



Developing a framework for promoting self-directed learning in first-year English for Education

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DECLARATION

I, Marike Strydom, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature

A handwritten signature in black ink, appearing to read 'MS', with a stylized flourish at the end.

Date

25/11/2019

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ABSTRACT

Breed (2016:1) raises the concern that the South African education system at large does not encourage activities that allow learners to develop SDL skills. More specifically, De Beer and Gravett (2016:46) sound the alarm that at higher education level, most first-year student teachers within the South African context, do not engage with SDL at all. This is disconcerting since students at tertiary level across the world are expected to be self-directed, taking responsibility for their own academic progress while focusing on active rather than passive learning (Nasri, 2017:1). The aim of this study was to develop a framework in order to encourage and support first-year English for Education students to engage with self-directed learning (SDL) more frequently and more effectively. The English for Education course at the North-West University requires students to be self-directed and critical thinkers. However, the high dropout rate (NWU, 2018) of the first-year English for Education students (more or less 25% per annum) suggests that students find it difficult to adapt in their first year of tertiary studies. Therefore, to develop this framework, it was necessary to gain insight into the students' perceptions of and experiences with SDL. Set within a constructivist-interpretive paradigm, this study acknowledged the participants as co-constructors of knowledge, as their inputs were used for the development of the SDL framework. The findings illustrate that the first-year English for Education students do not receive sufficient support in terms of SDL, due to the gap between secondary- and tertiary education. The findings also indicate that the students require a framework that could serve as a guide to ease them into the process of engaging in SDL. Feedback, collaboration and technology, key themes that emerged from the study, were incorporated with the development of the framework.

Key terms: self-directed learning (SDL); self-regulated learning (SRL); feedback; autonomy; metacognition; English for Education; first-year students in tertiary education; Fourth Industrial Revolution; 21st-century teaching and learning

OPSOMMING

Breed (2016:1) wek kommer oor die Suid-Afrikaanse onderrigstelsel wat nie aan leerders die geleentheid bied om hulle selfgerigte leer vaardighede te ontwikkel nie. De Beer en Gravett (2016:46) maak ook die leser bewus daarvan dat op hoër onderrigvlak in Suid-Afrika, meeste eerstejaar onderwysstudente glad nie betrokke is by selfgerigte leer nie. Dit is kommerwekkend, aangesien daar van universiteitstudente regoor die wêreld verwag word om selfgerigte leer toe te pas en verantwoordelikheid te neem vir hul eie akademiese vordering (Nasri, 2017:1). Daar word ook verwag van studente in tersiêre onderrig om aktief betrokke te wees by die leerproses in plaas daarvan om inligting passief te ontvang (Nasri, 2017:1). Die doel van hierdie studie was om 'n raamwerk te ontwikkel wat die eerstejaar Engels vir Onderrigstudente sal aanmoedig om meer gereeld en meer effektief by die selfgerigte leerproses betrokke te word. Die Engels vir Onderrigprogram aan die Noord-Wes Universiteit vereis van studente om selfgerig en kritiese denkers te wees, maar die hoë uitvalkoers (NWU, 2018) van die eerstejaar Engels vir Onderwysstudente (om en by 25% jaarliks) dui daarop dat studente dit uitdagend vind om aan te pas in hul eerste jaar van tersiêre onderrig. Daarom, om die selfgerigte leer raamwerk te ontwikkel, was dit nodig om insig te verkry in die studente se persepsies van en ervarings met selfgerigte leer. Aangesien hierdie studie binne 'n Konstruktivistiese-Interpretivistiese paradigma gesetel is, is die studente as mede-konstruktore van kennis erken. Die studente se insette is gebruik om die selfgerigte leer raamwerk te ontwikkel. Die bevindinge illustreer dat die eerstejaar Engels vir Onderrigstudente nie voldoende ondersteuning in terme van selfgerigte leer ontvang nie. 'n Moontlike rede hiervoor is die opvoedingsgaping tussen sekondêre en tersiêre onderwys. Die bevindinge dui ook aan dat die studente 'n raamwerk wat geleidelike blootstelling aan die selfgerigte leerproses bied, benodig. Terugvoer, samewerking met mede-studente en tegnologie, hooftemas wat tydens die data analise geïdentifiseer is, is by die ontwikkeling van die program geïnkorporeer.

Sluuteltermes: selfgerigte leer (SGL); selfgereguleerde leer; terugvoer; outonomie; metakognisie; Engels vir Onderwys; eerstejaarstudente in tersiêre onderwys; Vierde Industriële Rewolusie; leer en onderrig in die 21ste eeu

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CHAPTER 1 ORIENTATION AND BACKGROUND

1.1 Introduction

The term self-directed learning (SDL) was coined by Knowles (1975:18) who explains that SDL refers to a process in which a learner takes initiative, with or without help, in identifying learning needs, formulating learning objectives, finding resources for achieving these objectives, selecting and employing suitable learning strategies, and evaluating learning outcomes. Breed (2016:1) raises the concern that the South African education system does not encourage activities that allow learners to develop self-directed learning (SDL) skills. Large-scale assessments in South Africa, such as the ANAs (Annual National Assessment), encourage teachers to teach towards tests and examinations, especially when high stakes are attached to the results (Frempong, Reddy & Mackay, 2013). Spaul (2015) also states that considerable evidence exists to indicate that primary school teachers are not assessing learners at appropriate levels – for example, a Grade 5 teacher was found setting tests at a Grade 2 level. However, this problem is not exclusive to the intermediate phase, but is also apparent in the FET-phase (Kapp & Arend, 2011:8). In 2010, three international benchmarking authorities, namely Cambridge International Examinations, the Scottish Qualifications Authority and the Board of Studies of New South Wales found that the National Senior Certificate English First Additional Language (FAL) examination paper focussed on lower order thinking skills and did not encourage learners to use language and their learning to successfully participate in society (Taylor, Sithole & Mayer, 2014:23). Chetty (2015) warns that South Africa experiences a threat of completely returning to rote learning. Reyneke (2016:1) furthermore asserts that school-based assessment, which is supposed to be formative in nature and thus enhance opportunities for SDL, amounts to frequent summative testing, encouraging learners once again to engage in rote learning. At each level of the FET-phase, school-based assessment in South Africa focusses on stringently preparing learners to provide the correct answers in the end-of-year examinations (Kapp & Arend, 2011:8; Reyneke, 2016:5). Thus, meaningful, lifelong learning is depreciated due to an exam-driven system with the result that school-based assessment does not fulfil its purpose of providing evidence of engagement and continuous learning (Reyneke, 2016:5).

To combat this, critical cognition in learning has to be enhanced and the curriculum should encourage critical and independent thinking (Chetty, 2015). This issue underscores the importance of acquiring and applying SDL skills. When engaged in rote learning, one does not have the opportunity to think critically, prepare for lifelong learning, apply metacognitive skills and practise autonomy to develop into a self-directed learner. Importantly, English First Additional Language (FAL), among other language exit-level examinations, does not encourage these

critical cognitive processes (Taylor, Sithole & Mayer, 2014:23) which, consequently, undermines the recognition that SDL engenders significant implications for students' performance and self-directedness in higher education. English is the language of teaching and learning for most South African learners in basic education as well as students in higher education (Uys, Van der Walt, Van den Berg & Botha, 2007:69; Pluddeman, 2015:192; Milligan & Tikly, 2016:277), which means that if learners or students cannot be self-directed in their language learning, they will consequently not be self-directed in the learning of any other subjects or modules. Given the situation around South African language of learning and teaching (LoLT), it is important for learners and students to be engaged in SDL practices to progress academically. The gap between expected performance in basic- and higher education poses a challenge for students and lecturers, who are all expected to fill this gap (Hassel & Ridout, 2018:1). In an attempt to assist first-year students to bridge this gap, the present study aimed to develop a framework for first-years in the English for Education course at the North-West University to enable them to engage in SDL more frequently and more effectively.

Chapter 1 comprises the problem statement, research aims and questions, as well as clarification of key terms and concepts. Chapter 2 engages a thorough review of the literature with specific focus on the concept of SDL as well as learning in the 21st century and the necessity for SDL in this era. The research design is discussed in Chapter 3, and, subsequently, the data analysis process is explicated in Chapter 4. Lastly, Chapter 5 reflects on the limitations of the study and implications for further study.

1.2 Problem statement

1.2.1 Global learning gaps

Critical thinking skills and lifelong learning are concepts that form part of SDL. To assess the effectiveness of one's learning and to suggest methods for improvement, critical thinking is necessary (Paul & Elder, 2005:7), so that lifelong learning, as opposed to rote learning, will occur. Therefore, a lack of critical thinking skills will also signify a lack of self-directedness. The absence of critical thinking and lifelong learning is an issue faced by schools on a global scale. Costa and Kallick (2004:15), who conducted research in the United States and Canada, found that from an early age learners were immersed in a curriculum that trained them to believe that deep learning meant finding the right answer rather than developing skills for thoughtful and effective action. Learners were taught to value certainty over doubt, to give answers rather than to question and to know which choice was correct rather than explore various options (Costa & Kallick, 2004:15). In this case, learners have not been prepared to think critically, but to do quite the opposite.

In the same vein, Ayub, Sharawi, Abdalla, Ulumuddin, Amra, Ghamary, Khayyat, Salama and Ahmed (2015:1) state that a certain bridging programme for students who want to enrol for engineering at Texas A & M University in Qatar does not address the development of critical thinking skills. They moreover note that the students who take part in the bridging programme come from educational backgrounds where rote learning is fostered, which creates challenges when they enrol for tertiary education, where critical thinking is required (Ayub *et al.*, 2015:1). DeWaelche (2015:132) also explains that when Korean students enter into higher education, they expect a passive learning environment and often struggle to demonstrate critical thinking skills – this is due to the fact that these learners are not used to voicing their opinions or challenging authority in secondary education (Kim, 2012:135). In addition, rote learning and examination drilling are also prominent in secondary education in Hong Kong, despite attempts to emphasise the development of critical thinking in the school curricula (Fung & Liang, 2019:7). A lack of critical thinking skills in mainly secondary education has also been identified in other countries, including Indonesia (Haridza & Irving, 2017:2), Turkey (Aktas & Guven, 2015:107), China (Xiaoyang, 2017:40), Nepal (Acharya, 2017:31), Nigeria (Sada, Mohd, Adnan & Yusri, 2016:356) and Bahrain (Razzak, 2016:885). This considerable lack of critical thinking skills and lifelong learning is especially prominent in language education across the world.

Similar to what was reported regarding surface learning in the previous paragraph, Pham and Iwashita (2018:205) state that general language education at the tertiary level in Vietnam is characterised by memorising facts, instead of challenging learners to engage with the target language in a meaningful way. This practice stems from a teacher-centred approach which degrades learners to passive recipients of knowledge (Pham & Iwashita, 2018:205). Passive learning results in nothing more than the mechanical acquisition of basic skills in listening, speaking, reading and writing, instead of the cultivation of active and critical engagement with the target language and the fostering of high-level skills. More specifically, English language education is widely taught as a first, second, third and foreign language around the world (Bentley, 2014; Beare, 2018). In a recent study on English Second Language (ESL) teaching in England, Santos and Graham (2018:22) found, for example, that one of the key aspects that impede learners' listening, is a lack of metacognitive skills. They suggest that learners should not merely listen to answer questions, but that they should reflect on difficulties and contemplate solutions, as well as plan for future listening tasks by learning from previous ones (Santos & Graham, 2018:23). Learners' inability to engage with *listening* on this level portrays the lack of self-direction in learning which, in turn, is most likely a result of language teachers' poor pedagogy. In the same study referred to above, Santos and Graham (2018:24) found that participating ESL teachers did not view listening as a process of skills development, but rather as a product-oriented task.

The product that would provide evidence of performance was nothing more than answers to basic comprehension questions (Santos & Graham, 2018:30). Thus, there was also no call for learners to use higher order cognitive skills to develop their ability to listen effectively or to reflect in a meaningful way on learning experiences (Santos & Graham, 2018:24). Similar to their counterparts in England, ESL teachers in Brazil seem to focus on teaching basic listening skills. Santos and Graham (2018:27) report that even though the Brazilian teachers who participated in their study encouraged their learners to predict before listening, the purpose of reflection after listening was nothing more than to check whether the predictions were right or wrong; there was no discussion of listening strategies or reasons for right or wrong predictions. It is therefore abundantly clear that in a global context, the teaching of listening, one of the critical skills in English as a global language, is neglected.

In Australia, ESL teachers also seem to pursue nothing more than surface learning, as Chappell (2014) reports. He further reports on ESL learners' lack of communication skills (Chappell, 2014). During classroom observations, he detected that the discourse mostly involved brief interactions with short speaking turns rather than the development of meaningful dialogue. Meaningful dialogue such as inquiry dialogue, as explained by Chappell (2014), is "a type of classroom talk that involves longer stretches of discourse structured in a manner that promotes common understanding and inquiry". The main purpose of inquiry dialogue is to involve others in one's attempt to make sense of an issue (Chappell, 2018:100). He moreover analysed data gathered from different English Language Intensive Courses for Overseas Students (ELICOS) and found that the teachers lacked the ability to use inquiry dialogue in the classroom (Chappell, 2018:100). Classroom discourse focussed on nothing more than positive or negative responses to closed-ended questions (Chappell, 2018:100). Furthermore, Pang and Burri (2018:114) report on their experiences in training students enrolled for the International Student Entry Program (ISEP) at the British Columbia Institute of Technology in Canada. They found that these students were required to design, conduct and present a survey with a peer (Pang & Burri, 2018:115), but students often lacked the ability and critical thinking skills to perform this task, since they experienced difficulties around mutually agreeing on the topic and developing a research question (Pang & Burri, 2018:115). They ascribe the inability to complete this task to a lack of the necessary strategies that would enable effective critical communication so as to come to a general agreement (Pang & Burri, 2018:115). When these students participated in a structured information gap activity, they did not seem to encounter any challenges, but once they were requested to engage with a general topic and report on key findings and final decisions based on discussion, it became clear that they lacked effective communication skills (Pang & Burri, 2018:115). These examples underscore the existence of serious skills gaps in English language learning at all levels of education.

Of all the linguistic skills, one could argue that the ability to read for meaning is most crucial in academic studies. Once again, a variety of international studies prove that learners are not challenged to develop reading skills to engage with content on high cognitive levels. In the United States, the ACT test is a popular test, written annually, which measures high school graduates' tertiary education readiness in various domains, including reading (ACT Inc., 2014). In 2014, a mere 44% of the graduates who wrote the ACT test achieved the college readiness benchmark for reading (ACT Inc., 2014). The percentages of high school learners who met the benchmark for readiness for tertiary education reading decreased with 8% since 2010, which resulted in approximately 1 033 641 learners who wrote the test not achieving the benchmark for college readiness in reading (ACT Inc., 2014). Similarly, Ntereke and Ramoroka (2017:4) conducted a study among first-year humanities students at the University of Botswana to assess their levels of reading. The results of this study were that 34,4% of the participants scored below expected university reading levels, while only 14,2% performed fairly well, achieving a position above the score required to pass (Ntereke & Ramoroka, 2017:4). There could be many reasons for learners' ill-preparedness around reading at university level. For instance, Murtiningsih and Hapsari (2018:154) aver that teaching reading in secondary schools in Indonesia usually focusses on training students to pass the national exam and acquire grades adequate for university admission. This means that Indonesian students do not read extensively and outside of the classroom context, which leads to students being overwhelmed when they enter university and are expected to read autonomously (Murtiningsih & Hapsari, 2018:154). These scholars further state that the Indonesian students are used to reading to answer lower order comprehension questions, which stands in stark contrast to university-level reading, where critical thinking is essential (Murtiningsih & Hapsari, 2018:155). A breach therefore exists between the transition from English studies at secondary and tertiary levels. If students are not competent readers, they might struggle to gain information from a variety of resources, especially texts, which could impede their ability to engage in SDL.

An additional language skill closely related to reading, is writing (Pang, Muaka, Bernhardt & Kamil, 2003:16). Conceivably, poor writing and gaps in the teaching and learning of writing are also prevalent among high schools and universities. Hayik (2018:194) postulates that in many Arabian high schools and universities, writing is mostly taught through drills and collaboration; feedback and focussing on writing as a process are non-existent. Similarly, writing in Hong Kong schools mainly focusses on the end product, while the writing process and self-reflection are neglected (Lam, 2018:222). This also points to a lack of SDL, since reflection is a critical component of SDL. Thus, if learners are expected to write merely for the sake of imitating what they have been taught, they are not necessarily engaged in setting their own writing goals, deciding on a plan of action to reach these goals, and then reflecting on their own learning processes. Considerable gaps

therefore characterise English language learning and teaching around the world. The subsequent section offers a closer examination of learning gaps in South African secondary schools.

1.2.2 Learning gaps in South African schools

The Progress in International Reading and Literacy Study (PIRLS) is an international assessment of the reading comprehension of Grade 4 learners and has been conducted in countries such as Singapore, Malta, Norway, Egypt and Finland every five years since its inception in 2001 (Mullis, Martin, Foy & Drucker, 2012:5). As the title suggests, the PIRLS provides information about the progress of the participating countries' reading performance and indicates the top-performing countries. The two purposes for reading that are tested in the PIRLS are reading for literary experience and reading to acquire and use information (Mullis *et al.*, 2012:6). South African learners traditionally perform poorly in PIRLS (Howie, Van Staden, Tshele, Dowse & Zimmerman, 2012:6). In 2011 the country subjected its Grade 5 learners to the assessment, while most other countries tested Grade 4s (Howie *et al.*, 2012:22). Despite this, South Africa achieved a score well below the international centre point score of 500 (Howie, Combrinck, Roux, Tshele, Mokoena & McLeod Palane, 2017:12). In the latest round of PIRLS, conducted in 2016, South Africa was ranked last out of fifty participating countries (Howie *et al.*, 2017:2). Apart from the last position, South African learners only managed an average score of 320, which is considerably lower than the PIRLS centre point of 500. According to the PIRLS international benchmarks, a score below 400 indicates that the learner cannot read for meaning or retrieve basic information from the text to answer simple questions (Howie *et al.*, 2017:4). A deplorable 78% of South African learners were unable to reach the lowest international benchmark of 400 whereas, internationally, only 4% of learners did not reach the lowest benchmark (Howie *et al.*, 2017:4). This raises major concern about South African learners' reading abilities. Forty score points on the PIRLS scale equates a year of schooling, which means that South Africa may be six years behind the top-performing countries (Howie *et al.*, 2017:11). Therefore, the PIRLS results raise concerns not only about the quality of reading in one's home language in South African schools, but also the quality of reading in English, which in turn affects performance in all subject areas, given that English is used as the medium of instruction in most South African schools (Uys, Van der Walt, Van den Berg & Botha, 2007:69; Pluddeman, 2015:192; Milligan & Tikly, 2016:277). The PIRLS results and research based on the context of the language of instruction in South Africa highlight the necessity for SDL at school level, but even more so at higher education level where students are expected to fill learning gaps caused by a lack of language skills, especially in an academic context.

In addition, the Global Competitiveness Report reflects a benchmarking analysis of the factors and institutions that determine long-term growth and prosperity in a country (Samans, 2016:xi). According to the Global Competitiveness Report of 2018-2019, the level of critical thinking skills

in South Africa's workforce is inadequate for the progress of a successful economy in the Fourth Industrial Revolution (Schwab, 2018:36). Given this backlog of South African learners, SDL becomes all the more important, as learners and teachers have to attempt to narrow the educational gap between the expected academic performance at secondary- and tertiary education levels.

In light of this, South African learners face major challenges around reading for academic purposes. Roach's (2018:183) statement that reading in a second language is a complex activity, is even more applicable to the South African context. The PIRLS was conducted in all eleven official languages of South Africa, which means that most students wrote the PIRLS comprehension test in their mother tongue, yet 78% of students could not reach the lowest benchmark score of 400 (Howie *et al.*, 2017:4). After Grade 3, most South African learners receive instruction in English, while this language is most learners' second, third or even fourth language (Harmse & Evans, 2017:141).

Consequently, Chetty (2015) appeals that South Africa experiences a threat of completely returning to rote learning. It may well be that part of the reason for this, as found by Berry (2011:98), is that the South African assessment situation displayed teachers producing tests that modelled the matriculation examinations to prepare learners for this high-stakes examination. Subsequently, Costa and Kallick (2004:1) rightfully claim that focus on higher test scores places emphasis on the transmission of test-related information, which discourages a sustained curriculum and the implementation of learning strategies designed for individual meaning-making and self-directed learning.

Within the South African context, Du Toit-Brits and Van Zyl (2017:50) state that there is a lack of self-directed learning activities in secondary education, demonstrating that although students qualify on paper to study at a tertiary institution, they do not necessarily have the academic- and SDL skills to successfully complete their studies. Similarly, De Beer and Mentz (2017:1) explain that even though the South African secondary school curriculum advocates for the use of problem-based and cooperative learning (which are contained in self-directed learning), these interactive teaching approaches do not occur in classrooms due to the emphasis on examinations and, consequently, the transmission of facts. Thus, in many South African schools, learners are not provided with the opportunity to apply SDL to make important decisions about their learning. The expectations around learning in higher education, however, is in contrast with what is expected at secondary education level.

1.2.3 Learning in the context of higher education in South Africa

In all countries there is an expectation for higher education to focus on active instead of passive learning (Nasri, 2017:1). De Beer and Gravett (2016:46) claim that, within a South African context, most first-year student teachers are not self-directed learners. They explain that these students prefer “spoon-feeding” to approaches that encourage critical engagement and deep-level learning (De Beer & Gravett, 2016:46). Brenner (2016:155), who is a first-year lecturer at the University of Witwatersrand, states that most first-year students in her Life Sciences classes are used to memorising facts, which they believe to be the most important aspect of their tertiary learning. Guglielmino (2013:10) adds that students who are used to being spoon-fed will likely resist taking responsibility for their own learning. Moreover, students are often not prepared to engage in SDL practices, because they are used to being dependent and they associate learning with preparing for a test to receive a grade or value (Guglielmino, 2013:6). Thus, students who enter university are accustomed to the teaching and learning practices of high school, which, as pointed out above, are not focussed on developing and fostering high level cognitive and linguistic skills.

As depicted previously, the South African education system mostly leads to the encouragement of rote and passive learning, which consequently leads to first-year students finding it difficult to take ownership of their learning, while they remain unfamiliar with SDL practices. This is corroborated by Garí and Iputo (2015:17) who, after conducting a study on medical students' perceptions on interactive tutorials at the Walter Sisulu University, suggest that students receive more in-depth training in SDL strategies. An increase in SDL skills is necessary to bridge the considerable gap between the cognitive abilities expected in previous educational experiences (high school) and that of university (Guglielmino, 2013:6). Also, Rantsi (2016) writes that South African learners experience trouble with the progression from one educational phase (secondary school) to the next (tertiary education) and that this gap could be attributed to the weak schooling system in South Africa.

For the reasons discussed in this section, it is imperative that tertiary education students, especially first-year students, be trained and encouraged to cope with the academic- and linguistic demands of higher education. The development of students' SDL skills plays a vital role not only in ensuring academic success in higher education, but also in preparing young people for lifelong learning within an extremely dynamic global society.

1.3 Research questions

1.3.1 Primary research question

How can first-year English for Education students be encouraged to engage in SDL?

1.3.2 Secondary research questions

- How do first-year English for Education students at the Potchefstroom campus of the North-West University perceive learning?
- What are first-year English for Education lecturers' expectations of student learning?
- How do lecturers and the current first-year English for Education programme at the North-West University support and encourage students to engage in SDL practices?
- How do first-year English for Education students at the Potchefstroom campus of the North-West University engage in and perform in assignments that require SDL?
- What are the needs of first-year English for Education students at the North-West University in terms of guidance and facilitation towards engagement in SDL practices?

1.4 Research aims

1.4.1 Primary research aim

The primary aim of this study is to establish how first-year English for Education students can be encouraged to engage in SDL.

1.4.2 Secondary research aims

- To determine how first-year English for Education students at the Potchefstroom Campus of the North-West University perceive learning.
- To determine English for Education lecturers' expectations of first-year students' learning.
- To establish how the lecturers and the current first-year English for Education curriculum at the North-West University support and encourage students to engage in SDL practices.
- To ascertain how first-year English for Education students at the Potchefstroom Campus of the North-West University engage in and perform in tasks that require SDL.
- To examine the needs of first-year English for Education students at the North-West University in terms of guidance and facilitation towards engagement in SDL practices.

1.5 Clarification of key terms and concepts

This section aims to inform the reader of the researcher's understanding of the key concepts that underpin this study. Fraenkel, Wallen and Hyun (2012:619) state that although ambiguity in definitions is inevitable, the researcher needs to clarify concepts to minimise the chances of encountering difficulties in the discussion and execution of the study. Therefore, the researcher's understanding, informed by relevant literature, of the main concepts of this study will be clarified.

1.5.1 Autonomy

According to Holec (1981:3), autonomy refers to taking charge of one's learning. Benson and Voller (1997:2) state that one of the ways in which the term *autonomy* is used, is to describe a set of skills that form part of self-directed learning (SDL). In a study conducted by Borg and Al-Busaidi (2012:14) with English Foreign Language teachers, interviews with these teachers clearly indicate that to them, autonomy mainly has to do with taking responsibility for one's learning and learning independently and freely. Thus, autonomy is a broad, general term that relates to controlling and directing one's own learning.

1.5.2 Critical thinking skills

Lipman (1987:5) elaborates on this by asserting that "critical thinking is a process that occasionally results in decisions or solutions, but the process is not to be defined solely by those occasional consequences". On the other hand, Halpern (1998:450) explains that critical thinking refers to implementing strategies to reach specific goals. Paul and Elder (2005:7) provide an explanation more specific and relevant to the context of this study. According to Paul and Elder (2005:7), critical thinking is the process of assessing one's thinking with the aim of improving it. This improvement comes about when one restructures one's assessed cognitive processes (Paul & Elder, 2005:7). Although critical thinking is a multi-faceted concept, it is clearly a method of assessment of one's cognitive processes to effectively reach a set goal.

1.5.3 Lifelong learning

According to Tan (2007:115), lifelong learning is often associated with SDL. In contrast to learning to achieve a set goal, lifelong learning emphasises skills that equip students to conduct and evaluate their own learning (Tan, 2007:114). Furthermore, Boud (1994:10) states that assessing one's learning is a prerequisite for lifelong learning, which means that critical thinking skills are necessary if lifelong learning is to be developed. As is understood in view of the consulted literature, critical thinking refers to assessing the efficiency of one's cognitive processes and learning endeavours to reach a specific goal, while lifelong learning embraces the regulation and evaluation of one's learning behaviours.

1.5.4 Metacognitive skills

Wenden (1998:515) describes metacognitive knowledge as information that students acquire about their own cognitive processes and their learning. Metacognitive skills, then, refer to strategies about learning such as monitoring one's performance in relation to one's standards (Cook, 1993:114). In his turn, Lipman (1987:5) describes metacognition as "intellectual self-

consciousness”, which means thinking about one’s own thinking, but engaging with this critically. Similarly, Sternberg and Sternberg (2012:234) assert that metacognition is inherent in SDL and refers to the sensible planning, regulation and evaluation of one’s cognitive processes while engaged in learning. Ku and Ho (2010:252) explain that metacognition refers to knowledge about and control over one’s thoughts. Metacognition differs from critical thinking in that the latter focusses on assessing whether one’s current cognitive processes (which require metacognitive skills) are suitable for a particular purpose.

1.5.5 Self-directed learning (SDL)

Bagheri, Ali, Abdullah & Daud (2013:15) describe SDL as an independent activity where a student organises all aspects of his/her own learning experience. Similarly, Tan (2007:115) explains that SDL has to do with planning and directing one’s own learning “in order to pursue learning situations without the assistance of a teacher”. On the other hand, Brookfield (2009:2624) states that although the majority of the decisions regarding a learner’s SDL rests with himself/herself, an educator still has an important part to play in it. In conclusion, SDL refers to the individualised plan of action that is implemented to improve one’s learning (with or without facilitation).

1.5.6 Self-regulated learning (SRL)

Jossberger, Brand-Gruwel, Boshuizen and Van de Wiel (2010:419) explain that self-regulated learning engages decisions that are specifically related to a task at hand, including setting goals, determining a plan and reflecting on one’s performance in a particular task. To become self-directed, a learner first has to be self-regulated (Jossberger *et al.*, 2010:423; Saks & Leijen, 2014:192).

It is therefore clear that these concepts are interrelated and are often used interchangeably. These concepts are understood by the researcher as clarified above, and was interpreted as such throughout the study.

1.6 Summary

This chapter outlined the context of the study by providing a comprehensive problem analysis which indicated the need for SDL in first-year tertiary education in South Africa. The research questions and aims were also provided, thus conceptualising the study and its purpose, which was aimed at developing a framework for the development of first-year English for Education students’ engagement with SDL. Chapter 2 further explores the literature relating to the research problem identified in this chapter.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the literature related to SDL. Self-directed learning is a multifaceted concept. The SDL process comprises multiple steps that are influenced by many factors such as motivation and the learning environment. Chapter 2 offers a detailed conceptualisation of SDL as well as closely related concepts. Self-directed learning and self-regulated learning (SRL) are often used interchangeably, despite the fact that these two concepts are different. Another concept that is closely related to and often confused with SDL, is negotiated learning. Therefore, these two terms and how they compare to SDL, are also discussed in this chapter. Equally important, the factors that directly influence SDL in the context of the study are explained. These factors are assessment, feedback, reflection and motivation, as these are integral to the first-year English for Education students' academic practices, which embody a core focus of the present study.

To develop a framework that will promote first-year English for Education students' engagement in SDL, it has been necessary for the researcher to investigate the teaching and learning climate of the 21st century: thorough knowledge about what is expected from 21st-century teachers and learners is required. The chapter furthermore illuminates why SDL is necessary for students in higher education and, more pertinently, English for Education students.

2.2 Conceptualising self-directed learning

Knowles (1975:18) conceptualises the term SDL and describes it as a process in which the student takes initiative, with or without help, in identifying learning needs, formulating learning objectives, finding resources for achieving these objectives, selecting and employing suitable learning strategies, and evaluating learning outcomes. Additionally, Manning (2007:107) explains that SDL occurs when a student or group of students accept the primary responsibility for planning a learning project and executing that project. Similarly, Wilcox (1996:165) defines SDL as a process of learning in which learners function autonomously to plan, conduct and evaluate their learning efforts. Pertinent to the context of this study, Arndt (2017:38) states that SDL requires language learners to become proprietors of their language acquisition by deciding how to proceed with their language education outside the traditional teacher-centred classroom. All of these explanations imply that a framework needs to be developed by the individual.

In view of the literature explored, SDL could then be succinctly described as a process that includes identifying gaps in one's learning (Knowles, 1975:18), planning how to fill these gaps

(Knowles, 1975:18; Wilcox, 1996:165; Manning, 2007:107; Arndt, 2017:39), implementing one's plan (Knowles, 1975:18; Wilcox, 1996:165; Manning, 2007:107) and evaluating the outcomes of the process (Knowles, 1975:18; Wilcox, 1996:165). In relation to the delineations explored, the process of SDL is noticeably implemented in the form of sequenced steps. The steps to becoming a self-directed learner, as provided by Knowles (1975:18), are as follows: diagnose learning needs, identify goals for learning, select resources for learning, decide which learning strategies to use and evaluate whether learning goals have been met. Arndt (2017:43) adapts these steps by naming Knowles's final phase "self-assessment" instead of "evaluating outcomes". This use of "assessment" instead of "evaluation" signifies a continuous, formative process rather than a conclusion. Arndt (2017:45) moreover adds a sixth step that he names self-reflection. This phase requires students to reflect on how they used the framework to improve their learning and decide whether the approach used to improve learning was effective (Arndt, 2017:45). The definition given by Costa and Kallick (2004:6) of a self-directed person could also be linked to that of Knowles (1975:18), as adapted by Arndt (2017:45), in terms of the steps to be taken to become a self-directed learner.

Costa and Kallick (2004:6) outline a self-directed person as one who possesses three overarching abilities: self-management, self-monitoring skills and self-modifying skills. The self-management process entails clarity about the learning objectives and devising a plan to reach these objectives, the self-monitoring process involves the utilisation of metacognitive strategies to evaluate the effectiveness of the implemented plan during the implementation process and the self-modifying phase requires the learner to reflect on and evaluate the learning experience, as well as alter future plans according to what worked well and what was ineffective in the implementation of the initial plan (Costa & Kallick, 2004:6). The steps suggested by these authors overlap. For instance, the self-management phase comprises steps one to four as set out by Knowles (1975:18) and the self-monitoring phase links with Arndt's (2017:45) step five, since both of these refer to the continuous process of assessing how effectively one is learning. Moreover, the self-modifying phase connects with Arndt's (2017:45) step six, which requires the learner to reflect on the overall learning process to make informed decisions about future learning. It is therefore clear that there are many conceptualisations about SDL and what it entails. However, the links described above prompt recognition of recurring themes and notions around SDL and its implementation. This recognition could be expanded to include parallels that can be drawn between the concepts clarified in Chapter 1 and the steps to becoming a self-directed learner.

In connection with the concept clarification, it is interesting to note the parallels between these terms and the steps set out by Knowles (1975) and Arndt (2017). Identifying the gaps in one's learning and formulating goals and objectives are linked to autonomy, that is, taking responsibility

for one's learning by identifying needs and directing one's learning by setting goals. The third and fourth steps require learners to select resources and learner strategies for their learning. These steps reflect metacognition, since they entail knowledge about how one learns in order to select appropriate resources and strategies to control the learning process. The penultimate phase, self-assessment, corresponds with critical thinking, since it requires students to assess their cognitive processes such as the learning plan they set in motion to improve their learning and the efficiency thereof, specifically with the aim of achieving a set goal. In its turn, the self-reflection phase corroborates sustainable- or lifelong learning, since lifelong learning entails the acquisition and implementation of skills that allow students to regulate and evaluate their own learning processes in a holistic manner. It is thus clear that autonomy leads to metacognition, which in turn leads to critical thinking, followed by lifelong learning. All of these concepts combined constitute SDL, that is, an individualised learning plan which includes the monitoring of all facets that form part of the plan, including one's learning habits. The figure below clearly illustrates the relationship among these concepts and how they relate to the SDL steps:

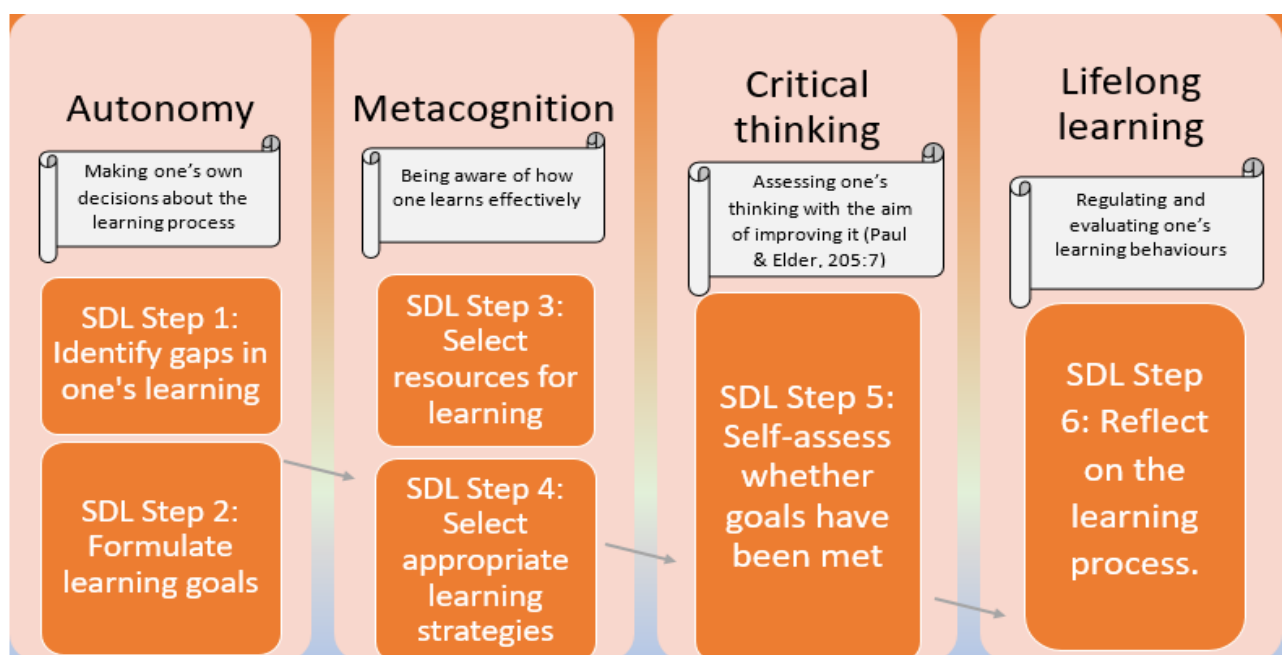


Figure 2-1: The relationship among concepts associated with SDL and the SDL steps as set out by Knowles (1975:18) and adapted by Arndt (2017:45)

Now that the concept of SDL has been outlined clearly, it is necessary to distinguish SDL from other, similar concepts.

2.2.1 Self-directed learning versus self-regulated learning

Although SDL and SRL are often used interchangeably, there are prominent researchers who clearly differentiate between the two concepts. Jossberger, Brand-Gruwel, Boshuizen and Van

de Wiel (2010:419) explain that self-regulated involves decisions specifically related to the task at hand – this includes setting goals, determining a plan and reflecting on one’s performance of a particular task. With self-directed learning, however, the focus is not on a particular task but on one’s learning in general (Jossberger *et al.*, 2010:423). This means that SDL requires SRL. Thus, a self-regulated learner is expected to set goals and plan for and reflect on a given task, whereas a self-directed learner is expected to set goals and plan for and reflect on his/her learning experience. This explains why Jossberger *et al.* (2010:420) state that a self-directed learner has to be a self-regulated learner, since self-direction encompasses self-regulation: to make decisions about how effectively one learns, one has to have the ability to make decisions on how to master a specific task within the learning process. Thus, it makes sense to first accomplish SRL before attempting to master SDL (Jossberger *et al.*, 2010:423). Saks and Leijen (2014:192) agree that SDL is a broader term that encompasses SRL, but they differentiate between the two concepts in terms of the learning environment. They posit that while SDL is mostly applied outside traditional classroom contexts, SRL is mostly used in the classroom (Saks & Leijen, 2014:192). This nonetheless does not contrast Jossberger *et al.*’s (2010:420) view, since task-level learning is usually addressed in the classroom while assessing and adapting one’s learning processes, usually over a period of time, is a far-reaching activity that cannot be confined to a classroom. Robertson (2011:1629) makes an important distinction between these two concepts by stating that in the case of SDL the learner enjoys more freedom to select his/her own learning goals, select appropriate resources and make decisions about the reflection process. On the other hand, in the case of SRL the teacher may still be the initiator of the task, deciding what the learning objective(s) and task(s) will be, while the learner then uses his/her cognitive and metacognitive skills to achieve the learning goal (Robertson, 2011:1629).

There are some similarities between the two processes. Both SRL and SDL require feedback to inform the learning process (Jossberger *et al.*, 2010:430). In the case of SRL, the feedback will be set at the task level, whereas feedback in the SDL process will be focussed on the learning process itself. Also, scaffolding and explicit instruction of these two learning processes are necessary if learners are expected to apply them successfully (Jossberger *et al.*, 2010:430; Mak & Wong, 2018:12). Saks and Leijen (2014:192) moreover point out that both these processes require active involvement by the learner, including goal-orientated behaviour. In summary, despite the similarities between SRL and SDL, it is important to distinguish between the fact that SRL refers to learners practicing autonomy at task level whereas SDL refers to managing one’s learning beyond the scope of a specific task. Another phrase that is similar to SDL and often confused with it, is negotiated learning.

2.2.2 Negotiated learning

Ting (2015:26) specifies that negotiated learning entails learners' involvement in the decision-making process around curriculum development. He states that the entire curriculum need not be decided jointly – learners could make decisions about a specific section of the curriculum, while the teacher could ensure that the overarching learning goals (as decided by the teacher) remain intact (Ting, 2015:26). Edge Hill University (2019), for instance, offers a Negotiated Learning Module where students negotiate their learning outcomes and the assessment of these with their supervisor. The concept of negotiated learning is clearly situated within an academic learning context where students have the authority to participate in the decision-making towards a curriculum. Additionally, *learning contracts* is another concept associated with negotiated learning. Anderson, Boud and Sampson (1998:163) explain that learning contracts structure learning and assessment in such a way as to allow students to reach the main goals of a course. A learning contract is an agreement between a learner and a teacher to ensure that certain activities will be carried out to accomplish a learning goal and that explicit evidence will prove that that goal has been reached (Anderson & Boud, 1996:221). Thus, a learning contract serves as a detailed plan of action towards achieving the negotiated learning objectives and assessments (Anderson & Boud, 1996:222).

