, 5.).

The questions given to the first group of pupils did not help all of them to structure paragraphs or reflect on the quality of a Roman soldier's life. The majority of pupils in the second cohort used the writing frame and this helped them write in paragraphs, separating the different aspects of a Roman soldier's life, Thus writing frames cued most of the pupils into writing in paragraphs but failed to encourage inferential thinking leading to explanations.

All the pupils have made errors at the phrase level, sentence level, in paragraph construction and use of punctuation marks. However, in spite of the grammatical errors, there were pupils like Arun who were able to convey meaning, 'The Romans in the camps ... When they were not fighting they did lots of other things like shoe makes work in ... In the army there are units like volunteers, Roman citizens, sons of ex soldiers from the provinces of Rome, from conquered army's and interior'.

In addition as pointed out there is a tendency of pupils to use colloquial phrases for example, Charlotte.

Conclusion

Clearly, the scaffolding strategies have not been totally successful in getting pupils writing critically. These year 7 pupils were still in the early stages of developing expository writing. A redrafting process 'characterised by constant transformation and change' as 'a recurring part of activity' with the help with the teacher or more proficient peer could be additional mediation over a long period (Daniels, 2002, p.84). This could help pupils begin to internalise the linguistic structures forming thinking patterns required for academic work.

Case Study 2. Year 7 a. Discursive writing

Year 8 b. Writing Historical Narrative

This section looks at two genre of writing for year 7 and year 8 pupils and what they involve. This case study reveals that pupils were more successful in tacking discursive writing in year 7 than historical narrative in year 8 thus challenging the notion of hierarchy from narrative to exposition.

Discursive Writing Year 7

Vygotsky's levels of conceptual development are based on the nature of the connections made between the pieces of information on which categorization is based. It is through the process of comparison that categories are established and through comparison that the importance of the categories (e.g reasons, causes) is evaluated and conclusions are reached. Hence comparison is central to critical thinking.

Because some pupils were disruptive, undemanding work was set in this class. My presence in lessons meant that with two teachers more challenging problem-solving questions could be tackled like:

1. Who had the best claim to the throne in 1066?
2. Why did William win the Battle of Hastings?

Most of the written work of the pupils in this cohort was based on recall of factual information or imaginative narrative. Since both questions required pupils to structure 'argument' and arrive at a conclusion it was interesting to see how these year 7 pupils

would perform.

1. Who should be king? To answer this, pupils were required to consider the concept of 'king'. Vygotsky wrote: 'not merely the content of the word that changes, but the way in which reality is generalised and reflected in a word' (Vygotsky 1986,p. 213).The steps followed were similar to that of the other case studies, leading from familiarization of the content to information gathering, modeling of the task and extended writing.

The following sorting table formed a visual map for comparing the claims:

Name	Good Points	Problems

Pupils were also provided with an introductory paragraph with content words left blank (see appendix 2, p.9). I also explained how they could compare the claims by using words like 'whereas' and 'while', 'furthermore' ... This group had used such link words in English and I reminded them of this.

2. Why did William the Conqueror win the Battle of Hastings?

This task highlighted the fact that any event in history has more than one cause. Here pupils were required to draw on knowledge relating to military tactics and weapons and how armies moved in that period, the geography of the area and distances between battle grounds to arrive at an explanation.

A similar procedure to the first task was followed. The first lesson was spent on information gathering. Pupils were helped to interrogate the texts, diagrams of the battle

and a map of Harold Godwin's movements and sites of the battles. A basic writing frame was provided to help them structure their answer (see Appendix 2, p.9).

Below extracts from pupils' texts illustrate how far the writing frame affected the quality of their answer range from the poor towards more cohesive texts (cohesive links underlined). Those who are at the lower range of writing tend to string information from their notes together without explanation or drawing logical links between them. The extract from Rama's answer to question 2 (Ibid, p.9) resembles Vygotsky's notion of 'heaps', '...The army was well organised and trained whereas (misuse of the 'whereas') the army was good. The army was tricked. It was a trick 2 times but the army was...'

Kay's answer to question one is a list of observation, for example, '...I think Harold Godwin had the strongest claim because he had lots of experience he was a leader of the king's army and' Although her second answer has well constructed sentences it lacks a detailed account of the battle and does not explain fully why the Normans won; 'And who won you are wondering well it was Duke William because most of Harold's men were wounded, dead or tired'

Mark's first attempt at answering question 1 was a string of unconnected information, 'I think a king should have experience leading an army, given respect and ...'. After I discussed it with him, however, he redrafted it, beginning with giving reasons disqualifying William and Hardrada:

... because they couldn't speak English whereas Godwin could. He had a stronger claim than Prince Edgar even though he was a blood relative but Edgar was a

child. ...people would take advantage of him

Clearly Mark has benefited from teacher intervention. In his second attempt he evaluates Harold's claim against the claims of Edgar and William in order to support his opinion. To do this he considers the variables and their implications. 'If William became king they would bring their army over and treat English horribly.'

Marks answer to the second question is fairly well structured, for example:

... At the start it looked like Harold was going to win because they were on top of the hill and it was easier for them to fire their weapons
The Normans were losing so they decided to trick the Saxons They pretended that William had been killed so they retreated. The Saxons thought they had won so they came running down the hill. ...This trick was repeated twice and at last the Normans surrounded the Saxons and killed William (?) ...

Vicky does not weigh up the claims of the claimants in answering the first question but the structure of her argument in her second answer is an improvement. In her answer to the first question she fails to bring Edgar into the equation and confuses William with

Hardrada:

... I think that because Harold was a leader of men. He was an Englishman and was familiar with the country whereas William was a leader as well but he was Norwegian so if she took over England he would bring foreign people in

In answering the second question, Vicky's answer highlights the benefits of using the notes and writing frame:

I think that the chief reason is that Harold lost because William played a trick. William's army pretended to retreat so Harold army went down the hill but then Williams army went forward and killed some of Harold's men then Harold went back to the top. They done the trick again and Harold fell for it again but this time the men on horse back surrounded Harold and then killed him.

The following section shows that she is capable of inferential thinking;' ... Harold was not

ready for the battle for his army was weak and tired from having a battle before with Harald ... His army was not as big or strong because he had lost most of his men ...'

Neena's answer to the first question, in spite of grammatical errors, moves away from listing and shows an attempt at weighing up evidence to come to a conclusion. This could be partly because she has used cohesive links like 'but' and 'whereas':

I think Harold Godwin has the strongest power and claim to the throne I think Harold Godwin should be king because he was a distance reletive ... Another thing is Harold was a leader of men but Duke William was also a leader of men but Duke William was a foreigner ...

The answer to the second question has more details than the pupils cited above:

...Normans were at the bottom of the hill news got round saying that William had been killed. So when the Saxons heard this they started to make there way back down the hill when suddenly William had appeared. William's men began to cut the Saxons down. The Normans then saw how good trick of giving up was and pretending to retreat that twice the Nor mans played this trick on the Saxons By dusk the Saxons had retreated and Harold lay dead behind them...

Neena also displays inferential thinking and writes a fairly clear explanation for why

Harold's army was weaker than Williams, for example:

..... most solders soldiers deserted Harold at Stamford Bridge which left Harold with a small army Whilst Williams army and himself was fresh before the battle of Hastings

Neena's major problem is that she is not proficient in English but she shows signs of examining the content to draw inferences.

Deepa's answer shows he is well on the way to achieving conceptual thinking. He has used cohesive links (highlighted) to signal that he is weighing up the pros and cons:

I think Harold Godwin should be king **because** he was a relative of king Edward **whereas** Hardrada and Duke William were **not even** King Edwards relative and Harold Godwin is
...If William became King he **would** bring his foreign army... And prince Edgar has no experience of ruling anyone **because** he is too young.

His answer to the second question is disappointing (see Appendix 2, p.13) since he has not used all the information gathered during the two lessons. An opportunity to redraft may have provided an answer to this.

Darren is an English speaker and this is evident, the information he uses is the same but he has expressed himself more explicitly

I think a king should have experience of government and war so he isn't new to it
He should have a large army to support him so he is stronger than other people
They should be the same language so they know the peoples needs. They should also already be powerful. I think that Harold Godwin had the strongest claim because he's English and is familiar with the country ..William and Harold Hardarada are both foreigners and couldn't speak ...

However the answer to the second question is not as logically set out though he uses information the others have not. He begins well by linking information with the connective. 'whereas' but then he cites 'facts' but does not explain them:

... they only had a small space on top of the hill but Harold army could throw spears and arrows the kill the enemy whereas Williams's army couldn't get to them on hill and some got killed by spears
... Harold had no horses I think that the chief reason is that the Normans played a trick of retreating, surrounded the enemy and cut them down.

Inderjeet begins with a well set out explanation. The cohesive links I have underlined carry and extend his ideas from one part of the sentence to the next displaying familiarity with the linguistic conventions of discursive texts However, he does not bring his argument to a conclusion:

I think Harold Godwin has the strongest claim to the throne The reason being, although not being a blood relative he was still a distant relative unlike Duke William and Harold Hardrada. Another good point was that he was an English man with an English backing which gained him respect and power...

The fairly well structured sentences of the following extract are interrupted by grammatically incorrect phrases (underlined); '... The positioning of the army's were best for Harold he had a smaller amount of men due to previous battles and William had a full strength army...'. However he clearly describes the strategy used by William to defeat Harold;'. The Normans retreated and rumour went that William had been killed so the English came and chased them but it was a trick and the Normans surrounded the English and killed them. ... Normans out thinked him.'

Summary of findings

Some of the insights which have grown out of the examination of pupils' scripts are as follows:

Sources of pupils' grammatical errors

The analysis of the pupils' scripts in this group show that those who come from South Asian backgrounds tend to make grammatical errors different from those made by pupils for whom English is the main language. The latter's errors arise largely from the oral communicative forms of English used at home whilst the former pupils' are related to the fact that they are in the process of learning English (EAL pupils) and have problems expressing themselves in English. The comparison of Inderjeet and Saul's texts indicate that pupils from an English speaking background tended to write seamless sentences without punctuation, and use colloquial phrases whereas EAL pupils have problems with word order for example 'and being experienced leader'. The EAL pupils also tend to omit

articles and use words inappropriately for example ‘smaller amount of men’ (Inderjeet) ‘English leader man’ (Neena).

Types of thinking stimulated by the tasks

Most of the pupils based their explanation on the information gathered. Ideas were extended, by making connections between the different pieces of information (integrative thinking) and drawing implications from them. For example, Nikki used the fact that Harold was English and William was a foreigner to explain why Harold had the better claim. She is moving from concrete to more formal abstract thinking, this indicates incipient theorizing. Darren is another good example of such development in inferential thinking,

How far the sorting frame and writing frame helped pupils write more discursively. Most of the pupils’ texts are ‘factual, there is however some evidence of the development of an argument through balanced comparison and weighing up factors in order to arrive at conclusions. The writing frame has helped pupils like Inderjeet, Neena, and Darren to integrate the information gathered into meaningful chunks. This is clear by comparing the answers to the two questions explored in this study. Pupils were not given a writing frame to use in answering question one. I suggested to pupils as I went around the class, sentence starters and words like whereas and whilst to signal comparison. As shown above (Mark), teacher intervention with individual pupils helped. This could be the reason why some pupils did not weigh up the claims of the claimants in 1066. Unfamiliarity with the function of connectives like ‘whereas’ is reflected in confusion, for example, ‘I think a

king should have a strong army whereas he should have a royal blood Family and also you would respect them that's who I think should be king' (Rama). Clearly linguistic devices which signal contrast like 'whereas' and 'whilst' need to be not only explained but demonstrated so pupils become familiar with their use.

An examination of pupils' texts shows that those who used the writing frame provided for the second question generally presented a well structured answer, using explanation.

Darren is an example of thinking beyond the information given, 'They should be the same language so they know the people's needs.'

How far did problems with English hinder pupils' expressing their learning? Texts written by Neena and Deepa show that grammatical errors do not always hinder pupils from expressing understanding. Rama, however, has mechanically selected random information and strung them into 'heaps'.

On the whole the hierarchy of activities and scaffolding frames have helped pupils go beyond the single sentence answer although the habit of writing comprehension type answers continues to persist in that pupils are inconsistent in writing explanations. The process of redrafting with another adult or more proficient pupil is, I believe, an essential tool of mediation (mediation as systematic leaning described by Vygotsky, 1986, 147-148.) and should result in raising pupils' meta-cognition awareness as well as providing a model for redrafting (Vygotsky).

An important value of scaffolding strategies is that they help identify where the individual pupils are on their Z P D so future lessons can be tailored to help address their incipient capacities

b. Historical Narrative. Year 8.

In contrast to the texts written by year 7 pupils above, the following year 8 pupils have displayed very limited historical content in their scripts. A comparison of the structure of the task for year 7 and the task given to year 8 as well as the sources provided and how they were guided in gathering relevant information may reveal some reasons.

In the re-drafting process of the case study the focus of this case study has shifted from an analysis of pupils' written texts towards an examining of the task itself, to assess how far it enabled pupils write a historical narrative. Intertextually Portal points out is central to knowledge building:

...all connections an event possesses with other events shall be explored and mapped, so that a rich and complex network of connections will be the result of an adequate historical narrative (Portal, 1987, p.7)

Reading Shemilt and Rogers in Portal have helped me clarify and amplify the analysis of this task. Many of the conclusions arrived at by this study are reflected in Professor Walsh statement that historical narrative “involves 'explaining an event by tracing its intrinsic relations with other events and locating it in a historical context (Rogers, 1987. p.6).

Shemilt views problem solving and enquiry which involve inferential thinking, as key thinking skills in the study of history. Constituent to inferential thinking is imagination

linked to logical thinking in selecting, analyzing and highlighting connections between events. Such thinking is essential in order to construct a historical narrative to arrive at the historical significance of an episode. (Shemilt, 1987, p.52).

Extracts of texts from a class I worked with illustrate pupils' quality of 'historical narrative'. The pupils had been told about what people believed the world was like and the dangers of sailing on the open seas in the seventeenth century. Pupils were required to take this information and include it in a traveler's letter. Rajesh wrote:

Dear Sunil.

I started my journey a couple of days ago I have already crossed the path of two sea monsters. ... second day the wind did not blow at all so I had to row... almost ran out of food ...I'm running out of ink...
yours faithfully.

Imagination predominates and there little reference to the historical context. His next text of imaginative/empathy type writing based on a picture, ' Burning at the Stake':

Today in the centre of London is going to be a burning. ... two men are going to be burnt. I ...support the burning ... it is a form of entertainment. I think that the men ... are heretics because they are willing to give up their lives for their religion ... I think they are stupid.

It works as a story but is inadequate in terms of interpreting the historical significance of the event because it does not refer to the main historical factors which led up to it the event

The following pupil makes some references to the context, she defines the words heretic and heresy and mentions the historical significance of the event. Clearly she has used the notes relating to aspects of the historical context, for example, Mary's new orders and punishments for breaking those rules:

Mary has become a Queen and has new orders one of these things is to be a Roman

Catholic and if you are found give protestant ideas or having English service or not going to church on Sunday you will be burned alive at stake. One of my friends call Ben break the rule by standing up on one of the services and said I want this in English ... to court the next day this is what happen.

The teacher's comments are, 'level 5 Good lovely description. Pupils can be moved towards writing more sophisticated historical narrative.'

The question, explored here, 'When did you last see your father?' is the title of a famous painting which shows a group of parliamentary soldiers questioning a young boy, who is clearly a royalist. The purpose of this task was to use the painting as a trigger for writing about life during the Civil War. During the previous couple of history lessons pupils had answered comprehension type questions on the sources relating to the Civil War. The following series of steps were given to guide pupils' writing:

1. Write questions triggered by the painting in the form of a spidergram in their exercise books
2. Whole class feedback and discussion based on above (written up on the board).
3. Pupils copied down the questions they had not included in their spidergram

During the whole class discussion pupils were cued into making references to the historical setting in their answers to the questions so they knew they were required to use their historical knowledge in the writing of the narrative.

Pupils were told to use the questions as prompts to structure their story but the story they had begun writing was not set in the historical context. After consultation with the subject teacher I gave the pupils the following prompts to move them towards historical narrative.

1. Describe the historical setting - events before the episode in the picture
2. Describe the scene in the picture
3. What do you think happened next?

After the teacher and I had marked the pupils' scripts, I gave them a questionnaire to help them reflect on their work. The questionnaire included the following areas they should think about when examining ways of improving their work:

- use of historical information
- structuring of their text
- spellings
- punctuation

Analysis of pupils' text

The sample of pupils' texts, cover a range from those who wrote fluently in English, those who were struggling. The texts examined here are a sample of 25 texts. I revised the following criteria used in a previous draft:

- how far they followed instructions
- why they may have strayed from them
- quality of their writing
- historical understanding displayed

to make them more explicit and focused:

- historical knowledge, the quality of the connections made with the facts relating to the civil war and other sources of information.
- historical accuracy
- quality of the structure of the 'story'

Pupils' reference to the 'facts' ranged from a mention of the date of the Civil War to more details about the protagonists in the paintings, their relationship and the consequences of the interrogation. Most pupils did not use the clues from the painting and link them to other sources of information to build up a historical setting for the episode but mentioned the

Civil War, dates fought and the protagonists. Pupils like Brenda totally ignored the historical setting. Most of the pupils began: 'It was the winter of 1642. The Civil War was begun between the Royalists and Parliament...'

Clare briefly implied that religion was one of the causes of the war: 'The man was asking me what religion I was ...' There was no explanation of why the question was asked, or the role of religion in the conflict. Nor did she speculate on why the child was asked about his father and why he was reluctant to answer the questions. Annie's text was typical of these pupils:

Before I had been captured by Parliament in the winter of 1642, a civil war had broken out. ... when the solders rode through on horseback and grabbed me and my sister she started shouting ...

The story then moves on to the capture, the questioning, and the resolution without further mention of the Civil War or explanation of the reasons for the interrogation

Deepa is one of the few pupils who explains the social effects of the Civil War;

At this time there was a Civil War and it was very scary for the people because the towns were getting attacked. The year was 1642 the Civil War was being fought between Parliament and the Royalists. Soldiers from both sides were attacking the towns and villages ...

Others included, in various degrees, more historical information than the above and made some attempt to link the painting to other sources. Sunil for example, integrated some of the historical facts into the story:

It was 1642, a normal day, hot it was summer the kids were eating there dinner the people heard noises, my father was fighting in the Civil War. He was a solger The king's right hand man The rumbling was getting louder people were shouting run

parliamentarians ... We did not see him (father) till three years later when the king was beheaded

He describes the scene in the picture and names the interrogator as Olive Cromwell but he does not describe the clothes of the protagonists and what they indicate about them.

Harjeet's text indicates that she has made an attempt to link sources and use information from previous lessons displaying a degree of intertextuality:

It was the winter of 1642. The civil war was going on the Royalist and parliament and the solders were splitting families. ... The solders ran into every house and they were shooting women with swords or pistol right down there breasts

Her reference to the cartoon showing the parliamentary soldiers breaking into houses and stabbing women and children, indicates that she has the ability to make connections between different pieces of information. However, the rest of the story is speculation. In her story the father bribes the guards and goes free. However, such bribery in the face of threat to one's life is plausible.

Denesh in comparison to his earlier attempt (see above) has made an attempt to set the story during the Civil War in 1642. However, the historical context is implicit in his reflections as he is being led away by the soldiers:

I then began to think about what my mother had said to me while were in the house, about not telling them about how my father worked for the king ... he was the person who carried all the battle plans. ... What did dad call them, the parliamentarians? ...

The above extract indicates that his father is a royalist, someone important and the soldiers were parliamentarians. None of the pupils have referred to the causes of the Civil War and

its consequences apart from one pupil who mentions the beheading of Charles 1.

Inaccuracy of historical information

Some pupils have problems with historical time. For example, Philip mentions a bomb in the following extract, ‘... what if he is planning to bomb our castle ...’.

The mention of ‘*bomb*’ is a historical anomaly, however, words like castle, king, gunpowder which he uses set the story in a past time. For Philip however, this is a great effort. In his evaluation he perceives his story as being good but acknowledges that to improve his story he should include historical detail and structure his text into paragraphs.

Sarah’s text has nuances of the Second World War in the phrases I have highlighted,

... The summer breeze noise was disturbed by the sound of **heavy boots** walking.
. . . . they grabbed me and **frog marched** ... We were **thrown into the back of a truck** ...

Rajesh’s concluding paragraph shows a complete reversal of what actually happened: ‘... After Cromwell was killed ... the Royalists beat the parliamentarians ...’ which is historically incorrect.

Story structure and vocabulary

Pupils are clearly familiar with the structure of story. and the importance of action, description of emotions, a climax and resolution. They use description to draw the reader into the story by making the setting visual. However, not all of them describe the clothes of the protagonists and what they tell us about them. For example Clare’s story though skeletal in historical information, was well written capturing the fear of the children and the

brutality of the guards, but had no description of the people involved apart from stating that the guards wore armour.

Many pupils used vivid language to evoke the fear, and confusion of the captured and the merciless authority of the soldiers and the tense atmosphere this created; but did not explain the historical significance of the event.

Evaluation by the pupils of their scripts.

Pupils' responses to the evaluation questions indicates, I believe, that many of the pupils were moving towards awareness of the need to include historical information in writing narrative in history. For example Harjeet, Sonia, Rajesh, Becky and Gurdeep all acknowledged they needed more historical information. This evaluation should have been followed by a redrafting session but due to lack of time, this did not happen.

The divergence of views about the purpose of the task between the subject teacher and the language development teacher is reflected in the contrast between their comments on the pupils' scripts. The teacher's comment on Deepa's text (see above) is, 'Excellent effort Deepa, some very good details. You have stuck to the plan well.' He makes no comment on the scant historical information. Deepa, however, acknowledged that he didn't use the questions to structure his writing. The focus seems to be on imagination. Another history teacher also wrote a similar comment at the end of a pupil's script:

The year was 1642. It was Civil War between Parliament and king. The Civil War was started over the parliament thought the king was plotting for the Catholics It split up family and friends ...

Apart from the above the rest of this pupil's text was imaginative, the teacher's comment

was, 'Excellent effort, Stephanie. An interesting interpretation of the picture.' This piece of work was allocated Level 6

Shemilt suggests, '... the adolescent should be forced back upon contextual knowledge,' when they fail to write historical narrative (Shemilt, 1987, p.52). In this case the 'evidence' is in the painting and the 'contextual knowledge' was presented in lessons studying this topic in *The Making of the United Kingdoms* (1991, SHP). Clearly the scaffolding strategies had not 'forced' the pupils 'back upon the contextual knowledge'. The visual impact of the painting on pupils' writing is reflected in the vivid description of emotions and interactions of the frozen episode but its historical significance was not explained by setting it in the Civil War and describing its causes, events and protagonists.

It is possible that these pupils have found it difficult to make the transition from the question answer mode of the previous lessons on the Civil War to the discursive mode of writing. In addition, the mode of question and answer in comprehension are fragmenting of the flow of information which gives the 'bigger picture'. Some of the pupils have made connections between different pieces of evidence, e.g the cartoons illustrating the brutality of the attacking soldiers. The fault lies probably in my assumption that the teacher's exposition on the topic and the comprehension exercise on the text would enable them make relevant inferences, through linking historical facts with the episode in the painting.

The 'source' (the painting) appears to be presented as information rather than evidence of one interpretation of the Civil War. The instructions do not require them to ask questions

like, why the picture was painted, who the artist wanted the viewer to empathise with. The word 'story' in the instructions meant that their focus was on story telling. The questions around the spidergram could be used to construct a story without reference to the historical context. The questions should have been extended with answers gathered during a whole class discussion, the answers forming a further circle of notes to help create a map of intertextuality, for example beside the question. 'Who were the people asking the question?' the answer,' Parliamentarians, soldiers wearing armour, short hair'. 'Why was the boy being questioned?', ' a royalist , long hair, grand clothes, father a soldier of the king' and so on.

...The function of historical imagination (and inference) is to recreate as nearly as can be a past reality which actually did exist, not invent a purely fanciful one which did not exist, (Portal, 1987, p.7)

Clearly the scaffolding strategies did not encourage the pupils make links between the framework of historical facts and the drama of the episode. The year 7 task on the Battle of Hastings was also a narrative but the questions focused on giving reasons and explanations of why William won the battle whereas the latter narrative on the Civil War was based on a dramatic scene in a painting, pupils were carried away by their imagination to write a form of text they were much more familiar with than exposition.

Case Study 3. Analysis of year 9 Texts over a term

This case study has three sections: the first focuses on comparing the eighteenth century with modern times, this task was structured by the teacher and provides the context of my intervention to explore ways of improving pupils comparative writing. The second is on the Three Field System and enclosure, the third contains a comparison of two groups of pupils' texts on child labour in factories. The intention of the first two tasks is to help pupils use comparison to identify change and to arrive at conclusions based on evidence.

The Tasks

1. Was life better in 1700 or worse? – Introducing pupils to the Industrial Revolution.

The purpose of the scaffolding strategies was to enable pupils '... describe characteristic features of past societies and periods and to identify changes within and across periods' (National History urriculum, 2000, level 4). The note-making table had the following categories, biggest cities, average wage per week, most common job, transport, who could vote, average size of family, length of life, medicine, school (education) . The following cues were provided to guide extended writing:

There were many differences between living in 1700 and 200o...

I think that life in 1700 was worse because...

I think life was better in 1700 because...

In my opinion ...

2. What were the problems with the three field system? Pupils were required to 'describe and make links between events and changes and give reasons for changes' (Ibid, level 6).

3 Compare the three field system with the new system. Using the text book as reference pupils drew a map of the changes on a transparent piece of paper and placed it on to the diagram of the three field system to highlight changes.

