EXPLORING PERCEPTIONS AND IMPLEMENTATION EXPERIENCES OF LEARNER-CENTERED EDUCATION AMONG HISTORY TEACHERS: A CASE STUDY IN NAMIBIA

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

MASTER OF EDUCATION

(General Education Theory & Practice)

Of

RHODES UNIVERSITY

By

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December 2010

ABSTRACT

The study sought to understand how Grade 9 History teachers perceive and implement learner-centered education (LCE) in selected schools in Caprivi educational region in the Republic of Namibia. It concentrated on three teachers in two combined and junior secondary schools. The research employed A qualitative approach and three data instruments were used: interviews, class observations and document analysis.

The findings of the study show that in their interview discussions of the principles, intent and recommended key features of LCE, the three participating teachers generally correctly captured some of the essential intentions of a LCE approach. At times in the interviews they seemed to strongly grasp the essence of a key strategy and its intent, but at other times their views were sketchy. Their view of different teaching strategies at times appeared integrated but not always that strongly.

When it came to their classroom practice they could and did use a number of appropriate LCE teaching approaches. The level of effectiveness in their use of many of the approaches varied from effective to far from ideal and in need of quite big improvement. In the area of resources the three classrooms were extremely limited in what they displayed, had and used. There were too few textbooks and almost no posters and wall displays on history and the geography of the world and its peoples that the students were studying.

An especially interesting feature was that they all seemed to be consciously engaged in an on-going teaching *experiment* with the LCE approaches. The LSC practices were clearly not yet strongly imbedded as solid classroom habits or dispositions, with perhaps the exception of questioning. But this experimenting made them much more self-conscious and reflective about their experiences. They all frankly identified some tensions that they felt existed between the espoused official features of a LCE class and the demands of the covering the curriculum, size of classes etc.

Overall it was an encouraging picture of teachers eager to find ways to improve their teaching and experiment with new ideas. But also a picture of people not properly exposed to good or best practice in each teaching strategy and having to reinvent and rediscover on their own even the basics of reasonable practice often making very basic mistakes, for example in questioning.

ACKNOWLEDGEMENTS

DECLARATION

I, Nestor Mutumba Sibeya hereby declare that the work in this thesis is my own work and it has not been submitted to any University for a degree or examination purposes.

Signed: _____ Date _20 January 2009_

ACRONYMS

BETD: Basic Education Teacher Diploma

DVD: Digital Versatile Disc / Digital Video Disc

KTRC: Katima Teacher Resource Centre

LCE: Learner-centered education

LCA: Learner-centered approach

MBESC: Ministry of Education, Sport and Culture

MEC: Ministry of Education and Culture

MOE: Ministry of Education

NIED: National Institute for Educational Development

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

… Learning is an active process in which learners construct new ideas or concepts based upon their current knowledge. The learner selects and transform, constructs hypothesis, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to go beyond the information given (Heckler, 2006, p.4).

Learner-Centered Education (LCE) was a policy introduced across Namibia as part of a major national reform of education after independence in 1990 and implemented in 1991 (Namibia. Ministry of Basic Education and Culture. 1993). This research, explores the perceptions and implementation of learner centred education among a sample of Namibian history teachers.

In this chapter I provide an overview of the context of the study, the research question framing the study, the research site in the Caprivi region and an outline of the structure of the thesis.

1.2 THE CONTEXT OF THE STUDY

Learner-Centered Education became national policy in Namibia and was rolled out across the system; it sought to replace an old system of teacher-centred education as part of a major overall of education to replace the Bantu Education system (Namibia. [MoE], 1993).

There is evidence from various studies that show that there have been problems in the understanding of teachers of LCE and lack of clarity in their minds about what the underlying principles and theory of learner-centered education are (Namibia. [NIED], 2003). The other problem is that the Basic Education Teacher Diploma (BETD) in-se-service courses for teachers have not always been effective enough in changing understanding and classroom practice (Namibia. [NIED], 2003).

But none of these studies have explored teacher understanding and practices in history classrooms in Namibia. Thus my study seeks to explore the understanding practice of LCE among some Namibian history teachers. In addition, it is clear that emerging reform trends in the history curriculum internationally are bringing in new strategies and approaches to the teaching and learning of history, and so it would be of interest to also compare what is developing in the Namibian history classroom against these trends.

I personally also have an interest in these issues because as a history teacher I want to find out how the new approach is being perceived and implemented by my history teacher colleagues.

1.3 RESEARCH QUESTION

The goal of this study is to investigate selected Namibian Grade 9 history teachers' perceptions and implementation of LCE. In order to attain this goal my focus is on the following question:

> How do Namibian history teachers' perceive and implement LCE and execute it in the context of the Grade 9 history syllabus?

1.4 RESEACH SITES

The research was conducted in three schools in the Caprivi region. Two of the schools are located in rural areas and the third school is in the town of Katima Mulilo. Caprivi region is one of the thirteen regions of Namibia (Refer to fig.1). It borders with Zambia in the north east, Angola in the north, Botswana in the east, South Africa in the south and Zimbabwe in the north east. The name Caprivi comes from the German chancellor who was known as Graf Von George Leo Caprivi.

In Caprivi region we have a number of tribes, such as: Mafwe, Masubia, Matotela, Mayeyi, Mambukushu and the San. The region is flat, which makes it vulnerable to floods each year. The Zambezi River is flooded during the autumn from February to

April and the Mashi River floods its banks during winter, spring and summer. It affects education in the region, people and also agriculture and animals.

The region records the highest rainfall, about 700mm every year from November to March. Because of good rainfall and fertile soil people plough maize, millet and sorghum on a large scale. The region also has many conservancies which offer a challenges to some of the crop farmers but are attractive to tourists.

Caprivi educational region has 100 schools, a teacher training college, a vocational training centre, University of Namibia and Polytechnic centres. Out of the 100 schools, 9 are senior secondary schools with Grade 8 – 12; 3 junior secondary schools from Grade 8 – 10, 43 are combined schools from Grade 1 – 10, 38 are primary schools from Grade 1 – 7 and 8 are primary schools from Grade 1 – 4 (Namibia. [MoE], 2009).

Figure 1: The thirteen (13) educational regions of Namibia.
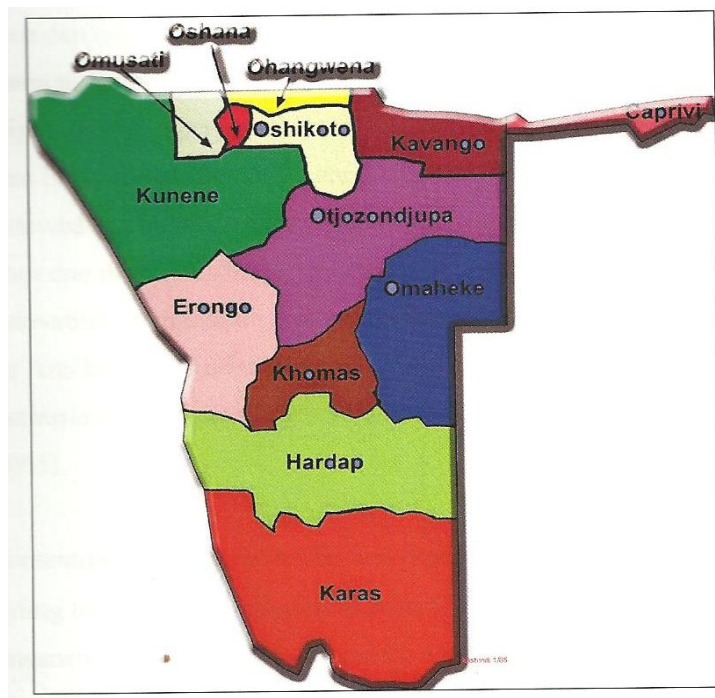
The three schools of the study were selected because they are the schools with the BETD teachers trained in Social Science Education. They are also conveniently situated as they are easily accessible from my own work place.

1.5 STRUCTURE OF THE THESIS

The thesis is organized into six chapters as follows:

Chapter one provides an overview of my research site, the context of the study, the research goal and the research question. It also describes the rational why I did the study.

Chapter two provides a critical analysis and review of the literature that shaped and informed this study. It provides an overview of LCE in the Namibian context and the relationship between LCE as a policy and LCE in the Namibian history curriculum. It also describes some current international trends in teaching and learning history. I present a comparison between the Namibian approach and international trends in history. I describe the research already done on issues and problems related to the adopting LCE to the teaching of history and teacher knowledge needed for developing LCE in the context of history. I conclude the chapter by providing an analysis of how the chapter has informed the research.

Chapter three presents the research design and methodology employed. It describes how the selected data gathering tools such as semi − structured interviews, observation and document analysis will be used to investigate the issue.

Chapter four is the presentation of the data and findings as patterns and categories.

Chapter five discusses the research findings from chapter and offers an interpretation and the meaning of the findings. I also provide an analysis of the data as informed by the literature examined in chapter two.

Chapter six concludes the research by providing a critical outline and reflection on the purpose of the study. It also presents an overview of the main findings and also an outline of lessons learnt as well as suggestions about issues that need to be looked into for further research in the same area.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter draws on the literature to frame and inform my study on how learner-centred education is being perceived and implemented in a sample history classrooms by three Namibian teachers in the Caprivi region of Namibia.

Since the research is based within the educational reform movement of Namibia in this literature I begin by providing an overview of learner-centred education in Namibia and key characteristics of learner-centred education with a particular emphasis on the feature of learning for understanding (Namibia. [NIED], 2003).

I explain learner-centred education in the Namibian history syllabus. There is an analysis of the history syllabus, its content, how it is organized and how assessments are done. In this section, I give an analysis of the way in which the nature and role of history is currently perceived as a school discipline, I give an overview of teaching and learning strategies that are recommended and included for history. I provide a critical analysis of how these strategies encourage and enhance participatory learning, learning with understanding and conceptual development I also offer a comparison between international trends in history and the Namibian approach. I then examine the literature on issues and problems related to adopting a learner-centred approach to the teaching of history. Finally, I conclude with an analysis of how the chapter has informed the research.

 In the next section, I provide an overview of learner-centered education in Namibia.

2.2 AN OVERVIEW OF LEARNER-CENTERED EDUCATION IN NAMIBIA

In 1990, when Namibia received her independence the country inherited an education system that was based on a teacher centred approach. This approach encouraged rote

learning which encouraged learners to memorize facts (Namibia. [MEC], 1993) and gave less attention to developing understanding. The Namibian authority looked around the world for an appropriate approach to address the problem. Namibia adopted a learner-centred education approach to create a curriculum that would complement and help to achieve the main educational goals of equity, quality, access and the democracy (Namibia. [NIED], 1999, p.2). The Government of Namibia moved away from the apartheid education system in order to produce a curriculum that was in line with current education theory. This theory was influenced by the Scandinavian models that had been tried by schools for Namibians in exile and was based on learner-centered education.

The Namibian policy document emphasizes learning with understanding and focuses on prior knowledge to support and help understanding (Namibia. [NIED], 2003). Learning takes place when the learner interacts with others and conducts experiments and then looks back and thinks deeply (Namibia. [NIED], 2003). This participatory learning requires learners to be actively involved in the lessons and on the tasks set (Namibia. [MEC], 1993). Problem solving is also emphasized in the LCE adopted by Namibia (Namibia. [MBESC], 1996). Here the learner should have the ability to clearly describe the problem, analyze the components of the problem, come up with alternatives and make an assessment of the alternatives and then choose one and enforce it (Problem solving, 2008). Schlecht 1989, in Splitter, (1991) declares that critical thinking is the ability to sort out things, make sense of something and make judgments.

The local literature exhorts the teacher to do many things to implement LCE. They must reveal the world and guide the learner to become knowledgeable in respect of what is revealed (Kruger, Oberholzer, van Schalkwyk, & Whittle, 1983). The teacher in a LCE has to be able to use the available resources and design new teaching-learning support materials (Namibia. [NIED], 2003). The teacher has to care for the learners and sense the needs of the learners (Namibia. [NIED], 2003). The role of the teacher in a LCE is the transmitter of information, facilitator and co-learner (van Harmelen, 1998). The teacher should evaluate his lessons and plan remedial lessons depending on the result of the evaluation (Namibia. [NIED], 1999). He should also

plan tests that are based on the objectives of the curriculum and prepare a criterion-referenced for learners (Namibia. [NIED], (1999).

The learner has to learn to interact with others and learn by doing (Namibia. [NIED], (1999). In a social constructivism the role of the learner is to be an active member in the learning process (van Harmelen, 1998). The learner comes with community knowledge to the class which should be considered by the teacher (Namibia. [NIED], 1999). The learner learns new skills at his own pace and requires remedial teaching as an individual (Namibia. [NIED], 1999). The roles of the learners are translated into participatory strategies that would encourage problem solving and skills such as learning to work together with others, and taking responsibility from their own learning (Namibia. [NIED], 1999).

Various teaching methods should be used when teaching learners to enhance learning during the teaching-learning moments. Learners should be given tasks to work on small groups, pairs and individually and tasks should be designed in such a way that they requires a pair or group work to complete them in order for the learners to see the need for working in groups or pairs. Co-operative and collaborative learning are strongly emphasized in learner-centered education (Namibia. [MoE], 2008).

Resources and teaching support materials needed for participatory teaching and learning include making innovative use of learning and community environments and learning support materials produced by the learners and teachers, commercial textbooks and materials and equipment required for teaching and learning (Namibia. [NIED], 2003).

Many forms of assessment are required in ongoing feedback into the teaching and learning process. (Namibia. [NIED], 2003). Self and peer assessment are emphasized in learner centered education and learners should be given sufficient time to look at their work and respond to feedback (Namibia. [NIED], 2003. It is vital that assessment should support learning by using continuous assessment which is a type of assessment that gives the learner vital feedback how s/he performs in an on-going basis. Formative assessment informs the learner and guides the teaching-learning process and summative assessment summarizes the entire work of the learner for the

whole year to determine promotion or not to the next grade (Namibia. [MoE], 2008). Practical and project work are assessed in the multiple assessments.

This overview has emphasised the relationship between learning and active participation and, as will be seen later in this philosophy active learning is viewed as an essential dimension of learning for understanding (Namibia. [NIED], 2003). The focus, as was seen, in a LC assessment is less on how much learner knows but on how well they know it. The adoption of this approach has also meant that there is a far greater and more explicit emphasis on the development of skills and related competencies as an integral dimension of conceptual understanding than was the case with the previous teacher centered approach (Namibia. [NIED], 2003).

This study will focus on the pedagogical interactions that occur in the history classes using, in part, the participatory and social constructivist lenses offered by the LCE philosophy of education.

2.3 NAMIBIAN HISTORY SYLLABUS

This section analyzes the aims, competencies and objectives of the history syllabus in the context of learner-centred education. The organization of the content and how assessment is done is also analyzed.

2.3.1 The aims of the history syllabus

According to Allen's Dictionary (1990) the concept "aim" means to "achieve something" whereas the National Curriculum (Namibia. [MBEC], 1996, p.5) points out that the aims "give an outline for a balanced, relevant and coherent program of learning and instructions". The history syllabus as in the other subjects aims to promote learning with understanding through applying the reform goals of democratic principles and practice at the school level as well as equity for males and females (Namibia. Ministry of education [MoE], 2007). The syllabus (Namibia. [MoE], 2007) points out that a central aim of the syllabus is to develop the learner's social responsibility towards other individuals, family life and the nation. History aims to

enable the learners to contribute to the development of culture and promote wider inter-cultural understanding (Namibia. [MoE], 2007). According to the syllabus (Namibia. [MoE], 2008) history teaching is aims to produce a reasoning, independent and serious people within a democratic society. It is emphasized that we are not only teaching history because it affects society but because it changes the learners and alters how they view the World (Namibia. [MoE], 2007. Haydn, Arthur and Hunt, (1997) point out that when history is properly taught it can assist humans to become critical thinkers able to contribute more to society.

2. 3. 2 Competencies of the History Syllabus

Shakwa (2003) and the history policy documents (Namibia. [MBEC], 1996) have pointed out that competencies describe what "the learners should be able to do" in order to demonstrate that they have attained the desired knowledge and skills set by a curriculum. Shakwa (2003) comments that the competencies should be written in a manner that is assessable during and at the end of the period of learning.

According to the National Curriculum for Basic Education (Namibia. [MoE], 2008) the primary role of Education is to shape and prepare all learners for adult life. According to the history syllabus for the Junior Secondary phase (2007) learners are required to do critical investigations that will develop them develop their ability as critical thinkers and problem solvers.

According to this curriculum (Namibia [MoE], 2008; Namibia. [MBEC], 1996) the learners should not be passive but should be able to interpret the information gathered. The National Curriculum for Basic Education (Namibia. [MoE], 2008 pointed out that learners should be able to classify information according to similarities and differences and put them in context, to synthesize, see connections between things and sort out what is relevant and what is not and to understand the meaning of things.

The history curriculum (Namibia. [MoE], 2008) advocates that the learners should not only be receivers of information but able to apply knowledge and skills. In addition (Namibia. [MoE], 2008) the learners should not only be listeners but should be able to communicate clearly and meaningfully to others and understand what others are

communicating and to make their own ideas, feelings and opinions known to others. The learners should be able to participate or work together with others to share ideas and to jointly achieve their goals (Namibia. [MoE], 2008). Learners should be able to evaluate information and use different sources as evidence in their historical context (Namibia. [MBEC], 1996)

2.3.3 How the History syllabus is organized

In this section I explore the organization of the Namibian school history syllabus, present the overview and themes and topics for the Grade 9 history syllabus and its assessment.

2.3.3.1 The syllabus themes, topics and how they are organized

The Namibian history syllabus is arranged in themes, topics and the topics are historical events that have impacted on Namibia, Africa and the world. Each of the themes is sub-divided into topics. These themes are designed to develop understanding of key concepts as well as key events and issues within the historical context. Themes also include specific values and skills that are relevant to the theme. Specific activities are expected to be done that will develop the learners competencies as indicated by the history syllabus as well as those skills that are related directly to history (Namibia. [MoE], 2007).

Examples of the history syllabus themes and topics are illustrated in Table 1 below:

Table 1: An overview of Namibia Grade 9 history themes

Themes for Namibian History & Topics	Themes for African History & topics	Themes for the World History
• **Theme 1: Formal Colonization** 1.1 European interest in	• **Theme 1: Social and Political Change in**	• **Theme 1. Social, Political and Economic**

Namibia	Africa 1800-1900	Development
1.2 Protection treaties	1.1 The Kongo Kingdom	1.1 Absolute Monarch
1.3 Resistance and Increase of German troops	1.2 The Zulu Kingdom	(France)
1.4 Establishment of German colonial rule	• **Theme 2: The Period of European Conquest and Colonial Rule**	1.2 Liberalism
		1.3 French Revolution
		1.4 Industrial
		Revolution
• **Theme 2: Resistance and Social Dynamics**	2.1 The Scramble for Africa	
2.1 Changing pattern in Traditional Rule	2.2 Berlin Conference	
• **Theme 3: The War of National Resistance. 1904-1908**	2.3 Partition of Africa	
	2.4 Colonial Administration	
3.1 Herero versus Colonial Power	2.5 Changes in the existing Forms of Government and Social Organization	
3.2 The South versus Colonial Power	**Theme 3: Social and Economic Change in Africa: 1800-1945**	
3.3 The Aftermath		
• **Theme 4: German and South African Rule. 1909-1945**	3.1 Trade	
4.1 German Administration: 1909-1915	3.2 Urbanisation	
4.2 South African Rule: 1915-1920	• **Theme 4: Culture and Society**	
4.3 1920-1945: South African as the Mandatory Power of Namibia	4.1 Negritude	

Source: Syllabus for Namibian history Grade 9, 2007

Table 2: Details of learning content of Namibian Grade 9 history themes: Example of Theme 1: Formal Colonization

Topics	Learning Objectives Learners will:	Basic Competencies By the end of Grade 9, learners should be able to:
1.1 European interest in Namibia	• Understand the reasons for European interest in Namibia	• Distinguish between the different European groups who came to Namibia
1.2 Protection treaties	• Understand the reasons the Germans had when they signed the protection treaties with indigenous leaders	• Identify who the indigenous leaders were and with whom protection treaties were signed • Evaluate the impact the treaties had on the indigenous leaders and the Germans
1.3 Resistance and Increase of German troops	• Understand why Maherero decided to declare his protection treaty no longer valid • Understand why it was necessary for the	• Explain Maherero's reasons for cancelling the protection treaty

	German government to send more troops to Namibia	• Describe the most important task of the German troops

In above table the first column contains topics, learning objectives (second column) and basic competencies (third column) (Namibia. [MoE], 2010). Learning objectives (long term) are derived from the topics. The basic competencies (short term) should be attained at the end of the lesson (Namibia. [MoE], 2010).

Next I discuss assessment in the Namibian Hisroty syllabus for Grade 9.

2.3.3.2 Assessment

Basic competencies in the history syllabus mention what understanding and skills a learner must demonstrate as a result of learning and teaching process and which will be assessed. The intention of the curriculum is learning driven not assessment and examination driven. Assessment and examination are to support learning (Namibia. [MoE], 2010).

2.3.3.2.1 Continuous assessment

Continuous assessment aims to capture the full range of basic competencies, different formal and informal continuous assessment situations are expected to provide a complete picture of the learner's progress and attainment in all subjects. The assessment must be clear, simple and manageable, and explicitly anchored in learner centered principles and practice (Namibia. [MoE], 2010). Teachers must elicit reliable and valid information of the learners' performance in the basic competencies. The information gathered about the learners' progress should give feedback about learners' strong and weak points. The parents should be informed regularly about the progress of their child in all subjects and be encouraged to reward attainments and

given suggestions how they can support their learning activities (Namibia. [MoE], 2010).

2.3.3.2.2 Formative and summative assessment

Formative continuous assessment is made during the school year to improve learning and assist in shapping and directing the teaching–learning process. It is formative because it is used to encourage learners to extend their knowledge and skills and encourage healthy habits of study (Namibia. [MoE], 2010).

Summative assessment is made at the end of the school year based on the accumulation of the progress and attainment of the learner through the year in given subject together with any end of the year tests or examination (Namibia. [MoE], 2010).

2.3.3.3 Assessment guidelines from the Grade 9 History syllabus

In Grade 9 History learners are expected to be continuously assessed each term in three ways: (1). practical tasks (2) projects (3) tests.

1. Learners are expected to write **three practical tasks** each term which count 10 marks each that give 30 marks each term. 30 marks multiplied by three terms is equal to 90 marks then divide by three terms give us final mark out of 30. Practical tasks should be short. Learners are required to demonstrate practical skills during theses practical tasks. They are expected to make some findings, plan, collect, make sense on the given information and give reports of their investigations (Namibia. [MoE], 2007).

2. The **project task** is longer than a practical task. The project gives both the teacher and the learner an opportunity to dig deeper into a topic. This could be done in groups, pairs or individuals outside the classroom. The teacher should give clear guidelines to the learners how to approach the project and supervises them in the process. When learners are given the task in the project form they should be given the assessment criteria at the same time. The mark of the project is 10, multiplied by three

terms equals to 30 marks divided by three terms equal to an average out of 10 marks at the end of the year (Namibia. [MoE], 2007).

3. The test assesses the learners' comprehension level of concepts done in History and the mastery of skills. It is impossible for the questions to cover all basic competencies for assessment. The questions should be material based according to the requirements given in the syllabus. A test is an individual task and is administered after each theme has been taught. The test should be marked immediately after writing and the feedback should be given after marking. Three tests should be written each term and the total mark should be 10 each test multiplied by three equal to 30 marks each term multiplied by three terms equal to 90 marks divided by three terms equal to 30 marks at the end of the year (Namibia. [MoE], 2007).

The **marks to promote a learner to the next grade** are arranged as follows:
- A continuous assessment mark is 35%
- 10 marks from the projects plus 30 marks from the practicals plus 30 marks from the tests equal to 70 marks divided by 2 equal to 35%.
- A final mark for examination is 65%
- Then the final examination is made out of one question paper of 130 marks divided by 2 equal to 65%.
- Thirty-five percent continuous assessment plus sixty-five percent of the examination mark equal to one hundred percent (Namibia. MoE, 2007).

2.4 CURRENT INTERNATIONAL TRENDS IN TEACHING AND LEARNING HISTORY

This section explores some of the international trends in teaching and learning history with the aim of comparing international trends with Namibia. Current trends in the teaching and learning of history have been identified by analyzing curricula from the following selected countries namely: Britain, the Netherlands, South Africa and New Zealand. These countries have been selected on the basis that their history curricula have recently undergone revisions and thus likely to reflect more current or recent trends.

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2.4.1 Aims of selected international History syllabuses

Interestingly **in Britain** school history aims to help learners develop their identities through an understanding of history at a personal, local, national and international level (National Curriculum, 2009). Learners develop a chronological overview that enables them to make connections with various periods. It is argued that it equips the learners and prepares them for the future with knowledge and skills for adult life and labour market.

The aims of history in Britain are also to arouse the learners' interest and understanding about the people who lived in the past. They teach learners chronology to develop a sense of identity and cultural understanding based on their historical heritage. Learners also learn to value their own and others' culture in a multi-cultural country and by considering how people lived in the past, and how they make their own life choices today. In Britain, history also is said to make an important contribution to citizenship education by teaching about how the country developed as a democratic society. They teach learners to understand how events in the past iffluence their lives to today. They teach them to investigate the past events and by so doing, they develop the skills of enquiry, analysis, interpretation, presentation, evaluation and problem-solving (Harris, 2007).