A considerable number of similarities occur between self-directed learning and negotiated learning such as the idea that learners should take control of their own learning tasks and guide their own learning (Ting, 2015:26). However, a comparative concept analysis of *self-directed learning* and *negotiated learning* engenders an understanding that in contrast to steering one's learning to reach the goals of a curriculum, self-directed learning tends to focus on personal learning. In the case of negotiated learning, the student decides in tandem with the educator, and sometimes also with peers, which curriculum objectives he/she should achieve and how he/she will reach these objectives. On the other hand, a student engaged in self-directed learning will make similar decisions in an attempt to improve his/her learning behaviour and approach. Despite the fact that these two terms are often used interchangeably, within the context of education in South Africa, the present study focussed on SDL as a vehicle for improving individual, autonomous learning rather than as a means to encourage a mutually agreed-upon academic curriculum, which could perhaps follow once learners are already self-directed. Naturally, the self-directed learning experience will be influenced by students' academic learning objectives, but the aim of the SDL process is to learn more effectively and enhance metacognition about one's learning. Effective and meaningful learning can only come about, however, if the influence of assessment, feedback, reflection and motivation on SDL are expounded, as carried out in the sections below.

2.2.3 Self-directed learning and assessment

Greenstein (2012:2) emphasises that the ever-changing educational environment increases the importance not only of introducing new learning and teaching methods, but also of focusing on how assessment should be adapted in the 21st century. She continues to aver that educators should make use of alternative and authentic assessments that require students to perform real-world tasks (Greenstein, 2012:51). With this in mind, Greenstein (2012:188) critiques the majority of current school systems that, despite complex societal changes such as rapid technological advancement, population growth and environmental changes, that continue to use standardised assessment in which every student in every grade takes the same test at the same time. This approach, which, as discussed, has remained exceedingly prevalent in South African classrooms, does not encourage self-directed learning where learners take responsibility for their academic development. However, Greenstein (2012:188) proposes that future assessment move away from numerical grading and be replaced by reports that comment on the skills acquired by each individual learner. This should subsequently be promoted at university level.

“We believe that the intent of assessment should be to support learners in becoming self-directing,” state Costa and Kallick (2004:3). They postulate that alternative and authentic assessments are required when self-directed learning is to be assessed (Costa & Kallick, 2004:2). In this regard, Bull (2017:15) avers that successful learning rarely happens without feedback. Indeed, self-directed learning is encouraged when students receive constructive feedback on their progress to reach the objectives of the module (Costa & Kallick, 2004:2). This calls for assessment that provides meaningful feedback related to the self-directed learning process, as opposed to a mere numerical value. Here Costa and Kallick (2004:3) emphasise the importance not only of *receiving* and *reacting* to constructive feedback, but also of *giving* constructive feedback. This requires learners and students to assess their peers. Greenstein (2012:55) endorses the importance of self-assessment and reflection for the development of lifelong learning skills. Sharma, Jain, Gupta, Garg, Batta and Dhir (2016) confirm that self-assessment can increase students’ motivation and interest levels, which leads to enhanced learning and the development of autonomy in assessment. Thus, to promote self-directed learning, authentic assessments should be employed and learners should receive and give constructive feedback on assessments. This relates directly to how one should assess a student’s SDL practices.

Based on a study conducted among medical students from the United States, Monroe (2016) claims that students’ grade and test scores did not predict their self-directed learning abilities and skills. Similarly, Sumantri and Satriani (2016:517) conducted a study among Mathematics elementary school children in Jakarta and noted that merely the type of assessment influenced the scores, irrespective of the learners’ self-directed learning levels. Importantly, this implies that

self-directed learning is not necessarily a skill that could be represented by a numerical grade. Measuring or assessing self-directed learning should then rather be qualitative in nature. Another aspect to consider when assessing SDL is the individuality of each student. Kindler, Bates, Hui and Eva (2017:562) conducted semi-structured interviews with second-year medical students and found that the manner in which they set learning goals and monitored their progress was different for each student. Bull (2017:15) epitomises how the autonomous nature of assessment, which indirectly relates to self-directed assessment, could benefit and empower students by equipping them with the skills to develop their own feedback loops, which refers to eliciting feedback from various available sources. This coincides with assessing one's learning goals and whether they have been met, as well as assessing one's level of self-directedness. Feedback should be used as a source in assessing one's performance- and learning development.

2.2.4 Self-directed learning and feedback

Feedback could be defined as a process where students attain information about their work in order to gain insight into the similarities and differences between the expected standards of a task and the quality of the work itself, in order to improve performance in learning tasks (Boud & Molloy, 2013:6). Embo, Driessen, Valcke and Van der Vleuten (2010:264) emphasise that feedback could be a source of support for self-reflection and authentic assessment. Thus, reflecting on one's learning (SDL) requires adequate feedback that is meaningful to the student. Similarly, Morris (2018:637) postulates that feedback supports the progression of independent learning. This, however, requires constructive feedback that is meaningful to the students.

Embo *et al.* (2010:264) provide two reasons for ineffective feedback: teachers sometimes neglect to provide substantial feedback or the feedback does not make students aware of their strengths and weaknesses in a manner conducive to learning. In Embo *et al.*'s (2010:266) study with second- and final-year Midwifery students at a Belgian University, they found that when feedback focussed on students' weaknesses, it rarely led to improved learning. On the same note, Mohamad, Embi and Nordin (2016:139) aver that feedback can develop confidence if it emphasises the relationship between the student's effort and the performance results. Therefore, constructive feedback, which includes comments about students' areas of improvement, should be provided (Mohamad *et al.*, 2016:143). On the other hand, teachers often feel that their attempts at providing feedback are futile, since many students do not actively engage with the feedback (Winstone & Carless, 2019:5). Winstone and Carless (2019:6) note that feedback can often be difficult to interpret and put into practice. Moreover, Hamilton and Organ (2018:28) explain that self-directed students actively seek feedback to improve their learning, which would then require them to consult a variety of sources as feedback. This is directly linked to motivation, as Winstone and Carless (2019:6) state that students need to be motivated to internalise and use feedback to

improve their learning. Thus, feedback alone is not sufficient for improving learning. There are certain factors to consider when providing feedback so as to optimise learning.

Beckers, Dolmans and Van Merriënboer (2016:39) emphasise the importance of encouraging students to engage with feedback other than grades or marks. As previously explained, students should be motivated to actively seek feedback from various sources, which could feed back into the learning process (Hamilton & Organ, 2018:28). The use of multiple sources for feedback could be scaffolded by providing students with many opportunities to receive feedback. Morris (2018:633) underscores that in outstanding institutions, feedback is provided not only by the lecturer, but also by peers and through self-assessment. Brinko (1993:576) also emphasises that feedback is more effective when provided from various sources. McCarthy (2017:129) states that peer feedback assists the learning process through consistent analysis of student performance against set criteria. The findings of McCarthy's (2017:133) study with first-year students at the University of South Australia confirmed that the majority of students preferred receiving feedback from a range of sources, including peers, as opposed to one specific source, e.g. the lecturer. Selecting appropriate resources from which feedback could be received, forms an important part of the SDL process. There are clear links between feedback and progression in the SDL process.

Winstone and Carless (2019:8) emphasise that effective feedback should exist as an amalgamation of receiving valuable input and interacting with that input. Thus, merely receiving comments could not be considered feedback, unless the receiver interprets and interacts with the feedback for it to inform future learning. This highlights the importance of feedback as part of the SDL process, where the student has to take action to improve his/her learning. In connection with this, Embo *et al.* (2010:266) discovered that students felt that rereading feedback was valuable, as that allowed students to develop effective strategies for learning improvement. This indicates that engaging with the feedback provides insight into the most effective plan of action (SDL steps 3 and 4) to achieve the learning goals. Feedback does not only inform the SDL plan of action (steps 3 and 4), but also forms a fundamental part of identifying the learning gaps before the plan of action can be decided on. Koenen, Dochy and Berghmans (2015:3) explain that feedback is necessary to aid students in determining their learning gaps (SDL step 1) and consequently, their learning goals (step 2). For this reason, it is important for students who are self-directed to understand how feedback should be interpreted and used to improve learning (Winstone & Carless, 2019:3). Self-assessment (step 5) and self-reflection (step 6) are also processes that cannot materialise without feedback (Nicol & MacFarlane-Dick, 2006:205). Nicol and MacFarlane-Dick (2006:211) comment on the value of feedback for improving performance in particular assignments or tasks (SDL step 5). They further suggest that multiple formative tasks be used to generate feedback, which will accustom students to rely on qualitative feedback rather than

focusing merely on grades as a source of feedback. Moreover, Narciss (2017:184) states that feedback is required for students to assess to which extent their performance meets their learning objectives and to decide on actions to improve the learning (SDL step 6). Thus, feedback is inherent in the entire SDL process. However, it should be taken into account that lecturers/teachers may not provide sufficient or constructive feedback and that students do not necessarily have the skills to utilise the feedback successfully. With this being said, one's ability to interpret feedback influences the efficacy of reflecting on one's learning.

2.2.5 Self-directed learning and reflection

Costa and Kallick (2004:108) consider the main purpose of reflection to be instigating learners to think about their own experiences. Prior knowledge about one's learning behaviours thus forms an important part of the SDL process. They further contend that teachers should coach and model the process of reflection, since many learners are not familiar with the self-reflection process (Costa & Kallick, 2004:108). In addition, Lam (2018:221) states that the act of self-reflection is fundamental in enabling students to become less dependent on teacher feedback. The ability to eventually reflect on one's learning is not only important for Education students, but also for in-service teachers who need to constantly reflect on their teaching practice.

Smith (2017) conducted a study among in-service teachers about teacher training in schools. During an intervention programme that aimed to develop SDL skills for in-service teachers, programme content became less important to the teachers as the necessity for self-reflection and its effect on enhanced teaching practice became the focus of the programme of the study (Smith, 2017:139). Smith (2017:139) postulates that the critical reflection in which the teachers engaged allowed them to express the relevance of proposed ideas, decide on the best course of action related to professional development and, ultimately, articulate the principles fundamental to their professional practice. This very closely reflects the self-management, self-monitoring and self-modifying phases as proposed by Costa and Kallick (2004:6). Thus, Educational Science students should be exposed to the SDL process (which includes critical reflection) to be able to use it practically in the teaching field. The findings of the study conducted by Smith (2017) demonstrate that teachers thrive on a professional front if they are given the opportunity to reflect on their own teaching practices. This serves as an example of how professional teacher development is dependent on critical reflection, which is one of the pillars of self-directed learning.

The notion of self-reflection also ties in with Section 2.2.3 of the present chapter, which discusses the qualitative and individual nature of the assessment of SDL are discussed. If students are expected to reflect on their own learning, it is important for educators to take into account that every student will have his or her own way of reflecting on the learning experience. In summary,

even though feedback and assessment are important for the development of SDL, the aim of SDL is for students to be able to rely on their own methods and approaches to ensure that learning takes place. To achieve this aim, the student has to show interest in and motivation for the undertaking of this endeavour.

2.2.6 Motivation as a key component of self-directed learning

Tohidi, Jamshidi, Ahmadiania, Shahdoust and Moonaghi (2019:26) found that in addition to learning strategies, motivation for learning and progression ensures the effective use of SDL. In addition, Beckers *et al.* (2016:40) state that a low level of personal motivation has a detrimental effect on the development of SDL skills. Motivation is also directly linked to student performance. It is important to note that student performance is influenced by a variety of factors (Bodkyn & Stevens, 2015:81), which means one cannot ascribe a student's performance to the presence or absence of a specific factor. Nonetheless, Bodkyn and Stevens (2015:79) confirm that a self-directed approach to learning and intrinsic motivation positively influence lifelong learning and student performance. It is also important to distinguish between intrinsic and extrinsic motivation, as these equally influence SDL.

According to Ryan and Deci (2000:71), intrinsic motivation broadly refers to actions that are completed due to the personal satisfaction gained from the task. Knowles (1975:21) states that SDL assumes that learners are motivated by internal incentives, which emphasises the necessity of internal motivation for SDL to occur. In addition, Yoo, Han and Huang (2012:947) found that intrinsic motivation directly affects behaviour in a learning process. Moreover, Ryan and Deci (2000:71) emphasise the important influence of the learning environment on intrinsic motivation. One influential factor that is of importance to the present study is the concept of *autonomy*. Deci and Ryan (1985), cited by Ryan and Deci (2000:70), underscore that SDL-related activities will only enhance intrinsic motivation if a sense of autonomy occurs. Similarly, Sawatsky, Ratelle, Bonnes, Eggington and Beckman (2017) found that a lack of autonomy and responsibility could impede learners' motivation to engage with SDL. This has significant implications for how SDL should be included in educational curricula – it cannot be promoted without simultaneously promoting learner autonomy. Beckers *et al.* (2016:41) explain that setting goals and determining a course of action for those goals could be linked to intrinsic motivation. Similarly, Bull (2017:76) explains that to ensure that the learner is intrinsically motivated, the teacher has to ascertain that the goals set by the learner are not too easily achievable, but also not too difficult, leaving the learner feeling discouraged. On the other hand, a performance goal, for example receiving a particular mark, could be linked to extrinsic motivation (Beckers *et al.*, 2016:41). It is therefore also necessary to be aware of how a lack of extrinsic motivation might hinder the SDL process.

In contrast to intrinsic motivation, extrinsic motivation refers to completing a task to either gain a reward or avoid punishment (Ryan & Deci, 2000:72). Williamson (2015:25) confirms that a body of literature emphasises the importance of avoiding extrinsic motivation, such as giving rewards or punishments, when encouraging self-regulated learning. In contrast, Yoo *et al.* (2012:947) state that extrinsic motivation could enhance one's intrinsic motivation to actively engage in activities. Medical students who acted as participants in a study conducted by Sawatsky *et al.* (2017) also emphasised their need for external guidance when engaging with SDL. Some of the sources specified for external guidance included peers and examinations (Sawatsky *et al.*, 2017). Given the emphasis on grading and examinations in South African education, it might prove challenging and even futile to attempt to engage learners or students in SDL tasks without some form of extrinsic motivation. Even though SDL is intrinsic in nature, it might be necessary in the South African context to initially use extrinsic motivation as a promoter of intrinsic motivation, as explained in a different context by Yoo *et al.* (2012:947) and as proposed by the participants in the study conducted by Sawatsky *et al.* (2017). Bull (2017:80) suggests friendly classroom competitions and recognition, which could be categorised as either extrinsic or intrinsic, to promote SDL. Twenty-first century learners' needs also determine their motivations. To promote engagement in SDL among these students, it is necessary to examine their needs within the context of the Fourth Industrial Revolution.

2.3 Teaching and learning in the 21st century

2.3.1 The needs of 21st-century students

"Self-directed learning is a critical 21st century skill" (Bull, 2017:35). After conducting a thorough analysis of the various 21st-century skills deemed important by a variety of experts, Greenstein (2012:22) designates these skills to three principal categories: thinking, acting and living in the world. *Thinking* comprises problem solving, creativity and metacognition; *acting* refers to communication and collaboration, being flexible and taking initiative, as well as the use of information and technology; finally, *living in the world* is linked to learners' global understanding, civic engagement, leadership and responsibility, as well as higher education and career readiness (Greenstein, 2012:22-23). Self-direction forms part of all three of these domains. The discussion of the needs of 21st-century students is subsequently classified according to these three domains.

2.3.1.1 Thinking

Soulé and Warrick (2015:183) state that higher-order thinking and personalised learning are critical components of 21st-century learning. Cash (2017:2) reaffirms that in the twenty-first century, fast advances in technology and vast increases in the amount of information at our

fingertips, prompt the recognition that it has become even more crucial that our students be taught how to think effectively. Thinking skills can broadly be defined as the ability to transform existing information into unique ideas (Cash, 2017:2). Cash (2017:2) emphasises that thinking skills are critical to learners' future success in their work-, personal- and community lives. He affirms that critical thinking will enable learners to relate to people of various backgrounds, maintain functional relationships, manage individual goals, make wise choices and participate meaningfully to society (Cash, 2017:2). Moreover, effective thinking includes the notion of thinking creatively.

Creativity, as described by Henriksen, Mishra and Fisser (2016:35), is a way of thinking and an approach to problem-solving. Geisinger (2016:248) maintains that creativity is a form of problem-solving where there may not be a correct answer to the problem. While Henriksen *et al.* (2016:27) regard creativity as an important skill for success in the 21st century, Egan, Maguire, Christophers and Rooney (2017:21) see it as an essential skill for meaningful engagement in the 21st century. A reason for this is that, in the 21st century, societal problems are becoming more interdependent and complex (Henriksen *et al.*, 2016:27). This claim is supported by Geisinger (2016:246), who asserts that problem-solving and entrepreneurial skills are essential in a rapidly changing world. Decision-making and a sense of ownership for one's learning form an integral part of effective problem solving and critical thinking.

West (2018:169) reports on a study conducted at a Hawaiian university with ESL (English second language) students. He found that the existing course syllabus contained solely predetermined assignments and tests, which left no room for students to make decisions about their own learning (West, 2018:171). After a teaching intervention with these Hawaiian ESL students, West (2018:171) noted that by allowing students to have a say in curricular learning goals, vote on the weighting of their assignments and the amount of tasks for specific topics or skills, and by having them create their own projects and assignments, the students' engagement in the class increased and their SDL skills were developed and practised. Bull (2017:22) confirms this finding when he asserts that "student voice matters in education today" and that entrusting learners with important curricular and classroom decisions has great benefits for the learners. This implies that 21st-century learners have a need for negotiated learning (which, as previously established, may perhaps not be suitable for the South African context at the moment), thus emphasising the importance of enhancing students' SDL skills so that they will eventually be able to effectively and confidently negotiate curricular learning goals and assessments. Thus, education should allow 21st-century students to think effectively and creatively, solve problems and make meaningful decisions about their learning. The active involvement in one's learning, which includes the use of various resources, including technology, influences the efficacy of these cognitive processes.

2.3.1.2 Acting

Yadav, Hong and Stephenson (2016:565) state that computer science plays a vital role in today's technology and globally connected world. Additionally, Kozar (2018:125) predicts that, due its flexibility and affordability, language education delivered via video/audio conferencing (LEVAC) will become more prominent globally in the following decade. Moreover, Kozar (2018:136) states that it is important for teachers and educators of teachers to engage with research about online language education, since this is a growing phenomenon in education. Furthermore, Cash (2017:10) explains that in the 21st century, unlike in the past, learners probably learn more outside the classroom than inside it. Learners have information readily available, especially on online platforms, which means that the learning environment has changed dramatically (Cash, 2017:11). He proposes the use of technological approaches, such as a flipped classroom approach to accommodate 21st-century learners (Cash, 2017:11). However, Cash (2017:19) also advocates that teachers should not only prepare learners for current existing technologies, but also for technologies that have not yet been invented. This emphasises the importance of equipping learners with the skills they will need to solve problems and adapt their learning.

Having said this, the most important resource in the 21st century remains the teacher. The *acting* domain places emphasis on the learner as part of a community – an acting learner is one who is actively involved in his/her learning. This is especially important when it comes to SDL, as a self-directed learner cannot be a passive learner. Kozar (2018:129) reports on a study conducted among learners in an online school where the learners and teachers worked together in teacher-student pairs. The learners of eight teachers, who were all from various cultural backgrounds and ages, rated their satisfaction with their lessons as ten out of ten (Kozar, 2018:129). Kozar (2018:130) noted that for learning materials employed in these lessons, some teachers preferred textbooks, others used lists of pre-determined questions, while a third group of teachers made use of structured conversations. Interestingly, the use of the selected materials did not affect the learners' satisfaction with the lessons (Kozar, 2018:130). The one common variable pertaining to all the teacher-student pairs and lessons, was the positive relationship between the student and the teacher (Kozar, 2018:131). Kozar emphasises that "...relationship-building stood out as potentially the most important source of student satisfaction" (Kozar, 2018:131), which highlights the importance that communication and collaboration hold for learners in the 21st century.

Cash (2017:12) mentions that group work helps learners build vital 21st-century skills such as cooperation, collaboration, motivation, communication and engagement. In support of this, Bull (2017:91) emphasises that self-directed learning does not necessarily equate to solitary learning. "It can be highly interdependent, collaborative and cooperative" (Bull, 2017:91). In line with this, West (2018:168) asserts that becoming a self-directed learner is a disconcerting task if the

student is not part of a learning community. He provides an example of this: when Hawaiian ESL students had to select and complete a project with fellow peers who had chosen the same project, the classmates helped keep demotivated students focussed and encouraged them not to become despondent (West, 2018:173). Similarly, Bull (2017:80) suggests that having learners work in groups or as a class to accomplish a challenge or project could act as a powerful motivator for learners. The idea of communicating and collaborating in the 21st century dovetails with Kozar's (2018:130-131) finding that learners value academic relationships above all resources. Collaboration forms part of *living in the world*, where team work and soft skills are important features that employees in the 21st century are expected to portray.

2.3.1.3 Living in the world

"Today's students need to be prepared to live and work in the 21st century," avers Reeve (2016:67). He emphasises the importance of having learners explore real-world problems they might encounter outside of the classroom or in future employment (Reeve, 2016:74). In addition to equipping learners with problem-solving skills related to real-world issues, such as decision-making, researching and evaluating situations, the ability to use language is placed at the centre for effective functioning in a 21st-century society. Chu, Reynolds, Tavares, Notari and Lee (2017:23) explain that in addition to content knowledge and thinking skills, 21st-century learners are also expected to develop sufficient soft skills that prepare them to adapt to more challenging working environments, manage huge amounts of work, meet strict deadlines, as well as interact and work with their colleagues in achieving mutually agreed goals. Language, which allows for inter-personal communication, plays a pivotal part in the latter.

Renandya and Hu (2018:48) identify listening as an essential skill for effective human communication and adds that the ability to listen effectively enhances one's quality of life. In addition, Roach (2018:179) specifies that literacy, mainly involving reading, allows people to accomplish individual goals and make sense of life. Furthermore, the ability to write well is an important academic skill, since it enables one to express understanding and build coherent arguments while simultaneously preparing students for life in an interconnected world where they will be required to write for various purposes (Hayik, 2018:193). The emphasis of functioning in a 21st-century society is on the ability to use language, that is, speaking, writing, reading and listening, effectively and for various purposes. The effective use of English especially is of paramount importance in a 21st-century society, where this language is used as a *lingua franca*, allowing communication across countries and cultures (Vu & Shah, 2016:65).

The multifaceted nature of language and its purposes in modern society are touched upon by Reeve (2016:78), who asserts that communication is an essential skill required in most

workplaces today, since workers need to be able to effectively communicate various types of information concerning feelings, thoughts, perceptions, expectations, commands, attitudes and knowledge. Similarly, Kivunja (2015:7) states that students need to be taught social skills so that they can communicate and interact effectively with one another by using words or non-verbal cues such as gestures, facial expressions, body language or personal appearance. Kivunja (2015:7) further states that effective interaction is dependent on the ability to judge when to speak and when to listen. These examples emphasise that using language effectively determines the extent to which one can successfully participate in one's career and community. The needs of 21st-century learners also affect a teacher's approach to teaching and learning. The needs are influenced and determined by the demands of functioning in the society and world of work in the Fourth Industrial Revolution.

The Fourth Industrial Revolution has been coined by Klaus Schwab (2017:7), who states that the new era of artificial intelligence, digitalisation and automation emerged with the start of the 21st century. Gleason (2018:2) mentions that the Fourth Industrial Revolution calls for educational reform especially in the higher education sector where rapid shifts in approaches to education are necessary to prepare students for the 21st-century world of work. Railean (2017:13) asserts that this revolution has shifted the purpose of education from an increase in knowledge to the sustainable development of skills, including digital learning. She furthermore explains that an open educational system should be followed as opposed to a closed pedagogical system (Railean, 2017:15). In an open educational system, the learning process is less prescriptive and allows for more freedom on the learner's part (Railean, 2017:15), which is convergent with SDL. The reason for moving away from prescriptive and passive learning towards a more autonomous approach, is closely linked to the demands of employers in the 21st century.

Gleason (2018:5) ascertains that once employed, nearly everyone will work with artificial intelligence and the depth of one's content knowledge will matter less than what one is able to do with the content knowledge one possesses. Xing, Marwala and Marwala (2018:181) state that the Fourth Industrial Revolution is characterised by rapid advancements in digital technologies. Thus, digital fluency is necessary for effective participation in the workforce of the Fourth Industrial Revolution (Xing *et al.*, 2018:181). Digital fluency refers to the ability not only to gain knowledge from digital technology, but also to use technology in an innovative way when solving problems or adapting to a new environment (Xing *et al.*, 2018:182). This is reaffirmed by Gleason (2018:5) who emphasises that future employees will need to be responsive and able to move between vastly different types of tasks and contexts. Thus, the Fourth Industrial Revolution largely shapes the perception of education and its purpose in the context of the 21st century. Müller (2018:127) accentuates that higher education is moving into the realm of flexible online learning where the

student can create and organise his/her own learning experience in the digital world. This necessitates complete self-directedness.

2.3.2 The expectations of 21st-century teachers

Bull (2017:91) postulates that a move towards self-directed learning does not amount to less work for the teacher, but rather to a change in the nature of the teacher's work. A 21st-century teacher should model SDL and answer to the variety of needs of 21st-century learners. Costa and Kallick (2004:2) posit that not only should learners be self-directed, but teachers should also become internally driven learners who can self-analyse, self-reference, self-evaluate and self-correct. Smith (2017:18) argues that when in-service teachers attend training sessions, the content to be learned and the sequence in which it should be learned are prescribed, which then cultivate dependent learning behaviours. In contrast to this, in-service teachers should have the ability to set their own learning goals and regulate their learning processes (Smith, 2017:18). If in-service teachers are expected to portray SDL skills, they should also be provided with the opportunity to engage with SDL practices. To truly support teacher learning, SDL should already be cultivated at university-level (Smith, 2017:26).

Smith (2017:156) states that professional learning, specifically for teachers, needs to be less about the implementation of programmes and more about the process of continuous learning. This relates to teacher autonomy as much as it relates to approaching teaching and learning as a process rather than a task. This focus is also supported by the Department of Basic Education (2011:16) reaffirms this point by stating that a process-approach should be used when teaching and learning language. Therefore, at tertiary level, students have to be made aware that learning is an enduring process and not merely a temporary performance that allows them to pass a particular programme. Villas Boas (2018:235) mentions that the process-approach, specifically pertaining to writing, necessitates that students be allowed to choose topics to write about. She also states that with the process-approach, the teacher should act not as a judge, but a facilitator who provides individual feedback to learners (Villas Boas, 2018:235). Thus, 21st-century teachers are expected to approach teaching and a learning as processes that require both teacher- and learner autonomy and progress. The 21st-century teacher is also expected to create a positive classroom environment and select resources that are conducive to learning.

As mentioned, Kozar (2018:131) found that students valued a personal, academic relationship with their educators. The student-teacher relationships observed by Kozar (2018:131) were developed when teachers used strategies such as verbal agreements, self-disclosure, verbal mirroring, jokes and humour and assisting the students to save face. In accordance, Roach (2018:187) found that learners appreciated the teacher's efforts to create a safe, supportive and

interesting classroom environment. Similarly, Bull (2017:91) asserts that for the teacher, self-directed learning is about how to create an environment where relevant learning can flourish, which entails meaningful interaction between the teacher and students, as well as among peers. The teacher should create a relaxed classroom environment in which learners actively participate and where they are encouraged to voice their opinions, disagree with one another and even challenge the teacher (Roach, 2018:187).

In relation with 21st-century learners' need to function effectively in society, Renandya and Hu (2018:47) advocate that teachers, especially L2 English teachers, make use of multimodal, media-based resources for their listening lessons, as the use of authentic learning materials will assist learners in discovering the relevance of content beyond the classroom context. In line with this, Renandya and Hu (2018:48) state that the classroom context provides limited opportunities for language development, which calls for the encouragement of independent language learning outside the classroom. Tweedie and Johnson (2018:74) assert that authentic materials and simulations of real-world scenarios should be used in any listening curriculum, again underscoring the importance of a learning experience not confined to the classroom. In addition to selecting authentic resources and exposing learners to real-world problems, educators should have a clear understanding of learners' listening problems and their causes (Renandya & Hu, 2018:48). This calls for teachers who are aware of the development of their learners' language learning processes, which interrelates with learners' need for a personal connection with the teacher. To develop the skills required for 21st-century teachers, these skills, which are heavily reliant on the development of SDL, are essential for tertiary education students.

2.4 The necessity for self-directed learning in higher education

"Self-directed learning is an integral part of developing quality education" (Havenga, Breed, Mentz, Govender, Govender, Dignum & Dignum, 2013:2). Breed and Bailey (2018:1) are of the opinion that in the 21st century, SDL has become a mandatory aspect of all educational institutions. Similarly, Rashid and Asghar (2016:606) state that SDL is endorsed as a required skill for 21st-century students. The reason for this is that we live in a complex and dynamic age (Breed & Bailey, 2018:1). This is especially true in the field of education where, among other factors, the incorporation of technology in education is a growing phenomenon (Jones, Bunting & De Vries, 2013:191), where learners have different needs and the teacher is challenged to meet these diverse needs (Corno, 2008:162; Collie & Martin, 2016:5), and where teachers and learners are constantly confronted by curricula changes and developments (Le Fevre, Timperley & Eil, 2016:311). Collie and Martin (2016:5) corroborate that teaching involves intrinsic change and teachers are often required to adapt in order to deal with new situations, such as recurrently integrating new knowledge into their teaching practices and "effectively interacting with

colleagues under shifting conditions”. Therefore, it is necessary for education students to be adaptable. In this regard, Francom (2010:32) notes that SDL skills empower students to adapt to changes. Guglielmino (2013:2) confirms that the unanticipated and exponentially increasing rates of change students face in their everyday lives call for SDL as a necessary skillset in 21st-century educational institutions. SDL is a prerequisite for producing students who are adaptable and who possess the ability to update their own knowledge and skills in accordance with a developing environment (Breed & Bailey, 2018:1). Equally importantly, SDL develops independence and the ability to take responsibility for one’s learning.

Bailey and Mentz (2017:91) state that for learning to occur effectively, students need to take responsibility for their own learning. The idea of taking responsibility for one’s learning is linked to autonomy, as previously explained. Guglielmino (2013:13) asserts that students of the 21st century, who live in a rapidly changing environment, should acquire the ability to address their learning needs throughout their entire lives, thus taking responsibility for and directing their own learning in all situations. According to Reeves (2013:62), successful students are those who are able to learn and think independently, which is in fact what SDL encourages students to do.

2.4.1 The value of self-directed learning for Education students

At university level, Education Science students should be taught how to direct their own learning and should be involved in decision-making about their own academic and professional development. Costa and Kallick (2004:10) emphasise that teachers are expected to self-manage, self-monitor and self-modify daily. When teaching, a teacher implements a conceived plan while concomitantly monitoring learners’ behaviour to deduce whether they have reached the lesson objectives (Costa & Kallick, 2004:10). Finally, teachers need to reflect so that they can evaluate the effectiveness of the plan and decide on a way forward (Costa & Kallick, 2004:10) by posing questions such as the following: are revisions necessary, should I adapt my planning approach and have the lesson objectives been met? This clearly illustrates that the nature of a teacher’s profession is heavily dependent on his/her ability to employ self-directed learning. In addition, Smith (2017:5) states that in-service teachers should be encouraged to actively share their professional knowledge. This necessitates that teachers should form part of the decision making about what and how they learn (Smith, 2017:5), which is encapsulated in the steps to becoming a self-directed learner. In addition to applying SDL in their everyday working environments, teachers should also be able to develop SDL skills within the learners they teach.

Chu *et al.* (2017:109) proclaim that teachers should be experts in SDL to effectively encourage the development of these skills among the learners they teach. To effectively model SDL, a teacher needs sufficient knowledge of the SDL process. Lai (2015:74) emphasises that teacher

modelling significantly influences learners' SDL practices. The Curriculum and Assessment Policy Statement for English FAL learners in the FET-phase includes purposes and aims for learners to adopt a critical approach to learning, make informed decisions individually, organise and manage their activities effectively, and collect, analyse and evaluate information (DBE, 2011:4-5). These purposes and aims form part of the SDL process. Therefore, it is important for student-teachers to adopt this same approach to learning, since they will be expected to facilitate learners to become self-directed. The ability to apply and teach SDL practices is critical in the South African context where the majority of learners and students do not learn in their mother tongues, but through medium of English as additional language.

2.4.1.1 The importance of self-directed learning for English for Education students

Harmse and Evans (2017:141) assert that despite the fact that most South African learners are not English mother tongue speakers, most schools use English as the language of learning and teaching (LoLT). This means that most South African learners are faced with the challenge of mastering academic content in a language that is not their home language. This has implications for learning in all subjects, as proficiency in English becomes a vital means of achieving learning goals in any content subject. English is not merely the LoLT in most South African schools, but it is also the language that allows us to communicate effectively in a multicultural society. Khoklova (2015:984) posits that Africa is the most multilingual region in the world. Needless to say, given South Africa's 11 official languages, a common language for communication is essential. Despite the small number of English home language speakers in South Africa, a mere 8.1% (Nkanjeni, 2019), most South Africans use English as a *lingua franca* (Khoklova, 2015:985). The demand for proficiency in English is not exclusive to South Africa. For example, Brewer (2016:28) states that in Europe English as a foreign language no longer amounts to an intellectual luxury, but has instead become a socioeconomic necessity. When it comes to Saudi Arabia, Albedah and Lee (2017:152) explain that English language proficiency has become a vital skill for those seeking employment. In relation to this, Vu and Shah (2016:65) importantly underscore that proficiency in English learning provides students with opportunities to explore jobs beyond their current country of residence, as it is considered the global *lingua franca*. Thus, in South Africa, English is used as a medium of instruction for academic learning, but also as a means of communication in a multilingual society.

According to Kuh *et al.* (2006:5), tertiary education no longer requires students to perform well in only traditional assessments, but also to be proficient writers and speakers. The reason for this is that proficiency in the English language is necessary to maintain meaningful communication in various situations. Du (2013:1) mentions that certain acquired proficiencies need constant maintenance outside the formal classroom setting, including second language and foreign

language learning. This is confirmed when Brewer (2016:27) explains that when one is learning a language, there are nuances that cannot be taught in the classroom. Therefore, when learning a second or foreign language, learners have to be equipped to learn from a variety of complex social and intercultural experiences (Brewer, 2016:27).

Brown (2007:1) moreover states that it is unlikely for one to become proficient in a non-native language if one were to be exposed to the language solely in the formal classroom setting. Consequently, SDL forms an important part of using language meaningfully, especially outside the classroom context where the teacher does not form part of the learning process. Gan *et al.* (2004:17) state that, within the classroom, the use of SDL in English language learning can help students use that language more effectively in their everyday lives. Thus, it is important for English language learners to be taught and apply SDL skills to transfer language knowledge and skills from the classroom to different situations. In a study conducted among Chinese university students, qualitative data revealed that successful English students had the ability to effortlessly use the right language at the right time – “a language sense” that is developed by using the language independently (Gan, Humphreys & Hamp-Lyons, 2004:234). Moreover, applying SDL skills to English language learning encourages effective communication in the language, which is pivotal in ensuring meaningful discourse in real-life situations.

Teachers of English, whether they be teachers of English Home Language, English First Additional Language or teachers who teach their subjects through medium of English, need to be able to model self-direction in language learning, especially since the South African context demands learners to perform academically in a language often unfamiliar to and unexplored by them. Thus, student-teachers need to know how to direct their own learning in terms of language, so as to inform the self-direction of their own teaching practices and model expected self-directed behaviour to their future language learners. It is clear that the development of SDL is significant for Educational Science students, especially in the case of English for Education students, as emphasised by Lazar (1993:1): “every teaching situation is different, every literary text is different and every theory explaining literature itself or how to use it in the classroom is different.” Therefore, it is essential that South African teachers of English acquire the necessary SDL skills to adapt to any classroom situation, as well as facilitate learners to become self-directed in their own language learning. Yarahmadzahi and Bazleh (2012:312) conducted a study at an Iranian university where a group of students simultaneously received explicit instruction in SDL and their regular English classes, while the control group had their regular English classes without the SDL instruction. A post-research test indicated that the students who received explicit SDL instruction had increased English proficiency as well as an increased SDL readiness (Yarahmadzahi &

Bazleh, 2012:317). Brewer (2016:31) asserts that language learning and learner self-directedness act jointly to sustain the language acquisition process.

Thus, within a South African context, English language proficiency is necessary for various reasons, as previously elaborated: English is used as the language of teaching and learning in most South African schools; it is also used as a means of communication in multilingual societies, including South Africa; and, English for Education student-teachers will be expected to facilitate English language learners who will most likely not be English mother tongue speakers. For these reasons, acquiring and applying SDL skills in English language education are fundamental for English for Education student-teachers.

2.5 Summary

In summary, SDL is often used interchangeably with closely related words or phrases, but is unique in that it focuses on monitoring one's learning- processes and habits over a period of time (Arndt, 2017:45). Self-directed learning is therefore not confined to monitoring learning progress relating to a particular task, but is holistic and encapsulates reflection on one's overall learning (Arndt, 2017:45). In this regard, SDL skills are necessary for effective learning in a 21st-century society, where structuring one's learning experiences are essential (Bull, 2017:35). Twenty-first century learners are expected to apply metacognitive and problem-solving skills, which is directly related to SDL (Greenstein, 2012:22). Metacognition entails thinking about one's thinking (Wenden, 1998:515), which forms a fundamental part of the SDL process: one cannot reflect on one's learning without reflecting on *how* one learns and *why* one learns in that particular way. Additionally, 21st-century learners are required to take initiative and make decisions about their learning (Greenstein, 2012:22). This also entails selecting appropriate resources and learning strategies to function effectively in a 21st-century society (Greenstein, 2012:22). In connection, these learners have a need for meaningful interaction in a variety of settings including formal working environments as well as social situations (Greenstein, 2012:22). When learners engage in SDL, they learn about their own thought processes and also learn to take ownership of their learning experiences. Thus, self-directed learning equips students with the ability to adapt to any situation, leading to meaningful metacognition, autonomy and meaningful interaction.

Pre-service and in-service teachers of 21st-century learners are expected to function effectively in an ever-evolving working environment (Gleason, 2018:2), as well as model SDL skills to the learners they teach (Bull, 2017:91). These responsibilities become even more significant in the South African educational context where teachers mostly teach diverse learners who do not necessarily share a common mother tongue. This also implies that various cultures have to be taken into consideration when teaching, which requires a flexible and autonomous teacher.

Moreover, the language of teaching and learning in most South African schools is English, while most students do not have English as a mother tongue (Harmse & Evans, 2017:141). In this regard, teachers are required to not only develop students' content knowledge, but to do so in a language with which many learners are not academically familiar. Given the complexity of language in the context of education in South African, it is pivotal for English language- teachers and students to identify their own and their learners' learning needs, devise a plan to narrow the learning gaps, assess whether the learning needs have been met and critically reflect on the entire learning process.

CHAPTER 3 RESEARCH DESIGN

3.1 Explication of concepts

The following terms, phrases and concepts are often referred to in the present and subsequent chapters. A brief explication of each is offered below.

3.1.1 eFundi

eFundi is an online learning management system developed by Sakai and used by the NWU for whole group announcements, learning support, assignment submissions and a range of other functions. All of students' modules are listed on eFundi and specific information for each module is provided on that module's eFundi page. Also, the study guide of the module is incorporated into eFundi where students then have additional support with a view to grasping the content of the module. In the case of the ENGV 111 module, eFundi is mostly used for lecturers to post announcements. The eFundi platform further contains additional sources, website links, pictures and information about each study unit of the module.

3.1.2 EP (Evidence of Performance)

The EP is a workbook that contains a layout of the module, assignments for assessments and information on the content of the module. The EP should be used as a learning resource, but also as an SDL tool, since it provides prompts and encourages students to answer complex questions. Although the EP is aligned with the classroom contact sessions, students are expected to complete and engage with the EP on their own.

3.1.3 Major assignment

The major assignment is completed in the fourth year of the English for Education programme and the topics for the assignment could be applied to various prescribed texts from the first- to the third year of English studies. The students are expected to select from five or six topics and apply it to three prescribed texts of their choice. The major assignment consists of a 3000-word essay and an oral PowerPoint presentation of the essay.