The differences were plotted on a table:

The features of the three field System	Changes made

Examination of a selection of extracts from pupils' texts (fuller texts in Appendix 3)

Comparing life in 1700 and life today

Many of the pupils, instead of writing cohesive texts, tended to set out information in a series of 'facts' (highlighted), without linking them For example Julia wrote:

... Some were like ... **medicine** being cheaper now then they were in 1700. Also nowadays we have more **technology** that allows us to understand our bodys better than we did. We now have more **opportunities to learn**

Gurpal wrote

... A couple of differences were that **population**. The population in 1700 was much less than today. The **average length of life** in 1700 was age of 17...In the 1700 the **medicine** was really poor ... might kill yourself...

Julia tended to lump facts together in the form of 'heaps'. Julia wrote:

2. I think life was worse in 1700 because they had more rats, they also had **less wages** and if you want to go to **the toilet** you have to go to an out house...

Most of the pupils listed the negative and positive aspects of life in the 1700s and modern times in an additive way without writing a balanced comparison. In the following text the comparison is implied:

I think that life was **worse** in the 1700 because the **medicine was really poor** If you had an illness then you were **more likely to die**.

I think that life was better in the 1700 because there was **less crime**. There was **less accidents** because there was **no cars or any transport**. ... There was **healthier food** because they had no chemicals over it ...

The following pupils in another class were given additional cues (in italics) which helped them towards writing balanced comparison but the comparison was still implicit. For example, Deena's stated what the 18th century lacked instead of explaining the differences between the aspects of life in each period of time. Hence their texts give little or no information about life in the 18th century:

*There are many differences ... because then **houses** were not built properly. The **toilets were too small** ... Another difference was there was **no running water** that why the house became really dirty. A third difference was that then there was no **entertainment**. There was **no T.V cinema**,*

Gary wrote:

There were many differences between living in 1700 and living in 2000. One was that in 1700 there was no threat of being bombed, whereas, in 2000 there is a big threat. In 2000 there is a lot more couch potatoes, but in 1700 there was hardly any. (!) That was because in 1700 has hardly no computers so they made there own games and entertainment.

The word '*hardly*' indicates that his sense of historical time is flawed. Although the sentence starters have helped pupils refer to the positive and negative qualities of life in the two periods of time they have not guided them to write a balanced comparison.

Perhaps the following changed frame might help:

*I think that life in the 1700 was worse than it is today because in 1700 ...
whereas today...
In addition in 1700 ... whilst ...
However some aspects of life in 1700 were better ... One was ... Another was
I would rather live in ... because ...*

The Three Field System

Words like 'the commons', 'strips', 'disease' which have specific meanings related to the context caused problems. Pupils' texts lacked cohesion because the logical connections between pieces of information were not made explicit. For example Raju and Harjeet did not explain the links between 'the commons', 'the squatters' and 'animals running away'. Raju wrote: 'Another problem is the common which led to squatters stealing animals damaging everything. Animals

could run away and get mixed up'. And Harjeet wrote, 'Another problem was the common. This (the commons?) caused arguments about whose animal was whose. Some animals would run away. ... squatters would steal the crops as well .' The lack of understanding of the concepts resulted in some pupils like Satchan's writing incoherent texts (Vygotsky's notion of 'heaps'):

Another problem was that the **strips were being spread out this led to paths covered with weeds because of no barriers**. The farmers also had to do more hard work because of the **weeds being spread out more land was wasted ...**

I discussed his text with Satchan and gave him the following starter sentence, 'A further problem was...' which he finished with 'that the farmers strips were spread out over the three fields.' His conclusion was 'This forced the farmer to walk more and to do more hard work'.

Alan does not make clear how '... the common ...leads to things like people stealing your land. and your animals could get mixed up because animals haven't got marks on the animals ...'.but he has clearly explained the problems relating to the animals.

Harjeet's suggestions for improvement of the system shows understanding of the problems of the 'Three Field System' For example she wrote; 'I will change the 3 field system by ... get rid of the squatters.... join strips together as one big field '. In addition her suggestion to 'Put a mark on the animals so they do not get mixed up, put a fence around the common' indicates that she has understood that the animals are put on the common and the owners have problems telling them apart. Her text below on enclosure displays appropriation of information:

There are several ways in which the three field system can be improved One way is by building hedges to keep out cattle .A second way is to expand the strips to make one field A third way is to get rid of the squatters, ... grow crops on the common. Fourthly drain the marsh to make fields...

Julie, in contrast to Harjeet used logical links (highlighted) to explain why 'the commons' are a problem and explains that the problem with the commons was that there was no fence around it. thus showing internalisation of the information. The cohesive links are in bold in her text below,

‘... problems was the common itself. **This** caused further problems, **such as**, the animals getting mixed up **because** you won’t know which one is yours. **As** there weren't any barriers around the commons the animals could easily runaway... squatters could come off the commons and steal ...’.

Julie explained the problems of animals on the common: ‘The third problem was that if you put your animals on the common the animals might get mixed up and you would have arguments about who’s animal is who.’ but the following sentence lacks clarity, ‘ If the animals get mixed up you can cause diseases’. She concludes: ‘Therefore the 3 field system was not good ... population was growing so people need food and ... wasn’t producing enough food.’, however the logical connection between the features of the three field system and the conclusion is not explicitly explained.

Alan is the only pupil of the sample, in spite of the grammatical confusion, who explains what ‘the common’ was: ‘One problem is the common. one is that the common was an open space, that you were free to put your animals on...’ but the links between the two parts of the following sentence is not clear, ‘Everyone put the animals in the common and it turned into a big argument ...’. Nor does he explain who the squatters were: ‘Another occurring problem is that squatters could get in and steal crops and animals ...’. On the other hand, Alan explains why the ‘Three Field System’ resulted in waste of land and extra work but in common with other pupils he does not explain that the problem was caused because one farmer had strips spread over three fields and how this resulted in: ‘There is a lot of waste land used on paths between strips. It was also very hard work getting from strip to strip ...’

However, in comparing the old with the improved system some pupils like Alan, implied understanding of how the three field system was organised and showed the ability to write balanced comparison:

... *One important difference* is that before the farmer was limited to 3 strips each, now they were given a bigger limit of two or three larger fields. This was done by joining strips together.
... in the past there were no barriers to protect strips whereas in the new system hedges were introduced. As a result...

Julie's confusion about the features of the system is expressed in the word 'everything';

'One ... was that **everything** was very spread out. This resulted in wasted land ... '. In contrast her text on 'Enclosure' shows clarity of the issues involved:

In 1700 when the population of England increased, the demand for food increased. The three field system could not produce enough food so it had to be changed.
The new system is different from the three field system in several ways.
...the marsh was changed into fields. This was done by draining the water out of the marsh.
... there were hedges whereas in the past there had been no barriers so weeds could spread with ease. ...

Deepa in spite of some confusion, referred to the problems of the Three Field System. He wrote, '...A further problem is the spread out strips of land. This would cause more hard work ...' The following observation is not linked to the narrow scattered strips but to 'roads' and 'river': 'They would not be able to have machinery because you would find it difficult to get it across the river and road'. His conclusion is better, 'Paths beside the crops meant waste of land that meant the owners get less land. Therefore ... because it cannot produce enough food to feed the growing population ...' However, Deepa's list of suggestions for change suggest that he is aware of the problems of strip farming: 'Bring the strips closer to prevent getting tired (Who got tired and why?) 'Put fences around the crops'. In contrast the following suggestions make no sense: 'Put fences around the river. Fence the housing area for privacy', based on these notes however, he wrote a coherent text: '... One way is we can put hedges around the crops to

prevent crops mixing up, animals running in and squatters stealing the food. Another way is they could make fields out of the spare places such as the common, marsh and woods '. On the other hand the text on the advantages of the new system is inconsistent with the latter. 'The new farming system had many advantages ... in the new system the house were in the field separately with the owners whereas in the three field system the house were together so the owners would have lot of arguments'. Clearly Deepa does not seem to have a clear picture of what the 'Three Field System' and her text shows evidence of being led astray by the river in the diagram and her experience of farms today.

Stephen wrote clearly about the problems but would profit with help to use a variety of cohesive links to replace 'and': 'One problem was there was no barriers... because animals could go and damage the crops and eat crops. **And** all the squatters in the common could go and steal crops **And** that is how weeds spread because there is no barrier to stop them ...'. His text on the advantages of 'Enclosure' implies that he understood how 'The Three Field System' worked and why it needed to be changed:

..... One was that in the new system there was big land ... whereas in the three field system the fields were made of strips... that the marsh was drained and made into fields. All the fields bigger to produce more food because the population was exploding

However the rest of the paragraph is inconsistent with the above explanation, perhaps indicating that the concept of 'the common' is still vague: 'Another advantage was the commons, there was the animal problem because they would get mixed up and fight'. He does not go further to extrapolate that enlarging the fields could make more efficient farming methods possible.

The inconsistency may reflect Vygotsky's notion of the evolutionary nature of concepts and the need to visit them again to help internalisation. Revisiting the aspects of the Three field System in order to consider improvements, helped to make the working of the system clearer to some of

them. Furthermore adding more information from the text book may have further illuminated the diagram and helped understanding thus reflecting the importance of the notion of intertextuality. The diagram which included a river and wood had clearly led some to suggest improvements not connected to the Three Field System. Another reason may have been that the writing frame for the latter forced pupils to identify each improvement made to the different features of the system. If the task for the former task began with ‘The system of farming in the 1700s was called the ‘Three Field System’ because ...’ pupils may have been able to write more clearly about its problems. In a glossary of the terms used (‘the commons’, ‘strips’) may have helped.

Task 3 Report of the Conditions of Child Labour’

Halliday (Halliday and Hassan (1989) suggests that any communicative situation can be analysed in terms of ‘Field’ ‘Mode’ and ‘Tenor’ (Chapter 2) .The following analysis illustrates the importance of helping pupils evaluate the ‘Field’, ‘Mode’ and ’Tenor’ of sources of information.

Groups 1

This task was structured in the light of the above observations. .

This assignment requires pupils to consider different views on child labour and express a point of view based on evidence. They were given a note making format:

Source	Opinion	Fact	Written by
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Having distinguished between fact and opinion, they were then asked to *Write a report on the working condition of children in factories.*

Many of the pupils used the writing frame as a sentence completion exercise, using the phrases and sentences lifted from the sources rather than extrapolating from the information (underlined). Perhaps the reason for this was that the notes consisted of words and phrases copied from the sources which they transferred to their writing frame. Below are examples from Satchan's notes and his piece of extended writing which illustrate this (cues of the writing frame in italics)

Source	Facts	Opinions	written by
B	Children of tender age employed ... <i>confined in close rooms</i>	The air they breathe <i>is injurious</i> . Illness caused by <i>changes of warm and dense, cold air</i>	Dr Aiken 1835
E	the mills in the neighbourhood at Bradford <i>Children compelled with labour</i> from 16 am 7 p.m	<i>Children are compelled by dread of thong.</i>	Richard Oastler
F	Pick up loose cotton that fell on the floor	noise and smell unbearable <i>More or less injured by machinery</i>	John Brown

Based on the above he wrote:

..... *Source B is evidence that children are very young when they start working in factories. From this source we learn that children are confined in close rooms*

Furthermore the children are very cruelly treated. *For example* Source E tells us that children are compelled by the dread of the thong or strap of the overseer

Satchan's text has not extended his notes with explanations. I had a brief talk with him weeks later on what he had written and discovered that there were words he had not understood nor was he familiar with phrases like 'back up' which I used in the writing frame. Most pupils like Satchan, tend to be reluctant to ask questions or demand explanations what they have not understood.

Harpreet's text does highlight the age of the children and the conditions they work in:

I have been investigating the working conditions of children in the textile factories . I have listened to evidence and also visited a factory. I interviewed a unhappy child Source B is evidence that children are very young when they start working in the factories . From this source we learn that they worked in close rooms and they breathe air from the oil fumes ...

This is backed up by Source F written by John Brown, a memoir of Robert Blincoe, (1832) which states that they were injured by the machinery (How this happens is not explained).

Some people believe that child labour is not wrong. W Cox Taylor says that if children did not work in factories, they will starve on the streets.

Unlike many of the other pupils, Harpreet has mentioned the authors of the sources and also presented two different points of view relating to child labour.

Although Philip like the others has lifted phrases (underlined) from the sources (the underlined phrases extend the ideas in the highlighted phrases) his text is an improvement in that he adds his comments: ‘‘Source B is evidence that **children are very young** when they start working in factories. *From this source* we learn that **they start working at 5 or 6** this is a very tender age for this sort of work.’ The rest of his text displays a lack of understanding: ‘*Some people believe that child labour is not wrong they argue that children are in pain there dieing of hunger. ...*’.

Inderjeet and Phillip's texts show a glimmer of discursive writing, showing that adding cohesive links to the writing frame can help pupils towards making logical links between pieces of information. Most of the pupils clearly had difficulties with phrases like ‘backed up by...’. Probably the archaic language of the sources and the notes consisting of words copied from the sources encouraged pupils use the writing frame as a sentence completion exercise. In addition the sources were not analysed in terms if field and tone to help them evaluate the sources.

Group 2. Structuring cohesive/ coherent paragraphs and developing argument reflect a process of complex mental operations which involve gathering information and using cohesive links to express logical development of ideas. The first sentence of each paragraph should be a statement of a general idea and each subsequent sentence should extend and develop the general idea by using evidence and explanation.

To give students a framework against which to examine child labour in the 19th century they were asked to first consider the working conditions in factories today. Thus spontaneous concepts would be harnessed to internalise the new subject related concepts, namely, ‘scientific concepts’. The hierarchy of activities aim to do this:

1. Pupils note six things about conditions in modern factories.
2. Whole class feed back, information was gathered on the table drawn on the board

Working Conditions	
Modern	1850

3 Pupils selected information from the text book and recorded it in the second column

4. Pupils copied the information into their exercise books

Lesson 2 Organising information into categories.

I drew five boxes on the board and labelled them with the following phrases, working hours, rules & punishment, wages, employees’ age and nature of the work. The purpose of this was to enable pupils classify information gathered in the previous lesson into categories by recognising common features. In addition a selection of historical sources printed on a sheet of paper was provided to extend their notes. Most of them completed the task. Some required individual help.

Modelling writing paragraphs.

The word 'environment' was written on the board and pupils were asked to identify information in their notes which referred to it. It was then explained to them that all those pieces of information linked by the notion of 'environment' should form a paragraph. The cues of the writing frame signalled the focus of the paragraph, for example, 'The environment in which the children worked was unhealthy and dangerous...' I pointed out that the key words in the introductory sentence were, 'unhealthy' and 'dangerous' and that the pieces of information in the box labelled 'Environment' should be used to construct a paragraph and to extend the meaning of the key words. In addition, pupils were also asked to write a fourth paragraph expressing their conclusion which they should arrive at based on the preceding paragraphs.

How far did the pupils succeed in writing cohesive paragraphs? Underlined and highlighted sections in the following extracts show the way in which linguistic devices were used to refer to ideas in previous sentences and to extend them. Sandeep and Kerry used conjunctions like 'because', 'so' and 'also' to show the logical links between the ideas and extend them to form a cohesive paragraph

Sandeep wrote

1... 2. It was dangerous **because** children had to go under the machines to pick up loose pieces of cotton ...3. **Also** it was unhealthy **because** there was not any safety clothing and there was no ventilation and the windows were blocked out. 4. ... were very dirty, smelly and noisy.

9. My opinion is that the rules were unfair and out of order and I think to make it better they should have less hours to work and have more than two breaks and have at least one break that is an hour long also the children should get compensation if they get injured and it was not their fault. ,,12. I think that children should not even worked at the age of 5 years old ...

Phrases like 'out of order', 'out of this world', reflect spoken English. However, the scaffolding has helped Sandeep write generally focussed paragraphs.

Kerry wrote: ‘The ... *unhealthy* because the children had to breathe in the dust and fluff all day, there was no windows so they could not get any air the children also had no ventilation. The environment was *dangerous because* the machinery had no protection on them, the children also had to crawl underneath the machinery which may be harmful.’ Clearly there is some confusion with word ‘ventilation’.

Rajinder writes clearly and links the ‘misdemeanour’ with the punishment showing how unreasonable they were:

The rules and punishments really unreasonable, they couldn't open the windows. If they did they were brutally beaten. If they took too long in the toilets they were fined. They couldn't talk while they were working because that would result in a whipping...

Sukbinder has also extended the key word by citing evidence from the sources:

.... 2 It was unhealthy because it was dirty and dirt affected children aged 5 worked in the factory. They breathed in the dust. It was dangerous because there was big machines which had no safety hatches to cover them. Children would often get caught in the machines while picking up cotton. 6 The children wore no protective safety clothing. ...

However, although none of the above pupils have moved beyond the ‘facts’ to extrapolate about the effect it had on the health and welfare of the children, most of them have written cohesive paragraphs which give the impression of complex thinking. In Vygotsky’s levels of conceptual development this reflects a ‘collection’ in that they has not extrapolated from the ‘facts’, for example the effect on the children’s’ health is not described.

There were some pupils who generally wrote focussed paragraphs but on occasions there was a discrepancy. For example in the following paragraph on rules and punishments, Emma has included a piece of information from a 'box' relating to danger in the factory: ‘...if they did

something wrong they would get fined for ... or **even just** opening a window ... They had to work under heavy machinery and got very badly injured ...

Nevertheless, in using the words, '*even just*' she has underlined the unreasonableness of the rules thus showing internalisation of learning.

Harjeet has not confined the content of each paragraph to one 'box' however she makes logical links between the pieces of information showing internalisation of learning. For example in the following paragraph, she has developed the information from the box relating to hours of work (highlighted phrases), to describe the effect it had on the children:

The children had to work **incredibly long hours**. They **got very tired quickly** and would **get hit if they stopped working for a bit**. They **got ill** quickly and if they couldn't find anybody to cover for them they would have to **pay fines**. They had to work for about **9 hours** ...

Clearly writing cohesive paragraphs where linguistic devices signal logical relationships makes conceptual development visible (see chapter 2).

Jaswinder and Gurpreet have written focussed paragraphs, using their notes in an imaginative way to extend the ideas stated in the introductory sentence which indicates that there are pupils who are not limited, but enabled by writing frames. (Andrews, 1995, pp. 35-37)

Jaswinder:

...Here was horrible smell that they had to breathe in. There was no fresh air **because** they had no windows open **so** there was no ventilation. It was a very dirty environment for young children to work in. They breathed in dust and fluff **which** came from machines. ... the machinery was quite dangerous **because** it was not protected and children had to go underneath to collect the cotton. Often children would be injured by the unsafe machinery.

Gurpreet:

..._It is very dirty and the children have to breathe in dust. There are hardly any windows **but** the ones that are, are blacked out. There is **also** no ventilation. There is dangerous machinery everywhere **and** there are no safety clothes designed for the children. The machinery is very loud, **this** could really hurt the ears of children

Below is his conclusion based on evidence which is evidence of internalisation of learning

I think it is very hard for the children in those days. I think the rules are very unreasonable I definitely don't agree on the Not Open Window rule also Do Work Fast and Not Slow rule. They were very harsh. **Because** machines were very dangerous children lost fingers, legs and other things. They lost these by picking loose cotton up from under the machinery. **This is why** I think child labour should be abolished.

Gurpreet has extended the 'fact' through making logical links between them and explaining why these 'facts' about the factory system made life for the child labourer untenable. Gurpreet and Khuswinder are well on the way to expressing conceptual thinking.

In contrast to the Khuswinder and Gurpreet some pupils have not made the links between pieces of information explicit through explanation or interpretation. For example in the following text:

The rules and punishments are unreasonable, they could not open the window and they **were not to work slowly**. Their punishments was that they were whipped, beaten or they were fired.

The punishments, whipping and beating and the 'misdemeanours' have not been explicitly linked.

The adapted note making frame and the writing frame for Group 2 resulted in a general improvement in writing. Focussed paragraphs provide clues to the degree of internalisation of learning. The process which involved the categorisation of information and the cohesive devices provided by the writing frame to structure paragraphs resulted in an internalisation of information and an improvement in these pupils' paragraphs. There are still a number of pupils who had not provided sustained explanations and interpretations of the points made. Most pupils constructed their paragraphs around abstract categories (concepts) like, 'environment' and 'punishments', nevertheless, the majority wrote factual accounts. Perhaps redrafting with the teacher would help pupils towards explanatory writing

Case Study 4. Year 9. Comparing the effect on pupils' extended writing of two different lesson processes. Writing about Richard Arkwright

This case study attempts to build on the learning resulting from the previous one. It begins with a description of the two processes used to guide pupils towards extended writing. The first process was that carried out by the teacher and the second by me in response to what I learnt from process 1. This is followed by an analysis of samples of pupils' texts written to examine the effect of the two lesson processes. The lessons on Arkwright took place before the lesson on the working conditions of children. How the tentative conclusions arrived at after the examination of pupils' texts on Arkwright influenced the construction of the writing frame for 'conditions of child labour' will be discussed at the end of this case study.

The purpose of both the processes and the tasks based on them required pupils to discuss contradictory views of Arkwright presented by the sources, namely, hero or villain. The emphasis however, on the first process was to lead pupils to support and defend one point of view, that on the second was to discuss both views and arrive at a personal conclusion as to whether he was a hero or a villain and back it up.

Process 1. My view of Arkwright.

The lesson started with pupils in turn reading aloud a text about Richard Arkwright which gave a short biography of his life, his intention, the effect of the invention on the textile industry and the development of the factory system. Pupils were provided with an A4 sheet with summaries of 'Sources' on Arkwright and they were asked to sort them out into positive and negative opinions of him. This work was done individually. Pupils then fed back to the whole class. The feedback was the basis of a whole class discussion on why there were different opinions of him.

During the next lesson the teacher built up a spidergram on ‘Why there were different opinions about Richard Arkwright; with pupils’ contributions on the board. The following is what they came up with:

Jealousy and competition of other
Factory owners and businessmen

Some grateful for jobs

Why different opinions

Those who were treated badly

people were annoyed that they had to pay for the patent.

Stereotype of factory owners accounts written ears later.

As part of the information gathering process for the extended writing, I put two columns on the board for noting down for and against opinion of Arkwright. Pupils were then expected to use these notes and the cues provided by a writing frame to write an exposition on ‘My view on Richard Arkwright’.

Process 2

Introduction. I began the lesson with a brief introduction which told the pupils who Richard Arkwright was. I then told them that the information we have about him shows that some people thought of him as a hero and others a villain.

Task 1 I put the following table on the board and asked pupils to give me words that describe a villain and hero.

	Sources and what they say about Arkwright
Villain e.g greedy, exploiting	
Hero – e.g doing good works	

Task 2 The purpose of this task was to help pupils become familiar with appropriate vocabulary and the content of the sources in order to write an ‘argument’ for or against

Arkwright. The sources were read around the class and pupils were asked which of the characteristics written on the board the source matched. Further characteristics of Arkwright the identified by the sources were added to the list on the board. The pupils then copied the information off the board.

Task 3 Pupils were then given a writing frame to help them discuss the two points of view and conclude with their opinion.

It is clear that there are similarities between the two processes. Both are teacher led, but interactive in the sense that the pupils contribute to the build up of information required for the exposition. Additionally the title of both expositions require a similar content, although the emphasis is slightly different, one highlights the negative and positive points of view and the other provides descriptive words to encompass the two points of view or opinions namely, hero or villain.

The two processes differ in the sequence of the lesson. Process 2 began with asking pupils to brainstorm the characteristic of a hero and then of a villain, thus tapping into their own knowledge to give them a framework for studying the topic. The sources describing Arkwright were then matched to the characteristics identified as relating to hero and villain. Process 1 began with a reading of the sources and they were then divided into two groups, those that identified Arkwright as a hero and those that described him as a villain. Pupils then had to consider why there were different views of Arkwright, their contributions formed a spidergram on the board. This I think should have been included in the second process. Process 1 however, did not require them to consider two points of view, their task was to choose one and write a speech from one point of view.

Pupils studied written sources on Arkwright which reflected both negative and positive views, they made notes in their note making format gathered from a whole class's interrogation of the sources. A writing frame was also provided by the teacher/s. One important difference is that the sources provided in process 1 were brief summaries whilst those provided in process 2 were more detailed. Pupils were instructed to use all the resources to help them compose the extended text on Arkwright. The writing frame provided for the two different groups of pupils was also different, those who went through process 1 emphasised one point of view whereas Process 3 required pupils to write about both views. An analysis of samples of pupils' texts could help evaluation of the two processes in helping pupils' extended writing.

Process 1. Examples of pupils' work to illustrate effect on pupils writing in terms of

1. Clarity of expression through:

appropriate use of vocabulary
development of ideas through examples and explanations to support and clarify them;

2. and the quality of historical information presented relating to Arkwright's role in the industrial revolution.

Samples from process 1: My view of Richard Arkwright.

I have numbered the sentences or paragraphs and used italics, highlights or underlining to identify ideas and how they have been extended.

Paraq wrote:

- (1.) Although some people views Arkwright as a person what was a selfish cruel man. (*the underlined phrase is a dialect form*)
- (2) I think he was a very good man, working hard all day.
- (3) The reasons for thinking this are firstly he rewards his best workers with special clothes.
- (4) Another reason was that the children of the factory looked healthy and he paid them 10 p which was a lot in those days
- (5) In addition a person said, without him Britain would have no factories no wealth and no empire.

Parag has used information in his notes, but he has not extended the points made for example he does not explain why people thought he was 'a selfish and cruel. He states that Arkwright was good and hardworking man (2) He explains why he thinks of him as a good man, viz, he rewards workers (3) and the children looked healthy ... (4) However he does not explain how factories made Britain wealthy and 'ruler of an empire' nor does he write about the invention which was the reason for the development of the factory system which I would think was an important piece of information in this context.

