

**EDUCATORS AS MEDIATORS OF LEARNING: A
TEACHING AND LEARNING PROGRAMME TO
ADVANCE LEARNERS' FUNDAMENTAL RIGHTS**

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DECLARATION

I declare that:

EDUCATORS AS MEDIATORS OF LEARNING: A TEACHING AND
LEARNING PROGRAMME TO ADVANCE LEARNERS' FUNDAMENTAL
RIGHTS

is my own work, that all the sources used or quoted have been identified and
acknowledged by means of complete references, and that this dissertation
has not previously been submitted by me for a degree at any other university.

Y Pretorius

November 2012

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ABSTRACT

The main purpose of this study was to establish how effectively mediation was applied to advance learners' fundamental rights in English First Additional Language classrooms.

The researcher did a literature study in Chapter Two to do research on the concept *mediation*. The researcher briefly looked at a variety of approaches to mediation before deciding to base her study on the twelve mediation principles of Feuerstein. The advantages gained by following a mediational approach while teaching learners could not be disputed.

In Chapter Three, the researcher investigated which fundamental rights learners have at South African schools. A variety of legislation was studied before determining those Acts and the legislation applicable to learners' fundamental rights.

The researcher then proceeded with her empirical design in which she discussed the quantitative and qualitative methods of data collection which were triangulated in order to make findings. The researcher ensured that both mediation and fundamental rights were tested in the questionnaires which were answered by educators and learners. Thereafter, three focus group interviews were held with the educators who had completed the questionnaires. Lastly, the researcher conducted six observations during English First Additional Language literature periods.

In order to advance learners' fundamental rights while applying mediation during literature periods, the researcher developed a teaching and learning programme for poetry in Grade 11 English First Additional Language educators.

Through the research it was found that educators neglect the application of mediation. This, unfortunately, results in detrimental effects concerning the advancement of learners' fundamental rights.

OPSOMMING

Die hoofdoel van hierdie studie was om te bepaal hoe effektief bemiddeling in Engels Eerste Addisionele Taal-klaskamers toegepas word om leerders se fundamentele regte te bevorder.

In Hoofstuk Twee het die navorser 'n literatuurstudie voltrek met die bedoeling om die begrip *mediasie* na te vors. Sy het kortliks 'n verskeidenheid uitgangspunte beoordeel voordat sy besluit het om haar studie te baseer op die twaalf mediasie-beginsels van Feuerstein. Die voordele verkry deur 'n mediasie-benadering in die onderrig van leerders kon nie ontken word nie.

In Hoofstuk Drie het die navorser ondersoek ingestel na watter fundamentele regte leerders aan Suid-Afrikaanse skole geniet. 'n Verskeidenheid wetgewing is bestudeer voordat daardie wette en die wetgewing wat toepaslik is ten opsigte van leerders se fundamentele regte bepaal is.

Daarna het die navorser haar empiriese ontwerp uiteengesit waarin sy die kwantitatiewe en kwalitatiewe metodes van data-versameling getrianguleer het om tot bevindinge te kom. Die navorser het verseker dat mediasie- en fundamentele regte getoets is in die vraelyste wat deur opvoeders en leerders ingevul is. Daarna is drie fokusgroeponderhoude gevoer met die opvoeders wat die vraelyste voltooi het. Laastens het die navorser ses waarnemings tydens Engels Eerste Addisionele Taal letterkunde-periodes gedoen.

Om leerders se fundamentele regte te bevorder terwyl mediasie in letterkunde-periodes toegepas word, het die navorser 'n onderrig- en leerprogram vir poësie in Graad 11 Engels Eerste Addisionele Taal ontwikkel.

Deur die navorsing is daar bevind dat opvoeders die toepassing van mediasie verwaarloos. Ongelukkig loop dit uit op skadelike gevolge aangaande die bevordering van leerders se fundamentele regte.