3.2 Introduction

Chapter 1 provided the research- problem, aims and questions, while Chapter 2 embedded the research problem in a global and South African context. The present chapter focuses on the elements of research design pertinent to this study. Succinctly put, this exploratory qualitative study was underpinned by the constructivist-interpretive paradigm and employed an explanatory case study methodology. Document analysis (Addenda A), observations and semi-structured interviews (Addenda B, C and D) formed part of the data collection methods. Data were analysed with the creation of codes on Atlas.ti. Ethical considerations formed an integral part of the research process and are also discussed in this chapter.

3.3 Research design

This study was a qualitative study. Williams (2007:67) describes qualitative research as research that involves describing, explaining and interpreting data. Fouché and Schurink (2011:308), however, argue that the qualitative researcher is concerned with understanding rather than explaining. This links with the nature of this study, which was not focussed on explaining the reasons for the lack of SDL in first-year English for Education students, but rather on comprehending how they perceived SDL so as to establish a framework that could encourage active engagement with the SDL process. Ary, Jacobs, Sorensen and Walker (2014:27) furthermore describe the purpose of qualitative research as examining a phenomenon in rich detail, which describes the nature of the present study, which is qualitative while concurrently employing an exploratory research approach.

Nieuwenhuis (2016a:55) explains an exploratory qualitative study, provided it is linked with a case study, as research in which a specific case could be studied in great detail to explore and elucidate a particular phenomenon. The present study employed an exploratory qualitative design, as there were no established hypotheses prior to data collection, thus necessitating the use of inductive reasoning (Nieuwenhuis, 2016a:55). Even though the researcher had knowledge about SDL before conducting the research, she did not have knowledge about first years' perceptions and understanding of SDL which, hence, required the exploration of that particular phenomenon. As Nieuwenhuis (2016a:55) explains, the purpose of exploratory research is to determine fundamental themes and issues to expand one's understanding of a phenomenon, a group of people or a social setting. This also ties in with the constructivist-interpretive paradigm, which relies on the in-depth exploration and interpretation of a phenomenon within a particular context.

3.4 Philosophical orientation and research paradigm

Denzin and Lincoln (2013:26) explain that a paradigm refers to a set of beliefs that determines how the researcher views the world and acts in it. From one perspective, this study could be said to have been conducted from a social constructivist worldview. According to Creswell (2009:8), research underpinned by social constructivism focuses on the participants' views of the phenomenon or situation that is examined. Creswell (2009:8) further emphasises that in the case of social constructivism, participants create the meaning of a situation or phenomenon. In this study, the participants' experiences, needs and recommendations were used to construct a framework for future reference, thus conforming to a social constructivist theoretical perspective. In addition, social constructivist researchers focus on the specific contexts of the participants (Creswell, 2009:8). In this study, the context of the participants was the focal point of the development of the framework, seeing that their own personal experiences and perceptions were at the forefront of the research. Hence, the participants constructed knowledge or imparted already-constructed knowledge, which the researcher then interpreted to develop the framework. In addition, this framework was specifically designed to suit the context of the first-year English for Education students at the North-West University. Thus, social context and the co-construction of knowledge were two main considerations throughout this study. Additionally, this study was also set within an interpretivist paradigm.

According to Jansen (2016:22), interpretivism focuses on the meaning that individuals assign to their experiences. Along the same lines Lambert (2012:20) postulates that the interpretive researcher believes that what is accepted as real arises from different perceptions among different people. The present study focussed on the participants' SDL experiences and their needs around developing an SDL framework. Thus, the participants' perceptions served as constructions of the reality of SDL in higher education. Another important aspect of interpretivism is that the researcher needs to interpret the collected data – “the facts do not speak for themselves” (Jansen, 2016:23). Nieuwenhuis (2016a:60) asserts that interpretivism is often referred to as constructivism, since it emphasises the ability of the individual to construct meaning. This accentuates the link between the philosophical orientation and the research paradigm of this study. In this study, constructivism is linked to interpretivism, in that the participants' construction of knowledge was interpreted to develop an SDL framework for first-year English for Education students. Denzin and Lincoln (2013:27) refer to a paradigm called the constructivist-interpretive paradigm, which is an amalgamation of what has up to now been explained as an interpretivist paradigm and a constructivist worldview. The constructivist-interpretive paradigm assumes that there are multiple realities and that the participants and researcher co-construct meaning (Denzin & Lincoln, 2013:27).

This is particularly germane to the present study as the participants and the researcher worked together to develop the SDL framework. Since this framework was designed for a very specific situation, that is, first-year English for Education studies at the NWU, it pursued a case study methodology.

3.5 Methodology

Gog (2016:38) states that a case study is used when a phenomenon or situation is explored and explained in depth. Yin (2014:16) describes case study research as an analysis of a phenomenon set within its real-world context, but also as research that is constrained by a boundary. In this study, the boundary was the specific context of the research, again, first-year English for Education students and a lecturer at the North-West University – Potchefstroom campus. There are various types of case studies. According to Newby (2014:54), an exploratory case study entails initially not knowing a phenomenon and consequently using the study to establish an understanding of it. Zainal (2007:3) confirms that when conducting an exploratory case study, the researcher usually does not have research questions prior to commencing with the data collection. Consequently, the data collection determines the key point of interest that will be investigated in the study. Even though this study contained some elements of an exploratory case study such as exploring and understanding the first-year students' perspectives in order to propose a framework, it mainly practiced an explanatory case study. Yin (1984:15) states that the various case study methodologies should not be viewed as isolated or hierarchical. This study clearly indicated that more than one case study methodology could be applied in a research study, perhaps employing them in incremental degrees, that is, one to a lesser extent than the other.

The present exploratory qualitative study mainly used an explanatory case study methodology. According to Hancock and Algozzine (2006:33), an explanatory case study aims to establish cause-and-effect relationships among events or phenomena. Thus, the primary purpose of this methodology is to inspect what causes a certain outcome and to explore how different actions may influence the outcome (Hancock & Algozzine, 2006:33). However, Hancock and Algozzine (2006:16) make an important claim that case study research seeks to find themes of behaviour and actions rather than proving relationships among them. This means that explanatory case study research is defined by its in-depth analysis and investigation of cause-and-effect relationships and not by proving or disproving these relationships. Yin (2014:238) explains that explanatory case studies have the purpose of expounding how or why some sequence of events occurred. In the case of the present study, however, the purpose was slightly reversed, hence the reason why it leans towards the nature of an exploratory case study, where the aim of the case study was not to establish how a sequence of events occurred, but rather how one could ensure that a certain sequence of events would occur. In particular, this study aimed to investigate the

first-year students' perceptions about, experiences around and needs in relation to SDL so as to establish how they could be encouraged to practice it more effectively. Although the study could be approached from an exploratory case study point-of-view, the main research question is concerned with **how** a phenomenon could be promoted, which is more applicable to an explanatory case study methodology. Case studies are also classified in terms of the amount of cases included in the study.

Newby (2014:56) describes a single case study as one that deals with a single instance only. This study was indeed of this nature, since first-year English for Education students were included from only one academic and geographical context, as mentioned. The reason why only students from one campus (Potchefstroom) of the North-West University were included is that, since the implementation of the aligned BEd-programme on all three NWU campuses in 2016, the lecturers at the Vaal- and Mafikeng Campuses were appointed temporarily, resulting in various lecturers having to familiarise themselves with the content of the module for the first time. This resulted in a context where no single lecturer took responsibility for the first-year ENGV 111 module and, consequently, new lecturers who have never taught the modules presented the ENGV 111 module on the Vaal- and Mafikeng Campuses. This in turn meant that it would not have been fair towards the participants, nor accurate for the study, to expect a new lecturer to provide an informed opinion on the module and how SDL features in it. In contrast to this complex situation, the lecturer responsible for the ENGV 111 module on the Potchefstroom Campus was actively involved in the development of the module and has been teaching the module for more than one year. For this reason, a single case study was employed.

Despite gaining authentic insights from participants' lived experiences, case studies also bear some disadvantages. For example, Newby (2014:56) explains that the participants in a case study might not be truthful or might choose not to reveal the whole truth. In the case of the present study, students' responses were compared with their peers' and those of their lecturers. This, however, did not necessarily ensure that the views portrayed by the participants were completely reflective of their true perceptions and ideas about the specific topic. Another potential challenge in case study research, as described by Bandyopadhyay (2014:144), is that it may often be considered unscientific due to its circumstantial and subjective nature. However, set within the constructivist-interpretive paradigm, this study relied on participants' subjective experiences, to develop a framework appropriate to their context. In this sense, the personal nature of the study is an advantage rather than a disadvantage. Another critique levelled at case studies is that they are at times seen as of limited and temporary value due to limitations around generalising them (Bandyopadhyay, 2014:144). Nonetheless, due to the relevant nature of this study, it could be applied to various contexts, making it generalisable.

Newby (2014:56) emphasises that case studies are only useful when the findings can be transferred to other situations or contexts. This study is representative of similar issues that other higher institutions might face. It could be useful not only in the South African context, but also globally where self-directed learning skills are lacking among tertiary education students, especially students training to become language teachers. Despite some experts' concern about the validity of the data gathered during case study research, Hancock and Algozzine (2006:16) emphasise that case study research uses a variety of data collection methods and this ensures that the gathered information is valid and applicable to the situation being researched. In connection with this, Turner and Danks (2014:25) emphasise that one of the most important advantages of a case study is that it applies to a real-world situation. In case study research, in other words, rich data gathered from a variety of sources can be used to explore and understand the participants' lived experiences in a particular environment, which is an advantage if the researcher's aim is to bring an improvement to that environment. An explanation of the participants of this study and the data collection methods that were used ensues in the following section.

3.6 Sampling strategy

The participants of this study consisted of two different groups – lecturers and students. Since only one lecturer was responsible for the planning and presentation of the first-year English for Education module, ENGV 111, in the first semester, there was only one lecturer-participant. The second participant group consisted of six first-year English for Education students. Non-probability purposive sampling was used for this study. Maree and Pietersen (2016:197) explain that non-probability sampling strategies do not make use of random selection of participants. According to them, purposive sampling refers to selecting participants with a specific purpose in mind (Maree & Pietersen, 2016:198). Since the researcher collected data on the SDL practices of first-year English for Education students and their lecturer, the participants were selected for a specific purpose and had to meet certain criteria. For this study, the lecturer-participant had to be a lecturer of first-year English for Education students at the North-West University. Likewise, the student-participants had to be first-year English for Education students at the North-West University. Since the aim of the study was to develop a framework for SDL for first-year English for Education students, the lecturer of these students and the students themselves were able to make valuable contributions to the development of the framework to ensure that the framework was context-appropriate.

The lecturer-participant was approached by the researcher and voluntarily agreed to participate in the study. In order for the first-year students not to feel intimidated or manipulated into participating, the researcher identified a well-spoken English for Education third-year student and

created a PowerPoint presentation, which the third-year representative presented to the first-years. The student-participants were approached in April 2019 by the third-year student, who explained the aims of the study and informed the students how they would form part of the study. All students who were interested in participating then wrote their names and cell phone numbers on a piece of paper, after which the researcher created a Whatsapp group and invited the students to attend a final briefing session and sign the consent forms voluntarily. There were nine student-participants who signed the consent forms, but only six student-participants turned up for the two interviews. Thus, altogether, there were seven participants, including the lecturer-participant, who formed part of the study. Although six appears to be an insufficient number of students from which to generate findings, these students formed ten to twelve percent of the total number of first-year students who still studied English by the end of the first year. The students who formed part of the study also represented a range of performance areas, including ones who performed poorly, averagely and some among the top five in the first-year group. Thus, the students represented various perspectives and experiences. The research sites, an office and a classroom on the Potchefstroom campus of the NWU, were also thoughtfully selected.

The first method of data collection involved an interview with the lecturer-participant (Addendum B), which took place in building C6 room 204 on the Potchefstroom Campus of the North-West University in April 2019. This site was convenient for the participant as her office was located in this building. The interview was therefore not excessively time-consuming or costly for the participant. The main research site of this study was a classroom called the Avante, room 123, in building C6 on the Potchefstroom Campus of the North-West University, where the student-participants' two interviews were held (Addenda C and D). The reason why this site had been selected was that the English lectures took place in this venue. The student-participants might have felt more comfortable to collaborate in a setting that they already associated with their English classes. This also made it easy and convenient for the participants to attend the data collection opportunities. The two observations of the first-year lectures were conducted in the same venue (Avante) in May 2019. To ensure that the collected data accurately represented the views and experiences of the participants, a variety of data collection methods were utilised.

3.7 Data collection methods

Firstly, data was gathered by means of document analyses. The documents that were used for this study were all primary sources, which meant that these documents had not been formally published as literature (Nieuwenhuis, 2016b:88). Hence, the documents were authentic and were provided by the English for Education subject group. The two documents analysed were the English for Education Evidence of Performance (EP) workbook used for the specific module (ENGV 111), which included activities that required students to engage with SDL, and eFundi, the online learning management system for this module, which was often used for communication, scaffolding and enrichment. These texts provided valuable information regarding what was expected from students in terms of SDL, and how they were guided and facilitated to improve their SDL practices. Even though one or two prominent themes became clear with the document analyses, the main contribution of this data collection method occurred around its concurrences with and contradictions of the interviews.

Secondly, the researcher observed the current first-year English for Education students' SDL practices during lectures. Nieuwenhuis (2016b:90) describes observations as procedures in which the researcher records occurrences or the behavioural patterns of participants without communicating with them. Two first-year English for Education lectures of one hour and fifteen minutes and one hour and forty-five minutes respectively, were observed in the Avante in building C6, room 123, at the North-West University in Potchefstroom during May 2019. The purpose of these observations was to determine whether students were expected to engage in tasks that required SDL and how they went about completing these tasks, if at all. The observations also informed the researcher about the type of support provided to students during their attempts to engage in SDL. More importantly, the interviews that were conducted after the classroom observations, provided clarity on how these students learned effectively and how they perceived their learning experiences. Although the relevant literature indicates that SDL is performed mainly outside a traditional classroom setting (Arndt, 2017:38), the literature also clearly states that SDL skills need to be taught and students need to be facilitated during the SDL process, at least at the beginning (Du Toit-Brits, 2015:41). The classroom observations therefore provided important background information prior to conducting the interviews with the student-participants. The observations also allowed the researcher to link certain claims made by the student-participants to what has been observed in the classroom setting.

In terms of observation purposes, the researcher acted as a "complete observer". According to Nieuwenhuis (2016b:91), such observations occur when the researcher is an outside observer looking in. This implies that the researcher does not become immersed in the situation being observed (Nieuwenhuis, 2016b:91). This was an appropriate observation approach to use for the

purpose of understanding the practical context of the participants and the phenomenon being observed. The fact that the researcher did not interfere with the natural course of events ensured a realistic and accurate understanding of whether and how the development of SDL formed part of the first-year English for Education course. A running record was used to record the observations. Running records are detailed accounts of actions, with special attention to the context in which the action occurs (Nieuwenhuis, 2016b:91). As the constructivist-interpretive paradigm denotes, the context shaping the classroom teaching and learning was taken into account with the interpretation of the data. Cocks (1989:104) explains that the interpretivist paradigm acknowledges that truth can be discovered by thought rather than by mere observation. In accordance with this view, semi-structured- individual and focus-group interviews were used to arrive at the key findings of the study.

Nieuwenhuis (2016b:93) describes semi-structured interviews as ones based on a line of inquiry pre-planned by the researcher. However, these interviews are flexible in that the researcher pays attention to responses that could lead to further questions and investigation (Nieuwenhuis, 2016b:93). Thus, a preliminary draft of the interview questions was created, but the participants' responses led to new questions, which required the researcher to adapt the interview structure. As Kvale (1996:14) states, an interview serves as a construction site for knowledge. The first interview (30 minutes), which was conducted with the first-year English for Education lecturer, was an individual, semi-structured interview. The interview with the lecturer-participant aimed to gain insight into the lecturer's views on student engagement in SDL. Moreover, this interview also illuminated the practices and structures that were in place to encourage the first-year English for Education students to engage in SDL. It was also important to compare the lecturer's view on students' engagement with SDL on the one hand, with those of students on the other. Semi-structured interviews were appropriate for this study, since there was a likelihood that concepts the researcher had not thought of as problems, needs or suggestions might arise from the participants' responses. Semi-structured interviews allowed the researcher to delve deeper into unexpected, worthwhile matters that surfaced from the participants' responses.

The two interviews (one hour each) with the student-participants were in the nature of focus-group interviews. One drawback of focus-group interviews is that anonymity cannot be ensured during the interviews (Wellings, Branigan & Mitchell, 2000:256). This was especially the case in the context of this study, since the students all knew one because they were attending classes together. Participants were consequently informed that they would take part in focus-group interviews before they gave informed consent. Thus, they voluntarily chose to disclose any information that they did. On the other hand, focus-group interviews hold many advantages, including the assumption that varied responses will be generated while forgotten details of

experience will be activated and participants will be encouraged to actively form part of the interaction (Nieuwenhuis, 2016b:95). To develop an effective SDL framework for first-year English for Education students, it was necessary to gain insight into these students' preferences, needs, experiences around and views on SDL, which was encouraged by the interaction yielded by focus-group interviews. These interviews were effective for the data collection of this study, since the student-participants were motivated to draw from one another's responses and engage in meaningful conversation (see Nieuwenhuis, 2016b:95), which led to more accurate construction of knowledge than would have been the case if individual interviews had been undertaken. Apart from providing participants with the freedom to express and discuss their views, focus-group interviews also allow participants to consider a phenomenon or experience from an alternative perspective. The use of multiple data collection methods allowed the researcher to ask important questions about noticeable discrepancies and confirm certain claims made by the participants. Although the interviews were the main source of information for this study, document analyses and observations enhanced the interpretation of the data gathered during the interviews.

3.8 Data analysis

Tesch (1990:4) posits that analysis is the process of interpreting narrative data. The English for Education first-year EP was analysed to determine the present expectations and support systems for SDL and enhance the interpretation of the interview discussions. The observations were interpreted as an aid to understanding the context within which the learning took place, as well as comprehending how the participants functioned in this academic context. The interviews were analysed with the purpose of determining how an effective framework for the promotion of SDL could be established. The interpretations emanating from all of these source materials were compared so as to form a holistic view in terms of student engagement with SDL. Nonetheless, the analysis process of each data collection method was unique.

Firstly, the researcher analysed the first-year English for Education EP (Addendum A) to determine the types of tasks learners were expected to engage in, as well as whether the EP prompted SDL. The researcher's interpretations of the EP were not formally documented prior to the holistic analysis of the EP along with the interviews. During the interviews, references were often made to eFundi, which then required the researcher to conduct an analysis of this online learning management system with a view to enhancing the interpretation of the findings around the interviews. The researcher subsequently scanned eFundi to gain insight into the student-participants' learning experiences and potentially available support structures that would enhance their engagement in SDL. During the two lecturer observations, the researcher specifically made notes on classroom practices that aligned with Knowles's (1975) and Arndt's (2017) SDL steps.

The researcher also annotated the way in which the lecturer encouraged or inhibited these steps, as well as the students' reactions to classroom practices.

As indicated, the single lecturer-participant interview and the two student-participant interviews formed the key sources for data collection. The researcher transcribed each interview, after which they were analysed by making use of Atlas.ti. Self-made codes were created and the data were categorised according to code groups. The researcher was responsible for identifying codes in accordance with the literature review and categorising those codes into code groups. After working through each interview and assigning specific quotes to specific groups, the researcher created *Networks* on Atlas.ti. These *Networks* provided summaries of the main codes that appeared in a specific code group, as well as the frequency of each code. In this way, the researcher could clearly see which themes were less prominent and which themes conveyed key findings of the study. While analysing the interviews on Atlas.ti, the researcher identified codes according to themes from the literature, for example, the needs of 21st-century students, self-regulated learning, the secondary- and tertiary education gap, and so on. Lastly, the SDL framework was developed. Ideas for this framework were jotted down while the interviews were analysed on Atlas.ti. During the analysis process, the researcher made notes on important factors that would influence the development of the framework. The framework could only be developed fully after comparing the analyses of the documents, the observations and the interviews. During the analyses of this study, the researcher had to ensure that the findings were reliable and valid.

3.9 Trustworthiness of the study

Nieuwenhuis (2016a:123) accentuates that trustworthiness is imperative to qualitative research. Lincoln and Guba (2013:104-105) define four concepts that ensure trustworthiness in qualitative research: credibility, transferability, dependability and confirmability. Each of these constructs were applied in the study to ensure that it yielded valid and reliable findings.

3.9.1 Credibility

According to Nieuwenhuis (2016a:123) credibility centres on congruency between the findings and reality, as well as the believability of the research findings. Macnee and McCabe (2008:173) similarly refer to credibility as the assurance that can be placed in the accuracy of the research findings. Creswell and Miller (2000:129) mention peer debriefing as a strategy to ensure credibility in a qualitative study. Peer debriefing involves professionals in the field of study who review the researcher's interpretation of the data (Creswell & Miller, 2000:129). In the course of the data analysis process the researcher often shared interpretations and ideas with professional colleagues who would respond and ask questions that would focus the researcher's attention on

a specific theme or concern. Anney (2014:276) states that a qualitative researcher should seek support from other professionals to ensure reliable and credible research of a high quality. During the research process the literature review and research findings were presented to two academics, the supervisors of the study, Dr Maryna Reyneke and Dr Kotie Kaiser, who reviewed and confirmed the validity of the researcher's interpretations.

Another strategy used in this study to ensure credible findings was triangulation. This could be described as a process where the researcher searches for convergence of themes across multiple sources (Creswell & Miller, 2000:126). In the present case, the researcher was able to identify major and minor themes by comparing the main themes that arose from each source. This ensured that the data and interpretation of the data were not representative of a single incident, but interpreted holistically across a variety of sources: documents, observations and interviews.

3.9.2 Transferability

Transferability, as described by Nieuwenhuis (2016a:124), does not involve speculated assertions but rather offers readers the opportunity to make connections between elements of the study and their own experience. Thus, in the present case transferability referred to the potential for the findings or recommendations to apply to other first-year tertiary education environments. Thick description is an additional strategy used to enhance the transferability of a study (Nieuwenhuis, 2016a:124). This entails that the researcher should provide a full and purposeful account of the context of the study so that readers can make their own decisions about how transferable the study is to their specific context (Nieuwenhuis, 2016a:124). Through an in-depth analysis of the relevant literature pertaining to the study, thick descriptions of first-year students' secondary education in South Africa, as well as their needs in a 21st-century society, were provided. Additionally, the document analyses, observations and interviews in particular rendered a detailed account of the context in which the learning and SDL took place. Indeed, successful achievement of the study's aim, namely to develop an SDL framework for first-year English for Education students, entailed close consideration of the context within which learning took place. Thus, the analysis of the data was not considered in isolation from the context of the study; this is in accordance with the constructivist-interpretive paradigm employed in the present study. Thick descriptions were provided throughout the conceptualisation of this study to ensure that the development of the framework was context-specific.

3.9.3 Dependability

According to Schurink, Fouché and De Vos (2011:420), dependability is concerned with whether the research process is logical, well-documented and audited. Lincoln and Guba (2013:105) state

that dependability addresses how the findings and interpretations could be determined in order to result in an outcome engendered by a consistent and dependable process. In the present case, dependability was guaranteed by means of an audit trail. An audit trail is a way to achieve dependability by having a designated person review the inquiry process apparent to the study (Lincoln & Guba, 1985:318). Although this technique is similar to peer debriefing, the audit trail reflected that the professional researcher and primary supervisor (Dr Maryna Reyneke) were actively involved in guiding the investigation process as research about the phenomenon under examination, namely SDL practices of first-year English for Education students at the NWU, evolved and increased. The professional academic and the researcher regularly engaged in discussions about the direction of the study and brainstormed how to compensate for challenges that arose during the research process. This meant that the professional did not merely confirm sound and accurate research, but also ascertained that the research process evolved and progressed logically.

3.9.4 Confirmability

Schurink *et al.* (2011:421) aver that confirmability captures the concept of objectivity. Tobin and Begley (2004:392) add that confirmability is concerned with affirming that data and interpretations of the findings are not fabrications of the researcher's imagination, but are evidently derived from the data. Bowen (2009:309) affirms that an audit trail clearly establishes confirmability which, as explained above, was employed in this study. Nieuwenhuis (2016a:125) regards the reduction of researcher bias as a strategy with which to guarantee confirmability. Researcher bias is usually more common in studies where human beings are used for data collection (Nieuwenhuis, 2016a:125). As a precaution, the researcher took steps to safeguard the confirmability of the study: in addition to the audit trail, the researcher continuously compared findings and interpretations with the research conducted in the literature review. The researcher reflected on her thought processes and documented findings so as to ensure that the interpretations and findings were aligned with what the research proved. In this way, personal bias was eliminated, since the research underpinning the study confirmed the findings and interpretations as apt. Moreover, Creswell and Miller (2000:128) explain that collaboration is also a strategy that ensures credibility and confirmability. By allowing participants to act as co-constructors of knowledge, the researcher built participants' views into the developed framework, which reduced the risk of researcher bias. In this study, the participants were actively involved in the design of the framework. Thus, the researcher applied strategies to guarantee the credibility, transferability, dependability and confirmability of the data. The successful application of these strategies required the researcher to consider ethical aspects related to the study, as discussed in the section below.

3.10 Ethical considerations

Leavy (2014:5) explains that ethics in research comprises the following aspects: preventing harm to the participants or setting of the study, avoiding exploiting the research participants, disclosing the purpose of the study and how the gathered data will be used, voluntary participation and confidentiality. Based on these considerations, the researcher took the following steps to ensure the safety and privacy of the participants of this study:

- The researcher received ethical clearance from the NWU Faculty of Education's Ethics Committee with the ethics number NWU-00776-18-A2 (Addendum E).
- The researcher obtained permission from the Gatekeeper of the North-West University to conduct research at the NWU in Potchefstroom. Permission was also obtained from the participants of the study.
- The participants of this study participated voluntarily and gave informed consent in this regard. It was also made clear to the participants that they could withdraw from the study at any stage without fearing any negative consequences.
- The researcher made the participants aware of the purpose of the study and informed them about the manner in which she intended to use the gathered data.
- Pseudonyms were used in the transcription of the analysed data. This ensured that participants remained anonymous. The participants were made aware that their contributions and identities would be treated confidentially and respectfully. Tolich (2009:101) distinguishes between external and internal confidentiality, where external confidentiality refers to the researcher possibly disclosing personal information and viewpoints and internal confidentiality to participants possibly disclosing information about themselves. Confidentiality was ensured in that participants were aware that they would attend focus-group interviews before they voluntarily participated. They decided which information they would like to disclose about themselves (internal confidentiality). The researcher did not disclose any information about the participants except that to which they had consented.

Even though these practical steps were taken to ensure a moral and ethical study, the researcher also applied subjective strategies in this regard.

Thomas (2010:326) maintains that a method to adhere to the ethical guidelines of a study is to present data that are trustworthy and honest. As discussed, the researcher presented data and findings on the data that were deemed trustworthy in relation to the literature reviewed. Although the documents were interpreted against the background knowledge and beliefs of the researcher,

as is characteristic of the constructivist-interpretive paradigm, the findings of the study were aligned with recent research and literature on the phenomenon that was studied. The links of the findings and literature were also indicated in the data analysis. In cases where the findings were not completely consistent with relevant literature, they represented the participants' subjective opinions and lived experiences, which were not influenced or manipulated by the researcher in any way. The researcher also indicated the instances where the findings of the study differed from the literature.

Another strategy employed by the researcher was ethical reasoning. As Marshall and Rossman (2016) indicate, this process prompts the researcher to consider whether data analysis and emergent findings are harmful to the producers of the analysed texts and the participants whose ideas and perspectives contributed to these findings. In the case of the present study, the researcher continuously referred to this question throughout the process of analysis. To ensure that the participants and the English for Education subject group at the NWU were not degraded by the researcher's findings and interpretations, the researcher purposefully remained objective and stayed clear from unfounded assumptions during the data analysis. The researcher also took into account and reported that the findings were constructed on the basis of responses of participants who held differing perspectives on and backgrounds to SDL learning. Thus, the purpose of identifying inconsistencies, as reported in the data analysis, was not to exploit a person or institution, but rather to come to a coherent understanding of how these participants engaged with SDL and why they did it in that particular way. To develop an SDL framework that would effectively serve its purpose of enhancing engagement in this learning process, it was necessary for the researcher to reflect on the literature and data collection critically. This reflective process was however conducted with the involved participants' and institution's prosperity in mind.

3.11 Summary

In summary, this study employed an exploratory qualitative design with a constructivist-interpretive paradigm. An explanatory case study methodology was used and the data collection methods consisted of document analyses, two classroom observations, one semi-structured interview with the lecturer participant and two semi-structured, focus-group interviews with the student-participants. In total, there were seven participants who voluntarily participated in the study and the main data collection site was the North-West University, Potchefstroom campus. As indicated above, the researcher took certain imperative steps to ensure that the data were gathered ethically and the participants' safety and confidentiality were ensured throughout the data collection period.

CHAPTER 4 DATA ANALYSIS AND KEY FINDINGS

4.1 Introduction

This chapter summarises the themes and findings that emerged from the study. It briefly discusses the main themes that became apparent from the observations and document analyses, after which the analyses of the interviews are discussed. The findings emanating from the observations and document analyses are mostly integrated and discussed together with the analyses of the interviews.

4.2 Findings based on classroom observations and document analyses of EP (Evidence of Performance) as well as eFundi

During the two classroom observations, it became clear that the lecturer (or module developer) and not students, defined the learning objectives. In this case, learning objectives were related to film analysis. This was verified by the EP (workbook), in which the topics, learning objectives and assignments for assessment were provided. Even though a teacher may assist the SDL process (Brookfield, 2009:2624), for students not to set their own learning goals could lead to a lack of motivation and could hinder effective engagement with the SDL process (Sawatsky *et al.*, 2017). With this in mind, SRL might be more applicable to the first-year English for Education students than SDL, as Robertson (2011:1629) explains that in the case of SRL, the teacher still often acts as the main decision-maker regarding the learning goals and assignments to be assessed. In addition to learning objectives, learning methods were also prescribed to a certain extent in the EP. Students were told when to converse with peers and about what, when to make notes, as well as how to complete the learning activities during the lesson. In this regard, the EP differed slightly from the contact sessions, since it contained various questions and activities on each topic, as well as a variety of resources to consult. Thus, students were encouraged to select their own, additional resources and to use their individual learning styles to engage successfully with the questions and assignments.

The contact sessions and the EP afforded students ample scaffolding and guidance, provided that they engaged with the content of the module. For example, certain questions and activities in the EP required learners to respond to the PowerPoint presentations, which were not made available to students after the contact sessions. This required them to make notes and internalise the content of the presentations. An example of such an activity is provided in the figure below:

1.2.6 Thesis Statement
 Watch the PowerPoint presentation on formulating thesis statements and make notes.]

- A thesis should contain
 - a **topic** (what you are writing **about**)
 - an **opinion** about the topic (what your **attitude** is toward the topic), and
 - **reasons** why you hold that view (**explanations** answering “why?” or “so what?”).
- E.g:

In “A Worn Path,” Eudora Welty creates a fictional character in Phoenix Jackson whose determination, faith, and cunning illustrate the indomitable human spirit.

- Underline and label the topic, opinion and reasons provided in each of the following thesis statements (adapted from <http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>) :

The character of the Nurse in *Romeo and Juliet* serves as a foil to young Juliet and delights the audience with her warmth and earthy wit in order to emphasise the tragic catastrophe of

Figure 4-1: EP Activity

Thus, if students did not actively make sense of the contact sessions, the EP might have been challenging to complete.

The eFundi platform also provided a form of scaffolding where additional information on each unit was provided, as well as an array of resources to consult. These resources included, among others, YouTube videos, articles, pictures, links to websites and graphic organisers (templates). During the observations, it was also apparent that technology formed an integral part of the module, which was echoed by the EP and eFundi page. During the contact sessions, the lecturer used technological support such as Kahoot!, PowerPoint presentations and Youtube videos. On the eFundi page, students were regularly referred to websites, videos and online articles. In addition to promoting the use of technology, this module also promoted collaboration. During the contact sessions, students were encouraged to actively collaborate with their peers, such as discussing the cinematic techniques of the opening scene of a film, in this case, the film was titled *10 Things I Hate About You*. Collaboration was also promoted in the EP, as illustrated in the examples below:

You have read the article by Stevenson and jotted down a simple timeline. Now, get into groups of four (4) and create a more detailed timeline indicating the development of children's and young adults' literature. [You will need to include the following information: century, specific dates, authors and their works, literature type and a brief overview of content, where possible.] According to what you have read, where do you think the five prescribed short stories fit in terms of the era and view of children and young adults? Indicate these on the timeline in a different colour.

In order to create a timeline you have to read the prescribed article. In the article, there are a number of dates and specifics regarding Children's literature. If you haven't read the article, you will not be able to do the assignment!

2.1.2 Analysing the CAPS

Work through the PowerPoint presentation on eFundi on analysing the CAPS and do the activities listed in the presentation.

2.1.3 Designing pre-, while- and post-reading activities

Study the chapter from Lazar (link provided on eFundi) on designing pre-, while- and post-reading activities. Read through the following reading activities and indicate whether you would use them as pre-, while- or post-reading activities. Also indicate the reason for your choice by referring to the purpose of the specific activity.

Figure 4-2: Group work Example 1



2.1.4 Designing reading activities

Get into groups of three (3) and create an activity for each reading phase (i.e. pre-, while-, post reading) for all three of the stories below. Each group member is responsible for one phase of the reading process for each story. You may not repeat activities for the stories. There is a document with a table and more instructions on eFundi in order to clarify exactly how you should perform this activity. The grades for the stories are as follows:

“The fun they had” Grade 10

“The rocking-horse winner” Grade 10

“How to talk to girls at parties” Grade 10

2.1.5 Past Tenses

Study Parrot (2013:345 – 366) and complete the consolidation exercises as well as the exercises.

- Choose the correct verbs so that each tense appears once. (Simple past, past progressive, past perfect simple, past perfect progressive).

Weto the cinema last week.

Figure 4-3: Group work Example 2

4.3 Findings based on the interviews: defining and conceptualising SDL

4.3.1 Comparing the lecturer and students' views on SDL

In order for the researcher to effectively explore the prominence and efficacy of first-year English for Education students' engagement in SDL, it was necessary first to gain a clear understanding of how the lecturer and students perceived SDL within this context, as related to two secondary research questions of this study, namely *How do first-year English for Education students at the Potchefstroom campus of the North-West University perceive learning?* and *What are the first-year English for Education lecturers' expectations of student learning?* During the interview with the lecturer, it became clear that she held a good understanding of what the SDL process entailed. Figure 4-4 illustrates a summary of the lecturer's conceptualisation of SDL:

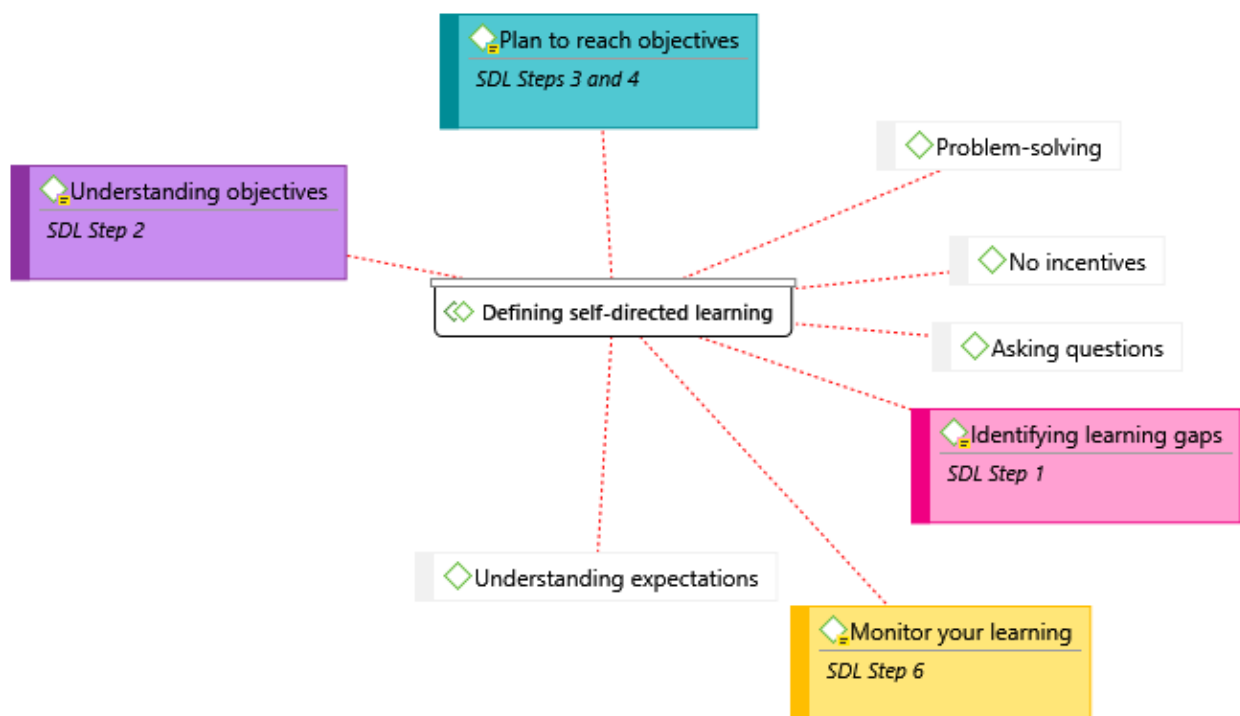
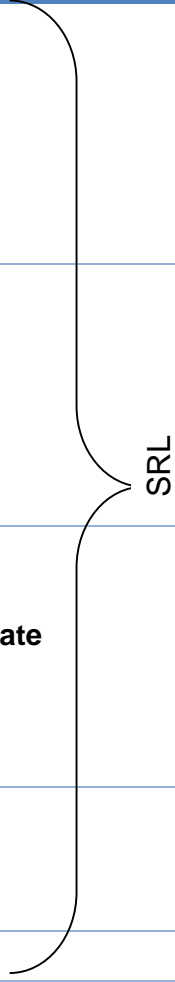


Figure 4-4: Lecturer's conceptualisation of SDL

The lecturer addressed almost all of the SDL steps in her discussion without explicitly stating that those were the steps to becoming a self-directed learner. The table below illustrates how the lecturer's quotes correlated with the SDL steps:

Table 4-1: The lecturer participant’s conceptualisation of SDL

SDL steps	Lecturer-participant’s quotes
Step 1: Identifying your learning needs	“To me, being self-directed would be... understanding when you don’t understand something or you need clarity.” “...because part of self-directed learning is problem-solving, so if I encounter an obstacle here or a challenge here, how am I going to work around it...”
Step 2: Setting learning goals	“...to me it would be when students understand what is expected of them, so maybe understand the objectives and then can work out a plan on how to get there.” “I think if they internalise the purpose and they really understand the purpose, then they’re able to make a plan.”
Step 3: Selecting appropriate resources	“...to me it would be when students understand what is expected of them, so maybe understand the objectives and then can work out a plan on how to get there.” “I think if they internalise the purpose and they really understand the purpose, then they’re able to make a plan.”
Step 4: Deciding on a learning strategy	“...because part of self-directed learning is problem-solving, so if I encounter an obstacle here or a challenge here, how am I going to work around it...”
Step 5: Self-assessment	
Step 6: Self-reflection	“...being self-directed would be asking questions as you’re learning and being able to monitor your own process...” “...the purpose would be to learn ...”