Looking at **New Zealand**, while similar the emphasis is a little different. Nichol, and O'Connell, (2001) point out that the aims of school history in New Zealand is to enable learners to acquire the knowledge, skills and judgement to continue learning for themselves. Learners should participate intelligently, justly and responsibly in life and deliberate about local, national and international issues.

The values given priority in New Zealand education are honesty, reliability, respect for others and the law, tolerance, fairness, caring, non-sexism and non-racism (Nichol & O'Connell, (2001). The values such as fairness, non sexism, and non-racism support New Zealand's democratic society. Learners are urged not only in history but in other subjects to respect and comprehend the varieties of culture in New Zealand The main aim of New Zealand's curriculum is to promote multi – culturalism,

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thinking and understanding. Their history curriculum supports the development of conceptual understanding needed to understand the developments that have resulted in the modern world (Nichol & O'Connell, (2001).

The Department of Education (2002) in **South Africa** emphasizes the aims of the history curriculum are that learners know and comprehend the history of the South African. They should have the understanding of the various events of the past and a common understanding of how these inform the current situation. The learners should develop the skills of interpreting information from a variety of primary and secondary sources (Nichol & O'Connell, (2001). The learners should develop a sense of citizenship. Some values addressed in South African history curriculum are tolerance, respect and understanding of others (Nichol, & O'Connell (2001).

An overview of teaching and learning strategies that are recommended for history subject in each of these countries are explored below.

2.4.2 An overview of teaching and learning strategies that are recommended for History in the sample countries

The **British** history curriculum emphasizes teaching approaches which allow learners to think as historians. Learners are taken for excursions to visit important historical places. Community experts are invited to school to discuss their experiences of what happened in the past. The use of storytelling in history teaching is emphasized as a mechanism to encourage learners to be interested in the history subject. The main aim is to assist learners to comprehend the past events (Harris, 2007).

In Britain, there are many strategies relevant to teaching and learning in history curriculum which promote active learning. Piaget in Philips, (2002) claimed that learners construct meanings by experimenting with their environment. For example the use of an evidence-based strategy in the teaching and learning situation helps the learners to extend their historical knowledge and skills (Hara & Hara, 2001). An evidence-based strategy is the usage of historical information, images and objects such as a piece of iron of the past. Learners can also develop an understanding of

concepts like change and continuity by using historical evidence of change over time. For instance iron was used in the Iron Age and currently we are still using it in a very sophisticated way (Hara & Hara, 2001).

Vygotsky in Philips, (2002) "argued that the key to better understanding is the relationship between learner and others, particularly the teacher". The British history curriculum would seem to be in line with the view that history should be taught in a way that teachers use their skills of exposition and questioning to explain the events to learners in an effective manner (Haydn, Arthur & Hunt, 1997).

The curriculum for **Netherlands** is deep-rooted on constructivism approach and emphasizes knowledge and understanding (Nichol & O'Connell, (no. date). History is studied by means of sources from the past and concerning the past in an indirect way Nichol & O'Connell, (2001). McCall (1998) emphasized that learners should learn to function meaningfully in society and to make responsible choices for future study and work.

In the Netherlands, improvements in learner learning occur when technology is paired with instructional strategies such as project – based instruction which actively involves learners in intellectual complex work that demands higher – order thinking and problem – solving skills **(**Becker, 2000).

South African education policy stresses the methodological tools coming from critical theory because it has an emancipatory rather than a manipulative interest in critical inquiry (Held, 1980; Roderick, 1986; Kellner, 1989; National Congress, 1994a; African National Congress, 1994b; Asmal and James, 2001; Carrim, 1998; Chisholm and Fine, 1994;). This approach emphasizes the use of action research, problem solving, investigations and cooperative learning (Frohlich, 2004). These strategies adopt the historical and social understanding of knowledge (Bennett, Rolheiser & Stevahn, 1991).

In **New Zealand**, history teachers have a strong emphasis on communities of practices, which enable students to talk to each other and construct knowledge about learning history (Davison, 2007). The History Teacher Association and its branches

provide chances for teachers to reflect on their practice (Davison, 2007). Davison, 2007) also pointed out that history teacher cluster groups inspire sharing of quality resources, innovative ideas and are highly collaborative.

Next, is an exploration of how these strategies encourage and enhance aspects such as participatory learning, learning with understanding, and conceptual development.

2.4.3 A critical analysis of how these strategies encourage and enhance aspects such as participatory learning, learning with understanding and conceptual development.

Internationally, cooperative learning strategies involve the use of small groups so that learners collaborate to maximize each other's learning (Stahl, 1994).

To be cooperative, a small group must have goals and positive interdependence, members must promote each other's learning and success face to face, hold each other personally and individually accountable to do his or her fair share of the work, use appropriately the interpersonal and small group skills required for cooperative efforts to be successful, and also periodically process as a group how effectively members are working together (Stahl, 1994).

When using cooperative group discussion, the teacher often has to provide historical sources to learners to read and react to. Learners can then be encouraged to begin to think like historians by viewing primary source material for interpretation and discussion (Stahl, 1994).

Levy (2004) claims that the use of primary sources urges active learning and understanding because learners create their interpretation by using sources. Primary sources require learners to have or develop skills to analyse information to gain a deeper and more comprehensive understanding of history.

Unlike some group work where all participants are given or work on the same information, in a Jigsaw strategy learners are given different information in groups on a topic to go and discuss in their groups and when they come back they teach other group members (Jacobs, 2004). The learners are involved in the peer teaching and learning process (Martin, 2000). The act of educating peers enhances learner's own learning and encourages working together between them (Martin, 2000).

Internationally, concepts are being taught by using *concept games* in order to improve learners' thinking skills and ability to communicate and justify ideas. Each learner has to come with a definition of the concept given to them and then come together to refine their definition of concepts. They can change accept or reject the definition. The learners agree or disagree with each other leading to the group for better understanding of the concept under scrutiny (Connecting concepts 2009).

Learners are also taught concepts through role-plays where learners become active participants. It allows learners to feel empathy for others when portraying a character involved in turbulent times (Steindorf, 2001).

Next, are discussions of an overview of assessment strategies used internationally.

2.4.4 An overview of assessment strategies used internationally

In **South Africa** a teacher's plan should give chances for learners and teachers to gain and utilize information on developed learning targets (Qualifications and Curriculum Authority, 2009). The plan should be flexible to allow it to respond to emerging ideas and a variety of teaching approaches. In the plan there should be ways to ensure that learners understand the targets they are following and the criteria that will be used to assess their work (Qualifications and Curriculum Authority, 2009). The plan should also include how learners will be given feed back, how they will be involved in assessing their learning and how they will be assisted to progress further (Qualifications and Curriculum Authority, 2009).

Teachers make informal judgements when assessing learners' work in history by observing them during history lessons. When a piece of work is completed the teacher ticks and comments on the work when necessary. At the end of each chapter the teacher makes a synopsis assessment about each learner's work according to the requirement of the national curriculum and the grades of the learners are recorded in a mark book. These grades serve as basis for judging the progress of each learner and the information is passed over to the next teacher at the end of the year.

Internationally teachers develop criteria to assess the performance of learners by giving projects to the class. They test the learners' abilities, knowledge and all stakeholders understand what is assessed (Assessment for Understanding, 2008).

In Europe there are three objectives that should be taken into consideration when assessing learners. The first one is that assessment should guide and stimulate effective approaches to learning. The second one is that assessment should be reliable to measure learning outcomes such as higher order thinking skills. The third one is that academic standards are being protected by assessment and grading.

In **Britain** there are two types of assessment such as a written examination and a school-based assessment. The total marks of the written examination goes up to 80%. Part A of the question paper consists of the data-based questions and goes up to 50% of the question paper. This part consists of four comparison question papers and should be answered in 1 hour, 15 minutes. Part B consists of the essay-type questions which count 30% of the question paper and comprises of five questions and only one question is required to be answered.

Internationally, many teachers are going beyond traditional testing and use performance assessment to judge what learners know and can do (Furger, 2002).

Learners are given projects that need learners to employ what they are learning to real world tasks (Furger, 2002). Furger, (2002) explained performance assessment as a variety of activities and assignments, for instance the learner has to analyze the research paper to convince the teacher that he can evaluate the sources and communicate opinions for experimentation.

Teachers develop criteria to evaluate learners' performances and what is tested is the abilities and knowledge accompanied with rubrics so that all stakeholders understand what is being assessed (Furger, 2002). When assessment is well planned it sets clear anticipations, establishes a reasonable workload that means it does not push learners to rote reproductive approaches and it gives learners a chance to self check, practice and receive feedback (Australian University, 2009). The teacher should plan assessment carefully, so that it contributes directly to the way learners approach their study and improve the quality of learning (Australian University, 2009). Teachers should not come up with poorly planned assessment that will be an obstacle to learning or hold back curriculum improvement (Australian University, 2009).

Next I discuss and compare the Namibian approach and international trends in history.

2.5 COMPARISON BETWEEN THE NAMIBIAN APPROACH AND INTERNATIONAL TRENDS IN HISTORY TEACHING

The overview of the above History curricula reveals the following patterns and trends:
- The focus on conceptual development
- The importance of participation
- The value of working with primary and secondary sources

2.5.1 Similarities

These trends indicate that the approach to teaching in these countries in relation to Namibia is similar in some areas such as putting an emphasis on a learner-centered approach.

For example all state that a learner learns better when actively involved in the learning process by contributing and participating in the classroom (Namibia. [MoE], 2007). They also believe that each learner has different needs, pace of learning and abilities to learn (Vakalisa, 2004) & (Nmibia. [MoE], 2007). They all stress key characteristics of learner-centered education such as learning with understanding.

Both Namibia and the sample of countries stress the use of excursions to visit important historical sites. Both also emphasize the use of storytelling as a way to urge learners to be interested in the history subject (Harris, 2007).

Internationally and Namibia stress the use of primary and secondary sources in order for learners to acquire knowledge and understanding in the history curriculum (Nichol & O'Connell, (2001). Learners are encouraged to respect and understand varieties of cultures internationally (Nichol & O'Connell) and as well as in Namibia.

All emphasise conceptual development which means that learners should go beyond the memorizing of isolated bits of information (Johnston & Nishida, 2001; Namibia. [NIED], 2003). The development of critical thinking and decision making skills is a focus of all curricula (Namibia. [NIED], 2003).

Internationally and also in Namibia have two types of assessment such as examination and continuous assessment. In both teachers are expected to develop the criteria to assess the performance of learners. Both include the use of projects in history for assessing learners.

2.5.2. Differences

In Namibia learners are expected to write three practical tasks each term. These practical tasks should be very short (Namibia. [MoE], 2007). The purpose is that these tasks are for learners to demonstrate practical skills when doing the task. Other countries use projects also but differ in the quantities.

Internationally, assessment should guide and stimulate effective approaches to learning. It should be a reliable measure of learning outcomes. Academic outcomes and standards are being protected by assessing and grading. In Namibia the curriculum is silent on these issues.

In Namibia, research has shown that many teachers understand learner-centered approach only in a superficial way because they think that learner-centered approach

is the use of group work only (Namibia. [NIED], 2003). Internationally, teachers use varieties of approaches for learners to clearly understand what is being taught. For example engaging learners in game activities (connecting concepts). (In my study none of the three teachers observed used more than one approach in a lesson.)

In Namibia research has shown that history concepts are taught very theoretically to learners which leads to a lack of good understanding of these concept (Namibia. [NIED], 2003) whereas in New Zealand, for example, history concepts are taught by using concept games to improve learners' thinking skills and ability to communicate and justify ideas.

In the next section, I explore issues and problems related to adopting a learner-centered approach to the teaching of history.

2.6 ISSUES AND PROBLEMS RELATED TO ADOPTING A LEARNER-CENTERED APPROACH AND OTHER CHALLENGES TO THE TEACHING OF HISTORY

This section examines some of the issues and problems in adopting a learner-centred approach to the teaching of history and evaluates the worthiness of having learner centered approach. It is based on prior national and international research in the teaching of history.

According to the research done in the Namibian education system (Namibia. [NIED], 2003) teachers tend to understand learner centred education in a superficial way and largely see it as simply using the strategy of group work.

A study conducted by NIED (Namibia. NIED, 2003, p. 25) pointed out:

> That teachers have insufficient depth of understanding of learner-centered education to be able to implement it, that not all teacher educators and advisory teachers understand and practice it themselves

So it makes it difficult for them to execute it properly.

Historical interpretation is another problem found in Namibia and internationally. Haydn et al., (2001) identify the problems of teaching history as including the challenge of helping learners to understand past societies with a set of ideas, attitudes and beliefs very different from those commonly held today. Historical interpretation as an aspect of learning history is seen as presenting both problems and challenges to the teacher and the learners.

These authors also suggest that while history may lack an extensive technical language it has nonetheless been identified as a learning area presenting unusual linguistic difficulties particularly where the concepts used have more than one meaning.

During the introduction of learner-centered approach in Namibia (Hope, 1994) pointed out that learners go to school with negative attitudes they get from their environments they live in. The learner at school is urged to act as an independent but at home may be punished for failing to do as he is told by the parent. The learner from the lower working class has a problem of language and lacks comprehension of basic concepts. Unless the teacher uses a drill method asx opposed to learner-centered education in order for the learner to gain conceptualization.

When teachers are used to something, they do not easily leave it. It is very difficult for change to take place in a short period because people just want to remain the way they are operating and resist change (Hope, 1994). Digest, (1998) pointed out that the problem is to investigate the conditions under which subject content mastery can be encouraged amongst history teachers and how to establish the transformation required to bring about and to support those conditions.

2.7 TEACHER KNOWLEDGE NEEDED FOR DEVELOPING LEARNER-CENTRED EDUCATION IN THE CONTEXT OF HISTORY

This section explains the knowledge of the teachers' on the curriculum and learner-centred policy, the subject and the pedagogical knowledge.

Van Harmelen, (2007) suggested that teachers should understand the implication that learner-centered education has on the curriculum. Teachers should have a theoretical basis for understanding and analyzing a curriculum. They should be open-minded to be able to point out shortfalls in the curriculum and the policy.

The teachers should have both subject and pedagogical knowledge to be able to deliver the subject content. They should also have knowledge about his learners and how learning takes place (Henson, 2003). If teachers were properly trained to be able to employ learner-centered education effectively it would empower them to interpret the curriculum, to develop the learner's own abilities and brainpower rather than simply passing on historical knowledge and facts (Hara, 1995).

The teacher should be skilful in delivering the subject content in such a way that learners attain the innermost learning not leading learners to solve puzzles that have a shallow design (Hara, 1995).

In learner-centered approach, the teacher should know his role of facilitation in the learning process and this improves the learners' attainments (Hewett, 2003). He should be aware that he is the focal agent of learning and integrate strategies that are active, inquiry-based and support collaboration (Hewett, 2003). It is the responsibility of the teacher to have a classroom that supports successful learning for all learners as well as recognize the instructional methods that support successful learning for all (Henson, 2003; Hewett, 2003).

The learners should be actively involved in the learning process and construct sense through activities such as class discussions and projects assigned by the teacher (Hewett, 2003). In learner-centered classroom where a mastery approach is used, there is no fear of failure because learners have the chance to repeat the activity if mastery is not reached the first time (Hewett, 2003). He also said that the teacher must plan challenging activities which make the learners to think deeply, engage learners in problem-solving and support them to be successful in the academic year.

Hara, (1995) clamed that teachers should assist learners through their own story networks, equipping them for encounters, caring if they are upset, providing them

sustenance, sharing their knowledge. The teacher needs to change from all knowing intellectual to a participant in the discovery (Hara, 1995). He also pointed that it is important for the teacher to know what the learners what to attain and how learners get there is vital than a teacher who is just knowledgeable. The teacher should know how he helps learners to make new sense and help to arrange the events of their own lives (Hara, 1995).

Fullan, (1998) suggested that if we expect teachers to use technology in ways that enrich and enhance learners attainment we must provide them with the professional development since they need to develop the confidence and skills to apply technology and understanding of how technology supports standard based education.
In the next section, I analyzed, how the chapter has informed the research.

2.8 ANALYSIS OF HOW THIS CHAPTER HAS INFORMED THE RESEARCH

2.8.1 Implementation of learner-centered approach and problems encountered

After independence, Namibia adopted learner-centered approach to teaching-learning. It was thus necessary to carry out a research to investigate how teachers perceive and are implementing learner-centered education. Some studies done on learner-centererd education are relevant to my research, I therefore review the following sample:

- Sibuku conducted research in 1997 to find out whether the first group of the BETD graduates would effectively implement a learner-centered approach. The research disclosed that her participants had good theoretical knowledge of learner-centered approach, but their implementation showed that some of her participants were using both learner-centered approach and teacher-centered approach.

- Chaka also conducted a study in 1997 on the perceptions and implementation of the teacher educators and student teachers regarding learner-centered education at one of the four Colleges of Education in Namibia. His study

revealed that the participants had different perceptions regarding the meaning of learner-centered education, but some were hopeful concerning its practice. The classrooms implementation of his participants agreed with their perceptions of learner-centered education, which was regulated to the use of pair and group work only. The group work strategy was not effectively used because the participants needed to follow all the requirements of using group work which they did not follow.

- Van Graan in 1998 also researched learner-centered education as practiced in some Namibian classrooms. His focal point was on looking for positive indicators of learner-centeredness. His research showed that many teachers appeared to be optimistic about learner-centered education however, lacked experience and profound understanding of what this method composes or the experience to use it in a classroom setting.

- A study was done by NIED (Namibia. NIED, 2003), on the teachers' and teacher educators' perceptions and practice of learner-centered education as indicated in the Namibian classrooms. The study discloses that teachers are comfortable with the term, but only a few of them have innermost understanding of the concept and its connotation. The classroom implementation practice had startrf to change, but in most cases in a superficial way, mostly by the inclusion of group work as a strategy. The study also reveals that where the concept of learner-centered education is properly understood and implemened, there is significant learning going on.

2.8.2 International aspect

In Namibia, research into the perception and implementation of LCE has been researched by relatively few people but the situation is quite different in Canada, New Zealand, South Africa, Australia, Britain and United States of America. Perceptions and implementation of LCE, especially the perception of teachers and the utilization of the strategies to make learners understand the subject content have been studied in those countries. Most of the research reviewed that they focused on the understanding

and the quality of teaching and learning through the utilization of the various strategies such as critical thinking, problem solving, sources, story telling, communication and drama (Nichol & O'Connell.(2001). The majority of the studies are on the effectiveness of LCE and LCE in mathematics and science. Very limited studies are conducted in the Social Science education, such as history.

2.9 CONCLUSION

In this chapter I investigated what necessitated learner-centered education in the Namibian education system. This chapter also offered an overview of learner-centered education in the Namibian context and the relationship between learner-centered education as a policy and learner-centered education in the Namibian history syllabus. The chapter also scrutinized the current international trends in teaching and learning of history. It provided the aims, strategies and assessments of the history syllabus of as sample of countries. It also examined the teacher knowledge required for developing learner-centered education in the context of history discipline. I then outlined an analysis of how the chapter has informed the research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In order to seek insights or answers to the research question, *How do Namibian history teachers' perceive and implement LCE and execute it in the context of the Grade 9 history syllabus?*, an appropriate methodological approach was chosen. The chapter is structured as follows:

- Research orientation
- Research approach
- Selection of the sample
- Data collection instruments
- Data analysis
- Validity
- Research ethics
- Research issues, problems and limitations
- Conclusion

3.2 RESEARCH ORIENTATION

Since I was interested in investigating how Namibian teachers perceive and implement LCE in the classroom in the history discipline, the interpretive paradigm was a useful means in this study. I was seeking to better understand the characteristics and motivations of actions and also reveal patterns of behaviours and practice. There are reasons for a human being taking actions (Connole, 1998) which we seek to understand and these actions take place within a structure of social rules which have meanings for both the actor and observer.

The interpretative paradigm is well suited as a lens for such an analysis. As this orientation emphasizes understanding of complex human situation being researched (Merriam, 2002; Connole, 1998) and the reveals how people experience their world.

This understanding can sometimes be also facilitated by the researcher being actively involved in the research situation (Packer, 1999). During my interactions with the participants I will not only seek to construct my understandings of the situations but also seek to identify the meanings they construct in the situations (Merriam, 2002). The paradigm helped me discover patterns of meanings makings and trends.

3.3 RESEARCH APPROACH

This research approach is that of a qualitative case study. Gillham, (2000, p.1) defines it as:

- a unit of human activity embedded in the real world
- which can only be studied or understood in context
- which exists in the here and now
- that merges in with its context so that precise boundaries are difficult to draw.

A case can be a group of learners, an individual learner or a large scale community and in this context I studied three teachers because it is a half thesis (Gillham, 2000).

In a case study approach one typically uses a number of sources of evidence and each has its strengths and weakness; a characteristic of case study research (Gillham, 2000). The case study approach is also appropriate because it gave me an opportunity to study the problem in depth but within a limited time scale (Bell, 1987), which was necessitated by my time available for a half thesis.

A case study approach thus allowed me as a researcher to gather enough data to be able to:

- explore significant features of the case
- create plausible interpretations of what is found
- test for the trustworthiness of these interpretations
- construct a worthwhile argument or story

- to relate the argument or story to any relevant research in the literature
- convey convincingly to an audience this argument or story
- provide an audit trail by which other researchers may validate or challenge the findings, or construct alternative arguments (Bassey, 1999, p. 65).

The characteristics of a qualitative case study approach thus guided my overall research design that I used for the study.

3.4 SELECTION OF THE SAMPLE

In this study, I selected three History teachers from three different schools within the Caprivi region of Namibia. All three teachers teach history at Junior Secondary schools within the region. All three teachers teach History from Grade 8 – 10.
.
I chose the three participants for convenience on the basis of accessibility to me as a researcher. It is also a purposeful sample because they were to meet certain criteria: viz. 1) they are BETD graduate teachers and had been inducted into the principles of learner-centered education during their teaching training and thereafter, one would hypothesize that they should have an understanding of it. 2) that they had done Social Sciences at the College and History as their major subject.

They were informed that I would not use their actual names. The names used below are pseudonyms including the names of the schools. The first teacher is James teaching at Nakanjeke Secondary School in Piggery Circuit, the second, is Peter teaching at Siloko Combined School in Choto Circuit. The third teacher is Henry who is teaching at Kuomboka Secondary School in Wenela Circuit

This research was conducted in two Combined Schools and a Junior Secondary School.

The urban school is Nakanjeke Secondary School (pseudonym). It was established in 1990. It is situated in the south east of the Town centre of Katima Mulilo. The class that I observed there had 36 learners.

The two Combined Schools chosen are both found in rural areas. Siloko (pseudonym) Combined School was established in 1966. It had one grade one, two, three, four, five, six, seven classes at primary level and at the secondary level there are one Grade eight, nine, and ten classes. The medium of instructions at this School is Silozi which is a mother tongue at lower primary level and English at both the upper primary and Junior Secondary phases. The number of learners in Grade 9 was also 36.

The second rural School I selected is Kuomboka (pseudonym) Combined School. It was established in 1988. From Grade one to ten each class group has one class. The medium of instruction is Silozi at lower primary (Grade 1-4) which is also a mother tongue at lower primary phase and English at both primary and secondary phases. The class I observed had 48 learners.

3.5 DATA COLLECTING INSTRUMENTS

Multiple data collecting instruments are typically needed to increase the validity of a study (Gillham, 2000). Furthermore, data collected by different methods will compliment one another and compensate for any limitations of a single strategy. Therefore, I collected data using three methods, namely: interviews, classroom observations and document analysis

3.5.1 Interviews

Interviews are a very important and effective gathering source of data in this research. Moser and Kalton (in Bell, 1993, p. 91) define the interview as "a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent". It allows a researcher to probe areas of interest as they crop up during the interview session (Mckernan, 1996; Maykut & Morehouse, 1994). I used semi-structured interviews because they gave me an opportunity to gain a deeper understanding of the interviewee's experiences and perspectives through effective probing (Maykut & Morehouse, 1994).

In order to ensure that the questions could probe areas of interest to me and the questions were clear, I conducted pilot interviews with one history teacher in an urban school. After transcribing the responses of the pilot interviews I refined the questions to obtain required information (Appendix 2) before later using them in the intended main sample interviews.

I conducted semi-structured interviews with the three History teachers whom I worked with throughout the process of data collection. These interviews were conducted in English.

3.5.2 Classroom observations

In my case observation was watching what the teachers were doing in the classroom, listening to what they said and taking notes (Johnson & Christensen, 2004; Gillham, 2000) and recordings of the events. I observed three lessons of each of the three selected teachers from three different schools and circuits.

I used observation to verify what teachers said they do during the semi-structured interviews (Probyn, 2007). This method reveals the features of individuals which are difficult to discover by other techniques (Bell, 1987). I tape recorded four lessons; video taped one lesson to capture everything what was happening in the classrooms and took notes on one lesson because I did not have the machine at the time and time was running out. During the four lessons I video taped and the one lesson I recorded I did not take notes because everything was captured by the machines (See a transcribed lesson observed in Appendix 3).

