

CHAPTER SIX

**A TEACHING AND LEARNING PROGRAMME TO SUPPORT A
MEDIATION APPROACH TO ADVANCE FUNDAMENTAL
LEARNER RIGHTS IN ENGLISH FIRST ADDITIONAL
LANGUAGE**

6.1 INTRODUCTION

The purpose of this study was to investigate the application of mediation and the advancement of fundamental rights of learners during literature periods in English First Additional Language classes. The researcher of this thesis marked inconsistency in the application thereof and identified numerous areas of concern with regard to the purpose of this study. It was found through the data analysis that the qualitative data contradicted the quantitative data, indicating a concern that neither mediation nor the advancement of fundamental rights is applied or advanced.

The findings of the data can be depicted and interpreted as follows:

Obtaining data through questionnaires was the first step in data collection. Except for a few negative responses, the responses mainly corresponded with the expectation that mediation is applied and fundamental rights are advanced

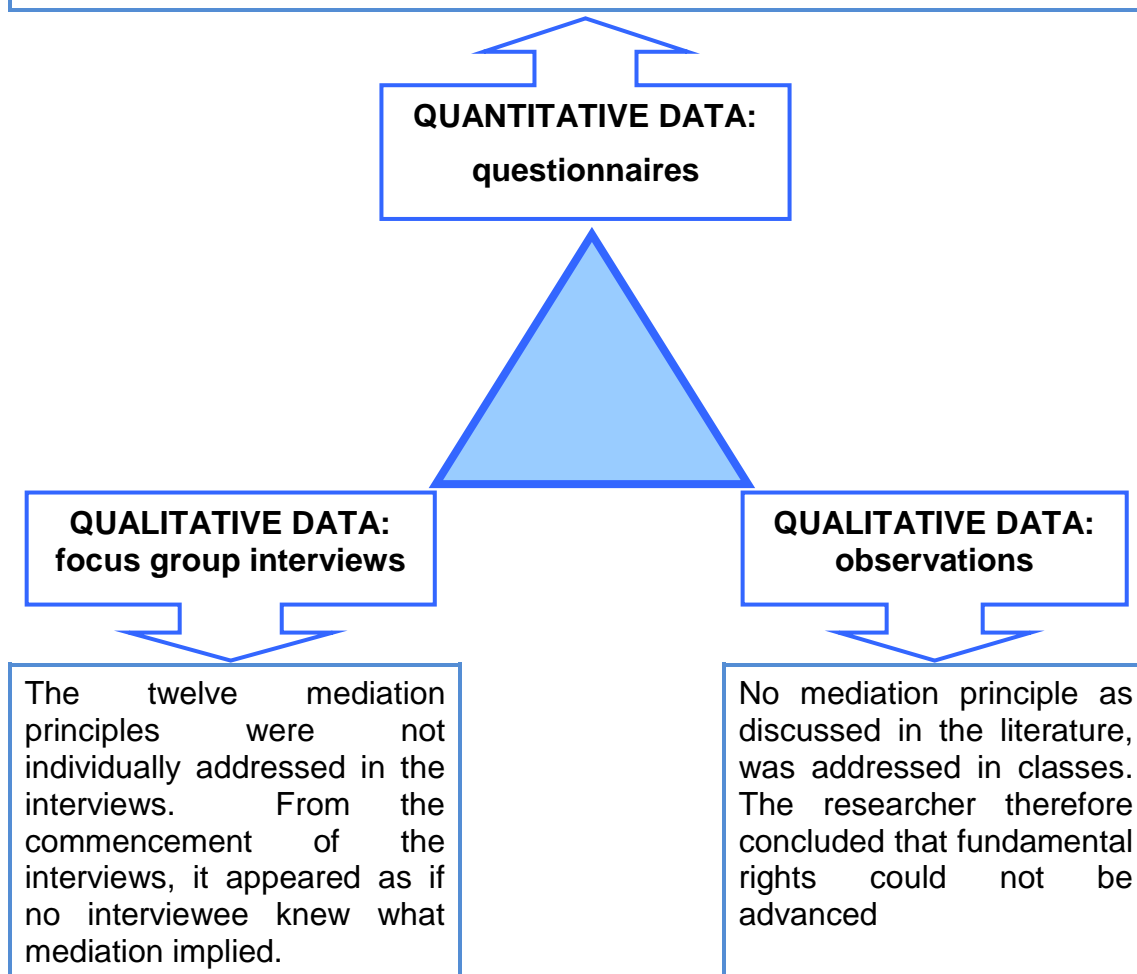


Figure 6.1: Findings of data

With regard to the findings made from the captured data (*cf.* Figure 6.1), the researcher decided to develop a teaching and learning programme which educators can apply in their classrooms in order to advance fundamental rights and mediation principles in their literature periods in the subject English First Additional Language.

In this chapter, the researcher will give the reader a background on the theoretical framework that will be used in developing the teaching and learning programme (*cf.* 6.2). In doing so, the reader will be given a brief account of the expectations and requirements of learning (*cf.* Figure 6.2) and learners (*cf.* 6.3) in following a constructivist approach as in the teaching and

learning programme that will follow. The reader will be informed of a backward design approach that the teaching and learning programme will be based on (*cf.* Figure 6.4). The researcher will lastly present the teaching and learning programme (*cf.* 6.3).

6.2 A THEORETICAL FRAMEWORK FOR THE TEACHING AND LEARNING PROGRAMME

To follow a Constructivist approach as theoretical framework of the suggested teaching and learning programme, is an obvious choice for the researcher of this thesis, since it is an approach that could easily be intertwined with mediation and the advancement of learners' fundamental rights in the classroom. In observing the basic line of departure of Constructivism – as demonstrated in Figures 6.2 and 6.3 – and the general assumptions of mediation (*cf.* 2.1; 2.2), it is evident to the researcher that the common interest of mediation and fundamental rights overlaps with the principles of Constructivist teaching and learning.

In the opinion of Pintrich and Schunk (2008:347-350), Constructivist educators should comply with the following principles:

- Create an agency for learning;
- Supply opportunities for reflection;
- Organize the classroom for teamwork and collaboration among learners, educators and others;
- Use authentic tasks, problems and assessments;
- Create and maintain classroom discourse on learning and knowledge;
- Offer opportunities to practice ways of thinking and learning;
- Give learning tools that sustain learners' learning when working on exigent tasks;
- Have learners generate and use various artifacts;

- Present scaffolding to support learners' learning; and
- Build a culture of learning and respect for others.