It is interesting that the lecturer did not mention reflection or assessment on task level, but instead focussed on monitoring the learning process, which is concurrent with SDL. Despite the fact that students also included most of the SDL steps in their explanations of SDL, there was a noticeable lack of knowledge about the SDL process and what it entails. They mainly focussed on the process of SRL, where the process is applied to a specific assignment and assessment and reflection are focussed on improving performance in that particular assignment (for example, essay writing), rather than focussing on the learning process and improving one’s ability to learn – “...the goals I have is just to maybe do a bit better in each essay...” [Amy]; “...because you’re

aware to use linking words, have a strong thesis statement, have this, have that, but you are not sure how to improve that in the future” [Amy]; “So it’s a new concept, it’s a scary concept to not get 80s and 90s for an essay that you always got for creative writing and to now get something completely new to like struggle with and like work through and improve and reflect about it...” [Amy]. Even though the first five steps form an important part of the SDL process, it could only be classified as SDL if one reflected on the efficacy of the learning process. It was also apparent that students often thought of SDL as merely working or studying independently – “So, for instance like eFundi does that for us, we do it on our own through eFundi so I think that’s what self-directed learning is” [Lebo]; “I think mostly it’s like you are doing the work on your own” [Lebo]. This confirms the claim that students show a lack of knowledge of SDL. This misconception also indicated that students sometimes thought of SDL as a once-off action, instead of a process of skills development. Figure 4-5 shows students’ view of the concept of SDL:

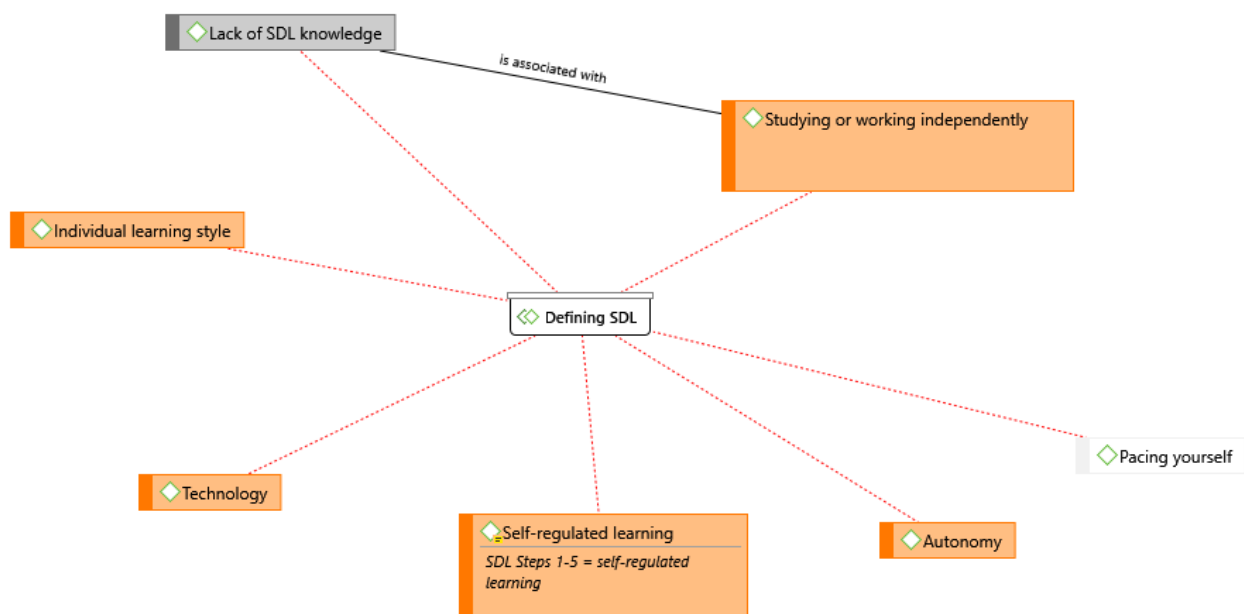


Figure 4-5: Students’ conceptualisation of SDL

Even though students referred to the first five SDL steps in their discussion, it became clear that they simultaneously thought of SDL as merely completing an assignment by oneself, which indicated that, although they had some knowledge of the SDL process, they might not have had sufficient knowledge and skills to apply this process effectively.

The findings explained in this section link with two of the secondary research questions of the study: *How do first-year English for Education students at the Potchefstroom campus of the North-West University perceive learning?* and *What are first-year English for Education lecturers’ expectations of student learning?* These findings as discussed in this section, clearly illustrates that students perceived learning, specifically, SDL, as an attempt to improve one’s performance

in particular assignments by following a certain set of steps. Thus, the students' perception of learning was concurrent with SRL. However, it seemed that students experienced difficulties with the application of the SRL process, too. In contrast, the lecturer expected students to reflect on their learning processes instead of merely focussing on assignments and to critically engage with the content of the module, even if there were no incentives for this – *"...it should be learning that doesn't have an incentive at the end. So, it's not for marks. It's not... the purpose would be to learn..."* [Ms Mouton]. In summary, the lecturer viewed SDL as a holistic learning process, while the learners held a different mind-set where the focus was on successful assignment completion, which pertains to SRL, rather than reflective learning practices, which pertains to SDL. A probable reason for this was the lack of exposure to SDL during secondary education (Du Toit-Brits & Van Zyl, 2017:50).

4.3.2 Lack of exposure to SDL

Lebo, one of the student-participants, mentioned that she was introduced to the term SDL for the first time at university. The student-participants expressed their frustrations with the gaps around learning and expectations in the transition from secondary- to tertiary education. For example, Amy confessed that at school level every assignment was explained in detail and all the resources they needed to complete the assignments were handed to them. Melissa confirmed this when she stated that they were spoon-fed. Amy stated that in secondary education, one did not really learn anything – *"So they tell you exactly what to do and you do nothing on your own. You only study everything they tell you for the best marks to get into university."* In a similar vein, Melissa explained that in high school the resources to be used for assignments were given to learners and they were also told how to complete an assignment. The participants emphasised that in many cases at secondary school, teachers would not accept answers on assignments that were completed in a different way than what they preferred or expected. Thus, learners were not encouraged to think critically, select their own resources and apply their own learning styles, as they were focussed on answering the questions "correctly", as indicated on the set memorandums.

The student-participants' experiences of secondary education reaffirm existing literature that stipulates that the South African school system does not encourage critical and individual thinking due to the high stakes examinations for which learners are strictly prepared (Frempong *et al.*, 2013; Taylor *et al.*, 2014:23; Chetty, 2015; Breed, 2016:1; Reyneke, 2016:1). The literature and student-participants' responses as found in the interviews show that they were not expected to engage in SDL at school level. This experience in high school starkly contrasts with students' views on tertiary education, as they admitted that at university they enjoyed significantly more freedom and they were expected to speculate, infer and come to their own conclusions:

“I think that was a big shock for everyone to be thrown into the deep end, while always, like, getting everything put out exactly how you have to do it...” [Amy]

“...because you were never exposed to so many different, like, varieties of assignments in high school...” [Amy]

“...then we come here and... you should just go on your own...”; “I think in school we were just given resources – that was it. You didn’t go further, and then uhm, we were also just told with this subject to use this learning strategy and it wasn’t up to you to really decide. So ja, we didn’t know how to take initiative.” [Melissa]

“I think in school they “clip our wings” like I can say and then you come in university and then they give you freedom. You actually learn much more broader, it doesn’t go about the answer it goes about how you think to the answer.” [Shan]

Although student-participants portrayed theoretical knowledge about the SDL process, the practical implementation of this process was not as evident in their discussions, which could be ascribed to a lack of exposure to SDL and what the SDL process actually entails. In order to address this lack of knowledge and skills, it was necessary to highlight the factors that encouraged these students to engage in SDL.

4.4 Findings based on the interviews: factors that encouraged engagement in SDL

The data analysis conducted in the present study engendered five main factors that contributed to students’ engagement with SDL. As indicated in **Figure 4-6**, three of these factors were major themes, as their frequencies were significantly higher than those of the two remaining factors:

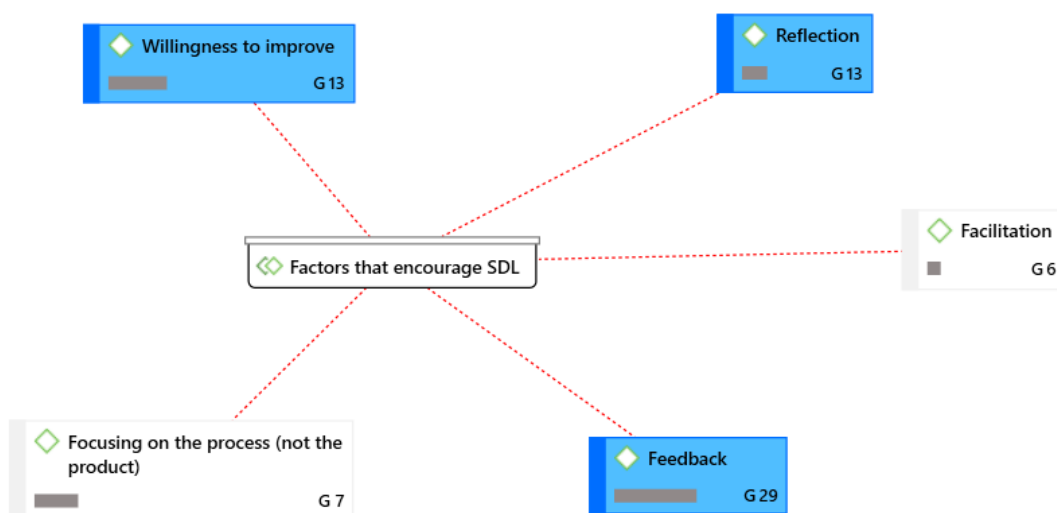


Figure 4-6: Factors that encouraged engagement in SDL

Thus, students' motivation to perform better, the act of reflecting on their learning and receiving and interpreting feedback were considered as the fundamental factors that encouraged student engagement in SDL.

4.4.1 Motivation to improve performance

The interviews showed that students were eager to improve their performance in the first-year English for Education module. They frequently reported seeking assistance from lecturers and facilitators, indicating that they wanted to complete the assignments correctly. When the student-participants were asked why it was important for them to know what they did incorrectly in previous assignments, the responses were mostly focussed on marks and preparing for the exam – *"...because they will mainly ask that in the exam..."* [Gerda]; *"If you don't understand and do it correct now, if they ask you the next year or in an exam again, we won't know the right answer"* [Riana]. However, there were students who mentioned that they really wanted to know how to complete the tasks effectively, so that they could complete the assignments more effectively, especially with a view to the future – *"...you just want to know how you can improve..."* [Amy]; *"It's to understand what I must do and how I must do it..."* [Gerda]. It also became clear that students desired to experience improvement in their studies. Amy suggested that they use a colour chart that would indicate a student's increase in percentage from one attempt at a specific type of assignment to the next. This coincides with the literature review where the researcher emphasised the importance of the presence of motivation in order to effectively engage with SDL (see Tohidi *et al.*, 2019:26). Students' responses indeed indicated that they were mostly internally motivated by their aspirations to improve on their assignment performance and externally motivated by their eagerness to attain better marks.

Despite students' enthusiasm to track their learning progress, they held reservations about the autonomous nature of SDL. Due to the lack of SDL exposure, as explained in the previous section, they found some of the SDL steps quite daunting, for example, setting one's own learning goals was experienced as a challenge – *"I think with some things we like the goals that are given to us..."* [Gerda]. Students were clearly not used to the idea of being completely in charge of their learning (this might be more applicable to negotiated learning). Nonetheless, they were open to the idea of progressively setting their own learning goals for the development of specific skills - *"but I think it's a nice concept to, with film study, to set your own learning goals"* [Gerda]. In the student-participant interviews, many references were made to improving one's performance:

"...but you are not sure how to improve that in the future [Lebo agrees]."

"...how can I improve it next time?"

“Even with these two essays I can see how I’ve improved and maybe how I’ve done something differently or approached it differently...”

“...the group work is when you get the task rather than when you complete the task afterwards and discussing how we could improve...”

“...when you get your essay back, you don’t know how to improve...”

“...you just want to know how you can improve...”

“...it takes time and, like, we want to improve, but I think we don’t have the necessary steps to do it.”

Yet again, these improvements remained focussed on assignment level, however, which indicated the use of a SRL process instead of an SDL process. Even so, the learners’ ambition to improve their learning was a main contributing factor to their engagement with SDL.

4.4.2 Reflection

Reflection forms the sixth step of SDL, as added by Arndt (2017:45). The explanation by Arndt (2017:45) of what this step entails, shows that it involves reflecting on the entire learning experience and all the steps leading up to this experience, including the selection of resources and learning styles (Arndt, 2017:45). In contrast, the student-participants’ emphasis was on reflecting on a particular assignment rather than on the learning process – they specifically focussed on the completion of the academic essays. Most participants expressed that they would like more resources and support that would enable them to reflect on their completed and returned assignments, while one student selected her own resources and initiated assignment reflection. Overall, the participants agreed that not enough emphasis was placed on reflecting on assignments that had been completed – *“There’s no, like, reflection about the work or with what did you struggle, how can you improve?” [Amy]* This also indicated that students needed guidance with the assignment-level reflection process, as they were quite hesitant to take up their own assignment-reflection processes. Amy mentioned that she did not think they reflected on their assignments successfully, which actually indicated that she had reflected on the efficacy of her learning process, which indeed engages what Arndt (2017:45) terms the sixth step of the SDL process.

Despite this one student’s innate engagement in SDL, all five of the others inexplicitly reported that they had a need to reflect on the completion of specific assignments and concepts or skills they lacked within that particular assignment, which dovetails with Arndt’s (2017:45) fifth step to SDL – monitoring one’s performance in a particular assignment and assessing whether the goals have been met. The researcher deduced this from the student-participants’ focus on, mostly, essay writing. When asked about their engagement with the SDL process, they referred to

assignment completion – “...and then the assessment and the self-reflection usually comes after when you receive your essay back and the feedback you get, like the notes and stuff...” [Amy]. This supports the finding from the document and observation analyses, that students were more engaged in the SRL process (at assignment level) than the SDL process. Even with the focus on assignment-level reflection, all the participants felt they were not always afforded the opportunity to reflect on their assignments. The reason for this, as inferred from students’ responses, is not that their assignments were not returned to them but that no one led the reflection process and explained how it should be engaged with.

This ties in with one of the main themes of the interviews – feedback. Lam (2018:221) states that the act of self-reflection is fundamental when it comes to enabling students to become less dependent on teacher feedback. As discussed in the subsequent section, students’ lack of self-reflection abilities on assignment level and with a view to the entire learning process, leads to heavy reliance on teacher feedback. Even though the SDL process necessitates the ability to reflect autonomously, the first-year English for Education students at the NWU required amplified emphasis on feedback, which would have encouraged them to engage in SDL more effectively and frequently.

4.4.3 Feedback

As presented in **Figure 4-6**, feedback was the most prominent theme of the interviews, showing a frequency of 29 related quotes. The interviews demonstrated that feedback served as the key catalyst for students’ engagement in SDL. The student-participants identified various resources as sources of feedback. They mentioned that they would have liked to have received feedback from peers, facilitators, previous assignments and the lecturer. During the course of the semester, the main source of feedback was the lecturer. However, students expressed that the feedback they received was not sufficient to assist them to improve their learning:

“...you won’t always get the feedback that you got in school, like the speeches or assignments or something like that, the teacher isn’t there, like, to go through every little step...” [Amy]

“And I think everything comes back to like getting feedback on your work... you can do it with your peers and I don’t think we, uhm, in class or anything, I don’t think we always really get the opportunity to get feedback on the activities we had to do, because you can discuss the activities when you get them, but then everyone struggles, but when you go to struggle with it on your own and you come back, you just move on. There’s no, like, reflection about the work or with what did you struggle, how can you improve?” [Amy]

“If you go to them and you have an idea about a thesis statement and they’re like, “Okay, ja, that’s good,” and then you get your essay mark and they’re like, ‘Your thesis statement was wrong.’” [Amy]

“And like next year they’re going to be, probably, “Oh you learned that first year, you should know what it is, we’re just going to build,” [Lebo agrees] and then your building block is not there, because there was no going back [Lebo agrees].” [Gerda]

“Ja, to maybe go back and like skim through some of the answers to get an understanding.” [Amy]

“The approach to giving us feedback could be different...” [Amy]

“You’re gonna be like oh but I thought that was a good point and then they didn’t think it was a good point and then you don’t understand why, and then also, I had a second point, with getting our essays back, my f... [laughs] they told my friend, “You’re almost there, you just need a push...” So, what am I pushing? [participants laugh] I know I’m there; I know I’m quarter to, but...” [Lebo]

“I think the problem is, we don’t get a lot of feedback, especially on our assignments – we give it in, you get your mark back and we leave it...” [Riana]

“And for example, like, every time with an essay it’s like, Miss Mouton would like circle something and just say, the resource was incorrectly used or with a thesis statement, for example, she would like underline everything and say thesis, but what about the thesis?” [Amy]

“So, I think there’s just a problem between... [Amy: communicating]... between like us doing stuff in class and that little feedback we do get back.” [Lebo]

Gerda stated that the English for Education skills built up progressively from year to year, and if one failed to reflect properly on ineffective assignment completion that may have occurred in the first year, the foundations for improvement would be lost with a view to the years that would follow. The student-participants mainly expressed frustration about the fact that the feedback they received from the lecturer, was not detailed or descriptive enough. They frequently felt that the feedback, though consistent and regular, was meaningless and did not provide enough guidance for improvement. For example, the lecturer would write “There is no thesis statement” as feedback, which left students confused as to how they should have gone about improving that aspect of their essay writing. The student-participants critically commented on the fact that they did not want to be merely informed about what was wrong with the assignment, but rather how they could improve it. They accentuated that they usually knew what needed improvement, but they were confused as to how they should instigate this improvement:

“I understand where I need to go, like I understand what the end product is, but how to get there, like I don’t even know how to start [Amy agrees]. So I just went to her and I’m like how do I even start? Like what is my beginning processes just to get to where I know I need to be...” [Melissa]

“So, if you can give me this and say, “That’s how,” I can implement them...” [Melissa]

“...because you’re aware to use linking words, have a strong thesis statement, have this, have that, but you are not sure how to improve that in the future [Lebo agrees].” [Amy]

"If you like, if you have a video of somebody using the template, showing you and talking about how or explaining how to do something, you can also use that to understand the work better." [Riana]

"You're gonna learn it and learn it and learn it, but you still don't know how to do it actually." [Shan]

"Miss Mouton actually did give us a framework before our first essay, but she gave us like... [Amy: The technique.] ja the technique, but it doesn't help you explain it to us and you don't actually show us, because she did go into depth with us with the first essay... but it doesn't help you give us examples and examples and examples and tell us okay, if you write something you have to reflect about it and everything, but we don't even know how the thing looks [Amy agrees]." [Riana]

"It's like okay you have to do this, you have to do this, you have to do this, but at the same time, we don't really know how to go about it and how to start with each one." [Amy]

One student also mentioned that when they approached the lecturer while working on an assignment, the lecturer would tell them that they were on the right track. When they received their feedback, however, there were errors that they could not initially identify by themselves. Thus, students had a need for specific, process-orientated feedback. This indicated that there was a gap between students' expectations regarding feedback and lecturer's expectations regarding students' interpretation of the feedback.

This gap between the lecturer's view on feedback and students' needs regarding feedback could be ascribed to the gap between secondary and tertiary education in South Africa. One of the students compared the feedback she received on tertiary level to the feedback she received on secondary level. The student referred to feedback in secondary education as detailed and providing a step-by-step task analysis:

"...you won't always get the feedback that you got in school, like the speeches or assignments or something like that, the teacher isn't there, like, to go through every little step, because you are not one of hundreds maybe, you are one of thousands." [Amy]

"...especially the teachers, they focus so much on how to write a good exam, how to get the best marks. So they tell you exactly what to do and you do nothing on your own, you only, like, study everything they tell you for the best marks to get into university." [Amy]

In contrast, feedback in tertiary education was imprecise and generalised:

"If you go to them and you have an idea about a thesis statement and they're like, 'Okay, ja, that's good,' and then you get your essay mark and they're like, 'Your thesis statement was wrong.' So, they don't really help you either way with anything and I think that they maybe think if they like help you a little bit, that's spoon-feeding you, but it's just guiding you a little bit more, because it's so vague, you don't even know where to start in the first place..." [Amy]

“And for example, like, every time with an essay it’s like, Miss Mouton would like circle something and just say, the resource was incorrectly used or with a thesis statement, for example, she would like underline everything and say thesis, but what about the thesis? Because for me, or in my opinion it was a good thesis and now she’s like there was no thesis... okay, but I don’t really understand, because my first thesis was really long and like, it pointed out a lot of things, which would rather be more applicable to the introduction and my second essay’s thesis was one sentence long and really concise and to the point and now she said it doesn’t count as a thesis, but why? Rather say, okay maybe try this rather than just thesis.” [Amy]

In order to make sense of cryptic feedback, students who are already engaged in the complexities of adjustment and academic development would need to search for and select appropriate resources, learning methods and assessment strategies to determine whether the assignment goals have been met once they have interpreted the feedback. The interviews indicated that students expected detailed and precise feedback on exactly how they should improve certain skills and assignment performances. The lecturer, however, expected the students to employ SRL (encapsulated in the SDL process) skills to make sense of and internalise the concise feedback:

“Not necessarily mastering the content on your own, but figuring out a plan how to deal with the content, how to make sense of the content.” [Ms Mouton]

“Uhm... to me it would be when students understand what is expected of them, so maybe understand the objectives and then can work out a plan on how to get there. To me, being self-directed would be asking questions as you’re learning and being able to monitor your own process and then also understanding when you don’t understand something or you need clarity.” [Ms Mouton].

Due to the expectation gap between the lecturer and students, the feedback was not meaningful to students.

An important claim made by the students, was that the feedback would have been more meaningful if they focussed on the assignment-reflection process *after* having received feedback on assignments. They felt that much of the group work and discussions on assignments took place before completion of the assignments, whereas they thought it would be more meaningful if these discussions could serve as reflection after feedback on assignments had been provided. This would have allowed them to receive feedback from their peers on their assignment performance. This could have led to greater emphasis on SDL and less on SRL, as students’ discussions might have naturally elicited reflection on how they learned and how they could improve their learning habits and decisions, not merely on how they completed a particular assignment. When the student-participants were asked to recommend ideas for frameworks that would encourage their engagement with SDL, almost all responses included feedback as a key aspect of the framework. This underscored the importance of feedback as part of learners’

engagement with SRL and SDL. The analysis of the students' perspectives on feedback elicited a concern about the students' readiness for SDL.

Given the lack of exposure to SDL at school level, it is not surprising that students would prioritise feedback. The interviews clearly indicated that they did not know how to improve on their learning, that is, it remained assignment-related, even when the lecturer indicated the goals and learning gaps (steps 1 and 2 of the SDL process), as portrayed in the table below:

Table 4-2: Interpretation of student feedback – inability to improve one's learning autonomously

Quote from student	Researcher's interpretation
<p><i>“Miss Mouton also mentioned in the beginning of the year, she advises us to not use like Sparknotes and those things and then we were taught how to use the library catalogue and the Google Scholar and stuff like that that we never used in school...” [Amy]</i></p> <p><i>“...but we're struggling so much that we get so negative that we don't want to do it at all. Not even the research makes it easier, because you still don't understand what to do and nobody wants to help you further than like telling you, 'Okay, you have to write this essay, this is what it's about,' and that's that.” [Amy]</i></p>	<p>These quotes reveal that the student knew she had to do research for the essay and that they were taught how to search for appropriate articles. The topic of the essay and some background information were also provided: what needed to be learnt and how students should go about completing the assignment. Despite this, the student complained that she struggled to complete and understand the assignment.</p>
<p><i>“The approach to giving us feedback could be different, instead of just telling us, “Okay you're wrong; okay but this is not a good thesis; okay but this is not that,” [Lebo agrees] like [Riana: Telling us why] give us tools to use.” [Amy]</i></p>	<p>This quote illustrates that even though the student might have been aware of the fact that a thesis statement had to be present in the essay, therefore presenting a learning gap and goal, the student wanted the lecturer to provide the tools and the methods to master this skill.</p>
<p><i>“...because you're aware to use linking words, have a strong thesis statement, have this, have that, but you are not sure how to improve that in the future [Lebo agrees].” [Amy]</i></p>	<p>The learning gaps and goals that were indicated to students in this example were: using linking words effectively and writing an appropriate thesis statement. What had to be learnt, was communicated effectively. However, students remained unsure as to how they should have gone about reaching these learning goals.</p>

<p><i>“And for example, like, every time with an essay it’s like, Miss Mouton would like circle something and just say, the resource was incorrectly used or with a thesis statement, for example, she would like underline everything and say thesis, but what about the thesis? Because for me, or in my opinion it was a good thesis and now she’s like there was no thesis... okay, but I don’t really understand, because my first thesis was really long and like, it pointed out a lot of things, which would rather be more applicable to the introduction and my second essay’s thesis was one sentence long and really concise and to the point and now she said it doesn’t count as a thesis, but why? Rather say, okay maybe try this rather than just thesis.” [Amy]</i></p>	<p>This is another example that illustrates that even though learning gaps that led to learning goals were identified on behalf of this student, she would have preferred an exact explanation of what had to be done to fill the learning gap and reach the learning objective.</p>
<p><i>“Miss Mouton actually did give us a framework before our first essay, but she gave us like... [Amy: The technique.] ja the technique, but it doesn’t help you explain it to us and you don’t actually show us, because she did go into depth with us with the first essay, because she told us everyone fails, she doesn’t want this. So she tried, but it doesn’t help you give us examples and examples and examples and tell us okay, if you write something you have to reflect about it and everything, but we don’t even know how the thing looks [Amy agrees]. So she did give us structure, but we didn’t still know how the thing looks.” [Riana]</i></p>	<p>This example shows that the lecturer gave students examples of what was expected, as well as a framework to help them with the organisation of their essays. That is, the learning needs and goals were provided. Yet, this student still felt that she did not know how to reach the learning goal, that is, how to complete the essay in accordance with the framework and examples.</p>

This finding poses a substantial challenge for lecturers and students, as students are not fully prepared for the expectations and standards of tertiary education (Du Toit-Brits & Van Zyl, 2017:50). The document analyses of the EP and the eFundi platform indicated that for assignments such as essays and performances, the rubrics were given to students before completion of the assignments and were returned to them afterwards with the lecturer’s assessment and feedback. Winterscheid (2016:6) states that rubrics are guides that clearly articulate the expected level of performance for an assignment. Additionally, and most importantly, rubrics are used as a source of feedback for students (Winterscheid, 2016:6). It was startling that these students did not even refer to their rubrics as feedback sources. They did receive feedback, but admitted that they never looked at it again – *“we give it in, you get your mark back and we leave it – it’s just there in your cupboard in the closet or something and you don’t look at it again, because we don’t use it, so we don’t know what we did wrong for future projects.” [Riana].*

This reluctance to reflect on the received feedback contrasts with the emphasis they placed on the significance of feedback. This contradiction gave rise to a theme that is discussed in a

subsequent section: that students want explicit and direct instructions and explanations on every aspect of their learning, including detailed feedback. It was evident that due to students' inability to interpret and react to the provided feedback, their SDL development was thwarted. The researcher was aware that students' inability to interpret the feedback could have resulted in response to vague and non-descript rubrics, but after analysis of the rubrics - this was clearly shown not to be the case. The rubrics were specific and precise, confirming that these students' SDL processes were hindered by their inadequate interpretation of the rubrics. The figures below illustrate examples of rubrics used by the lecturer to assess specific assignments:

Table 4-3: Rubric used for the advertisement

	4-5	2-3	0-1
Appealing to the target group	Product is appealing to first year students.	Product is appealing but not necessarily to first year students.	Product is not chosen well and is not appealing.
Catchy Slogan/Language use	Slogan and/or language is used cleverly and is aligned to the product.	Attempt is made to use a slogan and/or language technique.	Slogan/Language is not used effectively and does not align to the product.
Advertising Technique	An advertising technique, such as bandwagon, snob appeal, plain folk, etc. is used effectively and aligns to the image/s, language and overall design of the advertisement.	An advertising technique is used but does not align well to the images/s, language and overall design of the advertisement.	Advertising technique is not clear/ no advertising technique is used.
Images and design	Images are clear and creative. Overall design draws attention, is interesting, appeals to the target group's desire/s and calls the target group to action (AIDA).	Images are clear. The overall design only appeals to 2 of the AIDA principles.	Images are not clear and align to 1 or none of the AIDA principles.

Table 4-4: Rubric for essay on “The Outsiders”

	Assessment Rubric: 40 Marks			
	Exemplary	Accomplished	Developing	Limited
	(8-10)	(6-7)	(4-5)	(0-3)
Thesis statement and planning	Strong evidence of provocative thesis statement; valid line of thought.	Acceptable thesis statement, argument not always clear or pursued.	Thesis statement does not completely address the issue, argument vague; too wide or simplistic.	Thesis statement not included; vague; or not concerned with the issue.
Tense and transition words	Historic present tense is successfully applied throughout the essay. Transitions skillfully employed	Historic present tense is applied with two minor errors. Transitions incorporated	Tense changes are noticeable but an effort to use the historic present tense. Transitions ignored or incorrectly applied.	Disregard of historic present tense, many mistakes influence meaning and sequence. No transitions.
Quality of support	Powerfully chosen examples/quotations from the novel support each point. The topic sentence of each paragraph is stated clearly and is relevant to the thesis	Well- chosen examples/ quotations support each point. The topic sentence of each paragraph is stated and is relevant to the thesis	Acceptably chosen examples support most points. Topic sentences may not be clearly explained, and not relevant to the thesis.	Examples and quotations are insufficiently examined and explained, or topic sentences are irrelevant to the thesis.
	(4-5)	(3)	(2)	(0-1)
Critical Thinking	Evidence of strong skills of analysis, synthesis, and evaluation.	Evidence of application of skills of analysis, synthesis, and evaluation.	Essay shows inconsistent application of skills of analysis, synthesis, evaluation, often irrelevant info and issues; story telling.	Poor application of skills of analysis, synthesis, and evaluation. Logic is flawed.
Mechanics and Style	Essay is flawlessly written with a flair for academic style. Excellent word choice and sentence variety. Correct in-text referencing and bibliography.	Essay is written with some academic style. Some strong word choice and sentence variety. Small mistakes made for in-text referencing and/or in the bibliography	Style is immature or mundane or not academic level, in spite of few mistakes. Or many mistakes; punctuation errors. Citing, bibliography included but with incorrect style.	Essay is poorly written with a little academic style. Word choice and sentence variety are below expectation. No bibliography or in-text referencing.

Therefore, I would propose incorporating an additional step into the SDL process – feedback. This step would need to be implemented after the learning goals have been set and before the resources and learning strategies are identified. In this way, students will be encouraged to interpret the feedback provided so as to determine the process of improvement. Additionally,

students will feel more supported and receive sufficient guidance during the SDL process, which is a fundamental need for these 21st-century students. In contrast to this section, which highlights the factors that encouraged students' engagement with SDL, the researcher identified a significant number of factors that impeded students' engagement with SDL. One such factor, which might have been closely related to students' disinclination to use their rubrics as feedback, was a lack of reading skills.

4.5 Findings based on the interviews: factors that inhibited the development of SDL skills

The researcher linked a considerable number of codes to factors that prohibited effective engagement with SDL. Figure 4-7 (on the following page) illustrates these codes – the codes in brown indicated prominent themes, but to a lesser extent than those in red, which represented the predominant themes related to factors that curbed these first-year English for Education students' engagement with SDL.

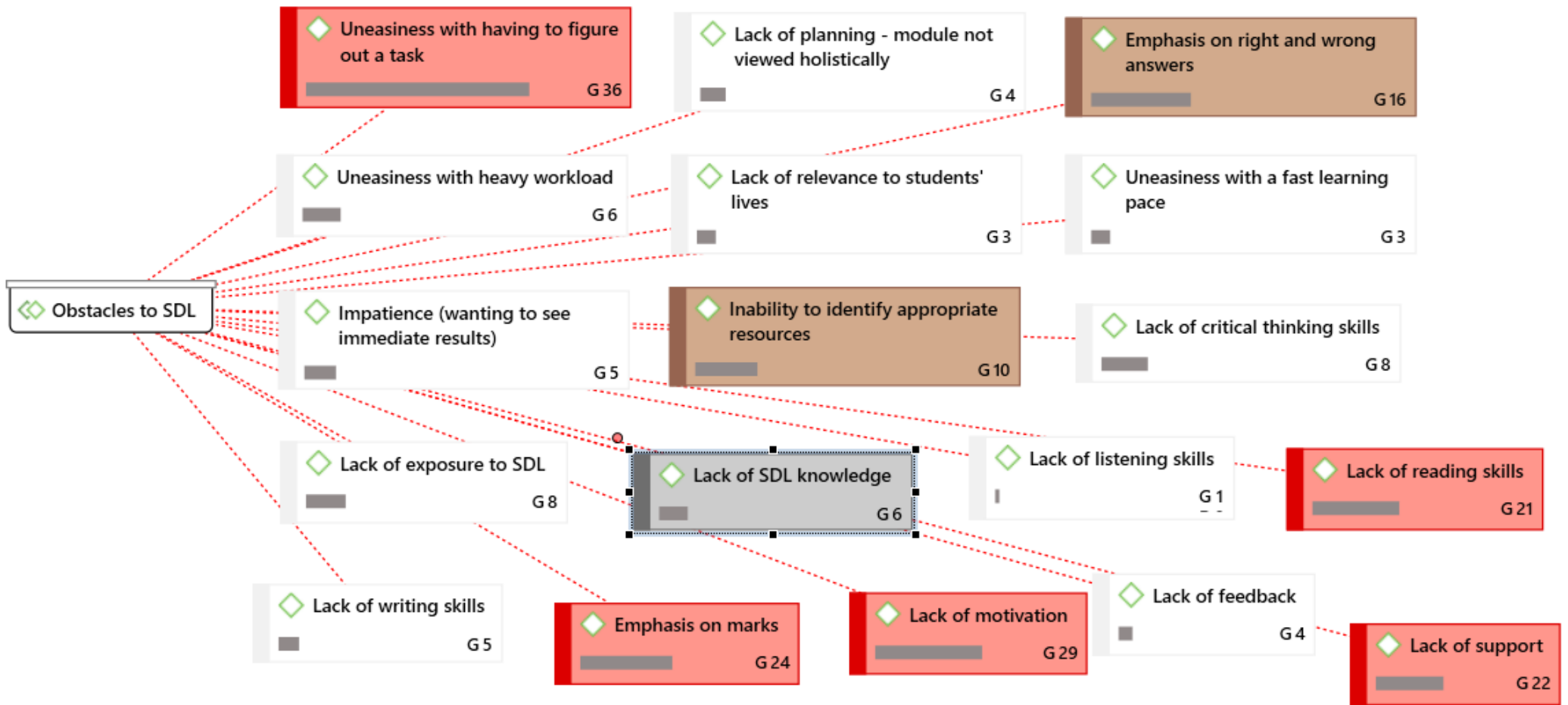


Figure 4-7: Factors that inhibited the development of SDL

4.5.1 Lack of reading skills

The eminence of this was not surprising, since students' reading abilities as established in the present study were parallel to those found in extant literature, which indicates that South African learners are unable to read critically and for comprehension (Howie *et al.*, 2017:2). It could be inferred from the participants' responses in the interviews that they read neither enough nor critically:

"Not even the research makes it easier, because you still don't understand what to do..." [Amy]

"...we have no idea what to with it, 'cause it's not reading the novel over the weekend, it's not writing the essay, it's how to write the essay well and how to analyse the novel effectively..." [Amy]

"When I got onto eFundi, I didn't know where to start I didn't know how what to do, what everything means. So, ja, if they be a little bit more descriptive about the whole efundi and what they want and..." [Gerda]

"Like in the beginning, before class started, the Educo people did show us how eFundi worked, but they never went in this is where you go, this is how you do it. They showed us how to log in and that's where it stopped." [Shan]

"Then I go onto eFundi and I just see words and words and then you go next and it's words and words [participants chuckle in agreement] and you go next and it's just like never mind and that's what I do. It kills me just seeing all this work and I'm not going to read through this..." [Lebo]

"...and then you have to go read another thing, and another thing [Lebo chuckles in agreement]..." [Riana]

"She talked and it was characteristics about Young Adult Literature and that was fun to do, because it was not on eFundi, you have to read everything, okay make notes and... it gets tiring, because you have to concentrate and it just, ja, you don't want to concentrate for that long." [Gerda]

"...if it actually helps and it's not like just blabber for... 60 pages [all participants agree]... then you'll actually go and read it and, like... if it's put out in a good way and structured and it's informative, then I don't think anyone would mind." [Lebo]

"I can tell you that whole lesson from the top to bottom [all participants agree] and it's mainly because she didn't give me the scenario on a PowerPoint [and] I should read it..." [Lebo]

"...and you'll remember that picture, because it wasn't boring, it wasn't words..." [Gerda]

"...because I'm not gonna flip 50 pages through my EP to go and see oh and the essay is written this small – I'm gonna overlook that." [Lebo]

"...because, some of our books, I don't even understand a word in them." [Riana]

"You say that they said that you should use the reference guide, so did you guys use the reference guide?" [Researcher]

“Ja and then it’s still incorrect.” [Amy]

The concern around the obvious lack of reading skills, or motivation to read regularly and critically, arises for the fundamental reason that reading is a vital skill for effective learning in tertiary education settings (Scott & Saaiman, 2016:3). The ability to read effectively is also a prerequisite for SDL, as one cannot properly identify resources for learning if one cannot comprehend the sources and their various purposes. It is also quite challenging to respond to feedback if one is unable to interpret it, which surely also involves a reading skill, as it would be practically impossible to provide verbal feedback on every assignment or skill.

During the interviews, it became abundantly clear that the student-participants were not avid readers, at least not in the academic field. A student-participant admitted that she could not understand most words in many of the prescribed novels for the ENGV 111 module. Similarly, a substantial number of the student-participants mentioned that they were given arguments on which they had to write essays, but had no idea what the arguments meant; or they would refer to essay topics as vague. Examples of essay topics as indicated in the EP, included:

- *Evaluate the significance of “The Outsiders” as a form of Young Adult Literature (YAL) in the 21st century. There are various aspects to consider when writing this essay, for example, the characteristics of YAL but also the 21st century readership.*
- *Write a literary essay of 600-800 words in which you discuss how characters are stereotyped through their language in two of the short stories that you have done.*

Reasons as to why students would mention that they did not understand these assignments could be that they were unable to interpret the topics due to a lack of reading and/or critical thinking skills or that there was a lack of support to complete the assignments. The latter reason could be ruled out, as the analysis of the EP and eFundi page provided unambiguous prompts and resources to consult during the writing of the essay. In the EP and on eFundi, links to videos, articles and PowerPoint presentations that would assist in writing academic essays were supplied. Additionally, there was an entire unit on eFundi that focussed on *The Outsiders* and Young Adult Literature and the short stories were also covered in this way. The students therefore had access to multiple resources to assist them not only with the development of the writing skill, but also with the comprehension of the topic to be written about.