One purpose for the classroom observations was to verify that what the three teachers were saying in the interviews was what was really happening in the classroom situations (Johnson & Christensen, 2004; Bell, 1993). But more importantly the technique gave me an opportunity to get first hand information and experience of their actual history teaching practices and on how the three teachers implement learner-centered education in their history classrooms.

3.5.3 Document analysis

Document analysis is the making sense of documents in order to collect facts and these can be particularly good as a source for determining the purpose, justification and history of the situation being searched (Walker, 1985). I obtained secondary sources of data that I required from the document analysis. I also used document analysis to identify the type of tasks, the range of class-works, tests and examinations given to learners. The documents I used were written texts which were clearly linked to the situation being searched (Hitchcock & Hughes, 1995). These documents included: the learners' notebooks, the scheme of work, daily lesson preparations, test/examination papers and Grade 9 syllabus (Appendix 4 & 5).

I sought permission from the school principals and the teachers concerned to access and make sense on these documents. This exercise of gathering and scrutinizing documents can be frustrating but making sense of documents such as records provides important information (Johnson as cited in Bell, 1987; Walker, 1985).

3.6 DATA ANALYSIS

Hitchcock and Hughes, (1995) pointed out that data should be organized in a way to facilitate understanding of their meaning and significance. Bell, (1993) claimed that all data have to be analyzed and interpreted to be of any use.

The data that I collected through the interviews and classroom observations were transcribed and analyzed using qualitative data analysis. This process includes the sorting out the patterns and trends of data collected from all three schools. I therefore, transcribed the three interviews (Appendix 6) and wrote the three case records from the classroom observations that I carried out with the three teachers from the three different schools (Appendix 7). I then classified all the information I gathered into categories. These categories were guided by my research question. After the classification of the data into categories, I wrote a case study report on each of the three teachers.

The data derived from the three teachers by the three instruments generated a variety of themes that are presented in Chapter 4. Thereafter, these themes are further analyzed and processed to give rise to sub- themes that will be discussed in Chapter 5.

3.7 VALIDITY

In order to enhance validity, I used multiple (three) data gathering instruments and also collected information from multiple (three) stakeholders (McNiff, 1988).

Language can be a barrier to gathering information. So prior to my research interviews and classroom observations with the three teachers, I negotiated with them to use a language they could express themselves well in. All three teachers opted to use English in the interviews and throughout the stages of my research. They were fluent in English second language

Accurate recording and member checking enhances the quality of data. I interviewed and observed the three teachers and transcribed the data I collected with both interview instruments and classroom observations. I then took the transcriptions of both the interviews and classroom observations to all three teachers for them to read through and confirm that they were authentic representation of the interviews and the classroom observations.

3.8 RESEARCH ETHICS

I followed all essential ethical procedures required or suggested by Rhodes University for such a study. I explained my purpose and the approach of my research and ensured that anonymity is kept by eradicating any information that could lead others to identify my participants (Hitchcock & Hughes, 1995).

Taking the ethical rules mentioned above into account, I sought permission from Rhodes University and the Ministry of Education to conduct research in three Schools in Caprivi region and permission was granted to me (Appendix 8 & 9). I also wrote letters to the principals and teachers of the three schools I worked with (Appendix 10 & 11) in which I explained my research purpose and their right to withdraw at any

stage. The consent form was signed by each participant for the study before the research process such as interviews and classroom observations commenced (Appendix 12).

I negotiated with the three principals and the three teachers on the issue of confidentiality and anonymity. In our discussions we agreed that their names and their schools were not going to appear in the final study report but pseudonyms were going to be used.

I discussed with the three history teachers teaching in Grade 9 the approach that I was going to use to gather data before the interviews and classroom observations. In our discussions of the methods to be used, we agreed that I could use the tape recorder and the video camera. A video camera was used once and a tape recorder was used in all three interviews and some of the classroom observations.

3.9 RESEARCH ISSUES AND PROBLEMS

One of the selected sample teachers dropped out after she had signed a consent form. I called her on the contact number she had given me but she did not respond. I went to her school to find out from the principal what was happening to his teacher. Her principal advised me to look for a substitute because she had gone on leave. I was left without no choice but to scout for a replacement third participant for my study. I went to another school, I discussed the project with the principal and he agreed. I also negotiated with their History teacher who also agreed and signed the consent form.

Another glitch on the way was when the teacher in the urban school postponed our appointment dates for classroom observations twice because he had been tasked to order school books for Grade 10 repeaters. I wanted to observe each teacher 5 times but I failed because of time constraints. In the end I managed to observe each teacher three times.

In one incident, the principal for Siloko Secondary School cancelled the classes after tea break because their borehole was broken, the school had no water. I drove back to town without observing my participant that day. From there, I changed my visiting

schedule to sessions before tea break for that particular school. The other issue was that I borrowed a video camera which could not accommodate the video cassette, but I had already bought a small DVD. From all this I discovered that the trials and tribulations of the logistics of gathering data is a big element of doing research.

3.10 RESEARCH LIMITATIONS

The limitation for this research was the time constraints imposed by the nature of a half thesis thus limiting the size of the sample. Also the other limitation is that inherent to a small – scale case study and so the results cannot be generalized to a larger population in Namibia.

3.11 CONCLUSION

This chapter has shown how the methodology and procedures that I have used and followed to conduct the research. I described the research design decisions I took as well as the various methods I used to gather data which are appropriate to my research questions and the case study approach. The research orientation adopted in the case study paradigm is also explained and described, including the nature of the sample and logic behind the choice of participants and schools.

I have also described the approach I adopted when analyzing the data as well as the procedures I used to enhance validity. Ethical issues, problems and limitations have been explained during the data gathering process. I explain the data presentation in the next chapter.

CHAPTER 4
DATA PRESENTATION

4.1 INTRODUCTION

In this chapter, I report on my findings from the semi structured interviews, the lesson observations and document analysis. My framework in presenting the data is as follows:

- Profiles of the schools and the teachers.
- The teachers' understanding of learner-centered education in their professional context.
- Teachers' understanding of concepts.
- Teachers' understanding of the importance and aims of learner-centered education.
- Teachers' understanding of assessment in learner-centered education.
- The challenges and problems teachers identified in adopting learner-centered education.
- Contextualizing the lessons observed in the history syllabus.
- Strategies that teachers used in their history lessons in relation to a learner centred principles.

4.2 THE PROFILE OF THE SCHOOLS AND THE TEACHERS

This section gives a contextual overview of the three schools and the three teachers with whom I worked in my study. As I indicated in chapter three, for the sake of confidentiality, anonymity and privacy, each school and each teacher was given a pseudonym.

The first teacher is **James**, a teacher at Nakanjeke Secondary School; this is one of the biggest schools in Caprivi in the North of Namibia in terms of the number of learners. It is an urban school in the centre of Katima Mulilo. The school has a library but it is not well stocked.

James has a Basic Education Teachers Diploma (BETD) that he obtained in 1997, specializing in Social Science Education Grade 8-10. He has been teaching at this school for 9 years and has taught history Grade 9 for 9 years. He has 10 years teaching experience in the subject. He indicated that, despite this experience teaching the subject, he still works closely with the advisory teacher for history. Nakanjeke Secondary School has 5 Grade 9 classes and there are 36 learners in 9D. I only observed him teaching one of the Grade 9 classes because of the time constraints inherent in the study. History is taught three times a week and each period is 40 minutes long.

The second teacher is **Peter** a teacher at Siloko Combined School. This is a rural school situated at 35 kilometres away from Katima Mulilo. It has a library but has limited stock.

Peter completed a BETD specializing in Social Science Education three years ago. Peter has been teaching history at this school for three years. There is one Grade 9 class at this school and it consists of 36 learners. History is taught three times a week and each period is 40 minutes long. He has been visited once in three years by the subject adviser.

The third teacher is **Henry** teaching at Kuomboka Secondary School. This is also a rural school, situated 55 kilometres west of Katima Mulilo. The total enrolment of the school is 360 learners.

Henry completed his BETD in 1995 and started teaching in February 1996 and obtained an advanced certificate in Education in 2007. Henry has been teaching at this school for three years and has three years' experience in history teaching Grade 9. There is one Grade 9 class at this school and this class has 48 learners. History is also taught three times a week and each lesson is 40 minutes long. I discovered that Henry has not had any supervision or advice from the principal, H.O.D or subject advisory teacher since he started teaching.

4.3 TEACHERS' UNDERSTANDING OF A LEARNER-CENTRED APPROACH IN THEIR PROFESSIONAL CONTEXT

This section presents data that was generated primarily from the initial interviews with the three participating teachers. My focus in these interviews was to explore the teachers' "theoretical understanding of the learner-centered approach adopted by the Namibia educational policy" (Namibia. [MoE], 2007:31; Namibia. [MESC], 1996). For this reason I began by asking teachers to articulate their *perceptions of learner-centered education* and their views related to *the role and importance of this education approach*. In addition because *assessment* is a key dimension of the learner-centered approach adopted by Namibia, I needed to gain an understanding of how these teachers were able to relate their assessment practices to this approach, which focuses strongly on assessing the learners' understanding through a variety of "continuous assessment" strategies (Namibia. [MoE], 2007:36). I also included a question which aimed at exploring the teachers' *understanding of the term concept*. I considered this to be important because conceptual understanding and development is central to the Namibian learner-centered approach and furthermore is central to understanding in history. I also explored the teachers' *views on their use of learner-centered education approaches in their history* classrooms. I concluded the interviews by exploring the *challenges they faced in teaching History using a learner-centered approach.*

4.3.1 Teachers' understanding of the importance and aims of learner-centered education.

When James was asked to identify his views about learner-centered education he said that "*learners find information and analyze it*" He added that "*learners come with evidence through prior knowledge*". He understands that "*learners do the work for themselves, participate and explore in order to expand their capability*".

Peter when asked to provide his views about learner-centered education showed some hesitation about using learner-centered education and said he does "*not often use this approach*". However, he admitted that "*on those occasions*" when he used it he found

that, he achieved what he referred to as "*amazing results*". He added to this by saying he "*views learner-centered education's aims as to engage the learners in the learning processes in the classroom activities*", adding that they "*are directly involved and engaged in the learning objectives for every lesson when learners are involved in the lesson, they will be able to [better] answer assessment questions*".

Henry, when asked to give his views about learner-centered education said that "*it is very useful but it is impossible to apply learner-centered in Grade 9 because of the shortage of resources. When you give a task to learners to find information, they come back without information because there are no resources*". He views learner-centered education as a way "*to put learners at the centre of learning, they must become productive entity and teachers must find out what learners already know*".

The above responses reveal that all three teachers share the following views about the importance of learner-centered education:

- That learner-centered education requires learners to participate in the learning process and through this participation they gain a better understanding and are able to achieve the desired results.
- That by engaging more fully with the information learners are able to develop their capacity to analyze information.

James also focused on the fact that learner-centered education encourages learners to find evidence and information themselves while Henry focused on the fact that learner-centered education provided teachers with strategies to both explore the learners' prior knowledge and to build on it.

The teachers' responses revealed that they did not all accept learner-centered education uncritically. Peter felt that a learner-centered approach was not always appropriate in his teaching while Henry indicated that learner-centered education was problematic where learners had no prior knowledge of the particular area of study or where they lack the necessary frame of reference to make sense of a particular section.

When the three teachers were asked about the indicators of learner-centered education they said the following:

Peter and Henry both said that "*learners participate in the lessons*" and "*ask questions*". Peter said that "*learners are free to comment on the lesson*".
James said that "*learners are divided in small groups*", they "*are given different tasks*" and then they "*report back*". He also said that *"Learner-centered education focuses on the learners not the teacher". "Learners have to do most of the work and the teacher helps the learners to learn".*

4.3.2 Teachers' understanding of assessment in learner-centered education

When James was asked to provide his views about assessment in learner-centered education he said that "*assessment is making judgments*". Meaning making judgments about learners according to the task they have been doing. This is formal assessment. He also said that he "*assesses*" to check whether "*learners understood what he taught or not*". These are through questions asked at the end of the lesson. He further pointed out that he gives "*class work, tests and examinations*".

Peter when asked to identify his views about assessment in learner-centered education pointed out that "*assessment is when educators try to employ means to find out how learners have met the basic objectives for that specific lesson*". He also pointed out that he gives "*oral questions, written work, tests, projects and examinations*".

When Henry was asked to give his views about assessment in learner-centered education he said that he gives "*assessment to find out*" whether he has "*achieved his set objectives*". He further pointed out that he asks oral questions, gives class work and tests.

These responses reveal a shared understanding of the purpose of assessment and views about how to apply assessment under a learner centred regime.

4.3.3 Teachers' understanding of concepts

The teachers were asked about their understanding of the concepts that underpin the Grade 9 history syllabus. James views a concept as "*a word that needs to be explained to the learners in such a way that they understand the meaning*". He gave an example of the concept "*urbanization*". When he was asked about the role of the concepts he pointed out that "*concepts open the learners' minds*".

When Peter was asked how he views concepts he said that concepts "*are similar to case studies*". He gave an example of "*the European rule in Namibia in 1884*". He gave two concepts such as "*indirect rule*" and "*association*". He added to this by saying that "*One of the roles of concept is to increase and improve vocabulary of learners*".

Henry when asked how he views concepts pointed out that "*concepts are terminologies which are used in the teaching and learning process*". He added that "*the role of the concept is to help learners to understand something. For instance colonialism, learners will understand it when they meet it in the passage*".

The study reveals that three teachers understand concepts and gave examples for history concepts. They also pointed out the roles of concepts showing that they understand what a concept is.
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4.3.4 How teachers view learner-centered education in the context of history teaching

When James was asked to explain how he views learner-centered education in the context of History teaching he showed some hesitation but he said that "*prior knowledge is important for teachers to build on*". Meaning a teacher should consider the learner's experiences and knowledge from the community.

When Peter was asked to identify how he views learner-centered education in the context of history teaching, he said that "*it is important to give a topic to the learners to investigate and make a presentation of the findings*". He added that "*one of the best*

strategies of learner-centered approach is to allow learners opportunities to explore their world and give feedback in the classroom". He further said that a "*learner-centered approach must be employed in the history subject because it is about facts*".

Henry when asked to provide how he views learner-centered education in the context of history teaching, he said that "*it is important for learners to find out the information on the topic given to them*".

The information shows that the three teachers understand at a theoretical level at least some of the relevant learner-centered pedagogic principles in history teaching, with two of the three stressing the element of discover learning or exploration and all stressing the learners being asked to delve for facts and evidence.

4.3.5 The challenges and problems teachers identified in adopting learner-centered education in History

I concluded the *initial* interviews by asking the teachers about the challenges and problems they experience in implementing learner-centered education in History.

Peter when asked about the challenges and problems he experiences in implementing learner-centered education in history, said that "*it is difficult to implement learner-centered education in history subject because of the language problem; learners cannot express themselves in English since learners should be actively involved in a lesson*". He went on to say that he sometimes teaches in the traditional way of teaching because he failed to involve learners adequately in the lesson. He added that he felt that time can be "*wasted because of trying to engage learners in the lesson*". He further added that a further problem is that "*learners do not participate in the lessons because of shyness that their colleagues would laugh them*".

James when asked about the challenges and problems he experiences in implementing learner-centered education in history, said that, "*there are many challenges that I am facing*", such as learners who are brilliant giving him a tough time by asking him difficult questions. Whereas in a teacher – centered classroom learners are receivers

of information from the teacher. So it forces him to do research and thorough preparation to be able to respond to those questions.

Henry when asked about the challenges and problems he experiences in implementing learner-centered education in history, said that he "*is not implementing learner-centered education because he has fifty-eight learners in his classroom*". He added that "*it is difficult to employ group work*" because of the over crowded classroom conditions.

Peter explained that it is difficult for him to teach without resources such as textbooks and teaching aids and since he started teaching there is no support from the principal and the history subject adviser, even though he was seen once by the subject adviser. Henry also pointed out that it is difficult for him to get commercial teaching and learning aids and since he started teaching he has not been "*class visited by the history subject adviser*". Teachers like Peter appear to be looking for more support from their Principal and subject adviser.

The three teachers came up with challenges such as learners having problems with the language in that they do not understand English and they also shy to speak English. Which affects the lessons in a number of ways, including reluctance by learners to participate in discussions. The demands on the teacher of 'smart' kids challenging one with difficult questions in a learner-centred classroom is also interesting. It is also not ease to employ group work with overcrowded class. There is also a request for more support from both the principal and the advisory teacher.

4.4 INSIGHTS FROM THE OBSERVED HISTORY LESSONS

In this section I present the findings obtained from the lessons observed in each school. I begin by providing an outline of the lessons. I then describe the learning environments in which the lessons were observed and continue with the lesson presentations.

4.4.1 Outline of the lesson plans

In this section, I provide an outline of the lessons I observed for the three teachers. I observed three lessons of each teacher.

In James's three lessons I observed he covered the period of "European conquest and colonial rule in Africa". He was teaching a Grade 9 class of 36 students. The first lesson was on the "Scramble" for Africa, the second was the "Partition of Africa" and the third lesson was on "Colonial administration"

His lesson plans for the three lessons identified the following concepts: resistance, collaboration, alliance, indirect rule, assimilation, association, key people, tax, and scramble for Africa, Imperialism, settlement and freedom.
He also identified the following assessment statements:

- Define the term Scramble for Africa.
- Discuss reasons for the Scramble for Africa.
- Identify various ways in which Africa reacted to the European colonization.
- Identify why European powers used different systems for ruling Africa.

James's lesson plans identified the following skills: communicating and applying knowledge, investigating and participating. He indicated that he was focusing on the following areas for assessment: the class work and oral questions.

I observed three lessons taught by Peter. The theme he was covering was "German and South African Rule: 1909 – 1945". He was teaching a Grade 9 class of 36 learners. The first lesson was on the "European Settlement", the second lesson was the "South African Military Rule" and the third lesson was "South Africa as a Mandatory Power of Namibia" (Appendix 13).

His lesson plans for the three lessons identified the following concepts: ranch, hunt land, commercial farming, military rule, military control, mandate, authority, laws,

apartheid, and racial segregation and pass laws. He also identified the following assessment statements:

- Describe the German policy with reference to European settlement under the following: land allocation, economic development.
- Explain why German South West Africa was conquered by South Africans.
- List the conditions under which South Africa administered Namibia.
- Discuss how South Africa administered Namibia.

Peter's lesson plans, identified the following skills: participating, communicating, applying knowledge and valuing, but he did not indicate what he was going to assess on the lesson plans even though he assessed orally.

I observed three lessons taught by Henry. The theme he covered was "Social and Political change in Africa: 1800-1900" as well as the period of "European conquest and Colonial Rule". He taught a Grade 9 class of 48 learners. The first lesson was on the "Zulu kingdom", the second lesson was on the "Shaka's victory in the Ndwandwe, Zulu war" and the third lesson was on the "Scramble for Africa".

His lesson plans for the three lessons identified the following concepts: shield, colonialism, colony, economic reasons, industrial revolution, directly, indirectly, gospel, scramble and conference. He also identified the following assessment statements:
- Discuss the origin of the Zulu kingdom.
- Discuss how the Zulu kingdom developed into a powerful state by 1816.
- Explain the causes behind the expansion of the Zulu kingdom after 1818.
- Define the term "Scramble for Africa".
- Explain the European powers decision to take control of Africa.

Henry's lesson plans identified the following skills: communicating, investigating, applying knowledge and valuing, and indicated that he was focusing on the following areas for assessment: oral questions and class work.

The above information indicates that all three teachers used the syllabus and the textbooks when planning for teaching. It was noted that all three teachers used the outlined syllabus assessment statements when they were teaching according to the requirements of the Broad Curriculum (Namibia. [MBEC], 1996). Time management was not indicated in all three teachers' lessons.   The generic pattern for the lesson plans had been designed by the History Advisory Teacher and Subject Teachers at a workshop aimed having a common lesson plan format.

All three teachers explained concepts in their teaching and learning processes. Peter had learners' activities but no assessment question given (Appendix 13) and Henry had no activities indicated on the lesson plan but gave an example of the assessment question to be asked at the end of the lesson. James planned that learners in groups would explain British West Africa and French people and their aims.

4.4.2 Resources used in the classrooms

I begin this section by describing the resources used by the three teachers I observed. James has 5 prescribed textbooks for the learners and one for his own use, viz. one textbook per 7 learners. He used the prescribed textbooks and the chalkboard for all three lessons observed even though he planned to use the World Map in a lesson but he did not use it**.**

Peter's classroom had just 5 textbooks including his handbook, viz. one textbook per 9 learners. He used the textbook and the chalkboard as the teaching and learning aids. Henry also used his textbook and a political Map of Africa in one of his lessons and also the chalkboard.

In James's class the desks were organized in groups of five and in some cases there were more than six learners per group. In Peter and Henry's classrooms, desks were organized in rows and learners were seated facing the teacher.

4.4.3 Teaching categories teachers used

This section is based on how teachers in my study enhance the teaching and learning of history in the context of learner-centered education. Given that the focus is on learning with understanding and conceptual development the teaching categories used by teachers ought to be a reflection of how they aid learners to make sense of the history content. However, because skills and values are an equally important part of history, teaching categories should therefore also focus on developing these skills and values. For comparison and presentation such teaching categories are presented in a Table form below:

Table 4.1: Teaching categories observed

Categories	James	Peter	Henry
1. Asking questions	✓	✓	✓
2. Grouping	✓	_	_____
3. Learning support materials (pictures/Drawings map).	✓	✓	✓
4. Giving examples	✓	✓	✓
5. Explaining	✓	✓	✓
6. Reading	____	✓	✓
7. Using definitions to define concepts	✓	✓	✓
8. Giving summaries	✓	✓	✓

The table above lists a the teaching categories each teacher used in the lessons observed. It is notable that the patterns of use are very similar, with only two exceptions; two teachers did not use group work while only one teacher did not use the reading category.

A detailed description and analysis of how each category was used by the teachers follows below:

Teaching category 1. Asking questions

This category featured significantly during the interviews where three teachers said that they used it. I observed its use in the lessons where it was used to perform a number of functions, for example to involve learners in the lesson through asking questions and particularly when the teachers wanted to check what the learners' still remember from the previous lesson and also to conclude the lesson as a way of checking whether the basic competencies had been achieved. Some teachers think that asking any question is using a learner-centered approach.

Bloom's well known hierarchy of cognitive domains is often used to measure how questions are spread to high order or low order thinking skills (Table 4.2). Higher order questions stimulate higher order thinking skills (Mathew, et al, 1992).

Table 4.2: Bloom's Taxonomy

Complex	Evaluation (Level 6 (make & justify judgment)
	Synthesis (Level 5) (create something new/combining information)
Simple	Analysis (Level 4) (questioning information)
	Application (Level 3) (using of ideas)
	Comprehension (Level 2) (understanding of ideas)
	Knowledge (Level 1) (recall information)

(Source: Mathew, et al, 1992)

Bloom's taxonomy is divided into two main parts, the simple/concrete and the complex/abstract. Teachers should ask questions from simple to complex to extend the learners' thinking skills. Higher order thinking skills also assist learners to be able to take decisions and make judgments.

Long and Sato as cited in Robertson, (2008) assign teachers' questions to three (3) categories:

- **Echoic:** questions which seek to confirm or clarify learner's comprehension. Sub categories for echoic questions are **comprehension**: knowledge and understanding and **confirmation**: verification
- **Epistemic:** questions which seek to establish learners' knowledge and understanding. Sub categories for epistemic questions are **display:** show, and **rhetoric:** expression.
- **Social:** questions which are aimed at keeping control of classroom dynamics.

The lesson below is presented **as an example** of questions in a lesson of one of the teachers. The lesson is analysed and represented in the table by:

- answered/unanswered questions;
- the levels of Bloom's Taxonomy;
- categorization of questions, and
- the percentages (also see Appendix 17).
- the questions are all highlighted in bold type.