According to Wiggins and McTighe (2005:103), Constructivism implies that meaning cannot be taught, but must be fashioned by the learner via artful design and effective coaching by the educator. Learners will thus be taught that their job is not solely to learn facts and skills, but also to determine opportunities for their own opinions. Fraser (2006:6) adds that the basic point of departure of Constructivism is that learning is an active process in which meaning is constructed. Learning is individualized, socialized and takes place within context and knowledge is obtained through Construction and reconstruction of meaning. Pintrich and Schunk (2008:348) argue that one of the essentials of a Constructivist perspective on learning is the assumption that learning is inherently a social activity. The creation of a community would aid in satisfying the basic need of relatedness or the sense of belonging which is assumed to be functioning in all individuals. Furthermore, Koenig (2010:4) points out that, other than in Behaviourism where information is *deposited* in a learner, Constructivism is based on the understanding that the sensory information a learner obtains will be sorted, selected, interpreted, matched, altered, connected, used, forgotten or remembered.

Fraser (2006:6) points out that there are two main trends of Constructivism. The first is cognitive Constructivism that focuses on the cognitive processes people use to make sense of the world around them. In a mediated classroom, learners will be allowed to construct their own sense of what is being learned. Pintrich and Schunk (2008:350) added to the above-mentioned opinion and added that learning should eventually work like scaffolding. Learners should build on their previously obtained knowledge. The second Constructivist trend is that of social Constructivism. Fraser (2006:6) mentions that social Constructivists see learning as a social process in which learners obtain knowledge through interaction with their environment. In the opinion of Pintrich and Schunk (2008:346), the advantages of applying social Constructivism are numerous. Learners who follow a social Constructivist approach will find that groups contribute to the

multidimensionality of the classroom and will find that they are bound to the group, regardless of their level of performance. It is therefore an obvious choice that the teaching and learning programme will be a combination of both a cognitive and social Constructivist approach.

Based on the opinion of Fraser (2006:7-8), the researcher would like to demonstrate what a Constructivist approach is grounded on with regard to learners and the learning process:

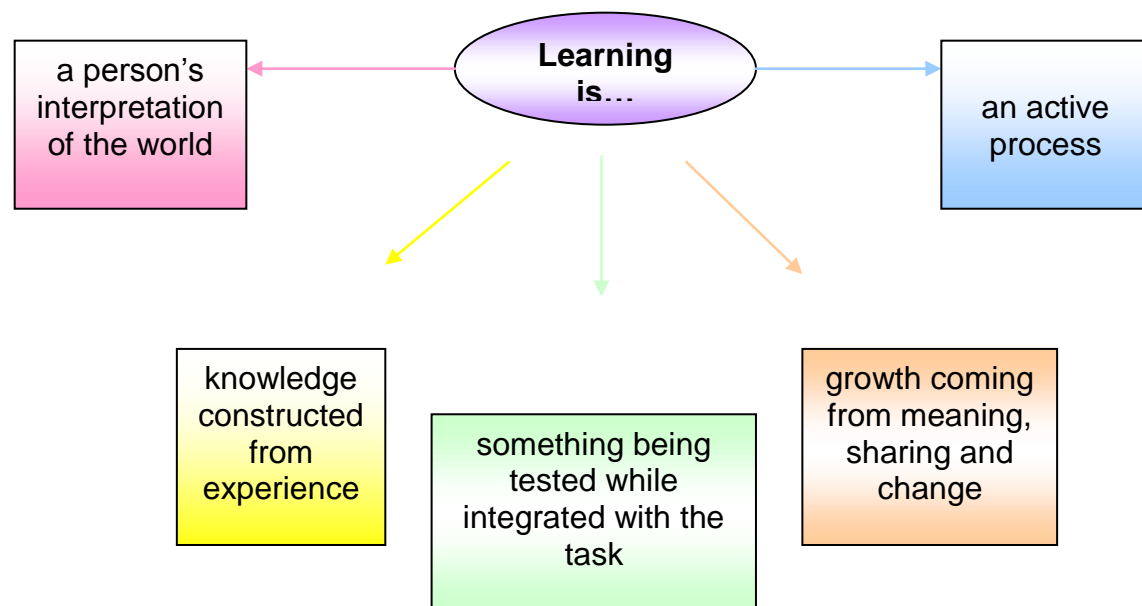


Figure 6.2: Expectations from learning in a Constructivist approach

When focusing on what a Constructivist approach is based on regarding the learner, the researcher summarized Fraser's point of view (2006:7-8) as follows:

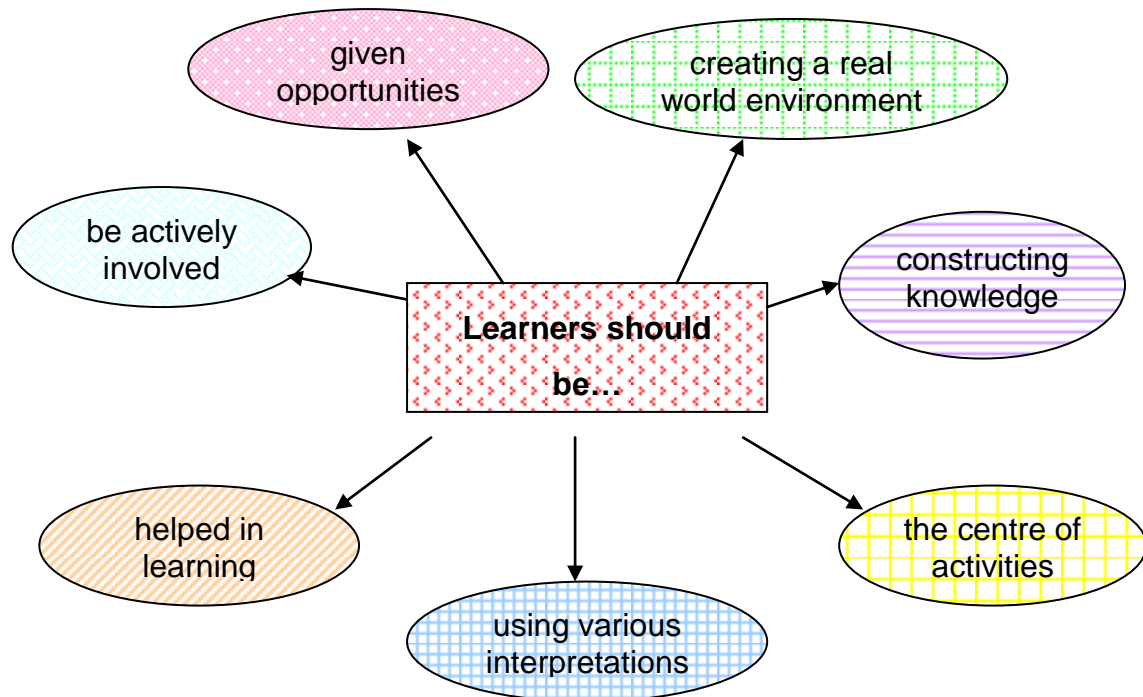


Figure 6.3: Expectations of learners when applying a Constructivist approach

Koenig (2010:5) points out the following principles of Constructivist learning:

- Learning involves the construction of concepts.
- Learners should then construct concepts for themselves.
- Learners find learning meaningful in the here and now.
- Learning occurs best in a natural setting.
- Learning advances best when others supply support or scaffolding in order to enable a learner to do something he wouldn't normally have done on his own.
- Learning may occur through the observation and osmosis facilitated by demonstrations.
- Learning is facilitated by direct instruction.

The final matter worth mentioning before demonstrating the teaching and learning programme, is the curriculum design chosen for the development of a

teaching and learning programme. In the opinion of Wiggins and McTighe (2005:14), educators need a framework to assist them in identifying teaching and learning priorities to guide the design of curriculum and assessment activities.

For the purpose of writing the teaching and learning programme, the researcher decided on using a backward design framework. The reason for using a backward design approach, is because the researcher wishes to state the outcomes upfront to force the educator to mention this and to keep this in mind when teaching the learners. In the opinion of Wiggins and McTighe (2012:1), the design is called backward because many educators begin with textbooks and certain activities rather than deriving those tools from goals or standards. The reverse procedure is thus applied: the educator starts with the end – the desired outcome (standards or goals) – and then derives the curriculum from the evidence of learning (performances) needed by the standard and teaching necessary to equip learners to perform. Jacobs (2012:1) is of the opinion that backward design is a process that focuses on assessment first and instructional activities last. In her opinion, backward design forces educators to look at the big picture with the end goals in mind. With such a backward design, the educator sets the vision of the curriculum, decides how learners will deliver evidence of the learning and finally designs activities to help learners learn what is necessary to be successful in their learning.

The researcher wishes to demonstrate the essentials of a backward design by using a diagramme, based on that of Wiggins and McTighe (2005:18).

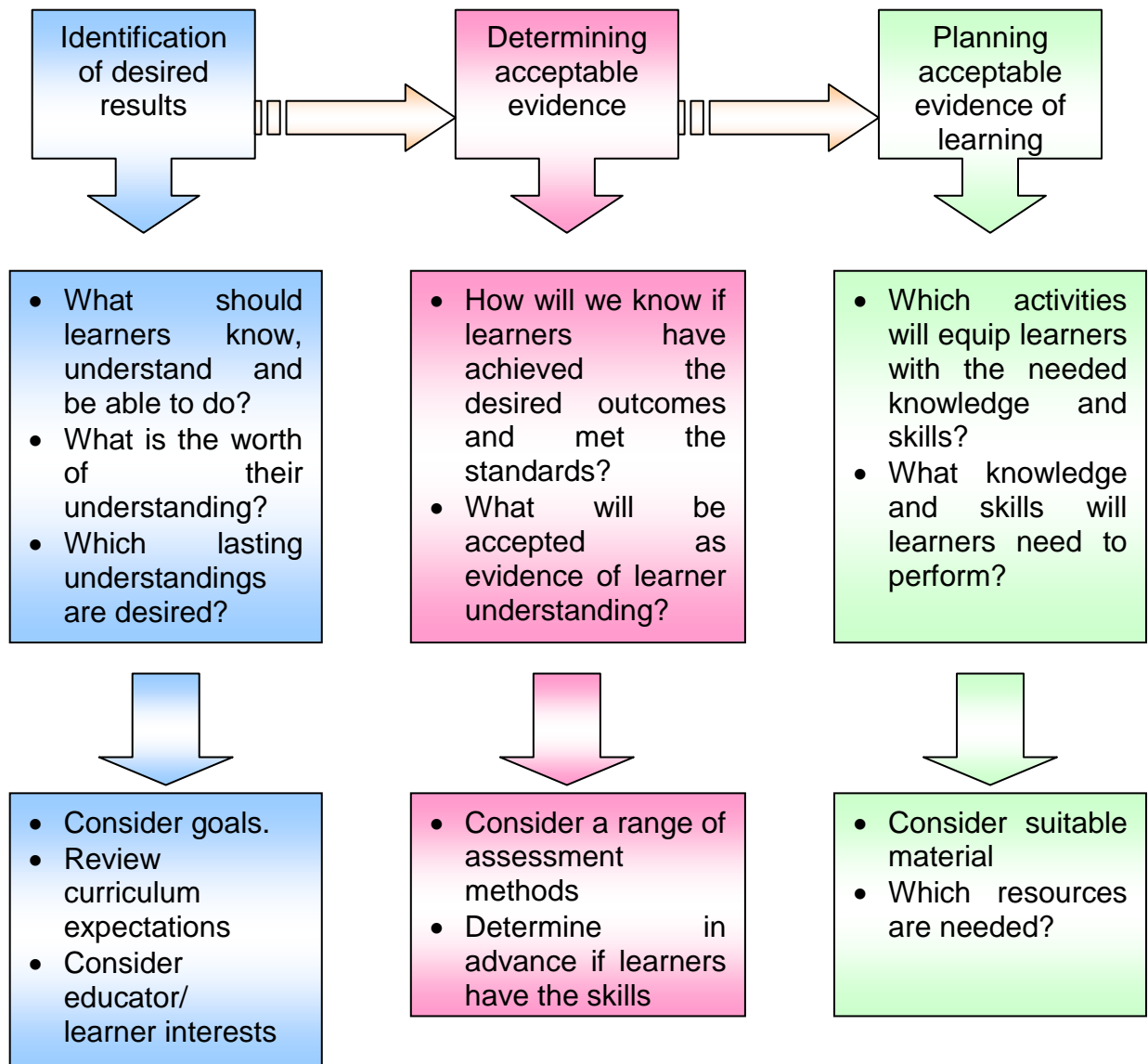


Figure 6.4: Backward design

From Figure 6.4 above, it is apparent that such a design requires thinking firstly about the specific learning sought and the evidence of such learning, before thinking about what the educator will do or provide concerning teaching and learning activities (Wiggins & McTighe, 2005:14).