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
OPSOMMING	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	xix
LIST OF FIGURES	xxii
CHAPTER ONE.....	1
ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION AND VALIDATION OF THE RESEARCH PROBLEM.....	1
1.2 PURPOSE STATEMENT	3
1.3 RESEARCH QUESTIONS	3
1.3.1 Primary question.....	3
1.3.2 Secondary research questions.....	4
1.4 AIM AND OBJECTIVES	4
1.5 CONCEPTUAL FRAMEWORK.....	5
1.5.1 Mediation	6
1.5.2 Fundamental rights.....	7
1.5.3 A comparative law perspective.....	7
1.6 RESEARCH METHODOLOGY	7

1.6.1	Research paradigm.....	7
1.6.2	Research design	8
1.6.2.1	Strategies of inquiry.....	9
1.6.2.2	Research participants.....	10
1.6.2.3	Methods of data collection.....	11
1.6.2.4	A visual representation of the research design.....	15
1.6.2.5	Data collection process	15
1.6.2.6	The role of the researcher	17
1.6.2.7	Data analysis and interpretation	18
1.6.2.8	Quality criteria	20
1.6.3	Ethical aspects.....	21
1.7	TEACHING AND LEARNING PROGRAMME	21
1.8	POSSIBLE CHALLENGES.....	22
1.8.1	Questionnaires.....	22
1.8.2	Focus group interviews.....	22
1.8.3	Observations	22
1.9	CHAPTER DIVISION OF THIS THESIS	23
1.10	SUMMARY	24
CHAPTER TWO		26
A MEDIATIONAL APPROACH TO TEACHING AND LEARNING		26
2.1	INTRODUCTION	26
2.2	MEDIATION: A CONCEPT CLARIFICATION	27

2.2.1	The task of a mediator of learning.....	29
2.3	HISTORICAL PERSPECTIVES ON THE DEVELOPMENT OF MEDIATION	33
2.3.1	The Piagetian perspective.....	34
2.3.2	The Vygotskian perspective.....	37
2.3.3	Nyborg’s perspective.....	42
2.3.4	Neo Piagetian perspective	42
2.3.5	Feuerstein’s perspective	42
2.3.6	Current perspectives on mediation.....	45
2.4	MEDIATED LEARNING AND CONSTRUCTIVISM	46
2.5	THE CRITERIA OF MEDIATION	48
2.5.1	Universal criteria.....	49
2.5.1.1	Intentionality and reciprocity	49
2.5.1.2	Transcendence.....	51
2.5.1.3	Mediation of meaning.....	52
2.5.2	Situational criteria.....	54
2.5.2.1	Mediation of competence	54
2.5.2.2	Mediation of self-regulation and control of behaviour	56
2.5.2.3	Mediation of sharing behaviour	57
2.5.2.4	Mediation of individuation.....	58
2.5.2.5	Mediation of challenge	58

2.5.2.6	Mediation of goal-seeking, goal-setting, and goal-achieving behaviour	59
2.5.3	Integrative orienting belief system criteria	60
2.5.3.1	Mediation of change	60
2.5.3.2	Mediation of an optimistic alternative	60
2.5.3.3	Mediation of a feeling of belonging.....	61
2.6	THE IMPLICATION AND IMPACT OF MEDIATION IN THE CLASSROOM	62
2.6.1	The relation of mediation to learning problems	63
2.6.2	The role of learners in a mediated learning approach.....	67
2.6.3	Competences required of educators to be mediators of learning.....	68
2.7	THE ROLE OF LANGUAGE IN MEDIATED LEARNING	68
2.8	A MEDIATIONAL APPROACH TO STUDY LITERATURE.....	71
2.8.1	Reading as component of literature.....	72
2.8.1.1	The danger during reading periods	73
2.8.2	Poetry as component of literature.....	73
2.8.3	Drama as component of literature.....	74
2.8.4	Using stories in literature.....	74
2.9	SUMMARY.....	75
CHAPTER THREE		78
MEDIATION AND LEARNERS' FUNDAMENTAL RIGHTS: A LEGAL FRAMEWORK.....		78