Table 4.3: Analysis of Questions: James's lesson

	Transcripts **Topic: "Scramble for Africa"**	**Quest ions**	**Ans were d/ not answ ered**	**B. Taxo nomy (Leve l 1- 6)**	**Catego rizatio n of questio ns**	**%**
T	*"Good morning class".*					
L's	*"Good morning sir".*					
T	*"Now I am going to give you the textbooks for you to check what we are going to do in groups".*					
L's	*"Yes".*					
T	*"One, two, three, four and five* (he was distributing textbooks in five groups) and he told some learners to join others to form groups.	*"Wha t is our topic"*	*A*	*1*	*Confir mation*	

	"You work in groups for five minutes". Then he divided the chalkboard into two halves. The teacher writes the topic on the chalkboard, the "Scramble for Africa". *"That is our topic for today"*. *"**What is our topic**"?*	*?*				
L's	*"Scramble for Africa"*.					
T	*"Scramble for Africa". I think you can check in your books on page"?*					
L	*"On page 86"*.					
T	*"What I will do, I will give you some few questions so that you give me answers"*. *"You have to **define the term "Scramble".** "**Who can explain the concept "Scramble"?** "Yes" pointing at the learner"*.	***Defin e the term "Scra mble" ?*** *"Who can explai n the conce pt "Scra mble" ?*	*N* *A*	*2* *2*	*Compr ehensi on* *Compr ehensi on*	
L	*"Change"*.					
T	*"The other one" "That is how she understands it, the other one"*.					
L	*"How they got independence"*.					
T	*"The other one"*.					
L	*"Fighting for Africa"*.					
T	*"**If I bring the ball among you, what are you going to do?" "What is your main idea to get the ball?"*** (The teacher called three learners to	*"If I bring the ball*	*A*	*2*	*Compr ehensi on*	

	compete for the ball and threw it to them and then asked questions)	*among you, what are you going to do?"*	*N*	*2*	*Compr ehensi on*	
		"What is your main idea to get the ball?"	*N*	*2*	*compr ehensi on*	
L	*"I am going to struggle until I get the ball".*					
T	*"Yes, he will struggle to get the ball". "Now here we are talking about European countries". "**Now you find that these countries were competing to do what?"** "We are looking for Africa". "These people were willing to come to Africa". "**To get what in Africa?"** "They had more ideas behind". "These people were rushing coming here in Africa". "**Now what was the reason for European people to come to Africa?"** "There are many reasons in that book". "Yes, pointing at the learner"*	*"Now you find that these count ries were comp eting to do what? "*	*A*	*2*	*Compr ehensi on*	
		"To get what in Afric a?"	*A*	*2*	*Compr ehensi on*	
		"Now what was the reaso n for Euro pean peopl	*A*	*2*	*Compr ehensi on*	

		e to come to Africa?"			
L	*"Land".*				
T	*"Yes". "Land"*				
T	***"What is land by the way?"***	*"What is land by the way?"*	*A*	2	*Compr ehensi on*
L	*"Land is the environment where people live".*				
T	*"Now these people were competing for land". "These are good answers". "They were competing for land". **"In Caprivi we are still doing. What?"***	*"In Capri vi we are still doing. What ?"*	*A*	2	*Compr ehensi on*
L	*"We are still competing for land".*				
T	*"**Who are these people who came to Africa?**"*	*"Who are these peopl e who came to Afric a?"*	A	2	Rhetor ic
L	*"The Germans".*				
T	*"The whites came from Europe". **"So what was their main aim?"***	*"So what was their main aim?"*	A	3	compr ehensi on
L's	*"Land".*				
T	*"Now this group looks at economic reasons". "This group here look at Religion with that group". "That group looks at the Settlement". "We are going to focus on the three factors such as economic, Religion and*	*"Wha t did the missi onari es bring*	*N*	2	*Compr ehensi on*

	*Settlement". "The first one is Economic reasons; we have to look at Religion". "**What did the missionaries bring to Africa?"** "**Economic reasons"** "**Why did these people decide to come to Africa?" "What were the reasons?" "Now are you finished?"***	*to Africa?"* "*Why did these people decide to come to Africa?"* "*What were the reasons?"* "*Now are you finished?"*	N A A	3 2 1	*compr hensio n* *Rhetor ic* *Confir mation*	
L's	"*No*".					
T	"*Time, time". "Let us hear to the group I gave the economic, the economy reason".*					
L	A learner reports. "*People invented new machines*".					
T	"***People did what*"?**	"*Peo ple did what"?*	A	2	*Confir mation*	
L	"*People invented new machines*".					
T	"***What else?". "Alright what about that group"? "What do you say about the economy?"*** "*Now here when they say that people invented the new machines". "These people made guns,*	"*Wha t else?"* "*Alri ght*	A N	2 2	*Clarifi cation* *Compr ehensi*	

	*cloth, iron pots and tools". "Now after manufacturing these things, you see here, they found that they cannot use them in there countries". **"Now they have to look for what?"***	***what about that group"? "What do you say about the econo my?" "Now they have to look for what?"***	*A* *N*	*2* *2*	*on* *Compr ehensi on* *Compr ehensi on*	
L	*"The market".*					
T	***"Now where are they going to find the market?" "Where"?** "In Africa, now they have to put their focus where?"*	*"Now where are they going to find the mark et?" "Whe re"? "Now they have to put their focus where ?"*	*A* *A* *A*	*1* *1* *1*	*Displa y* *Displa y* *Displa y*	
L	*"In Africa".*					
T	*"Now after manufacturing these things they have to get a place in Africa". "Now that is where colonialism came from". **They have to do what?"***	*"The y have to do what?"*	*A*	*1*	*Confir mation*	
L's	*"They have to colonize".*					
T	*"They have to colonize, getting some places in Africa where they are going to sell their things or product". "That is why even Namibia was colonized in*	*"Now anoth er reaso*	*A*	*2*	*Compr ehensi on*	

	*order for them to get land and people who are going to be used as their labourers". **"Now another reason, why did they decide to come to?"***	*n, why did they decid e to come to?"*				
L's	*"To Africa".*					
T	***"Now the other reason is about what"? "Is about"?***	*"Now the other reaso n is about what" ? "Is about "?*	**A** **A**	*2* *1*	*Rhetor ic* Confir mation	
L's	*"Religion".*					
T	*"Is about religion, which is the other reasons". "Now we looked about the economy where people looked for market to sell their goods". "They have to sell them in Africa". "Now let us look at another reason Religion".* ***"Now once you here religion what comes to your mind"? "Is that the first time to hear religion"?***	*"Now once you hear religi on what comes to your mind "? "Is that the first time to hear religi on"?*	N A	*2* *1*	*Compr ehensi on* *Confir mation*	
L's	*"No".*					
T	***"Now what comes into your mind?"*** *"Yes", pointing at a learner".*	*"Now what comes into your mind ?"*	**A**	*2*	*Compr ehensi on*	
L	*"I understand religion like culture".*					
T	***"Which culture?"***	*"Whi ch cultur e?"*	**A**	*1*	*Compr ehensi on*	

L	*"Any".*					
T	***"Who else?"***	*"Who else?"*	*A*	*1*	*Comprehension*	
L	*"Religion is culture how people live".*					
T	*"We have to know what a missionary is or missionaries?"* ***"What is a missionary?"*** *"Joel".*	*"What is a missionary?"*	*A*	*2*	*Comprehension*	
L	*"A missionary is a person who came to Africa".*					
T	***"To do what?" "These are people who came to Africa to spread about what?"***	*"To do what?"*	*N*	*1*	*Confirmation*	
		"These are people who came to Africa to spread about what?"	*A*	*1*	*Rhetoric*	
L	*"The words of God".*					
T	*"They spread about the words of God, about Christianity". "We had our own way of praying". "Our own way of praying such as taking m/meal, water, sniff beans and so forces". Then other people said that 'no' this is a primitive way of praying". "Especially here in Africa, people were primitive". "We had our own gods". So they find that African people are not Christians". "They came up with their own Bible to teach us, to tell us, now the people came as missionaries but they had motives behind, they had some reasons".* ***"What reasons can you give?"***	*"What reasons can you give?"*	*A*	*2*	*Comprehension*	
L	*"They came to spread their beliefs".*					
T	***"What else?"***	*"What else?"*	*A*	*1*	*Rhetoric*	

L	*"They came to talk about salvation".*					
T	*"Yes, **What else?"***	*What else?"*		*1*	*Rhetoric*	
L	*"They saw people of Africa very primitive".*					
T	*"The African were very primitive". "Primitive means very much behind".* **"Is that a good term?"**	*"Is that a good term?"*	*A*	*1*	*Rhetoric*	
L's	*"No".*					
T	**"Can you think of a missionary one or two?"**	*"Can you think of a missionary, one or two?"*	*A*	*2*	*Comprehension*	
L	*"David Livingstone, he was one of the missionaries".*					
T	**"Who came, where?,** *here in Africa even in Namibia".* **"David Livingstone came to spread what?**	*"Who came, where?,* *"David Livingstone came to spread what?*	*N* *A*	*1* *2*	*Display* *Comprehension*	
L	*"Christianity".*					
T	*"He also came for something". "He called Robert (Nicknama) to give the answer".*					
L	*"He saw Africa a fertile land for Christianity".*					
T	**"What else?"** *"He saw it as the best area to preach the gospel or spread Christianity".* **"What else?"** *"He called Joseph"* (Nickname)	*"What else?"* *"What else?"*	*A* *A*	*2* *1*	*Comprehension Rhetoric*	
L	*"Available market for preaching".*					
T	*"Now imagine, this man came to*					

	*teach the people about the words of God but at the same time he still has something behind". **"Is that good?"***	*"Is that good?"*	*A*	*1*	*Rhetoric*	
L's	*"No".*					
T	*"There is another missionary also".*					
L	*"Robert Moffat".*					
T	*"This gentleman was also a missionary to come and spread the words of God but he had some reasons behind ". "He convinced people such as Khama of Botswana, I'm coming there to preach the about the words of God". "If you agree to the British people to give you protection". "He also convinced Mzilikazi and Lubengula for Matebele group".* ***"Where do we find the Matebele group?"***	*"Where do we find the Matebele group?"*	A	1	Display	
L's	*"In Zimbabwe".*					
T	*"All these people were leaders and he convinced them that they will protect you".* ***Once you agree to be protected then they will get what?"***	***Once you agree to be protected then they will get what?"***	*A*	*2*	*Comprehension*	
L's	*"They will get land".*					
T	***"What are you going to say?"*** *"You will jump to the highest mountain that will not help you". "Now the last thing is Settlement". "Do not tear my book".* ***"Which group did I give Settlement?"***	*"What are you going to say?"* *"Which group did I give Settlement?"*	**N** **A**	*2* *1*	*Comprehension* *Confirmation*	
L	*"Stood up and report". "Europe experienced rapid population growth".*					
T	***"What else?"***	*"Wha*	*A*	*1*	*Confir*	

		t else?"			*mation*	
L	*"Large inhabitant".* Gave an answer but the teacher did not understand.					
T	*"Open your mouth he said".*					
L	*"Large inhabitant land'.*					
T	***"Where do you find this large area?"***	*"Where do you find this large area?"*	*A*	*1*	*Display*	
L's	*"In Africa".*					
T	***"What large countries are found in Africa?"*** ***"What large countries are found in Africa?"***	*"What large countries are found in Africa?"* *"What large countries are found in Africa?"*	*A* *A*	*1* *1*	*Display* *Rhetoric*	
L's	*"South Africa, Zimbabwe, Kenya including Namibia".*					
T	*"We were colonized; we were under someone, even Education was controlled by them". "Let us talk about Caprivi strip;* ***today we call ourselves as Caprivians why?" "Are we Caprivians?"***	*Today we call ourselves as Caprivians why?"* *"Are we Caprivians?"*	*N* *A*	*2* *1*	*Comprehension* *Confirmation*	
L's	*"Yes".*					
T	*"Now we are talking about*	*"Are*	*N*	*1*	*Confir*	

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	colonization, Caprivi was colonized". "There was a person who was called von Caprivi". "I am not a Caprivian because if you say you are a Caprivian you mean that you come from German". "Because the person who colonized Caprivi was von Caprivi the German chancellor". **"Are you also a chancellor?"** *"Some of the people today they still have names of the colonizers". "The main aim of these people was to settle permanently". "You go to Zambia you find them there, you go to Botswana you find them there, and you go everywhere you find them there". These countries are poor but now you go to there countries you find that they are reach".* **"Is there any question?'** *"I was talking about economic, religion, and settlement".*	***you also a chancellor?"*** *"Is there any question?*	*A*	*1*	*mation* *Confir mation*	
L	*"Mukupi asked a question, what does the word colonize means?"*					
T	*"To be controlled by someone from another country". "That is to be colonized; now the process is colonization".*					
L	*"What is salvation?"*					
T	***"Who can respond this question?"*** ***"What is salvation".***	*"Who can respon d this questi on?"* *"What is salvati on"?*	*A* *A*	*1* *2*	*Confir mation* *Compr ehensi on*	
L	*"Salvation is to be saved by God".*					
T	*"Ja, we will continue from this tomorrow".*					
L's	*"Yes".*					
The lesson ends						
Total questions asked		*60*	*A=46 N=14*		*60*	*75. 9*

The overall total questions for James's lesson shows that more questions have been
asked were echoic questions (comprehension, confirmation & clarification) than

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epistemic questions (display, referential, expressive & rhetorical). More questions have been answered and few questions have not been answered. He did not use social questions in his teaching and learning situation in this lesson.

Robertson (2008) provides another useful analytic template to analyse questions. An analysis of the questions of all three teachers in a sample lesson of each against the Robertson (2008) categories and related purpose is also instructive and reveals patterns.

Table 4.4: Showing categories and purposes of the questions each teacher asked.

Category	*Purpose*	*James's lesson*	*Peter's lesson*	*Henry's lesson*
Instruction	*To focus thinking*	*3*	*2*	*1*
	To extend thinking	*2*	*1*	
Assessment	*To evaluate comprehension*	*35*	*3*	*4*
	To make instructional decisions	*_*	*_*	*-*
	To diagnose readiness	*_*	*_*	*_*
Encouragement	*To promote active learning*	*3*	*3*	*1*
	To encourage involvement	*10*	*_*	*1*
	To motivate learning	*2*	*_*	*_*
Management	*To maintain attention*	*3*	*1*	*2*
	To control behaviour	*-*	*_*	*_*
	To maintain order	*2*	*_*	*_*
Totals		*60*	*10*	*9*
Percentage (%)		*75.9*	*12.6*	*11.3*

Source: Adapted from the format in Robertson, (2008)

The questions for James were targeting assessment. Thirty – five questions in this category were aimed to evaluate comprehension rather than instructional decisions and diagnose readiness. These questions required low order thinking skills (factual

recall). Three questions were used for focusing thinking and two were used to extend thinking. The next category was encouragement. Ten questions in this category were to encourage participation whereas three were used to promote active learning and two motivate learners. These questions required factual recall of covered materials in the previous and current lessons. Five questions were asked on management category. Three questions used to maintain attention and two used to maintain order but no question was used to control behaviour.

Peter's questions were geared towards assessment. Three questions in this category were used to evaluate comprehension but no question was asked from making instructional decision and diagnoses readiness. The next category with also three questions is encouragement. All three questions in this category were used to promote active learning but no question was asked from encourage involvement and motivate learning. Two questions were geared towards instructions. One question was used to focus thinking and another one was used to extend thinking. The last category was geared towards management. One question was used to maintain attention but no question was asked on behavioural control and maintaining order.

Henry's lesson targeted on assessment where he asked four questions. These questions in this category were used to evaluate comprehension. No questions were asked on making instructional decisions and diagnose readiness. Two questions were geared for instruction whereas a question focused on thinking and another question focused on extending thinking. The next category was encouragement whereas a question geared to promote active learning but no question was asked on encouraging participation and motivating learning. The last category is management where a question is geared to focus on maintaining attention but no question was asked about controlling behaviour and maintaining order.

 Teaching category 2. Group work

Group work as a teaching strategy featured in the interviews with all three teachers, Peter and Henry said that they did not always use this strategy because it is time consuming.

In the observed lessons group work was used by James to involve learners in the lesson through *sharing ideas in their small groups*. He used group work because he said that "the textbooks were insufficient". James organized the groups to make sure that learners were given specific roles for example one learner acted as a chairperson, another learner was the record keeper and a third learner would be tasked with doing the reporting. In addition each group was given a task to do, for example group 1, looked at 'indirect rule' during the colonial period. All groups were given the time frame of 5 minutes to do the work in their groups. After five minutes they gave feedback and the teacher wrote notes on the chalkboard. He used the teacher's exposition to add and reinforce information left out by learners. He also considered the answers given by the learners to ensure that misconceptions were addressed.

Peter also organized his class *in groups to share the textbooks* and then read in the textbook. No task was given to the learners in those groups but the main purpose was to share the resource. After reading he asked questions and he wrote main points on the chalkboard which served as summaries and learners wrote them in their notebooks.

Henry did not use group work in the observed lessons. He also had no textbooks to give to learners to share. Only the teacher had a copy of a textbook. He used to read aloud from his textbook while learners listened and at the end of the paragraph he asked a question to check whether they are listening or not. Notes developed on the chalkboard for learners to copy at the end of the lesson.

Teaching category 3. Using support materials

All three teachers claimed that they used resources or learning support materials to support the topics studied during the interviews.

Henry gave the following example saying "*If we are talking about the movement of people from central Africa to where they are today, learners should make sure they know where central Africa is, where these people started with their movement.*" During the classroom observation he used a political map of Africa and a textbook when he was teaching about the Zulu Kingdom. He hung the political map of Africa

on the chalkboard and asked the learners where the Nguni people come from? He showed them on the map how they travelled until they reached South Africa. He took summaries from the textbook and notes developed on the chalkboard and learners copied them at the end of the lesson after some classroom activities.

In the interviews James said that "*To see the pictures, if they see the pictures it will stay in their minds*". During the classroom observation in his lesson he used 3 learners to compete for a ball when teaching about the scramble for Africa. In this way he used the learners and the competition for the ball to show how the Europeans competed for Africa. He divided the learners into groups of 5 to share the textbook and each group was given a different task. The main points were written on the chalkboard to serve as summaries.

Peter in the interviews said that "*resources are useful in the sense that they support our teaching and learning and enrich us with more information*". In the classroom observation he used the textbook to copy summaries. For instance he copied the table from the textbook indicating the number of hectares used and the years. While he was teaching he wrote notes on the chalkboard.

All three teachers observed used the textbook, wrote summaries on the chalkboard and learners copied them into their notebooks. James also used learners and a ball to show how the Europeans competed to get land from Africa. Henry used a political map of Africa when he taught about the Zulu kingdom to show movement of peoples. He believes that learners need to have commercially produced visual aids when asked about making his teaching and learning aid. He explained that when he draws a political map of Africa it will not look good because the writing will be tiny. But he did produce his own drawing when showing learners how Shaka used a cow or Buffalo horn tactics on the chalkboard.

The Katima Teacher Resource Centre (KTRC) is not well stocked in terms of books and classroom visual materials but is well equipped with computers and the internet. But the KTRC is not used very much by the local teachers.

Teaching category 4. Using examples

This teaching category did not feature in the interviews but featured in the observed teaching and learning situations.

It became clear that James uses local examples whenever he could. For example when he was teaching about the partition of Africa and colonial rule while discussing the origin of the resist laws he gave a local example. He said "*I will refer you to Namibia, in Caprivi region at Wooden Bridge (this is a club next to the river) there were some laws whereby people were told that they were not allowed to go to the river*". He then pointed to the colonial resist rule written on the poster at the Zambezi River that stated that:"*African people were not allowed to go to the river unless given permission*". He explained that during colonial times "*Chiefs in Caprivi region collaborated with the Europeans and were given houses as a reward*".

Peter gave a local example of subsistence farming, that "*in Caprivi farmers are producing for consumption only*". In his third lesson on the topic the "Scramble for Africa" he used an example that was linked to the learners' frame of reference thus: "*Now European countries were competing for colonies in Africa. I will give you a situation then I will ask you for the reasons*". Then he asked; "*What do you think is the purpose of the referee in soccer?*" The learners responded "*To control the players*" Having drawn attention to the idea of controlling players as in soccer, he then explained that "*European countries realized that if they do not control the situation there would be a war among the European countries, so they called the Berlin Africa Conference of 1884-1885 to improve the situation and to ensure peace*".

Teaching category 5. Using explanations

Explanations were used to make something such as the content or concepts understandable or clearer (Marckwardt, Cassidy, & Mcmillan, 2000). In the following examples, when the participating teachers used explanations I will refer to those occasions when they either enlarged on the topic or elaborated in some way.

James tried to explain, the concepts collaboration and resistance in context for learners to understand them. He said that "*Now when you talk about colonizers there*

were people who were agreeing with the colonizers. Some of them resisted, now lot of things happened, sometimes when you collaborate you want to achieve something at the end. For example in Namibia there were people who collaborated with the Germans and South African regime. [While] the other group rejected the government of the colonizers."

Peter explained that the Boers, who had little money, *produced for subsistence use only*. He gave an example that in Caprivi region many of us today produce only for our own consumption too and that is what we call subsistence farming. But, he explained, communal farmers do sell their crops for cash to many people and that is not subsistence farming.

When Henry was teaching the *"Scramble" for Africa* he explained imperialism and colonialism in this way: *"When we talk of colonialism or imperialism it is when a nation extends its powers to another nation, you find that those countries in Europe for example, Germany extended its powers or control over Namibia that is what we call imperialism or colonialism, so now the process by which it happens is known as colonization or imperialism"*. He explained the concept colonialism/imperialism after learners had first attempted to explain the concept.

Teaching category 6. Reading the textbook

In a situation such as those observed learners in James 's classroom had only five (5) textbooks for 36 learners which meant that seven learners shared a textbook. In his class, groups are formed around a book. He also writes points on the chalkboard to serve as notes.

In Peter's classroom there were only three textbooks for 36 learners. He reads from the textbook, at the end of his reading he asks question s and then writes main points of the lesson on the chalkboard.

In Henry's classroom there were no textbooks for the learners only a teacher's copy. He read a paragraph in the textbook while learners listen and asks a question (s) when

learners respond, he emphasizes the answer if correct and then writes main points of the paragraph on the chalkboard serving as summaries.

It is clear from the above that it is difficult for the teachers to set self reading tasks for the learners to do at home or in the class. Consequently the teachers had to do the reading but they tried to do this in an interactive way by interspersing their reading to the class with questions and writing notes on the board for the learners to copy in the notebooks. A classic approach in classrooms all around the world without textbooks.

The following example taken from Peter's second lesson illustrates the interaction in a class with limited textbooks. He has textbooks for each group of 12 learners. The topic was "South African military rule 1915":

"Let us look up the steps South Africa occupied Namibia, so I will do some little reading then please you may go along as I read and at the same time listen. When the British declared war on Germany on 04 August 1914." Then he asked a question *"Which war began in 1914?"* The class was quite then the teacher said: *"World War one".* He explained that *"The British Empire became automatically involved in Namibia. You understand?"* Then the class said *"yes".* He repeated that *"When the British declared war on the Germans in 1914, the British Empire automatically became involved in Namibia which was a German colony".* *"Britain requested the South African government to occupy Namibia, you see".* The class said *"yes".* *"The British also [said the] German radio equipment in Windhoek was to be destroyed. The South African forces took away the port of Walvis Bay as well as Swakopmund. On July 9, 1915 Dr. Seitzthe German Governor surrendered to South African troops under General Louis Botha at Otavi and Khorib".* *"So let me note down these things before we proceed".*

He wrote them on the chalkboard as follow as summaries for the learners:
- *"British declare war on German on August 4, 1914".*
- *"This automatically involved the British empire in Namibia".*
- *"British requested South Africa to occupy Namibia".*

- *"The South Africa forces then attacked the German forces and took away the ports of Walvis Bay and Swakopmund".*
- *"The German Governor Dr. Seitz surrendered to South African troops 9 July 1915".*

Then he asked questions such as:

"What happened on 9 July 1915?" A learner responded that *"Dr. Seitz surrendered to South African troops"*. Then the teacher corrected the learner's pronunciation.

He repeated the question: *"Who was leading the South African troops?"* Learners responded that it was Dr. Seitz.

In observing the group of 12 learners sharing a textbook, it was clear that not all learners could read the textbook at the same time. The teacher seemed to recognize because he went on steadily reading for the learners, reading as if no-one had a textbook. Furthermore he gave them a set of clear summaries for learners to write in their summary books.

Teaching category 7. Using definitions

The use of definitions is part of concept development. All three teachers provided definitions when they came across a particular concept in order to help learners to understand the meaning.

In one of James's lessons he used definitions of the following two concepts: *"indirect rule"* and *"tax"*. He first gave the class a chance to define indirect rule. Then when a learner gave a wrong definition to *"indirect rule",* the teacher defined it that: *"indirect rule is the ruling by using someone else instead of ruling directly"*. He explained that *"Something that is not coming directly to you, it comes to you indirectly"*.

In the example related to *"taxes",* the teacher asked *"What is a tax?"* A learner gave a wrong answer by saying that *"it is the key"*. Then the teacher defined it saying *"This is money that you pay to the government for living in a country in the colonial regime"*, and continued saying, *"If you ask old people, in those days people were forced to go and work for people in order to pay tax"*.

Peter also defined concepts. For example: *"Apartheid"* and *"racial segregation"*. He asked the following questions:

"What is meant by the term Apartheid?"

Learners answered, *"Racial segregation"*.

Then the teacher commented that *"Yes Apartheid means racial segregation"*.

"What do we mean by racial segregation?"

The teacher defined it without waiting for a response from the class as, *"Racial segregation means separation between races or on tribal lines. Overall we are speaking of apartheid meaning whites must live on their own and non-whites must also live on their own"*.

Henry used the definitions teaching category when speaking about, *"imperialism and colonialism"*. He asked a question, *"What is colonialism?"* Then a learner answered that, *"it is when a nation extends its powers to another nation"*. The teacher responded by saying, *"Very good, when we talk of colonialism or imperialism it is when a nation extends its powers to other nations"*.

Teaching category 8. Giving summaries

Due to a shortage of textbooks in the three classrooms I observed, teachers gave summaries to assist the learners. All summaries observed were done on the chalkboard.

Summaries seemed to be helpful because they are simplified and to the point, with diagrams to help learners. All three teachers gave summaries on the board of each lesson taught, which the learners copied, and urge learners to read them. When testing learners, the tests are based on the summaries given.

4.5 DOCUMENT ANALYSIS: SCHEMES OF WORK, LESSON PLANS AND LEARNERS' WORK

4.5.1 Lesson Plans

As indicated in the methodology chapter the following documents were analyzed namely: lesson plans, schemes of work, and the activities of the learners in their workbooks.