6.3 THE TEACHING AND LEARNING PROGRAMME: THE MEDIATIONAL WAY OF PRESENTING POETRY TO GRADE 11 ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS WHILE ADVANCING THEIR FUNDAMENTAL RIGHTS

According to Jacobs (2004:67), a teaching and learning programme is a plan of action that an educator designs to ensure that his/her learners achieve the outcomes prescribed by the Department of Education. A learning programme is thus a mini-curriculum.

In official documents of the Department of Education, the expression *learning programme* refers to a system of work that stretches over three years and shows a detailed list of all the themes taught and methods used during each lesson in a specific subject (Jacobs, 2004:67).

Before a teaching and learning programme for Grade 11, English First Additional Language (literature) could be compiled, it was essential to understand what the new curriculum expects of the educator. These guidelines can be found in the Curriculum and Assessment Policy Statement (CAPS, 2011:10-11).

The curriculum of English First Additional Language for Grades 10-12 is organized according to the following skills:

- ❶ Listening and speaking
- ❷ Reading and viewing
- ❸ Writing and presenting
- ❹ Language structures and conventions

For this teaching and learning programme, the researcher has decided to focus only on poetry for Grade 11. It is considered a common practice by first additional language educators to do 4-5 poems per term. Having decided on this genre, it is apparent from the above-mentioned document (CAPS, 2011) that most literature forms fall supremely in the second aforementioned

category: reading and viewing. According to CAPS (2011:28), reading and viewing is arranged into:

- Reading for comprehension
- Reading for formal study (setworks)
- Extended independent reading

It is therefore evident that poetry – as a form of setwork – falls in the second category in reading and viewing.

It is also essential to emphasize to the reader that, no matter which aspect in a language is focused on, it is unlikely that such aspect will fall solely under one aspect. Therefore, although the researcher will focus on the second skill, some of the other skills will also support the teaching and learning programme.

Another important facet worth mentioning when compiling a teaching and learning programme for English First Additional Language Grade 11 – poetry, is to establish the emphasis of poetry as set work in the formal study of literature. To provide the educator guidance on what is expected, once again, one should be guided by CAPS (2011:31-32):

- understand the qualities of literary forms, for example that a poem has different characteristics from a novel;
- identify and explain figurative language and rhetorical devices as they appear in different texts, for example: simile, metaphor, etcetera;
- identify and explain the poet's intention; and
- explain choice and effectiveness in poetry of how elements support the message / theme. Elements may include imagery, structural elements and sound devices, for example, rhyme and rhythm.

The following keys will be used in the programme to represent the explicit infusion of mediation principles during teaching and learning:



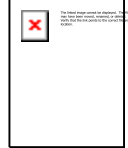






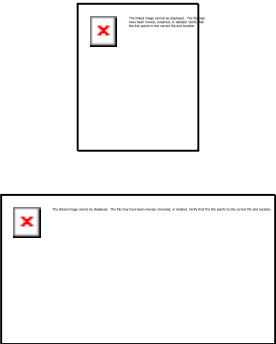
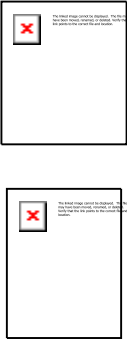





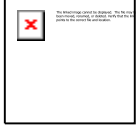




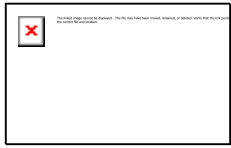


MEDIATION PRINCIPLE	KEY
1. Intentionality and reciprocity	
2. Transcendence	
3. Meaning	
4. Competence	
5. Regulation and control of behaviour	
6. Sharing behaviour	
7. Individuation	
8. Goal seeking and setting	
9. Challenge	
10. Human as entity	

Figure 6.5: Keys to mediation principles

All figures found below comprise of three columns: column one contains all the activities concerning the poem; column two indicates the relevant mediation principles; and column three points out the fundamental rights that would be applicable.

<p><u>POETRY PERIODS 1 – 3: POEM 1:</u> The Road Not Taken (by Robert Frost)</p> <p style="text-align: center;"><u>THEME:</u> Choices</p>		
<p><u>Skill:</u> Reading and viewing</p>		
<p><u>Expectations:</u> ✓ advancement of fundamental rights through the application of mediation principles</p> <p style="padding-left: 40px;">✓ development of skills in making choices in life</p> <p style="padding-left: 40px;">✓ understanding of the poem, its theme and figures of speech</p>		
<u>Activities:</u>	<u>Mediation principle</u>	<u>Fundamental rights</u>
<u>Pre-reading:</u>		
<p>💡 Educator allows a short discussion on <i>choices</i>. Learners share opinions on the term <i>choices</i>.</p> <p>💡 Learners should understand what a choice is about and who may be involved in making choices in your life.</p>		<p>culture/belief/religion</p> <p>freedom of expression</p>
<p>💡 Discuss possible consequences of choices.</p> <p>💡 Educator prepares learners for poem: as with any choice, the traveller needs to choose which road to travel by, although it is not an easy choice to make.</p>		<p>education</p>

Reading:		
<p> The poem is presented to the learners as per suggestion (<i>cf.</i> Appendix J1).</p>		<p>children's rights education</p>
<p> Educator allows and encourages individual inputs on the interpretation of the poem.</p>		<p>equality human dignity</p>
<p> Link the poem to how it may influence their future when making decisions that can have a lasting impact.</p>		<p>culture/belief/reli gion</p>
<p> Discuss how a difficult choice requires good and thorough thinking where advantages and disadvantages should be weighed upon each other.</p>		<p>education</p>
<p> Apply the result of the poet's choice to that of making a wrong choice.</p> <p> Allow short discussions on types of choices you need to make in life, such as choosing a career.</p>		<p>freedom of expression culture/belief/reli gion children's rights</p>
<p> How do some of your choices have an impact on yourself and others around you?</p>		<p>freedom of expression</p>

Post-reading and informal assessment:

Worksheet is handed to all learners to assess their understanding of the poem (*cf.* Appendix J1).