Inderpal on the other hand does include some explanation in his writing. He also states an idea, e.g 'he was cruel' and unpacks it:

My view of Richard Arkwright was that he was a **cruel** and *a rich man*. he also was a *dishonest* man. There is a lot of evidence to support my view. One is that he **made children from the age of 5 to work for him**. They worked for 13 hours and were paid 10 p. Another is that his *profits were high and would not share it* with his partners. Another reason to support my view is *that he used other people's ideas to make his spinning frame. Although he used other people's ideas he made people pay to use it*. One more view is that he was a millionaire and people were jealous of him and he *never shared the money*. Therefore I think that Richard Arkwright was a dishonest, cruel and horrible person

Inderpal has grasped the ideas and argued for his point of view, the highlights, italics and underlined phrases show how he has developed ideas. However, he has not explained the significance of the invention of the frame and the setting up of the factory system. The brief phrases like, 'never shared the money' is not clearly explained as to who he should have shared his profits with. Modelling of cohesive links within sentences and between sentences would help him towards more coherent paragraphs. However to his credit he begins with a statement, attempts to back it up and restates his conclusion.

Gary's text is divided into clear paragraphs each is focussed on a reason to back up his view. In the previous case study it was becoming clear that Gary was moving towards discursive writing and this piece of work shows that he is further on in the development of such scripts. He probably has an advantage over Paraq and Inderpal because for him English is a first language.

I have numbered his paragraphs:

- (1). Although some people view Arkwright as a mean, evil man, I think he was a good person. The reasons for my thinking this are, firstly, he is the 'father of factories'. he set up the factory system that has made Britain as powerful as it is and as rich as it is. Another reason is that he made thousands of jobs all over Britain, paying a fair wage to his workers. Evidence for this is a source say his workers looked healthy and were paid 19p a week.
- (2). In addition he made half a million pound in his life. This was due to being a successful business man he made on invention, the spinning frame, that speed up cloth weaving and bought a patent for it which would last 14 years. And so for 14 years, every machine bought or used, he should receive money.
- (3). Therefore I think he was a man of the century and made Britain into a place on the map. he started factories in Britain and for that he became rich.

Gary has internalised the information, he has used the information to express his opinions - he was the man of the century He has provided facts about Arkwright's life from the sources.

The relationship between the points made and his conclusion, 'Therefore I think he was man of the century and put Britain on the map', have been clearly signalled. Paragraph 2 and 3 explain why he became so rich. His text illustrates how writing frames and linguistic cues can help students express their thinking coherently.

Stuart is also a pupil for whom English is the dominant language but unlike Gary his text has several ambiguities. (ambiguities underlined):

- (1) Although some people view Arkwright as a self centred uptight, nasty man. (2) I think he is artistic, designed who got money out of his own invention. he also invented the first factory also without him we might not even have something to wipe our hands (3). The reasons for this are that he invented his own machine to speed up spinning of cloth. (4) It was a successful design and gradually he became the first millionaire in Britain. (5). Evidence for this is that he payed the children good money and there were very healthy so therefore I think he is a very nice person.

The link between the ideas in 4 and 5 are not clear and how the notion in the underlined group of words connects with the invention of the first factory is not explicitly made nor does Stuart tell us how Arkwright ‘gradually became the first millionaire’. Unlike Gary he does not write in paragraphs to explain each point he makes. However in contrast to this previous work (see previous year 9 case study), his use of English in the above text is fluent.

Stuart has given reasons for his point of view, but he has not used all the information provided. To his credit he has mentioned significant facts about Arkwright’s achievements but though he understands the significance of the speeding up of spinning to the setting up of the factory system, he implies but does not explain how it revolutionised industry.

Examples of pupils texts based on Process 2

The second process was developed to improve on the gaps identified in the first process. It is clear that the note making frame and writing frame guide pupils’ extended writing, but they need practice in making logical connections between pieces of information. Success in making these connections will reflect on the quality of historical knowledge and understanding as well as language skills in writing focussed paragraphs. The process aimed to help pupils answer the question, ‘Was Richard Arkwright a hero or villain?’

How far does Manjinder’s text reflect her understanding of the sources used and the historical significance of Richard Arkwright’s organisation of the factory system?

(1) Richard Arkwright was born in 1732, he was a hero and a villain he was also a controversial figure. (2) He is famous for two reasons he built factories and invented the spinning machine

(3) There was lots of reasons why people thought of him as a hero One was he made English rich. (4) Another was he had increased cotton production. (5)Furthermore he provided employment ...

The introductory sentence lacks clarity, his statement 'he was a hero and a villain' consists of contradictory ideas how this connects with 'he was also a controversial figure' is not clear.

Although the writing frame has helped Manjinder set out the reasons why Arkwright was considered by some as a hero, she has not made the logical link between 4 and 5 explicit

She has not made the connection between increased production of cotton, the export of cotton and the growing wealth of Britain sufficiently explicit.

Harnick wrote;

Richard Arkwright was a **hero** because he **built the first factory** in Britain and all the people came from other countries like tourists said that the factory was beautiful.

He **made England very rich** because he was the one with **only factory** that produced cotton.

In addition he also **exploited the partners** like when **they lost he gained**. Moreover the **spinners** that spinned at home felt they **lost their livelihood**... Finally he made **England very rich because he built most beautiful factories**

Harnick has referred to pieces of information relating to Arkwright, these have been highlighted, however he has not made any logical links between them and explained why they made Arkwright a hero or villain. He has not explored the connections between Arkwright, the industrial revolution and the increased wealth and prosperity of Britain. This raises numerous questions which this research can only touch on. How far was the process affect pupils extended writing, their historical understanding? Why is it that some pupils are helped more than others in moving towards better exposition? On the plus side some facts about Arkwright and his association with the setting up of factories have been assimilated.

Harpreet unlike Manjinder and Harnick has made logical connections between Arkwright, the invention of the spinning jenny (she calls it the sewing machine!) and the increasing prosperity of Britain. She wrote:

Richard Arkwright was a hero. He was famous because he built the first factory and invented the first sewing machine. This would help Britain because the cotton was spun and woven and then exported to other countries which made Britain very rich as well as himself.

Another reason was that he employed children they still went to school on Sunday where they got an education. Furthermore he took care of the workers because they came out of the factory looking cheerful

Others may have considered him a villain because he was greedy and corrupt and that he stole ideas.

On the whole this answer is an improvement so far on those of the others. In a redrafting process it would have had to be pointed out to her that she had not referred to the sources from which she had taken the information nor had she defended her conclusion about Arkwright as a hero against those who considered him a villain.

Arpana has not only used the information in her notes but also writing frame structure her text.

She has made a point and extended /explained it.

For example:

There were **several reasons why people thought of him as a hero, one** was he'd **built** Britain a **first factory** which helped **Britain to be industrial**. Inside the factory **cotton was spun with machines**. He made **England rich** with his cotton spinning production. Moreover, he **provided employment** for adults and children

How the factories and production of cotton made Britain wealthy is implicit and not explained.

However, unlike Manjinder and Harnick's, she has written a more cohesive paragraph, each

sentence builds on the idea contained in the previous sentence. I have highlighted this

development of the theme of the paragraph. The case study on child labour shows her moving further towards expository writing.

Khuswinder is another pupil who shows potential towards expository writing. She has written with clarity and the quality of her historical knowledge is expressed in the connections she has made between different pieces of information. This is illustrated in the in the following extract;

There were several reasons why some people thought of him as a hero, one was, he built beautiful factories which helped Britain to produce export products overseas so it helped Britain to become wealthy.

Another is that he employed people so that helped people to make money. Moreover he invented the spinning machine which produced cotton faster.

Unlike the other pupils, she goes on to set out why some saw him as a villain with the same clarity her own opinion is also well argued. In the following extract, through the use of logical connections, she has shown the historical significance of Arkwright's role in the industrial revolution:

would now produce cotton in large amounts and export it to other countries which made Britain very wealthy ...

It is clear that Kushwinder has benefited from the process and the scaffolding provided to help her write the answer to the question, 'Was Arkwright a hero or a villain?'. This is borne out by another piece of writing given below which is poorly constructed. The task was to compare two pictures one of spinning in the domestic system and the other a factory:

The similarities are that there are same number of people in the pictures people are also weary of the same type of clothes at home and at work. The difference is that in factories they are using machines would produce more than by hand.

General Conclusions

The purpose of both tasks on Arkwright was for pupils to examine the sources for both points of view about Arkwright. In addition they had to decide which of the views they supported and explain why using evidence from the sources. Clearly the writing frames did not help pupils do this it may even have limited certain pupils. None of the pupils mentioned the writers of the sources and the reason for their opinion. Paraq for instance, used the cues of the writing frame as a sentence completion exercise using bits of information from the sources. He did not defend his opinion against those who thought Arkwright was a villain. Clearly the cues in the writing frame encouraged pupils to write either reasons for either Arkwright being seen as a hero or as a

villain. On the plus side, pupils in the second group saw the significance of the factory system in increasing the production of cotton and resulting in Britain becoming a wealthy nation.

Based on the findings of this case study, the writing frame for pupils to write about child labour required pupils to identify the sources and then write about what each said. In another case study, 'Why was Slavery Abolished? ', the focus was on guiding pupils to identify the sources of different views about the reason for the abolition and examine them in order to arrive at a conclusion

Case Study 5. Year 9. Structuring ‘argument’. Why was Slavery Abolished?

‘A concept is a label for a category arrived at by abstracting out defining elements of a group of events or people or objects under a single word to unite and separate, to analyse and synthesise.’ (Cope and Kalantzis, 1993, p.69.). The following task introduced year 9 pupils to general concepts namely: economic, political, humanitarian, religious, which encapsulate specific events and attributes. These specific concepts essential to historical investigation could be defined as scientific concepts (Vygotsky 1986, pp.213, 21). When introducing these concepts, I asked pupils what they thought the word economic meant. One pupil volunteered, ‘Those economy bag of crisps in the supermarket’. Clearly the pupil’s understanding of the concept of economy is referential at this stage referred to by Vygotsky as spontaneous concepts. When asked why they were called economy bags, he replied that the economy bags of crisp were cheaper than the single packets. From this basis of understanding the pupils could be moved to the abstract concept of economic reasons related to the abolition of slavery. Thus this was the first step in the move towards helping pupils internalise the complex web of processes and actions which make it a concept (Wertsch, 1985, pp.99, 105).

The following quotation sets out the complexity of the mental operations involved in ‘argument’:

First the whole piece of discourse must be unified by either an implicit or (more commonly) explicitly stated single restricted thesis.....Secondly, the individual points and illustrations must be integrated within a hierarchic structure so that each proposition is logically linked not only to the preceding and succeeding propositions but also to the central theses and indeed to every other proposition within the whole text (Andrews et al, 1993, p.10)

The question, ‘Why was slavery abolished?’ is the central focus of the discourse. It requires pupils to set out the different theories stipulated for the abolition of slavery, describe the evidence these theories (propositions) use to support their hypotheses, weigh them up against each other and

finally arrive at a considered conclusion about the theory which appears to explain best how slavery was abolished.

Such demands on pupils' thinking and writing skills may be thought of as excessive but Vygotsky stated that '... if the milieu provides' *tasks* '... that make no new demands... and does not stimulate his (sic) ... thinking' '...thinking fails to reach the highest stages, or is delayed.'
(Vygotsky, 1986, p.108)

The purpose of the task was to help pupils understand concepts pertinent to historical investigation and furthering writing 'argument' consisting of. 'a connected series of statements intended to establish a position' (Andrews et al, p.96, 1993). The key word here is, 'connected'; Vygotsky's notion of the levels of conceptual development reflect the quality of the connections between ideas (Vygotsky 1986, pp.96-146).

My intention was to move pupils away from imaginative narrative which was a common form of extended writing pupils in this class experienced, towards historical writing.

Below is an example of the first:

A letter from a child working in a factory to an overseer

Dear overseer

My friends have made me write .to you about the conditions they work in. ... Personally I think the conditions are fine but they disagree. They say that the smell is so disgusting it makes them sick. They think the machines are dangerous. ..., I am just voicing their opinion...

from the children

If the purpose of the task was to enable pupils to present opposing historical arguments, it fails.

Hence when they were about to move on to study slavery I suggested that the question, 'Why was slavery abolished?' provided a good opportunity for pupils to engage in discursive writing to enable them present opposing opinions and the teacher gave me the opportunity to lead the next two lessons on the topic.

The Sequence of the Lesson

The revised history curriculum, 1999, 'Knowledge, skills and understanding' identifies two important aspect of history teaching, 'to consider the significance of main events...' and evaluate 'the sources used, select and record information relevant to the enquiry and reach conclusions (History in the National Curriculum, 1999, p.20). Pupils are then required to:

'... show their understanding by making connections between event and changes ... and by comparing the ... economic. cultural and political developments. They evaluate and explain how it can be ... interpreted in different ways. (Ibid, 1999, p.20)

The sequence of hierarchical tasks which make up the lesson reflects stages of knowledge building through making connections:

1. Introduce the task and key concepts
2. Brainstorm (pairs or groups) to trigger off spontaneous concepts.
3. Whole class feedback to pool information and extend learning. (See appendix on pupils' spidergrams)
4. Familiarise pupils with the content and the key concepts
5. Model the use of the scaffolding frames. Pupils read a source; this was followed by working out the category (concept) the information in the source elucidates, whether it is a political, economic

or a humanitarian facet. Then they had to explain which reason they thought was the most important and why.

6. Pupils copied the spidergram and wrote a definition of each of the concepts

7. Pupils had a choice of writing frame to structure their text (see appendix)

A few of the more proficient students were asked to read out their introductory. The discussion on the content, language and structure of the paragraph which followed, was intended to provide guidance (scaffolding) for the pupils. Most of the pupils in this group tended to use the persuasive writing frame (in italics).

Extracts from pupils' texts (fuller texts in Appendix 4)
(Phrases in bold identify links)

Seema wrote:

1. *I think slavery should be abolished* because it is **barbaric** and **inhuman**. *One reason* for my thinking is that it is barbaric to **buy and sell human beings**.

2. *Another reason* is that (a) religious people say they are **children of god**, (b) also many slaves rioted. They say **all men are equal** and should not be treated differently
European luxury and happiness should not depend on children working for them (*confused with child labour in factories?*)

Seema's text veers towards 'heaps', (no logical link between part a and part b of sentence 1) moving towards 'chaining' for example in sentence 1 the notion of barbaric is extended in sentence 2, however there is minimum attempt to justify and demonstrate the validity of the statement and so this remains at the level of chaining

The following pupil's text is an improvement in that it contains more detailed information.

Gurdeep wrote:

... because it is **barbaric** and **inhuman**. One reason for my thinking this is cruel and barbaric and **you can't buy and sell human** beings because humans have their own rights and should not be slaves and **treated like animals whipped** and be in these poor conditions

... it is **evil** that Europeans luxury and happiness is dependent on slavery ...
... religious people... think ... **everybody should be treated the same** because they are all gods children **moreover** there are petitions and meetings against slavery ...

The connective 'moreover' does not identify a logical link. The following words which encapsulate a chain of thought 'abolished because it is inhuman' to 'treated like animals whipped', 'poor conditions' to 'it is evil that European luxury and happiness...' indicate he is at the level of 'chaining'.

Sarah however is moving towards the collection level of conceptual development and has used more detailed information:

... *reason* was that it was **barbaric** and inhuman. Captured slaves were bought and sold like items, The slave owners get money and happiness from the misery and torture of slaves. They were shackled up at the bottom of the ship like sardines in a tin. They were also whipped so they would work harder, like cattle on a farm.

However, the ideas in the following paragraph are strung together '...the plantation owners feared the rebellion of slaves, plantations weren't making any profits...'

Swaran's account is fuller than Sarah's and shows some evidence of moving towards conceptual thinking His introductory paragraph is well written but lacks explanations and extension of the ideas he cites:

... that it is barbaric and inhuman. The plantation owners would beat the slaves if they were working. They had no freedom like us. To get to America the slaves were packed in ships like sardines were. in a tin. The families were ripped apart. Abolitionists were around the country trying to stop slavery by holding meetings.

Overall, I think the economic was the most important reason. I think slavery began to wear away when they were no longer needed on the sugar plantations

The different reasons are stated in well structured sentences, but the links between the reasons and the theme are not made explicit. In common with the other pupils, Swaran's text lacks extension and detail.

Mark has written with clarity:

... one of the reasons was it is barbaric and inhuman because they were sold and bought like animals and pushed around like animals and pushed around like they were no one. They (*who?*) just depended on the slaves to give them their luxury and happiness by working for them. ...

... most important reason was economic because as the years went the slaves were working but then the sugar plantations lost lots of profit so they did not need any more slaves ...

Mark displays collection level of thinking in that he has not fully explained the reason why the sugar plantations became unprofitable. The importance of the economic reason over the other reasons is implicit in his observation that slaves were freed when the profits fell as demand for sugar decreased.

Adam text shows greater clarity and fluency than some of the above pupils. Paragraph 1 emphasises the humanitarian reason and that it led to political action (see underlined) and paragraph 2 the religious reasons:

... that it is barbaric and inhuman. it was evil that they were bought and sold like animals. Petitions and meetings against slavery informed people about the cruelty, injustice and inhumanity of slavery for example the middle passage was terrible they were all cramped and could not move.

... most important reason ... is the humanitarian because the slaves were still people and if it is cruel to be sold ...

(This text was awarded an A by the teacher which reflects teacher expectation)

It is clear that the writing frame and the lesson sequence has helped pupils to distinguish between the different reasons as well as to give a minimum explanation of some of them but they did not

help all the pupils refer explicitly to the different concepts. Mark was probably the only one who wrote most clearly about the economic reasons. Generally the religious and humanitarian reasons were explained. To display a conceptual level of thinking pupils would have to weigh up all the reasons cited and provide a rationale for the one they choose as the best. Based on these observations, adjustments were made to the scaffolding provided for the same lesson with another group

2002 Version. . (Appendix 4, pp.4-7)

In order to encourage pupils write more discursively the following adaptations were made:

1. Additional cues were included in the writing frame to encourage pupils weigh up the different reasons for the abolition and arrive at conclusions.

2. I put each source on a separate piece of card to enable pupils manually sort the sources into categories, (economic, political ...),

3. Furthermore I provided a grid labelled with the concepts and demonstrated how to read the sources and select attributes/functions which were then noted under the appropriate category. (economic, political ...),

During the feedback the gaps and misunderstandings were tackled.

4. Pupils were given an introductory paragraph as a context for the discourse on the abolition of slavery

The slave trade began in the 1700s. ... This trade was abolished by the British Empire. There is a lot of discussion among historians about the most important reasons for the abolition of slavery.

5. The written work was completed in the classroom so teachers could be available if pupils needed help.

The good discipline in this class meant that the pupils listened and were on task. Once a pupil said, 'Why is she teaching us? She is not our teacher'. The teacher answered, 'Mrs Curtis is leading the

lesson today and I am supporting her'. Role switching was thus presented as normal and did not affect status.

How far the adjustments influenced pupils' scripts can be seen in the following descriptive evaluation. In the extracts of pupils' texts the cues of the writing frame are in italics. Generally pupils wrote more lucidly about the humanitarian reasons than the others, for example Saroj explained what humanitarian means, and gave evidence of how humanitarian reasons led to action:

Some historians believe that the most important reason was... The English historian argues the Humanitarian and religious reasons which are not to be cruel, respect human dignity, kindness, goodness and everybody is equal caused the abolition.. *The evidence for this is* Granvel Sharp who fought court cases to save black people in England from being sent back to the West Indies.

Lucy like other pupils (Gurnam and Vicky) extended the explanation further to include the effect of court cases in freeing slaves and the political action taken by Wilberforce:

... that slavery came to an end because the British believed it was evil and inhuman... The English nation argued that black people in England shouldn't be sent back to the West Indies and no person should be a slave. Granville Sharp fought a court case to save the black people in England and he managed to free a West Indian slave ... altogether 15,000 slaves were freed because of him winning a court case for them. Also in 1797 William Wilberforce... formed a group of people to fight slavery, him and his friends collected signatures for petitions ... he was also a M.P. The slave trade was then abolished in 1807.

In contrast Sukbinder fuses the humanitarian and the action taken by slaves in a paragraph without establishing a link between them:

One historian believes that the most important reason was the humanitarian/religious reason Slavery was cruel and evil to the slaves. they were children of God like everybody else. There was no law which said people could be slaves. Slaves took their freedom into their hands. sent petitions to the government to say that slavery was cruel

Mark in quoting an historian who refutes the humanitarian reasons alludes implicitly to the historical debate relating to the abolition:

...*most important reason* was that people started to realise about the appalling conditions. The West Indian historian *argues* that the abolitionists against slavery should have happened centuries before if it was so. *The evidence for this* is that he said it in Source 2

However Neena expresses this notion more clearly, although the underlined sentence has been copied from the source:

Another historian ... He believes that those who see in the abolition of slavery *should take time to ask why is it that a man conscience which has slept peacefully for many years to centuries should wake just at the time that men began to see the unprofitableness of slavery.*

The political and economic reasons have been mentioned but rarely back them up with evidence.

Saroj's text is typical of many of the pupils, she wrote, 'The slaves rebelled' but does not explain where or how and what the impact of this was but she continues with some explanation of what 'political' and 'economic' reasons imply:

... political was the most important reason, *the evidence* they give to support their point of view is they sent petitions to parliament. They had a slogan which was LIBERTY, FRATERNITY and JUSTICE. The slaves rebelled
Others believe that economic was the most important reason. *The evidence* they give to support their point of view is the money factor there was not much profit being made and most of the money spent on their maintenance.

Lucy does not use the terms political or economic although she explains the economic reasons by citing what they were:

They was property, no interest but to eat as much and to labour as little as possible. More evidence was West Indies was not important for Britain because Cuba and Brazil could produce cheaper sugar now. This was to most plantations closing down in the West Indies and the demand fell for slaves. A great example is in 1771, Barbados imported 2723 slaves and in 1772, none were imported.

However the transition in the same paragraph from political to economic reasons is confused and made without any explanation:

he believed that all men are equal and they do have the right to have freedom and they also need to have a say in government *the evidence for this* is that the work done by slaves has always caused violence and violence only. They was property...

Mark clearly explains the evidence to support both economic and political reasons:

Another historian ... He believes that the most important reason is that slaves weren't needed anymore because the West Indies was becoming less important. Brazil and Cuba could produce cheaper sugar and most plantations in the West Indies were closed down

Others believe ... was that the slaves started to rebel. An example of this was when a group of slaves led by Toussaint L'ouverture murdered the plantation owners and set fire to the fields. ... St Dominique changed its name to Haiti...

In order to provide evidence of conceptual thinking pupils would need weigh up all the reasons mooted and provide evidence to show why one of the reasons was more important than the others.

Mark who has written explicitly about the reasons fails to do this, he concludes with:

After looking at the different points of view and the evidence for them I think freedom is most important because all people should be free and like to have a say, without being treated like animals.

Philip and the other pupils also tended to chose one of the reasons and write that it was the most important without explaining why (see Appendix 4, p.5.)

Summary of my observations.

The first group of students had the sources on one sheet of paper. Information was gathered in the form of a spidergram which showed them visually that all the information was linked to the central theme why slavery was abolished, thus making visible *the explicitly stated single restricted thesis ... which unified the content.* The information which was distilled into spidergram seems to have encouraged pupils like Sarah, to refer to the reasons, but not link them to the central theme and extend them with specific historical evidence which would explain them. This distilling of information in the spidergram could also encourage the listing of the reasons without using the concepts and historical 'facts' as evidence.

In the 2002 version the presentation of the resources and the additional steps in the lesson sequence encouraged the pupils to write in more detail. This is clearly because they could record more information on the grid than they did on the spidergram. In addition the labels under which they made the notes (economic, political...) meant that they had to constantly refer to those concepts when deciding where to note down the information. The additional cues in the writing frame for example, the *evidence for this ...*, probably encouraged pupils to give some explanation of the different reasons.

However some pupils in both cohorts had problems with the complexity of the concepts (economic, political...) so these concepts needed to be revisited. Pupils did not explicitly explain why one of the reasons was logically superior to the others. However, this case study has indicated that scaffolding strategies, the resources and sequence of the lesson are interrelated and together can affect the quality of students' writing.

Case Study 6. Year 9. The Changing role of women during the First World War.

This case study examines pupils' extended writing which is the result of a step by step information gathering process. It also gives examples of pupils' writing influenced by teacher support to individual pupils, and highlights the benefits of such an individual support. The effect on pupils' work of the signals given by the subject teacher relating to the status of the language development teacher

The sequence of activities used with this group of pupils was adjusted to remedy shortcomings observed in previous case studies, for example the work on the three field system which suggested that the pupils' misunderstandings arose from having insufficient information to draw upon. Other case studies had suggested that pupils often failed to use all the information gathered, perhaps because they had not internalised the information or they had little experience writing exposition. (See earlier case study on Slavery) This case study started with visual sources and moved towards written texts in a spiral extension of information. The focus of the case study is on how information can be extended and developed through a series of activities of mediation. Each activity is intended to enable pupils to internalise a layer of information and each layer, like a layer of bricks, is to be used to construct the extended text through the interlocking of the layers of information with the use of linguistic devices signaling logical links. Thus (as discussed earlier), the hierarchy of activities are intended to provide scaffolding which guides the pupil through his or her ZPD, towards writing more discursively.