When I looked at the three teachers' structured lesson plans, which were formulated by the Ministry of Education (Appendix 13), I examined the following features:

1. General information such as the subject, the Grade, Date, the theme and the topic.

2. Lesson objectives, this is used as basic competency where action verbs are used such as describe, discuss etc.

3. Teaching and learning aids: Where the materials/resources to be used in the lesson for learners assisting in a better understanding of what is being taught.?

4. Planned presentation of the lesson:

4.1 How the teacher introduces the lesson.

4.2 Lesson steps to achieve the lesson objectives and basic competencies: teaching strategies, lesson content, and learner activities.

4.3 Conclusion and assessment: The teacher summary of the main points of the lesson and assessment to check whether the learners attained the basic competencies.

6. Written work/ Assignment: Here the teacher gives the follow up work/ homework.

7. Controller's suggestions and signature: The Head of Department/ Principal comment on the lesson taught and signature. (Appendix 14).

Examination of the lesson pans of the three teachers revealed the following: All three teachers included *teaching and learning aids* in their plans. But significantly *teaching strategies to be used* were not included in any of the three teachers' lesson plans (Appendix 5 & 13). Both Peter and Henry did not include *assessments* in their lesson plans (Appendix 5).

4.5.2 Scheme of Work

A scheme of work is a detailed plan of topics from the syllabus to be covered in trimesters (Sichombe, 2006).When I looked at the schemes of work I received from

Peter and Henry there was no indication of planned activities such as project work or investigation work (Appendix 4). James had no scheme of work at the time I did the study. The schemes of work for both Peter and Henry were organized in themes, weeks, topics, periods to be covered and the dates for completion of the topic.

4.5.3 Learners' Work

The learner's books revealed that in each group/class I studied they were all set exactly similar tasks. I therefore, chose to analyze one workbook in depth from each group.

Peter's learners at the time I visited the school had completed 9 tasks. Four were homework tasks, while his learners had done one test, two assignments and one class work task. The home work, class work, assignment and the test were all based on set questions which covered the topics taught (Appendix 15).

At the time I visited the school James' learners had completed eleven tasks. Six home work tasks, three class tasks and two class tests were given to the class before I went to visit the school. These tasks were also based on set questions which covered the topics taught. None of the questions required descriptive answers but recall of information only.

When I visited the school in May of the year of the study Henry's learners had done fifteen tasks. Five home work tasks, five class tasks and five tests were given to the learners before I visited the school. The home work, class work and the tests done were all based on set questions which covered the topics taught.

I noticed that none of the three teachers set task questions requiring more than recall of information. None of the three teachers set tasks on cartoon interpretation, map illustrations, practical or project work (Appendix 13).

4.5.4 Assessments: Tests and examinations

I also looked at the tests and examinations set by the three teachers and noted the following as summarized in the table below:

Table 4.5; Summary of the tests and examinations for each teacher

James	Peter	Henry
History Grade 9 EXAMINATION 1 (August 2007) 70% factual recall of information and 10 percent explanations. 10 percent descriptive and 10 percent analytical questions.	History Grade 9 EXAMINATION 1 (December 2007) 60% factual recall of information and 25% descriptive. 15% analytical questions.	History Grade 9 EXAMINATION 1 (December 2007) 40% factual recall of information and 30% definition and explanations. 30% analytical questions.
History Grade 9 EXAMINATION 2 (December 2007) 60% factual recall of information and 15 % descriptive and 25% analysis	History Grade 9 EXAMINATION 2 He failed to give the second test because he could not find the question paper.	History Grade 9 EXAMINATION 2 He did not give me the second test because he could not find it.

Assessment in learner-centered education in the Namibian context requires the Grade 9 learners to write a question paper which consists of 34 multiple-choice questions testing learners' recall of facts in section A (Namibia. [MoE], 2007). Section B should have three structured questions on Namibian, African and World History where they are required to answer in writing. The use of Historical sources such as cartoons, graphs and extracts are encouraged (Namibia. [MoE], 2007).

None of the three teachers gave me the papers for the end of unit tests for 2007 or 2008 or a question paper for April 2008. When asked they said that they could not find them.

All three teachers set the question papers according to the specifications of the syllabus that requires the inclusion of knowledge with understanding, meaning learners should be able to recall information and deploy relevant knowledge of the syllabus and critical analysis meaning interpret and evaluate variety of historical sources. In the examination question paper there are recall questions, cartoons, maps, and pictures but no graphs (Appendix 15).

4.6 CONCLUSION

In this chapter I have reported on my investigations of how teachers perceive and implement learner-centered education and teach concepts in their classes. Guided by my research question, I reported on the following structure:

- Profile of school and the teachers.
- The evidence of the teachers' understanding of concepts.
- Teachers' understanding of the importance and aims of learner-centered education.
- Teachers' understanding of assessment of learner-centered education.
- The challenges and problems teachers identified in adopting learner-centered education
- Contextualizing the lessons observed in the history syllabus.
- Evidence of teachers' understanding on the learner-centered education

The following themes will form the basis of my discussion in the following data interpretation and analysis chapter.

Theme 1: Teachers' understanding and use of LCE teaching approaches in a history context

My main concern here is to find out how teachers understand and use approaches different approaches in a learner-centered classroom.

Theme 2: Classroom and Resources

My discussion will be on how the classroom and resources may be conducive to learner-centered education. This section will include the classrooms and how they are organized, the availability of resources and how they are used

Theme 3: Support for teachers to provide quality learner-centered education in history.

The discussion will be based on the in-service and support from the advisory teachers including the circuit inspector.

CHAPTER 5

DATA INTERPRETATION AND ANALYSIS

5.1 INTRODUCTION

The purpose of this chapter is to both interpret and analyze the findings in chapter 4 and to draw some main conclusions from the data. My framework for interpreting the findings is based on three broad themes and more especially their sub-components that emerged from my data presentation chapter. They were also of course guided and informed by the literature reviewed in chapter 2. I present the main finding and discussion of the findings under the following broad themes:

- Theme 1: Teachers' understanding and use of LCE teaching approaches in a history context
- Theme 2: Classroom and Resources
- Theme 3: Support for teachers to provide quality learner-centered education in history

5.2 Theme 1: TEACHER UNDERSTANDING AND USE OF LEARNER-CENTERED EDUCATION TEACHING APPROACHES IN A HISTORY CONTEXT

The main purpose in this section is to find out how adequately prepared or equipped are the teachers to employ a learner-centered approach in a history classroom. It discusses their practical understanding of learner-centered education, the strategies they used in teaching History.

5.2.1 Qualifications of Teachers

As indicated in chapter 4, all three teachers have the Basic Education Teacher Diploma (BETD) the course which prepared them to teach in a learner-centered education manner for a period of three years. They were prepared to teach social science education from Grade 5 – 10. As I indicated in Chapter 4 James completed BETD course in 1987, whereas Peter and Henry completed BETD course in 1995.

Henry after completing his Diploma worked hard and obtained an advanced certificate in Education in 2007.

5.2.2 Teaching certain History concepts

Gunter, Estes and Schwab, (1995:114) explained that "when a concept is understood, when the object or idea has become a part of our experience, a new word takes on meaning because it is useful in communicating that concept". As I indicated in chapter 2, Van Harmelen, (1999), argued that in order to teach concepts for understanding in learner-centered education one has to follow the teaching categories and principles that should be taken into consideration. Therefore, my analysis of the teaching categories which teachers used to teach history concepts is guided by some of these teaching categories. In this context categories are similar to single teaching approaches or strategies, such as 'questioning', or 'assessing' or 'use of blackborad' or more broadly an approach such as the use of 'games' as described in the example below.

As reported in chapter 2, teachers in New Zealand sometimes use games in teaching history concepts to improve learners' thinking skills and ability to communicate and justify ideas. For instance, they used process drama. Process drama asks learners to be involved in many roles to try to explore an intellectual problem or question (htt://www.becominghistorians). In Netherlands and Britain a teacher could give each learner a history concept to define at home and the following day at school they come together in groups to refine their definitions. Then, they could change, accept or reject the definition. The learners could agree or disagree with each other on the definition of a history concept under scrutiny (Connecting concept, 2009).

When James was teaching, he came across history concepts, he asked learners to define it. If learners fail to define or explain it, then he explained it. When Peter was teaching the three lessons I observed, when he came across the history concepts he asked the class/learners to define it. When learners fail to respond he also gave answers for the question. When Henry was teaching his three lessons observed when he came across the history concepts he asked questions to the learners and they could

respond some of the questions and could not respond to some of the questions. On questions where learners could not respond he gave answers.

All three participating teachers observed asked questions on concepts to the class and also learners for all three classes failed to respond to some of the questions. All three teachers observed gave answers to their learners when they failed to respond the questions. This pattern of the teacher immediately answer his own question is not in line with the LCE approach but in Britain and Netherlands teachers use games in teaching history concepts.

5.2.3 Teachers' understanding of the teaching categories they used

In this section, I describe the teachers' practices in the classroom, questioning, grouping categories, and the use of resources in the lesson, they give summaries to learners and the definition of history concepts categories.

Questioning category

In my study I found that all three teachers used the questioning category (Fisher, 1995). Fisher (1995; Mathews, Moodley, Rheeder, & Wilkinson, 1992) pointed out that a learner becomes active, courageous and develops understanding through asking questions. He also agued that a learner will recall the answer if he identifies what he wanted to know and asked a question. Mathews, e t al, (1992, p.119), argued that learners "ask questions for clarification" and the teacher asks questions to motivate learners by urging "their active participation in learning". According to (Fisher, 1995) teachers should ask questions that need higher order thinking skills.

Chapter 4 indicates that James gave learners tasks and asked questions around the tasks given to them and they responded. He asked different types of questions such as comprehension, confirmation, clarification, display and rhetoric. The total number of questions he asked is 60. Some of the questions he asked were not answered by learners. Learners also asked questions after they have been given the opportunity to ask questions. Before the teacher responded to the questions asked by the learners he

referred them to the class and some of the learners attempted to respond to such questions.

Chapter 4 shows that Peter read from the text book and after reading he asked questions and learners could respond to the questions asked by the teacher. In some cases learners could not respond and then the teacher gave the answers. He asked comprehension and confirmation questions and asked 10 questions in total. Learners were given a chance to ask questions but none of them used the opportunity.

Henry read in the textbook and after reading he asked the questions but sometimes learners could not respond to the questions. If learners failed to respond he provided them with answers. He asked comprehension, display and confirmation type of questions in a lesson and asked 9 questions in total (Appendix 13). He offered an opportunity to learners to ask questions and a learner asked a question such as "Those people who were kept in the military camps were they not allowed going home until above the age of 35 years?" He referred this question to the class and was answered by a learner. Then the teacher emphasized the answer that was given by that learner.

The findings show that the three teachers used the questioning category. Findings show that, all three participating teachers gave chances to learners to ask questions in order for them to understand where they had misconceptions during the teaching and learning process. Henry gave the chance to the entire class to respond to the question but none of the learners tried to answer it. Then the teacher answered his own question.

The questions asked by teachers I observed were mostly straight recall questions (Appendix 13). Such questions do not assist learners to think deeper and do not help learners to develop insight and understanding (Mathews, e t al, 1992). Chapter 4 shows that some of the questions asked by teachers were left unanswered. In this situation some learners went home with unanswered questions in their minds which in all likely had caused them not to fully understand the topic of the day.

Examining the two few exceptions of higher order questions. James in chapter 4 table 4.2 shows that he asked two higher order questions to 'extend thinking'. The

questions he asked were: *"So what was their main aim for coming to Africa?"* and *"Why did these people decide to come to Africa?"* These two questions had the potential to provoke learners to think but he did not give learners enough time to think and come up with answers. Instead he gave them the answer but again not a full answer. In a learner-centered approach teachers are discouraged from answering their own questions but to lead learners to answers because the main purpose of questions in a leaner-centered approach during the development of the lesson is to encourage reasoning and thinking by the learners (Mathews, et al, 1992). He asked sixty questions and out of sixty only two questions are higher order questions.

Peter also asked a question with potential to extend thinking such as *"What did the German Settlers use that land for?"* This question had the potential to provoke the learners to think more deeply but he also did not give learners time to think and come up with answers. He gave them answers. In a learner-centered classroom when you ask a question you do not give learners the answers, if they fail to respond then lead them to the answer because the main aim of using questions when teaching is to stimulate learners urging them to be involved (Mathews, et al, 1992). In chapter 4, table 4.2 shows that Peter asked 10 questions but only one question is of higher order.

Overall this teaching category used by these teachers did not fully give the possibilities to learners to ask questions to promote understanding and active participation. The type of questions asked were generally of low order. Once a teacher asked closed questions he did not promote problem solving; Garvey and Krug (1989) argue that most History teaching categories should engage an element of problem-solving. Their low order questions also did not contribute to the development of skills such as interpretation and analysis (Garvey & Krug, 1989).

Grouping Category

We all know that group work is regarded as a base of learner-centered Education. Cross (1993) stated that group work increases the opportunity for learner participation in large classes and to allow learners to give each other feedback. "Group work has a lot of face-to-face interaction" meaning learners "have to argue, elaborate and

explain" and if done properly it makes sure that in effective groups every learner "has to learn" (Gunter, Estes & Schwab, 1995, p. 224).

As I indicated in chapter 4, grouping as a strategy used by these teachers emerged in the interviews and in the classroom observation. Peter and Henry in the interviews saw the use of groups as very time consuming, and they did not use it in observed lessons.

Peter only used groups for the learners to share the textbooks. James found it useful in the interview and employed it in observed lessons. He used this strategy in all three lessons observed.

James divided learners in groups and gave them different tasks to do in their groups. He also asked questions when he used the group work category. James sent up groups in all three observed lessons to work on tasks. However he gave them five minutes to work the task which is insufficient time. Instead of asking each group to report he asked questions on the task given to certain group after that he moves to the next task. As a result he asked many questions than Henry and Peter who used questioning category.

Phiri (1993) argued for the following approach to group work:
- Introduce the topic (find out how far learners know).
- Divide them in small groups (tell them exactly what you want them to do).
- Each group is given a same/different task.
- Give them time frame to do the task.
- Learners report/give feedback.
- When the first group finish reporting ask for comments from other groups etc.
- Teacher fills in gaps and emphasizes some points (teacher's exposition).
- Assess by using a worksheet.
- Give a follow up work/home work.

While acknowledging that there are many models of group work it appears that the three teachers were not using such a formal and systematic model to guide them in their approach to group work.

Resource Category

The base or ideal resource in a history class has potentially a very powerful influence on history learning.

Haydn, et al (2001) defines:
> 'Resources' … as anything that can serve as an object or stimulus for pupils and which a history teacher can effectively use to enhance or extend the teaching or learning of history. (p.208).

Resources are utilized by the teacher to elucidate ideas or concepts in History (Mathews, Moodley, Rheeder and Wilkinson, 1992). These resources can assist the teacher to make the past events a reality for the learners (Mathews, et al 1992). The History teacher should be able to design, choose, familiarize himself with potential resources and be capable to use them (Haydn, et al 2001). Teaching aids can include the following: overhead projectors, blackboard, flip charts, television, photos, pictures, posters and diagrams (Haydn, et al 2001). Field trips, worksheets, oral history, textbooks and compute programmes are also teaching resources or aids (Haydn, et al 2001).

In the interviews, all three participating teachers explained that resources are important because they support learning. But when viewing their practice we do not see resources featuring as prominently as the espoused principle would suggest. James used the textbooks as teaching and learning resource but gave the class only 5 textbooks to use during the teaching and learning moments. Peter gave learners only 3 textbooks to use when teaching. Henry had only one copy of a textbook for his own use. In another lesson he used a political map of Africa. He also drew a picture of the Buffalo horn to show learners how Shaka used to fight and conquer the enemy.

The findings reveal that all three participating teachers wrote summaries which learners copied into their notebooks. James used three learners as a resource. Henry

was the only teacher who drew a diagram on the board when he was teaching. He also used a political map of Africa in a lesson. All three participating teachers used the textbook as their teaching and learning resource.

But best practice says that a history classroom should have displays of learners' works such as project reports, pictures and photographs of historians, history maps, charts, and time line. None of the three classrooms observed had any of the items on the walls. Some would argue that it really does not require much effort to put up all these items on the classroom walls. These teachers should not wait for the commercial teaching and learning resources from the Ministry.

Summaries Category

Summaries play a very big role in a learning process in history class or in any given subject. This is a process in which learners copied summaries from the chalkboard written by the teacher (Mathews, et al, 1992). The author argues that summaries written by the teacher on the chalkboard are memorized and reproduced in the test or examination.

Summary – making is a process in which learners write summaries on a given theme, using the textbook and other reference books (Mathews, et al, 1992). In this approach to summary-making we see a process where learners become discoverers of knowledge. For learners to make good summaries they need (to develop) an understanding of the materials and skills to choose the relevant and important points to the theme being studied (Mathews, et al, 1992). Both summaries developed on the chalkboard and summary – making have their own roles and functions.

James wrote notes on the chalkboard during teaching and learning process. Peter wrote summaries on the chalkboard while teaching. The summaries developed on the chalkboard came from the prescribed textbook. Henry also wrote summaries on the chalkboard while teaching. The summaries came from the prescribed textbook.

The findings indicate that, all three teachers wrote their own summaries. They all took summaries from the prescribed textbook. None of the three teachers gave chance to

learners to develop summaries on their own. None of the three teachers used other reference books to compile summaries for learners. Learners should write summaries on a given theme or topic, in this process they discover knowledge (Mathews et al. 1992).

Defining some History Concepts Category

To define is to give the exact meaning of a concept (Cross, 1993). For instance, *compare*: to show similarities and differences (Cross, 1993). He further elaborated that learners should understand concepts in order to make them become part of their experience and become useful in communicating with others. He also explained that the concept and its label become a permanent part of that individual's mental structure. In schools, new learning should be built in part on the prior knowledge of learners (Namibia. [MoE], 2007: Gunter, Estes and Schwab, 1995). **"Learning takes place when a student becomes dissatisfied with their understanding, develops a new concept, and finds that concepts to be compatible with their other knowledge, and finds the concept to be useful".** On the definition of concepts (Fisher, 1995) explained that to understand a concept is not enough to use a text book definition only but requires further explanations and local examples.

When James came across a concept he asked learners to define it. If they failed to explain it then he defines it. He gave local examples when explaining a concept. Peter also asked learners when he comes upon a new word and learners could explain or fail to define it. He gave textbook examples. Henry asked learners to define a concept when he comes across it. If learners fail to define it then he explains it. He also gave textbook examples.

The findings in this study reveal that all three teachers *used definitions in the teaching of concepts*. All three teachers in this study defined the concepts when learners failed to explain them. James gave local examples but Peter and Henry gave textbook examples.

5.2.4 Types of continuous assessment

As I indicated in chapter 2, there is continuous and summative assessment in the syllabus (Namibia. MoE, 2007). There are also some guidelines on assessment stipulated in the syllabus (Namibia. MoE, 2007). Haydn, Arthur and Hunt, (2001) explained that if teachers want to implement assessment effectively, it should be incorporated in the process of planning. According to the requirement of the Grade 9 syllabus, learners should be continuously assessed in each term by writing 3 practical tasks each term and count 10 marks each task (Namibia. [MoE], 2007). In these tasks learners are expected to demonstrate practical skills. A project is longer than a practical task but also counts 10 marks each project. This project helps both the teacher and the learners to dig the topic deeper into the topic. The tests assess the learners' comprehension level of concepts done in history and the mastery of skills. Three tests should be written each term but the questions should be material based according to the requirements in the syllabus (Namibia. [MoE], 2007). Teachers should use practical tasks to assess the learners' basic competencies of the syllabus. When project work is given to the learners a criterion reference assessment is applied to the learners' attainment in relation to the competencies (Namibia. [MoE], 2007).

In the four months James from January to April 2008 issued one activity (home work), two tests, one practical and two classroom activities as evidence in the learners' activity books. Peter gave no practical work, one test, two activities (works) and two classroom activities from January to April 2008. Henry gave no practical work, three tests, four activities (home works) and two classroom activities in four months.

Henry and Peter did not issue a practical work task in the four months (from January to April) whereas the syllabus requires three practicals each term. James gave only one practical in a term. Peter gave one test, James gave two and only Henry met the requirement of the syllabus by giving three tests. Henry gave four activities (home works), James gave three and Peter gave two activities (home works). James gave three classroom activities, whereas Henry and Peter gave two classroom activities. None of the three participating teachers gave a project work in four months.

5.2.5 Teachers' planning of lessons

> Haydn, et al (2001) pointed out that an important element of progression in planning skills is the extent to which you can 'think long term', refer back to previous lessons, and have a coherent plan for developing pupils' knowledge, skills and understanding in History. (p. 35).

According to (Haydn, et al, 2001) teachers should not just teach history but to try to develop oral, writing, and listening skills and the capability to record and recall information and organize it correctly.

As indicated in chapter 2 and 4, James indicated in his lessons plus the general information, themes of the lesson, the topic, basic competencies, lesson contents, the teaching aids and evaluation questions. Peter, in his lesson plans indicated the general information, lesson topics, basic competencies, teaching aids, lesson introduction, teacher and learners' activities and evaluation/conclusion of the lesson. In Henry's lesson plans he indicated the general information, the themes of the lesson, and the topic of the lesson, basic competencies, the lesson contents, the teaching aids and the classroom activities (home works).

James and Henry did not show the lesson introduction in their lesson plans. None of the three teachers indicated the teaching categories in their lesson plans.

Planning a learner-centered lesson requires more time because a teacher must plan the resources, appropriate teaching methods, the activities both for the learners and the teacher, time management, the type of questions to be asked on the introduction and design a worksheet for assessment and finally plan a follow up activity/ homework.

5.3 Theme 2: CLASSROOM AND RESOURCES

5. 3. 1 The organization of the classrooms

The subject teacher should plan the environment that reduces the chances for confusion, distraction and misbehaviour (Gunter, et al 1995). The displays of the learners' work such as well coloured models, diagrams, maps and charts give

ownership of the class to learners (Gunter, et al 1995). The bulletin board should display concepts being learned (Gunter, Estes & Schwab, 1995). According to Gunter, et al (1995) the classroom should have moderate temperature and should not be crowded for effective learning to take place. Sitting arrangement in a classroom should be done in such a way that individual and group work can go on at the same time (Gunter, et al 1995).

James's classroom had no charts, no coloured models, no diagrams and no maps. Learners sat facing the chalkboard. When giving the tasks to the learners in groups he rearranged the existing arrangements. They could then face each other while doing the tasks. There were no concepts on the bulletin board. The classroom has enough light, and ventilation. The classroom consisted of 36 learners, which is below the official norm of 40 learners per classroom. Peter also had no maps, no charts, no diagrams and no model in his classroom. The learners sat facing the chalkboard and the number of learners was 36. No History concepts on the bulletin board. The classroom has enough windows to bring in fresh air and the light. Henry's classroom has no maps, no charts, no models and no diagram. There were also no History concepts displayed on the bulletin board. Learners sat facing the chalkboard and were crowded since they were 48 above the official norm of 40 learners per classroom.

5.3.2 Library facilities

Libraries consisting of not only books but with non-book material such as newspapers, periodicals and audio-visual material (Vick & Frylink, 1988). Libraries supply essential information and meet the basic learning needs of learners in their study, teaching and research activities (Vick & Frylink, 1988).

All three schools I visited have libraries with small stock of books. Teachers should encourage learners to seek essential information from the library by giving them tasks that require them to go in the library (Vick & Frylink, 1988). If teachers do not give learners tasks that require learners to do research in the library, then these facilities will not be utilized to the maximum.

During the three days I spent in each school, I did not see learners in the library during school hours. The findings also reveal that none of the three participating teachers gave activities that could lead the learners to use the Library. I did not also see any classroom schedule for learners to visit the Library. This facility is clearly not been used effectively.

5.4 Theme 3: SUPPORTS FOR TEACHERS TO PROVIDE QUALITY LEARNER-CENTERED EDUCATION IN HISTORY

The full analysis is based on brief review of the in-service and support from the Advisory teachers and Circuit Inspectors. The support from the Cluster Centres, Resource Centres and Syllabus guidelines is it enough in terms of learner-centered education?

5.4.1 In - service programmes

The role of the local History Subject Adviser is to assist and scaffold teachers in teaching methodology on the subject in the region (Namibia. Ministry of Education. (n.d.). The Subject Adviser has to help teachers in planning, to teach and assess the basic abilities according to set benchmark (Namibia. MoE, n.d.). The Circuit Inspector's role is to survey the training needs of teachers and decide which type of in – service training and its content (Namibia. MoE, (n.d.). It also stated that an Inspector of schools is an overseer and controls the execution of the curriculum.

After completing their formal training history teachers, the three participating teachers in this study had since received very limited support from outside in developing their skills in the subject. James received some support from local History Subject Adviser, but Peter and Henry had not yet received any help from the History Subject Adviser. They had served for three years without assistance from any History Subject Adviser. No Inspector and Subject Adviser have assisted Peter and Henry since they jointed the teaching profession.

The development of these teachers and the quality and currency of their teaching must have suffered with in realty no subject support or in-service training or external

performance evaluation for at least three year. The question is how are they going to grow professionally? According to official policy (Namibia. MoE, (n.d.) the job of the local Inspector and Subject Adviser is to supervise and support teachers in the process of implementing the curriculum. For whatever reason this is not happening in their case.