3.1	INTRODUCTION	78
3.2	LEARNERS' FUNDAMENTAL RIGHTS: THE BACKDROP TO A LEGAL FRAMEWORK.....	80
3.2.1	What is a fundamental right?.....	82
3.2.2	Why are learners' fundamental rights important?	83
3.3	LEARNERS' FUNDAMENTAL RIGHTS: CONSTITUTIONALLY BASED EXPECTATIONS	84
3.3.1	A new constitutional order in South Africa	84
3.3.1.1	The Preamble.....	86
3.3.1.2	Directive constitutional provisions	87
3.3.1.3	Fundamental rights of specific relevance to learners	88
3.4	FUNDAMENTAL OBLIGATIONS OF EDUCATORS: A LEGAL FRAMEWORK	103
3.4.1	The Schools Act.....	103
3.4.1.1	Learners' rights within the Schools Act.....	105
3.4.2	The National Policy Act	106
3.4.2.1	The Norms and Standards	108
3.4.3	The SACE Act.....	112
3.4.3.1	The constitution of SACE	112
3.4.3.2	Code of Professional Ethics: SACE.....	112
3.4.4	The Employment Act	115
3.4.4.1	Personnel Administration Measures.....	116

3.5	THE RELEVANCE OF COMMON LAW PERTAINING TO MEDIATION	117
3.5.1	The <i>in loco parentis</i>-principle	118
3.5.2	The <i>diligens paterfamiliae</i>-principle	120
3.6	LINKING MEDIATION AND FUNDAMENTAL RIGHTS: THE RESEARCHER’S PERSPECTIVE	121
3.7	SUMMARY	121
	CHAPTER FOUR	123
	EMPIRICAL RESEARCH DESIGN	123
4.1	INTRODUCTION	123
4.2	RESEARCH PARADIGM	124
4.3	RESEARCH DESIGN	126
4.3.1	Concurrent triangulation mixed-methods design	129
4.3.2	Strategies of inquiry	131
4.3.2.1	The quantitative component: non-experimental descriptive survey research.....	132
4.3.2.2	The qualitative component: phenomenological approach	132
4.3.2.3	Comparative education law design.....	133
4.3.2.4	Research participants.....	134
4.4	METHODS OF DATA COLLECTION	136
4.4.1	Quantitative research: questionnaires.....	136
4.4.1.1	Pilot study.....	143
4.4.2	Qualitative research: focus groups and observations	150

4.4.2.1	Focus group interviews	150
4.4.2.2	Observations	158
4.5	QUALITY CRITERIA FOR THE QUALITATIVE STUDY	164
4.6	DATA ANALYSIS AND INTERPRETATION	167
4.6.1	Quantitative data analysis methods/procedures	168
4.6.2	Descriptive statistics	168
4.6.3	Inferential statistics	169
4.6.4	Qualitative data analysis methods/procedures	169
4.7	ETHICAL ASPECTS	171
4.7.1	Ethical issues in the research problem.....	171
4.7.2	Ethical issues in the purpose and questions	171
4.7.3	Ethical issues in data collection.....	172
4.7.4	Ethical issues in data analysis and interpretation	173
4.7.5	Ethical issues in writing and disseminating the research.....	173
4.8	FEEDBACK ON RESEARCH CHALLENGES THAT WERE FORESEEN.....	175
4.8.1	Quantitative research	175
4.8.2	Qualitative research.....	175
4.9	SUMMARY	176
	CHAPTER FIVE.....	178
	DATA ANALYSIS AND INTERPRETATION.....	178
5.1	INTRODUCTION	178

5.2	BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS	178
5.2.1	Biographical information of learners	179
5.2.2	Biographical information of educators	183
5.3	DATA ANALYSIS AND INTERPRETATION: LEARNER AND EDUCATOR QUANTITATIVE RESPONSES.....	188
5.3.1	Section B: Mediation of learning	188
5.3.2	Section C: Fundamental rights	216
5.4	DATA ANALYSIS AND INTERPRETATION: FOCUS GROUP INTERVIEWS	232
5.5	DATA ANALYSIS AND INTERPRETATION: OBSERVATIONS.....	250
5.5.1	Observation: Mediation in the classroom.....	254
5.6	TRIANGULATION OF DATA	261
5.7	SUMMARY	268
	CHAPTER SIX.....	270
	A TEACHING AND LEARNING PROGRAMME TO SUPPORT A MEDIATION APPROACH TO ADVANCE FUNDAMENTAL LEARNER RIGHTS IN ENGLISH FIRST ADDITIONAL LANGUAGE	270
6.1	INTRODUCTION	270
6.2	A THEORETICAL FRAMEWORK FOR THE TEACHING AND LEARNING PROGRAMME.....	272
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.....	278