The student-participants moreover mentioned in their interviews that they received facilitation from fourth-year students, specifically focussed on the skill of essay writing – “Uhm, for the essays, for example, we got facilitation sessions to help us with the question and how to formulate our thesis and how to better understand the question and how to go about it to break it up into smaller parts. Because, like, with the questions, especially with the essays, they, like, make it clearer that you have to like translate some of the words to get a better understanding of the question to go about the writing of the essay. And they give you like tips on putting, like, extra quotes in your essay and stuff like that.” [Amy]. They also mentioned that they were taught how to write academic essays - “...because she did go into depth with us with the first essay” [Riana]; “I just, from the previous essay, between the first essay and the second essay we had, I think, maybe one facilitation session where they, like, try to guide us the thesis is basically a statement so you have to do it concisely” [Amy], which correlates with scaffolding and teaching presented on eFundi, for example:

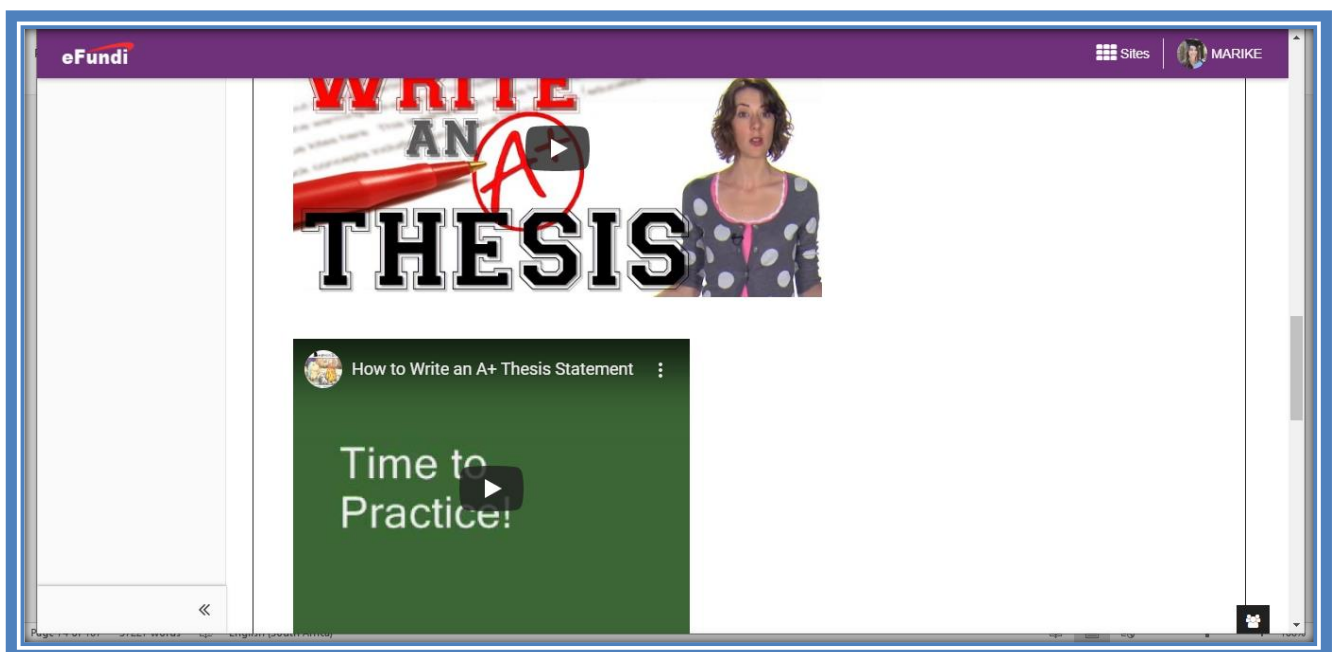


Figure 4-8: eFundi support for writing an academic essay (1)

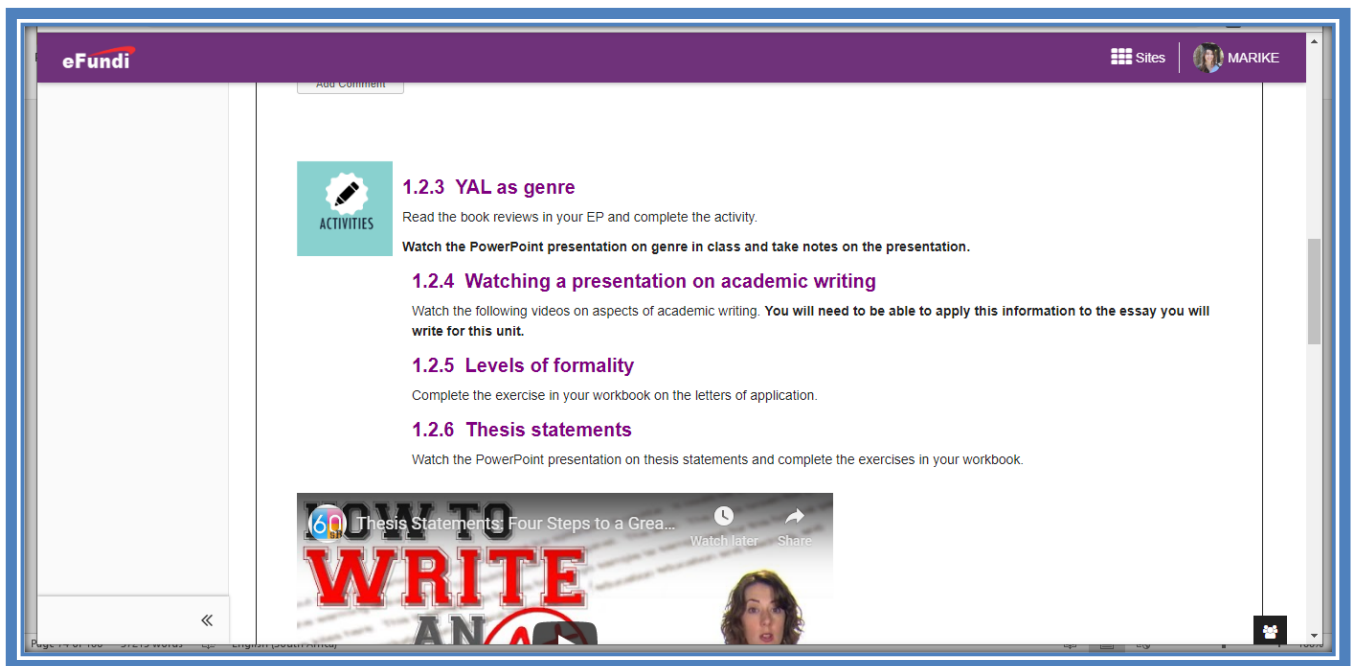


Figure 4-9: eFundi support for writing an academic essay (2)

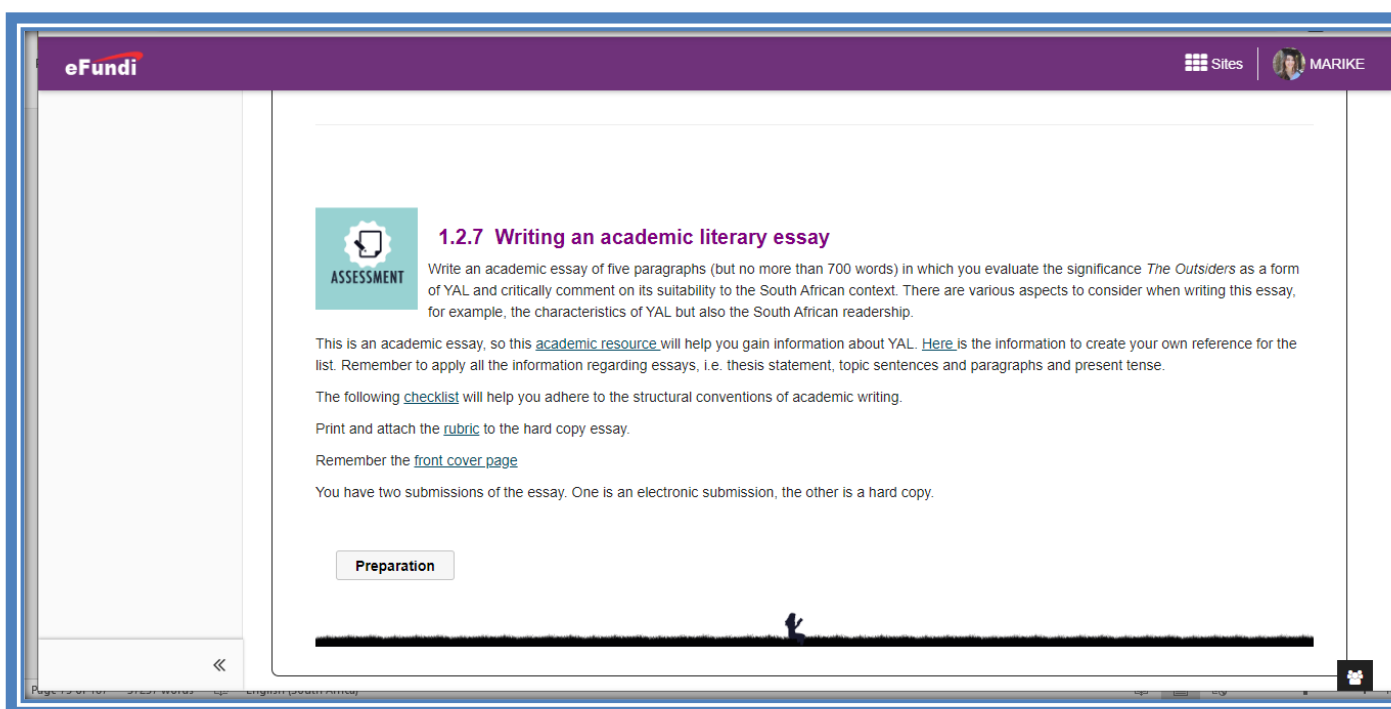


Figure 4-10: eFundi support for writing an academic essay (3)

Despite this, students could not understand what was expected from them. One student mentioned that the lecturer showed them examples of what the academic essay should look like, but they still did not know how the essay should be completed. Hence, there was not a lack of

support or resources to aid students in their completion of these assignments. This, once again, reveals that the students found it challenging to interpret what they read.

In the interviews, the student-participants regularly specified that, especially regarding essays, they did not know what to do after the topics had been given to them, which confirmed that they had trouble completing the SRL process without assistance. A student-participant communicated that even when she did research on the essay topic, she still did not understand what to do. She also mentioned that no one wanted to help them any further, implying that the students expected explicit instructions on *how* to complete an assignment – this has implications for the successful completion of the SDL process, as these results suggest that students are indisposed to using the given resources to make sense of the particular assignment. This indicates that students found the SRL process troublesome even when the resources were given to them. A reason for this could be that a particular student might not learn effectively at the hand of the suggested resources. Even if this were the case, it was still clear that students were unable to identify resources that would suit their own learning styles more advantageously. Another example that proved students had trouble with reading, was that many of them mentioned that they had no idea how eFundi worked when they commenced their studies. They mentioned being on the eFundi platform but struggling to figure out where to go for specific information and what to do on the platform. Figure 4-11 shows the layout of eFundi, specifically for the ENGV 111 module:

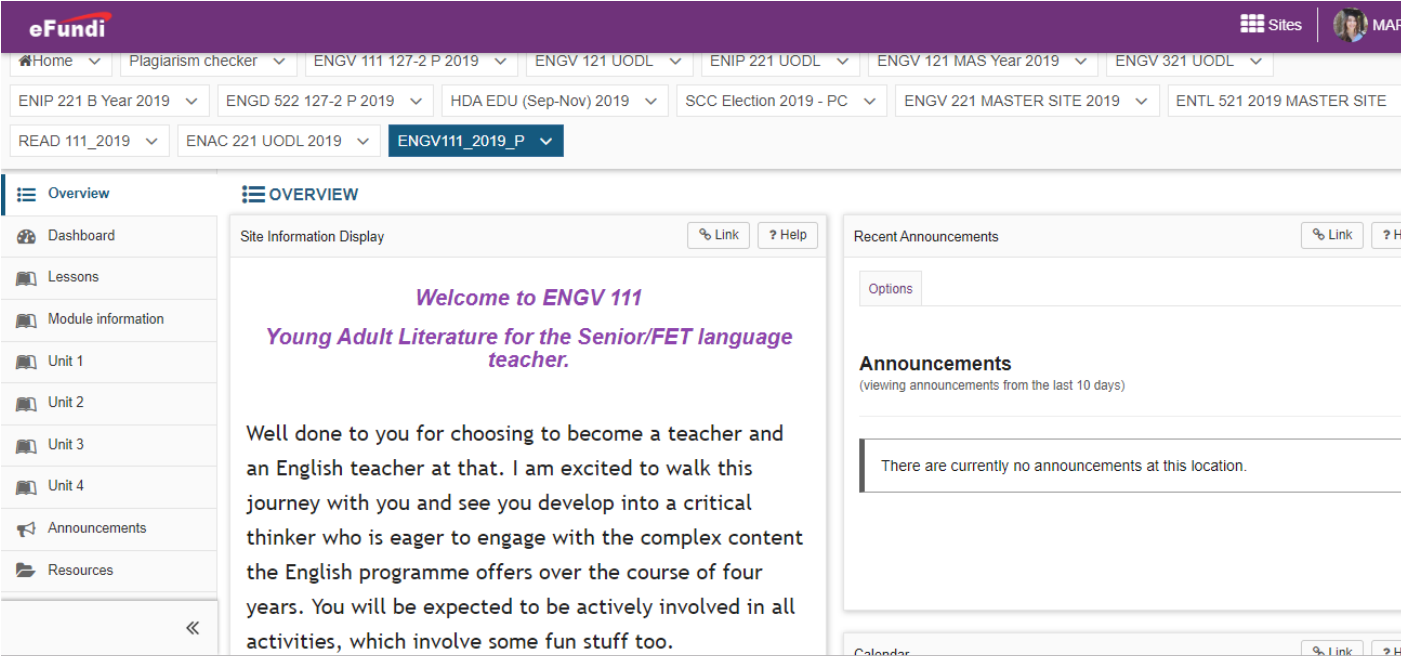


Figure 4-11: eFundi platform - Overview

Naturally, it would make sense to first familiarise oneself with the module information of a new module. The information provided in the *Module Information* section on eFundi is illustrated in Figure 4-12:

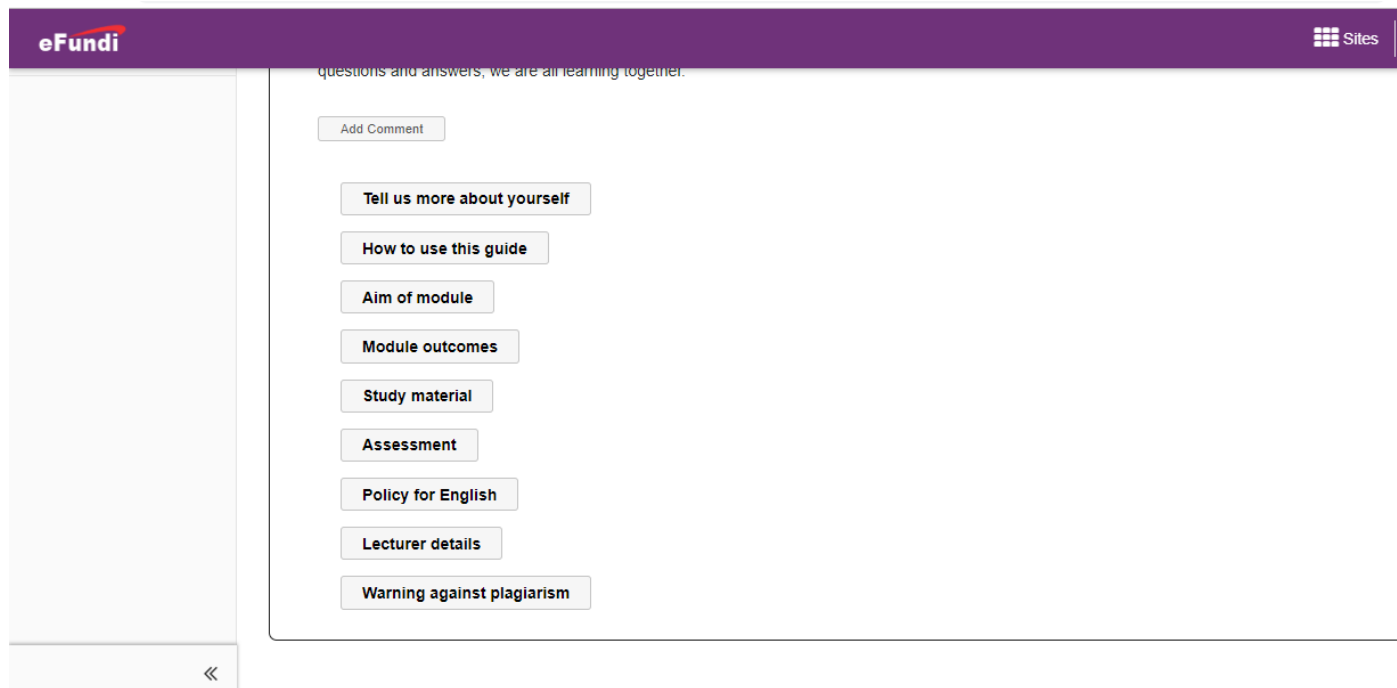


Figure 4-12: eFundi platform – Module Information

Figures 4-11 and 4-12 indicate that one is required to read for specific information to familiarise oneself with the eFundi platform and how the module functions within this platform. However, students were overwhelmed when they were expected to interpret materials containing dense, written sections, as one of them explained: *“Then I go onto eFundi and I just see words and words and then you go next and it’s words and words... It kills me just seeing all this work and I’m not going to read through this” [Lebo]*. The other student-participants vehemently agreed that they were extremely demotivated by having to read large amounts of written text on eFundi. In the interviews, they further mentioned that there were people who came to show them how eFundi worked, but they felt that the guidance was insufficient and did not indicate exactly what one should do and where one should go for specific information. This affirms the notion that these students were uneasy with interpreting written information without assistance. Another theme that surfaced during the interviews confirms this further. Students mentioned that they would have appreciated a planning that would set out what they would be expected to do for the entire semester. This was a peculiar comment, since the document analysis indicated that the students had indeed received a weekly planning in their EPs, as indicated by Table 4-5:

Table 4-5: ENGV 111 Weekly planning 2019

Week	Date	Unit	Study Section	Activities to complete	Activities for formal assessment:	
1			Introduction and administration		Familiarise yourself with the eFundi site and portfolio	
2		1	1.1	Activities 1.1.1-1.1.6 Activities 1.2.1-1.2.4	Prepare for the eFundi test on <i>The Outsiders</i> for next week (Activity 1.1.6)	
3			1.2	Activities 1.2.5-1.2.13 Activity 2.1.1	Your essays will have to be submitted this week (Activity 1.2.13)	
4		2	2.1	Activities 2.1.2-2.1.6 Activity 2.2.1		
5			2.2	Activities 2.2.2-2.2.5 Activities 2.3.1-2.3.2		
6			2.3	Activities 2.3.3-2.3.9 Activities 3.1.1-3.1.3	Your essay will have to be submitted this week (Activity 2.3.9)	
7		3	3.1	Activities 3.1.4 Activity 3.1.5 – 3.1.7	Your advertisement (Activity 3.1.4.) and cartoon checklist (Activity 3.1.7) will have to be submitted this week.	
8			3.2	Activities 3.2.1-3.2.3 Activity 3.3.1 – 3.3.3		
			Holiday and WIL			
9			3.3	Activities 3.3.4-3.3.6 (and bonus section) Activity 4.1.1-4.1.4	You will have to submit recordings of your formal discussions this week (Activity 3.3.3)	
10		4	4.1	Activities 4.1.5-4.1.9 Activity 4.2.1		
11			4.2	Activities 4.2.2-4.2.4	Remember to submit your exam assignments (Activity 4.1.9), prepare for the exams and to complete your holiday assignments during the holidays (Activity 4.2.6)	

One student clarified that she would have appreciated a checklist on exactly what had been discussed around each topic. Even though the EP was not in the form of a checklist, all the subtopics per unit were clearly indicated, meaning students had access to a weekly planning and a detailed account of everything that had to be or had been completed for a given topic. This

suggests that students did not consult the EP as a tool to assist with SRL and SDL, which may well have had to do with their reluctance to read. The disinclination to read was also apparent when one student mentioned that there was an instance where she was not aware that there was an essay due. She then admitted that the essay topic was in the EP, but she never saw it. She explained that she was not going to flip through 50 pages in the EP and notice the essay topic. This statement clearly indicates that this student did not actually read the information in the EP and actively engage with the content. Thus, another noticeable gap occurs between the lecturers' intentions with the implementation of the EP and students' use of it.

Additionally, the students stated that they would have preferred to read only key words on PowerPoint presentations and to have had the bulk of the information conveyed orally. During the classroom observations, it became evident that the PowerPoint presentations used by the English lecturer were concise. These did not contain merely two or three key words, though: there were sentences and some additional information on the PowerPoint presentation slides, but the teaching of the content was conveyed orally and in writing (on the PowerPoint presentation) simultaneously. This contradicts the students' claim that the PowerPoint presentations contained too many words and required too much reading. The observations showed that some students attempted to write down everything that was written on the PowerPoint presentations – this was many students' main focus during the presentation phase of the lesson. This could perhaps point towards a lack of discernment-, summarisation- or listening skills – the students regarded everything as important, even though certain pieces of information were included merely for context and additional scaffolding. They in fact mentioned that they found PowerPoint presentations that contained words, boring. Thus, these students did not view written text as a valuable source of information. It was apparent that they viewed reading as an obstacle to learning, rather than an asset to improving one's learning. This challenge interrelates with another factor that inhibited SDL: students' inability to identify appropriate resources.

4.5.2 Inability to identify appropriate resources

The students' inability to identify appropriate resources for learning can be linked to a lack of reading skills. As briefly mentioned, most of the student-participants commented that they grasped what needed improvement, but they did not know *how* to improve. This important step in one's learning relates to SDL steps 3 and 4, namely identifying appropriate resources and learning strategies to improve one's learning. Students often mentioned that the examples provided by the lecturer, the approach taken at facilitation, the layout of the EP and eFundi, as well as the vast amount of additional resources provided on every topic of the module, did not provide enough support for successful assignment completion. Despite this, there were some instances where the participants discussed strategies and resources they selected to enhance their learning:

“...because I know in my last essay, uhm, the only resources I used were the short stories and my intuition to analyse them and then the strategies I usually, I am very analytical, so I like, I wrote down each point I had for my thesis and introduction I would make a list on where I could refer to that from the story and then elaborate on it a bit more, so I make a lot of lists [laughs]...” [Amy]

“...because the first week of class I did not know what eFundi, how it worked. I looked at my emails I got and that’s how I managed eFundi.” [Gerda]

“If it’s something I can, I know I can find on Google, then I will maybe Google, because there were definitions and stuff so you Google that, because you don’t have that, you don’t know that, so you Google and then you get a better understanding of that.” [Gerda]

“I think my biggest struggle is the thesis statement and so that’s when I diagnose okay I need to focus on how to write the thesis statement so I would go and do a bit of research to like get examples of thesis statements...” [Amy]

“...I literally messaged my English teacher from matric and I was like Mam, what do I... ‘cause she taught us PEEL, we learnt it in PEEL, so I thought okay maybe it’s not gonna make sense if I use it here. So in my first essay I didn’t do PEEL and then for my second essay I did it in the structure of PEEL...” [Lebo]

Despite these evident engagements with SDL, the majority of the instances explained in the discussions proved that students had trouble with selecting appropriate resources and learning styles. One student suggested that the lecturer provide them with tools to use for the essay writing, indicating that she would prefer to have the *how* of assignment completion given to her rather than making these decisions autonomously. This once again raises the issue of students’ lack of reading skills, as the lecturer posted an announcement on the eFundi platform about an essay writing tool that was available for purchase. While students were expected to pay for this tool, the EP and eFundi page contained many additional resources on essay writing. Thus, even when free tools were provided, the students were reluctant to use them for learning. This underlines the claim that these students might not have been completely ready for SDL, as they were still encountering problems with the implementation of SRL.

Students’ uneasiness with autonomy links to the South African secondary school situation, as has been detailed above. Apart from students admitting that they found it difficult to select resources for learning, they expressed concerns about determining which resource would be the most effective for the assignment, which relates to the finding that students suffered from a lack of exposure to SDL. They were uncertain about selecting resources and learning strategies, as they were not required to engage with SDL in secondary education and, as asserted by the student-participants, at secondary school level resources were simply given to them and they did not need to discern which resource would be the most effective. In the interviews students mentioned that at school level, emphasis was mostly placed on the memorandums of tests and assignments and giving correct answers. One of the student-participants said that as a form of self-assessment,

she answered past exam papers. She expressed her frustration at not having the memorandums to the tertiary education exam papers. She asked how it would be possible for her to assess herself without the memorandums. This indicates not only a distorted view of what self-assessment entails (determining whether assignment- or learning goals set by oneself have been met), but also an inability to select and consult alternative resources for learning. Students, however, believed that they did not receive sufficient support to complete their assignments successfully.

4.5.3 Lack of support

This theme links with the third secondary question posed at the outset of the present study: *How do lecturers and the current first-year English for Education programme at the North-West University support and encourage students to engage in SDL practices?* There have been quite a few references to the lecturer-student gap in terms of expectations, which centred on differences between students' and the lecturer's conceptualisation of SDL. This theme surfaced repeatedly. A specific student said that she went to the lecturer to ask for assistance with writing a particular essay, and the lecturer stated that she expected the student to complete the assignment on her own and submit it in time, again confirming the lecturer-student gap around expectations. The document analyses and students' interviews clearly show that students were provided with multiple resources to assist them in their essay writing. Thus, from the lecturer's perspective, the students should have been able to consult these resources to complete the assignment successfully. From the student's perspective, however, she did not receive enough support to complete the assignment. This problem is entwined with students' inability to select appropriate resources from those available. They wanted direct explanations on how to improve, without making decisions and taking responsibility for their own learning along the way. They also specified that they would have liked to have had guiding material to assist them throughout the semester. As mentioned above in the document analysis of the EP, it contains numerous prompts, probing questions and activities aimed at enhancing students' understanding of and engagement with the course content. Support (guiding material) therefore was available, but the students did not utilise it.

The disadvantage of this situation is that, at tertiary level, students are expected to perform assignments independently as they engage with SRL and SDL, but in South Africa, due to the rigid focus on high stakes exit-level examinations in secondary education, many students are faced with these demands for the first time in their first year at university. The first-year English for Education lecturer mentioned that, based on the emails she received from students, it was apparent that they wanted everything to be explained and told to them methodically. A student-participant indeed stated that the lecturers thought they could not think for themselves, but the

fact of the matter was that they were struggling so much that they became negative and despondent about the assignment or module – “...because they're quick to say, 'Ja but you only want the answers, you can't think for yourself,' but we're struggling so much that we get so negative that we don't want to do it at all...” [Amy]. When student-participants were asked to suggest ideas for support in terms of SDL, some referred to the lecturer of a different module, who had made a video of exactly what was expected for an assignment about which students were unsure, underscoring that they wanted explicit and direct explanations on how to complete assignments. As indicated, students moreover did not want to read to gather this information, as would be the case with a rubric. They wanted it to be explained to them orally. This relates to a less prominent theme identified during the interviews, namely students' need to receive information immediately and conveniently, as would be expected when conventions of the 21st century are taken into account (De Rosa, Dempsey & Wilson, 2004:9).

These findings attest to the fact that students experienced a lack of support in terms of SDL, whereas the English for Education programme and lecturer provided students with scaffolding in this regard. However, due to students' lack of exposure to SDL, they required more frequent and organised support to enhance their engagement with the SDL process. In order to propose an SDL framework that would serve its purpose of enhancing high-quality learning, while simultaneously providing a support structure, it was necessary to design that framework while keeping mind the lecturer's as well as students' perspectives around the matter. For this reason, the SDL framework that was developed within this study in response to its findings, aimed at ensuring that the lecturer's expectations and the standard of the module would not be lowered, and, equally, that students would receive the support they deemed necessary to improve their learning. As discussed in Chapter 2, motivation forms an integral part of the SDL process. The researcher therefore had to conduct a thorough analysis of what motivated and demotivated student-participants, employing this analysis to ensure that they would find the framework meaningful.

4.5.4 Lack of motivation

In a previous section, it was specified that the first-year English for Education students did in fact feel motivated to improve on their learning. Despite this, they were uninterested in the process towards improving. Even after participants agreed that they wanted to improve, they shook their heads in disagreement when asked whether they were motivated to engage with SDL. This posed a contradiction in students' statements, as improving one's learning is the purpose of SDL. Some of the students admitted that they would not necessarily undertake any additional preparation for classes and assignments, unless they were explicitly instructed in this regard. Similarly, all the student-participants agreed that when they completed sections of the EP and encountered a question to which they did not know the answer, they simply skipped it. Thus, they were not motivated to search for answers to questions about the module content. This again relates to the recognition that 21st-century students want to see results immediately and effortlessly (IEAB, 2008).

In addition to not being motivated to complete the SDL process, students' lack of reading skills, as well as their lack of direct support, greatly enhances their levels of demotivation. They are discouraged because they do not know how to improve their learning, as discussed above. Another reason that might contribute to students' lack of motivation to engage with the SRL and SDL processes is that they do not really find the content of the module meaningful and relevant. They wholeheartedly agreed that they did not want to focus on theoretical aspects, but that they wanted to be taught how to teach. Even though it is sensible for education students to want to learn about the practical aspects of their field, the English for Education modules contain ample theory that the module developers viewed as necessary to become a well-rounded English teacher. In the first year, *teaching didactics* does not form part of the English modules. In the second year, however, students are introduced to *didactics*, which then forms part of the remaining English modules for the subsequent years, up until the fourth year of the BEd study. This reaffirms that these students are less interested in the learning process than the result of knowing how to complete an assignment and obtaining good marks.

A concept that cannot be separated from educational motivation is that motivation is often linked to marks. A specific student mentioned that her principal problem with SDL was that she became demotivated when she could not achieve the results, in the form of marks, that she had anticipated or desired. This raised the concern that students linked success in SDL to good marks, once again overlooking the crucial point that SDL is a process involving growth and its success is determined by how effectively one learns and the improvement of one's own learning process. In the same light, another student mentioned that the emphasis on essay writing skills demotivated them, since they could not "get it right", again as measured against marks received. This again

confirmed the disillusioned perception among students that successful learning paralleled high marks. One student-participant explained that at school level, in Grades 10 and 11, she often avoided topics which she could not quite understand, as she could still pass the subjects without comprehending these aspects. She added that in Grade 12 she was forced to address these difficulties, as these topics would then be asked in the Grade 12 exit-level examination - "...okay I have to know it now, because it's for the final and it's going to increase my marks" [Lebo]. These words highlight the fact that learners at school level in South Africa, are mainly motivated by marks and not by actual, deep-level learning (Kapp & Arend, 2011:8; Reyneke, 2016:5).

4.5.5 Emphasis on marks as well as on correct and incorrect answers

The interviews indicated that the student-participants were focussed on knowing what the "correct answers" were and also on obtaining good marks. A specific student stated that it was a reality check for her not to achieve 80s and 90s for essays in her first-year, because at school level, those were the marks she received for creative writing. It seemed as though students did not view the writing of academic essays as a new process of skills development, but rather as a continuation of the essays they composed in creative writing at school level. Even though there are some fundamental aspects that are valid regarding essay writing in general, new aspects such as using and referencing sources, arguing for or against a topic and incorporating literature into the academic essays, involve acquiring additional skills that need to be developed in tertiary education. Additionally, the student-participants accentuated that in secondary school the teachers told them exactly what they would have to do to obtain good marks, including in essay writing. This, however, was not the case at university where they were required to employ the SRL and SDL processes to complete assignments successfully and to improve their learning. These examples demonstrate that students expected to receive good marks without going through a process of skills development.

In her interview, the English for Education lecturer said she sensed that if an assignment did not count for marks, students would not complete it. This was confirmed by students who admitted that they would not complete a question or assignment in the EP unless it counted towards their participation mark. They also mentioned that the motivation for wanting the correct answers to these questions was so that they could provide the correct answer in the exam or so that they could perform well in the module, again in relation to receiving good marks. When students conversed about what motivated them, they regularly referred to actual percentages received for essays. One of the students acknowledged being motivated by good marks. Students' perspectives indicated that these marks and percentages indicated the level of improvement and though this might be valid to a certain degree, they clearly did not reflect on the learning process, that is, the manner in which the assignment could be improved. Thus, it could be gathered that

the students identified gaps in their learning according to the assignments for which they received poor marks, inaccurately associating marks with learning progress. Additionally, their learning goals were predominantly related to the mere improvement in marks for specific assignments. This led to students being unable to select resources and learning strategies, as they could neither identify gaps in their learning nor set goals for themselves.

During the interviews it also became apparent that the students were uneasy with open-ended questions that could be interpreted in various ways. They mentioned that when they felt uncertain about questions or assignments, they would ask one another in class for guidance in this regard. However, they experienced it as challenging that students held different perspectives on how the question should be answered. For this reason, they would not respond to particular questions. This also explains why students encountered problems around interpreting essay questions, as the essay topics were quite open-ended and could elicit varied responses. The impulse to provide the “correct” answer and the fear of answering a question incorrectly, were also products of students’ secondary school experiences. Amy stated that she performed excellently in English at school because she was trained to answer the questions in the exact manner that the teacher expected them to be answered – “...you were so trained to write a memo rather than answers...” A different student explained that from the first first-year essay to the second she did show improvement, but claimed that she did not improve successfully because the thesis statement was still incorrect. This gives rise to questions about what constitutes successful improvement. It appeared that if there were aspects that still needed work, students thought they had not improved in their overall assignment completion. This could also be directly linked to the schooling system, where many students were trained and expected to produce answers and assignments that were strictly aligned with memorandums, as has been explained above. When students were asked to propose ideas for the SDL framework that had to be developed in this study, most of their suggestions were based on a system where they would receive marks or awards for correct answers set within the framework:

"I think a template and a game. I don't know, because I think like if you have to play the game, it doesn't have to be like a game specifically, an app or something like that, that makes you implement the stuff that's on the template or what you've been taught, and then the game can like correct you, or... For instance like Grammarly, I know it's a dumb example, but Grammarly tells you what to change, so it could be like an app where you maybe type in an answer or what you think a myth is and then it'll be like no this is wrong and then you get like maybe a few chances and then they give you the answer, so... I don't know, something like that. That would work for me, because not only is it entertaining, it's on your phone, so you're going to look at it the whole time and it's academic at the same time, so you're actually learning something. Because I know most of us like our phones, so... [participants laugh]." [Lebo]

"And especially some of us visually learns, so when we see that actually visual and we just play it for fun, but we actually learn. So that is actually nice – and you get bonuses, like you get extra points if you get things the first time. So now you will actually try to do it." [Shan]

"Yes like maybe uhm after the week's class, there's a little bit of extra time and it's to play the game that's about the classes we had about the work we had to learn the past week, and then in class you do it, but it's like a okay what is your answer? Because obviously you're going to look at the person and be like no but that's wrong, maybe this and when you finished first you get like, extra points and you feel good about it, because you feel okay I understand and when you get something wrong you know okay that was the wrong answer, but whatever I still finished fifth or fourth and it will promotes you to really want to play the game and learn, yes..." [Gerda]

"I think the template could work really well to like make a list to like okay, for each task it's this blank template and you have to go fill it in yourself to say, okay this is the task, this is the uhm diagnosis about what I should do, these are my specific goals for this and then like for each one you have to write there's like, maybe like a short example or a, uhm, description on how to, uhm, do it correctly and then you can get feedback on that and then you can continue to the next step, like you can level up and go to the next step to like uhm set your, if your diagnosis is correct, you can go and set your goals and are applicable to your diagnosis, you can go to the next step and if that's, uhm, successfully, successful and then you can go to the next one..." [Amy]

"I think I'm gonna stick to my answer – the app. It doesn't have to be a game, it could be an app that you download and then like she was saying, you can incorporate a template and uhm like a checklist and then the app – it has different categories, whatever and then for instance if we did visual literacy today then you go on the visual literacy section and then it gives you the checklist, it gives you the stuff and you can have like a place where you can set your goals, what you have to do, and then it will check if you've met the requirements [Amy agrees] and then that's how you know if you're doing something right." [Lebo]

Thus, these students associated "correct" answers and good marks with SDL, while the SDL process is actually focussed on autonomous decision-making about one's learning and being able to reflect on the decision-making process.

4.5.6 Uneasiness with interpreting an assignment autonomously

The key findings of all the sub-sections of Section 4.5 encapsulate the theme of students' discomfort with interpreting assignments autonomously. This was the most prominent theme of the two interviews combined. This theme was clearly apparent among almost all of the identified main themes. Students' obvious discomfort with approaching assignments and learning autonomously could be closely related to a lack of reading skills. If one cannot interpret the assignment or sources that assist in the completion of the assignment, one would naturally be uneasy with it. Additionally, the fact that students struggled to identify resources to assist them with their assignments and learning, was a hindrance to approaching assignments autonomously. Due to students being disheartened by the expectation to interpret tasks autonomously, they experienced a lack of support in this regard, leading to a lack of motivation to engage with SRL and SDL. Another contributing factor to students' reluctance to self-govern their learning experiences, was the emphasis they placed on marks and completing the assignment "in the right way", a mind-set adopted at school level.

This theme of uneasiness with interpreting assignments, tied in closely with students' need to have the content and assignments explained to them precisely and unambiguously. This was evident when one of the student-participants referred to a "great" PowerPoint presentation as one that was "short and sweet" and explained exactly what a student should do. A different student-participant stated that doing the work and searching for things were frustrating. The reason for this could be that students grew up in an era where information was readily available and where one did not have to grapple for answers. As one of the students noted, *"If Google doesn't know, I don't know"* [Lebo]. This also emphasises a theme identified previously – students wanted to see the product (the improvement), but they expected the process of getting to the product to be effortless. As an illustration, consider that a specific student mentioned that they wanted to improve but that it was like no one allowed them to improve their learning due to a lack of support in terms of what had already been discussed. The classroom observations and the analyses of the EP and eFundi platform made it quite clear that there was no lack of support in terms of resources that assisted the completion of an assignment. Nonetheless, the student-participants wanted descriptive explanations and wanted to achieve comprehension of an assignment immediately. This also became apparent when one of the students explained that during facilitation, the facilitator provided them with an example of a structure that could be used to plan one's essay. They were discouraged by the fact that the facilitator said that that particular method worked for him, but it would not necessarily work for everyone. The students felt that the facilitation session was useless, since the facilitator did not concretely tell them what they should do and how they should go about completing the essay. This enhances the point that students wanted to

be told exactly what should be done, without necessarily having to make autonomous decisions along the way.

The students were, in other words, reluctant to engage in SDL as they preferred that learning decisions be made for them. Melissa reported that at school level, they were not expected to take initiative. Amy affirmed this by stating that many high school learners were not expected to think creatively or for themselves, hence the discomfort with autonomous decision making. As an example, a student-participant described that when they attended essay writing facilitation, the facilitators requested them to bring their essay drafts along. The student was frustrated by this - *“Just to add on what she said... also, with facilitation, they say, “Come with your essay.” I don’t know how to begin the essay [all participants agree vehemently] – that’s why I’m bringing it to you...” [Lebo].*

Thus, the students were reluctant to do their own research, search for their own resources and attempt the assignments on their own before acquiring assistance. During the interviews, however, the researcher could gauge that students spoke more positively about their second essay attempt than the first, which also pointed out the accepted notion that the more one completes a particular assignment in a certain way, the more comfortable one becomes with it. Students attested that they felt confident when they were used to completing an assignment in a specific way. They stated that they were uneasy with, in their words, “going in blindsided”. In relation to this, one of the students explained that if she were given steps that explicitly stated how an assignment should have been done, she would have been able to implement them effectively. This shows that these students felt they needed explicit instructions and explanations, as they responded negatively to autonomy.

The fourth secondary research question is: *How do first-year English for Education students at the Potchefstroom campus of the North-West University currently engage in and perform in assignments that require SDL?* Based on the findings, this question can be answered. The findings illustrate that students mainly engaged in assignments in order to see improvements in their marks. Students also found many of the steps of the SDL process challenging, leaving them demotivated and overwhelmed. It seemed that they wanted to engage critically in their assignments, but that they did not have the necessary skills to accomplish this effectively. The students’ needs were considered by the researcher as the final stage before the SDL framework could be developed.

4.6 Findings based on the interviews: first-year English for Education students' needs

The researcher considered these students' needs as these would form an integral part of the development of the SDL framework. This moreover relates to the final secondary research question: *What are the needs of first-year English for Education students at the North-West University in terms of guidance and facilitation for engagement in SDL practices?* Many of the themes that were identified and discussed in the present section have been discussed in previous sections. Nonetheless, the main points should be reiterated here and compared with existing literature on the needs of 21st-century students. The main themes that were established included the need for feedback and descriptive instructions and explanations, further including being provided with examples of assignments. Some of the other key themes were the need for structure and planning, collaboration and technology. Figure 4-13 below illustrates these themes and their frequencies. There were six themes that were identified as significant. The most prominent themes were coded in blue, as these themes were referenced more than 20 times each. The orange codes represented important themes that also featured regularly, that is, more than 15 times each, while the theme in brown showed the least frequency of the six:

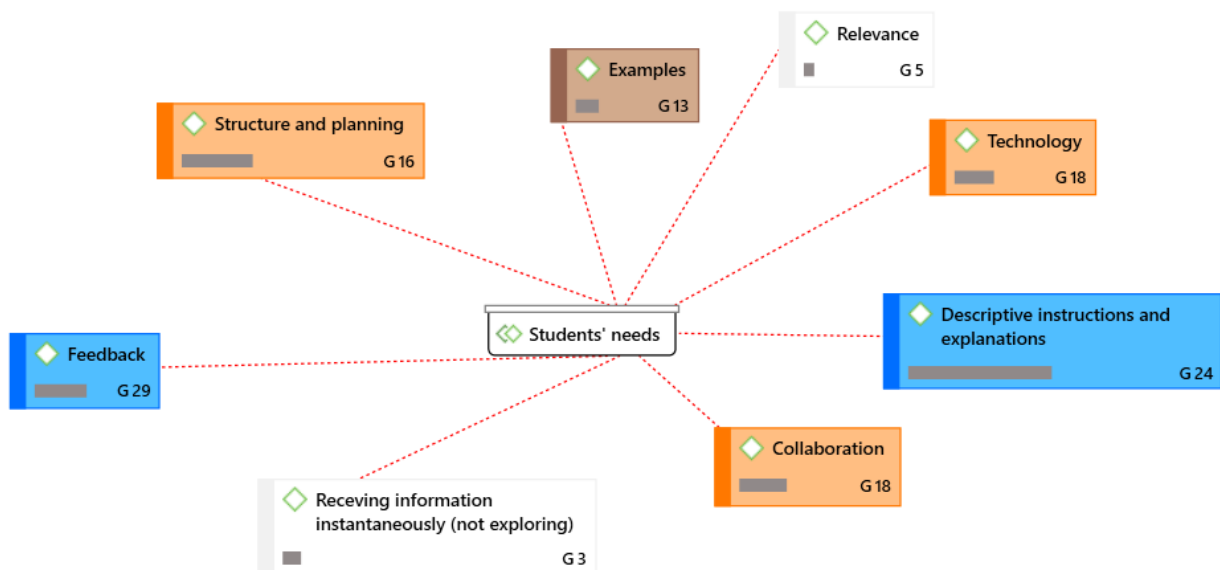


Figure 4-13: The needs of the first-year English for Education students

4.6.1 Structure and planning as well as descriptive instructions and explanations, including examples

During the interviews it became clear that the student-participants desired a holistic view of the module in terms of learning and assessment. A particular participant referred to a semester planning that one of her friends received from a different faculty. This plan consisted of

assessment dates and content. As illustrated previously (Table 4-5), the first-year English for Education students did in fact receive a detailed weekly planning in their ENGV 111 EPs, which confirmed the suspicion, gathered from students' inputs during the interviews, that students did not actively engage with the EPs unless they were explicitly told to do so. Most of the student-participants explained that they liked to learn in structured environments. For example, some of them said they loved working with lists and completing assignments by following certain steps. One of the students said, *"It doesn't help we have facilitation, but they don't have steps..."* [Amy], indicating the value students assign to following a structured and explicit guide in teaching and learning. Another finding that complements this, was that students preferred to be told what to do rather than making their own decisions about their learning. A particular student-participant stated that they (the students) preferred the learning goals to be given to them – they wanted to be told what was important. As previously explained, this mind-set had been embraced at school level. Due to students' lack of exposure to SDL, they would perhaps naturally distrust their own judgement about their learning, thus proving that there was a definite lack of SDL skills among the first-year English for Education students at the NWU. With this being said, the students' secondary education context has to be considered and they should be supported sufficiently in their learning and, specifically, in their attempt at SDL.