Furthermore Peter and Henry had at the time of the study not yet started or attempted to seek help from the Circuit, Cluster and Resource Centres because they argued they first needed guidance from the Principal, Inspector or the Subject Adviser to do this. They told me that their Principals had not yet helped them. Henry stated that his Principal was also a subject teacher for history but no guidance and support had been offered to him in this area.

There is a systemic gap because the Inspectors and Advisory Teachers are not supporting the two teachers in their profession. The functions of the Inspector and Advisory Teachers are to supervise and inspect the schools, support teachers in the teaching methodology in the subject and assess basic competencies according to the set standards (Namibia. [MoE], 2008).

5.4.2 Syllabus guidelines and examinations are they supporting teachers in terms of learner-centered education?

As I indicated in chapter 2, the detailed guidelines on continuous assessment in the syllabus are clear to any reader (Namibia. MoE, 2007). The year-end examination description of papers is understandable but for beginners they would really need a workshop for them to be able to properly interpret the syllabus. As indicated in chapter 2, learner-centered education is broadly reflected in the policy and the history subject syllabus. But when it comes to practical details for proper classroom guidance it seems to fall short with too much reliance broad statements and little real integration and effective in depth expiation and discussion of the pedagogy.

Broadly in the area of assessment the documentation probably comes closest to describing approaches with fairly well articulated links to the teaching philosophy.

More especially when it discusses continuous assessment and summative assessment. The idea of assessment for learning is clearly a central idea of LCE.

But at the micro level of the structures of examination the message is mixed in making thes liks effective back to LCE. For example the exam instruction might stipulate that the examination question paper will consists of 34 multiple choice questions which tests the learners' recall of information and this is section A of the question paper (Namibia. [MoE], 2007). The structured questions test the understanding of learners and whether the learners can interpret, analyze and evaluate the historical sources based on Namibian, African and World history (Namibia. [MoE], 2007). But do the teachers easily from this see the links to these approaches to the use of and practice of LCE pedagogy? It seems unlikely.

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5.5 CONCLUDING COMMENTS

The three participating History teachers in this study, in their discussion of the principles, intent and recommended key features of LCE, seemed to correctly capture some of the essential intentions and elements of a LCE approach. At times in these interviews they seemed to strongly grasp the essence of a key intent and strategy, but at other times their view seemed a bit sketchy or assured. Their view of different elements or teaching strategies at times appeared integrated but not always that strongly. With these particular teachers, it probably would not take much by way of a well facilitated discussion to strengthen their grasp and understanding of some of the these interdependencies between the key features and strategies.

When it came to their classroom practice they could and did use a number of appropriate LCE teaching approaches. The level of effectiveness in their use of many of the approach varied from effective to far from ideal in a number of cases and in need of quite big improvement, by the standard of best practice in the use of that approach.

An especially interesting feature was that they all seemed to be almost consciously engaged in an on-going teaching *experiment* with the LCE approaches. The LSC practices were clearly not yet strongly imbedded as solid classroom habits or

dispositions, with perhaps the exception of questioning. But this experimenting made them much more self-conscious and reflective about their experiences even, I felt, before I as a research had been present. But this experimental approach also was probably a reflection of a degree of absence of depth in their understanding of best practice in these areas and their lack of adequate training in these LCE practices.

They all frankly identified some tensions that they felt existed between the espoused official features of a LCE class and the demands of the covering the curriculum, size of classes etc. However this did not discourage them from all attempting to use and experiment with some aspects of the approach in their routine classroom practice.

In the area of resources the three classrooms were really extremely limited in what they had and used. Far too textbooks and almost no posters and wall displays on history and the geography of the world and its peoples that the students were studying. The recurring pattern of blaming the system for the lack of resources was warranted in the area of textbooks but was no longer a an acceptable and credible excuse when it came to wall displays, maps and pictures, all of which can so easily be found from the internet, daily newspapers or can even be drawn by the students and teachers themselves. The manner and use of library resources was in the same vein, viz. very limited reliance and use of it. All this, in my view, reflects what seems to be an attitude pattern that has been reproduced in classroom after classroom from generation to generation in many schools in Namibia. It is more of a reflection of a teacher practice and attitude and even view of their subjects than a real reflection of resources shortages.

Again the picture in the area of outside subject and pedagogic port being provided to these teachers, the picture is really dismal. Two of them had never received any support or advice from any subject advisor nor attended any subject workshops. But then again one needs also to examine the real quality of such workshops. The often shallow and clichéd discourse and teaching rules of thumb on LCE and one hears in many teacher workshops is a real concern. More so because best practice models are really available from the best schools and teacher colleges and government teacher training in the likes of the UK, the USA, New Zealand and Australia.

The official policy and subject documents are wither case in typically broad and clichéd terms, or have simple rules of thumb that X method, such as group work, should be used with limited further guidance for translating this into effective LCE methods in the history classrooms. One area where official documentation seems to offer a clear view that links to central ideas of LCE is the stress on continuous assessment and assessment for learning. But the micro instructions for examinations themselves do not.

Overall the above is an encouraging picture of teachers eager to find ways to improve their teaching and experiment with new ideas. But also a picture of people really not properly exposed to good or best practice in each teaching strategy and having to reinvent and rediscover on their own even the basics of reasonable practice often making very basic mistakes, for example in questioning. Even brief exposure to some of the latest models and insights would move them rapidly forward. Being left to you own devices could be seem to have its merits too, but the reality is that far too many opportunities to learn from really excellent best practice are then lost. And these teachers would be first to suggest that they would benefit from exposure to truly informed examples of best practice.

CHAPTER 6
CONCLUSION

6.1 INTRODUCTION

In this chapter, I conclude the research. In the first section I provide a critical reflection of the aims of the research. The second section of this chapter provides a critical reflection of the study process. The third section, points to the personal lessons I learned from the research. The fourth section, presents some suggestions on issued to be looked into or researched further. The next section discusses the limitations of the study. Finally a few remarks by way of conclusion.

6.2 AIMS OF THE RESEARCH

Namibian educational policy features LCE very prominently in its aims and approaches and discourses. Learning with understanding, as opposed what is claimed as a stress on rote learning used prior to independence, is mentioned often as a major aim. According to the official literature examined this claims that understanding is a process leading to be able to explain, describe, analyze, apply and evaluate.

A number of Namibian studies point to teachers' lack of understanding of the LCE in and how to implement it effectively in various subject areas. My study in with a sample of history teachers also sought to explore the same arena but also to try to explore the if of problems of understanding and practice in perhaps a more nuanced and sympathetic way. Hoping in this way to perhaps see subtleties that a more blunt instrument might have missed.

My own interest in the research topic was triggered by observations during School Based Studies (SBS). Student teachers revealed a lack of understanding of LCA and had problems in implementing the approach. It was confirmed by the moderation done in Social Science Education in 2005. The examination for Grade 10 in History subject in particular done in 2005 also shows lack of understanding of LCE for both

the teachers and learners. This revealed that the student teachers were not sufficiently prepared to teach the subjects they are specializing in. When I thought more deeply on it I discovered that I too did not really understand what LCE entails and here I was trying to teach learner teach hers how to do it. Fort to improve my own insights and grasp of the topic,

My investigation concentrated on a small sample using a case study approach, hoping to elucidate what these teachers could do well, or could not do well, could think and say and to understand why they do and say what they do. I believe that the insight gained from this research will be useful in informing the BETD or other teacher training programs in Namibia.

6.3 RESEARCH DESIGN AND PROCESS

I adopted an interpretive paradigm using a qualitative case study approach and found the chosen research design to be an appropriate orientation to scrutinize the teachers' perceptions and implementations of LCE. Qualitative approach helped me to dig deeper into the perceptions and implementations of LCE in history subject. This has been possible through the incorporation of three methods such as the interview, classroom observations and the document analysis.

I managed to start an effective and open dialogue with the teachers through the interviews. The interviews mainly centred on the teachers' perceptions and their views and comment on their experiences. But it was essential in this instance to also observe practice and thus classroom observation formed a key element of the method. Class observation gave me an opportunity to verify the claims that the teachers made during the interviews. But more importantly to see a real world of practice, experiment and tacit practice and knowledge that the interviews frankly had hidden from both the teachers and me. The classroom observation allowed me to understand how teachers use approaches and teaching- learning aids. I also included document analysis where I obtained insight from the documents such as syllabus, lesson plans, scheme of works and the note books for learners.

During the study process I faced some difficulties but managed to gather the data I required. This was made possible because of the willingness of the participants. I feel that I did not use the stimulated recall interviews well, because I did not go further into some issues which in fact needed more clarity. I used stimulated recall interviews but not according to how I wanted because of the reactions from the participants who seemed not very interested to be asked questions after classroom observations in this way. At times I felt guilt to be asking questions during stimulated interviews. This has led to some of the gaps in my data that I realized during the later analysis process.

6.4 LESSONS LEARNT

In the areas of lessons learnt in doing research itself I of course learnt much during the course of doing this study. I learnt much about the teaching of history, about the issues raised by the research question, about teacher practice and about doing research and about some of my own attitudes and dispositions.

From my review of the literature I had discovered that teacher' perceptions and implementation of LCE within history was very under-researched in contrast to other subjects like Science, Social Studies and Geography. But nonetheless I found that one could get valuable insights relevant to my subject, even though one had to be careful when making such transfers across disciplines.

The process of finding a topic and refining the research question into a researchable question was another major area of learning that surprised me. Similarly in designing the overall proposal and method for the proposal I discovered in this process much about research and the need to have the many elements aligned.

Then in the implementation phase I learnt much about the challenges of getting access, interviewing and observation. Both turned out to be more difficult than I had at first imagined. In both I believe that while I learnt much I realise that I have much still to learn in the practice and skills of interviewing and doing classroom observations. Both such vital tools for educational research.

Then finally the process of discussion and engagement with supervisors and participants to explore and refine different ideas was something that in itself produced much learning for me. This close scrutiny of every idea or fact or method or issue is exhausting but I am told central to the experience of doing a Master's thesis. I would not say it was always fun but at the end of the day I do believe that it has changed me in many ways. Most especially in improving my intellectual skills and making me more tolerant of exploring different ideas and the facts behind claims that I or others make.

6.5 SUGGESTIONS ON ISSUES TO BE ADDRESSED OR RESEARCHED

In this study, there are some issues that came out strongly which need to be looked into:

- The study revealed the need and even desire on the part of these teachers to be exposed to really high quality examples of best practice in current ways to teach history and in best practice models of the use of the key LCE methods, from questioning to group work. The typical subject workshops I have seen do not have this standard of best classroom practice as an offering but more usually are limited to shallow and clichéd rules of thumb and lack the real power of the being informed by the best in the world for each practice.

- Teachers again need to be exposed to completely fresh attitude and approach and models in the use and development of materials and resources in their history classrooms. These teachers seem to be reproducing a deficit and poverty discourse about resources when so much more seems possible.

- These teachers in this research study received virtually no outside subject support. The reasons for this need to be better understood absence of support as also the nature of what support these teaches really need to become better at their jobs need to be better understood as also what are the qualities and experiences needed in those assigned to give this subject and pedagogic support?

- All three schools are not well stocked with library books and other resources. This problem is not one that should only be solved at the regional level. Action and initiative is needed at the classroom and school levels as well. So

there is a need to initiate action and strategies at the classroom and school and also the regional level to address this problem.

- Pre-service and in-service programmes should focus their attention on understanding of conceptual development and the presenting better models of best practice of specific teaching approaches, such as questioning, informed by the best and the latest models and ways to illustrate these to trainee teachers. There are for example superb videos on some of these developed by the UK Department of Education in the area of assessment for learning.

- Another possible area for further study that featured in this research is to enquire more closely into individual teaching strategies. A problem with my and other studies is that they often attempt to cover so much ground and so many teaching methods that they do not really get to grips with a proper understanding any single one. Action research in the use of say best practice in questioning could offer great material for teacher training in Namibia as also for plans by the authorities to train or get teachers to adopt it.

- A further useful area for research is the use of teaching and learning aids in a lesson. In this study all three teachers relied on the textbook as their teaching and learning aid. The teaching and learning aids are important when unlocking the subject content to the class because they represent reality. These aids vary from simple to complex which should be used in a lesson according to the content to be taught or covered.

6.6 LIMITATIONS OF THE STUDY

Because of the nature and small-scale of the research, the findings cannot be generalized across Namibia. My findings come from only the three participants I worked with throughout the process of my study. Because the study is a half thesis therefore it had time and resource constraints in the collection of the data.

6.7 CONCLUSION

This study has provided me personally with a wonderful opportunity to stand back and look at teaching practice in Namibia within my own subject of history. It will

inform, change and improve my own future practice as a teacher educator. It has also given me a wonderful opportunity to practice research and seek after better evidence based decisions in my thinking about improving history teaching in Namibia. I also believe that it has uncovered some valuable insights of use to those at all level in the profession interested in moving forward the practice of teaching history and teacher development in general.

I am indebted to the three teachers who gave me this opportunity to investigate and reflect on history teaching practice and to share these insights with a wider audience. They too have assisted in this modest example of knowledge creation in the field.

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APPENDICES

Appendix 1

Rhodes University

Education Department

Med (GETP)

Pilot Interview Questions

1. What is your experience in teaching history?
2. What are your experiences in applying LCE in history?
3. **How useful is LCE in teaching history?**
4. What is your feeling about LCE implementation in history?
5. **For how long have you taught history?**
6. **What qualifications do you have?**
7. **Which strategies do you use in teaching history in a LC way?**
8. **Which strategies do you think are important?**
9. Where did you learn these strategies?
10. How do you select strategies to use in history classroom?
11. **How do you assess the learners in history classroom?**
12. Why do you assess learners in history?
13. What type of assessment do you use when assessing?
14. What type of activities do you plan for learners?
15. **What problems have you encountered when teaching history?**
16. **How have you solved these problems you encountered in history subject?**
17. **Why have you solved these problems?**

Appendix 2

Rhodes University
Education Department
Med (GETP)
Main Interview Questions

1. What information about your School you would want to share with me?

2. For how long have you been teaching at this School?

3. What are your teaching qualifications?

4. For how long have you been teaching History for Junior Secondary School?

5. What are your views on Learner-Centered Approach?

6. What are the aims of Learner-Centered Education?

7. How useful is Learner-Centered Approach in History Subject?

8. How do you know that the lesson has been Learner-Centered?

9. Do you enjoy teaching History? Why?

10. What is the function of History to learners/society?

11. Do you think History is important for learners? Why?

12. What are the key ideas that learners need to learn in History?

13. Among the strategies you use which one do you find most effective? Which one is least effective why?

14. Do you think that it is important to teach History in Learner- Centered Education? Elaborate.

15. Why do you need resources in History classroom?

16. What kind of support do you get when teaching History?

17. How do you assess in History Subject?

18. How do you use formative assessment in History?

19. What challenges do you face in teaching History?

20. How do you solve these challenges? Why?

Appendix 3: Transcription of class observation 1 for James from Nakanjeke Junior Secondary School, 23 May 2008, Grade 9 teacher.

Subject: History

Theme: The period of European conquest and colonial rule

Topic: Scramble for Africa

Term: 2

Basic Competencies: Define the term Scramble for Africa

Discuss reasons for the Scramble for Africa

Keys

T = Teacher

L = Learner

L's = Learners

T	Good morning class
Ls	Good morning sir
T	Now I am going to give you the textbooks for you to check whatever we going we going to do right in groups .
Ls	Yes
T	One, two, three, four and five (he was distributing textbooks in five groups) and he told some learners to join others. You work in groups for five minutes. Then he divided the chalkboard into two halves The teacher writes the topic on the chalkboard, the "Scramble for Africa". That is our topic today. Our topic is what?
Ls	"Scramble for Africa"
T	"Scramble for Africa"
T	I think you can check in your books on page?
L	On page 86
T	What I will do, I will give you some few questions so that you give me answers. You have to define the term "Scramble".

	What do you understand by the term "Scramble"? "Yes" (pointing at the learner)
L	Change
T	"The other one" "That is how she understands it, the other one".
L	"How they got independence".
T	"The other one".
L	"Fighting for Africa".
T	"Now if I bring the ball or something else. If I bring the ball among you, what are you going to do?". "What is your main idea to get the ball?".
L	"I am going to struggle until I get the ball".
T	"Yes, he will struggle to get the ball". "Now here we are talking about European countries". "Now here you find that these countries were competing to do what?" "We are looking for Africa". "These people were willing to come to Africa". "To get what in Africa?" "They had more ideas behind". "These people were rushing coming here in Africa". "That was there reasons". "Now what was the reason for European people to come to Africa?" "There are many reasons in that book". "Yes, (pointing at the learner)"
L	"Land"
T	"Yes".
L	"Land".
T	"What is land by the way?"
L	"Land is the environment where people live".
T	"Now these people were competing for land". "These are good answers". "They were competing for land". "In Caprivi in Namibia were are still doing what?"
L	"We are still competing for land".
T	"Who are these people who came to Africa?"
L	"The Germans".
T	"The whites who came from Europe". "There main aim was to get what?"
Ls	"Land".
T	"Now this group look at economic reasons". "This group here look at Religion

	with that group". "That group look at the Settlement". "We are going to focus the three factors such as economic, Religion and Settlement". "The first one is Economic reasons, we have to look at Religion". "What did the missionaries bring to Africa?" "Economic reasons" "Why did these people decided to come to Africa?" "What were the reasons". "Now are you finished?"
Ls	"No".
T	"Time, time". "Let us hear to the group I gave the economic, the economy reason".
L	"People invented new machines".
T	"People did what?"
L	"People invented new machines".
T	"What else". "Alright what about that group?" "What do you say about the economy?" "Now here when they say that people invented the new machines". "These people made guns, cloth, iron pots and tools". "Now after manufacturing these things, you see here, they found that they cannot use them in there countries". "Now they have to look for what?"
L	"The market"
T	"Now where are they going to find the market?" "Where?". "In Africa, now they have put their focus where?"
Ls	"In Africa".
T	"Now after manufacturing these things they have to get a place in Africa". "Now that is where colonialism came from". "They have to do what?"
Ls	"They have to colonize".
T	"They have to colonize, getting some places in Africa where they are going to sell their things or product". "That is why even Namibia was colonized in order for them to get land and people who are going to be used as their labourers". "Now is another reason why there people decided to come to?"
Ls	"To Africa".
T	"Now the other reason is about what?" "Is about?"
Ls	"Religion".
T	"Is about religion, which is the other reasons". "Now we looked about the

	economy where people looked for market to sell their goods". "They have to sell them in Africa". "Now let us look at another reason Religion". "Now once you here religion what comes to your mind?" "Is that the first time to hear religion?"
Ls	"No".
T	"Now what comes in your mind?" "Yes".
L	"I understand religion like culture".
T	"Which culture?"
L	"Any".
T	"Who else?"
L	"Religion is culture how people live".
T	"We have to know what a missionary is or missionaries?" "What is a missionary?" "Mukupi".
L	"A missionary is a person who came to Africa".
T	"To do what?" "These are people who came to Africa to spread about what?"
L	"The words of God".
T	"They spread about the words of God, about Christianity". "We had our own way of praying". "Our own way of praying such as taking m/meal, water, sniff, beans and so forces". Then other people said that 'no' this is a primitive way of praying". "Especially here in Africa, people were primitive". "We had our own gods". So they find that their people are not Christians". "They came up with their own Bible to teach us, to tell us, now their people came as missionaries but they had motives behind, they had some reasons". "What reasons can you give?"
L	"They came to spread the their beliefs".
T	"What else?"
L	"They came to talk about salvation".
T	"Ja, what else?'
L	"They saw people of Africa very primitive".
T	"The African were very primitive". "Primitive means very much behind". "Is that a good term?"
Ls	"No"
T	"Can you think of a missionary one or two?"

L	"David Livingstone, he was one of the missionaries".
T	"Who came, where, here in Africa even in Namibia". "David Livingstone came to spread what?"
Ls	"Christianity".
T	"He also came for something". "He called Silishebo to give the answer".
L	"He saw Africa a fertile land for Christianity".
T	"What else?" "He saw it as the best area to preach the gospel or spread Christianity". "What else?" "He called Matomola".
L	"Available market for preaching".
T	"Now imagine, this man came to teach the people about the words of God but at the same time he still have something behind". "Is that good?"
Ls	"No".
T	"There is another missionary also".
L	"Robert Moffat".
T	"This gentleman was also a missionary to come and spread the words of God but he had some reasons behind ". "He convinced people such as Khama of Botswana, I'm coming there to preach the about the words of God". "If you are agree to the British people to give him protection". "He also convinced Mzilikazi and Lubengula for Matebele group". "Where do we find the Matebele group?"
Ls	"In Zimbabwe""
T	"All these people were leaders and he convinced them that they will protect you". Once you agree to be protected then they will get what?"
Ls	"They will get land".
T	What are you going to say". "You will jump to the highest mountain that will not help you". "Now the last thing is Settlement". "Do not tear my book". "Which group did I give Settlement?"
L	"Stood up and report". "Europe experienced rapid population growth".
T	"What else?" "
L	"gave an answer but the teacher did not understand".
T	"Open your mouth he said".
L	"Large uninhabitant land'.
T	"Where do you find this large area?"

Ls	"In Africa".
T	"What large countries are found in Africa?"
Ls	"South Africa, Zimbabwe, Kenya including Namibia".
T	"We were colonized; we were under someone, even Education as controlled by them". "Let us talk about Caprivi strip; today we call ourselves as Caprivians why?" "Are we Caprivians?"
Ls	"Yes".
T	"Now we are talking about colonization, Caprivi was colonized". "There was a person who was called Caprivi". "I am not a Caprivian because if you say you are a Caprivian you mean that you come from German". "Because the person who colonized Caprivi was von Caprivi the German chancellor". "Are you also a chancellor?" "Some of the people today they still have names of the colonizers". "The main aim of these people was to settle permanently". "You go to Zambia you find them there, you go to Botswana you find them there, you go everywhere you find them there". These countries are poor but now you go to there countries you find that they are reach". "Is there any question?' "I was talking about economic, religion, and settlement".
L	"Mukupi asked a question, what does the word colonize means?"
T	"To be controlled by someone from another country". "That is to be colonized; now the process is colonization". "My sister here asks that what is salvation?" "Musilizo".
L	"Salvation is to be saved by God".
T	"Ja, we will continue from thee tomorrow".
Ls	"Yes".

END OF CLASS OBSERVATIN 1.