The above observations led to adjustments of the task on examining the effect of the First World War, reflected in the following objectives:

- to provide sufficient resources so students have a bank of information relating to the topic.
- to construct a series of activities which enables them to increase and extend the information they already have.
- to provide scaffolding to enable them to organise the information and write focused extended writing.

Preparation for extended writing. The lesson sequence provides a hierarchy of activities to build information to enable pupils make links between the pieces of information and arrive at an exposition on the changing role of women during the War. The hierarchy of steps aimed to provide pupils with frameworks to encourage them to interrogate the texts and make deductions from the information. The textual resources provided were both written and visual. The first task aimed to provide the pupils with a core of information and the next series of tasks built layers of information around the core like the skins of an onion. (See Appendix 5) Each step was modeled for pupils to work on their own and this was followed by a feedback to fill in gaps and extend their knowledge and understanding.

The hierarchy of 'steps'

1. Information retrieval from resources. Resources pupils were given were a sheet of paper with a blank box in the middle on both sides (see appendix 5) and two photographs, one taken before the war showing a family at dinner, the mother attending to them; the other, of two women near the Front, standing outside a temporary field hospital.

Pupils brainstormed what each picture suggested about the role and status of women. The following questions were written on the board to prompt them. Pupils wrote their observations in the boxes on their sheets.

Write the answers in the box

When it was taken

Where it was taken

What is happening

Who the people in the picture are

2. Extending the information in the box - making deductions from the information

Pupils were then asked to turn the box into a spidergram giving their impressions and comments about the picture.

3. Additional sources were given to extend the information in the pictures. Pupils were asked to examine them and select relevant information to extend the spidergram.

4. Further extension and grouping of information.

For the next lesson I prepared a sheet with statements which included all the information noted in the spidergram on the role and status of women before and during the war

Pupils had to group the statement into the following categories, work and wages (economic), social and political. These terms were discussed for example, social was linked to status and women's increasing confidence and independence relating to work and how they dressed etc. while political was linked to the movement to gain votes.

5. Note making grid with the labels of the above categories plus a section for noting the consequences of the changes in the different areas indicated was provided.

6. A writing frame (see appendix 5) was provided to help pupils compare the lives of women before and after the war, explain the changes the war made on the different areas of their lives and the impact on their status in society.

Effect on pupils' texts of the sequence of information gathering and writing frame

...the relationship between external and internal functions is one involving transformation rather than an identical replica (Wersch, 1981, p.66)

The aim of the step by step incremental introduction of information aimed to help students make connections and deductions to enable them arrive at their own conclusions. The analysis of a sample of pupils written texts include those with English as an Additional Language (EAL) and those who speak nonstandard forms of English (See Appendix 5 for fuller texts).

Selma, an EAL pupil clearly benefited from the step by step interrogation and accumulation of information. This is evident from comparing the following two extracts:

Before the war, the women's place was seen as being at home caring for the children ... for the family, *whereas* during the war women went out and took jobs that men used to do because the men were fighting in the war

Furthermore women's wages were lower than men's ... *because* before the war, women did not seem *as* important *as* men and the men had more experience in jobs outside the home. *However*, during the war women's wages increased and women showed that they were *as* strong *as* men.

Selma has compared the social and economic status of women before and after the war and explained why it changed. The cohesive links signaling contrast are in italics. Selma begins with a general description of the changing role of women. Her observation on the significance of changes in women's wages reflects deductive thinking. The general introduction is followed with specific evidence to support the opinions stated. She goes on to describe the jobs women did to contribute to the war effort and concludes that they became more confident.

Selma's earlier writing had required explicit guidance, but when I provided the class with sources and a note making format and writing frame for task 2, she produced a more coherent text. Comparing the following two texts suggests that the amount and nature of the information provided and the use of notes affect the quality of pupils' writing:

1. The house was shared with three other families. Mr Clark worked in a factory making lead paint ... and I slept with the whole family in one bed. The kids kept on weeping in the bed and one kid kept sneezing and coughing on me ...

(The teacher's comment was, '... you needed to examine the quality of housing.')

2 As I approach Birmingham ... I smell and see pollution from the factories The houses ... were crowded and cramped. The streets were narrow and all the houses were back to back. There are one family per room in one house ... at the end of each street is a cesspit which is a toilet, I ... and saw the appalling conditions...

'Hooks' for guiding extended writing.

Sunil is an EAL pupil. He achieved a level 4 in the English SATs which is fairly average for pupils in the class. He is easily distracted in class and often forgets or loses his work. The work on the role of women was done on A4 sheets of paper. Since Sunil had not finished his extended writing during the lesson I got him to come and finish it during the lunch hour with three other pupils. This meant that I was able to insist that they refer to their notes and use the sentence starters of the writing frame to complete the task. Sunil's text was not perfect, but he used most of the information recorded in his notes. He not only used the 'factual information' but also commented on them. In addition he had used cohesive links (the phrases in italics indicate how ideas are extended and linked) to connect his ideas, though he tended to write run on sentences:

...whereas in the war they had an even bigger *job nursing the half dead and injured* and they got paid for the jobs they did in the war but they were also *risking their*

lives.

During the war things *changed* a lot *before* some women were not allowed a job but some did *but* got lower wages than men and *during* the war women got a lot more money *than before*.

Women who worked at the front showed that they were brave and courageous and they showed initiative woman had more jobs to have like being a land girl...

However, his deduction, like the following which point to some confusion about the purpose of uniform: Another change was they had to wear a uniform (visual source shows women in uniform) so they would not shoot their own people.'

Sunil did make general observations without providing explicit evidence such as, 'During the war women showed their initiative and braveness this gave them things that they was not allowed before the war as a result they were equal to men.' However, in spite of grammatical errors, the process has clearly helped him to become familiar with most of the information and to draw some conclusions about the consequences of the changes. Unfortunately such targeted individual support is difficult in the classroom because most lessons are taken up by teacher exposition.

Although Kay presented all the information gathered in focused paragraphs, she omitted cohesive links and fell to listing information:

Before the war women were the manager of the house and in most cases financially dependent on husband and those who were paid jobs received lower wages than men. A. Domestic servants maids cooks, nannies where as during the war more women working in paid jobs and working in munition factories.

Although she focused on the changes in the financial status of women before and during the war, 'whereas' is used wrongly. Kay used most of the information in her notes but did not clarify the point of the task.

Writing Frames ‘a constraining traps for more able students’?

Many teachers find writing frames constructive tools for the less able but constraining traps for more able students. My experience suggests, however, that writing frames can help more able students as even those with perceptive insights in class discussion frequently fail to do justice on paper, (Nick Atwood, 2001)

Nick Atwood was writing about his work in English but his point is true in history.

The positive effects of writing frames is reflected, for example, in the links Emma made between the pieces of information enabling her make observations beyond the information given. She is an English speaking student, who like Selma, achieved a level 6 in her English SATs. Unlike Selma, however, she makes few grammatical mistakes and she writes with a greater degree of fluency:

During the war women wanted to become more involved they put up protests protesting for woman’s rights. Women were then allowed to do some of the men’s jobs such as working in mines, **they proved to people that they were capable of doing men’s jobs**. When they started doing men’s jobs they got paid more. They went to work in the Royal Air forces they had to wear different clothes and **weren’t seen as elegant and fragile any more** Women were allowed to do more things have a social life be able to help people.

After the war women were expected to give their jobs back to men. I think this was unfair. **Women had helped during the war why not let them carry on? So women put up more protests**. In 1919 a state register of nurses was set up, and nursing was recognised for the first time as profession. Women over 30 were given the right to vote.

Emma extrapolated quite explicitly the effect of the role played by women in the war (see highlighted sentences). Her text is on the way to Vygotsky’s notion of abstract conceptual thinking.

Selma also implied the change in women’s status (there is some exaggeration indicated by highlighted sentence) as a result of their work during the war, but it is not as detailed or

fluently expressed. Nevertheless, she extrapolated from the ‘facts’ to make her observations:

Another change was women showed dignity and bravery when looking after wounded...They were respected by men. This tells us that **before the war women were never given respect ...**

The texts produced by these pupils illustrated that the writing frames helped them write at different levels of proficiency rather than produce identical texts.

Some pupils appeared to write more from recall producing texts which are at the concrete, factual level of ‘collections’ rather than analytical thinking explaining why and how women’s lives changed as a result of the war.

Sophie for instance wrote:

... Men believed a woman’s place was in the kitchen whereas when the men go to war there are loads of jobs to do around so the women are left. Soon more women working in paid jobs in 1918. There were more women working in munitions factories than there were men even though most women supported men that were in the war,

... women wanted to change They wanted to dress how they wanted and go where they wanted. Women even went to the factories for jobs which caused strikes...in the end they ended up giving up ...

Pupils who used the scaffolding frames achieved more in spite of poor English.

Daneal managed to write the following:

... before the war the women used to manage the household ... attend to the needs of the family...She was financially dependent on husband.
During the war the women had a different choice of jobs for example they **had a choice like**, maids, ambulance drivers, smiths, grave diggers, plumbers ...
They used to do all the jobs that men did

The **work and economy wages changed for women of the war** when they did jobs **the fought** in front with the men **their wages increased**

this gave them independence and as a result they now had a choice of to vote in the general elections

On the whole it is well written in spite of grammatical and historical errors. Some links made reflect incipient inferential thinking the notion that as their wages rose they became independent (see underlined)

The central concept pupils were required to explore was change caused by complex events. In the process they had to ‘use sources of information in ways that go beyond simple observation ...’ (NCH, 1999, Level 3) The hierarchy of activities indicated by the steps/sequence of the lessons were designed ‘to select and combine information from different sources’ (National History Curriculum, 1999, Level 4) and ‘examine and explain the reasons for, and results of, events and changes’ (Ibid, 1999, Level 6) in structured work. The final goal of such guidance is to move them through the experience of a process towards independent enquiry and substantiated conclusions (Ibid, 1999, Level 7):

- young children’s ability to make inferences may be greater than Piaget suggested. It often seems to be limited by lack of knowledge or experience, or failure to understand the kind of thinking that is expected ... (Cooper p.102)

Clearly the work on the ‘Changing role of Women’, shows that many pupils have benefited with more information than being limited to a diagram as in the case of the work on the Three Field System (discussed earlier). The gradual building up of information and the scaffolding strategies have encouraged balanced comparison rather than additive lists. However, an important element of pupil’s accomplishment is motivation and a sense that the task is important. A third of the pupils in a parallel class I taught the same lesson only got as far as the spidergram. I can only speculate that some of the pupils were bored with

the extended process of building layers of knowledge relating to the topic or had problems with the thinking processes demanded, but the most important reason I think was that the subject teacher did not give me equal status in the classroom. This meant that I could not insist on them finishing the work since the teacher did not back me up. Perhaps the attitude of the teacher relating to my status in the classroom was conveyed to the pupils and they responded by not completing the task. I should have discussed this with the teacher to see if this was the case.

Validation or Verifiability?

In the redrafting of this chapter I have changed its heading from, 'Validation –the final frontier' to 'Validation or Verifiability' for reasons which will I hope become evident in this chapter.

The articles referred to in this chapter form only a part of the corpus of literature written on action research. Apart from Kincheloe(1991) and Daniels (2002), the articles by David Coulter and by Allan Feldman (2002) as well as two other articles by Jacqui Hughes, Paul Denley & Jack and by Richard Winters (1989), have helped to further clarify the framework and criteria within which to evaluate my research.

Retirement has provided some distance from the field of research, giving me time for revisiting theory and redrafting chapters. This has made clearer for me that practice/experience helped me make more sense of theory and reading the theory helped me examine my practice and data with sharper perception.

My journey in search of an appropriate method is linked to the quest for a format for writing up my research and a search for criteria to validate it. This chapter explores why the record itself of this journey verifies the research.

The research process has taken me through a tangled path with many twists and dead ends, causing me to retrace my path and seek alternate ways. In the process I have had to adapt the research to the context I found myself in and make adjustments to its focus. The following statement succinctly expresses the nature of my experience: 'Action Researchers often experience a complicated research process, not only when conducting their research, but also when trying to report their processes and findings... (Robertson, 2000, p.291-397).

The different stages of research namely, identifying a purpose, planning, putting the plan into

action, evaluation and recording of the process concluding with validating it, are inextricably linked. Kincheloe elucidates the connections between these aspects, underlining the importance of this multidimensional structure of the action research method, namely: analysis of the context, exploration of theory (as authority and guide) followed by action, reflection, review and verifiability. The interrelationship between the above elements of action research produces understandings at three levels: understanding of the issue being investigated, the research process itself thus leading to the growing self awareness of the researcher. Hence, 'understanding' is consequent to the dialectic between the three recursive aspect/stages of research. Kincheloe describes the recording of this multi-dimensional aspect of action research, as 'constructed reality'. Instead of the word validity which is associated with empirical research, he uses the word 'verifiability' and views verifiability as constituent to 'the credibility of constructed realities' (Kincheloe, 1991, p.135). (See chapter 1). Later in this chapter I shall explore the links between the notion of 'the credibility of constructed realities' and Winter's notion of 'living educational theory' described (1998). The above academics have highlighted action research as a developing dynamic method.

There has been an ongoing debate between action researchers and empiricists about what are valid criteria for legitimizing research. Linked to this is the debate relating to the definition of theory and its relationship to research. Traditional academic researchers' views research as testing theory or using theory to explain phenomena (Winter, 1998, pp 367 ff) and so adding to knowledge. Traditionally, universities are seen as storehouses of knowledge and theory and the justification of research lies in adding to that knowledge. Action Researchers have challenged the positivist researchers' theory of truth, which based on Cartesian dualism, holds that the validity of a researcher's findings depends on their reflecting objective reality. Positivist research bases its validity on measurable outcomes and transferability of its conclusions to

similar situations, however, Kincheloe cites proof that generalisations cannot be guaranteed to be transferred successfully to ‘ a real school, in the everyday classrooms that teachers inhabit’ (Kincheloe, 1991, p.134). The purpose of action research is pragmatic, it aims to improve classroom practice and constituent to it is the goal, which is to understand the ‘phenomena being studied’ (Ibid, p.133). Hence: ‘If empirical evidence, for example, is not appropriate for assessing the worth of information, then some other basis for validation or some critical reconceptualisation of the term must be developed’ (Ibid, p.128).

In the place of measurable outcomes, Kincheloe describes the outcomes of qualitative action research as, ‘the credibility of constructed realities.’ As described in chapter 1, instead of the notion of transferable generalisations, he explicates the notion of ‘anticipatory accommodation’ (Ibid, p.128). Anticipatory accommodation is what a teacher becomes capable of as a result of growing awareness gained through the experience of the action research cycle, which requires the teacher researcher to step back and examine the process, content and outcomes of the action and so gains ‘reflexive awareness’. Such awareness shapes the ‘reconstruction of the context’ (Ibid, pp, 123-125). It refers to the generalities we arrive at through comparisons of research contexts which can then be applied to other contexts through adjustments to suit the differences perceived in that contexts. As a result when the researcher (in this case me), approaches a new class and a new teacher, the insights gained from previous experiences in other classroom contexts provide guidance for operating in the new context. This is clearly elucidated in the case studies which are based on comparisons of contexts.

The action research cycle which is galvanised through critical reflection and accommodation is a process which reflects the dialectical and dynamic relationship between theory and practice

resulting in increased awareness and accommodation. The notion of accommodation points to the changing progressive nature of knowledge. Hence the outcome of such research is tentative and developmental rather than a measurable, statistical record.

Given the multidimensional nature of action research, the pupils' texts are only one of the layers (dimensions) of this research, albeit a pivotal layer. The other layers include adapting Vygotsky's levels of conceptual development as a framework for examining the relationship between scaffolding strategies (mediation) and pupils' written response, as well as examining the language and cognitive demands of key questions in history. In this research such elements of the classroom/school culture, influenced by the socio-historical experiences of teachers and pupils, is implicit and the focus is on exploring the relationship of language and learning in classroom practice. The development of my understanding of the links between language and learning is recorded in every chapter of this research. The redrafting process illustrates the notion that knowledge is progressive rather than immutable, 'a progressive view of knowledge ... assumes that even as data is being collected it is being subjected to critical analysis' (Ibid, p.125) The increasing awareness achieved through the cyclical nature of action research is reflected in the way what is learnt through one case study informs the next one.

Central to the notion of 'Credibility of portrayal of constructed realities' is the tenet that the world cannot be explained through a simple cause and effect relationship. (Ibid, p.136).

Action research, which is embedded in experience and carried forward through reflection and analysis, is authenticated by the fact it is 'lived experience', the outcomes are descriptive and analytical rather than narrowed to those aspects which are countable. Research that is validated by statistics often neglect the significant non-quantifiable aspects which contribute to understanding and represent third level cognitive thinking (Ibid, pp.123-125).

An essential characteristic of trustworthiness is that the research takes place in a natural situation. Kincheloe contends that generalisations arrived at in 'laboratory' like contexts do not necessarily apply to all classroom contexts. Kincheloe refers to the myriads of social, economic, cultural, historical, personality variables which form the 'inherent properties of the reality under scrutiny' affecting the dynamics of a classroom (Kincheloe, 1991, p, 131). These often invisible, complex variables are beyond the scope of the teacher researcher to investigate fully and make immutable conclusions impossible (Ibid, p.131). In addition, Kincheloe points out that humans as subjects of research: '...possess a special complexity which sets them apart from other objects of study. The variables with which the social researcher is forced to contend dispel any illusions of methodological simplicity of outcome and applicability' (Kincheloe, 1991 p.71).

In my research, reference to the 'inherent factors' of the research context are limited: however the early chapters of this research explain the circumstances, theory and experience which gave rise to the research and shaped it. The variables which shaped my research namely, my position in the hierarchy of the school, teachers' and pupils' perception of my role, different perceptions of the role of language in learning are noted because: 'In natural settings such as schools. participant behaviour cannot be understood without careful attention to participants' relationships to the traditions, norms, roles, and values which are inseparable from the lived world of the institutions' (Ibid, p.134).

Such relationships are described in the narrative of my career as well as the case studies and preface to the case studies.

Theory created by action research is different from that of positivist theory in that it is a 'living educational theory' which grows out of the dialectical process of action research played out in the classroom. The critical reflection and accommodation embedded in the dialectical and developmental process is recorded in the 'credibility of portrayal of constructed realities', namely 'theory'.

Articles in the *Educational Action Research* journals by Jacqui Hughes, Paul Denley & Jack Whitehead and the other by Richard Winters, (1999, pp.427-453.) describe the notion of 'living educational theory' as valid educational theory. Richard Winter emphasises the key role of reflection on one's own practice:

'.... the process of understanding must start from reflection upon one's own experience, and that sort of 'wisdom' derived entirely from experience of others is at best impoverished and at worst illusory (Winter, 1998, p.362)

The trustworthiness of the research lies in the narrative of my increasing understandings of the relationship of language and learning in classroom practice.., as Heikkinen, et. al say, 'The methodology and reporting of Action Research is not as clearly set out as empirical research because it is based on the notion that truth is workableness or usefulness. (2001. P.14.)

The 'workableness' of my research is reflected in the developing narrative and analysis which make up the case studies. The written texts of pupils could be viewed as the objective reality verifying the levels of 'workableness' of theories behind the classroom processes used. The reflection and analysis of pupils' texts resulted in adaptation described in the case studies underlines this. Furthermore, this research verifies the fact that pupils have difficulty in writing 'argument' at advanced level and stresses that strategies need to be developed to train them toward such writing from entry to secondary school or before.

.Jack Whitehead points out that ‘professionals may begin with the endeavour to apply the theoretical knowledge learnt systematically, but through trials and adjustments their use of theoretical knowledge becomes more interpretative and selective. The dialectical process is a process of improvisation (adjusting, adapting to a situation (Jack Whitehead 1988, p.445) This process of improvisation results in ‘ possible explanations of what we experience and observe’ (Winter, 1999, p.362) The way in which I adapted Vygotsky’s framework of conceptual development and applied it to classroom practice is an example of this. The case studies contain the ‘possible explanations’ of the way experience and reflection constantly fed into my classroom practice.

Another way of assessing the trustworthiness of the research is the authentication of the research by the researcher and researched sharing observations of the experience of the process and outcomes of the research. This enables the ‘analysis’ to be viewed from’ multiple perspectives...’ (Kincheloe, 1991 p.136) to arrive at a trustworthy narrative of the outcomes. However there was only a minimum of negotiation between me and the subject teachers apart from the fact that I always gave the teacher the lesson plan before I took the lesson. Only a few participants filled in the evaluation sheets because of problems of time and opportunity. However, the off shoots of the research in my being invited to do In-service training ... (see below) provides ‘multi perspective’ on the value of my research.

The Case Studies

.The case studies express the credibility of my research. Each case study reflects the increasing understandings and insights gained which is also visible in the redrafting process. In addition the increasingly appropriate framework (criteria) for examining student scripts provides increasingly credible explanations and insights into their conceptual development.

Understanding is essential in order to improve practice, and reflection on one's own practice is essential for understanding (Winter, 1998, 371). The different year groups and teachers involved in the case studies helped comparison of contexts and enabled 'anticipatory accommodation' (See above).

An important characteristic of critical researchers is that they, 'see diversity between settings as an opportunity for cognitive growth... through our knowledge of a variety of comparable contexts we begin to understand their similarities and differences –we learn from our comparisons of different contexts...(Kincheloe, 1991, p.136,140).

Study of different contexts encourages comparison. Kincheloe states that understanding '... may better be accomplished by portraying patterns rather than by discovering causes' (Kincheloe, 1991, p.133). Patterns emerged through the comparison of pupils' scripts and their descriptions and explanations in different contexts (Kincheloe, 1991, p.136). The notion of patterns, suggest a net work of connections. This pattern of findings gave me insights into the impact of the scaffolding strategies on pupils writing as well as quality of pupils' language/conceptual development. The patterns or commonalities which appeared, led to tentative generalities. To quote Winter, 'reflection, embedded in experience necessarily involves, '...speculative play with possible general explanations of what we experience and observe.' (Winter, 1999, 371)

The following are commonalities/patterns which emerged through the analysis of pupils' scripts produced in different contexts:

Pupils predilection for writing 'empathy' narrative, hence the need to give them historically valid tasks.

Pupils demonstrated this predilection, for example, in the narrative written around the question, 'When did you last see your father?' (Year 8) as well as in the tendency of pupils in the first

cohort to write at length on the ‘humanitarian reasons’ in ‘Why was slavery abolished?’ (Year 9). Hence an important purpose of the adjustments to lesson procedures was to help pupils incorporate more historical information into their texts and develop concepts which would enable analysis of different periods of history.

How far writing frames helped students write more historically oriented texts

This question was asked and tentative explanations mooted in all the case studies. The scaffolding techniques I used did not automatically improve pupils’ argument. The case studies explore reasons for this, they examine individual pupil’s texts and ‘speculate’ on why the scaffolding has not been fully successful. Patterns emerged for example difficulties some pupils had in transferring their notes to their writing frame to produce historical exposition. The case studies show that many pupils used the writing frame as a sentence completion exercise by listing the information lifted from the notes, copying whole phrases from the notes and including them in their text, citing information from the notes without explaining or extending the ideas. However when the structure of the writing frame gave more explicit cues and was highlighted by modelling, the answer to the questions were more explanatory. For example see the case study on ‘Why was slavery abolished?’

Difficulties related to transferring notes from note making formats into exposition

The comparison between the two cohorts of pupils writing on child labour show that the structure of the note making frame influenced the text. For example, the first cohort of pupils tended to copy phrases from the sources and transfer them to the writing frame without explanation or extension. A change in the note making form which influenced how notes were made resulted in more explanatory writing, for example the case study on child labour in the Industrial Revolution.

The comparison of the two cohorts of pupils work on ‘Why was slavery abolished’, showed that the structure of the note making format can in some contexts influence the quality of pupils’ writing. The case study on the abolition of slavery shows the difference in the texts of pupils who based their texts on notes gathered in the form of a spidergram and notes gathered on a grid labelled with the categories of the different reasons, political, economical, humanitarian, religious.

The issue of getting pupils to use all the information in the notes in answering the question is a difficult one, perhaps one way of dealing with it is introducing a redrafting process after the initial write up of the answer, and for example teacher intervention led Marcus in year 7 to redraft his text. (See case study, Discursive writing year 7).

Issues relating to Conceptual Development expressed in extended writing. Analysis of this identifies the relationship between language and conceptual development.

A pattern emerged of the effect on pupils’ writing of the interaction of DART strategies, writing frames and the lesson sequence with the dynamics of the situation. The following are the emerging pattern of issues relating to language and conceptual development from a comparison of pupils’ scripts in the case studies. They are issues relating to writing argument, explanations and cohesive paragraphs, identifying where the pupil is on her/his ZPD and building on potential identified in a pupil’s text.

The case studies highlight that writing a balanced argument requires a very high level of cognitive and language skills. For example the two case studies, one, year 9 scripts on ‘Why was the slave trade abolished?’, and, year 8 work on the struggle for the throne of England in

1066, illustrate this. The case studies set out the mental processes required to write a successful argument. Writing of exposition required pupils to make logical links between the pieces of information provided and drawing out inferences and deductions based on these connections. I found that the writing frames were not always successful in guiding pupils towards making these connections which are central to writing balanced arguments or explanatory texts. Writing balanced argument demands complex mental operations and familiarity with specific linguistic conventions associated with such writing. Year 9 pupils who wrote about the reasons for the abolition of slavery, as described in the case study, did not weigh up all the arguments/reasons to support the conclusion regarding the most important reason. It is evident that some pupils' writing indicates that they are capable of engaging in these mental operations but need to be trained to express themselves successfully in coherent paragraphs. It means that pupils need to be taught how to use the appropriate vocabulary, cohesive devices and sentence structures to express these complex mental operations. I believe that introducing the process of modelling and redrafting as well as 'conferencing' (an evaluation session with the teacher) built into the timetable could be a great asset to helping pupils towards writing exposition in history.