The student-participants felt that they were not supported adequately. Among the many factors that influenced their engagement with SDL, was the fact that they became demotivated when they were a bit unsure of what exactly had to be done in the execution of a particular assignment or when they had to figure out an entire assignment on their own. They clearly felt much more comfortable when explicit instructions were provided, that is, when the teachers at school explicitly told them exactly what to learn, how to learn it and when to learn it. They became flustered when these critical decisions about their own learning were left up to them. Some of the students mentioned that they would have liked to receive PowerPoint presentations with voice-overs or videos by the lecturer explaining *how* to complete certain assignments, which relates to the finding that students struggle to select their own resources and learning styles. Another student mentioned that the instructions on assignments were not clear enough. Based on the analysis of the EP, the researcher can confirm that the assignment formulation was not basic: in fact, most of the assignments and questions required critical thinking, interpreting and comparing resources and reaching one's own conclusion about the content and how to express one's responses. An example of a series of assignment instructions leading up to the academic essay is provided below, as extracted from the EP:

Table 4-6: A series of assignments leading up to the academic essay – EP extract

Thesis Statement

Watch the PowerPoint presentation on formulating thesis statements and make notes.

- A thesis should contain
 - a **topic** (what you are writing **about**)
 - an **opinion** about the topic (what your **attitude** is toward the topic), and
 - **reasons** why you hold that view (**explanations** answering “why?” or “so what?”).
- E.g:

In “A Worn Path,” Eudora Welty creates a fictional character in Phoenix Jackson whose determination, faith, and cunning illustrate the indomitable human spirit.

topic

reasons

opinion

- Underline and label the topic, opinion and reasons provided in each of the following thesis statements (adapted from <http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>) :

The character of the Nurse in *Romeo and Juliet* serves as a foil to young Juliet and delights the audience with her warmth and earthy wit in order to emphasise the tragic catastrophe of the play.

The works of ecstatic love poets Rumi, Hafiz, and Kabir use symbols such as a lover’s longing and the Tavern of Ruin to illustrate the human soul’s desire to connect with God.

“The Third and Final Continent” exhibits characteristics recurrent in writings by displaced immigrants, namely tradition, adaptation, and identity.

Samuel Beckett's *Endgame* reflects characteristics of Theatre of the Absurd in its minimalist stage setting, its seemingly meaningless dialogue, and its apocalyptic or nihilist vision.

A close look at many details in "The Story of an Hour" reveals how language, institutions, and expected demeanor suppress the natural desires and aspirations of women.

In Willa Cather's short story, "Paul's Case," Paul exhibits suicidal behaviour that a caring adult might have recognized and remedied had that adult had the scientific knowledge we have today.

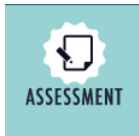
Through the experience of one man, the *Narrative of the Life of Frederick Douglass, An American Slave*, accurately depicts the historical record of slave life in its descriptions of the often brutal and quixotic relationship between master and slave and of the fragmentation of slave families.

In "I Stand Here Ironing," one can draw parallels between the narrator's situation and the author's life experiences as a mother, writer and feminist.

- Now formulate your own thesis statement for the essay that you have to write in which you evaluate *The Outsiders* as a form of YAL, by using one of the following sample patterns (adapted from <http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>):
 - In (*title of work*), (*author*) (*illustrates, shows*) (*aspect*) (*adjective*), e.g. In "Barn Burning," William Faulkner shows how the characters Sardie and Abner Snopes struggle to find their identity.
 - In (*title of work*), (*author*) uses (*one aspect*) to (*define, strengthen, illustrate*) the (*element of work*), e.g. In "Youth," Joseph Conrad uses foreshadowing to strengthen the plot.
 - In (*title of work*), (*author*) uses (*an important part of work*) as a unifying device for (*one element*), (*another element*), and (*another element*), e.g. In "Youth," Joseph Conrad uses the sea as a unifying device for setting, structure and theme.
 - (*Author*) develops the character of (*character's name*) in (*literary work*) through what he/she does, what he/she says, what other people say to or

about him/her, e.g. Langston Hughes develops the character of Sempé in “Ways and Means” through what he does, says and what other people say to or about him.

- In (*title of work*), (*author*) uses (*literary device*) to (*accomplish, develop, illustrate, strengthen*) (*element of work*), e.g. In “The Masque of the Red Death,” Poe uses the symbolism of the stranger, the clock, and the seventh room to develop the theme of death.
- (*Author*) (*shows, develops, illustrates*) the theme of _____ in the (*novel, short story*), e.g. Flannery O’Connor illustrates the theme of the effect of the selfishness of the grandmother upon the family in “A Good Man is Hard to Find.”
- (*Author*) develops his character(s) in (*title of work*) through his/her use of language, e.g. John Updike develops his characters in “A&P” through his use of figurative language.



Writing an academic literary essay

Write an academic essay of five paragraphs (but no more than 700 words) in which you evaluate the significance of *The Outsiders* as a form of YAL and critically comment on its suitability to the South African context. There are various aspects to consider when writing this essay, for example, the characteristics of YAL but also the South African readership.

This is an academic essay, so this academic resource (posted as a link on eFundi) will help you gain information about YAL. You will also find a link on the information to create your own reference for your reference list. Remember to apply all the information regarding essays, i.e. thesis statement, topic sentences and paragraphs and present tense.

Both the checklist and the rubric posted as links on eFundi should be attached to the hard copy of your essay when you submit it.

Thus, the formulation of the assignments is clear – the confusion that arose should rather be ascribed to students' lack of exposure to similar assignments and questions prior to their first year of tertiary education.

Many of the students stated that they would like to have seen more examples of completed assignments to assist them in the completion of these, in particular, the academic essays. Examples of essays could be used effectively as a resource, but students admitted that they received example essays from their lecturer and still did not know how to go about completing the essays. One of the students said there was no point in the lecturer giving tons of examples while they still did not know what the essay should look like. At this point, students were contradicting their own claims. They mentioned that they did not receive enough examples but stated in the same interview that the examples that they did receive, did not help them to complete the assignments. This points towards a lack of reading skills or a lack of proper selection of an effective learning strategy. These viable reasons would explain students' dependency on explicit and detailed instructions. Another possible reason for the contradiction could be that the students' idea of a viable example differed from what the lecturer viewed as an appropriate example. A student-participant suggested that in future, they should receive videos of someone completing an essay, so that they could see exactly how to start and which steps to follow. This method of merely listening and watching for information, could be used as part of a student's selection of resources and learning strategies, but it is also important to keep in mind that the importance of reading critically in the 21st century cannot be undermined (Scott & Saaiman, 2016:3). This raises the concern that the students did not have the ability or were not motivated to devise a plan, implement the plan and assess whether it had allowed them to meet the desired outcome (SRL).

Schleicher (2012:40) states that students need help and explicit instruction on setting goals, selecting appropriate resources, finding information and assessing themselves. The English for Education first-year lecturer admitted that she did not explicitly teach how to be self-directed or even explained the process to becoming self-directed, as she felt that the EP provided enough support and prompts to assist students in their SDL endeavours. This was clearly not the case among these first-year students, due to their lack of exposure to SDL on school-level. Thus, the gap between the lecturer and students' conceptualisation of SDL could be bridged with an SDL programme that would allow for continuous support in students' development towards it.

Even though the student-participants clearly needed more support and direct instruction and facilitation on the SDL process, their attitudes towards teaching and learning were not aligned with what is required in the 21st century. Schleicher (2012:34) states that in the past, literacy included directing students to specific texts to find answers to questions. In the 21st century, however, literacy includes inquisitiveness and self-direction, dealing with non-linear information

structures, building one's own depiction and synthesis of information, as well as interpreting and resolving contradictory sources of information (Schleicher, 2012:34). The data analysis performed in the present study elucidated that the first-year English for Education students were mainly incapable of applying these pivotal skills in their learning. Even though learning in the 21st century is characterised by the integration of various skills and disciplines (Schleicher, 2012:34), these first-year students were not yet ready for complete self-directedness in their learning and would have had to be introduced to SDL and facilitated according to a somewhat structured approach, until they would feel comfortable to approach learning autonomously. It is clear, moreover, that feedback should form part of this facilitation structure.

4.6.2 Effective feedback

Based on the findings regarding feedback, as discussed in a previous section, it was clear that students needed for feedback so that they could improve their learning, but also that they found it challenging to interpret the feedback and use it to progress in their learning. In this regard, *analysing feedback* should be incorporated as a step in the SDL process. Wind (2018) suggests peer feedback as the best method of feedback in the 21st century. He states that if the feedback provided by the teacher is not detailed enough, peer feedback will provide support to students who might have difficulty interpreting the feedback (Wind, 2018). In addition, Worlein (2018) explains that teachers have to communicate their methods of providing feedback to students prior to expecting from students to interpret it. This would be extremely helpful to the students, as they were clearly unaware that a rubric is a form of feedback for their academic essays. Thus, if the lecturer explained how she would provide feedback around the various types of assignments, the students would know which resources to consult for feedback on their particular assignments. These two imperative aspects - peer feedback and lecturer communication regarding feedback methods - should be encouraged within the SDL framework. Collaboration is a student need that should also form an integral part of the SDL framework.

4.6.3 Collaboration and technology

Collaboration and the use of technology are key skills required for effective functioning in the 21st century (Greenstein, 2012:22-23). It was apparent that the first-year English for Education students regularly engaged in group work during contact sessions. They had to present an assignment in groups, which meant that some of the assignments outside the classroom required collaboration. The EP furthermore indicated that students were often expected to collaborate with peers. Even though the students mentioned that they learned effectively when they collaborated, they seemed to find the classroom discussions ineffective, as they claimed not to understand the discussion topics or instructions. The students also expressed that the discussions were

frustrating, due to the fact that they held different opinions on what the right answer should have been. They, in other words, did not clearly understand the purpose of group work or see the value in gaining different perspectives to open-ended questions or topics. Therefore, it is necessary to guide these students in their discussions and to assist them in their comprehension of what the purpose of the discussion is. Considering the students' comments during the interviews, it might be a good idea for lecturers to model effective classroom discussions about topics that require critical thinking, as some students mentioned that they were expected to collaborate while lecturers did not model this behaviour.

Additionally, students expressed that they believed that peer interaction about the feedback on their assignments, would assist them tremendously in improving their learning. Seeing that students found it challenging to interpret the feedback in isolation, this would provide the perfect opportunity for them to engage in meaningful interaction in an attempt to analyse feedback. However, some students mentioned that they preferred to work on their own. Thus, it would be good practice to provide students with the option to either analyse the feedback they obtained individually or with peers. In this way, they would also get used to making decisions about their learning and reflecting on the efficacy of these decisions. With the initial implementation of the framework proposed here, it might be a good idea to pilot the process, especially when it comes to group work, by forming groups with the students on the Potchefstroom campus, as the data pertains to these students. However, a prospective ideal for collaboration in this regard, could be interaction across campuses and modes of delivery. Technology could be used effectively for this purpose.

Technology provides a platform for students not only to interact with peers during contact session hours but also with peers who are not necessarily on the Potchefstroom campus. NWU students who study on the Mafikeng campus, the Vaal campus, the Potchefstroom campus and the Unit for Open Distance Learning (UODL), could all form communities of practice, assisting one another with the interpretation of the feedback received. If groups were formed consisting of students from all these different contexts, they would be exposed to various perspectives and different ways of providing feedback. As indicated, students regularly mentioned the use of videos and PowerPoint presentations with voice-overs to assist them in their understanding of content and assignments. Face-to-face, interactive online platforms such as Zoom, Google Meets, Skype, Whatsapp calls, and so forth could be used for group interaction. A possible challenge might be reliable internet connections, as some students might not have constant internet access. In this case, a platform such as Google Docs or Whatsapp could be effective. These groups could then be carried over until the fourth year, so that they get to know one another, meet on a regular basis, become familiar with each group member's learning style and personality and form a community of

practice to which each member contributes meaningfully. It is also important to consider that students might be reluctant to participate in groups, especially if it demands effort, seeing that communities of practice would be formed across campuses and delivery modes. Therefore, it might be good practice to assign a different role to each group member to ensure a sense of responsibility and accountability for the effective functioning of the group. The suggestions for the various roles are provided in the *development of the framework* section below.

In response to the final secondary research question, namely *What are the needs of first-year English for Education students at the North-West University in terms of guidance and facilitation for engagement in SDL practices?*, the needs of students were considered. The researcher found that the most prominent needs for these students in terms of SDL were a structured and clear learning system, effective feedback and the incorporation of interaction and technology. These needs were taken into consideration in the development of the SDL framework to ensure that the first-year English for Education students would be encouraged to engage in the SDL process more frequently and more effectively.

4.7 Conclusion of findings

When taking all of the findings into account, there were quite a few dominant themes. In summary, the student-participants seemed willing to improve their performance, but they did not portray the required knowledge and skills to follow the process to improve their learning. Furthermore, students seemed unfamiliar with the SDL process and how to apply it to their learning. The reason for this is that students were not challenged to think critically or autonomously at school-level. It also became evident that the student-participants lacked the ability to read critically and interpret written pieces of information. This led to a gap between lecturer expectation and student ability. To bridge this gap, students need continuous guidance and feedback throughout the SDL process. Peer interaction throughout the SDL process could provide students with the necessary support they need to complete the SDL process effectively and technology could be used to connect students from different contexts to broaden their perspectives on feedback and learning.

CHAPTER 5 CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

In response to the examined literature, the main purpose of this study was to uncover first-year English for Education students' SDL preferences and needs to develop a framework for the effective application of SDL. After examining the relevant literature and identifying the research problem, questions and aims in Chapter 1, the researcher investigated the literature pertaining to the research problem and aims in Chapter 2. Chapter 3 provided the reader with a detailed explanation of the research design and the procedures followed in this study, followed by the findings resulting from the data analyses in Chapter 4. In this Chapter, the proposed SDL framework is recommended and the study as a whole is concluded while integrating components from all chapters.

5.2 Development of SDL framework for first-year English for Education students

5.2.1 Background

The SDL framework proposed in this section is based on the findings of this study. This framework should be implemented in the second semester of the first-year so that students will be able to make informed decisions about what learning gaps they encounter and so that they will have ample opportunity to analyse the provided feedback in step 3 of the SDL process in an attempt to identify these gaps. Alternatively, training of lecturers and students based on the framework, could take place in the first year of studies, after which the framework could be implemented in the first semester of the second year. Students from all three NWU sites (Potchefstroom, Vaal and Mafikeng) are obliged to attend this camp, which will provide an opportunity for interaction across campuses. However, as previously mentioned, it might be a best practice to pilot the framework at one site before implementing it across campuses and modes of delivery. After implementation in either the second semester of the first year or the first semester of the second year, the framework should be applied every subsequent semester until the first semester of the fourth year since, during the first semester of the fourth year, the students start preparing for their major assignments, which are presented in that same semester. The fourth-year students write a mini-dissertation as their major assignment and deliver a PowerPoint presentation on a topic based on three prescribed literary work studied in the period spanning the first year to the end of the third year.

The researcher suggests that an SDL component form part of the major assignment. Thus, in addition to the literary presentation, students should add 10 minutes to present how they utilised

the SDL framework (programme) to enhance their understanding of either the literary texts, their own writing, their presentational skills, their reading skills or any other specific skill. This presentation will afford students an opportunity to showcase their SDL progress from the second semester of the first year to the second semester of the third first semester of the fourth year. All the data will be stored on the programme and students will be advised to create a portfolio to document their findings and progress each semester. Thus, they will have to reflect on their SDL engagement over the prior five or six semesters and report the growth that was evident. As suggested previously, these students should form SDL groups to ensure that a community of practice is formed and that they feel supported during the SDL process. They could form groups of four or five and it might be beneficial for each group member to take on a specific role to ensure active participation of each. Six proposed roles for the SDL groups are as follows:

Facilitator: The facilitator leads the discussion to ensure that it remains focussed on the assignment (The Teaching Center, 2019).

Encourager: The encourager uses probing questions to enhance critical and deep thinking (The Teaching Center, 2019). Thus, the encourager ensures that the discussion is not superficial but indeed of a critical and in-depth nature.

Technology expert: The technology expert should keep the group up to date with new and existing technologies that might be more suitable to their needs. Thus, if some students encountered challenges around internet connection, the technology expert should be able to suggest an alternative platform for the discussions. Similarly, if students in the group would like to consult a video or find resources to aid in their understanding of the SDL process, the technology expert should be able to assist in these matters.

Reporter: The reporter will be responsible for reporting on the team progress twice in a semester. Thus, the reporter should send a document to the lecturer, indicating who has not participated in the discussions. The reporter will also be responsible for reporting any problems experienced within the group. He or she should follow up on students who are not actively engaging with the SDL group.

Administrator: The administrator will be responsible for setting up the meetings of the group, whether it be on Zoom, Whatsapp, Google Docs or another platform. The administrator should also ensure that the meetings are neither too long nor too short. He or she should keep score of the attendance and be in close communication with the reporter, who will report on attendance to the lecturer.

Conciliator: The conciliator is responsible for solving any conflicts that might arise during the discussions. He or she is responsible for harmony within the group. The conciliator should ensure that all group members feel safe and heard. (The University of Queensland, 2019)

To ensure the effective functioning of each group, the Myers Briggs personality test (16 Personalities, 2019) could be incorporated at the beginning of the framework to assist in their role allocations. As a suggestion, the following roles could be paired with the following personality types:

Facilitator: Logistician (ISTJ)
Executive (ESTJ)
Protagonist (ENFJ)

Encourager: Architect (INTJ)
Logician (INTP)
Commander (ENTJ)
Debater (ENTP)

Technology expert:
Architect (INTJ)
Logician (INTP)
Virtuoso (ISTP)
Adventurer (ISFP)

Reporter: Logistician (ISTJ)
Entrepreneur (ESTP)
Executive (ESTJ)

Administrator:
Executive (ESTJ)
Logistician (ISTJ)
Architect (INTJ)

Conciliator: Advocate (INFJ)
Mediator (INFP)
Campaigner (ENFP)
Defender (ISFJ)
Consul (ESFJ)
Entertainer (ESFP)

With the implementation of this programme, it will be up to each first-year English for Education lecturer to encourage his or her students to participate in the group work component of this SDL

process. However, if there are students who do not participate in the group work aspect, that will become clear during the assessment of the major assignment in the fourth year. This process should not be forced upon learners, as motivation ensures successful engagement with SDL. Thus, students should not be forced, but rather motivated to interpret their feedback with their peers. It will be equally important for the lecturers and students to receive training on the SDL process to ensure that they comprehend SDL and its constituent steps in the same way. Based on the data analyses of this study, the researcher suggests that the following steps form part of the SDL process:

1. Identify learning gaps
2. Set learning goals
3. Analyse feedback in SDL group
4. Identify appropriate resources
5. Select learning strategy
6. Self-assessment (have learning goals been met?)
7. Self-reflection (how effective was the learning process?) (reflection in the SDL group is optional)

The framework will guide learners to make decisions according to each step of the SDL process. In this way, students will be provided with structure and some guidance, but still have to make their own decisions about what they want to learn and how they want to learn it. The framework will be presented in the form of an online learning management system that students can access without internet connection once they have downloaded it. In this programme, which will be developed by the NWU learning support staff team, music, pictures, tests and various functions could be inserted. This programme will mainly consist of the SDL steps where students can select options for each step, after which they will progress to the next step, and so forth. The students' decisions and activities on the programme will be stored by it, but they will be advised to keep their progress in a file or journal, whether it be in hard copy format or electronically. They will have to complete the SDL programme in their own time and they will be required to complete the process for at least one identified learning gap per semester. The topics used to identify for the learning gaps might change from semester to semester, according to the content of the modules. The framework below illustrates these ideas for the SDL English for Education framework, as based on the SDL steps set out by Knowles (1975:18) and adapted by Arndt (2017:45).

5.2.2 The SDL framework

English for Education SDL framework

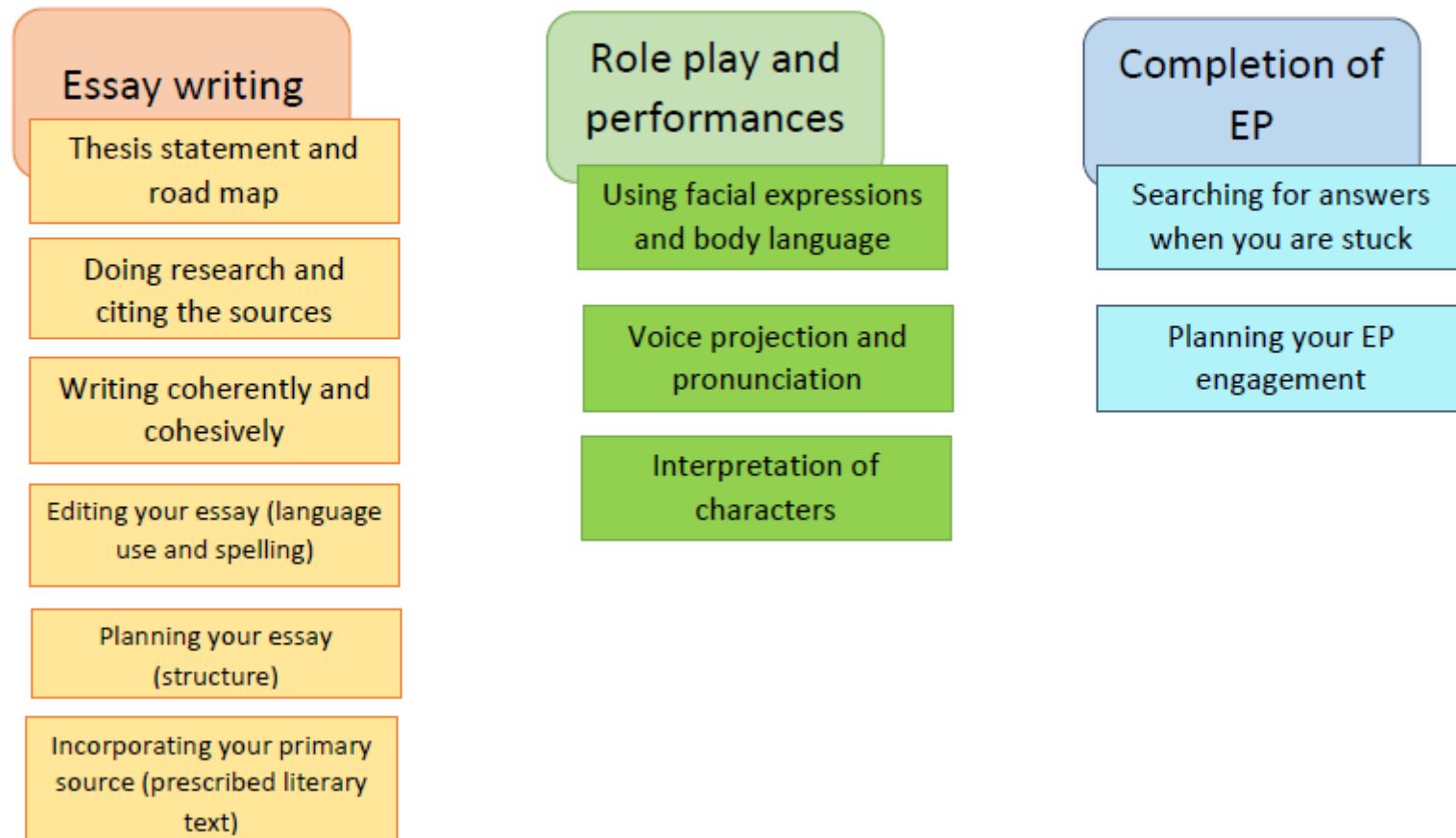
Congratulations on deciding to improve your learning! This is the English for Education SDL framework, which will assist you in your learning every semester until the end of your third-year. You are required to select at least one learning gap every semester, but you are welcome to complete the SDL process more than once by selecting a different learning gap once your first process has been completed. Enjoy your learning process!

STEP 1: Identify your learning gap. You may skim through the feedback on your assignments to assist you in your decision. Select one of the following areas in which you want to improve:



Based on the students' selection in Step 1, the following options will be provided for each learning gap, respectively:

STEP 2: Be more specific about your learning gap and formulate your learning goal/s. Select the option which describes your learning gap the best. Then, formulate your own learning goal/s based on your selection:



Meaningfully contributing in class discussions

Lacking confidence to voice my own opinion

I do not understand the discussion topic

I find it difficult to disagree with my peers

Analysing poems

Figures of speech (imagery; mood & tone)

Identifying themes and messages

Language and structure

Symbolism and elements of sound and movement

Now formulate your own learning goal/s:



This step will be the same irrespective of the options chosen in Step 1 and Step 2.

STEP 3: Interpret your feedback with your SDL group.

Feedback

After your interactive group discussion, summarise and interpret the feedback you have received by doing one or more of the following:

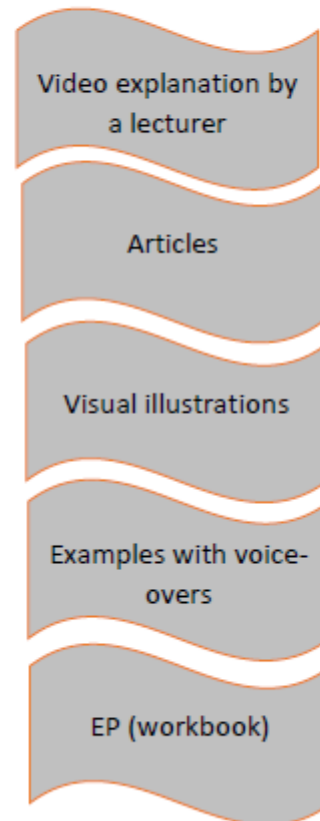
- Create a mind map
- Create a paragraph summary
- Create a bulleted summary

Complete the following table based on your summary of the feedback:

Complete the following table based on your summary of the feedback:	
List your main concerns, deficiencies or errors in relation to your learning goals:	Briefly suggest how you can improve these deficiencies or errors:

This step will be the same, irrespective of the options chosen in Step 1 and Step 2.

STEP 4: Identify your learning resources. Select one of the following options as a learning resource. You can come back to this section and select another if you wish:



This step will be the same, irrespective of the options chosen in Step 1 and Step 2.

STEP 5: Select your learning strategy. Select a learning strategy that will help you to improve your learning:

Creating your own
examples

Visually illustrating

Journaling

Note-taking

Mind-mapping

Summarising

Video recording

Group discussion

Completing a worksheet

This step will be the same, irrespective of the options chosen in Step 1 and Step 2.

STEP 6: Self-assessment. Assess whether your learning goals have been met.

How are you assessing yourself? Are you using a self-made rubric? Are you using peer feedback? Are you using your own judgement? <i>HOW</i> are you assessing yourself?	Have you met your learning goal/s?	If not, why do you think this is the case?

This step will be the same, irrespective of the options chosen in Step 1 and Step 2.

STEP 7: Self-reflection. You have now already assessed whether your learning goals have been met. Now reflect on the entire learning process and your decisions within each stage of this process. You may complete this step in your SDL group if you wish.

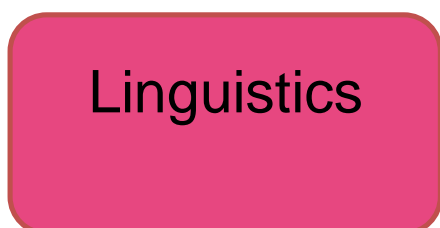
Reflect on each step of the SDL learning process. Jot down decisions that were well-made and decisions that you would change in retrospect. Also note anything else that you found significant within each step of the process:

Step in the SDL process	Well-made decisions	Decisions that did not work very well for me	Any other comments
Identifying learning gaps			
Formulating learning goals			
Interpreting feedback			
Identifying learning resources			
Selecting learning strategy			
Self-assessment			
Any other general comments:			

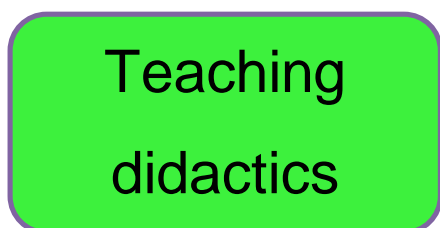
5.2.3 Further considerations

As the semesters progress, new topics will be added. However, the researcher will have to work in close collaboration with lecturers and analyse the EPs of the second-years and third-years before providing additional topics that could serve as learning objectives. The following topics will be added to Step 1:

First semester of the second year:



First semester of the third year:



As the semesters progress, specific topics that could be identified as learning objectives, will also be added. For example, in the first semester of the second year, phonetics will be an option as a learning objective, but not reported speech or passive voice. In the second semester of the second-year, however, reported speech and passive voice will also form part of the options in step 2. The materials that will be used in this framework include, for example, the PowerPoint presentations with voice-overs for each topic, articles that will be used for each topic, descriptions for the products to be delivered in step 5 and so forth. These must still be developed along with the development of the electronic programme.

With the proposed implementation of this framework, a possible problem could be that the process spans over a long period without any feedback or observation from a lecturer or facilitator. This could lead to issues of accountability. A solution to this could be to arrange an SDL colloquium once per year where second-year and third-year students have to share their

SDL progress up to that date, with reference to their SDL portfolios. Fourth-years could even be invited to assess second- and third-year students' presentations or discussions of their progress. This would provide students with the opportunity to collaborate, receive feedback and reflect on their progress. Another way to ensure accountability would be to stipulate that students have to submit the SDL portfolios to the lecturer when they present the SDL component of their fourth-year major assignment, so that the lecturer can consult the portfolio throughout the presentation.

This framework will allow students to gain exposure to SDL within a structured and facilitated environment. It will be necessary for lecturers to discuss the SDL process with students before they engage with the programme for the first time. Another suggestion is that, in the second semester of the third year and the first semester of the fourth year, the students should engage with the SDL process without the prompts from the SDL programme. Thus, students will be asked to identify their own learning gaps (without prompts), select their own learning objectives and search for their own resources. In this way, the support or scaffolding will gradually be removed to a point where they feel comfortable taking complete responsibility for their own learning. The researcher will have to collaborate with the English for Education lecturers to create assessment criteria for the SDL component of the major assignment. A suggestion for a rubric is provided below - it should also be taken into account that some students might have chosen to interpret feedback individually, which would then also influence the rubric criteria:

Table 5-1: Rubric suggestion for SDL component of fourth-year major assignment

SDL Component of fourth-year major assignment			
Assessment rubric			
Criteria	Exemplary (4-5)	Developing (2-3)	Under-developed (0-1)
Proof of engagement with the SDL programme	The student often refers to examples of proof in his/her presentation. It is clear that the student engaged with the SDL programme from the first- to the third-year.	The student shows signs of having completed the SDL process. However, the student might not have been committed to engagement with this process every semester from the first- to the fourth year. There might be a lack of examples of evidence.	The student shows signs of a lack of engagement with SDL. There are no examples of evidence of engagement with the SDL process throughout the course of his/her studies.
Engagement with SDL group	The student can define and explain his/her role in the	Even though the student clearly participated in the	The student does not show signs of engagement with

	SDL group and can also report on the group dynamics. The student is also able to evaluate and discuss the efficacy of working in that group.	SDL group, the student is unable to evaluate and discuss his/her role in ensuring the effective functioning of the group. The student might also not be able to evaluate the efficacy of working in the group.	the SDL group OR the student shows minimal engagement with the SDL group.
Understanding of learning	The student is able to confidently explain how he/she learns best. The student refers to preferred resources and learning styles in his/her presentation. The student can explain his/her learning philosophy confidently and clearly.	The student understands his/her learning preferences and habits to a certain extent. The student cannot fluently express his/her learning philosophy.	The student shows a lack of understanding of his/her learning philosophy. The student cannot articulate his/her learning preferences.
Proof of development in learning	The student is able to illustrate his/her development from the first- to the third-year. The student uses examples of decisions taken on learning in the SDL programme to substantiate the illustration of development.	The student can illustrate his/her development to a certain extent. The student improved in his/her completion of specific assignments, but the student cannot clearly tell how his/her learning has improved.	The student is unable to provide proof of learning development. The student does not show valid examples of assignment improvement or learning improvement.
Critical reflection on continuous SDL learning process	The student is able to critically reflect on the SDL programme and its efficacy. The student is able to suggest ideas for improvement.	The student is able to reflect on his/her engagement with the programme, but no suggestions or ideas for improvement are provided.	The student does not show the ability to critically reflect on his/her engagement with the SDL programme.
Total: 25			

As mentioned, this offers an example to prove that the idea for this framework is feasible and meaningful.

5.3 Summary

The SDL framework developed for the first-year English for Education students is aligned with the needs of these students, while enhancing the acquisition of 21st-century skills. The EP, eFundi platform, classroom observations, an interview with the lecturer and interviews with the student-participants were analysed to elucidate the context within which learning takes place and how SDL could be encouraged among these students. The framework provides students with a support structure, interaction among peers, comprehension about their own learning abilities, and a better understanding of what tertiary learning entails. The layout of the framework for the second semester of the first year (or the first semester of the second year) has been designed, but the materials necessary to implement this programme within an education context still have to be developed by the researcher.

5.4 Conclusion

A brief conclusion on the literature review (Chapter 2), the empirical study (Chapter 3), the research findings (Chapter 4) and the research questions (Chapter 1) are provided in this section. The researcher also attempted to integrate the common threads among the Chapters concluding in this section.

5.4.1 Literature review

South Africa's secondary education system is exam-driven and focused on quantitative results rather than progressing towards sustainable and quality education (Mpungose & Ngwenya, 2017:3). This issue is even more prominent due to the fact that most South African learners' language of teaching and learning is not the learner's home language (Navsaria, Pascoe & Kathard, 2011). This has implications for students' readiness to engage in SDL at tertiary level. The literature indicates that first-year students are not equipped to effectively engage in SDL to advance their academic progress (Du Toit-Brits & Van Zyl, 2017:50). Moreover, pre-service teachers (education students) and in-service teachers have a responsibility to model the SDL process to their learners, and to engage in SDL as lifelong learners in a constantly evolving career (Costa & Kallick, 2004:108). More specifically, pre-service and in-service English language teachers should be able to direct their own learning in a multilingual society where the language of learning and teaching is most often not the students' home language (Harmse & Evans, 2017:141). Functioning effectively in the 21st century requires learners and teachers to organise their own learning experiences by adapting to and learning in any given situation.

For the reasons mentioned above, SDL is a fundamental skill for learning in tertiary education in the 21st century. To enhance students' ability and motivation to engage in SDL, the researcher conducted a case study consisting of a variety of data collection methods.

5.4.2 Empirical study

The researcher gathered data qualitatively with the use of a case study methodology. A case study methodology was suitable for the constructivist-interpretive paradigm underpinning this study, as it allowed the researcher to work closely with the first-year English for Education lecturer and students, who then assisted the researcher with the development of the SDL framework. Thus, the participants of this study were co-constructors of knowledge and, ultimately, the SDL framework. The data gathering methods that were employed in this study, were document analyses of the first-year English for Education EP and eFundi page, observations of the contact sessions and semi-structured interviews with the lecturer-participant and six student-participants, respectively. Notes were made on the document analyses and the contact session observations, whereas the interviews were recorded and transcribed by the researcher. The researcher created codes on Atlas.ti, from which key themes emerged.

Upon reflection on the research design, the researcher believes that using a variety of data collection methods was beneficial for obtaining the most accurate findings. By conducting document analyses, observations and interviews, the researcher was able to cross-reference the findings and also determine discrepancies in the findings. Nonetheless, the researcher feels that it might have been more valuable to start with the interviews, then conduct the document analyses and the observations, followed by a follow-up interview. During the data analysis process, the researcher often felt that there were still questions that could have been asked to the lecturer- and student-participants to clarify the research findings. Follow-up interviews would have provided the researcher with the opportunity to follow up on discrepancies and differences that arose from the various data collection methods. Even though there were no follow-up interviews in the current study, rich data with multiple key themes were evident from the data analyses.

5.4.3 Findings of the study

The main themes that emerged from the data analysis were categorised into four sections: 1. The conceptualisation of SDL in first-year English for Education; 2. Factors that encourage engagement in SDL; 3. Factors that inhibit the development of SDL skills; and 4. First-year students' needs in terms of SDL.

In Section 4.3.2, the findings of the present study indicated that there was a considerable gap between the required levels of engagement in SDL in secondary- and tertiary education. This finding concurs with Guglielmino (2013:6), Rantsi (2016) and Hassel and Ridout (2018:1), who state that South African learners and teachers are expected to fill a considerable educational gap in the transition from secondary- to higher education. As a result of this, the researcher found that the student-participants felt that they were not supported in their SDL endeavours in tertiary education, as discussed in Section 4.6.3. In Section 4.6.2 the researcher discussed that it was apparent that the students found it challenging to select appropriate resources and learning strategies to reach their learning objectives. These findings could be seen as a result of the South African education system, as explicated in the literature review. Kapp and Arend (2011:8), Chetty (2015) and Reyneke (2016:1;5) comment on the fact that the South African schooling system encourages rote learning and does not afford learners with opportunities to develop SDL skills.

Hence, first-year students at tertiary education feel overwhelmed and unequipped to engage in SDL. Additionally, the findings of the current study showed that students did not reflect on their learning processes, but were rather focused on improving their task-based performance, which was in accordance with SRL more so than with SDL (Section 4.3.1). This could also be ascribed to the nature of secondary education in South Africa, where teaching and learning mainly focus on preparing learners for the end-of-year examinations (Taylor, Sithole & Mayer, 2014:23) - learners focus on successful completion of a specific task, in this case the examination, as opposed to focusing on how they learn and why they learn in this way.

Another prominent theme was the students' emphasis on their need for effective feedback, which aligns with the literature stating that feedback is essential for effective independent learning, reflection and assessment (Embo *et al.*, 2010:264; Morris, 2018:637). The researcher suggested that *feedback* form part of the SDL process (Section 4.8.1), as that will serve as scaffolding for students' engagement in SDL. The findings analysed in Section 4.6.2 indicated that the student-participants were motivated to improve their performance, but that they had difficulties utilising the feedback to improve their learning. This issue is also apparent in the relevant literature, which confirms that feedback will not be effective unless the receiver critically engages with and interprets the feedback (Winstone & Carless, 2019:8). The skill of interpreting feedback, like all other skills, takes time and practice to develop, which means if learners are not expected to use feedback to improve their learning at secondary level, students are expected to learn this skill at a fast pace in their first year of studies. Therefore, the researcher suggested that feedback should be added as a step in the SDL process.