freedom of expression





In conducting the lessons, the following fundamental rights as they are found in the Constitution (1996) would be advanced by applying the following mediation principles:

- Section 9(1) – equality: All learners will be given equal opportunity to give opinions on choices and the importance thereof (*cf.* 3.3.1.3). This right will be enhanced by applying the mediation principle of transcendence (*cf.* 2.5.1.2) and meaning (*cf.* 2.5.1.3), because all learners will be given the opportunity to know what the purpose in studying the poem would be.
- Section 10 – human dignity: In giving each learner the opportunity to provide input concerning the poem and the discussion of the theme, learners’ self-esteem will be boosted (*cf.* 3.3.1.3). This right will be advanced by applying the mediation principle of individuation (*cf.* 2.5.2.4) when a child is given the opportunity and appreciation for making his inputs.
- Section 15(1) – culture/belief/religion: Each learner will have the opportunity to share with others how they deal with making choices in their culture or religion (*cf.* 3.3.1.3). The advancement of this principle will occur through applying intentionality and reciprocity (*cf.* 2.5.1.1) and sharing (*cf.* 2.5.2.3) when learners can tell the class how they deal with making choices in their culture or belief system.
- Section 16(1) – freedom of expression: Learners will experience the opportunity to express their opinion on choices and the importance thereof (*cf.* 3.3). This fundamental right can be advanced when applying mediation of sharing behaviour, because the learner will learn more of him/herself and share that with others when expressing him/herself.

- Section 28(2) – children’s rights: Giving learners the opportunity to contribute to the discussions, is acting in the best interests of the child (cf. 3.3.1.3). This right will be advanced if an educator applies mediation of transcendence (cf. 2.5.1.2) and meaning (cf. 2.5.1.3) when explaining the work to the learners. When learners contribute to their own learning, they are given the right to eventually add meaning to their own lives.
- Section 29(1)(a) – education: By teaching learners effectively, the educator is also contributing to respecting each learner’s right to basic education (cf. 3.3.1.3). This fundamental right will be advanced if the educator applies mediation of transcendence (cf. 2.5.1.2) and meaning (cf. 2.5.1.3) in the classroom. If learners are taught well, the transference of subject content will occur and meaning related to every day life will be added to the content.

<p><u>POETRY PERIODS 4 – 6: POEM 2:</u> My Parents Kept Me From Children Who Were Rough (by Stephen Spender)</p> <p><u>THEME:</u> Bullying</p>		
<p><u>Skill:</u> Reading and viewing linking with listening and speaking</p>		
<p><u>Expectations:</u> ✓ advancement of fundamental rights through the application of mediation principles</p> <p>✓ teaching learners about bullying</p> <p>✓ understanding of the poem, its theme and figures of speech</p>		
<u>Activities:</u>	<u>Mediation principle</u>	<u>Fundamental rights</u>
<u>Pre-reading:</u>		
<p>☛ Educator tests learners’ perceptions on bullying by asking who knows what bullying is and what they think about it.</p>		<p>equality</p>

<p>🔦 Learners are allowed to indicate their experience with or involvement in bullying.</p>		<p>dignity</p>
<p>🔦 In groups or pairs, learners are asked to offer solutions to bullying at school.</p>		<p>freedom of expression</p>
<p>🔦 Now prepare learner for poem: learners are alerted to observe the poet's feelings he experiences when being bullied. They are asked to evaluate the bullies' behaviour objectively while listening to the poem being read.</p>		<p>freedom and security</p>
<p><u>Reading:</u></p>		
<p>📖 The poem is presented to the learners as per suggestion (<i>cf.</i> Appendix J2).</p> <p>📖 Learners are asked to suggest possible reasons for the bullying taking place.</p> <p>📖 Educator should point out the impact that the bullying has on the poet.</p>		<p>education</p> <p>freedom of expression</p>
<p>📖 Learners should motivate possible reasons why the bullying is occurring.</p>		<p>children's rights</p> <p>education</p>



Post-reading and informal assessment:		
<p>☞ Short class discussion: is the bullying by the poor boys justified?</p>		<p>safe environment</p>
<p>☞ Motivate learners to intervene when noticing someone is being bullied. Once again, point out the influence the bullying had on the poet.</p>		<p>equality</p>
<p>☞ In pairs, learners should give feedback on how they think the elimination of bullies will ensure a better world for all.</p>		<p>safe environment freedom and security</p>
<p>☞ Learners are asked to complete their worksheets (cf. Appendix J2).</p>		<p>Freedom of expression</p>







In conducting the lessons, the following fundamental rights as found in the Constitution (1996) would be advanced by applying the following mediation principles:

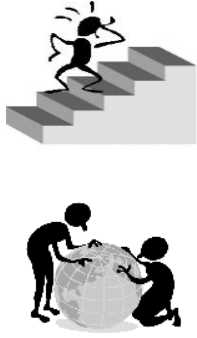

- Section 9(1) – equality: When emphasizing that bullies are not welcome in society and that bullying should be addressed, all learners will be assured that everyone is equal and deserves equal treatment. (cf. 3.3.1.3). This fundamental right can be advanced by applying the mediation principles of intentionality and reciprocity (cf. 2.5.1.1) and goal-seeking and -setting (cf. 2.5.2.6). Learners can be given an opportunity to come up with ways of how they will act if they witness bullying. Hereby, learners will eventually realize that they all have equal rights and should try to avoid bullying others.

- Section 10 – human dignity: Learners will be reminded that everyone should be treated with the utmost dignity (*cf.* 3.3.1.3). This right will be advanced by applying mediation of individuation (*cf.* 2.5.2.4), because each learner should be treated with human dignity and get the chance to voice their opinions. Each learner’s opinion regarding *bullying* is respected.
- Section 12(1)(c); (d); (e) – freedom and security: Bullying others is harming their freedom and security. Bullied persons will not feel secure and their right to freedom and security will be infringed. Learners – some perhaps bullies; others maybe victims of being bullied – will be reminded that bullying causes harm and should therefore not be permitted in society (*cf.* 3.3.1.3). This right will be advanced by applying mediation of challenge (*cf.* 2.5.2.5) and an awareness of the human as changing entity (*cf.* 2.5.3.1). Learners will be challenged by reflecting on how bullying could be curbed to enhance the freedom and security of all learners. Learners will be able to reflect on how the lesson changed their perspectives around the freedom and security that is a fundamental learner right.
- Section 16(1)(b) – freedom of expression: In such a notorious topic as bullying, learners will have the opportunity to express their point of view on how they see this occurrence at schools (*cf.* 3.3). Mediation of sharing behaviour (*cf.* 2.5.2.3) gives learners the chance to express their views freely and to demonstrate their competence regarding the topic under discussion. Learners will be motivated to demonstrate their competence by challenging them to express their thoughts on why it is important to stand against things like bullying.
- Section 24 – safe environment: By preventing bullying, learners will be ensured of a safe environment. This right will be advanced when applying mediation of meaning (*cf.* 2.5.1.3) and the human as changing entity (*cf.* 2.5.3.1). If meaning regarding the negative effects of bullying are conveyed and learners are able to indicate that they learned something from the lesson that they did not know before, it would be reasonable to assume that their right to a safer environment has been enhanced