Appendix 4: Scheme of work for Peter

REPUBLIC OF NAMIBIA

MINISTRY OF BASIC EDUCATION, SPORT & CULTURE

Katima Region

SCHEME OF WORK

HISTORY

GRADE 9
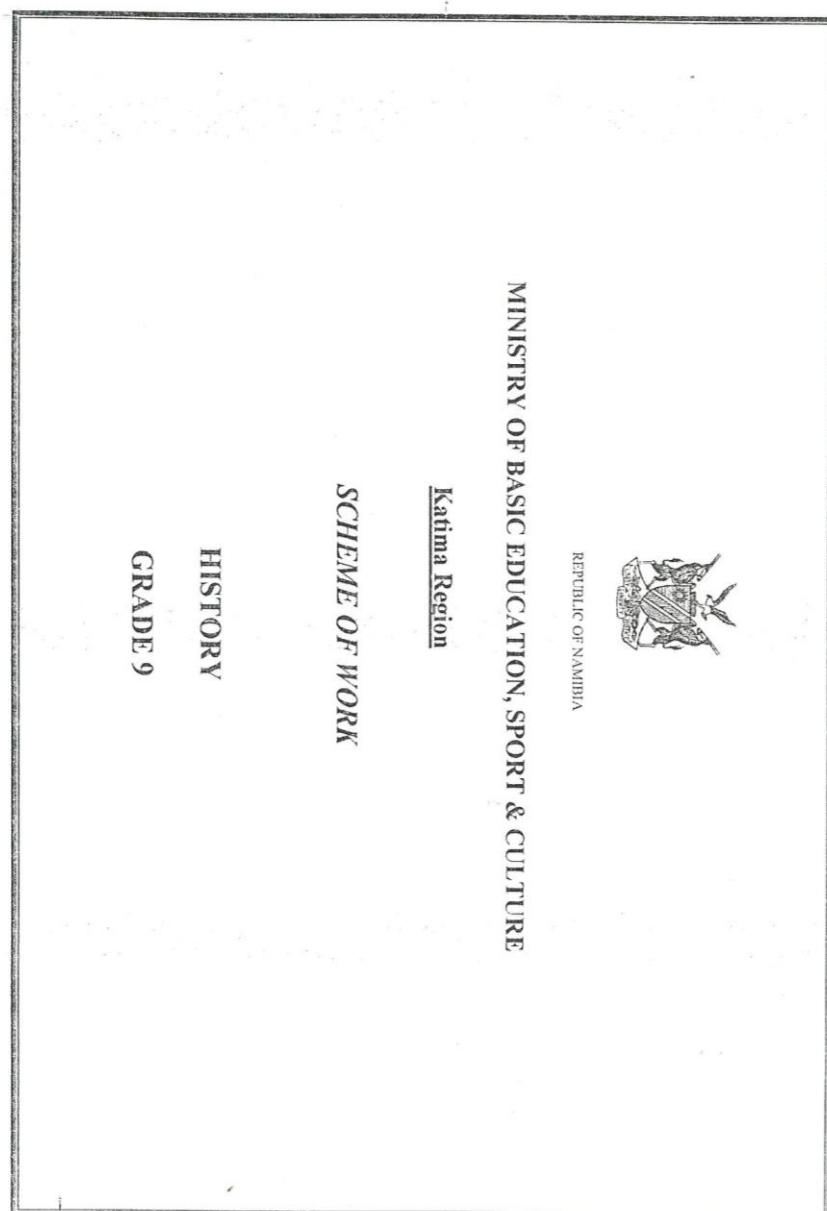
THEME 2: RESISTANCE AND SOCIAL DYNAMICS

WEEK	TOPIC	Periods	01	02	03
3	**1. Changing patterns in traditional rule.** 1.1 Reasons why Nama and Hereros contact with Europeans affected traditional rule. 1.2 Reasons why Maherero accepted German Protection treaty and why Witbooi refused to sign. 1.3 Ways to convince H. Witbooi to accept German authority. 1.4 The 1986, Mbanderu and Khauas uprisings. 1.5 Significant of this uprisings. 1.6 How Leutwein convinced the Nama and Herero leaders to accept German rule.	3			
4	1.7 Was Leutwein's policy seen effective by German Government. 1.8 Appropriation of African land to German settlers.	3			

THEME 3: THE WAR, 1904 – 1909

WEEK	TOPIC	Periods			
5	**1. Herero versus colonial power.** 1.1 Causes, developments and outcomes of the war.	2			
5	**2. The South versus the colonial power.** 2.1 The groups involved in conflict, reasons for involvement, causes, development and outcome of the war.	1			
6	**3. The aftermath** 3.1 How loss of land forced people to enter money economy, migrant labourers and lose their political autonomy. 3.2 The effects of war on Herero and Nama with regards to: (a) Leadership (b) Tribal unity (c) Land and livestock	3			

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THEME 4: GERMAN AND SOUTH AFRICAN RULE : 1909 – 1945

WEEK	TOPIC			

7	**4.1 German administration 1909 - 1945**
	4.1.1 Establishment of German administration promoted economic development.
	4.1.2 How German administration promoted economic development
	4.1.3 German policy over European settlement:
	  (a) land allocation
	  (b) Economic development e.g. mining, agriculture and industry.
	4.1.4 German policy on ownership of livestock by indigenous people.
		3		

8	**4.2 South African Military rule 1915–1920** 4.2.1 Why German South West Africa (SWA) was conquered by S.A **4.3 1920 – 1945: South Africa as a mandatory power of SWA.** 4.3.1 Conditions under which S.A administered SWA on behalf of league of nations. 4.3.2 How South Africa established the administration representation and exercise of power.	3		

9	4.3.3 South African policy on European settlement;
	  (a) land act 1913
	  (b) Creation of additional reserves for indigenous people.
	  (c) Economic development e.g. mining agriculture and industry
	4.3.4 Comparisons between South Africa and German policies on ownership of livestock by blacks.
	4.3.5 Reaction of Africans e.g. Mandume, Bondelswarts, Baster revolts and Gaveyism to the loss of autonomy.
		3		

THEME 5: ECONOMY, TECHNOLOGY AND SOCIETY 1920 – 1945

WEEK	TOPIC	Periods	01	02	03
10	**5.1 Commercial farming** 5.1.1 How the land was secured by S.A Government for white farmers. 5.1.2 What is commercial farming and how it was introduced. 5.1.3 How Africans were affected by the loss of land and where they were settled. (Map needed)	1			
	5.2 Incipient trade and industry. 5.2.1 Steps taken to expand trade and industry. 5.2.2 New centers of mining and industrial activities. 5.2.3 Contributions of national treasury from local sources and S.A grants.	2			
11	**5.3 Communication** 5.3.1 Steps taken to promote development of communications 5.3.2 The effects of communication on the people of SWA 5.3.3 Was South Africa true to the mandate in its administration of SWA.	3			
12	REVISION	3			

Appendix 5: Lesson plan for Henry

MINISTRY OF BASIC EDUCATION AND CULTURE

DAILY PREPARATION

TERM: 2   DAY AND DATE: Mon 09. 06. 08
SUBJECT: History   GRADE: 9
THEME OF LESSON: Social and political change in Africa: 1800-19

LESSON PLAN: The Zulu Kingdom

Basic Competencies: Learners should be able to;

(i) Discuss the Origin of the Zulu Kingdom
(ii) Discuss the how the Zulu Kingdom developed into a powerful state (by 1816

Content

* Shaka and the Zulu Kingdom
- Shaka was born in 1787, son of the Chief and Princess
- At the age of 22 he joined the King Dingisayo's arm.

* Shaka became strong with his army because;
- he combined ideas of Dingisayo and Ndwande
- Soldiers used long shield and short-handled spears
- Soldiers were no longer allowed to wear sandals

Conclusion: Summarising the main points
TEACHING AIDS: Chalkboard and Textbook, African Map

WRITTEN WORK/ASSIGNMENTS: Oral question

CONTROLLER'S SUGGESTIONS AND SIGNATURES:

Appendix 6: Transcription of interviews with Peter: Teacher at Siloko Combined School, 06 June 2008, 23rd March 2008, 16H: 00 – 16H: 55

Key

Me = Interviewer
Peter = Interviewee

Me: Good afternoon Mr. Peter (Pseudonym)

Peter: Good afternoon sir.

Me: Thank you very much for allowing me to interview you. These questions are based on perceptions, implementation, assessment, resources & challenges.

Me: What information about your school would you like to share with me?

Peter: "Well, aah let me begin by first , aah welcoming you to the interviews & aah of course aah say that I'm quite glad quiet & really hopeful that perhaps the result that will come up from this interview may some how , you know the learning & teaching conditions in our education institutions especially in this field we are sitting.

So as for your question aah about my school, well the things that I would first like to tell you is specifically in the subject I teach. Let me focus on history subject aah it's quite difficult, it's quite tough to get the learners as interested as I expect them in the subject, but I normally try in most of my lessons to involve them as much as possible, they, they try sometimes to respond back or comment on some of the things that I deliberate on during the lesson but most of the time they are quiet, I believe that may be it's a language barrier that they have, they don't feel confident enough to use English language to comment on the lesson or to respond to random questions.

Me: "Ok, for how long have you been teaching at this school?

Peter: Well, it isn't being that long. Aah, aah if I would say briefly, I have been here since January 2007 that is last year of course. So I'm her for year & few months now.

Me: What are your teaching qualifications?

Peter: Well, aah my teaching qualifications, I possess, aah a 3 year teach or Diploma the BETD National Teacher Diploma that I possess, that qualifies me to teach.

Me: When did you graduate?

Peter: Aah a few years ago, I graduated in 2006.

Me: Ok, for how long have you been teaching history for junior secondary?

Peter: Ok, aah, it is not that long as well, aah as a permanent employ in the teaching field, I have only been teaching history for the past year & a few months this year.

Me: Ok, What are your views on LC approach?

Petet: LC approach, I think it is a good initiative, in fact it is, aah a very good initiative in the sense that it allows the learners to get engaged, to get maximally involved in the lesson & to get involved in something then it gives long lasting effect meaning that if learners are involved in the topic at the end of the lesson, they will understand much, much better but however I still feel that it is a quite difficult to implement in, in most subjects, especially in history subject.

Me: Where do you find difficulties to implement?

Peter: Ok, thank you I was about to add on that the difficulties that I find in implementing LC approach is that, aah as I mentioned earlier that the language. To allow the learners the opportunity to express themselves & to get involved in the lesson more than the teacher, the language is the problem that tries to hinder them engaging into, into the lesson itself. Secondly, I would say that sometimes I resort to the teacher-centred method because I know that in most of the lessons, I have been trying to implement LC approach I realize I learned that the time is so consumed & wasted in the, as you try to absorb the learners to get involved in the lesson as I try to absorb them that is how much time I'm loosing at the end of the day I have not covered or achieved my, my objective since I came for in the lesson because the time was wasted. That is one of the serious especial for mea serious problem for me in implementing LC E. I have been trying, however to bring that under control but I would not say I have the best result yet. Aah I think that's about it.

Me: Thank you, so how do you solve the problem of language barrier?

Peter: Well, that's a good question a little beat, its beat great with language in my history lessons & also in the other lessons that I have because I also teach geography in the same Grade, I also teach Social Studies Grade 7 & in my subjects & in my classes. What I do is that because this problem of language exist its present also manifested in all the, the Grades that I visit so what I normally try to do all the, the time is to first I try to be role model in terms of the language, I speak the language with that excepted standard but I don't speak in such sense that learners could not understand what I'm saying, I just try to speak clear & understandable English so as to serve as role model to the learners & then as I do that then I try to absorb the learners slow by slow those that fail to express themselves in English properly I try to, to assist them intervening by giving the a word they are looking for & aah that is the strategy I have been using & also you find that something learners will pronounce a word in English wrongly. What I normally do is that I intervene once again to pronounce the word for them correctly. I think in short that, the little that I am doing to adjust the learners' competency in English.

Me: Now how useful is LC approach in history subject?

Peter: Very useful, very useful in the sense that a despite the fact that I have problems in implementing LC approach in my lessons but all the few times that my lessons been more LC the result have been outstanding, they have been maximum result, very amazing result, learners understand the lesson objectives & achieve lesson objectives to greater extent. So I think that's how useful LC has been in my

classroom. The understanding it lasts in my learners. And again it is however very difficult to implement so once it has been attempted or half way successful the results are amazing.

Me: Thank you, how do you know that the lesson has been LC? What are the indicators?

Peter: Aah well, I would not like to, to speak or answer that question generally; I would like to remain focused in my classrooms in history& other subjects. Aah I always realize that a result , this lesson, session has been more or less LC so if it has been more LC the indicators are the learners, are always free to, to comment on aspect regarding the topic during the specific lesson & aah the learners aah are usually, they participate, they take part in the lesson. It is not only I that, that delivers all the lesson content during the lesson but they also take part sometimes they even aah touch on the aspect that I have not yet reached in the lesson. So those are some of the, the sample & yet pure indicators that I normally see. A part from that aah at the end of the lesson or when the lesson reach its climax when it reach that chorus stage if it is LC approach being involved in that lesson learners tend to ask question, I normally see or observe that or the things that I'm teaching, they don't just keep quiet & watching, draw sketches or write a few notes on the chalkboard. They ask questions & normally engage into long debates that eventually reach to the issue I mentioned on time. So I think in brief that's a lot.

Me: Now do you enjoying teaching history? Why?

Peter: Yes, I do enjoy teaching history. Firstly, it is because it is one of my favorite subjects because I believe that it makes me to look smarter & it makes me to so intelligent & it makes me as a teacher or a person it makes me become a really democratic person a neutral person. And aah why do I enjoy teaching history? Aah I will explain an example of a classroom example aah most of the times when my lesson has been a more LC or more learner involved or a more learner orientated the learners usually get so captured, they really get captured sometimes I tell them aah very, very brief that interesting & realistic stories of, of Namibia under colonialism. I try to explain each every detail so when I do that as if I am telling astory they get so captured & as experience that, you know sometimes I feels around through my body that look me feel contend certified that yes this is what you must doing in very day lessonin every history lesson this is how must feel so that's what also captures me, it keep me going.

Me: Can you explain what you mean by democratic & neutral.

Peter: Ok, aah well I think a democratic & neutral person I imply to the kind of me that is more fair to others this regarding the, the aspects of gender, this regarding the aspects of race, religion & other factors& aah of course yes being a neutral person that does not aah that is not more, more subjective like, aah being unfair I mean by being unfair of course or bias I resort to remain neutral in most situations to really weight both the sides so I think its is quiet useful to, to remain neutral & democratic especially this is a democratic country after all.

Me: Do you think history is important for learners? Why?

Peter: Umm, there are so many reasons as to why history is an important school subject but then of course you will pardon me because I'm more interested at least one reason which I feel is more realistic & more appropriate into today's world. For the learners is very important because as they learn history they learn & attend their country's past, they learn the other things, the community's past, they understand their family's origin, they understand themselves where they come from, their tribe or their race where they originate from, aah. We have several groups in Namibia today that originated from one main stream "Bantu" group so learning that it bring some kind of self identity in the learners & that self identity is kind of satisfying to them & aah what do I mean by, did I mean earlier when I said in today's world. Aah well citizen that know their country's history that understand their country's past are citizens that know the, the political & the social boundaries of their country in the past & then in the present world because today we have so many conflicts going on about boarders which land is that one is it no man's land so well I believe that learners that studied, studied history especially at high institutions the history is **mbre** advanced more relevant, I think they can, they are as they come historians they can be useful, useful input or ingredient in the settling of disputes regarding boarders & land, land disputes. I think they can be useful ingredients in the settling of such dispute that is the reason why I believe history is important today.

Me: "Ok, can you give me an example of the Bantu communities.

Peter: "Ok, aah in Namibia today we have aah communities that I say they originated from the mainstream "Bantu" group & for example in Namibia we have Caprivi communities they are also believed I mean as historian say or the research find out that the Caprivians are also believed to be a certain group of the "Bantu" speaking people including as well as the Kavango people, the Kavango communities including the Ovambo communities including the Ovaherero communities. Yes they are said to be originated from Bantu group because basically simple because their languages it has aah similarities. The is more or less the same not exactly similar but it has similarities here & there.

Me: "Ok, What are the key ides that learners need to learn in history"?

Peter: They key ideas, well I should admit that, that question is beat streak, aah I would say that the key ideas that aah in history student need to grasp would include research skills to acquire those skills to research information &, & effectively & **bind** the right information. And aah as part of that are another ideas or the key skill that learners need to acquire from the history subject is aah critical analysis. It is not all the information that they find from the investigation or from the research that is correct, some of the information is subjective is opinion orientated, it is not factual orientated so if a learner has critical analysis skill & the learner can easily identify falsified information from factual information, like I mentioned earlier on, one of the other skills learners need to acquire from the history the history lesson is aah that umm to develop that democratic attitude towards, towards others towards other communities, towards other tribes to develop that democratic attitudes & aah of course to remain democratic themselves & neutral individuals.

Me: "Ok, now can you explain further on analysis, what do you mean by analysis & attitudes"?

Peter: Ah analysis, critical analysis skills by that I meant that aah the learner need to, to have or to acquire that ability to critically look at sources that **splay** them with information to analyze or to recognize or to identify & to classify as to whether those sources are actually primary sources that supply them with second hand information as you know, second hand information is usually altered with usually changed from the original information. So I think that is what I meant with critically analysis skills to identify sources that provide the right correct factual information from the sources that provide aah second hand & altered information & umm to answer your second question with the second part of your question aah or, or attitude democratic attitudes I meant that the learners must develop democratic attitudes so that in our society the bear in democratic that governed by the supreme law our constitution. We need citizens that aah are democratic, we need citizens that protect the democracy of our country we don't need citizens that abusive, we don't need citizens that are oppressive or suppressive in any way like the colonial regime was. So what we need are citizens that aah that, that aah maintain & uphold the democratic attitude & hold democracy that is aah imposed to us not imposed as such that is aah lead on to us by our supreme law the constitution & we want democratic attitudes to be imparted in the learners & in society at large so that our supreme law is maintained & uphold. We don't want people that come & try to trample & break the law. We want law a binding citizens. I think history plays if not a major but at least a smaller role in achieving that.

Me: "Ok, among the strategies you use which one do you find most effective? Which one is least effective? Why"?

Peter: Ah let me first say that I regret to say this but yes honestly is one of the standard history impart people, aah I would say that in my lessons in my history lessons I usually alternate from question & answer method to, to group work those are the ones I use commonly. Aah that normally shows little beat effective is question & answer method because having, having asked asking questions in class to specific individuals so how they feel compiled to respond or so how they feel aah that they must say something or they must comment on the lesson & that is what we want to involve the learners in the lesson & so how I normally absorb little or more involvement due to the, the question & answer method. And as for group work it is good in the sense that aah well learners explore themselves & they share ideas amongst themselves & then those who did not know a certain information in the first place learn from their peer but as your question implies the group work method I don't use it more often because as much as I use question & answer method because of the issue of time because the learners spend so much time trying to do task in a group that when they are ready present or when the task is completed successfully as expect the time that is allocated to my lesson has already elapsed. So because of the issue of time most of the time I don't use group work in my lesson so regrettably I resort to using question & answer method most of the time.

Me: "Ok, do you think that it is important to teach history in LCE? Explain further"?

Peter: Yes it is important to teach history in the LC approach if I may give an example excuse me of course aah giving learners a project & a topic to go out into

their communities to investigate on that specific topic & then come back & present in class. I think that is one of the, the exemplary strategies example teaching methods of LC approach to allow the learners opportunity to explore their world & investigate & bring, bring findings to class & at least give report of presentation. I think its as a LC approach. I think it is good because having presented to class that specific topic I'm really, I really don't think that such a learner who has, has been involved in that investigation or such project research is going to forget the content of that topic even in the examination or test such learner will already know the information or the content of that topic. So if only they were investigations more investigation some of most of the topics the subject then most of these topics could be understood by the learners because they themselves were involved so I think involvement is important that learners they keep what they learned in such a topic. So yes I think teaching in LC approach is good especially in history because history is about facts, so what we need are facts we don't want opinions from historians, historian must offer us with facts if our learners one day become historians they must historians that are factual. Ya.

Me: So what do you mean by project?

Peter: Ah a project in simple term I think its aah some kind of assignment or some kind of a task that is assigned to the learner or to any body to investigate information patterning to the topic such as such investigation I think it should be independent investigation, it must not be dictated by any way by the supervisor or a tutor, it must be independent. Let the learner investigate on such a topic & then bring forth their findings & perhaps give hypothesis or their ideas or to criticize some of the findings that they found of such a topic. So I think that is a project is all about.

Me: "Ok, Why do you need resources in history classroom"?

Peter: So very much I would need resources very much in my classroom because aah, on top of the effort that we do I as the teacher & the learners the effort that we do to, to make aah learning in the subject to more long lasting & effective . I think the additional of addition of more resources would be useful in the sense that they will support our teaching and learning & enrich us with more aah information that we did not have that was not yet at our disposal previously. Resources of course like aah not exactly a computer but of course a computer simply because of aah of its access that it provides for internet, we need research in history, we need on topics, we don't have to rely on textbooks or other teacher or learner guides we nee to go on, on the internet & search investigate for the information that is more up dated into today's world that suits our world to day. Yes, I think resources would be, it is a good topic to debate on this regard.

Me: "Good, what kind of support do you get in teaching history, from the colleagues or Regional office or somewhere there"?

Peter: Support, I wouldn't to impress…
Due to interruption the question was repeated in this way.
Me: What kind of support do you get in teaching history, from any direction either from the principal or the subject adviser?

Peter: Well, thank you aah like, like I was about to begin in terms of support aah I really don't want impress everybody, anybody that would listen to, to me speaking now by saying that I received more & maximum from Regional office or from advisory teachers or from whichever directions or from management. I didn't receive any support at all, but however I don't want to, to skip the fact that I was once visited by my history advisory teacher, he visited me & he observed my lesson & his observation, his findings were some of them the recommendation that he gave were quite useful because I try to integrate them in my lessons. Now some of them are quite useful but apart from that in terms of materials & other resources there is no support that I received from, from regional office apart from a few textbooks I mean new textbooks that are in line with the, the recently revised syllabi & the textbooks aren't even enough for example my class is comprised of 30 learners & the textbooks that I received just may 2, 3 months ago. Those textbooks are only 5, so really don't know how to use them maximally not only I to benefit but the learners also to benefit so what I normally do sometimes I, I divide the groups & equally to the number of the textbooks which I have & then I give each a textbook but its own problems also. So apart from the visit from my advisory teacher a few months ago & those that few number of textbooks I received there is no really muh support that I get, I think that is the only support I received so far.

Me: What are you expecting now from the Regional Office since you received 5 textbooks? Do you think you will receive more **conciment** in terms of books or may be unless next year or what?

Peter: Well, ah it doesn't, doesn't really count much on what time I receive such materials but the fact that count most is that I received something in terms as aah of means of support from the Regional. I expect as of now to receive enough textbooks the textbooks that are revised once in line with the revised curriculum. I expect enough textbooks that are equal to the number of learners in classroom s because some learners are possessive if given one textbook to group of 5 then the possessive learner is going to, to get hold of that book & will end up using it on his own & other shy weak learners will not benefit from that textbook, mean from that textbooks from Regional Office I expect aah not as simple teacher as individual teacher but speaking on behalf of the school we expects aah more technology like a photocopier machine because in history we need to, to interpret sources as well & I don't know how to draw a photography on the chalkboard unless if I photocopy the photography & give that printed materials or that photocopy material each every learner. I think aah I mean as of mediate effect or in the near future, that is what I expect in the near future enough textbooks & photocopying machines & other types of technology that can enhance our teaching & learning in our various subjects.

Me: "So, What does the school planning in terms of copier machine"?

Peter: Ah in our staff meeting that we have held so far last year & this year the issue has been under discussion especially last year has been burning issue under discussion & this year at least aah we are discussing more lightly but aah we, our discussion last year in our staff meetings a photocopier machine well, I would like to say I produced by bring forth an advisement from one of the HI-FI shops selling 4 in one machine, that prints, that faxes, copies, & it also have got a telephonic support & the prices was

quite cheap. I understand that our school is a rule school & it has problems with aah finances school development fund& such things of that nature but such initiative was brought forth to management & management accepted they acknowledged & received such initiative very well & very promising but so far aah nothing concrete has come forth, northing has come to, to our avail.

Me: "Ok, now how do you assess in history? And how do you assess a project in particular?

Peter: Aah generally, I do assessment firstly by oral questioning I ask oral questions & then learners also respond orally & I from that I also continue to assess by giving learners written work I give them practical exercises I give them projects may be 2 or 3 per term & of course the tests play a role in the assessment that I give to the learners as well as terminal examination or the final examination. Aah the project my syllabus of the revised curriculum it has a criteria that need to be followed by learners the criteria that I need to follow also when I give I'm marking aah a project so when I give a project as a form of assessment. I have to select the, the that are more simple to the learner to, to execute the criteria that are not time consuming because I don't give projects that last for over 2 weeks most of my projects simple last for a week or a week & few days. So I only give them a project & the focus on the criteria that are simple to undertake & those that are not time consuming by that I'm not however trying to isolate other criteria that I leave out are they are more complex & advanced for the learners to ever accomplish to, in a short time.
So I choose the ones I accomplish in a short, short time short given time & the ones that aah no time consuming for them, yes, &, & perhaps if could add on examples of such criteria that I normally use if I assess a project it includes it needs to have aah a question or a topic & then it needs a topic being aah a subject that need to be investigated in such a project. And then it needs to have an introduction an introduction as a what is it that aah pushes the learner or that urges the learner to investigate on such given topic in other words they try to motivate aah the why this topic question. Yes & aah a apart from that from that there is also aah the other criteria that learners have to undertake in a project to be aah sometimes I have the learners have to come up with the bibliography or kind of reference they need to in the end they indicate that the information that they got they got it from oral interviews or questionnaires they got it from other reference books or other in encyclopedias that have been input in their project. So I think briefly yes that is it.

Me: "Ok, how do you use formative assessment in history?

Peter: Amm, formative assessment well aah for that one I simple give practical exercise in after each every lesson that I have had each & every history lesson then I also give test each on each work or after every two weeks that is how I normally give it. It is usually learners are usually informed about these items that are covered if it is a test but in terms of practical exercises it is simple about aah the things the learners learned yesterday or today then I give them a task for them to answer a few questions here & there.

Me: What is the purpose of giving them those types of tasks?

Peter: "Ok, aah firstly & most importantly for continuous assessment mark. I need to have continuous assessment mark for them. So that at the end of the year that mark I bring forth & add it to the mark that they obtained in the final examination & aah also the other reasons for giving such type of assessments imply to me as a teacher to give me so kind of to respond to one to whether the learners have achieved the objectives that are applied in the syllabus & the scheme of work as well as in the lesson preparation. How far have they achieved those objectives & how have not achieved those objectives. And aah marked scripts of practical & tests they serve as evidence & some kind of feedback to the learners so that not only I know how far they are in achieving the competencies but also they informed how far they are in achieving those competencies as well as the learners' parents as well scripts can be produced then parents can be invited or they can come on their time then such scripts can be pulled & provided to guardian & parents so that they see how far their children are in specific subject.

Me: "Ok, what challenges do you face in teaching history and how do you solve them?

Peter: Aah like I have mentioned in the beginning of this interview that aah the challenges short coming that, that I experience in class as I teach are that aah learners even though they are willing they don't most of the time participate in the lesson or they don't express themselves because they, they have a problem of shyness that may be there peers would laugh at them if they make a mistake in the, the language. I think the issue of the language is very emanate problem in most of, of rule schools because most of these learners are not exposed to that modern life, they aren't exposed to, to English, they are more exposed to mother-tongue in their communities. So English the competency that competency in English is really lacking in them so as a result of that they don't express themselves effectively during class room not because they don't want but they are willing. And aah the other problem is aah has to do with assessment & aah that specifically practically the aah well tasks have to be given to learners & then they take to long to complete their tasks, I think that is a weakness to my side as a teacher to try & monitor make sure that learners have they sound knowledge that a task is to be completed within this given time in order normally about that to control. I normally aah monitor each & every task that I give to most of the time to see how far are they & remind them of due dates, so I think specifically that's what I normally do to try to address that problem.