5.4.4 Development of the SDL framework

With the development of the framework, the researcher had to be mindful of the fact that the first-year students had to be eased into the SDL process due to their lack of exposure to SDL in secondary education. For this reason, the framework had to provide some structure and guidance, while awarding students the opportunity to make their own learning decisions. Therefore, the suggested framework, which is an electronic programme within which one can embed tests, assignments, videos and content, provides students with options for the decisions that have to be made at each step of the SDL process. In this way, the SDL process is modelled to students, while enhancing their learning autonomy. A brief summary of the development of the framework discussed in Section 4.9.2, is provided below:

- The first step, which is identifying one's learning needs, will provide students with areas for improvement from which they can select, for example, essay writing, performances, linguistics, analysing poems, etc. These areas for improvement might change depending on the content that was taught for that particular semester.
- In step 2, students should identify their learning objectives. The programme will provide students with more specific topics, based on the area for improvement selected in step 1, on which they can base their learning objectives. For example, if a student selects *Essay writing* as an area for improvement, the following options will be provided in step 2: thesis statement and road map, doing research and citing the sources, writing coherently and cohesively, editing your essay (language use and spelling), planning your essay (structure), and incorporating your primary source (prescribed literary text). The student will then still be required to formulate his/her own learning goal/s based on the specific topic selected in this step.
- The programme will then provide students with prompts to elicit interpretation of the feedback received on that specific topic. For this step, students should work individually or in groups to interpret and internalise all feedback received regarding the particular topic selected in step 2. A document will be embedded in the programme in which the students can type what they have noticed based on the feedback – the prompts are focused on their learning gaps and how they can improve on those based on the feedback. This step was added by the researcher and was not originally part of Knowles's (1975:18) and Arndt's (2017:45) SDL process.

- For the fourth step, which is identifying one's learning resources, the students will once again be provided with the opportunity to choose among various resources that could aid in their understanding of the chosen topic. The resources from which they can select are a video explanation by the lecturer, articles, visual illustrations, examples with voice-overs and the EP. Thus, the resources for each topic that could be chosen in step 2, have to be developed by the researcher.
- Step 5 will require learners to choose a learning strategy and use the resource/s from step 4 to produce evidence of learning. The students can select from creating their own examples, creating visual illustrations, journaling, note-taking, mind-mapping, summarising, video recording, discussing in a group, or completing a worksheet. The programme will be designed in such a way that the students can revisit their previous steps if they wish to explore various resources and/or learning strategies.
- In step 6, the students will assess whether they have met the learning goals set by themselves in step 2. The following table will be used to prompt the self-assessment process:

Table 5-2: Step 5 of the SDL framework

How are you assessing yourself? Are you using a self-made rubric? Are you using peer feedback? Are you using your own judgement? <i>HOW</i> are you assessing yourself?	Have you met your learning goal/s?	If not, why do you think this is the case?

- The final step, self-reflection, will encourage students to reflect on the entire learning process and the efficacy of the decisions made throughout. The table below will be embedded into the programme. This table will provide students with the necessary prompts to familiarise them with the process of reflecting not only on task completion, on how one learns effectively.

Table 5-3: Step 6 of the SDL framework

Step in the SDL process	Well-made decisions	Decisions that did not work very well for me	Any other comments
Identifying learning gaps			
Formulating learning goals			
Interpreting feedback			
Identifying learning resources			
Selecting learning strategy			
Self-assessment			
Any other general comments:			

This process will be implemented from the second semester of the first year until the end of the first semester of the fourth year. The researcher suggested that this process start in the second semester of the first year, so that the students will have sufficient time to familiarise themselves with the English for Education course and identify their learning needs. The researcher also recommended that in the second semester of the third year and the first semester of the fourth year, the students should create their own structure within the framework, since they should be able to organise their own learning experiences by then. By the end of the first semester of the fourth year, the students will have to deliver a presentation on their learning progress throughout the English for Education course. In the fourth-year, the English for Education students at the NWU present a major assignment in which they discuss a topic and apply it to three literary texts studied across the course of their studies. The researcher suggested that an SDL component be added to the major assignment presentation, since SDL underpins the entire learning process from the first year onwards.

Thus, if the students will be expected to critically engage with the SDL process and the proposed framework, it will be necessary for them to produce evidence of their engagement and their growth over the course of their English studies. The researcher is aware that continuous engagement with this SDL process and the reflective presentation demand students' critical engagement over a long period of time. However, the findings of this study indicated that the students had a need for guidance in terms of SDL (Section 4.6.1). Additionally, effective engagement in this process could lead to enhanced and lifelong learning for many students. Now that the study has been discussed concluded holistically, responses to the research questions follow.

5.4.5 Responding to the research questions

5.4.5.1 Secondary research questions

Based on the extensive literature review in Chapter 2 and the results that emerged from the study as documented in Chapter 4, the researcher can successfully respond to the research questions of this study.

- **How do first-year English for Education students at the Potchefstroom campus of the North-West University perceive learning?**

From the findings of this study, it became evident that the student-participants mostly linked meaningful learning to obtaining good marks for their assignments (Section 4.6.4). In support of this, the students' conceptualisation of SDL focused on task-level performance (SRL), rather than on a reflection on the learning process in its entirety (Section 4.4.1). This indicates that the students perceive learning as a process for which the aim is to obtain good marks. This claim is confirmed by Guglielmino (2013:6), who states that students are often not prepared to engage in SDL practices, because they are accustomed to being dependent learners who associate learning with preparing for a test in order to obtain a grade or value.

- **What are first-year English for Education lecturers' expectations of student learning?**

As explained in Chapter 3, only one lecturer at the Potchefstroom campus of the NWU took responsibility for the first-year English for Education module. The interview with the lecturer-participant revealed that she viewed SDL as a process of reflecting on one's learning, without receiving incentives for the learning (Section 4.3.1). This implies that the lecturer-participant expected students to critically engage with the content of the module and their own learning processes, without her explicitly having to instruct the students to do so.

The document analyses of the EP and eFundi page also revealed that the students were expected engage with SDL to address the learning gaps they experienced (Section 4.3). In Section 4.3, the researcher emphasised that the EP and eFundi page provided students with various resources that they could use to assist them in their learning. The classroom observations also proved that scaffolding were provided to the students to aid them in their task completion. With this being said, the lecturer expected the students to use the scaffolding opportunities and structure their own learning experiences without necessarily considering that the students might not have known how to utilise the provided resources and feedback to improve their learning.

- **How do lecturers and the current first-year English for Education programme at the North-West University support and encourage students to engage in SDL practices?**

As mentioned in the response to the previous research question, the EP, contact sessions and eFundi page provide guidance to students in terms of successful task completion (Section 4.3). However, students are still required to interpret these resources and to structure their own learning experiences. The findings revealed that the students found it challenging to engage in a learning process where they had to make learning decisions autonomously (Section 4.6.6). Thus, even though the NWU's first-year English for Education lecturer and programme support students to engage in SDL, the support is not structured enough to encourage the students to engage in SDL effectively (Section 4.7.1). The reason for this could be attributed to the performance gap that exists between secondary and tertiary education in South Africa (Rantsi, 2016).

- **How do first-year English for Education students at the Potchefstroom campus of the North-West University currently engage in and perform in assignments that require SDL?**

The semi-structured, focus-group interviews with the student-participants revealed that even though they could refer to various steps of the SDL process in their attempts to define SDL, there were few examples of active engagement in these steps (Section 4.3.1). The interviews also established that the student-participants did not engage with their EPs (which was supposed to be used mainly for SDL purposes) in a self-directed manner, but that they rather paid attention to assignments and tasks they were explicitly told to complete (Section 4.5.6). In addition, the student-participants' motivation for task completion was more focused on obtaining the desired results in the form of marks, than on critically reflecting on their learning (Section 4.5.6). There was one student-participant who applied the SDL process to her essay writing and confirmed that her performance results improved (Section 4.5.2).

Thus, the majority of the student-participants did not engage in SDL and are demotivated by their marks for these assignments.

- **What are the needs of first-year English for Education students at the North-West University in terms of guidance and facilitation towards engagement in SDL practices?**

In Section 4.6, the students' needs as evidenced from the student-participant interviews, were discussed. It became clear that the students had a need for specific and explicit task descriptions and a structured learning experience. The student-participants were clearly uncomfortable with organising their own learning experiences and making learning decisions autonomously (Section 4.6.1). This is problematic in terms of effective functioning in the 21st century. Müller (2018:127) states that higher education is moving into the realm of flexible online learning, where the student can create and organise his/her own learning experience in the digital world. Thus, the students' need to have their learning experiences structured for them, is in contrast with what is required from students in when learning in the 21st century. The proposed framework provides students with the opportunity to gradually familiarise themselves with the process of structuring their learning according to self-made decisions.

Students' need for effective feedback was discussed in Section 4.6.2. The students expressed that they wanted more opportunities to reflect on the feedback they received on specific tasks. It was also evident that the students found it challenging interpreting the feedback and utilising it to improve their learning. As previously noted, feedback is a prerequisite for successful independent learning (Morris, 2018:637). Thus, the students' need for constructive feedback is justified by the literature which considers feedback as an integral part of the SDL process.

Finally, the students' requests to collaborate and use technology in their learning were discussed in Section 4.6.3. The students specifically mentioned that they would have appreciated collaboration as a form of reflection after receiving feedback on tasks. They also mentioned that they enjoyed the incorporation of technology in their learning. Both of these skills are considered cornerstones of learning in the 21st century. Cash (2017:12) mentions that group work helps learners build 21st-century skills. Moreover, Kozar (2018:130-131) asserts that 21st-century learners value academic relationships above all resources, thus emphasising the finding that the student-participants valued collaboration and found it beneficial to their learning. Additionally, Kozar (2018:136) states that online education is a growing phenomenon. Xing *et al.* (2018:181) also states that digital fluency is necessary for effective participation in the workforce of the Fourth Industrial Revolution, which aligns with the student-participants' for technological engagement during their learning.

Thus, students' need for a structured and explicit learning environment is not in line with the conventions of learning in the 21st century. However, the literature explored in Section 1.2.2 illustrates why South African first-year students might not be comfortable with autonomous learning. The needs explored in Sections 4.6.2 and 4.6.3 are in accordance with what is stated in the literature about SDL in the 21st century.

5.4.5.2 Primary research question

- **How can first-year English for Education students be encouraged to engage in SDL?**

The researcher can respond to the primary research question by summarising the responses to the secondary research questions. Briefly explained, the first-year English for Education students at the NWU can be encouraged to engage in SDL by being provided with a framework or structure that could guide them in their SDL endeavours. Based on the research findings, this framework should provide students with the opportunity to collaborate with their peers, to critically engage with feedback after it has been received, and to use technology to improve their learning. The SDL framework developed with this study adheres to all these criteria.

5.5 Limitations of the study

The first limitation of this study is that it included student-participants from only the Potchefstroom campus of the NWU. As previously explained, the reason why the case study was not conducted with students from the Vaal- and Mafikeng campuses as well, was that the lecturers allocated to the first-year English for Education modules in the new BEd aligned programme, were appointed temporarily and acquainted themselves with the first-year module (ENGV 111) for the first time in the year in which this study commenced. This meant that the lecturers at these sites were not yet familiar with the ENGV 111 module, which could have influenced the lecturers' and students' perceptions of and experiences with SDL in the context of the English for Education first-year course. Nonetheless, the researcher could have gathered richer and more holistic data by including participants from all three NWU sites. Consequently, the data might have been more generalisable if more students from diverse backgrounds were included in the study.

In connection, the study might not be generalisable to other tertiary courses, including other subjects in the Faculty of Education. The data which informed the development of the framework, were gathered from a very specific sample group – a lecturer and first-year students in the English for Education course at the NWU.

The views and ideas expressed in the findings relate to the participants from this sample group and are not necessarily shared by students from other subjects, faculties or year groups. Despite this, many of the findings were concurrent with the literature examined in Chapter 2. The following research findings reaffirmed the literature:

- South African secondary education students are not exposed to SDL at school level, but are merely expected to engage in rote learning.
- There is a considerable educational gap between learning in secondary- and tertiary education in South Africa.
- Assessment, motivation, feedback and reflection are integral to effective engagement in SDL.
- Students have a need to collaborate, receive constructive feedback, and apply technology in their learning.
- Self-directed learning is a prerequisite for effective learning in tertiary education.

To further validate the findings of this study, the framework should be implemented and the students' progress monitored.

Thirdly, the framework developed by the researcher has not yet been created or implemented. Therefore, the efficacy of this framework has not yet been verified. The researcher has to develop the materials for the programme and work with the web designers to develop the electronic programme. It is possible that problems could arise during the development phase, which might influence the efficacy of the framework. Thus, the electronic programme will have to be implemented and tested before its practicality can be proven. The implementation of the programme will also allow the researcher to identify any issues that might arise and adapt the framework and programme accordingly.

In addition, the fact that the programme should be implemented over a period of time without subjecting the students to frequent summative assessments, may also be seen as a limitation of the proposed framework. As stated in the literature review and confirmed by the results of the study, both secondary school learners and tertiary education students seem to be motivated by marks. Therefore, students are often reluctant to engage in tasks that will not necessarily count towards their final module marks. For this reason, the students might not be motivated to engage in the SDL programme. Furthermore, the framework had to be developed in such a way that it would not add to the workload of the lecturers.

With the students possibly not being motivated to complete the process, as well as the fact that the framework should not add to the lecturers' workload, the researcher suggested a colloquium that the students could attend twice during the six-semester process in which they engage in discussions with their peers, relating their experiences of the process. The colloquium might encourage the students to keep up to date with the programme and to engage with the SDL process frequently and critically. The researcher also believes that it will become evident during the fourth-year major assignment presentations, and with the assessment of the students' SDL portfolios, whether any individual student did not engage with the programme effectively and consistently. Implementing this framework will provide the researcher and English for Education lecturers with insight into the efficacy of this programme and its suitability to enhance students' engagement in SDL.

5.6 Recommendations for further study

There are many recent studies that focus on the development of SDL in the medical educational field. Even though there are a few studies conducted in the 1990s on the development of SDL in language education, the models proposed in these studies are not developed from learners'/students' inputs, but rather from the relevant literature. The researcher recommends that the framework of the current study be developed and implemented with the first-year English for Education students at the NWU to gauge whether the programme enhances students' SDL skills. Students' feedback can be used to enhance and adapt the SDL framework. Once the effect of the programme has been established, further studies can focus on implementing and comparing how students across campuses and modalities engage with the programme. The implementation of the programme could even be rolled out to different subject groups or faculties. Studies similar to these could provide first-year students with the opportunity to gradually ease into the SDL process and progressively take more responsibility for their own learning.

Furthermore, the researcher is of the opinion that more research prominence should be given to feedback as part of SDL. Even though there are many recent studies that focus on the type of feedback that teachers should provide and how feedback should be given effectively, Winstone and Carless (2019:5) confirm that there is a lack of research on how students use feedback. With the current study, it became apparent that students did not have the necessary skills to interpret feedback and they often did not know how to progress after feedback had been given. Thus, there is a gap in the literature regarding how students interpret and utilise feedback and the effects thereof on SDL.

5.7 Summary

Self-directed learning has clearly been identified as a vital skill that is not promoted in secondary education in South Africa. With the current study, valuable data has been gathered in an attempt to make SDL more manageable for first-year students who are mostly expected to engage with SDL for the first time in their first year at tertiary education. Based on the analyses of the NWU's first-year English for Education EP and eFundi page, observations of contact sessions, and interviews with the lecturer and students, the researcher and students co-constructed knowledge within the constructivist-interpretive paradigm and developed a framework that could enhance the students' active engagement in SDL. The researcher took cognisance of the fact that the students emphasised the importance of feedback, which was incorporated into the SDL process proposed by the framework. For future studies, this framework could be implemented and its effect tested. This study succeeded in determining factors that would encourage first-year English for Education students to engage in SDL more effectively by developing a framework that could assist students in with their SDL practices.

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ADDENDUM A: 2019 PORTFOLIO: EVIDENCE OF PERFORMANCE SAMPLE ACTIVITIES AND EVIDENCE OF SCAFFOLDING

- Weekly Planning

Week	Date	Unit	Study Section	Activities to complete	Activities for formal assessment:
1	4-8 February			Introduction and administration Activities 1.1.1-1.1.3	Familiarise yourself with the eFundi site and portfolio
2	11-15 February	1	1.1	Activities 1.1.4-1.1.6 Activities 1.2.1-1.2.4	Prepare for the eFundi test on <i>The Outsiders</i> for next week Date: 11 February
3	18-19 February		1.2	Activities 1.2.5-1.2.7 Activity 2.1.1	Your essays will have to be submitted this week (Activity 1.2.13) Date: 25 February
4	25 February-1 March	2	2.1	Activities 2.1.2-2.1.6 Activity 2.2.1	
5	4-8 March		2.2	Activities 2.2.2-2.2.5 Activities 2.3.1-2.3.2	
6	11-15 March		2.3	Activities 2.3.3-2.3.9 Activities 3.1.1-3.1.3	Your essay (Activity 2.3.9) will have to be submitted on the first day of class after the holidays
7	23 April-3 May	3	3.1	Activities 3.1.4 Activity 3.1.5 – 3.1.7	Your advertisement (Activity 3.1.4.) and cartoon checklist (Activity 3.1.7) will have to be submitted this week.
8	6-10 May		3.2	Activities 3.2.1-3.2.3 Activity 3.3.1 – 3.3.3	
9	13-17 May		3.3	Activities 3.3.4-3.3.6 (and bonus section) Activity 4.1.1-4.1.4	You will have to submit recordings of your formal discussions this week (Activity 3.3.3)
10	20-24 May	4	4.1	Activities 4.1.5-4.1.9 Activity 4.2.1	
11	28-31 May		4.2	Activities 4.2.2-4.2.4	Remember to submit your exam assignments (Activity 4.1.9), prepare for the exams and to complete your holiday assignments during the holidays (Activity 4.2.6)

o Texts in general

- Familiarising yourself with the portfolio and Lessons on eFundi
- Read through the Administrative Information (p.2-6) in the portfolio and the Module Information section on the ENGV 111 site on eFundi. These two documents will provide you with road maps to navigate the content of this module and it is crucial that you become accustomed to working with them.
- If you have any questions about the module, post those under “Module Information” on eFundi at the button that is marked “Comments”.
 - Getting to know you
- Please complete the poll on your demographic information on eFundi, so that we can get a better picture of the students in the group.
 - Defining the concept of text
- How would you define the concept of ‘text’? What is your definition of text? What are genres? Do some research on these two concepts and come up with a definition for each of them.

Definition of text:
Definition of genre:

- Now complete the graphic organiser on eFundi to illustrate your definition of the concept of a text.
 - Research and organise

Conduct your own research on text, text types and genres. You can use the library and the internet to help you research this information. Click on the ‘polls’ tab on the left of the screen on eFundi and complete the poll on your favourite genres.

- Your favourite genres

Make a list of your favourite reading materials (these do not necessarily have to be books) and draw a diagram below to classify them according to genre:

--

Review the following overview or summary of typical genres that are read by young adults (adapted from <http://schools.natlib.govt.nz/creating-readers/genres-and-read-alouds/genres-young-adult-and-young-fiction>)

Classifying a title into just one genre would sometimes straightjacket it and limit its appeal in many ways, as a title may traverse a range of subjects. However, you may find the following overview of popular children’s and YA fiction genres helpful when deciding on prescribed texts for your learners.

Adventure

Adventure fiction usually involves the main character going on a quest or journey and experiencing extreme conditions. The adventure may or may not involve history but has plenty of action. Some adventure fiction could also involve elements of mystery, dystopia or fantasy. Examples include: *Adventure of Tom Sawyer* by Mark Twain and *The Travelling Restaurant: Jasper’s voyage in three parts*, a novel for children by Barbara Else. David Hill’s novels would be good examples of contemporary New Zealand adventure novels.

Chick lit

Penned by women authors, these books can be light and funny and usually deal with relationships, dating, romance and sometimes even more delicate themes such as pregnancy, abortion, weight problems or drug abuse etc. Examples are *Ten things we shouldn't have done* by Sarah Mlynowski and the series *Hello Gorgeous* by Taylor Morris.

Classics

The classics are titles that have established themselves as distinguished examples of penmanship of a particular period in history. Classics are time-honoured, which is why there are 'classic' classics and modern classics. Titles by Charles Dickens or H.G.Wells would be examples of older classics whereas John Marsden's *Tomorrow when the war began* series would be considered a modern classic. A New Zealand classic would be Tessa Duder's *Alex* series.

Contemporary fiction

This is the kind of fiction that stands out, gets mentioned and recommended. Usually set in the recognisable present, contemporary fiction is realistic with contemporary characters, events and dialogue. *The curious incident of the dog in the night-time* by Mark Haddon and *The life of Pi* by Yann Martel fall into this category as would titles by New Zealand authors such as Kate de Goldi, Fleur Beale and Ted Dawe.

Diaries

Narrated in diary format these fiction or non-fiction tales are personal recounts usually played out day by day. The narration could be based around an adventure, an historical event or a personal experience. The *My Story* series written by various authors brings New Zealand's past alive, while *Diary of a wimpy kid* by Jeff Kinney is very popular with young readers.

Dystopian

Dystopian fiction is set in new or alternative worlds, or futuristic societies and is characterised by degradation in values, social hierarchy, terror and oppression. These titles often include elements of science fiction, conflict and romance. *The Hunger Games trilogy* by Suzanne Collins, *The Maze runner* series by James Dashner and *The divergent trilogy* by Veronika Roth are great examples. A New Zealand example would be Mandy Hagar's *Blood of the lamb* trilogy. Well known dystopian novels from the past include George Orwell's *1984* and *Brave new world* by Aldous Huxley.

Family and relationships

Books that reflect children and teens (and even adults) having to undergo some kind of inner conflict or interpersonal conflict at some point in their life - including 'coming of age' stories. This may involve relationships, bullying, decision making, identity crisis etc. *Bruiser* by Neil Shulsterman and *Wonder* by R.J. Palacio are two titles that resonate with this genre. New Zealand examples include *I am not Esther* by Fleur Beale, and *See ya Simon* by David Hill.

Fantasy

Think imaginary lands, myths and magic. Popular examples include *Lord of the rings* by J R R Tolkien (elves, wizards, goblins) the *Harry Potter* series by J K Rowling (wizards and witches), and Rick Riordan's *Percy Jackson* series (Greek and Roman gods).

Gay and Lesbian

This genre of literature deals with the struggle for identity, acceptance and relationships of gay and lesbian protagonists. Examples include the short story collection *How beautiful the ordinary: twelve stories of identity* edited by Michael Cart, and *The vast fields of ordinary* by Nick Burd.

Graphic Novels

The graphic novel has become increasingly popular among readers from intermediate through to senior secondary and beyond, with an explosion in publishing for this genre, in both fiction and non-fiction. Rather than being viewed as a more sophisticated comic book, these are full-length works of literature in their own right, requiring you to read the pictures as well as the text. While some titles appeal to reluctant readers, much of the graphic novel genre requires a level of sophistication in reading ability. Neil Gaiman is renowned as an international leader in this field, and Anthony Horowitz's *Scorpio* series includes several titles published in both graphic novel format as well as traditional novels. New Zealand writers include Dylan Horrocks: *Hicksville*, Chris Slane's *Mauī* series, as well as his artwork for *A nice day for a war*. The Lemony Snicket books, and some of the Horrible Histories and other similar series often combine graphic elements with regular text chapters.

Horror

This genre of books has been written with the intention to scare the reader with gory details of blood, ghosts, vampires, skeletons, demons and the supernatural world. Examples include the *Zom-B City* by Darren Shan, Derek Landy's *Skulduggery Pleasant* series (which has a dark thread of humour so crosses genres) and Neil Gaiman's *The graveyard book*.

Historical fiction

These novels have the story and characters pitched against a significant backdrop of time or history of a place or country. War, social history and political instability often feature, as with *The attacks of September 11, 2001* by Lauren Tarshisset and *In the shadow of the banyan* by Vaddey Ratner set against the Cambodian killing fields. Other notable examples include *Parehaka* by Witi Ihimaera and *Code name Verity* by Elizabeth Wein, which is set during WWII and was named the Michael L. Printz Honor Book in 2013.

Humorous stories

Stories that cause you to smile or laugh out loud at the quirkiness of their characters. Andy Griffiths brilliant *Just* series and *Swim the Fly* by Don Calame are good examples.

Mystery

These are the Sherlock Holmes and Agatha Christies of the collection. Examples of this genre are the *Theodore Boone* series by John Grisham, H.J. Harper's *Bureau of mysteries* series, and the *Alex Rider* series by Anthony Horowitz.

Paranormal

Paranormal or supernatural titles involve creatures such as werewolves, vampires or ghosts. It's the type of fiction where occurrences cannot be logically explained, such as telekinesis or extrasensory perception. These novels span other genres such as fantasy, mystery, horror and romance. Popular examples are *Beautiful creatures* series by Kami Garcia and Margaret Stohl, and the *Wolves of Mercy Falls* by Maggie Stiefvater. Older examples might include the Joan Aiken novels, eg *The wolves of Willoughby Chase*.

Poetry and Novels in verse

Rhyme is found everywhere, in songs, chants, jingles, books or as novels in verse. Poetry covers a vast range of subjects and is often used in schools and homes as read alouds. Examples of novels in verse that tell a story in rhyme include: *Toppling* by Sally Murphy and *Girl named Mister* by Nikki Grimes.

Romance

This genre can stand alone, but romance is often a feature of other genres such as dystopian and supernatural literature. *The crazy things girls do for love* by Dyan Sheldon is pure romance, Jacqueline Wilson's *The 'Girls' series* touches on issues many adolescents can identify with, while Stephanie Myers' *Twilight* series has an appealing combination of the supernatural and romance.

Science Fiction

The Oxford dictionary defines science fiction as: "fiction based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other planets."

Examples include *The cinder*, the first of the *Lunar chronicles* by Marissa Meyer, *The Enders saga*, by Orson Scott Card and *Across the universe* by Beth Revis. Books such as the *Divergent* series by Veronika Roth fall into the science fiction and dystopian genres.

Short stories

Short stories are a delectable anthology of the best of authors and their style. Short stories could be a selection of stories by one author or a collection by various authors. Good examples include *Animal tales*, a collection of stories by Dick King-Smith, and *Under the weather: stories about climate change*, edited by Tony Bradman.

Steampunk

Hard to define, but this genre is said to be a sub-genre of science fiction and fantasy that includes technology or gadgets from the 19th century. Some describe it as the old aesthetics of the Victorian age mixed with modern technology. For an understanding of this genre try Read *Steampunk!: an anthology of fantastically rich and strange stories* edited by Kelly Link and Gavin J. Grant, Gail Carriger's *Soulless* series and *Mortal engines* by Philip Reeve

- Which of these genres do you enjoy reading? Why?

- How would you categorise *The Outsiders*? Why do you say so?

- Which of these genres would you find hard to teach? Why?

- Should English teachers be allowed to select their own prescribed texts for learners or should prescribed texts be the same for all schools? Why do you say so?

- Academic writing (tenses)

- For you to gain more information on the present tense as well as practice tenses, read Parrot (2010:188-199 & 235-249), complete the two consolidation exercises and the following exercises:
 - Read through the following blonde joke and underline all of the verbs in the joke. (Hint: there are 22 words denoting verbs in this joke)

A blonde woman is driving her car home one night when she suddenly finds herself in the middle of a really bad hail storm. The hail stones are as big as golf balls and her car gets dented up really bad. The next day she takes it in to a repair shop to have the dents looked at.

The repair guy, noticing that she is blonde, decides to have some fun and tells her to blow into the tail pipe of the car really hard when she gets home, and that doing this will cause all of the dents to pop out.

When she gets home she starts blowing into the tail pipe as hard as she can, over and over. Just then, her best friend, who is also blonde, shows up. Her friend sees her blowing into the tail pipe and is quite startled by the action. She blurts out, "What are you doing!?"

The first blonde tells the second blonde that the repair guy told her to blow into the tail pipe real hard and the dents would pop out.

Her girlfriend says "Duh! You need to roll up the windows first!"

- Select the most suitable form of the verbs in brackets in order to re-tell the following joke:
A policeman (1. stop) a man who (2. drive) down the freeway in a station wagon that was filled with swords. He (3. ask) the driver "What are you doing with all these swords?" The man (4. answer) "I am a "sword swallower" in the Circus Vegas. So, he (5. show) this to the policeman by putting a sword down his throat. Just then, a couple (6. pass) by and the wife (7. say) to her husband, "Slow down Harry! Look what that officer (8. make) that guy do because he was speeding!"

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

- Rewrite the following excerpt from a story as a diary entry by changing the tenses to more active forms (e.g. by using the simple present tense).

The discovery of gold, and the wonderful stories of the mild climate and rich soil were reasons for my family, like most other pioneers, to go West. Our 2,000-mile journey along the Oregon Trail commenced April 1, 1852, from Independence, Missouri with twelve wagons.

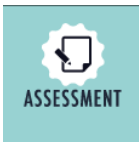
We heard stories of meeting Indians along the way. The Indians scared me at first, but I became curious about their customs. I can tell you about one particular incident in which an Indian warrior, our guide, fell in love with my sister and wanted to take her as his wife. He asked my father how many horses it would take to buy her. My father jokingly said it would take ten spotted ponies, which he mostly said to humble my sister who had become intolerable on the long trip. Unexpectedly, the Indian came back with ten spotted ponies. My father realized his little joke with my sister had turned against him.

My father refused to give the Indian his daughter. The next day, the Indian came back with twelve ponies. My father refused again and the Indian scout left — he did not return. Our group of wagons was left without a guide for the next five days in some of the most dangerous stretches of the trip.

Soon after that, my mother came down with cholera, and she was in great pain and died two days later. We buried her in the dry desert land and mournfully left her behind as we moved on.

Everyone was very helpful as we neared Oregon. We were given food, supplies, and shelter and not a penny was asked for in return. We were very grateful to all who helped us.

Adapted from Waggoner, G. 1905. Oregon Trail Diary. Oregon: Statesman Publishing Company



- Remember
- You will write a content test on *The Outsiders* that has to be completed on eFundi.

- YAL as text genre

- Referencing

Using NWU Referencing guide (a link to the guide can be found on eFundi), create a reference for *The Outsiders* and bring it to class.

- Watching

Watch the video clip on eFundi and make your own notes on the definition and characteristics of YAL.

- YAL as genre

Read the following book reviews from *The New York Times* on two young adult novels and identify and list the characteristics of YAL as discussed in these book reviews.

KING OF THE SCREWUPS

By K. L. Going

310 pp. Harcourt/Houghton Mifflin Harcourt. \$17. (Ages 12 and up)

What would the world look like without stereotypes? It seems that everyone has asked us: Martin Luther King Jr., “Sesame Street,” MTV — which figured out how to monetize the question in “Real World.”

It’s nice to imagine. But the world of young adult literature? It would look like a blank page. Books for young adults thrive on stereotype because adolescents try on types so often and in such bizarre combinations that they have to form groups on the Internet to figure it all out. And there are entirely new menageries of labels to identify and dislike, like white rappers, superpopular gay guys, emo kids (tough to define but easy to spot — black glasses, hair combed down into the face).

This puts young adult novels in a powerful position. It is one thing to hear from “Sesame Street” that you should love people for who they are; it is another thing to get beaten up by a rich popular guy but around the same time read a book that convinces you that not all rich popular guys are like that.

Of course, to do that, you would have to read a book starring a rich popular guy: enter “King of the Screwups.” In K. L. Going’s latest novel, Liam Geller is the son of a model and a C.E.O. He is good at basketball and fashion and bad at everything else. His problem? His dad. Mr. Geller could come from the Roald Dahl pantheon of evil parents. He kicks Liam out of the house at the start of senior year and sends him to live with his cross-dressing “Aunt” — er, Uncle — Pete in upstate New York.

As Liam goes through the expected culture shock, the novel shapes up to be the story of two misfits coming together, and one wishes it featured more of that. But Liam’s relationship with his father takes precedence. Missing his dad and desperate to impress him, Liam resolves to do better in school, which means becoming less cool and reinventing himself as a loser.

This is a daring reversal of the nerd-to-cool journey, even if it is not always completely believable. For example, when Liam’s good looks get him advances from cheerleaders, he refuses them. Would he really do that? There are rules about high school and then there are *rules*.

But Going does us a favor by using Liam’s love interest to comment on another teenage cliché: the put-upon, sweet, outcast girl. Darleen Martinek dresses in overalls, makes art and is shunned by football players. What is her secret?

She is an unpleasant person to boot. This exposes a piece of classified information in the misfit high school community: some misfits are actually not nice people. They have a reverse snobbery at least as powerful as that directed toward them. Perhaps if more young adult authors wrote characters like Darleen, more people like Liam would read the novels.

Going's writing is smooth and simple; her torn-family scenes make you long for Mr. Geller's comeuppance. What lasts when the story concludes, however, is Liam. By subverting expectations, Going not only reaches readers who might otherwise pass up a book like hers, she also shows them she understands: their view from the top of the social power structure is not easy, nor is it even all that powerful.

THE VAST FIELDS OF ORDINARY

By Nick Burd

309 pp. Dial Books. \$16.99. (Ages 14 and up)

"The Vast Fields of Ordinary" is a tricky title for Nick Burd's fascinating and dreamy first novel. It is set in vast fields (of Iowa, lovingly depicted) but filled with characters who are extraordinary to a degree that the reader wants to know more, even about the most minor ones.

Dade Hamilton, just graduated from high school, finally has the chance to escape an abusive relationship with the senior quarterback. Dade plays against type in two immensely gratifying ways: he fights when cornered, and he wastes no time talking about what it "feels like" to be gay. A chance encounter with a smart, world-weary drug dealer begins what his father calls "your last real summer."

With divorce-ready parents, drugs and relationships in the mix, one would forgive Burd for turning out a standard last-summer-before-college drama (a subgenre in young adult novels). Instead he tosses up metaphor after hard-to-top metaphor (after a party, a green bra on the lawn is a "listless amphibian") and a series of original tableaux, notably the powerful moment when an unpopular girl asks Dade why he won't be with her — and both he and the reader learn there are worse things to be than closeted in Iowa. "The Vast Fields of Ordinary" reads like the best kind of first novel — it's packed with insights that might have been carried around for years, just waiting to come out.

Characteristic of YAL	Example from <i>King of the Screwups</i>	Example from <i>The vast fields of ordinary</i>

- Academic writing

Watch the videos on eFundi on academic writing. Take notes as you will have to apply those principles to the essay that you have to complete at the end of this study section.

- Levels of Formality

Look at the following excerpts from letters of application for the same job (adapted from <https://owl.english.purdue.edu/owl/resource/608/02/>).

Applicant A: I am applying for the receptionist position that is currently open in the company. As you are aware, I have worked as a temporary employee with your company in this position before. As such, I not only have experience and knowledge of this position, but also already understand the company's needs and requirements for this job.

Applicant B: Hi! I read in the paper that ya'll were looking for a receptionist. I think that I am good for that job because I've done stuff like it in the past, am good with words, and am incredibly well organized.

Applicant C: I am applying for the receptionist position advertised in the local paper. I am an excellent candidate for the job because of my significant secretarial experience, good language skills, and sense of organization.

- Which person would you invite for an interview? Why?

- Underline words (with more or less similar meanings) in each of the letters that indicate formal/informal language and write them in the column below:

Informal Language	More formal words with a similar meaning:

- Below is a table (adapted from <http://depts.gpc.edu/~gpcltc/handouts/communications/levelsofformality.pdf>) with possible words that you might want to use when you are writing your own formal literary essay. Study them and refer to this table (especially the words in the 'formal' and 'highly formal' columns) when you are working on the different drafts of your essay:

	Informal	Formal	Highly formal
Time sequence	first, second, third, then, next, after that, also	to begin with, afterwards, at the same time, meanwhile	Subsequently, previously
Addition	also, and	in addition, moreover, furthermore, besides, similarly	equally important
Cause/Effect	so, for	therefore, as a result, thus	consequently, accordingly, hence
Comparison	also, too, like	as well as, both...and, neither...nor, likewise, in like manner	bear resemblance to, in common with
Contrast	but, or, nor	however, nevertheless, yet, on the other hand, at the same time, though, whereas, unlike, otherwise	conversely, on the contrary, in opposition to, in contrast to
Example		for example, for instance	as an illustration
Summary/Conclusion		finally, last, on the whole	in summary, in conclusion

- Thesis Statement

Watch the PowerPoint presentation on formulating thesis statements and make notes.

- A thesis should contain
 - a **topic** (what you are writing **about**)
 - an **opinion** about the topic (what your **attitude** is toward the topic), and
 - **reasons** why you hold that view (**explanations** answering “why? ” or “so what?”).
- E.g:

In “A Worn Path,” Eudora Welty creates a fictional character in Phoenix Jackson whose determination, faith, and cunning illustrate the indomitable human spirit.

topic

reasons

opinion

- Underline and label the topic, opinion and reasons provided in each of the following thesis statements (adapted from <http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>) :

The character of the Nurse in *Romeo and Juliet* serves as a foil to young Juliet and delights the audience with her warmth and earthy wit in order to emphasise the tragic catastrophe of the play.

The works of ecstatic love poets Rumi, Hafiz, and Kabir use symbols such as a lover’s longing and the Tavern of Ruin to illustrate the human soul’s desire to connect with God.

“The Third and Final Continent” exhibits characteristics recurrent in writings by displaced immigrants, namely tradition, adaptation, and identity.

Samuel Beckett’s *Endgame* reflects characteristics of Theatre of the Absurd in its minimalist stage setting, its seemingly meaningless dialogue, and its apocalyptic or nihilist vision.

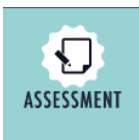
A close look at many details in “The Story of an Hour” reveals how language, institutions, and expected demeanor suppress the natural desires and aspirations of women.

In Willa Cather’s short story, “Paul’s Case,” Paul exhibits suicidal behaviour that a caring adult might have recognized and remedied had that adult had the scientific knowledge we have today.

Through the experience of one man, the *Narrative of the Life of Frederick Douglass, An American Slave*, accurately depicts the historical record of slave life in its descriptions of the often brutal and quixotic relationship between master and slave and of the fragmentation of slave families.

In “I Stand Here Ironing,” one can draw parallels between the narrator’s situation and the author’s life experiences as a mother, writer and feminist.

- Now formulate your own thesis statement for the essay that you have to write in which you evaluate *The Outsiders* as a form of YAL, by using one of the following sample patterns (adapted from <http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>):
 - In (*title of work*), (*author*) (*illustrates, shows*) (*aspect*) (*adjective*), e.g. In “Barn Burning,” William Faulkner shows how the characters Sardie and Abner Snopes struggle to find their identity.
 - In (*title of work*), (*author*) uses (*one aspect*) to (*define, strengthen, illustrate*) the (*element of work*), e.g. In “Youth,” Joseph Conrad uses foreshadowing to strengthen the plot.
 - In (*title of work*), (*author*) uses (*an important part of work*) as a unifying device for (*one element*), (*another element*), and (*another element*), e.g. In “Youth,” Joseph Conrad uses the sea as a unifying device for setting, structure and theme.
 - (*Author*) develops the character of (*character’s name*) in (*literary work*) through what he/she does, what he/she says, what other people say to or about him/her, e.g. Langston Hughes develops the character of Simple in “Ways and Means” through what he does, says and what other people say to or about him.
 - In (*title of work*), (*author*) uses (*literary device*) to (*accomplish, develop, illustrate, strengthen*) (*element of work*), e.g. In “The Masque of the Red Death,” Poe uses the symbolism of the stranger, the clock, and the seventh room to develop the theme of death.
 - (*Author*) (*shows, develops, illustrates*) the theme of _____ in the (*novel, short story*), e.g. Flannery O’Connor illustrates the theme of the effect of the selfishness of the grandmother upon the family in “A Good Man is Hard to Find.”
 - (*Author*) develops his character(s) in (*title of work*) through his/her use of language, e.g. John Updike develops his characters in “A&P” through his use of figurative language.

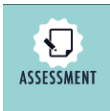


- Writing an academic literary essay

Write an academic essay of five paragraphs (but no more than 700 words) in which you evaluate the significance of *The Outsiders* as a form of YAL and critically comment on its suitability to the South African context. There are various aspects to consider when writing this essay, for example, the characteristics of YAL but also the South African readership.

This is an academic essay, so this academic resource (posted as a link on eFundi) will help you gain information about YAL. You will also find a link on the information to create your own reference for your reference list. Remember to apply all the information regarding essays, i.e. thesis statement, topic sentences and paragraphs and present tense.