- Section 28(1)(d) – children’s rights: The learners will once again be reminded that all children have rights. Being protected against bullies and feeling safe is not a privilege, but the right of all learners (cf. 3.3.1.3). When applying the mediation principle of meaning (cf. 2.5.1.3), learners will be taught certain skills on how to prevent being bullied and eventually the acquisition of the skills could contribute to the advancement of this fundamental right.
- Section 29(1)(a) – education: During the poem, learners will realize that bullying interferes with a peaceful, tranquil learning environment which is required for purposive learning (cf. 3.3.1.3). This fundamental right will be advanced by applying mediation of meaning (cf. 2.5.1.3). Appropriate and inappropriate behaviour and the consequences thereof will be pointed out to the learners.

<u>POETRY PERIODS 7 – 9:</u> <u>POEM 3:</u> The Gamblers (by Anthony Delius)		
<u>THEME:</u> Addiction		
<u>Skill:</u> Reading and viewing linking with writing and presenting		
<u>Expectations:</u> ✓ advancement of fundamental rights through the application of mediation principles ✓ learners should take notice of types of addiction and the dangers thereof ✓ understanding of the poem, its theme and figures of speech		
<u>Activities:</u>	<u>Mediation principle</u>	<u>Fundamental rights</u>
<u>Pre-reading:</u>		
💡 Learners should immediately be bombarded with the question: what is addiction?		equality
💡 In groups, learners should determine how many types of		

<p>addiction they can think of. Feedback should be given to the rest of the class.</p>		<p>equality children's rights</p>
<p>☛ A common addiction, such as smoking, should be used as example when the educator demonstrates that addiction is wrong. Learners should be made aware of the fact that addiction is detrimental to your health and controls the abusers and their future.</p>	 	<p>education freedom of expression</p>
<p><u>Reading:</u></p>		
<p>📖 The educator should read the poem, pointing out all the figures of speech that contribute to the message of the poem (<i>cf.</i> Appendix J3).</p>		<p>education</p>
<p>📖 Individual opinions should be heard on issues like why the sun would be compared to a golden coin (stanza 3) and the piles of fish to silver chips (stanza 3).</p>		<p>dignity</p>
<p><u>Post-reading and informal assessment:</u></p>		
<p>🌀 Learners should be made aware of the fact that we are all prone to some sort of addiction in our lives and that they should plan their lives towards avoiding</p>		<p>education</p>

it.		
<p>☞ Learners will be requested to write a short essay on the impact addiction has on society and should suggest ways to eliminate the bad impact that it has – not only on the individual, but also on society and nature.</p>		<p>freedom of expression</p> <p>freedom of expression</p>
<p>☞ Besides their poetry worksheet, learners' opinions on the topic and interaction with the poem's content will be individually assessed (cf. Appendix J3).</p>		<p>dignity</p>

In conducting the lessons, the following fundamental rights as they are found in the Constitution (1996) would be advanced by applying the following mediation principles:

- Section 9(1) – equality: Learners will be given equal opportunity to make inputs on aspects in the poem (cf. 3.3.1.3). This fundamental right will be advanced with the application of intentionality and reciprocity (cf. 2.5.1.1) and transcendence (cf. 2.5.1.2), as learners will be introduced to the theme of the poem and will be given equal opportunities to respond to questions and discussions regarding addiction.
- Section 10 – human dignity: Learners will be made aware of the fact that addiction is human. They should eventually explore the fact that addiction does not make a person a less good being; they should still treat addicts with similar dignity as those without addiction (cf. 3.3.1.3). When applying the individuation mediation principle (cf. 2.5.2.4), learners will be given the

opportunity to give their individual input on certain aspects and human dignity as fundamental right will be advanced.




- Section 16 – freedom of expression: Learners will realize that addiction is a choice and as human beings, we all have a right to choose how we want to express our lives and live it as we desire: with or without any form of addiction (*cf.* 3.3). This fundamental right will be advanced with the application of sharing behaviour (*cf.* 2.5.2.3) and challenge (*cf.* 2.5.2.5). Each learner will have the opportunity to give his/her opinion on the questions posed and also interact in group activities to explore the opinions of others.
- Section 28 – children’s rights: According to law, educators act *in loco parentis*. It is therefore the duty of educators to act on behalf of the best interests of the child in the absence of the parent. It is a fact that substance abuse is becoming a more popular pastime to teenagers. By broadening the discussion to other addictions than gambling, teenagers will be aware and informed of the dangers of substance abuse (*cf.* 3.3.1.3). When applying mediation of meaning (*cf.* 2.5.1.3), all learners will be alerted to the fact that it is in their best interests to avoid experimenting with addictive substances.
- Section 29 – education: To educate, is to inform. Learners have a right to know everything about addiction, its consequences and the treatment or prevention thereof. By taking the poem beyond its mere content, this will be achieved (*cf.* 3.3.1.3). When the educator applies mediation of meaning (*cf.* 2.5.1.2), regulation and control of behaviour (*cf.* 2.5.2.2) and goal-seeking, setting and achieving (*cf.* 2.5.2.6), learners’ right to education will be advanced when they are taught and given information. Learners will also be motivated to set their own goals as to how they intend to take a stand against bullying when they are confronted with such a situation.