Me: Right, thank you very much seconder for your assistance.

Peter: You welcome sir.

End of interviews

Appendix 7: Case Record for Henry with Grade 9 teacher at Kuomboka Secondary School.

<div align="center">

Date: 6 June 2008

Time: 17:45 – 18: 20

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1. INTRODUCTION

In this case study report, I am reporting on my findings from Henry whom I interviewed at Kuomboka Secondary School. The following is the frame work of the case study report:

- The profile of the school and the teacher
- The teacher's views on LCE
- Indicators of learner-centered education
- The importance of History to learners
- Key ideas learned in History
- The importance of LCE in History teaching
- The teaching strategies in History
- The value of resources in History teaching
- The assessment of History in Secondary School
- The challenges and problems in teaching History
- Solutions to these challenges and problems in History teaching

2. THE PROFILE OF THE SCHOOL AND THE TEACHER

Kuomboka Secondary School is a School where Henry whom I interviewed started his life in teaching profession. The school opened in 1988. It is found in the Caprivi region in north eastern Namibia. It has one Grade 1 class, one Grade 2, one Grade 3, one Grade 4, one Grade 5, one Grade 6 and one Grade 7, one Grade 8, one Grade 9, and one Grade 10. The medium of instruction is English from Grade 5 to 10, and Silozi from Grade 1 to 4. English second language is taught as a subject from Grade 1 to 4.

The details of Henry as a professional are as follows:

Henry is teaching Grade 8 to 10 History and Geography and Social Studies from Grade 5 to 7. He had just three years experience in the mentioned subjects above at the time of my study. He was the class teacher for Grade 9 class in 2008. He has a Basic Education Teacher Diploma (BETD) and an Advanced Certificate in Education (ACE)

He is one of the three teachers I interviewed and observed and conducted stimulated recall interviews with. The lessons for History subject I observed is 40 minutes long each period. He taught 48 learners in Grade 9.

3. FINDINGS FROM THE INTERVIEWS

3.1 The teacher's views on LCE

When he was asked about his views of learner-centered education he explained that in 58 learners LCE is impossible because of overcrowding. He further said that a group work strategy is difficult to use because learners are many. In a class where they are many learners when you plan to use group work you just waste a lot of time.

3.2 Indicators of learner-centered education

When asked about the indicators of LCE he responded that it is the participation of learners in the lesson. He went on to give an example that when he asks a question learners respond to that question. He also said that learners should be given the opportunity to ask questions and comment on the lesson.

3.3 The importance of History to learners

When asked about the importance of History he responded that learners should know where they come from and understand why people are speaking different languages. They should also understand why these languages are related and be aware of the

changes that are busy taking place. They should understand that what they are doing today will be tomorrow's History and that History is a continuous process.

3.4 Key ideas learned in History

When asked about the key ideas which learned should learn in History he explained that learners should know where they come from. They should know the events such as the 1st and 2nd World war and should avoid such mistakes made by our fore-fathers. Mistakes such as 1st and 2nd World Wars.

3.5 The importance of LCE in History teaching

When asked about the importance of LCE in History teaching he responded that learners should find out actually things for themselves concerning the topic. The teacher should build on what learners know already.

3.6 The teaching strategies in History

When asked about his strategies he said that the most effective strategy is the question and answer method because it does not waste his time and most of the learners participate. He further said that it s difficult for him to use group work because it wastes his time.

3.7 The value of resources in History teaching

When asked about the value of resources for History teaching he responded that to support the topic which is at hand for instance the topic is the movement of people from central Africa to where they are today. Learners will know where central Africa is through the help of the teaching aids. The resource supports the learners' understanding about the topic at hand.

3.8 The assessment of History in Secondary School

When asked about assessment he explained that he assesses by asking questions at the end of the lesson to find out whether they understood the lesson. He also gives class

works and homework. He also gives tests to find out whether learners understood the objectives set in the syllabus.

3.9 The challenges and problems in teaching History

When asked about the challenges and problems in History teaching he explained that he had difficulty in getting teaching-learning aids such as the commercial World History map. When improvising, some small countries are not visible that is his challenge. It is
impossible for him to use group work because it is so time consuming due to the large number of learners in his classroom.

3.10 Solutions to these challenges and problems in History teaching

When asked about the solutions of the problems and challenges he responded that he improvises in providing the teaching materials and he uses pair work instead of group work and question and answer to solve the problem of time.

End of case record

Appendix 8: Permission letter to conduct research in Schools from Rhodes University

RHODES UNIVERSITY
Grahamstown • 6140 • South Africa
EDUCATION DEPARTMENT
PO Box 94 • Tel: (046) 603 8383/8393 • Fax: (046) 622 8028 • e-mail: p.ngalo@ru.ac.za

TO WHOM IT CONCERNS

The bearer of this letter, **Nestor Mutumba Sibeya** is registered as a Masters of Education student at the above institution.

The research requirements of the degree necessitate the student's involvement in schools and other education institutions, where the student will need to interview educators and to do classroom observation.

We respectfully request that you will grant him the necessary permission to have the access to institution he need. The student is bound by and aware of the ethical policy regarding research and will abide by the principles of confidentially regarding the publication of results.

Ursula van Harmelen
Senior Lecturer
Education Department
Rhodes University

+27 46603 8383

11 April, 2008

Tel: (046) 603 8111 • Fax: (046) 622 5049 • e-mail: registrar@ru.ac.za

Appendix 9: Permission letter from the Permanent Secretary

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PROGRAMMES AND QUALITY ASSURANCE

Tel:	264 61 2933200	Private Bag 13186
Fax:	264 61 2933922	Windhoek
E-mail:	mshimho@mec.gov.na	NAMIBIA
Enquiries:	MN Shimhopileni	9 April 2008

File: 11/1/1

Nestor M. Sibeya
Caprivi College of Education
Private Bag 1069
Katima Mulilo

Dear Sir

SUBJECT: PERMISSION TO DO EDUCATIONAL RESEARCH

Your letter requesting permission to do research as part of the post-graduate studies for a Masters of Education Degree, through the Rhodes University, Grahamstown, South Africa, has reference.

Kindly be informed that the Ministry of Education recognises your effort and the possible contribution your research initiative can make towards successful curriculum implementation for education in a broader sense.

This letter grants you permission to do the required work in terms of consultations, interviews and other related interactions at both school and regional office levels.
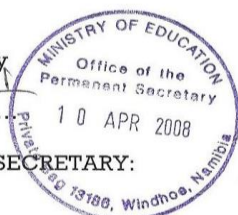
Kindly note that the Ministry of Education would expect from you to deposit copies of you published work in the respective libraries and resource centres. Also ensure that your research activities do not interfere with normal school programmes.

Best wishes for success in your academic endeavour.

Yours faithfully

I V Ankama
PERMANENT SECRETARY:

Appendix 10: Letter to the Principals

<div align="right">

P. O. Box 1383

Ngweze

Namibia

12 May 2008

</div>

The Principal

Dear Sir

RE: REQUEST FOR A RESEARCH SITE

I am a part time student with Rhodes University, Grahams town in the Republic of South Africa, (Student Number: 607S3476). I am studying for a Master of Education degree (GETP) since March 2007. I would be grateful if you allow me to use your school as one of my research sites for the research report which I am required to write by the said University above.

The aim of my research project is to study how teachers perceive and implement LCE in history subject in the Caprivi region. If I will be allowed to conduct the research at your school, the teacher whom I will be working with shall be interviewed and classroom observations will be conducted for three history lessons. There will be some post discussions and stimulated recall on the lesson observed with the teacher concerned. The interview, discussions and observations will be tape recorded and if possible video will be used for easier transcription thereafter.

The school and the teacher(s) concerned are assured of anonymity in the final research report, and the transcription would be returned to the teacher involved to proofread and for making final comments. Should you have any question or concerns about this request contact me at 0812486324/066-253422 (work) or 066-253637 (home).

Yours Sincerely

Appendix 11: Letter to the History teachers   P.O. Box 1383

                                                Ngweze

                                                Katima Mulilo

                                                Namibia

                                            12 May 2008

To: The History Teacher

Dear_____

RE: REQUEST TO INTERVIEW AND OBSERVE YOU IN YOUR CLASSROOM

I am doing part time Masters in Education (General Education Theory and Practice) Degree student at Rhodes University, Grahamstown in South Africa (Student Number: 607S3476) I am currently in my final year of study and I'm requesting to observe you while teaching from March to June 2008.

The interviews will be Tape Recorded and thereafter I will transcribe them.

You are expected to answer questions during interviews on the following:
- LCE approach
- Functions of History Subject to learners
- Strategies used in History Subject
- The use of resources in History Subject
- Assessment used in History Subject
- Challenges you encounter in history teaching

I will observe three lessons in History Subject and I will use a Tape Recorder to have easy access for transcription process and we will have post interview discussions.

Therefore, both the teacher and the School are assured of anonymity in the final report and transcription shall be returned to the teacher involved to proofread and make comments.

If you have any question please feel free to contact me at 066 253637 (home) or 066 253422 (work) or mobile phone: 0812486324. The attached is a permission letter from the Permanent Secretary for education and from Rhodes University.

Should you grant me permission to interview and observe you please sign the attached agreements form.

Thanking you for your cooperation in advance.

Yours Sincerely,

Nestor Sibeya

Appendix 12: Consent Form

CONSENT FORM

Mr. Nestor Sibeya is hereby granted permission to interview me as well as to observe my classes for a period of one week, thereafter; a stimulated recall interview will be conducted. I am aware that both the interview and class observations will be recorded, and that transcripts will be made of the interview and extracts from these may be used in the final report. I have also been assured of my anonymity and that of the school.

Signed: _____ Date _____

Appendix 13: Lesson Plan for Peter

<div align="center">

HISTORY / GEOGRAPHY
LESSON PREPARATION FORM

</div>

SUBJECT : History

GRADE : 9

DATE : 05·06·08

PERIOD :

LESSON TOPIC : 1920-1945: SA as a Mandatory Power of Namibia

LESSON OBJECTIVE(S) : list the conditions under which South Africa administered Namibia

discuss how South Africa administered Namibia

TEACHING AIDS : Textbook , Chalkboard

<div align="center">

PLANNED PRESENTATION OF LESSON

</div>

1. INTRODUCTION Ask learners to explain why South Africa invaded Namibia.

2. STEPS TO ACHIEVE BASIC COMPETENCIES

TEACHER ACTIVITIES	LEARNER ACTIVITIES
- explain how SA administered Namibia on behalf of the League of Nations	- explain how South Africa used special laws to control every aspect of the peoples of Namibia and their lives
- Numberate the laws introduced by SA in Namibia during 1920 and 1945	- Mention the laws that promoted Apartheid or racial segregation, introduced under SA rule (1920-1945)
- Ask learners to describe the provisions of some of these laws	- Describe the migrant contract labour introduced

3. EVALUATION / CONSOLIDATION

Appendix 14: Lesson plan form

DAILY PREPARATION

TERM: .... DAY AND DATE: ....

SUBJECT: .... GRADE:................................

THEME OF LESSON: ....

LESSON PLAN:
TEACHING AIDS:
WRITTEN WORK/ASSIGNMENTS:
CONTROLLER'S SUGGESTIONS AND SIGNATURES:

Appendix 15: Test & home work

Test 1

1. To subdue (control the herero).
- To capture lewis
2. Rinder pest
- The german protected their cattle against the disease by Inoculating.
3. The were · here because of land.
4. Land confiscation
- Confiscation of cattle
- Colonial oppresetion
5. Witbooi and Maharero

20/20 Good 29.02/08

friday

Home work

18/20 29/02/08

29 february 208

(a) They were defeated In the battle of waterberg on 11 August 1904. von
Troth.
(b) loss of herero cattle
- Loss of herero Land
(c) Defeated the germans
- made peace each other
(d) their leaders was killed In action
- Nama community
(e) they 2000 fighters
- 1625 modern rifles
- machine guns
(f) TO divide and rule
Controlle Indigenous by force. they confiscating cattle and land
(g) Bondel Swart - Jacob marengs
- Herero comi - Samuel maharero

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Appendix 16: November Examination Question Paper

HISTORY
GRADE 9
MARKS 130

NOV/DEC 2007
TIME 1HR

INSTRUCTIONS
1. Answer all questions
2. Number your work correctly
3. Write neat and legible

SECTION A   Multiple choice

1. During which year did the first world war start and end?
   A. 1908-1920
   B. 1914-1918
   C. 1918-1920
   D. 1814-1818   (2)
2. After the first world war of national resistance the German brought almost half
   Under their direct administration. They called the area they.....
   A. Police
   B. Naulila
   C. Kaokaland
   D. Karas mountain   (2)
3. One of the causes of the war of national resistance was......
   A. Water
   B. Colonial oppression
   C. Resistance
   D. Borders   (2)
4. Who succeeded chief Maherero
   A. Nahela Mpingana
   B. Samuel Mahere
   C. Mandume Ndemufayo
   D. Hendrik Witbooi   (2)
5. The current head of state in Namibia is
   A. Sam Nujoma
   B. Nahas Angula
   C. Hidipo Hamutenya
   D. Hifikepunye Pohamba   (2)
6. Which one has the highest authority in Namibia?
   A. The president

B. The parliament
C. The prime minister
D. The constitution (2)
7. The European country which colonised Namibia in the 18 th century was.....
A. Britain
B. German
C. France
D. Berlin (2)
8. The Namibian government consist of the three branches, these are...
A. Legislative, national assembly and the national council
B. Legislative, judiciary and executive
C. Judiciary, supreme court and the high court
D. The president, the cabinet and Judges (2)
9. The organisation which was formed after the first world war was...
A. The league of nations
B. NATO
C. FAO
D. United nations (2)
10. During which period did the European nations met in Berlin for Africa conference?

A. 1890-1891
B. 1884-1885
C. 1907-1908
D. 1880-1881 (2)
11. Who is the current prime minister in Namibia?
A. Nahas Angula
B. Hage Geingob
C. Theo Ben Gurirab
D. Doreen Siyoka (2)
12. Namibia became independent on the ....
A. 20 April 1990
B. 21 March 1990
C. 21 March 1991
D. 26 August 1966 (2)

13. What was the main interest of South Africa in Namibia?
A. Natural resources
B. Genocide
C. Hunting
D. War (2)
14. UNIA stands for...
A. University of Namibia
B. United Nations Investment Act
C. Universal Negro Improvement Association
D. Universal Interim National Association.

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15. Which political organisation in Namibia won the 2004 presidential elections?
    A. DTA
    B. SWANU
    C. COD
    D. SWAPO   (2)

16. A disease called .... Destroyed 90% of the Herero's cattle
    A. Lung sickness
    B. Tsetse fly
    C. Render pest
    D. Foot and mouth disease   (2)

17. Which two Namibian communities made peace in 1892?
    A. Nama and Herero
    B. Nama and Ovambo
    C. Damara and Herero
    D. Herero and Ovambo   (2)

SECTION B   QUESTION 1

Study the cartoon and answer questions
(a), (b) and (c)

Bas relief from Abomey, West Africa, an artist shows the superiority of white settler's

-3-

(a) How did the fight between Africans and whites affect the lives of African? (4)

(b) Why were Europeans successful in those fights ?
Explain your answer? (3)

(d) How important was the arrival of Europeans in the history of Africans? Explain your answer (3)

Now answer questions (a), (e), (f), (g) and (h)

(d) Name and explain two types of colonies in Africa? (4)

(e) State two reasons why Europeans came to Africa? (2)

(f) Write a paragraph on the war of national resistance of 1904-1908. (5)

(g) What did Africans think about European nations colonising their continent? (5)

QUESTION 2

Study the picture and then answer question (a), (b) and (c)

Miners housed in a closed compound, 1900

− H ⁻

(a) How did the contract labour system affect the lives of Namibian? (4)

(b) Why was the contract labour system introduced in Namibia? Explain your answer. (3

(c) How important was the contract labour for economic development of Namibia ? Explain your answer. (3)

Now answer question (d),(e),(f),(g) and (h)

(d) Name and answer explain two causes of the war of national resistance of 1904-1908?

(e) Give two factors which contributed to the rise of nationalism?

(f) Write a paragraph on factor which contributed to nationalism? (5)

(g) What did Namibians think about the German colonial rule in their own country? (5)

(h) The following are three reasons why Namibians started moving to urban area, During colonial time;
- They wanted better living condition
- They wanted education
- Their land in rural areas had been taken away

Which one of the three reasons is the most important in your opinion? Choose one and write reasons why you choose it. Also explain why the other two are not as important Your choice.

QUESTIOPN 3

1. Define the following terms;

(i) Colonialism	(2)	
(ii) Urbanisation	(2)	
(iii) Genocide	(2)	
(iv) Trade	(2)	
(v) Natural resources	(2)	

2. (i) Explain the term assimilation (2)

(ii) Which European nation introduced the policy of assimilation?

(iii) Which international organisation was formed after the second world war in 1945? (2)

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3.(i) What do the following abbreviation stands for ;

    (a) SWAPO
    (b) OPO
    (c) COD
    (d) UN
    (e) SWANLA   (2)

   (ii)   State the aims why the following organisations were formed?
    (a) OPO   (2)
    (b) The herero chiefs council   (2)
    (c) · CANU

   (iii) Discuss the causes and results of the Windhoek Massacre on the
        10th December 1959?   (6)

100
64
36

+ % factual recall / 130/ MARKS
of information   -6-

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Appendix 17: Henry's lesson plan indicating the type of questions asked.

	The topic : Zulu Kingdom	Questions	Answered/not answered	B. Taxonomy (Level 1-6)	Categorization of questions	%
T	Good morning class					
L's	*"Good morning sirs".*					
T	***"Give me three strong kingdoms in South Africa?"***	*"Give me three strong kingdoms in South Africa?"*	A	2	Comprehension	
L	*"Ndanwe, Mthethwa and Ngweni kingdom".*					
T	***"Mention three small chiefdoms in South Africa?"***	*"Mention three small chiefdoms in South Africa?"*	*A*	2	Comprehension	
L	*"The Zulu, the Khumalo and the Kwabe chiefdom".*					
T	*"Ok,* **now which part of Africa did the Nguni come from?"** *"So because all the Kingdoms such as the Zulu, Mthethwa and the Khumalo are regarded as the Nguni people".* **"So where do they come from?"** *"Yes"*, pointing at learner.	*, Now which part of Africa did the Nguni come from?"* *"So where do they come from?"*	*N* *A*	*1* *1*	*Display* *Display*	
L	*"The Eastern region of South*					

	Africa".					
T	***"Do you agree with him asked the class?"***	***"Do you agree with him asked the class?"***	*A*	*1*	*Confirmation*	
L's	*"No".*					
T	*"Yes, you".* Pointing at another learner					
L	*"Northern region of South Africa".*					
T	*"Reminds the classes that don't forget that those people were Bantu speaking, **so where do Bantu speaking people originate?"** "Yes".* Pointing at a learner.	***So where do Bantu speaking people originate?"***	*A*	*1*	*Display*	
L	*"In the North of South Africa".*					
T	*"Thank you for trying, yes, pointing at another learner".*					
L	*"North of Africa".*					
T	*"Thank you for trying. Yes pointing at another learner".*					
L	*"Central Africa".*					
T	*"He hanged the political map of Africa on the chalkboard and asked the classes that can **someone come and show me the central part of Africa, where the Bantu speaking people originated?"** Pointing at a learner*	***Can someone come and show me the central part of Africa, where the Bantu speaking***	*A*	*1*	*Display*	

		people originated?				
L	Came to the chalkboard where the map was hung and show the class where the central Africa is.					
T	*"Yes, very good, that is where the Nguni people originated who are now found in South Africa".* *"They came from central part of Africa and settle in South Africa between Drankensberg mountain and Indian ocean".* *"Good you can sit down referring to the whole class".* *"So, now we are starting with the Zulu kingdom". "We know that the Zulu kingdom was one of the smallest kingdoms in South Africa, but became a very powerful kingdom in South Africa around 1816".* **"Who was the king who made the Zulu kingdom to become very powerful?"**	**"Who was the king who made the Zulu kingdom to become very powerful?"**	A	2	Comprehe nsion	
L's	*"Shaka Zulu".*					
T	*"So, Shaka Zulu became the king of the Zulu and made the Zulu to become bravery and powerful kingdom in South Africa". "Shaka was born in*					

1787 but it is not the exact date but according to songs and poems they direct us that he was born in 1787". "The cultural song they used to sing and cultural poems direct us that he was born in 1787". "At that the Zulu kingdom was a small kingdom in South Africa. Shaka was a son of a chief Senzangakoma and Langeni the princess. His father was already the chief of the Zulu". "Senzangakoma had problems with his wife Langeni every time, as a result he had unhappy child, he was not happy as he was growing as a child simply because, there were troubles in the relationship of his parents". "Shaka was also accused of causing the death of a sheep in that very village where they were staying, for that reason him and his mother were told to leave the village, in other words, they were chased from the village to go and stay in the other villages". "The reason was that, Shaka was accused of					

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	killing a sheep in the village where they were staying". *"They were told to go to the Kwame kingdom a small kingdom in South Africa".* *"They only stayed there just for some time and shifted again to the Mthethwa kingdom and now we know that the king of the Mthethwa kingdom was who?"* ***"Who was the king of the Mthethwa kingdom?"*** *Pointing at a learner.*	***"Who was the king of the Mthethwa kingdom?"***	A	2	Comprehension	
L	*"Dingiswayo".*					
T	*"Then this time around, Shaka was 22 years old when they moved to the Mthethwa kingdom. Dingiswayo recruited him to be one of his soldiers to join his army".* *"When Shaka's father died in 1816, Dingiswayo helped Shaka to seek the crown from his brother to become the chief of the Zulu, so now you find that because Shaka was very strong in that army of Dingiswayo, Dingiswayo instructed him and wanted to help him in any way". "When his father passed away, in1816 his brother was*					

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supposed to succeed him as king but Dingiswayo believed that Shaka was supposed to be the king of the Zulu kingdom and helped him to become the king of the Zulu kingdom, after the death of his father in 1816". *"Unless there is a question how Shaka became the king of the Zulu kingdom. Before we move on to the reasons why he was very strong, his army was very strong ok".* *"So we move on to **Shaka's army or military tactics".*** *"You find that, there are reasons to why he made the Zulu kingdom to be very powerful kingdom that is immediately when he became the king of the Zulu kingdom in 1816".* *"The first reason is that, he combined the ideas that he got from the Mthethwa kingdom and the Ndandwe kingdom together".* *"For example he combined the ideas of Mthethwa of using shields and the idea of Ndandwe of using short spears, for that reason he*					

became very powerful". *"The other reason was that his soldiers used long shields and short stabbing spears".* *"A shield is something that protects you when you are in the war against the spears that are coming so, they used long shields as a result they covered their heads up to the toes, spears that were thrown to them were easily dropped down".* *"They used short handled spears so it means that, when the enemies threw their spears, Shaka's soldiers stood behind the long shields, the moment when the enemies were busy throwing up those long spears, the moment they could see that their enemies were un armed, meaning throwing their spears now they do not have spears, that was the time they could move closer to them with their short handled spears and start stabbing them, that is why they became very strong".* *"The other reason was that soldiers were not allowed to*	154				

wear sandals, because they made them to be very heavy when running". "So to make running easy and fast no soldier was allowed to put on sandals". *"The other reason is that, he used the buffalo horn or the cow horn tactics". "You find that this is the point where his enemies are* "(he demonstrated on the diagram he drew on the chalkboard). *"So, what will happen is that they approaching from this angle, going up to the enemy, approaching from this angle going up to their enemy".* *"Approaching their enemies so, what he will do is that, he will divide his army into three groups, the other group will go in this way approaching the enemy from the other angle and the other group would come this way approaching the enemy from the other direction and then, the third group it would come straight so, for that reason now the enemy will be attacked from the three sides and that will make them to be*	155				

	easily defeated". *"That was the buffalo or the cow horn tactics that he introduced".* *"The other reason is that, he kept his people permanently in a military camp".* *"With the other kings, they would only call their people when they were going to war or when they were to attack other groups, that is the time they could call their people from their duties that come we are fighting, that is when they could come but, Shaka kept his soldiers in the military camp all times, so in other words, Shaka's soldiers were ready all the times".* *"So, these are the reasons that made Shaka to become more powerful or very strong,* *Unless there is any question".* *"Right take out your exercise books for a class work".*					
	Learners answered the following assessment questions in their notebooks as class activities. He did not have time to mark it in the					

	classroom; he therefore collected the notebooks to the staffroom.					
T	**Assessment task questions** (a) "How important was Dingiswayo in making Shaka a king of the Zulu kingdom? (explain)" (5) (b) "Why did Shaka's kingdom become powerful after 1816?" (3) "In what way, did Shaka's power affect other kingdoms? Explain" (3)					
Total questions asked by the teacher		9	A=8 N=1		9	11.3

The overall total questions for Henry's lesson shows that questions asked on echoic (comprehension, clarification and confirmation) are equal with questions asked on epistemic (display, referential, expressive and rhetorical). Only one question was not answered by the learners. He did not ask any question on social questions in his teaching and learning situation.