6.4	SUMMARY	300
CHAPTER SEVEN		302
SUMMARY, FINDINGS AND RECOMMENDATIONS		302
7.1	INTRODUCTION	302
7.2	AN OVERVIEW OF THE STUDY	302
7.2.1	Chapter One	302
7.2.2	Chapter Two	304
7.2.3	Chapter Three.....	305
7.2.4	Chapter Four	306
7.2.5	Chapter Five	306
7.2.6	Chapter Six	307
7.3	FINDINGS FROM THE LITERATURE	308
7.3.1	Literature: Mediation.....	308
7.3.2	Literature: Learners' fundamental rights	310
7.4	FINDINGS FROM THE EMPIRICAL INVESTIGATION	312
7.4.1	Intentionality and reciprocity	312
7.4.2	Transcendence.....	313
7.4.3	Mediation of meaning	313
7.4.4	Mediation of feeling of competence	314
7.4.5	Mediation of regulation and control of behaviour.....	314
7.4.6	Mediation of sharing behaviour	315

7.4.7	Mediation of individuation and psychological differentiation	316
7.4.8	Mediation of goal-seeking, goal-setting and goal-achieving behaviour	316
7.4.9	Mediation of challenge	317
7.4.10	Mediation of an awareness of the human as a changing entity	317
7.4.11	Mediation of the search for an optimistic alternative	318
7.4.12	Mediation of the feeling of belonging.....	318
7.5	FINDINGS REGARDING THE AIMS AND OBJECTIVES OF THE STUDY	319
7.5.1	Objective 1: To investigate what mediation comprised of	319
7.5.2	Objective 2: To gauge what constituted learners' fundamental rights in terms of South African legislation	320
7.5.3	Objective 3: To determine English educators' understanding of the concept <i>mediator of learning</i>	321
7.5.4	Objective 4: To gauge English educators' understanding of the competences expected from mediators of learning....	321
7.5.5	Objective 5: To identify learners' understanding of how their rights were managed in the English classroom	322
7.5.6	Objective 6: To observe how English educators complied with the principles of mediation during teaching	322
7.5.7	Objective 7: To investigate how English educators accommodated learners' fundamental rights.....	323

7.5.8	Objective 8: To establish how a mediational approach supported learners' fundamental rights	323
7.5.9	Objective 9: To suggest mediational processes (the application of principles) and components (the twelve principles of mediation) to design a teaching and learning programme aimed at advancing learners' fundamental rights in a language classroom context	324
7.6	RECOMMENDATIONS	324
7.6.1	Recommendation 1: Intentionality and reciprocity	324
7.6.2	Recommendation 2: Transcendence	325
7.6.3	Recommendation 3: Mediation of meaning	325
7.6.4	Recommendation 4: Mediation of competence	325
7.6.5	Recommendation 5: Mediation of self-regulation and control of behaviour	325
7.6.6	Recommendation 6: Mediation of sharing of behaviour	326
7.6.7	Recommendation 7: Mediation of individuation	326
7.6.8	Recommendation 8: Mediation of goal-seeking, setting and achieving behaviour	326
7.6.9	Recommendation 9: Mediation of challenge	326
7.6.10	Recommendation 10: Mediation of an awareness of the human as a changing entity	326
7.6.11	Recommendation 11: Mediation of the search for an optimistic alternative	327
7.6.12	Recommendation 12: Mediation of the feeling of belonging.....	327

7.6.13	Recommendation 13: Advancement of learners' fundamental rights.....	327
7.7	LIMITATIONS OF THE STUDY	328
7.8	SUGGESTIONS FOR FURTHER STUDY.....	328
7.9	CONTRIBUTION OF THE STUDY TO THEORY	329
7.10	CONTRIBUTION OF THE STUDY TO PRACTICE.....	329
7.11	CONCLUSION	329
	BIBLIOGRAPHY	331
	APPENDIX A.....	349
	ETHICAL CLEARANCE.....	349
	APPENDIX B.....	351
	FREE STATE DEPARTMENT OF EDUCATION.....	351
	APPENDIX C.....	353
	LETTER TO THE PRINCIPALS	353
	REQUEST: Conducting research at PhD level with ethical clearance ...	354
	APPENDIX D.....	355
	LETTER TO THE PARENTS/CAREGIVERS	355
	APPENDIX E	358
	LETTER OF CONSENT AND LEARNER QUESTIONNAIRE.....	358
	APPENDIX F	364
	LETTER OF CONSENT AND EDUCATOR QUESTIONNAIRE.....	364
	APPENDIX G.....	370
	FOCUS GROUP INTERVIEWS, QUESTIONS, SUMMARY & RUNNING RECORD.....	370