Criteria used to examine pupils' texts

To begin with my criteria referred to the surface features of the text but as I continued with my research I began to use more complex criteria related to Vygotsky's notion of the levels of conceptual identify the mental operations which apply to the different levels described in the curriculum more detail and so help to identify more explicitly the problems pupils encounter and the processes pupils need to be guided through. The explicit demands of each level of conceptual development helps to elucidate, for example, the problem many pupils have with writing argument which reflects an explicit weighing up of the pros and cons of the issue (See case studies) and the problem pupils have with writing cohesive paragraphs in which an idea is

developed from one sentence to the next. The process of reflection and adjustments embedded in the research are evidence of the search of workable knowledge and understanding.

Verifying my research

To summarise, what is of interest to action research is how theory is used by practitioners in their work-place. Professionals may begin with the endeavour to apply the theoretical knowledge learnt systematically but as they become more experienced their use of theoretical knowledge becomes more interpretative and selective. The narrative of the dialectical process between their theoretical and experiential knowledge 'creates theory as possible explanations of what we experience and observe'(Winter, 1989, p.362) Such explanations which arise out of action, is described as 'creating living educational theory' by Jack Whitehead (Jacqui et al,1998, pp 444).

The role of research in theory construction is further illuminated in the following quote by Kant (1783) in Winter's article.

An aggregation of rules... is called a theory (But) between theory and practice, no matter how complete the theory may be, a middle term that provides a connection and transition is necessary. (Winter, 1989 p. 368)

The 'middle term' refers to the dialectical process of research which results in speculative explanations. In the process of research, the theory may be reinterpreted and its parameters illustrated. Theory creation is thus dynamic, it is not finite, in that it is ongoing and circular as demonstrated by the action research cycle.

How far did I fulfil my two linked purposes, that of establishing my credibility in order to have the opportunity to contribute more effectively to classroom practice and raising pupils' achievement. The two purposes are subsumed under that of raising pupils' achievement. My intention was to demonstrate strategies which could help in this process and be taken into the

teachers' practice. This rather generalised aim was, during the process of the research, narrowed to focussing on scaffolding and improving extended writing.

In order to evaluate the extent of my achievement it is necessary to view my work against the concept of 'situation' in which the research took place. In order to achieve a large measure of success it is important that the research takes place in a supportive environment in which there is shared perspective with colleagues and the institution constituent to the situation.

In a practitioner based enquiry, 'validation' is a reflective process involving the practitioner, and colleagues. 'Situation', as defined by Feldman covers more than the observable context 'It is the person being in the situation in a way that is defined and informed by what was and is for the teacher, and his or her intentions for what could be' (Feldman, 2002, p.233). I found myself in a situation shaped by a past history manifested in an established school culture. To this situation I brought my own past and sense of being which informed how I wanted to be (what could be) in the current situation. (See Chapter 1). In working to achieve the purpose of the research 'to establish credibility and identity in the face of 'present demands and prescription' I encountered 'obstacles to ...development' (Feldman, 2002, p.243). My aspiration to improve 'my way of being' and '....move towards gaining the capacity to surpass the given ...'. (Ibid, 2002, p.242 -3) is echoed in Coulter's definition of action as negotiating equality (Coulter p.199). This validates an important purpose of my research to gain credibility in order to support pupils' progress more effectively. The case studies are a product of the process through which these tensions and constraints within the situation were negotiated (See Chapter 1 and Preface. Many language support teachers suffer '... a lack of freedom because the teacher is not aware of all the possibilities. The alienated teacher, constrained and confronted by the political and social

structures of schooling, and her own lack of capacity to surpass the given ...' (Feldman, 2002, p.242)

I had the confidence and experience of previous roles in teaching and inservice training to support my negotiations with subject teachers.

So how far did I gain credibility and achieve increasing control of my practice?

The evidence for the credibility gained through negotiation and action, lies in the written work of the students, the written support from colleagues, the changes in the practice of some teachers with whom I worked. (This would have happened in time regardless of my intervention)

In addition I was invited to give talks and run workshops in schools as well as higher education institutions.

The vital importance of linking language and learning to raise achievement is verified by the government's drive to enhance literacy. The government directives resulted in the reintroduction of the notion of Literacy across the curriculum and the realisation that literacy development requires an integrated approach to reading writing and speaking in the curriculum. This emphasis on an integration of the modes of language to literacy development validates my work.

The literacy hour and the training material provide formulas, routines and processes and claimed that they were methods for raising achievement. My research examines certain formulas of scaffolding in the specific classrooms I worked in, and raises questions which need to be further investigated. In raising these questions my research contributes to the furtherance of educational knowledge. The Secondary Literacy Project introduced during the summer term,

1999 with its emphasis on literacy across the curriculum legitimises my work and has raised the profile of my work.

I believe I have contributed to the creation of a living educational theory by:

- exploring the dialectic between various elements which have had an impact on my research situation (chapters 1-3);
- recording my attempt to influence the situation I worked in;
- analysing the impact of my strategies to support pupils develop exposition.

The third phrase of Egestrom's activity theory as described by Daniels involves developmental, intervention through research. Daniels cites Egestrom saying that,

research has a dialectical, dialogic relationship with activity He sees intervention as enabling the construction of new instrumentalities, and the bringing about through externalisation the transformative construction of new instruments and forms of activity at collective and individual levels (Daniels, 2001, p.93)

To quote Lomax the validity of my research is dependent on, 'the degree to which it was useful (relevant) in guiding practice ... and its power to inform and precipitate debate about improving practice in the wider community' (Lomax 1986, pp. 427 - 450). In my case the wider community consisted of workshops and INSET with teachers and students. The following is a quote from a letter to the headmaster written by the head of geography about my work with her. She sent copies of the letter to the KS 3 Coordinator and head of the Learning Support Faculty and Coordinator of EAL teachers;

Since May (199) I have been supported by Ms Susheela Curtis for two lessons a week. The quality of her input to the classroom has been unequalled in my experience, she had advised on aspects of literacy, taught sections of lessons, marked exercise books.... Produced a large pack of materials to improve literacy which will be part of year 7 scheme of work, and has also personally supported a number of pupils with their written work..... The result of this may be observed in the pupils' exercise books and should be included in departmental INSET sessions

In addition a report on the literary initiative triggered by me was written and circulated (Appendix 6, p.48) I would like to stress that this letter was totally unsolicited. In Appendix 6 is also a teacher's evaluation of a lesson I led. I would have liked to collect more such evidence /evidence (Appendix6,p.47) from teachers but context of school life it was difficult to pin teachers down to writing such evaluations in addition I was reluctant to add to their work and felt diffident in insisting on their evaluation in writing. My work also received recognition from the headmaster in his end of year speech and report (Appendix 6.p.46).

I have also been invited to:

- disseminate my work in classrooms to other teachers, departments in the school through devising and delivery of INSET. (As a result the head of geography and one of the history teachers I worked with were asked to talk about my work with them to the humanities faculty. Apart from this I did a presentation of the use of writing frames to the whole school.)
- lead workshops for PGCE students at the University of Birmingham and Warwick, Newman College, Birmingham(Appendix 6,p.49) , for the GEST programme in Birmingham and Coventry as well as teach on the RSA certificate for teaching English as a second language;
- devise an Induction pack for newly appointed teachers and contribute to the training based on the pack
- adapt DfEE training pack on inclusion for classroom assistants and support staff for STEP
- write an EAL course for the Education Department, Birmingham

In addition, based on my classroom work, I have published articles and contributed to books on different aspects of literacy development. I have been quoted in publications like the Open University Study Pack for PGCE students training to teach history, in the Open University Resources for education and in books Haydn, Archer and Hunt (Routledge, 1998). Such validation of my work is evidence of its significance in the search for strategies to raise pupils' achievement. This I believe, legitimises my work and underlines the importance of action research in professional development

As a result of my work I was given specific responsibility to work alongside teachers, departments and the literacy coordinator to develop schemes of work and classroom practice which focus on literacy to raise achievement. An important dimension of this research is that this research illustrates the dialectic between the purpose of a language support teacher to make a difference to pupils' performance and the perception that schools have of language support teachers which is played out in the real world of the classroom/school context.

Shortcomings of the research

The shortcomings of this research arise from a number of factors one lay in the problems in my personal life which were at the root of the shortcomings.

a. A reflective teacher should keep a diary recording interactions with colleagues and students, observations and reflections. I failed to do this, my excuse being tiredness and the fact that I spent a lot of time on reading and preparing the lessons and structuring in service sessions. However, I recorded my reflections in the case studies when I wrote them up .I also took every opportunity to talk to colleagues about pupils' work and issues of working as a language development teacher. These matters were also addressed at INSET sessions.

b. The fact that I was always an outsider in a school and was not consistently in contact with the same pupils and had to tailor my lessons to what would be acceptable by the subject teacher, made the research difficult. To turn the research into a reflective narrative enabled me to continue the work. Hence this research is presented as a reflective narrative, an evolution of ideas and actions which recognise the fact that knowledge is progressive and embedded in practice in 'natural' situations. Kincheloe upholds the knowledge teachers gain over years of work in the classroom (Kincheloe, 1991, p.77)

To conclude the case studies has provided some explanations relating to the areas of strengths as well as gaps in pupils' extended writing in History. The following quotation summarises what shaped the case studies:

... if we are to help them (children) make progress in writing we need to specify where children are at and we need to identify teaching which will elicit progress. Often what is most important is to getting children to understand precisely what it is they...need to do, mere acquaintance with the appropriate form of communication is insufficient. Children need to be provided with straightforward strategies which will enable them to achieve the desired effects the communication requires. (Owen in Wray 1993, p.58)

I am very aware of the limitations of this study but the insights arrived at provide point to areas in classroom practise and scaffolding strategies which could be further explored to improve students' extended writing.

An important shortcoming is the length of time it has taken to write it up, this has clearly had an effect, since I am now retired and are now outside the classroom and school, current changes and developments have not been recorded. However, this research could be a take-off point for further research by a practising teacher. Implicit to the action research cycle is the notion that knowledge/theory is not immutable, ' The conclusions of the teacher as researcher would never

be more than tentative generalisations subject to revision because of ... contextual change and the differing teaching situations (Kincheloe, 1991, p.81)

The record of my research has been a 'capricious journey' with' lots of dead end streets (Kincheloe, 1991, p.130). Its justification lies in its focus on the reality of my role as a language development teacher who was fired by a purpose to establish credibility in order to be more effective in the classroom to improve pupils' learning and language development.

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Appendix A

Sample of Resources and Tasks many of the pupils experienced

1.

THE WARS OF THE ROSES.

These wars were fought for much of the 1400's. These were a civil war. What does that mean? What were the 2 sides in the war? To see why they were fighting you must look at the family tree showing both sides.

- ① What were the names of Edward III's children?
- ② Who was the first Lancastrian?
- ③ Who was the first Yorkist?
- ④ Why did the 2 families start arguing?
- ⑤ Who was the last Lancastrian king? Who was his great-grandfather?
- ⑥ Who was the first Yorkist king? Who was his great-grandfather?
- ⑦ What were the names of Edward III's great, great, grandchildren?
- ⑧ What was the relationship between Henry Tudor and John, Duke of Lancaster?
- ⑨ How many Lancastrian kings were there?
- ⑩ How many Yorkist kings were there?

Appendix 1 a Samples of pupils' previous writing. 1

This task aimed to move pupils away from recounting towards more evaluative writing. Below is an example of the type of writing these pupils experienced prior to this lesson.

28, 10.94 The Roman Army

The Roman army was very organised They had good men and they had good weapons to fight the opposition. They had good uniform. Our word family comes from the latin word ...household included slaves

...

Sample of written task 2.

The question heading the task is a question which requires pupils to consider significant events which contributed towards Rome developing into a Republic clearly arises from the texts about the Romans in Contrasts and Connections (Shepherd. C, et. al. 1991, pp. 6-10). Below are the pupil's answers to questions the teacher must have given them goes no where in addressing the question.

22.9.94 How Rome became a Republic.

1. In the 8th century Rome was a small city state.
2. The Etruscans, the Samnites , the Umbrians, the Sabines and the Colonists lived in Italy the sametime of the Romans
3. Rome was governed by a series of kings.
4. Three Etruscan kings ruled Rome between 620-510 B>C
5. Here is a list of improvements ...
6. The Romans threw the Etruscans out because they were jealous and they wanted to rule themselves

There are no comments on this work by the teacher but the answers have been ticked with a red pen.

Appendix 1 The Life of the Roman Soldier. A range of pupils' texts.

Answering the question requires not just empathy, but imagination and historical knowledge and making inferences from information provided.

Just as a mould gives shape to a substance, words can shape an activity into a structure. However, that structure may be changed or reshaped when children learn to use language in ways that allow them to go beyond previous experiences when planning future action...once children learn how to use the planning functions of their language effectively their psychological field change radically. A view of the future is now an integral part of their approaches to their surroundings.

(Daniels, 2002, p.16&17)

Group 2 and 3 The labels for the grid (table) are:

Units, work in camp, work on campaign, family life, discipline, complaints, rewards.

Writing Frames

Group 2

1. There were two units in the Roman army _____

A Roman soldier's life was different in camp and on campaign _____

While in camp they did a variety of jobs _____

When they were on campaign _____

Family life was not stable _____

The punishments were very severe _____ Soldiers complained _____

The rewards _____ I would/would not like to be a Roman soldier _____

Group 3 Adjusted writing frame provides connectives like, 'while', 'when', 'however',

'whereas', 'than', 'furthermore', 'moreover'

A Roman soldier's life was different in camp and on campaign...

While in camp they did a variety of jobs ...

When they were on campaign, however, ...

When they were in camp they had a varied diet of

whereas on campaign... The punishments were very severe ... Soldiers complained

The rewards ...

I think life in camp was _____ than life on campaign _____. There are several reasons for my opinion. One is that in camp...

whilst on campaign ...

Furthermore in camp they had a variety of,,,

but on campaign...

Moreover...

Group 1

Rehana

My name is Tasneen I am auxiliary soldier. I joined the army because when I left will pay more. Respect to me and I liked the citizenship. Life in camp was very bad because We had to move to other places and you would forget bag of wood be very heavy on the journey to other places. We had to cook our own food in the camp and pack are food to cook and some food probably got damaged. We walk a long way. Life on the march was non stop no rest we make a long way on the march and your cloth wood be mucky and ... when you went on the march and came back you had a long bath and in the march it was very dangerous ... and in the war some friend died and were very badly injured and the battle last for a long time... In their back packs they had a lot of things and food.. The men in the war allude to have girl friends in the war but they could not marry them. The soldier had to have a diet for the war and be very healthy and in the...

Gagan

I became a Roman soldier because I wanted to follow in my father's footsteps and that all veterans shall be exempt from taxation, exempt from further military service and exempt from further compulsory public service

I work in the granary, it is very hard work. I have to collect grain, crush it and store it, other men do different jobs such as making papyrus making chores, building work in the hospital and working in the coin mint, all those jobs are very hard.

Soldiers diet

sheep

pork

ham

fish also grain, blackberry when it is the right moment we also eat hard biscuits we eat out in tents or the open

On the march life is not easy first we get injured and wounded a lot are clothing was wet damp and ripped and if we lost a battle we would get punished very badly even put to death and we even had to carry our own food and buy our own equipment we get payed 1 1/2 denara a day.

Nick

I am a legionnaire. I am one because I want to follow my father's footsteps. A second reason is I want to be proud of my country. I think the reason is I will have privileges when I retire.

When we are in camp we are kept very busy we have to work in different work. I do granary it is hard work. other people work in different work shops like shoe making, bath house, plasterers and work in hospital. We eat meaning different kinds of meat if we can found blackberrie, strawberries, and cherries we eat them. We drink beer and wine, we had many different kinds of food it was healthy.

Life on the march is not easy because every tenth man got killed if we lost the battle. We had to take our own, food in our bags our bag was hard to carry. They had to march through mountains.

Stephen

I am a legionnaire. because I wanted to follow my dad. And after I serve them I get important rights such as pay no taxes, didn't have to have a job, have privileges, didn't have to serve for my country Right now I am having 25 years and proud serving my country.

When we are in camp we are kept very busy doing jobs like milking sheep, building a bath house, planting and working in the hospital we also make comes papyrus paper, working in the coin mint and working in the granary where grain are kept. I do make, papyrus paper it is very good and the paper comes out bery nice and we sent letters using the paper and threw it in the river and hope the letter gets there. The soldiers, eat all kinds of foods such as poridge, pasta, soups, raspberries, blackcurrent , They drink wine and beer until they are very drunk then they.....

On the march life is not easy we have to carry are own weapons and if we lost a battle every tenth man would be killed and our food would be cut down and we never got paid until we won another battle and people grew old and had to walk through soaking swamps and mountains

Saroj

I am a legionarie. I became a legionary because I want to follow my fathers foot steps. My second reason is I wanted to fight for my country, my last reason. is so I don't pay my taxes

My job is making papyrus paper. It is hard pulling weed and reed then using stones to mash it together then letting it dry other people in the army do different jobs.

We eat different things like fish, poultry, grain, bread, soup, porridge, pasta, hard biscuits. They ate sheep, pork, ham,. We drink beer and wine, we had good food to help us to be strong. We ate in open barrack rooms.

Life on the march is not is not easy cos we have to carry our equipment. We have to carry our own food,

One person 10th punished if a battle was lost our bodies were wounded in the battle. We get paid 11/2 denarii. We had to march on mountain and waste land.

Ganesh

I am a legionary. I became a soldier for several reasons, the first one was that I wanted to follow in my father's foot steps , a second one was that after 20years I would exempt from taxation, also I would be exempt from further military service and also I was exempt from compulsory services

When we are in camp we are not kept very busy. I am one of the 343 men who work in the workshops. I work in the hospital. Other people have work making shoes working in the bath house work as a plasterer and in the hospital. In the hospital, many people are brought in already dead. The job is extremely tiring but enjoy it a lot.

Their diet was good diet. grain was made up of basic soups porridge and pasta.

Life on the march is not easy because we have to carry our own food, we would have to walk hundreds of miles and if we lost a battle 1 in 10 people would die and the food we were given was shortened.

Parminder

The life in the camp was horrible, I was a shoe cleaner. The weather was horrible, it would not stop raining. The food was horrible, it was bitter or sweet The bread was disgusting it was so stale the once I puked.....

In my life in the camp was pretty bad Some of the time because we might have to sometimes go in the sleet or maybe even snow On the other hand on the nice days like if some attacks we had to defend but from where we were it were it was hard specially with no rest a lot of people died.

Group 2.

Charlotte

A Roman soldier's life was different in camp and on campaign. On campaign they had to work hard. They had to go to mountainous wastes and soaking swamps. It was boring month after month, they had hard winters as well whilst in camp wasn't that bad. They could get away with stuff. They had different work.

Family life for Roman soldiers was not very good/nice. The soldiers weren't allowed to marry but some had relationships and children. They grew up outside the fort. They had unimportant groups in the civilian settlements .All they really had was a camp wife and children.

Neena

In the units of the army there are two different units , one is legionnaires and the other is Auxilia. In the legionnaires there were a lot of volunteers that helped in the army. There were also Roman citizens sons of exsoldiers... The difference between the legionnaires

and the auxiliaries were the legionnaires served for sixteen years whereas the auxiliaries served for twenty five years. Also the legionnaires were volunteers. Also the auxiliaries got rewards to become Roman citizens but legionnaires got nothing. The family life for Roman soldier was difficult no matter how much the men loved a woman they weren't allowed to have a marriage but no one stopped anyone from having a relationship or having a family.

Every time the soldier had to move, and he also had a family, the whole family would have to move and his girlfriend would be called a camp wife. Every time the soldier moved so did the family they found this very uncomfortable.

The discipline for the soldiers was very hard, especially when the army lost a battle the discipline was very strict and nasty some people had to go on diet or some people would have been executed. depended on how bad they did in the battle.

The soldiers in the army had many complaints. Some complaints were very serious issues, some were that you got disabled. Then when you were disabled it led to things like arms and legs being cut off, flogging and worst of all was death.

Karanjeet

There are two units in the Roman army, one is the legionnaires, the other is the Auxiliaries. The difference between the legionnaires and auxiliaries are the legionnaires were volunteers and Roman citizens (here the sentence ends, however, the comparison continues) The legionnaires only had to serve for 16 years whereas the Auxiliaries had to serve for 25 years. The Auxiliaries were not like the legionnaire because the legionnaires had a choice to join but the Auxiliaries were people from conquered countries and were forced to join the army. The Auxiliaries were also not Roman citizens but if they deserved a reward the reward was to become a Roman citizen.

Roman soldiers also had discipline (*Possessed? or imposed?*) if they lost a battle, for example if every tenth man would have his head chopped off. Also the Roman soldiers were whipped and some had arms and legs chopped off (?) and still expected to fight in the next battle. As you can see the discipline (the word *punishment* should have been used) was very strict for just losing a battle.

A Roman soldier would still have complaints were about discipline like being maimed(disabled)to fight and they were expected to do things like a normal soldier. Some more complaints were about being flogged.

Roman soldiers also had rewards for things, For example if they were an Auxiliary person in the army then their reward would be to be made Roman citizens. The veterans rewards were being exempt from tax, meaning not having to pay tax. They would also not have to fight in any battle, that was a big reward.

Group 3

Tom

A Roman soldier's life was different in camp and on campaign. In camp they were fed pasta, pork, bread fish but on campaign they had to eat grain, porridge, soup and they brought a kettle with them.

They were two units in the army the legionnaires which were local people the other was

the auxiliaries which were defeated army.

If they lost a battle they would get whipped fed on barley and most of them die of starvation

When they are not fighting in camp they would be building, shoe making plaster, hospital worker, granary or working in a coin mint.

When they were in the army they were not allowed to marry but were allowed to have a relationship They were allowed to have children but it wasn't stable When they were in battle they stayed behind.

They were rewarded by not having to pay they tax and where exempt from fighting at any time.

Saul

A Roman soldiers life was different In camp and on campaign. On camp they had different rewards such as they didn't have too pay taxes or they didn't have to fight. They had different foods in camp they ate pork, ham, fish ,....They drank beer and wine. On campaign they ate they own made bread they carried a kettle, a bronze lunch box and a portable hand mill. They also drank beer and wine. in camp they had different Jobs where as on the march they had 1 job to fight. If they lost a battle they would be whipped or they would be beheaded.

In the legionnaires they would be . be volunteers, Roman citizens, sons of ex soldiers from the province of Rome they would serve for 16 years. Auxiliaries would be from conquered countries, they would be from inferior, they served for 25 years, they would have a reward and that would be to become Roman citizen.

Ram

A Roman soldier life was different in camp and on campaign

There are two units in the Roman army, one in legionnaires The others Auxiliaries. Different between them are legionnaires served for 16 years and the Auxiliaries served for 25 years the Roman soldiers were ex-sons of Roman served. Auxiliaries they are from conquered armies. When they are in camp they have variety of jobs. The jobs were shoe making ,building, hospital worker making coin and mint granary.

The Roman food was different on camp because you get different food the food that they get was like porridge, bread stuff, there like was a misery on camp having all that food that didn't taste right at all.

The Roman family life was different to now because they could not get married , no one can never ever. stop them having children at all or even having a wife. thats what goes on if you are in the Roman army.

Sarah

In the army there are two different units. The legionaries and the auxiliaries. The legionaries are part of the Roman citizens and are often the sons of ex soldiers. The legionaries are also volunteers. The legionaries have to do 16 years in the army.

Family life was not very stable for the soldier. The soldiers were

not allowed to marry but they were allowed a relationship. They were also allowed children. These became camp wives and children.

If the army lost a battle the soldiers got punished. Half the soldiers were executed and the other half were starved and given barley instead of wheat.

Arun

The **Romans in the camps** had different jobs **when marching** **When** they were not fighting **they** did lots of other things like shoe make work in hospital working a coin mint

If you won a fight you would Get a Reward . They would get a reward like you don't have to fight for a surtain time. The people the complained had a punishment were some were whiped if they lost in a fight they would have little food.

The Romans in the camp had different jobs than marchin when they were not fighting they did lots of other things like shoe makes work in hospital workin a coin mint.

Razwan

Some of the soilders would get exampsted from tax and get exump from fighting. There are two Romans army one is (an unreadable word) and the other is auxliila some of the solders would get maimed and maimed means disabled some of them use to get there legs chopped of or these arms and they got disabled when there got chopped.

Some of the armys were not liveing with familly they use to have a terrible family life they won't alloud to see there family for years and years.

Jasvinder

There were two units in the Roman army, one is the legionairies which were the Roman citizens The other is Auxiliar which were from the conquered armies.

When there are in camp they have a variety of jobs there were also work when they won't fighting and there were shoe making building plasters in a hospital worker, making papyrus, working in the mint...

When they are in camp they have a variety of jobs they also work when they wont fighting.

What is a real danger that language is a taken for granted' component of school life that it becomes simply a mechanism by which teachers and pupils interact with each other rather than a vehicle for the exploration of ideas. ...there is a danger that written work in history becomes simply transactional, in response to questions, rather than a vehicle for the development of thinking about people in the past ...(Husbands, 1996, p.6)

Appendix 2. Year 7 a. Discursive Writing

Year 8 b. Writing Historical Narrative

...all connections an event possesses with other events shall be explored and mapped, so that a rich and complex network of connections will be the result of an adequate historical narrative (Portal,1987, p.7)

Year 7. Discursive Writing.

- 1 Who should be king?
2. Why did William the Conqueror win the Battle of Hastings?

Writing Frames:

Question 1. Who should be king?