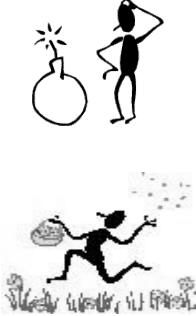


POETRY PERIODS 10 – 12: POEM 4: The Birth of Shaka (by Oswald Mtshali)





THEME: Tradition; jealousy

Skill: Reading and viewing; listening and speaking

- Expectations:**
- ✓ advancement of fundamental rights through the application of mediation principles
 - ✓ learners will explore a part of South Africa’s history by looking into the life of Shaka Zulu, but also by realizing how jealousy has a negative influence in life
 - ✓ understanding of the poem, its theme and figures of speech

Activities:	Mediation principle	Fundamental rights
Pre-reading:		
<ul style="list-style-type: none"> ☛ Learners will be requested to do some research on Shaka Zulu and South Africa’s heritage. ☛ The educator should then concentrate on the information about Shaka, former king of the Zulus. 		<p>equality</p> <p>education</p>
<ul style="list-style-type: none"> ☛ The focus will then be moved to culture in general. ☛ Learners will be invited to share their cultural beliefs and differences with the class. 		<p>freedom and security</p>
<ul style="list-style-type: none"> ☛ The discussion should move in the direction of the cultural family and the hierarchical status of each family member. 		<p>freedom of religion, belief and opinion</p>

<p>🔥 Debate should follow on whether leaving the responsibility and chief inheritance to the oldest child is justifiable.</p>		<p>freedom of religion, belief and opinion</p>
<p>🔥 Learners should be made aware of Shaka's predicament: being the person to become the next king and his brothers' jealousy. They should now be asked to give their opinions on what would be effective ways to handle jealousy. Individual learners should be allowed to provide inputs.</p>		<p>education</p> <p>dignity</p>
<p><u>Reading:</u></p>		
<p>📖 The poem should now be read to the learners (<i>cf.</i> Appendix J4).</p> <p>📖 Emphasis should be laid on the figurative language and the impact thereof.</p>		<p>education</p>
<p><u>Post-reading and informal assessment:</u></p>		
<p>🌀 Learners should be requested to debate in groups about the importance of ancestors in this poem, this culture (Zulu), and compare it to their cultural group.</p>		<p>freedom of religion, belief and opinion</p>

<p>By now, learners would realize the differences between cultural groups.</p>		
<p>It is recommended that the debating feedbacks move in the direction of how we can ensure that – despite our cultural differences – we all live in harmony and understand one another better.</p>		<p>freedom and security</p>
<p>By the end of the poetry lessons, the learners should realize that – although we grow up in different households, cultural groups, beliefs and religions - we are all obliged to bridge the gaps and work towards a better world, despite the many differences among us.</p>		<p>education</p>
<p>Learners are asked to complete their worksheets (cf. Appendix J4).</p>		<p>education</p>


In conducting the lessons, the following fundamental rights as they are found in the Constitution (1996) would be advanced by applying the following mediation principles:








- Section 9(1) – equality: This is a very important fundamental right to emphasize when considering this poem and cultural differences. Learners should be reminded that, despite differences, everyone remains equal (cf. 3.3.1.3). This important fundamental right can be enhanced with the application of intentionality and reciprocity (cf. 2.5.1.1). All learners will











have to explore South African heritage and thereafter tend to a discussion thereof.

- Section 10 – human dignity: This right can also be addressed when looking at jealousy. Jealousy can cause people to deprive others of their human dignity, as in the case of Shaka, where his brothers' jealousy later drove them to plan Shaka's assassination (*cf.* 3.3.1.3). Human dignity as fundamental right will be advanced when applying the individuation principle (*cf.* 2.5.2.4). All learners will get the opportunity to feel important when given the chance to share their individual opinions with others.
- Section 12(1)(c); (e) – freedom and security: Although everyone should experience freedom, one should still feel secure. Seen in the context of this poem, one's differences should contribute to this right, not prevent it (*cf.* 3.3.1.3). This fundamental right will be advanced when applying mediation of sharing of behaviour (*cf.* 2.5.2.3) and mediation of goal-seeking, setting and achieving (*cf.* 2.5.2.6) because learners will realize the importance of feeling secure and safe. Learners will be asked to set up their own action plans with reference to how they aim to respect the security of others.
- Section 15(1) – freedom of religion, belief and opinion: This human right is probably the most obvious and significant to demonstrate to learners through this poem. Although the Zulus are bound to their ancestral belief and cultural traditions, they are still a part of one country with many beliefs, opinions and religions. We should thus respect others as we expect others to respect us and our culture (*cf.* 3.3). When applying mediation of meaning (*cf.* 2.5.1.3) and challenge (*cf.* 2.5.2.5), this fundamental right will be advanced, because learners will be reminded of respecting and trying to understand different religions, beliefs and opinions. As part of the challenge, learners will be motivated to come up with ideas on how they will go about respecting other religions, beliefs and opinions.
- Section 29(1)(a) – education: It is effective to use this poem as a tool to inform learners about differences among cultures. It is an effective way to

teach learners about the cultures in their country (cf. 3.3.1.3). Since South Africa has a variety of cultures and historical events, educators should use effective methods, like applicable poetry in this case, to demonstrate diverse cultural differences and rich historical occurrences to their learners. By applying mediation of meaning (cf. 2.5.1.3), competence (cf. 2.5.2.1) and an awareness of the human being as a changing entity (cf. 2.5.3.1), this fundamental right will be advanced. Learners may be asked to explain what they learned that they did not know before. Learners' right to education will be advanced if educators share the meaning of the poem with them, create opportunities for learners to master the poem and help them to change their perspectives on their country.

<p><u>POETRY PERIODS 13 – 15:</u> <u>POEM 5:</u> An Elementary School Classroom in a Slum (by Stephen Spender)</p> <p><u>THEME:</u> Poverty</p>		
<p><u>Skill:</u> Reading and Viewing</p>		
<p><u>Expectations:</u> ✓ advancement of fundamental rights through the application of mediation principles ✓ development of skills in making choices in life ✓ understanding of the poem, its theme and figures of speech</p>		
<u>Activities:</u>	<u>Mediation principle</u>	<u>Fundamental rights</u>
<p><u>Pre-reading:</u></p>		
<p>🔦 An effective way to prepare learners for this poem is to ask them which material possessions they will miss most if everything is taken away from them.</p>		<p>equality</p>