APPENDIX H.....	387
OBSERVATIONS CHECKLIST, SUMMARY AND RUNNING RECORD ...	387
APPENDIX I	405
FOCUS GROUP INTERVIEWS VERBATIM TRANSCRIPTS	405
APPENDIX J	445
FIVE POEMS.....	445

LIST OF TABLES

Table 3.1:	Educators as mediators – competences relevant to advancing learners’ fundamental rights	111
Table 4.1:	Pilot study Cronbach alpha/inter-item correlations	146
Table 4.2:	Actual study Cronbach alpha/inter-item correlations	147
Table 5.1:	Grade of learners.....	179
Table 5.2:	Gender of learners.....	179
Table 5.3:	Age of learners	180
Table 5.4:	Type of school	181
Table 5.5:	Situatedness of the schools.....	181
Table 5.6:	Home language of learners	182
Table 5.7:	English taken as Home-, First Additional- or Second Additional Language.....	183
Table 5.8:	Position.....	184
Table 5.9:	Type of school	184
Table 5.10:	Situatedness of the schools.....	185
Table 5.11:	Gender	185
Table 5.12:	Nationality.....	186
Table 5.13:	Age	186
Table 5.14:	Teaching experience	187
Table 5.15:	Qualification.....	188

Table 5.16:	Section B – Learner and educator responses on principles of mediation: intentionality and reciprocity	189
Table 5.17:	Section B – Learner and educator responses on principles of mediation: transcendence	191
Table 5.18:	Section B – Learner and educator responses on principles of mediation: meaning	192
Table 5.19:	Section B – Learner and educator responses on principles of mediation: mediation of competence	194
Table 5.20:	Section B – Learner and educator responses on principles of mediation: self-regulation and control of behaviour.....	197
Table 5.21:	Section B – Learner and educator responses on principles of mediation: mediation of sharing behaviour	201
Table 5.22:	Section B – Learner and educator responses on principles of mediation: feeling of belonging	203
Table 5.23:	Section B – Learner and educator responses on principles of mediation: mediation of individuation.....	204
Table 5.24:	Section B – Learner and educator responses on principles of mediation: mediation of challenge	209
Table 5.25:	Section B – Learner and educator responses on principles of mediation: mediation of an optimistic alternative.....	210
Table 5.26:	Section B – Learner and educator responses on principles of mediation: goal-seeking, setting and achieving	212
Table 5.27:	Section B – Learner and educator responses on principles of mediation: mediation of change.....	214

Table 5.28:	Learner and educator responses – Factor 1: educator responsibilities	217
Table 5.29:	Learner and educator responses – Factor 2: core strategies to enhance fundamental rights	219
Table 5.30:	Learner and educator responses – Factor 3: educator concerns	221
Table 5.31:	Learner and educator responses – Factor 4: practical competences to advance fundamental rights	223
Table 5.32:	Biographical details of participants	233
Table 5.33:	Observation context 1	251
Table 5.34:	Observation context 2	253

LIST OF FIGURES

Figure 1.1:	Research design.....	15
Figure 2.1:	Visual summary of what the task of mediator entails	33
Figure 2.2:	The Piagetian model of mediation (Falik, 2000:314)	37
Figure 2.3:	Vygotsky’s model of mediation (Vygotsky, 1978:13)	39
Figure 2.4:	Mediated learning experiences model (Falik, 2000:314)	44
Figure 4.1:	Data analysis – qualitative research (Creswell, 2009a:185)	170
Figure 6.1:	Findings of data	271
Figure 6.2:	Expectations from learning in a Constructivist approach	274
Figure 6.3:	Expectations of learners when applying a Constructivist approach.....	275
Figure 6.4:	Backward design	277
Figure 6.5:	Keys to mediation principles	280