King Edward the Confessor died leaving no _____ to inherit the throne. . There were four claimants to the throne, they were _____

I think a king should _____

I think _____ has the best claim to the throne because _____

Question 2. Why did William the Conqueror win the Battle of Hastings ?

The battle was fought between

The reason was

(position of the armies)

I want to explain why the Norman won the battle

One reason was

Another was

Furthermore

I think the most important reason was

Pupils' Texts

Kay

Question 1 . Who had the strongest claim to the throne of England in 1066

I think a king should have loyalty

A large Army
money
Respect
Power

I think Harold Godwin had the strongest claim because he had lots of experience he was a leader of the king's army and was a distant relative .

. Question 2

There were three armies and one of them was led by Harold Hadrada he was Norwegian there was an army led by Duke William of Normandy he was French and the other army was led by Harold Godwin he was English. Harold Godwin had claimed that King Edward the Confessor promised him the throne so did Duke William and Harold Hadrada. The first battle was between Harold Hadrada and Harold Godwin, Harold Godwin had to walk 300 miles to battle Harold Hadrada, in the end Harold Godwin won then it was called the battle of Stamford bridge. While Harold Godwin and his army were celebrating their victory in the north he found that Duke William was going to invade England then he walked the 300 miles back, to battle Duke William of Normandy And who won you are wondering well it was Duke William because most of Harold's men were wounded, dead or tired. .

Rama is an example of a pupil who is really struggling to express himself, this is reflected in the way he uses his notes either without extending them with explanations or strung together incoherently. (underlined)

Rama:

Question 1

(1).I think a king should have a strong army and should have a royal blood Family and also you would respect them that's who I think should be king
(2) I think the army should be strong also the king should be an English man. however he should have experience as well. (3) I think Harold Godwin should be king because he is English also got experience leader of men. I don't think Duke William because he speaks French. I think Harold Godwin has the strongest claim to the throne. One important reason is that he is a leader of men and got experience. (4) I don't think neither Prince Edgar should be king because he is only a child and he has no experience but he is a blood relative (5) Harold Godwin came from Westminster Abbey because he became king. (6).Also Harold Hadrada because he is not a blood relative support of Tostig.

Question 2,

William won the battle in 1066. The place where the battle was up on a hill where the Saxons were wanting to have a battle. The army was well organised and trained whereas (misuse of the 'whereas') the army was good. The army was tricked It was a trick 2 times but the army was losing they won at need power because it shows

people that your the best.

I think Harold Godwin had the strongest claim to the throne because he is a distant relative he has got power army also he has got some royle blood whereas William and Hardada went related at all **so** he had the strongest claim Harold Godwin had English rules followers in England whereas Hardarada didn't have back up in **England (he was supported by Tostig)**

Mark:.

Question 1 answered on 10-3-00

King Edward the Confessor died in 1066 leaving no blood relatives to inherit his throne. There were four claimants to the throne prince Edgar, Harold Godwin, Duke William and Harold. Hardarada.

I think a king should have experience leading an army, given respect and know about the people he is ruling, he should also have royle blood I think Harold Godwin had the strongest claim to the throne because he has experience, a strong army, he is a distant relitive and he is English.

Question 1 answered on 17.3.00

I think Harold Godwin has the strongest claim to the throne. One reason is that he is English and another is that he is a distant -relative. A third reason is that he is a leader of men and he has experience in ruling. He has a stronger claim than William and Harold Hardarada because they couldn't speak English whereas Godwin could. He had a stronger claim than Prince Edgar even though he was a blood relative but Edgar was a child. The wrong thing about being a child is that people would take advantage of him and he would probably be killed. If William of Normandy became king they would bring their army over and treat English horribly.

Question 2. answer rewritten on 14.4.00

The battle of Hastings was fought between. Harold ,leader of the Saxons and William leader of the Nor mans. It was fought in the South of England on a large hill. The Battle of Hastings took place in 1066. It happened because Harold was king of England and William was angry and wanted to be king. So they had a battle to decide

The Norman's won because they were fresh (Heralds army weren't because they've just fought a battle) and they had horses and they had a bigger army.(no extension)

At the start it looked like Harold was going to win because they were on top of the hill and it was easier for them to fire their weapons

The Normans were losing so they decided to trick the Saxons. They pretended that William had been killed so they retreated. The Saxons thought they had won so they came running down the hill. They found out that they had been tricked so they ran back up the hill. This trick was repeated twice and at last the Normans surrounded the Saxons and killed William (?)

There was no surprise here because William's army was much bigger and much fresher

Vikki:

Question 1

I think a king should have royal blood because people will show him respect, a large army because they will be able to back him up, experience because he would need to know how to rule a country, to be a leader and to make rules

I think Harold Godwin has the strongest claim to the throne. I think that because Harold was a leader of men. He was an Englishman and was familiar with the country whereas William was a leader as well but he was Norwegian so if he took over England he would bring foreign people in. Another reason is that Edward was supposed to have whispered that Godwin was to be king. He whispered those words before he died so Harold had already been crowned.

Question 2

I want to explain why the Normans won the battle of Hastings. The battle of Hastings occurred in the south of England. It took place in 1066 and there was a battle because William wanted to be king of England.

There were several reasons for this. One reason is that Harold was not ready for the battle for his army was weak and tired from having a battle before with Harold Godwinson and Tostig. His army was not as big because he had lost most of his army during the battle with Harold Godwinson and Tostig. Many were killed and many were wounded whilst William's army were strong and big and because they had not just had a battle. Another reason is that William's army were on horse back but Harold's army weren't. A further reason is that most of Harold's army had been killed but when they were marching back most of his army deserted him so William had a much bigger army. I think that the chief reason is that Harold lost because William played a trick. William's army pretended to retreat so Harold's army went down the hill but then William's army went forward and killed some of Harold's men then Harold went back to the top. They did the trick again and Harold fell for it again but this time the men on horse back surrounded Harold and then killed him.

Charley:

Question 1

To be a king you should have experience of government or war, be an English man familiar with the place, men behind him and very powerful. He should be powerful because people will look up to him and respect him.

I think Harold Godwin has the strongest claim to the throne. An important reason is he is English and he should know England very well. Also he was a leader of men in English. His men were English whereas Duke William of Normandy's men were French and so was he.

Question 2

The two that fought in the battle of Hastings were the Normans and the Saxons. The battle took place in England in 1066. The battle took place because the Norman leader wanted to be king. The positions were, the Saxons up high and the Normans down below.

I want to explain why the Normans won. There are several reasons for this. One reason is that Harold had a weak army because some had dropped out and went home and some died in the battle they had before with Tostig whilst William was not tired and he was well prepared.

Another reason is that Harold's men were not trained up to be soldiers whereas William's army had been trained.

A further reason is that William kept tricking and pretending to retreat. I think the chief reason is that William had more skill and power.

Ravi:

Question 2

Harold was having a battle against William on a hill. They both wanted to be king. Harold's army was weak because they had a battle in Stamford Bridge and many died. Some of them even left him whereas William's army was powerful and they knew what they were doing.

Harold was at the top of the hill and William was at the bottom. William's army surrounded Harold's army with horses so Harold had nowhere to go.

The chief reason why William won the battle was William and his men had a trick and their trick was to run away, pretend to die. They believed they ran after them and they got their swords and killed them. William had won.

Neena:

Question 1

I think a king should have experience to the throne, should be a leader, have royal blood for respect. Other people would respect a king more if he were a royal blood relative. A leader of men. An English leader man should be able to have strong power in good and bad situations, should be familiar with his country. If he was familiar with his country he would have more respect.

I think Harold Godwin has the strongest power and claim to the throne. I think Harold Godwin should be king because he was a distant relative of Prince Edward. Another thing is Harold was a leader of men but Duke William was also a leader of men but Duke William was a foreigner and speaks French whereas Prince Edgar was a blood relative although Prince Edgar had no experience because he was only a child, has no power and could only be used as a puppet. Harold Godwin was a governor, had experience, an English man who had followers whereas Duke William ruled over a dukedom whilst Harold Hardrada had the support of Tostig although he was not a blood relative and was

Question 2

...most soldiers deserted Harold at Stamford Bridge which left Harold with a small army. Whilst William's army and himself were fresh because before the battle of Hastings...

...Normans were at the bottom of the hill and got round saying that William had been killed. So when the Saxons heard this they started to make their way back down the hill when suddenly William had appeared. William's men began to cut the Saxons down. The Normans then saw how good a trick of giving up was and pretending to retreat that twice the Normans played this trick on the Saxons. By dusk the Saxons had retreated and Harold lay dead behind them...

Deepa:

Question 1

I think a king should have experience of being in charge of people. I think Harold has the strongest claim to the throne. I think Harold Godwin should be king because he was a relative of King Edward whereas Hardrada and Duke William were not even King Edward's relative and Harold Godwin is. Harold Godwin has a lot of experience and Harold Godwin had British followers whereas for Duke William of Normandy was not British. Prince Edgar is too small even though he is British he had not got much experience because he was too young. If William became King he would bring his foreign army. Harold Godwin had experience of ruling English people and Duke William had experience of ruling French people. And Prince Edgar has no experience of ruling anyone because he is too young.

Question 2

Duke William and Harold Godwin were fighting the Battle of Hastings. The battle was fought at Stamford Bridge in 1066. Duke William won the battle of Hastings because Harold Godwin was tired because they just had a fight against Harold Hardrada whereas Duke William were not injured or anything but Harold Godwin's men were wounded and badly hurt. Another reason is Harold Godwin's men went home after the fight and Duke William was fresh and ready. I think the chief reason is that Harold Godwin's men were tired and William were not injured or anything but Harold Godwin's men were wounded and badly hurt. Another reason is Harold Godwin's men went home after the fight and Duke William was fresh and ready. A further reason is because none of his men were hurt. I think the chief reason is that Harold Godwin's men were tired and Duke William's men were not and because Duke William played a trick on Harold's army.

Dinesh:

Question 2

The battle of Hastings was fought against William who was a Norman and Harold who was a Saxon. This battle was taken place in the South of England in Hastings in 1066. This battle was fought because both Harold and William wanted to be king.

At Stamford bridge Harold fought at the top of the hill and William stayed at the bottom of the hill.

I want to explain why the Normans won. One reason is that Harold had a tough fight between himself and Tostig and was very tired and wounded (Wounded?) and most soldiers deserted Harold at Stamford Bridge which left Harold with a small army. Whilst William's army and himself was fresh because before the battle of Hastings William had not another battle and was fresh and ready, prepared to fight.

Whereas Harold's army was not ready and wasn't prepared to fight this took Harold and his army by surprise because they couldn't believe how organised William and his army was.

Another reason why the Normans had won was because when the Normans were at the bottom of the hill news got round saying that William had been killed. So when the Saxons heard this they started to make their way back down the hill when suddenly William had appeared. William's men began to cut the Saxons down. The Normans then saw how good a trick of giving up was and pretending to retreat that twice the Normans played this trick on the Saxons. By dusk the Saxons had retreated and Harold lay dead behind them. William had won and he was now the new king of England.

I think the chief reason is that the Saxons lost was because they had a battle with Tostig so they were tired.

Saroj:

Question 1

I think a king should have experience of government, he should have blood relative or be distantly related so he would be respected by people. A king should have English and he had English followers. Another thing is that Godwin knew how to rule so he had experience. Last of all Harold Godwin was a leader of men so he had lots of backup in England. Harold Hardrada and William were both foreigners so they both spoke different languages but the reason why Edgar was not king was because he was a child and would have been used by powerful men who wanted to be king.

Harold Hardrada and William were both foreigners so they both spoke different languages but the reason why Edgar was not king was because he was a child and would have been used by powerful men who wanted to be king.

Question 2

The Battle of Hastings took place in 1066 Harold Godwin and Duke William of Normandy fought. They had had that battle to see who would be king.

I want to explain why the Normans won. There are several reasons for this. One reason is that Harold's army was weak and tired. They were tired because they fought in Stamford bridge against Harold Hardrada and Tostig whilst William's men had horses. They were fresh because they came fresh from France.

Another reason is the battle had begun before Harold was ready whereas William's army was well organised with foot soldiers, archers and cavalry.

A further reason is that William's army played a trick on Harold. He had pretended that William's army had retreated so Harold's army had come down to shoot at them.

I think that the chief reason that William was a good leader but Harold was too but he was tired and so were his men.

Darren:

Question 1

I think a king should have experience of government and war so he isn't new to it He should have a large army to support him so he is stronger than other people They should be the same language so they know the peoples needs. They should also already be powerful . I think that Harold Godwin had the strongest claim because he's English and is familiar with the country and the people in the country. He is also a distant relative not like the others.They all had experience except prince Edgar Harold .Hardarada had descendent called Cnut who been king of England William and Harold Hardarada are both foreigners and couldn't speak English and would need translators. .Prince Edgar was the only blood relative but he was only a child with no experience and could be killed

Question 2

I want to explain why the Nor mans won the battle of Hastings It was between the Normans and Saxons It took place at Stamford bridge in 1066. They were battling for king of England because the king had died and had no blood relatives There are several reasons for this One is that Harold wasn't ready and the battle had already began and that Hliarold's army had already had a battle against Harold and Tostig. They had lost a lot of troops and some had deserted them. Whilst Williams army was fresh and prepared and were organised and they were on horse back. throw spears and arrows the kill the enemy whereas Williams's army couldn't get to them on hill and some got killed by spears A further reason is Harold had a no horses I think that the chief reason is that the Normans played a trick of retreating, surrounded the enemy and cut them down.

Inderjeet:

Question 1

.I think a king should have a strong army whereas a should have a royal blood Family and also you would respect them thats who I think should be king I think the army should be strong also the king should be an English man. however he should have experience as well .I think Harold Godwin should be king because he is English also got experience leader of men. I don't think Duke William because he speaks French. I think Harold Godwin has the strongest claim to the throne. One important reason is that he is a leader of men and got experience. I don't think neither Prince Edgar should be king because he is only a child and he has no experience but he is a blood relative 5.Harold Godwin came from Westminster Abbey because he became king. Also Harold Hadrada because he is not a blood relative support of tostig.

Question 2,

William won the battle when 1066 The place where the battle was up on a hill where the Saxons were wanting to have a battle. The army was well organised and trained whereas (misuse of the word) the army was good. The army was tricked It was a trick 2 times but the army was losing they won at need power because it shows people that your the best.

I think Harold Godwin had the strongest claim to the throne because he is a distant relative he has got power army also he has got some royle blood whereas William and Hardada went related at all so he had the strongest claim Harold Godwin had English rules followers in England whereas Hardarada didn't have back up in England.

Tom:

Question 1

I think a king should have a big army who was English and had a lot of followers and had some experience in English ruling.

I think Harold Godwin had the strongest claim to the throne because he has all those things. Prince Edgar is to young Duke William and Harold Hadrada are foreigners so it should be Harold Godwin.

Question 2

The battle of Hastings was fort between Harold and William Its fort at Hastings in 1066, because both wanted to be king Harold was on top of a hill and William was at the foot of the hill

There are several reasons for William 's victory One is that Harold had just fort a battle at Stanford Bridge so they were tired

Whilst William was just waiting for him to finish, in the south of England

Another reason is that Harold had a massive loss of life up at Stanford bridge.

Whereas Williams army where all in position waiting for them on horseback with the archers at the front and the spear men in between

A further reason is that Harold men arrived on the hill and straight away the Norman's attacked and took then by surprise according to the Saxons

I think the chief reason is that they had just had a battle at Stanford Bridge with Harold Hadrada and Tostig plus they had just had a severe loss of life and they were very tired.

Inderpal:

Question 1

I think Harold Godwin has the strongest claim to the throne The reason being, although not being a blood reletive he was still a distance relative unlike Duke William and Harold Hardarada. Another good point was that he was an English man with an English backing which gained him respect and power. Power was very important and it was Harold Godwin who had a lot of it with being a leader of men and being an experienced ruler On Edward's death bed he had whispered in his last gasp of breathe that Harold Godwin is to be king so Harold Godwin was crowned king of England but Duke William said Edward had sworn him the throne.

Question 2.

The battle of Hastings was between William of Normandy and the Saxon Harold and his English army. The battle of Hastings was in the south of England in 1066. The battle of Hastings was to claim the throne of England after the death of Edward the former king.

The positioning of the armies were best for Harold he had a smaller amount of men due to previous battles and William had a full strength army. Harold's men were placed on a top of a hill where William's men shouldn't attack that was for them to come up the hill.

I want to explain why the Normans had an advantage. There are several reasons for this. One is Harold's men were weakened and smaller due to the lack of respect from Harold's men who deserted them. They were weakened because Harold's men had just fought a battle up south (north?) in Stamford against them. Harold Godwin took his winning troop back down to south with a smaller and weakened army. Whilst William had a large and strong army. Another reason is that William had made a large amount of ships so he could cross the channel ending up in the south of England. Harold had no ships to stop Edward crossing and had to think of a plan so he went with his men up a hill where the Normans couldn't attack them. William's men tried climbing up the hill but got killed because Harold's men shot arrows down. The Normans retreated and rumour went that William had been killed so the English came and chased them but it was a trick and the Normans surrounded the English and killed them. I think the chief reason that William won the battle of Hastings and killed Harold was because Harold had a weak army and the Normans out-thinked (*tricked?*) him.

Paul:

Question 1

I think a king should have power over people because he needs to be powerful, he needs a strong army because they need to fight and they need to be a blood relative because people respect those with royal blood. Moreover, I think he should have a range of languages because whatever country he rules he must be able to speak the language. I think Harold Godwin had the strongest claim to the throne because he was a leader of men, he was a governor, he had experience ruling and most of all he was a distant relative. Furthermore he was an Englishman so people might respect him. Prince Edgar was too young to be king and because he had no power. Harold Godwin along with Prince Edgar were both foreigners and that isn't a blood relative. Duke William was not very good at speaking English. He was also not a blood relative.

Question 2

The battle of Hastings took place in England in 1066 and it happened because William and Harold both wanted to be king of England.

Their positions were that Harold's army was on top of the hill and William's was at the bottom of the hill.

I want to explain why the Normans won the battle of Hastings. It was because William's army was more stronger than Harold's army. There are several reasons for this. One reason is that Harold had just had a fight with Harold and Tostig. They were very tired and weak because the battle with Harold was very tiring and when they had that battle

they had to march all the way to north England whereas William had a very strong army and was ready for what Harold was going to throw at him, also William didn't have to travel far.

Fiona:

Question 1

I think a king should have royal blood in them because people will respect them because they are important. Another thing I think a king should have is a strong army they have experience with war and government.

Also I think they should be English because they would be familiar with the country and what the people are like. Yet another thing I think a king should have is some sort of power as people will look up to him more.

I think Harold Godwin has the strongest claim to the throne. One important reason is that he has a good backing group of men and they were English whereas Harold Hadrada had an army but they were Danish and Duke William also had an army but they were French.

Another important reason is that he is a distant relative and Duke William and Harold Hadrada were no relation at all.

I think the worst person for the throne is prince Edgar as he had no experience or power. The only good thing about him is that he is a blood relative.

Question 2

The battle of Hastings was fought between Harold Godwin and William the Duke of Normandy. The battle was fought in the south coast of England on a hill top. The battle was fought in 1066. The battle was fought because William had claimed the throne and it was given to Harold.

Harold's army were on the top of a hill shooting downwards (they thought they had won). William's army were at the bottom of the hill. The Normans pretended to retreat they started to fight again they did this twice and won. I want to explain why the Normans won the battle of Hastings. There are several reasons for this. One is that Harold's army were weak and tired as they had had a battle with Harold Hadrada and Tostig before. They were also tired (in appropriate word) because many of the soldiers had deserted Harold, so the army was very small, so they had to fight harder. Whilst William's army were fresh and not tired, also there were more soldiers.

Another reason is that William's army played a trick of retreating they then started to fight again. William's army did this twice, William won the battle.

A further reason is that Harold's army didn't have horses so they could only walk or run to save themselves whereas William's army had many horses so they were much faster and could carry more equipment, weapons or supplies. This helped them as they had more arrows than Harold's army.

I think the chief reason that Harold's army was tired and had not many soldiers. I also think they would have won if William's army hadn't played the trick of retreating.

Year 8 Writing Historical Narrative

When did you last see your father?

In a word, historical narrative involves 'explaining an event by tracing its intrinsic relations with other events and locating it in a historical context (Ed. Portal, 1987. p.6)

Clare:

Before I had been captured by Parliament in the winter of 1642, a civil war had broken out. I was wondering through the town, when the soldiers rode through on horseback and grabbed me and my sister she started shouting

...I was afraid, a guard dressed in armour pushed me, my brother and my mum and auntie in to a dark room.

It was the winter of 1642. The Civil War was began between the Royalists and Parliament.

The man was asking me what religion I was and what religion my mum was, he asking me questions I didn't want to answer. He was asking me how old was ... The man was asking me where my dad's family lived If I didn't answer he said he would whip me with his leather belt.

Deepa:

At this time there was a Civil War and it was very scary for the people because the towns were getting attacked. The year was 1642 the Civil War was being fought between Parliament and the Royalists. Soldiers from both sides were attacking the towns and villages ...

The man at the table stared at me and said, 'turn around' so I did and my little brother was there being held by a man in the army.

He describes the scene in the picture and names the interrogator as Oliver Cromwell:

...where your dad? no he is the king's right hand man. I said nothing He said boy tell me where he is, I said he is fighting in war, I started to stutter my voice trembled He said your father is giving order to people to protest against us

Sunil:

It was 1642, hot it was summer the kids were eating there dinner the people heard noises, my father was fighting in the Civil War. He was a soldier. The king's right hand man. The rumbling was getting louder people were shouting run Parliamentarian ... We did not see him three years later when the king was beheaded

Sonia:

In 1642 me and my brother Tom were playing out in the summer. It was very hot and all the people in the village were out as well, there were all doing something and most people were scared to come out because there was a civil war between the royalists and the parliament we heard people shouting and screaming and when we looked half the village was on fire, by Oliver Cromwell army, they had metal helmets, red cloaks on, they had swords and guns and they were on their horses, King Charles was there with his army and they were fighting away with their enemies trying to stop parliamentarians

from burning and killing ,...

The Civil War and the protagonists in the Civil war are mentioned and the effect on the ordinary people of the war and their reaction is described. Later she writes, *Cromwell led all this (does she mean the interrogation or the parliamentarians ?) because he was gaining victories on the royalists like us.* She goes into further detail when describing the scene in the painting. She describes the lay out of the room and the people in it and how they were dressed. She writes that the boy's clothes signaled that he was a royalist :-

They knew that we were royal because before they start questioning me they looked at my clothes and said we were royal people who supported the king not the parliament.....

She also describes the parliamentarians as Puritans and the boy as a Catholic.

The parliament were puritan and the royalists were catholic The parliaments got angry because we Catholics ... I got scared because if you told them you were Catholics they probably kill you.

She has got the religion of the Royalists wrong, the misunderstanding was perhaps because she assumed that because the Queen was Catholic , King Charles was also a Catholic. There is however, no resolution to the story, she ends it with the interrogation of the boy. On the other hand, she has made better use of historical information .than the other students She has to concentrate on improving her English. At sentence level there are many grammatical mistakes and she has not used capital letters when required. At the text level, she has not structured her writing into focused paragraphs

Harjeet:

It was the winter of 1642. The civil war was going on the Royalist, parliament and the solders were splitting families. Children were on the opposite side from there parents. I knew we were the next The solders ran into every house and they were shooting women with swords or pistol alight down there breasts

Philip:

It was during the Civil War in 1642 the weather was bad and it was just me and my mum then there was a banging noise coming from the door and there were soldiers at the door they grabbed me and my mum from our mansion and took us to a big castle

There were soldiers around the man and they were whispering things like what happens if he has gone and brought up an army and what if he is planning to bomb our castle and what if he has joined up with the king and plan to kick us out of our castle Then one of the soldiers said our weapons are all no good because the gun powder.

:-

Sarah:

.... The summer breeze noise was disturbed by the sound of heavy boots walking over the newly turned earth and flower beds that my mother had just planted that very afternoon

... I realised this was the closest I had ever been to soldiers. Before I could protest they grabbed me and they marched us through the very flower beds the soldiers had previously trampled over. We were thrown into the back of a truck

Rajesh:

I then began to think about what my mother had said to me while we were in the house, about not telling them about how my father worked for the king and how he was the person who carried all the battle plans. They are probably the blokes who are having that civil war with us. What did dad call them, the parliamentarians? He also said they were stupid people for declaring war to someone in their own country. When we got inside was a big set of stairs that took forever to get up.....

However, his concluding paragraph shows a complete reversal of what actually happened.

Well I guess you are wondering what happened to all of the big boss man's workers. Well they were taken to the Royalist castle and they were all beheaded. After Cromwell was killed everything went smoothly and the Royalists beat the parliamentarians

(historically incorrect)

He gives a description of the room shown in the painting, but does not describe how people in the room are dressed and why the boy and the interrogators dressed differently. He writes fluently but does not use paragraphs nor does he always use punctuation marks in the appropriate places. For instance, he doesn't use quotation marks at all. He also has problems with appropriate phrasal verbs, e.g. *declaring war to someone in their country*, instead of declare war on. And again,

The soldiers then handcuffed each one of us with a long piece and got us up on to a

The underlined phrase is awkward and should have been, *put us on a horse with a soldier*.