<p>💡 They must now motivate how their lives will change without those possessions.</p>		<p>human dignity</p>
<p>💡 Now they must be asked if they know what a slum is.</p>		<p>education</p>
<p>💡 The educator will draw similarities between slums and townships, as we find them in South Africa.</p>		<p>freedom of expression</p>
<p>💡 The learners must indicate which difficulties they think children in slums experience.</p>		<p>freedom of expression</p>
<p>💡 If possible, it will be helpful if a child from a township can be invited to share his / her experiences.</p>		<p>freedom of expression</p>
<p>💡 Lastly, it will be effective to ask the class what they think can be done to change children's circumstances in slums.</p>		<p>freedom of expression</p>
<p><u>Reading:</u></p>		
<p>📖 The poem will be read to the class (cf. Appendix J5).</p> <p>📖 Learners will be made aware of all the detrimental effects that poverty has on children.</p>		<p>children's rights</p>

<p> Learners must be asked if they think the slum classroom is a suitable learning environment.</p>		<p>education</p>
<p> Lastly, learners are asked to give their opinion on influential bodies that prefer not to change the circumstances of the slums and the schools in the slums.</p>		<p>human dignity</p>
<p><u>Post-reading and informal assessment:</u></p>		
<p> Now ask them how influential bodies (for example, the government and churches) can make a difference in slums.</p>		<p>education</p>
<p> Ask learners to suggest ideas on how school children in nearby slums can be helped by learners in more privileged circumstances.</p>		<p>human dignity</p>
<p> Learners should now complete their worksheet on the poem (cf. Appendix J5).</p>		<p>education</p>

In conducting the lessons, the following fundamental rights as found in the Constitution (1996) would be advanced by applying the following mediation principles:

- Section 9(1) – equality: Having read this poem, learners will have a good understanding of equality and the lack thereof. Learners will understand that nobody deserves unequal treatment (cf. 3.1). By applying mediation of meaning (cf. 2.5.1.3), learners will realize that even if some learners

come from less privileged conditions, it does not make them less equal than another. This fundamental right will then be advanced.

- Section 10 – human dignity: Poverty robs people of their dignity. Learners will realize (after having done this poem) that the children living in slums have very little and they do not deserve those circumstances. They will be made aware of the fact that everyone deserves being treated with dignity, irrelevant to one's financial status (*cf.* 3.3.1.3) Educators can apply mediation of individuation (*cf.* 2.5.2.4) and an awareness of the human being as a changing entity (*cf.* 2.5.3.1) to advance this right. By having individual opinions and making learners realize that they can contribute to improving the circumstances of less privileged people, human dignity will be advanced. Learners will be able to reflect on how the lesson changed their perceptions regarding poverty.
- Section 16(1) – freedom of expression: Learners in the class will have the freedom to express their point of view and to make suggestions on how to alleviate poverty in slums (*cf.* 3.3). Educators should apply mediation of meaning (*cf.* 2.5.1.3), transcendence (*cf.* 2.5.1.2) and sharing of behaviour (*cf.* 2.5.2.3) to obtain all learners' contributory inputs and, in the event, advance freedom of expression. Learners will experience the freedom to express their opinions and to share their differences too.
- Section 28(1)(b); 28(2) – children's rights: Firstly, learners should be made aware of the fact that all children – rich or poor – have equal rights that should be respected (*cf.* 3.3.1.3). This fundamental right will be advanced if educators apply mediation of meaning (*cf.* 2.5.1.3) and challenge (*cf.* 2.5.2.5) in the classroom. Learners will realize that children do not have control over their living conditions and that there are children who are less privileged than themselves. They will be taught to challenge complex situations in life. Learners will be able to apply meaning to the concept *poverty* and will be taught to challenge difficult situations that may appear in their lives. Learners will be given the opportunity to come up with innovative ideas on how to challenge poverty.

- Section 29(1)(a) – education: A good example to learners that all children should be educated, is found in this poem. The learners will see that even the underprivileged children in slums have a hunger and right to education and that, receiving education is a necessity to build a community and country (*cf.* 3.3.1.3). Education as a fundamental right can be advanced if educators apply mediation of goal-seeking, setting and achieving (*cf.* 2.5.2.6) and competence (*cf.* 2.5.2.1) in their classrooms. Learners should be informed of all living conditions in their country and should be taught to set goals for themselves and to work hard to achieve what they want in life. Learners might be taught that poverty should not be an obstacle in life, but should challenge them to set goals for themselves and to work towards achieving them. Learners can even be given the opportunity to assist their peers who experience poverty in being proactive.

6.4 SUMMARY

The researcher introduced this chapter by referring to her research (*cf.* Chapter Four) and the analysis of the data obtained from her research (*cf.* Chapter Five) which necessitated the development of a programme to support a mediation approach to advance fundamental learner rights in English First Additional Language poetry periods (*cf.* 6.1).

Thereafter, the researcher pinpointed the theoretical framework that was used to develop the teaching and learning programme (*cf.* 6.2). The researcher decided to base the programme on a Constructivist approach. The learning that will take place when following a Constructivist approach (*cf.* Figure 6.2) as well as what is expected of learners (*cf.* Figure 6.3) in Constructivism was then established. The researcher decided to make use of the backward design to develop the programme. This entails that learners are firstly informed of the desired results, then the educator determines acceptable evidence and lastly plans the learning experiences and instruction (Wiggins & McTighe, 2005:18; *cf.* Figure 6.3).

Next, the researcher designed a teaching and learning programme to support a mediation approach to advance fundamental learner rights in English First

Additional Language. The reader was made aware of the keys that would indicate the mediation principle that would be used in the lesson (*cf.* Figure 6.5). The researcher used five poems which are commonly done in English First Additional Language classes for Grade 11 learners, to demonstrate to the educator how mediation can be applied, and by doing so, advance learners' fundamental rights in literature periods. Each poem will need three poetry periods to apply mediation and fundamental rights successfully, since this is seen as common practice (*cf.* 6.3). It is crucial to the researcher that the reader should take note that the programme is based on the Curriculum and Assessment Policy Statement (CAPS, 2011). According to the researcher, this programme is unique and will contribute to the subject, since CAPS is only applicable to Grade 11 learners from 2013. By basing the programme on the CAPS (2011) document as subject guideline, applying the twelve mediation principles (*cf.* 2.5) to advance learners' fundamental rights (Chapter Three), the programme aims to improve the teaching and learning of poetry to Grade 11, English First Additional Language learners.

The reader is reminded that a full analysis of each poem and examples of learning activities are found in Appendix J. Educators could apply this type of presentation to all poems done, as mediation principles are generic in nature.

Chapter Seven will focus on the summary, findings and recommendations of this study.