He evaluates his story as *good* but admits that he could have put *a bit more time and effort into writing it* and *used a bit more historical information.....*

Becky:

Rebecca writes fluently and in detail about the characters, she describes the emotions of the captured, how they were treated by the soldiers, their reactions to this treatment and how the experience affected them. However, apart from a date, 1642, and description of the soldiers, *They were wearing a helmet and big boots, they also had a sword* , this story could have been set in any time or place. She sees her work as fair but needing to use more historical information

Gurdeep:

The boy lives in a manor The Civil War was on.....The soldiers wore dark clothes, some of them wore helmets, body armour and were armed with spears. They did not have the sign of the English flag so I knew that they were Parliamentarians, They were after my father who is a royalist and was helping king Charles to plot against Parliament in the Civil War.

He does not, however, mention the religious conflict and that these dark clothed men were Puritans. The story reaches a climax when the boy is questioned and he is afraid of being executed or tortured. The story ends with the family being taken to a dungeon In his evaluation he states that he has not read the questions in the frame for structuring the story. In order to improve his story he writes that he should have included more historical information and more conversation!

Laura :

Laura writes well. She writes in the first person like many of the other students. She begins the

story by introducing the boy's family. Her second paragraph tells us that it is the time of the Civil War between the royalists and the parliamentarians, but she does not explain why the war is taking place and how it has affected people's lives. She then goes on to describe the noise of approaching horses hooves followed by the forced entry of the soldiers who captured him and his mother and brother. She describes their fear. Her description of the scene is vivid. They were taken

.....into a room which was quite big There were men all around the room dressed almost the same. Some looked more important than others and some wore hats.

However, there are gaps in the narrative, she does not describe all the details that make up the painting not does she link it to the historical context. The story covers four pages of her exercise book, although it makes a good story it is far from being a historical narrative. In her evaluation of her work she states that she needs to use more historical information and write in paragraphs.

Appendix 3. Year 9 Texts

Comparing life in the 1700s to life today

Julia wrote;

(1) Some were like the fact of **medicine** being cheaper now then they were in 1700. Also nowadays we have more **technology** that allow us to understand our bodys better than we did. We now have more **opportunities to learn** different things.

Gurpal :

There were **many differences** between living in 2000.. A couple of difference were that **population**. The population in 1700 was much less than today. The **average length of life** in 1700 was age of 17...In the 1700 the **medicine** was really poor that if you took them you might kill yourself...

(2) I think life was worse in 1700 because they had more rats, *They also had **less wages** and if you want to go to **the toilet** you have to go to an out house... a water pump/well in the middle of the street The **average age they lived** towns in fact 17 years old, which wasn't very long.*

(3)I think life in 1700 was better as back then they were lucky in fact that they hadn't invented nuclear bombs .They were **lot fitter and healthier**

(4) Personally, I feel that life in 1700 was too confused, life was about surviving not living. ...

*I think that life was worse in 1700 because their was **no electricity** for them to watch TV listen to radio and play on computer games, It was also worse because they had a little **transport** but most of the men would walk to work and back. The **education** was also worse because no girls would be allowed to go to school and the teaching was also poor.*

*I think that life was better in 1700 because they was more **active** by walking to work and back. Also the people were not worried about the ozone layer and earthquakes*

Deepa wrote

I think that life was worse in the 1700 because the **medicine** was really poor If you had an illness then you were more likely to die.

I think that life was better in the 1700 because there was **less crime**. There was **less accidents** because there was no cars or any **transport**. They had horses or they walked There was healthier **food** because they had no chemicals over it, they were fresh and fine to eat

In my opinion the 1700 because everyone stayed fit and the **air was pure** but your age was too short

There are many differences between living in 1700 and living in 2000 because then **houses** were not built properly. The **toilets were too small** for a family of 12. Another difference was there was **no running water** that why the house became really dirty. A

third difference was that then there was no **entertainment**. There was **no T.V cinema**, Disco or computers. They made up their own entertainment by being friendly with each other

Gary:

There were many differences between living in 1700 and living in 2000. One was that in 1700 there was no threat of being bombed, whereas, in 2000 there is a big threat. In 2000 there is a lot more couch potatoes, but in 1700 there was hardly any . (!) That was because in 1700 has hardly no computers, (*his sense of historical time is flawed*) so they made their own games and entertainment.

In my opinion I think it was better in the 1700s than in 2000. Who would want to live into their 70s or 80s breathing in dirt when you could live 17 years breathing clean, pure air? In the 1700s there was less violence and crime so you could use leave your doors open on a hot summer night and not worry about people breaking in. In the day you wouldn't ever be lonely, there would always be someone to play games with. Can you imagine living in a beautiful countryside seeing all the trees and wild life? Wouldn't it be good to know that by not having all the technology of 2000s. that you were, in fact, saving the world for 2000 whereas, in 2000 all you know is that with all the damage you are causing you are reducing the chances of there being a 3000

The Three Field System

Satchan:

One problem was the common This (the *commons*?) caused squatters stealing the animals and crops. The animals would damage the fields. The animals would run away . The animals could get mixed up The farmers would argue over which animals whose.

Another problem was that the (1) **strips were being spread out**.(2) **this led to paths covered with weeds (3) because of no barriers**. The farmers also had to do more hard work because of the (4) **weeds being spread out** (5) **more land was wasted** because the weeds spread out .

Harjeet:

Another problem was the common. This (the *commons*?) caused arguments about whose animal was whose. Some animals would run away. There would be a mix-up of animals. Also wild animals come and destroy the fields, squatters would steal the crops as well .

How I would change the System

I will change the 3 field system by ;

1. We would get rid of the squatters
2. Have all your strips together as one big field
3. Have fences around the fields to keep the animals away from eating the food.
4. Build a barn for the animals so they survive the winter
5. put a ditch around the river so it doesn't flood

6. Put a mark on the animals so they don't get mixed up, put a fence around the common
7. make a woodland area
8. space out houses so it doesn't get over crowded
9. use weed killer to kill weeds so the area looks nice .

Extended writing on the enclosure

There are several ways in which the three field system can be improved. One way is by building hedges to keep out cattle. A second way is to expand the strips to make one field so you don't have to go from one field to another. A third way is to get rid of the squatters, so you can grow crops on the common. Fourthly drain the marsh to make fields, Finally use the village as a field and make barns and houses on the field..

Alan:

Another thing is the common, this leads to things like people stealing your land. and your animals could get mixed up because animals haven't got marks on the animals so farmers will quarrel about who's animals were who's. Animals could inter breed and farmers moan about who is the baby. Animals could also fight, when owners steal animals

Deepa:

One problem was the common where the squatters would steal food. The animals would get mixed up and there would be some animals arguments This would also give the owners argument because they could not tell who's animals are who's

A further problem is the spread out strips of land. This would cause more hard work because the land owners had to walk a long way to get to the piece of land. They would not be able to have machinery because you would find it difficult to get it across the river and road Paths beside the crops meant waste of land that meant the owners get less land

Therefore the three field system was not a good idea because it cannot produce enough food to feed the growing population There was more and more people so they needed more food. This could not do it.

Preparation for Text 3 - Homework How I would change the system

1. Get rid of the squatters
2. Bring the strips closer to prevent getting tired (Who got tired?)
3. Put fences around the crops
4. Put fences around the river
5. Make barns for the animals
6. Seal the marsh area
7. Move the fields away from the river
8. Live in the common safely
9. Fence the housing area for privacy
10. Bring the fields close to each other

.How the three field system can be improved

There are several ways in which the three field system can be improved. One way is we can put hedges around the crops to *prevent crops mixing up*, animals running in and squatters stealing the food.

Another way is they could make fields out of the spare places such as the common, marsh and woods.

Text 3 What were the advantages of the new System over the three field system

The new farming system had many advantages over the three field system

One was that in the new system the house were in the field separately with the owners whereas in the three field system the house were together so the owners would have lot of arguments

Another advantage was that the squatters have gone this is because the squatter stole the food and the animals from the owners

A further advantage was that there were gateways whilst in the three field system there were no paths so it was difficult to get from one place to another.

Raju:

Another problem is the common which led to squatters stealing animals damaging everything. Animals could run away and get mixed up, people would have arguments about whose animals who's

Harjit:

The third problem was that if you put your animals on the common the animals might get mixed up and you would have arguments about who's animal is who. If the animals get mixed up you can cause diseases. The animals might run away The squatters might steal them, and plus the squatters were living on the common where the animals were. The squatters can steal food from your house and they would steal crops too. Therefore the 3 field system was not good enough because population was growing so people need food and the 3 field system wasn't producing enough food.

Gary:

One problem is the common. This lead to many problems. one is that the common was an open space, that you were free to put your animals on. Everyone put the animals in the common *and it turned into with a big argument* about who the new cattle would belong too, if its father belonged to one farmer, and it's mother belong to a different

farmer. Another occurring problem (recurring problem) is that squatters could get in and steal crops and animals from the farmers

A further problem is how the land is planned It is too spread out, There is a lot of waste land used on paths between strips. It was also very hard work getting from strip to strip ...

Enclosures:

The new system is different from the three field system in several ways. One important difference is that before the farmer was limited to 3 strips each, now they were given a bigger limit of two or three larger fields. This was done by joining strips together. Another difference is that in the past there were no barriers to protect strips whereas in the new system hedges were introduced. As a result, fire, disease, weed and flood can not get in to other fields and destroy crops

Julie :

‘Three Field System’

One of these problems was that **everything** was very spread out. This resulted in wasted land taken up by paths, and **everything** was twice as much work. For instance walking there, digging up weeds, planting seeds, watering them and then walking to your other two fields and doing the same and going home. This would exhaust them

How I would change the 3 field system

1. Build a fence around the common to stop animals escaping
2. Build another fence around each strip to stop animals, squatters and other farmers
3. move the squatters somewhere else so they're not taking up as much space
4. Make the strips closer together so people won't be as exhausted
5. Print something on the animals to show ownership
6. Build more bridges over water so people don't have to walk to the road
7. Make more fields so they can share food
8. Make a wood shed for the whole village to share
9. Pathways across the marsh for shorter journeys.

Text 3 Improvement of the three field system -Enclosures

In 1700 when the population of England increased, the demand for food increased. The three field system could not produce enough food so it had to be changed.

The new system is different from the three field system in several ways. One important difference is that the marsh was changed into fields. This was done by draining the water out of the marsh.

Another difference is that there were hedges whereas in the past there had been no barriers so weeds could spread with ease. The hedges blocked the weeds with its roots and thick trunks.

Thomas:

That if your strip is next to a lazy farmers strip where weeds and dead (diseased?) crops can grow into your strip because there are no barriers, Farm animals can spread out into other persons strips because also there are no barriers You would have to build paths which would waste space (Why). It is hard work to go from one farm (?) to the other because there miles apart. Your farm land could get flooded because there is no barriers to stop a flood.

Philip

The final problem is the strips because people would have to walk so far get to the end of the strips so it is hard to feed and water the crops. (*he doesn't seem to have grasped the fact that the farmer had strips in three different fields*) ...

Therefore the 3 field system was not good enough because if there were more population they would need more food but this system couldn't do it.

Stephen:

One problem was there was no barriers. No barriers were a problem because animals could go and damage the crops and eat crops. **And** all the squatters in the common could go and steal crops **And** that is how weeds spread because there is no barrier to stop them **And** there can be fires because there is no barriers for fire not to spread. **And** the squatters would argue for which animal was there because there was no barriers the animals could just run away and escape.

Enclosure

The new farming system had many advantages over the three field system. One was that in the new system there was big land and more land whereas in the three field system the fields were made of strips. Another advantage was that the marsh was drained and made into fields. All the fields bigger to produce more food because the population was exploding.

Another advantage was the commons , there was the animal problem because they would get mixed up and fight. (Why? How was the animal problem connected to the commons? What happened to the commons?)

Another problem were the squatters because now they can not pinch food.

Task 3 Report of the Conditions of Child Labour

Satchan:

Source	Facts	Opinions	written by
A	work 13 hours and 4 his on Sundays. Holidays-	Noisy	History of the Cotton

	2days Overtime common Worked through meal time. Piecers walked 27 miles a day.Temp:60-90F		Manufacture Britain 1835
B	Children of tender age employed ... <i>confined in close rooms</i>	The air they breathe <i>is injurious</i> . Illness caused by <i>changes of warm and dense, cold air</i>	Dr Aiken 1835
C	The overseer has a thong	<i>Doubts very much whether abuse happens</i>	<i>Commissioner</i> Report 1835
D	Juvenile beggars and <i>Juvenile delinquent on the roadside</i>	<i>Piecers and cleaners have dull work</i>	W Cook Taylor
E	the mills in the neighbour hood at Bradford	<i>Children are compelled by dread of thong. Children compelled with labour from 6 am 7 p.m</i>	Richard Oastler
F	Pick up loose cotton that fell on the floor	noise and smell unbearable <i>More or less injured by machinery</i>	John Brown

Report on children's working conditions.

..... Source B is evidence that children are very young when they start working in factories. From this source we learn that children are *confined in close rooms*

Furthermore the children are very *cruelly treated*. For example Source E tells us that children *are compelled by the dread of the thong or strap of the overseer*

Harjeet:

I have been investigating the working conditions of children in the textile factories . I have listened to evidence and also visited a factory. I interviewed a unhappy child Source B is evidence that children are very young when they start working in the factories . From this source we learn that they worked in *close rooms* and they breathe air from the oil fumes

Furthermore the children are very *cruelly treated* For example Source E tells us that the children were *compelled by the dread of the thong a strap of the overseer*.

This is backed up by Source F written by John Brown, a memoir of Robert Blincoe, (1832) which states that they were *injured by the machinery* (How this happens is not explained).

Moreover there is evidence that health of the children is damaged. Source B written by Dr Aiken gives us the reason for this. He tells us that frequent changes from warm and cold this atmosphere are causing illness and particularly of the epidemic fever. Some people believe that child labour is not wrong. W Cox Taylor says that if children did not work in factories, they will starve on the streets.

Inderjeet:

(1) Furthermore the children are very cruelly treated for example Source F tells us that the children who were the piecers were injured by the machinery and *their fingers be crushed* (2) Also joints in the fingers were nipped off.

(3) This is backed up by source A when the children walk 27 miles Also they had to work with the machinery to release the loose cotton.

Moreover there is evidence that the health of the children is damaged Source B written by Dr Aiken give us the reason for this He tells us that the smell of the oil which causes epidemic fevers.

Some people believe that child labour is not wrong W. Cook Taylor argues that if there were no factories the children would be beggars.

Others deny that children are treated badly for instance Source C written by a commissioner tell us that if there is ever too much punishment it is in the smaller factories where quite often the overseer has a strap he says that the school masters use the strap more severely.

There may be one or two factory owners who think that the condition of the factory is good and must not be improved.

However the evidence from the sources show that in most factories the condition are very bad and needs a big improvement.

Raju:

Text 5. Report On Children's Working Conditions

(1) I have been Source F is evidence that children are very young when they start working in factories. (2) From this source we learn that they cut themselves and pick cotton all day

(3) Furthermore the children are very cruelly treated for example Source C tells us that the strap was used. (4) This is backed up by Source B written by a doctor which states that children fall ill because they work too much .

(5) Moreover there is evidence that the health of the children is damaged (6) Dr Aikens gives us the reason for this. (7) He tells us that the children work at a tender age.

(9) Some people believe that child labour is not wrong. W Cook Taylor argues that if they didn't work they would get hungry and become beggars

(10) Others deny that children are treated badly (11) For instance Source C written by a commissioner tells us that there is too much punishment and the overseer has a strap (misread the source)

There may be one or two factory owners who treat there workers good however the evidence from the source shows that in most factories the workers are treated badly.

Thomas:

Text 5 Report on the children working conditions

Source B is evidence that children are very young when they start working in factories. From this source we learn that they start *working at 5 or 6* this is a very *tender age* for this sort of work .

These children are *long confined to hard labour* and 14 hours of work Furthermore the children are not properly looked after, Source C tells us that if any child steps out of line the overseer will use the strap just like a school headmaster using the cane.

This is backed up by Source E written by Richard Oastler which states that they are *compelled to labour* from 6 a.m to 7 pm only 30 minute eating.

Moreover there is evidence that the health of the children is damaged. Source B written by Dr Aiken gives us that the rooms are *cold and causing epidemic fever*.

Some people believe that child labour is not wrong they argue that children are in pain there dieing of hunger. Others deny that children are treated badly

Deepa:

I think that life was worse in the 1700 because the medicine was really poor If you had an illness then you were more likely to die. This means if you had an illness you would rather stay at home.

I think that life was better in the 1700 because there was less crime. There was less accidents because there was no cars or any transport. They had horses or they walked There was healthier food because they had no chemicals over it, they were fresh and fine to eat

Appendix 4 Year 9. Why was slavery abolished?

.....from the point of view of psychology the meaning of every word is a generalisation or a concept. And since generalisations and concepts are undeniably acts of thought, we may regard meaning as a phenomenon of thinking...thought is embodied in speech ...and illuminated by it ... (Vygotsky, 1986, p.212)

Group 1 1999

Writing Frame Persuasion genre.

There are several reasons why slavery was abolished
Although not every one would agree, I think the most important cause of the abolition of slavery is
I have several reasons for thinking this. My first reason is that
A further reason is
Furthermore
Moreover
I think I have shown lots of reasons why

Seema:

(1)*I think slavery should be abolished because it is **barbaric and inhuman**. One reason for my thinking is that it is barbaric to **buy and sell human beings**.*

(2) a. *Another reason is that **religious** people say they are **children of god**, also many slaves rioted. b. They say all men are equal and should not be treated differently*
c. European luxury and happiness should not depend on children working for them
(confused with child labour in factories?)

(3)*Furthermore slaves are being **treated very bad**. many are **whipped and crippled**. many slaves who have been badly whipped have even died.*

(4)*A supporting argument is planters **feared slave rebellion**, runaway slaves attacked and burnt down plantations. In addition those who may not agree with these arguments would consider that slaves are becoming expensive and that sugar plantations in the West Indies could no longer make profits so slaves were no longer needed.*

(5)*Moreover (slaves themselves will not tolerate slavery). This is evident because William Wilberforce said, It has been hard, a lot of people make money from slaves trade he said that he made more money from other goods (*Where did she get this from?*)*

Rajinder

I think slavery should be abolished because it's barbaric and inhuman and reason for my thinking this is because it's barbaric to buy and sell human beings.

Another is because the way they are treated is cruel and many people after being slaves are either crippled or they die.

Furthermore it is evil that European luxury and happiness is dependent on slavery.

A supporting argument is that religious people didn't like slavery and they said that slaves, like other human beings are children of God.

In addition those who may agree with these arguments should consider that slaves beginning to become expensive.

Moreover slaves themselves will not tolerate slavery

Gurdeep

(1) *I think slavery should be abolished* because it is **barbaric** and **inhuman**. One reason for my thinking this is cruel and barbaric and you can't buy and sell human beings because humans have their own rights and should not be slaves and **treated like animals whipped** and be in these poor conditions

(2) *Another is that* it is **evil** that Europeans luxury and happiness is dependent on slavery 3 evangelists are against slavery and think it should be abolished. They are, a quaker, an evangelical and William Wilberforce.

(3) *Furthermore* religious people think slavery should be abolished because they think **everybody should be treated the same** because they are all gods children moreover there are petitions and meetings against slavery informed people about the cruelty of slavery.

Sarah:

There are several reasons why slavery was abolished. One reason was that it was **barbaric** and inhuman. Captured slaves were bought and sold like items, The slave owners get money and happiness from the misery and torture of slaves. They were shackled up at the bottom of the ship like sardines in a tin. They were also whipped so they would work harder, like cattle on a farm.

Another reason was that slaves were human beings. They are all children of God, just like there owners. They were all a subject to the same diseases, all fed with the same food and hurt the same way.

In addition the plantation owners feared the rebellion of slaves, just in they burnt down the plantations weren't making any profits, so the slaves were no longer need

I think I have shown why I think that slavery was not humanitarian, and unfair the way that they were treated is the most important reason why slavery was abolished.

Swaran:

There are several reasons why slavery was abolished. One reason was that it is barbaric and inhuman. The plantation owners would beat the slaves if they were working. They had no

freedom like us. To get to America the slaves were packed in ships like sardines were. in a tin. The families were ripped apart. Abolitionists were around the country trying to stop slavery by holding meetings. *(the purpose of the meetings are not made explicit.)*

In addition people thought it was evil and like everyone else they were children of God. People like Wilberforce tried to stop slavery because he was religious. *(He has not explained who Wilberforce was and his role in the abolition of slavery)*

Another reason was the economic reason. The sugar plantations in the West Indies could no longer make profits so slaves were needed no more. *(Why they were not making profits has not been explained)*

Moreover slaves themselves would not tolerate slavery. The slaves would rebel against their owners, set the plantations on fire and then escaped

Overall, I think the economic was the most important reason. I think slavery began to wear away when they were no longer needed on the sugar plantations

Luke:

There are lots of reasons why slavery was abolished, one of the reasons was it is barbaric and inhuman because they were sold and bought like animals and pushed around like animals and pushed around like they were no one. They *(who?)* just depended on the slaves to give them their luxury and happiness by working for them. It was cruel because of how they were punished and whipped like animals. They *(Who?)* had petitions and meetings to tell people about the cruel unjust life a slave has.

William Wilberforce a religious man once said slaves like other human beings are children of god. It is evil that luxury and happiness is dependent on slavery as well.

I think the most important reason was economic because as the years went the slaves were working but then the sugar plantations lost lots of profit so they did not need any more slaves because the people did not want sugar so the plantations shut down and the slaves were set free. *(No explanations of why this happened)*

Nick:

(1) *There are several reasons why slavery was abolished. One reason was that it is barbaric and inhuman. it was evil that they were bought and sold like animals. Petitions and meetings against slavery informed people about the cruelty, injustice and inhumanity of slavery for example the middle passage was terrible they were all cramped and could not move.*

(2) *Another reason is that slaves like other human beings are children of God and it is evil that Europeans luxury and happiness is a product of slavery. Most of the Abolition Society were Christian*

(3) *Another reason is that the economy was dropping, sugar plantations in the West Indies could no longer make profits so slaves were no longer needed. Also slaves were becoming expensive, labour who were paid a wage worked harder.*

(4) *The most important reason for abolishing slavery is the humanitarian because the slaves were still people and if it is cruel to be sold the animals and they had to get separated from their family also the middle passage was not very nice.*

(This text was awarded an A by the teacher)

2002 Version. Moving towards writing argument

Cues of the writing frame have been highlighted.

Saroj:

(1) ***The slave trade began in the 1700s. Ships sailed from Liverpool to the west coast of Africa, From Africa they took slaves to work on the plantations in America. This trade was abolished by the British Empire. There is a lot of discussion among historians about the most important reasons for the abolition of slavery.***

(2) ***Some historians believe that the most important reasons was.***(incomplete sentence) The English historian argues the Humanitarian and religious reasons which are not to be cruel, respect human dignity, kindness, goodness and everybody is equal. The evidence for this is Granvel Sharp who fought court cases to save black people in England from being sent back to the West Indies.

(3) ***Another historian argues against this point. He believes slavery was abolished because of money they did not own a property can have as much to eat as they like. Also Cuba and Brazil can produce sugar cheaper***

(4) ***Others believe*** that political was the most important reason, the evidence they give to support their point of view is they sent petitions to parliament. They had a slogan which was LIBERTY, FRATERNITY and JUSTICE. The slaves rebelled (*The link of rebellion with the previous sentence is not explained, however she has explained what political implies.*)

(5) *Others believe* that economic was the most important reason. The evidence they give to support their point of view is the money factor there was not much profit being made and most of the money spent on their maintenance.

(6) *After looking at the different points of view and the evidence for them I think freedom is most important because all people should be free and like to have a say, without being treated like animals.*

Lucy:

Some historians believe that the most important reason was that slavery came to an end because the British believed it was evil and inhuman. They believed that the abolition of slavery was one of the most virtuous acts recorded in the history of the nation The English nation argued that black people in England shouldn't be sent back to the West Indies and no person should be a slave. Granvell Sharp fought a court case to save the black people in England and he managed to free a West Indian slave and so altogether 15,000 slaves were freed because of him winning a court case for them. Also in 1797 William Wilberforce, a Quaker (this incorrect information was in one of the sources), formed a group of people to

fight slavery, him and his friends collected signatures for petitions and to help because he was also a M.P. The slave trade was then abolished in 1807.

Slave trade didn't make any profit (*the first part of the sentence does not link with the second part of the sentence, and the connecting word, but, is not appropriate*) but loads of petitions were sent into the parliament which demanded the abolition of the slave trade. One slave managed to buy his freedom and he learnt to read and became a Christian, he even wrote a story of his life, which people read and made them turned against slavery and so this freed slave went around England speaking at huge meetings against slavery.

After looking at the different points of view and the evidence for them, I think that the abolition of the slave trade was a good idea and I agree with Granville Sharp for fighting the court case to save the black people and William Wilberforce for forming a group of people to fight slavery because the slave trade was evil and inhuman and every individual should have freedom and are equal because the work the slave did, all they got in return were violence. It is insulting to human nature and so the slaves should challenge the rights of ownership. I don't agree with Adam Smith because I think having freedom is more important and I don't think that any human should be ruled over like a slave. The owner has got no right to make other humans do as they say and not get paid for work done.

Philip:

Some historians believe that the most important reason was because of humanitarian reasons and humanitarian and religious campaign against slavery. The English historians argues that the crusade of England against slavery was one of the most virtuous acts recorded ...

Another historian argues against this point He believes the reason so many plantations were being closed because the British people could get food, e.g sugar cheaper from places like Cuba and Brazil, slavery was being abolished now because there were no slaves needed so if none were needed, no point in keeping carrying on the slave trade.

After looking at different points of view and the evidence, I think slavery was abolished because of political reasons, people were speaking out and if people didn't agree with the rules then they wouldn't vote so slavery was abolished, but of course for some people it was too late

Adam:

Some historians believe that the most important reason was that people started to realise about the appalling conditions. The West Indian historian argues that the abolitionists against slavery should happened centuries before it did. The evidence for this is that he said it in Source 2

Another historian argues against this point of view. He believes that the most important reason is that slaves weren't needed anymore because the West Indies was becoming less important. Brazil and Cuba could produce cheaper sugar and most plantations in the West Indies were closed down

Others believe that the most important reason was that the slaves started to rebel. An example of this was when a group of slaves led by Toussaint L'ouvertur murdered the plantation owners and set fire to the fields. The island which was once called St Dominique changed its name to Haiti under the new leaders who used to be slaves.

Gurnam:

Some historians believe that the most important reason was that slavery was barbaric, inhuman, cruel and evil. The historian argued that slavery must be stopped. The evidence for this is humanitarian and religious campaign fought against slavery. Granville Sharp fought court cases to save black people being sent back to the West Indies. William Wilberforce grouped up people to fight slavery. He also was an M.P so he had friends collecting signatures for petitions to the parliament to abolish slavery.

Another historian argues this point of view. He believes all men are equal and they have the rights for freedom. The evidence for this is that slaves trades weren't making any money because they were...

Sukbinder:

One historians believe that the most important reason was the humanitarian/religious reason Slavery was cruel and evil to the slaves. they were children of God like everybody else. There was no law which said people could be slaves. Slaves took their freedom into their hands. sent petitions to the government to say that slavery was cruel and Some that people needed the freedom In 1797 a Quaker called William Wilberforce formed a group to fight and collect signatures of their friends and sending it to the government

Another was political reason. Soon there wasn't any need of that many slaves because Cuba and Brazil could produce cheaper sugar Most of the plantations were closed down In 1771 Barbados imported 2128 slaves and in 1772 no slaves were imported. An economist said that work was taken out of slaves by violence

Others believe that economic reason was the most important reason. The evidence they give to support their point of view is in sources 4, 7, 8 and 9. Seen as not many slaves were needed some slaves were freed. In 1791 slaves murdered the plantation and led by a slave. Soon there was no point in having slaves so after all the petitions slaves breaking free and murdering plantation owners the government decided to make slavery illegal.

Viky:

Some historians believe that the most important reason was that' slavery came to an end because the British believed it was evil and inhuman. The English historians argue that slavery was barbaric, inhuman, cruel and evil. The evidence for this is that Granvile Sharp fought court cases to save black people In England from being sent back to the West Indies. For example in 1772 Granville managed to free a slave from the West Indies called

Somerset. He did this by winning a court case Another person is William Wilberforce ...

Another historian argues against this point of view (*the following does not challenge the central thesis of the above paragraph but extends it.*) He believes that all people are equal and should have the right to freedom. Also that they should be allowed to have a say in government (the next sentence is not related to the previous one). The evidence for this is that slavery demands fell The sugar ...

The evidence ...is that one slave managed to buy his freedom and began to read and write and soon wrote the story of his life, this turned many people against slavery. Soon enough, petitions began to flood parliament demanding the abolition of slavery/slave trade. Meetings and speeches were held. In 1791 a slave called Toussaint L'Ouverture led a group of slaves who murdered their plantation owners and set fire to their sugar cane fields

Reena

Another historian argues against this point of view. He believes that those who see in the abolition of slavery should take time to ask why is it that a man conscience which has slept peacefully for many years to centuries should wake just at the time that men began to see the unprofitableness of slavery.

The West Indies in 1770 became less important to Britain. People in Cuba and Brazil produced more sugar, but the sugar was no longer needed. Most plantations in the West Indies lost out and closed down. not many people requested for slaves

RICHARD III AND THE PRINCES IN THE TOWER

3.



The last Yorkist king was Richard III. He became king in 1483. He has become one of the most hated kings in history. Many people have blamed him for the murder of his 2 young nephews - "the princes in the Tower." They say he killed them so that he could become king. To find out yourself whether he was a murderer you can work through

(1) THE SCHOOLS COUNCIL HISTORY BOOKLET no. 4

or

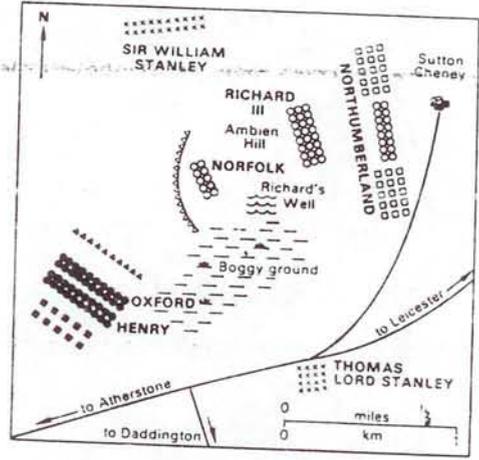
(2) EVIDENCE - THE TUDORS, pages 1-3.

THE BATTLE OF BOSWORTH 1485

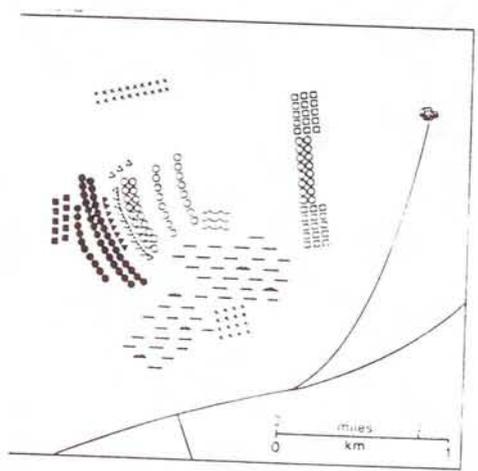
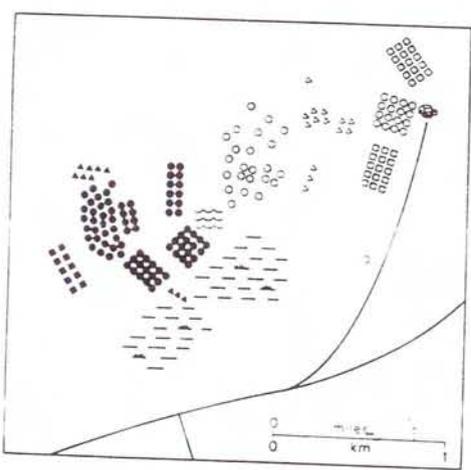
This battle proved to be the end of the Wars of the Roses. The Yorkists were led by Richard III, the Lancastrians by Henry Tudor. There were in fact 3 armies at the start of the battle.

1. Yorkists - Richard III
2. Tudors (Lancastrians) - Henry Tudor
3. The Stanleys. They were supposed to be on Richard's side.

YORKISTS	TUDOR
▲ Archers	▲ Archers
○ Men at Arms (on foot)	● Men at Arms (on foot)
◻ Men at Arms (mounted)	■ Men at Arms (mounted)
STANLEY	Each symbol represents 100 men
• Men at Arms and Archers	



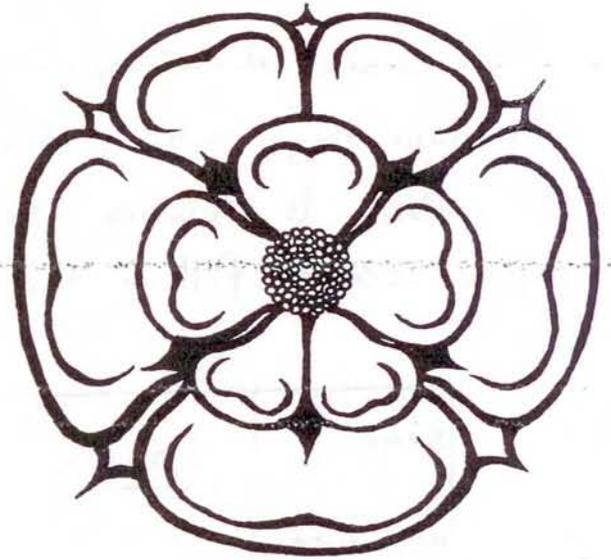
You should be able to work out how many men there were on each side. Who do you think will win?



You can see how the battle turned out by reading:
 INVOLVEMENT IN HISTORY pages 2-3
 THE EARLY MODERN AGE pages 26-27.
 Henry Tudor had won. He now became KING HENRY VIII.

HENRY VII - THE FIRST TUDOR KING

Henry Tudor had defeated Richard III and the Yorkists at the Battle of Bosworth. How was he to stop the Yorkist family from fighting back? He married Elizabeth of York, joined the 2 families together again, and therefore ended the Wars of the Roses. Henry's badge became used for all the Tudor kings and Queens. The red rose of Lancaster and the white rose of York were joined together after the marriage.



The country was in a terrible state and HENRY VII was very important because he ruled for 24 years (1485-1509). In that time, he controlled the nobles, made the country prosperous and kept the peace at home and with other countries.



You can find out how Henry managed to do all this from the following books:

1. History Alive pages 20-22
2. History Scene pages 14-15

To find out about his character you could look at Involvement in History pages 8-9 or Evidence - The Tudors pages 8-9.

THE TWO IMPOSTERS - LAMBERT SIMNEL AND PERKIN WARBECK

Henry VIII was a very cunning, intelligent and strong leader but there were 2 attempts to take over his throne. Both were by teenage boys who pretended to be people they were not. You should be able to describe these 2 attempts in detail. Then at the end you could fill in the following chart:

NAME	Lambert Simnel	Perkin Warbeck
NATIONALITY		
CLAIMING TO BE		
SUPPORTED BY		
YEAR		
WHAT HAPPENED TO HIM?		

Information on Lambert Simnel can be found in: Involvement in History pages 10-11
The Early Modern Age, page 32

Information on Perkin Warbeck can be found in: Involvement in History pages 12-13
The Early Modern Age, pages 33-34
Evidence - The Tudors pages 6-7.

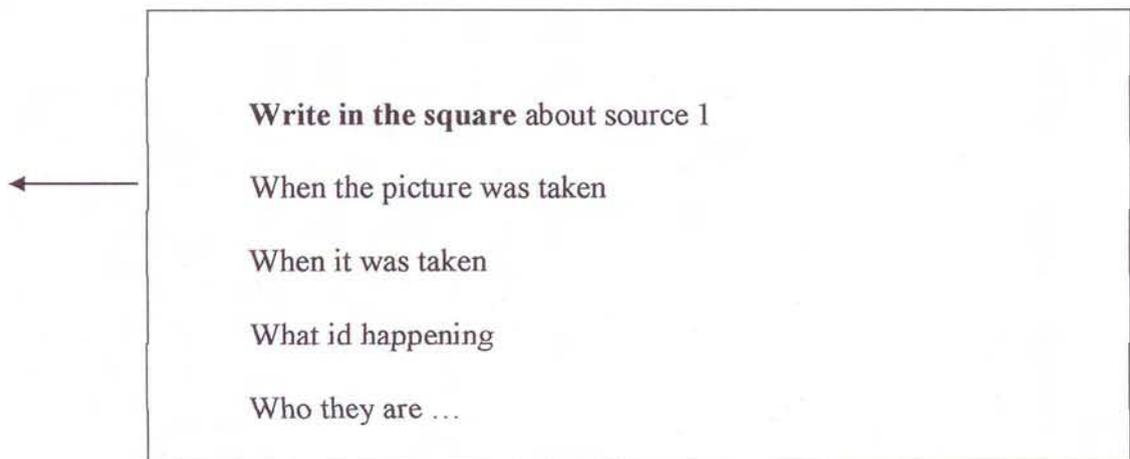
Appendix 5. The Changing role of women during the First World War.

Introduction :During the First World War the men were away fighting in Europe. What were the women doing? This is what we are going to study. We are going to examine how women's lives changed during the war

Hierarchy of Activities.

Task 1 .Examining two sources typifying the role and status of women before and after the war.

1. read the sources
2. Describe each picture inside the square



←

Write in the square about source 1

When the picture was taken

When it was taken

What id happening

Who they are ...

Copy the above square and write about Source 2

3. Around the square (see arrow) write about what the picture tells you about the role and status of women

Task 2 Examine the additional sources provided and extend the notes you have made of your impressions of the role and status of women around the squares

Task 3 Grouping Information.

1. Draw the following table on the A4sheet of paper provided.
2. Use the following grid to group the information and ideas you have gathered.

Group	Before the War	Link words	During the war	Link words	Impressions
Work <i>(economy, wages)</i>		whereas		as a result	
		whilst		this tells	
		however		this shows us	
		in contrast		consequently	
Social					
Political					

Task 4 Extended writing

Use all the information gathered

Use the writing frame to guide your writing

Notes on the sources collected in the following table

Comparing the role and status of women before and during World War 1

Before the war	During the war
<ol style="list-style-type: none"> 1. manage the household 2. <i>care for and attend to the needs of the family</i> 3. generally financially dependent on husband 4. domestic servants 5. women's place seen as being in the home 6. unwritten rules about how women should dress and behave 7. those in paid jobs received lower pay than men 8. did not have equal rights with men 	<ol style="list-style-type: none"> 1. more women working in paid jobs 2. <i>working in munitions factories</i> –by 1918 over 750,00 women employed in munitions factories making guns, shells, grenades, bullets ... 3. many women supported men who were fighting the war (joined the Women's auxiliary Corps, Women's Royal Services, Women's Royal Air Forces) worked as nurses at the front, ambulance drivers, telephonists . 4. doing jobs that men used to do e.g police, blacksmiths, grave diggers, fire fighters, plumbers, electricians ... 5. the 'land girls' (nearly 18,000 women) worked on farms 6. wages increased- average wage increased from 11 shillings to 25 shillings 7. women's clothes changed to accommodate to the work they had to do- skirts got shorter and many began to wear trousers 8. women proved they could do the same work as men and work as hard 9. at the front showed bravery and courage 10. showed initiative in and responsibility for jobs men did before the war 11. Women developed a sense of independence 12. the war gave women choices 13. women did not have the right to vote and there was a move towards demanding it 14. working hours long and conditions dangerous (e.g munitions factories)

Extended Writing .

Instructions

- use all the information you have gathered
- use the link words
- use the writing frame
- write an introduction and a conclusion
- remember each 'group' of information should be written about in a paragraph
- reread what you have written

Writing Frame

(Introduction) The role of women changed in many ways during the First World War

(Paragraph 2) Before the war

whereas

(Paragraph 3) Furthermore

However

(Paragraph 4) Another change was

(Paragraph 5) During the war was

whilst

(Concluding paragraph) *((here explain how the changes affected the attitudes and status*

of women) During the war women

this gave them

as a result

Two examples of pupil's work

Name _____

Title Comparing the lives of women before and after the First world war

Rich family/
middle class

Serving

Source one

- The picture was taken in 1910
Before the first world war.
- The picture was taken in the kitchen
- The woman is serving tea to the family, she is the mother of the children and the wife of the man. The father is holding his youngest child sitting at the table.

family relies on her
to look after them

The mother manages
the household

She is feeding everyone
else before she eats

depending on
her husband



Women joined the air force

woman worked in factory making the shells in 1917

Name _____

Title _____

woman also joined the bus company in 1918

They are just as good as men.

treated soldiers

they were injured by mustard gas at the end of war

They are happy / smiling

Involved in the war

Source Two

- The picture was taken after the war.
- The picture was taken at the nurses dugout on the battlefield (field hospital)
- The nurses are leaving the dugout happily.
- The people in the picture are nurses.

war gave her character

she is Scottish 74 is

from a noble family as some her mother were to help

decorated with medals

brave

became independent

nurses / these a profession

doing a job for which she is paid

Became an ambulance driver



Marie Curie proud woman was good for 91 professions since she made things so shattered bones and bullets were even

woman joined the Royal Air Force in 1918

woman did laundry for the 6 men used to do by lifting

[Redacted]

Comparing the role of women before and during World War 1

In the

Before World War 1 the role of women was different to role of women now. In the war, women grew up confidence to fight for rights. In this essay, you will find out women did before the war and how their attitude changed from housewives to equals.

Before the war, women hardly stepped outside the house. They spent all day managing the household, caring for all the family. She was not self dependant but more dependant on their husbands. The mother served everyone else before sitting to eat herself. The husband and children relied on her to look after them and clean up after them. Whereas during the war women did not have time to stay at home and look after the household. Before the war women were treated like domestic servants, maids, cooks, nannies - if they worked in the industry then they were paid less than a 1/3 of what men was paid. Whilst during the war, more women worked in munition factories, worked long, hard hours. By this women's pay was nearly tripled. This made women feel more self dependant.

Furthermore women ~~relied~~ relied on their husbands for social things. The man took control of the money spent. Women was mainly known to be at home. Men thought that the women's place was at home. Women did not just follow written rules but also rules that had not been written. An example of this is, they had to wear long dresses, since it was not considered lady-like to show your legs. However during the war, women was given more choice of what to wear and do. Women became independant and had a sense of confidence inside them.

Another change was that before the war women did not have equal rights to men. In contrast to the war women did receive more equality to men. They were not treated as laws as before. They had proved to be much stronger than men thought...

Name [redacted]

Title Comparing the life of women before and after the first world war

In these days it was the woman's role to serve the family there food and tea

feeding everyone before she could

Source 1

It was taken in 1910 and it was taken in in a kitchen and the woman is serving tea for her family they are a family there is a Dad and kids

reflections on her

manage the household

she lives with her husband

rich family (middle class)

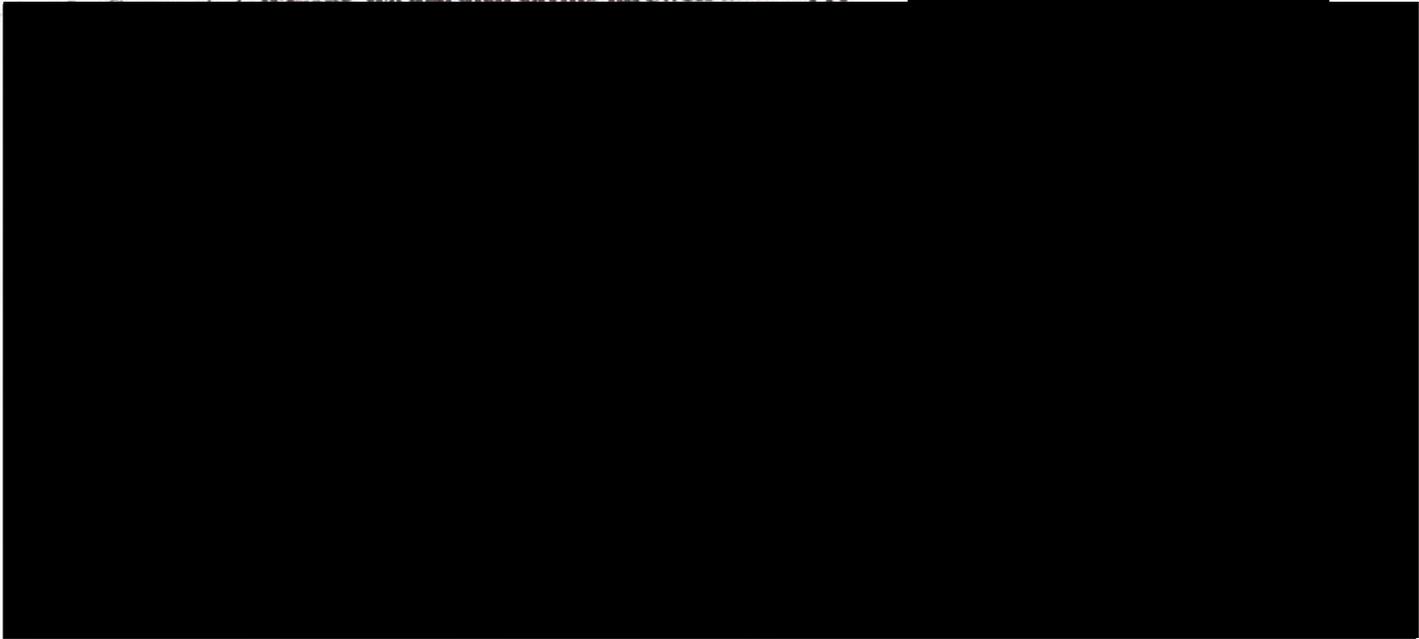
Comparing the the role
of women before
and ~~at~~ during world
war I

The role of women changed during
the first world war.

Before the war women
were only allowed to work in
the home cooking or cleaning. They
~~Further more~~ were not allowed to spit
they swallowed it instead. And
they were not allowed to talk.
Further more they were not allowed
to vote or work or allowed the
same wages as men. However during
the war women were working in paid
jobs. They were also allowed to fight during
the war and they also looked after
the sick.

This affected the attitudes and status of
women. During the war they started
to wear different clothes they
had a different pile of jobs.

have been taught by them. Additionally, they contributed to the life of the school through their work in other responsibilities. For this too, I am very grateful to all of them. //
Susheela Curtis, who has been supporting our students with additional language needs, has been a more recent member of the school. She too has decided to retire this year. Again, we owe her thanks for the way she has worked in the school and influenced the teaching of some of our colleagues. //
... we are also saying farewell and happy reti



I would like to end by hoping that you all enjoy a super summer break and having your child at home!



EDITION 8

Lesson Evaluation

Subject Matter Battle of Hastings - The Two Armies Date [REDACTED]

Teacher Evaluator [REDACTED] Language Support Teacher S Curtis

Process - Structures of the Lesson

Flowed very well. Activities linked together fluidly. Reading → note gathering → written task. Easy stages for the students to build upon.

Students Participation/Response

All students involved in the reading. They were reasonably forthcoming with suggestions during the feedback, although it tended to be the same students who were involved. A few of them (the less motivated) did not take down the notes from the board/ideas suggested by others.

Strategies Used - How Effective - in terms of concepts, developments and literacy

- Paired reading was very effective in terms of involving students and aiding the weaker students.
- Notemaking made it easy for them to extract the information from the text and the use of columns made it clear they were comparing two similar things.
- They were able to pick out the facts (e.g. the army to had marched 250 miles) but quite a few of them struggled to think through the implications (i.e. the army would be tired and would need to rest due to how far they had travelled.
- Structure of the notes gave them a natural structure to follow in their writing.

Outcomes

- 1) Some of the students were beginning to process the information and draw their own conclusions.
- 2) They were all aware of the differences between the two armies so had gained a certain amount of factual knowledge.
- 3) They were in a good position at the end of the lesson to progress to the written task. It was a shame that time ran out before this could be explained a little more fully.

Other Comments

Interesting to see the links between this work and the work we've been doing in English. The same process being used equally effectively with fiction and non-fiction texts.

Report on the 1998-1999 Literacy Initiative: Progress in the Geography Department

Shusheela Curtis/ [redacted] Humanities group 7b3. Team taught. Support 2 lessons per week. Informal - on the hoof. Shusheela also marked and created resources. Thanks to her for the hard work, support, advice and for giving the dept. the opportunity to do this.

Nature of learning in Geography

English - where extended writing is usual - there is more of a narrative framework - imaginative, what happens next, and they are quite used to doing this. Geography, having left the factual "capes, bays and capitals" learning framework is now much more concerned with a conceptual framework of ideas, where use of English/comprehension is paramount. GCSE requires this and they can't access high marks unless they extend their reasoning. Pupils are required to:

- understand processes - how things happen and in what order e.g. water cycle
- sift, retrieve and organise (often complex) relevant information from texts e.g. Kenya landscapes
- conceptually separate ideas and reason each point using link words- e.g. Carsington Reservoir
- extend each point in a disciplined, almost mathematical way instead of free expression e.g. Cities
- annotating photographs with reasoned descriptions e.g. Kenya photographs.

How literacy was incorporated into the scheme of work

On the hoof, informally - each lesson

1. Sifting information from the texts eg descriptive words
2. Categorising e.g. good /bad points
3. Use **writing frames** to help them organise/structure their ideas.. Helps them process their ideas in a structured way. See examples.
4. Using link words whereas, however, finally etc
5. Encouraging use of fact then explanation to extend reasoning skills
6. With practice all this should become automatic!
7. Key word lists
8. Redrafting and correcting.

Results/ Benefits

- More able pupils improved enormously.
- High achievers extended their reasoning skills
- Lower ability pupils tried harder and separated their ideas more effectively into sentences instead of disjointed ideas
- All gained confidence in their own abilities and took more pride in their work.
- See examples

Future Planning

- Identify clear learning targets and how they can achieve literacy - embed literacy aims
- Plan range of exercises more systematically and well ahead
- Disseminate to other classes in the year
- Identify vocabulary
- Address the huge problem of difficulty of texts
- Address behaviour problems
- Drafting and redrafting work (done with small group of weaker pupils)
- Relate literacy and learning

A. Dearing
July 6th 1999.

To whom it may concern,

I have known Susheela Curtis for many years in her capacity as a professional staff development support teacher in Sandwell. Since 2001, Susheela has contributed to the Secondary PGCE Whole School Issues programme at Newman College where I have responsibility for the Education and Professional Studies Subject Area. Susheela's sessions cover professional requirements in *the province of English as an Additional Language*; these are always extremely well received by the students (this is a mixed PGCE Secondary group of English, Citizenship, PE and RE trainees). Susheela's sessions are always thoroughly prepared in which she ensures prior consultation around the identification of student history, needs and backgrounds. Her teaching materials are always well researched with a high degree of professional currency and relevance. In her teaching sessions students are introduced to the cognate field, inspection evidence and contemporary thinking in EAL. Using a mix of lectures, workshops and group activities, students are encouraged to explore EAL in the context of educational philosophy, best practice, curriculum design and professional responsibility.

As a visiting tutor Susheela is highly reliable, conscientious and committed to the work of the student body, all of which is carried with good humour and charm.

Dave Trotman
Head of Education and Professional Studies
Newman College of Higher Education, Birmingham