Both the checklist and the rubric posted as links on eFundi should be attached to the hard copy of your essay when you submit it.



▪ Designing reading activities

Get into groups of three (3) and create an activity for each reading phase (i.e. pre-, while-, post reading) for all three of the stories below. Each group member is responsible for one phase of the reading process for each story. You may not repeat activities for the stories. There is a document with a table and more instructions on eFundi in order to clarify exactly how you should perform this activity. The grades for the stories are as follows:

“The fun they had” Grade 10

“The rocking-horse winner” Grade 10

“How to talk to girls at parties” Grade 10

▪ Past Tenses

Study Parrot (2013:345 – 366) and complete the consolidation exercises as well as the exercises.

- Choose the correct verbs so that each tense appears once. (Simple past, past progressive, past perfect simple, past perfect progressive).

Weto the cinema last week.

A bird perched on the window that I..... only a minute before.

Yesterday at nine hein front of his computer.

When their mum got home, the boysTV for two hours.

- Complete the sentences for situations in the past. Decide which tense you need to use.

A plumber (come).....to our house yesterday. He (want)..... to repair our washing machine that (break)..... a few days before. Before he (ring)..... at my door, he (look)..... for a parking space for about ten minutes. While the plumber (repair)..... the washing machine, I (watch)..... the news. Suddenly, I (realise) that they (show) our street on TV. The reporter (say)..... that a car (crash)..... into a stop sign just before reaching the crossroads. While I (listen)..... carefully to what (happen)..... , someone (knock) at my door. I (open)..... the door and (see)..... a police officer standing there. He (ask)..... for the plumber. As it (turn)out, it (be)..... our plumber’s car that (roll)down the street. In his haste, the plumber (forget) to put the handbrake on.

Now check your answers on <https://english.lingolia.com/en/grammar/tenses-comparison/past-tenses/exercises/articles/past-tenses-mixed-exercise>.

o Elements of Short Stories

- Watching video clips

Watch the video clips on eFundi about the elements of literature and complete the following outline:

Narrative elements

1. Setting:

2. Point-of-view:

Type of narrator	Explanation
First	
Second	
Objective	
Omniscient	
Trustworthy	
Unreliable	

3. Characters:

Are the ones who act out the plot (see below).

Type of character:	Protagonist	vs.	Antagonist	vs.	Supporting
Explanation					Everyone else.

Round	vs.	Flat
		We don't know much about them.

Static	vs.	Dynamic

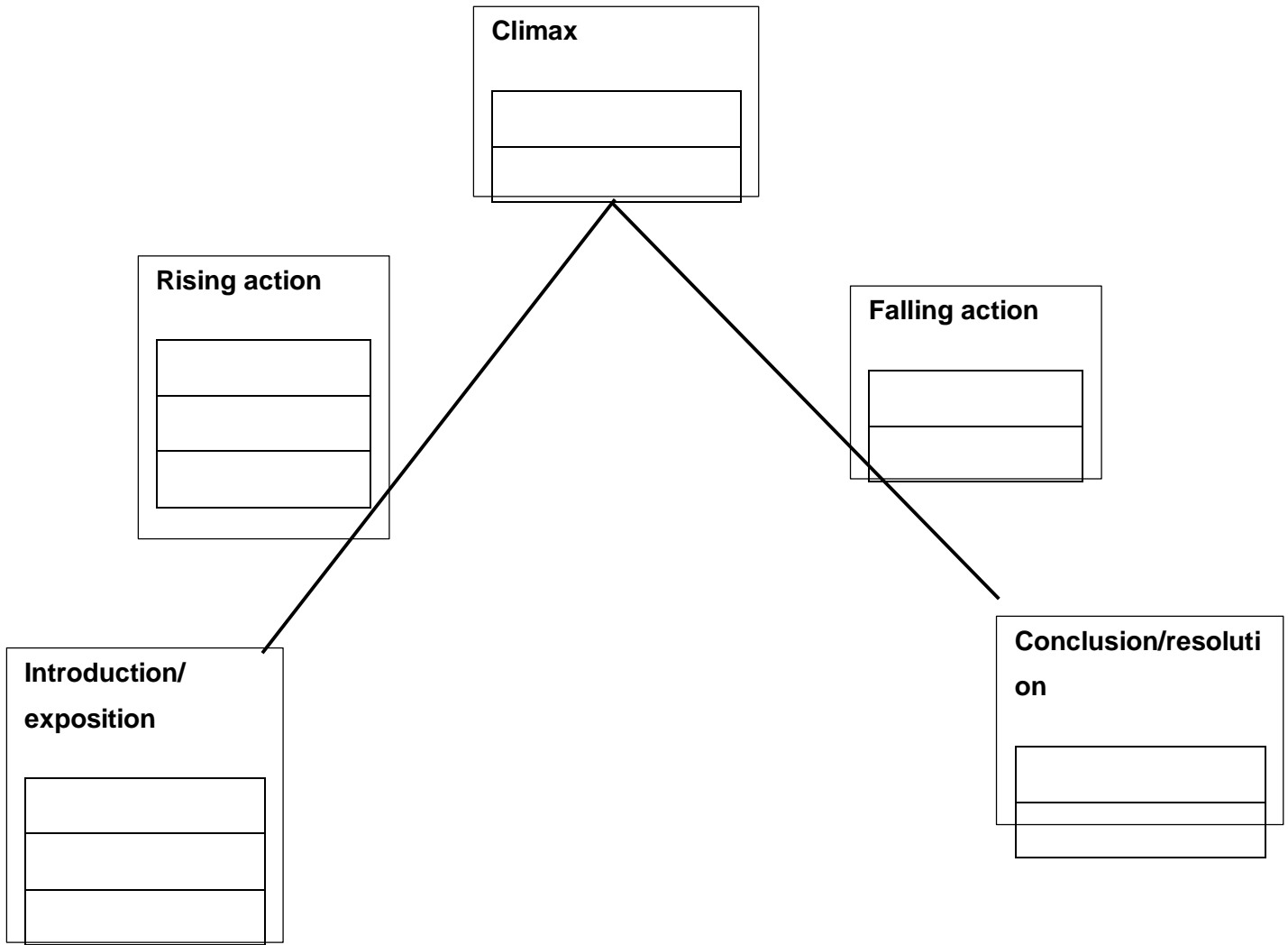
4. Theme:

5. Plot line:

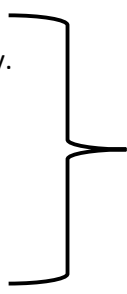
The different structures for a plot are:

--

The elements of a basic plot structure are:



6. Conflict:
These drive the story.



Internal:	
External: Person vs. person	
.....	
Person	vs.

7. Mood and tone:

NOT a narrative element, but a literary device:

Irony:

The opposite of what you expect

Example and explanation of verbal irony:

--

Definition and example of situational irony:

--

Definition and example of dramatic irony:

--

- Sharing information

You will be expected to complete a **jigsaw activity** in class on the narrative elements of the four short stories that you had to read for this section.

- Completing a plot diagram

Complete the plot diagram on the next page based on “Who’s Irish”.

- Narrative elements in “The Horse and two goats”

Complete the following table for the above-mentioned short story:

SETTING	
CHARACTERS	
THEME	
PLOT STRUCTURE:	
EXPOSITION	
RISING ACTION	
CLIMAX AND RESOLUTION	
FALLING ACTION AND DENOUEMENT	

Rising Action:

Incident 1:

Incident 2:

Climax:

Falling action:

Title:

Who's Irish?

Exposition:

Main character (s):

Setting:

Cause of initial conflict:

Conclusion:

Theme:

- Provide 3 examples of irony in “The Horse and two goats”.

- What role does language play in this short story? Justify your answer.

- Literary devices in “Carlotta’s vinyl skin”

- Provide examples of the following literary devices in the short story and explain their significance:

Foreshadowing:

Irony:

Metaphor:

Allusion:

- Evaluation of “Comrade, heal yourself”

This is quite a disturbing short story. Discuss the issue that disturbed you the most in the story.

What is the theme of the story?

Do you think this story is a good example of YAL? Justify your answer.

- Your own ideas of “language”, “culture” and “gender”

Choose from one of the mind maps in the link on eFundi or create your own mind map to indicate how the above-mentioned concepts are related.

- Stereotypes in YAL

During this week you need to read newspapers, watch television and observe how people interact.

- Use the following log to jot down stereotypes and how people use prejudicial language to portray or perpetuate the stereotypes.

	Stereotypes	Prejudicial language
Newspapers		
Television		
Observations		

- Select three short stories that you have read so far. Use the same table below to indicate the stereotypes and prejudicial language that were depicted in those texts:

	Stereotypes	Prejudicial language
Title 1:		
Title 2:		
Title 3:		

- Identity in YAL

- Describe a custom that your family shares. Ask your parents and relatives where this custom comes from. Is this a custom that is related to your cultural heritage or is this custom unique to your family?

- Ask your parents or other family members whether your family has any heirlooms that represent your heritage. Describe them.

- Select any two short story that you have read so far and indicate how customs and/or heirlooms impacted on the identity of the characters.

Title 1:

Title 2:

- Gender in YAL

- Provide a definition for each of the following concepts:

Gender:
Identity:
Culture:

Find a time and a place to do observe people in their everyday lives. Give yourself time to observe at least 15 males and 15 females (not on television or movies, but in real life). Record your observations by answering the following questions:

- Did you see females with some biological traits we usually associate with males (e.g. bigger muscles, deeper voice, facial hair)? Discuss what you have found:

- Did you see any males with some biological traits we usually associate with females (e.g. smaller build, higher pitched voices, wide hips, small waists)? Discuss what you have found:

- Draw a picture/diagram below to indicate how you understand the term 'masculine'.

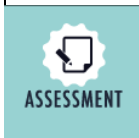
--

- Draw a picture/diagram below to indicate how you understand the term 'feminine'.

--

What is the difference between gender and sex?

- Select one of the short stories that you have read so far and discuss how the theme of gender identity was addressed in the text.



- Essay

Write a literary essay of 600-800 words in which you discuss how language contributes to the shaping of characters' identity in two of the short stories that you have done. The rubric, checklist and cover page for your essay are all available as links on eFundi.

- Visual Literacy



In this age of technology and information overload, learners are bombarded with visual images. As part of the curriculum, you need to teach your learners to analyse and interpret these images, so that they are not just mere spectators of visual messages, but active interpreters, capable of expressing their feelings and understanding of these images. This unit will equip you better to teach this important content.



By the end of this unit, you should be able to

- identify and discuss the concept "visual literacy" and how it is taught;
- use cinematic techniques to analyse film;
- identify and discuss themes from film related to young adults;



You will need:

- Parrot
- CAPS document
- Two of your own examples of print advertisements
- 10 Things I hate about you*
- Plot summary of Shakespeare's [*The Taming of shrew*](#)

- Concepts related to visual literacy

- An introduction to visual literacy

Read the information on visual literacy and answer the questions that follow.

Reading images: an introduction to visual literacy

Images are all around us, and the ability to interpret them meaningfully is a vital skill for students to learn.

By [Melissa Thibault](#) and [David Walbert](#)

“Literacy” usually means the ability to read and write, but it can also refer to the ability to “read” kinds of signs other than words — for example, images or gestures. The proliferation of images in our culture — in newspapers and magazines, in advertising, on television, and on the Web — makes *visual literacy*, the ability to “read” images, a vital skill. But what does it mean to read an image, and how can teachers help students develop the skills to do so thoughtfully?

Visual literacy is the ability to see, to understand, and ultimately to think, create, and communicate graphically. Generally speaking, the visually literate viewer looks at an image carefully, critically, and with an eye for the intentions of the image’s creator. Those skills can be applied equally to any type of image: photographs, paintings and drawings, graphic art (including everything from political cartoons to comic books to illustrations in children’s books), films, maps, and various kinds of charts and graphs. All convey information and ideas, and visual literacy allows the viewer to gather the information and ideas contained in an image, place them in context, and determine whether they are valid.

Like traditional literacy, visual literacy encompasses more than one level of skill. The first level in reading is simply decoding words and sentences, but reading *comprehension* is equally (if not more) important: teachers work to help students not only to decode words but also to make sense of what they read. That understanding requires broad vocabulary, experience in a particular content area, and critical thought, and teachers have various approaches and strategies to help students build contextual understanding of what they read.

The first level of visual literacy, too, is simple knowledge: basic identification of the subject or elements in a photograph, work of art, or graphic. The skills necessary to identify details of images are included in many disciplines; for example, careful observation is essential to scientific inquiry. But while accurate observation is important, *understanding* what we see and comprehending visual relationships are at least as important. These higher-level visual literacy skills require critical thinking, and they are essential to a student’s success in any content area in which information is conveyed through visual formats such as charts and maps. They are also beneficial to students attempting to make sense of the barrage of images they may face in texts and Web resources.

Visual literacy skills are already employed in a variety of disciplines. Observation, as we’ve noted, is integral to science. Critique, useful in considering what should be included in an essay in Language Arts, is also a part of examining a visual image. Deconstruction, employed in mathematical problem solving, is used with images to crop and evaluate elements and how they relate to the whole. Discerning point of view or bias is important in analyzing advertisements and works of art.

Complete the following table based on the above information:

Definition of Visual Literacy (your own words)	
Typical texts used to teach visual literacy	
Skills that need to be taught to analyse visual texts	

Search the English Home Language CAPS document (the senior or FET Phase) for the sections on teaching visual literacy. In the space below, summarise which texts should be used and what should be taught.

How do the above two completed tables compare?

Body language

A) Provide your own explanation of “body language”.

B) Name the physical features you pay attention to when analysing body language.

--

--

C) Analyse the following pictures and answer the questions that follow:

1.



2.



3.



Each picture has a number above it. The numbers appear in the below answer space.

Explain what the body language and facial expressions in the pictures communicate to the viewer. Provide reasons for your answer by referring to the physical qualities of the subjects in the picture.

1.
2.
3.

▪ Visual elements in photographs and posters

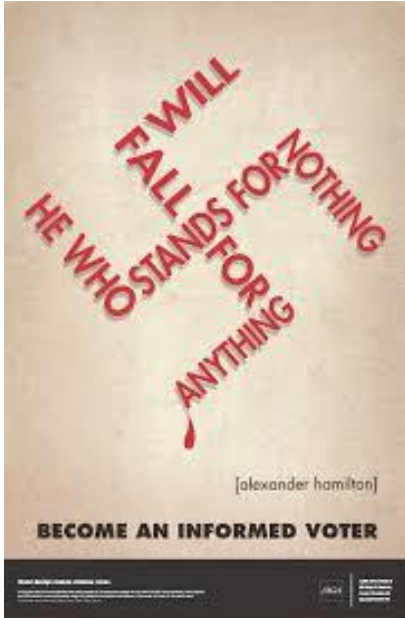
- Analyse the following photograph and complete the questions in the table below it.

(Photo from http://learning.blogs.nytimes.com/2014/02/10/whats-going-on-in-this-picture-feb-10-2014/?_php=true&_type=blogs&_php=true&_type=blogs&_php=true&_type=blogs&r=3)



<p>What do you see in this photograph?</p>	
<p>What element of the photograph is dominant?</p>	
<p>Estimate the age of the boy and the bear. Comment on the significance of this.</p>	
<p>Comment on the boy's body language.</p>	
<p>What is the bear doing in this image? What makes the bear's action significant?</p>	
<p>What do you think was the photographer's purpose with this photograph?</p>	
<p>Why is this photograph significant?</p>	
<p>Write your own caption for this photograph.</p>	

- Analyse the following poster and answer the questions that follow:



What symbol is used in this poster?

Is this symbol clear, memorable and dramatic? Why do you say so?

Is the message of the poster mostly verbal, visual or both? Why do you say so?

Who do you think is the intended audience of the poster? Why do you say so?

--

Is this an effective poster? Why do you say so? (Refer to aspects of visual literacy in your answer)


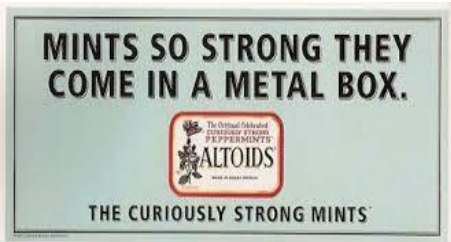
- The role of language when analysing advertisements

Language plays a crucial role in the success of an advertisement (and cartoons) as it is used creatively to appeal to consumers. Emotive language and manipulation/propagandist techniques are used to get the attention of the reader. The following can be used:

- Alliteration and assonance
- Ambivalence or pun
- Figurative language: metaphor, simile, euphemism, hyperbole, personification, etc.
- Words, especially adjectives with strong connotations
- Rhyme
- Slogans and catchphrases
- Generalisations
- Repetition
- Rhetorical questions
- All-inclusive pronouns: we, us, our
- Use of assertion rather than argument

Pun/Ambiguity



<p>Euphemism</p>	
<p>Exaggeration/hyperbole</p>	

- **Analysing advertisements**

Find two advertisements to attach to the opposite blank page of your portfolio and complete the activities that follow:

Examine your two advertisements and answer the following questions.

<p>What is the product?</p>	
<p>Who is the target group?</p>	
<p>What attracts you to the advertisement?</p>	

Do some research and answer the following questions.

<p>Why do you think companies spend money on advertising?</p>	
<p>Why is it important to teach learners how to examine advertisements?</p>	

<p>What is the major technique that is used in advertisements?</p>	
<p>What role does language play in the success of advertisements?</p>	
<p>Can the teaching of visual literacy, specifically advertisements improve learner literacy? If so how?</p>	

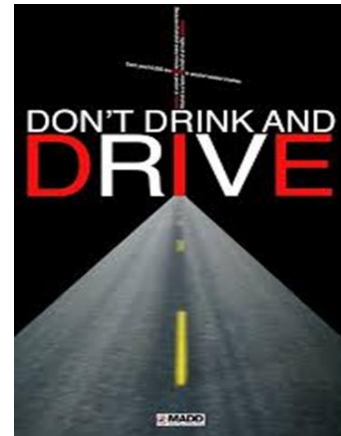
Read through the information and complete the activity that follows.

Advertisements usually employ the following principle to ensure the success of an advertisement:



The AIDA principle is used to capture the attention and interest of consumers by appealing to their desires. Advertisers use images and slogans in order to appeal to these desires.

Here are a few examples of catchy slogans.



Advertisers use techniques to appeal to human desire and fear which is usually aimed at a specific target group. Some of these involve:

- Avant-garde- creates the idea that the product puts the user ahead of time
- Bandwagon- suggests that everybody is using the product and that you should too
- Facts and Figures- statistics and objective facts are given to prove the superiority of the product
- Fears- suggests that the product will protect the consumer from danger
- Magic ingredients- suggests that some miraculous discovery makes the product exceptionally effective
- Plain folks- suggests that the product is practical and of good value for ordinary people
- Snob appeal/Elitism- suggests that the product makes the consumer part of an elite group

Look at the following advertisements and comment on the technique that is used in each of them.



Spare parts
for humans
are not
as original as
those for cars.

Don't Drink and Drive.



<https://www.tes.com/lessons/M4qG-unihTDhA/appeals-framework>



<https://sites.google.com/a/asij.ac.jp/propaganda-bonan/commercial-example>



<https://flowvella.com/s/2y23/50D5C37C-C7C6-4F61-A8B5-08E30916780C>



<http://intromedi.blogspot.co.za/2013/04/>

Group activity

Work in groups to create an advertisement which would appeal to a first year student. You can decide on the product/service. You should use the knowledge you have attained to create a successful advertisement.

The following rubric will be used to assess your advertisement.

	4-5	2-3	0-1
Appealing to the target group	Product is appealing to first year students.	Product is appealing but not necessarily to first year students.	Product is not chosen well and is not appealing.
Catchy Slogan/Language use	Slogan and/or language is used cleverly and is aligned to the product.	Attempt is made to use a slogan and/or language technique.	Slogan/Language is not used effectively and does not align to the product.
Advertising Technique	An advertising technique, such as bandwagon, snob appeal, plain folk, etc. is used effectively and aligns to the image/s, language and overall design of the advertisement.	An advertising technique is used but does not align well to the images/s, language and overall design of the advertisement.	Advertising technique is not clear/ no advertising technique is used.
Images and design	Images are clear and creative. Overall design draws attention, is interesting, appeals to the target group's desire/s and calls the target group to action (AIDA).	Images are clear. The overall design only appeals to 2 of the AIDA principles.	Images are not clear and align to 1 or none of the AIDA principles.

- Caricatures, cartoons and comic strips

Some definitions:

Caricature: a portrayal of an individual or thing that *exaggerates* and *distorts* prominent characteristics so as to make them appear ridiculous. Caricature is commonly a medium for *satire*.

Satire: to expose and criticise foolishness and corruption using humour, irony, exaggeration or ridicule.

D) Write down the names of the figures in the following images:



--	--	--

How to analyse cartoons and comic strips

What do the following elements communicate to the reader?

- * Facial expressions: mouth and the eyebrows.
- * The position of the head.
- * Body language: arms, legs, gestures.
- * Movement: lines indicate this.
- * Stereotypes and caricatures: are there any?
- * Scale: is anything oversized? Is anything smaller than the rest of the elements?
- * Setting: where does the cartoon take place?
- * Verbal communication: what is said and how is it said? Look at punctuation to help you.
- * Font size and placement: what do bolded or capital letters express? Where are the words placed?
- * Tone: how is it reflected?
- * Speech and thought bubbles

Some additional help:

Prompts	Answers
What do I see? [What do you observe? What else?]	
What does it remind me of? [Another image? A personal experience?]	
What's the artist's purpose? [To Analyze? Persuade? Express? Document? Entertain?]	
So What? [Why does it matter? What is the significance?]	



BONUS: name the speech elements in the opposite image.

Refer to the below image and answer the questions that follow:



1. What is the image an example of and motivate your answer? (Hint: think of cartoon techniques.)

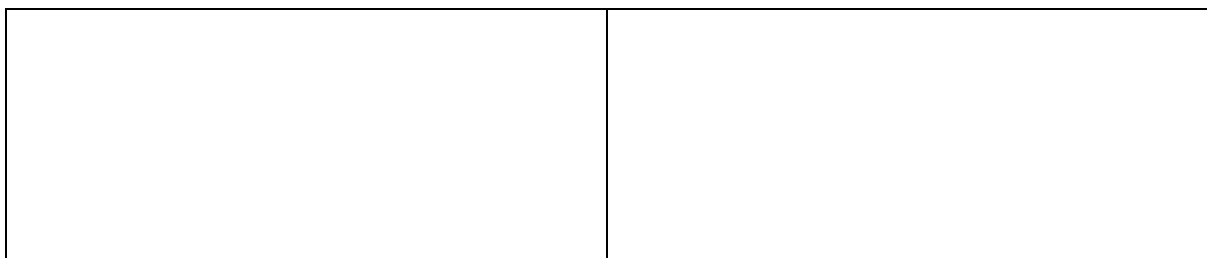
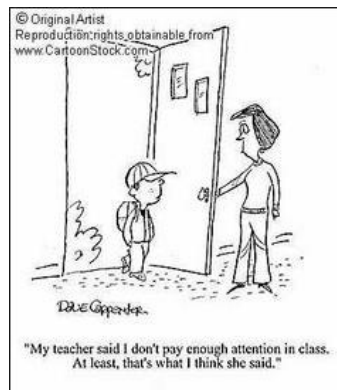
2. Explain what prior-knowledge a reader would need to appreciate or understand the cartoon.

3. Explain who the dominant figure in the cartoon is and motivate your answer.

4. How does the cartoonist view the dominant figure? How does he view the other two figures?

5. The caption that accompanied this cartoon was “20 years of democracy”. Provide an alternative caption and explain your choice.

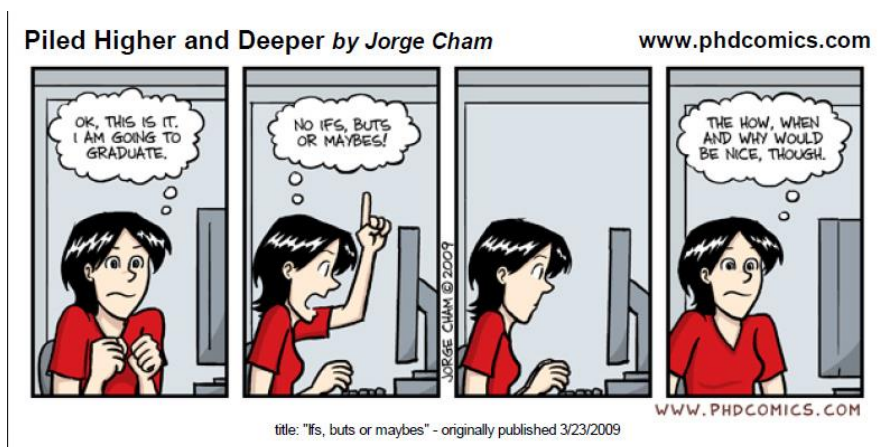
Note the difference in these two cartoons:



Comic strips:

Read through the following comics and answer the questions that follow each one:

A.



- What's going on in the cartoon strip?

- What do you see that makes you say that?

- What more can we find?

- What are we unsure of? How will we find this out?

- Why is it funny?

B.



- What's going on in the cartoon strip?

- What do you see that makes you say that?

- What more can we find?

- What are we unsure of? How will we find this out?

- Why is it funny?

- Do your above answers lead to the following answers:

We laugh at the unexpected, the unusual, the ridiculous, the impossible, the surreal, the link/application between the allusion and reality. Laughter is more successful as a shared experience.

Cartoon A – Research: it is time consuming and can be difficult and needs to answer specific questions.

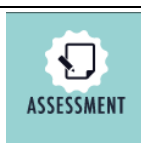
Cartoon B – Stereotypes: engineers are expected to be stoic and without social skills, nerds, geeks

- Comparing the differences between written texts and visual texts

Using the information gained throughout the semester, complete the table below to compare the differences between written texts and visual texts for young adult audiences.

	Written Texts	Visual Texts
Length		
Narration		

Dialogue		
Action		
Techniques and devices used to get the message across		



- Creating a worksheet

You have decided to create a worksheet for a Grade 10 English HL class on visual literacy. Find a suitable and relevant cartoon and formulate three (3) content questions and at least three (3) language questions related to the cartoon. Attach a completed memorandum at the back of the worksheet. Use the checklist to check your worksheet before you submit it.

Checklist:

(Please note that this checklist should be used for the completion of your worksheet and will be used as peer assessment for submission)

Items on the worksheet	
Name of school/institution or logo appears on the head of the worksheet.	
There is a place for the learner to write down his/her name and a date?	
The worksheet has a specific goal and activity/questions that lead to reaching that goal.	
Learners are able to deduce why the activity/questions are important.	
Questions are organised from easiest to most difficult.	
Questions are numbered sequentially.	
There are content and language questions on the worksheet.	
Includes simple and easy to understand instructions.	
Instructions are not loaded.	
Activity get them to learn, do, or reflect.	
What needs to be done after the worksheet is complete? Is that made clear to learners?	

Is the worksheet's layout and design printable?	
Are there suitable and relevant pictures on the worksheet where necessary?	
If there are graphics, they have been used consistently?	
Has the grammar, spelling, and language use been checked?	
Is there appropriate white space?	
There's enough space (either in a shape or on a line) to write in an answer?	
There is a mark allocation for the activity, if applicable?	
If, necessary and applicable, there are examples of activities (if they are difficult or involved)?	
Pages are numbered.	
Pages are consistent.	

○ Concepts related to film study

- Terminology related to films

Conduct your own research and write short notes on the following:

(Find these definitions for films in general and **NOT** specifically for *10 Things I hate about you*.)

Producer:

Executive producer:

Director:

Screen writer:

Location scout:

Art Department:

Set designer:

Costume designer:

Props master:

Camera Operator:

Key grip:

Dolly grip:

Gaffer:

Editor:

- Cinematic techniques

Watch the video embedded in this section of the study guide, and where necessary conduct your own research, to complete the table below:

Cinematic techniques	Description and/or effect	Examples (picture/diagram)
Camera shots		
Extreme close up		
Close up		
Medium close up		
Mid shot		
Full shot		
Wide shot		
Extreme long shot		
Cut in		
Cut away		
Two shot		

Point of view		
Over the shoulder		
Weather shot		
Camera angles		
Bird's eye view		
High angle		
Eye level		
Low angle		
Worm's eye view		
Camera movement		
Pan		
Tilt		

Zoom in		
Zoom out		
Dolly		
Steadicam		
Cinematography		
Lighting		
Lighting: High key		
Lighting: Low key		
Hard lighting		
Soft lighting		
Mise en Scene		

o Film analysis: *10 Things I hate about you*

- Lights, camera, action!

Obtain and watch the movie *10 things I hate about you*

- Intertextual references

Read the plot summary of *Taming of the shrew* (on eFundi) and the information below to answer the questions that follow.

Many of the plays written by English playwright William Shakespeare have been adapted to films with much success. The comedy "The Taming of the Shrew" is a good example of this. This play has been adapted to movies in several occasions, the first one being a short film directed in 1908 by D. W. Griffith. Over the years, other film adaptations had the participation of renowned personalities from the cinema industry, such as Alfred Hitchcock, Elizabeth Taylor, Richard Burton, Maureen O'Hara, and John Wayne.

The release of the teen movie "10 Things I Hate about You", back in 1999, served to highlight the fact that William Shakespeare's writings are timeless and universal. In this article we take a look at this modern adaptation of Shakespeare's famous comedy and examine the keys to its success among the public.

The Taming of the Shrew: an introduction to the original play

In order to understand better the success of the movie "10 Things I Hate about You", it is useful to have a general idea about the original play as written by Shakespeare. The Taming of the Shrew was written towards the end of the 16th century (probably between 1590 and 1592). The comedy is set in Padua, Italy, where noble lady Katerina Minola is known for her difficult character and brazen personality. As a result of her harshness, everyone believes that Katerina will never get married.

Katerina has a younger sister, Bianca, who is nothing like her sister and has two serious suitors, Gremio and Hortensio. Seeing the situation, Katerina and Bianca's father decides that he will not allow Bianca to get married unless Katerina does the same first. This decision prompts Gremio and Hortensio to devise a plan to marry Katerina off to somebody else, so that they can compete for Bianca's affection. Gremio and Hortensio see the perfect candidate in Petruchio, who arrives in Padua with the intention of getting married. Petruchio is not taken aback by Katerina's character, and soon they get married.

In the meantime, Gremio and Hortensio continue their game of deception and pretense in order to marry Bianca, who by that time is in love with Lucentio. Bianca and Lucentio get married in secret, and later return to Padua after much confusion about Lucentio's identity (mostly caused by Gremio and Hortensio's plot). While this happens, Katerina's personality begins to change as a result of her husband's efforts to "tame" her, to the point that she is considered the most obedient wife among their acquaintances.

10 Things I Hate about You

As it would be expected from a typical teen movie, "10 Things I Hate about You" deals with issues like unreciprocated love and confusion. The movie was released in 1999 as a romantic comedy and as a modern adaptation of Shakespeare's famous play. The film's main characters are Kat and Bianca Stratford (played by Julia Stiles and Larisa Oleynik), Patrick Verona (played by Heath Ledger and based on the character of Petruchio), Cameron James (played by Joseph Gordon-Levitt and inspired on Lucentio), and Joey Donner (who is played by Andrew Keegan and whose personality combines many elements of the original characters of Gremio and Hortensio).

In the movie, Cameron James becomes infatuated with Bianca, but since her father will not allow her to date anyone until her older sister Kat does the same, he conceives a plan that involves Patrick Verona (a rebel by nature) courting Kat. Patrick goes along and accepts money to go ahead with the plan, but he ends up falling for Kat, whose difficult character seems to mirror his own.

At first, Bianca is not attracted to Cameron, and instead shows interest in Joey, although she is unaware that he has made a bet that he can get involved with her. In the end, and after Joey's plot is discovered, Kat and Bianca end up dating Patrick and Cameron.

The film's success was undeniable, and during its opening weekend it made more than \$8 million. To understand how well received the movie was, we need to remember that "10 Things I Hate about You" was in movie theatres at the same time as "The Matrix", and the Shakespeare-inspired film ranked second after the classic sci-fi movie. In total, the film made over \$53 million. The movie and its cast received several awards, including Best Musical Performance, Young Star Awards, Most Promising Actress, and Best Casting for Comedy Film.

This movie was also well received by the critics, who in their majority believed that the film went beyond the stereotypical high school movie. Many critics also praised the character played by Julia Stiles, who was so clearly different from mainstream female Hollywood characters. Once again, this demonstrates that Shakespeare's timeless vision of human nature is accurate in our days too

Conduct your own research and get a definition, an explanation and an example of the following terms:

a) Juxtaposition

b) Intertextuality

c) Allusion

d) Catalyst

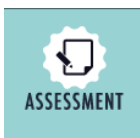
e) Now that you have definitions for these terms, find examples of them in *10 Things I hate about you*.

Juxtaposition

Intertextuality

Allusion

Catalyst



- Discussing

Although the CAPS mentions film study, there are not many opportunities in the curriculum to analysis film. Conduct a formal discussion in which you address the value of film for the 21st century learner, using the film *10 Things I hate about you* to support your argument.

Complete the following preparation first:

Read through the following guidelines on conducting formal discussions (adapted from <http://roadsafetyatwork.ca/employer-and-supervisor-tools/do-a-status-review/consult-with-employees/tips-for-consulting-with-employees/>) and answer the questions that follow to prepare for your formal discussion.

• **Tips for Conducting Formal Discussions**

• **Formal Discussions**

- Usually take the form of a guided discussion or focus group. Discussions are based on a series of questions that are developed before the group session.
- Can help you identify important issues and generate ideas for improvement.
- Can be a way of testing assumptions.

There are three phases in conducting a formal (guided) discussion or focus group:

- [Prepare for the discussion](#)
- [Conduct the discussion](#)
- [Analyse and report on the discussion](#)

• **Prepare for the Discussion**

- Identify the purpose of your discussion.
- Think about what you are trying to learn.
- Determine your timeline.
- Determine who will facilitate your discussion group. You can appoint a group leader The group leader will need to:
 - Guide the discussion.
 - Deal with outspoken group members.
 - Keep the discussion on track.
 - Ensure all participants are heard.
- Generate the questions:
 - Questions should be open-ended, not ones requiring a yes/no answer.
 - Ensure the questions will help you get the information you need as specified in your purpose.
 - Order questions so that they go from general to specific.

• **Conduct the Discussion Group**

The facilitator should:

- Welcome participants as they arrive.
- Have the participants introduce themselves.
- Explain:
 - How the information will be recorded and reported.
- Ask follow-up questions that arise from the discussion to probe deeper into the topic.

• **Analyse and Report on the Discussion Group**

- Immediately following the discussion group, the facilitator(s), recorder and any other observers should review the session to capture any immediate impressions.
- Write a summary of the session.
- Review the summary to identify:
 - Major themes.
 - Common feelings, beliefs or opinions.
 - Strongly-held feelings, beliefs or opinions

Conduct a preliminary meeting with your group members to test out Zoom and write down notes in preparation of your formal discussion:

What is the purpose of this formal group discussion?

--

What would you like to learn from this discussion?

Who will be your group leader?

--

Make notes on how you will introduce yourselves and how you will start the discussion:

Make a list of open-ended questions that you will discuss during your group discussion. Order your questions from the easiest to the most difficult.

Make notes on your responses to the open-ended questions above and practise to state your points verbally.

Complete these questions after your meeting:

Write a summary of the meeting in your own words:

What was your most important contribution to this meeting?

What did you learn about the film from this meeting?

- Analysing the opening scene from *10 Things I hate about you*

Watch the opening scene from the film and answer the questions that follow.

Explain what the music and the text that appears on the screen suggest about the following:

Genre of the film:
The film's intended audience:
The type of characters in the film:

Why do you think a panoramic shot is used in the opening scene of the film?

Comment on the attitude the girls show toward Kate.

Which camera shot is used to show Kate's reaction toward the girls? Why is this shot effective?

How is Kate's character portrayed in the opening scene of the film? Comment on her actions in your answer.

Did you notice how the music of the opening scene changes to what Kate is listening to? Why do you think the director makes this change?

Account for the movement of the camera which ends in a shot of the school.

Are there any elements of Shakespearean times reflected in the opening scene of the film? List these and comment on the significance thereof.

- Choosing a scene to analyse from *10 Things I hate about you*

Using the above analysis as a guideline, complete an analysis of a scene of your choice. This should be completed in writing on the opposite blank page of your portfolio.

- Analysing the Feminist theme from *10 Things I hate about you*

Feminism and 10 Things I hate about you

Summarise the two viewpoints discussed in the following excerpt (from <http://www.borrowers.uga.edu/1215/show>) in your own words:

Critical readings of the film have focused primarily on whether, and to what extent, Kat has relinquished the feminist values she displays prior to her "taming" (values that, problematically, implicitly seem to make her deserving of the label "shrew"). Michael J. Friedman's and Jennifer Clement's articles represent two of the most divergent readings. Friedman argues that the film's "presentation of feminism is not conservative but progressive." According to Friedman's assessment, "Kat evolves from a second-wave feminist, a follower of the old-school feminism of the 1970s, to a third-wave feminist, one who embraces the contradictions and personal empowerment fostered by the Riot Grrrl movement of the 1990s" (Friedman 2004, 46). Clement, by contrast, argues that the film "employ[s] media stereotypes of second and third-wave feminism, playing one against the other to support essentialist views of gender and identity, and to suggest that late 1990s and early 2000s America is, indeed, a postfeminist society" (Clement 2008, 18).

Your own summary of the two viewpoints:

- State which viewpoint you agree with and why:

Bonus Section: Now that you have watched and analysed *10 things I hate about you*. Study the following film poster and indicate which of the trivia about the film you already knew and which facts were new to you:



- The scene in which Kat reads the "10 Things" poem was the first and only take, according to the DVD extras. Kat's tears towards the end of the poem were not planned.
- This was Heath Ledger's first American movie.
- The whole film was shot at locations. No sets were used.
- The original script was much darker than the one in the final film. In the original, Mandella (Kat's best friend) referred openly and frequently to several suicide attempts, which were so that she could join William Shakespeare.
- Julia Stiles originally auditioned for the role of Bianca Stratford.
- Letters to Cleo lead singer Kay Hanley told Popdose that the experience scared the band. They had to perform the song on a patch of roof the size of Hanley's kitchen, and on a windy day.
- Cameron says, "I burn, I pine, I perish," a direct quote from Taming of The Shrew.
- Filming began without Heath Ledger, and the cast worried how his presence would change the dynamic. "This was a concern that was remedied a few days later, when he arrived and we found yet another comrade in sensibility. The group, with Heath, only got stronger. Before I knew it, the cast was experiencing what I've since found to be all too rare: a unified chemistry throughout the ensemble, without a single bad apple in the bunch. We all agreed that we were having the best summer of our lives."
- The song lyric "cruel to be kind" is a reference to a line from the play Hamlet; another of William Shakespeare's works.
- Early in the movie, Julia Stiles' character is seen reading the Sylvia Plath novel, "The Bell Jar". Stiles has been cast to play Esther Greenwood in The Bell Jar (2018).
- One of the books clearly seen in the library scene with Kat and Patrick is entitled "10 Stupid Things Men Do To Mess Up Their Lives".
- One of the taglines for this movie is "How do I loathe thee? Let me count the ways" which is an obvious play on "How do I love thee? Let me count the ways." Although this movie contains multiple references to William Shakespeare and "The Taming of the Shrew", the line "How do I love thee? Let me count the ways" was written not by Shakespeare, but by Elizabeth Barrett Browning. It is the first line of Sonnet 43 from Barrett Browning's "Sonnets from the Portuguese"
- Both Heath Ledger and Joseph Gordon-Levitt would later appear in director Christopher Nolan's Dark Knight Trilogy, Ledger as The Joker in The Dark Knight (2008) and Gordon-Levitt as the character Blake who, at the end of The Dark Knight Rises (2012) is implied to take over crime fighting in Gotham City as

Robin, following Bruce Wayne's retirement as Batman. A still from 10 Things I Hate About You of Ledger and Gordon-Levitt in the cafeteria together with the caption "That moment, when you find out the Joker and Robin went to high school together" would go viral soon after The Dark Knight Rises was released.

o Value of folklore

▪ Viewpoints on teaching folklore

- Do you agree with the following statement? State your reasons.

“Because many teachers do not fully understand folklore, they are unable to recognize or to make the most profitable use of its potential values for education.”

Putnam, J.F. 1964. Folklore: A key to cultural understanding. *Educational Leadership*, March: 364-368.

- Read the following excerpts from the CAPS for EFAL in the Senior Phase and answer the questions.

Excerpt 1 (p.11):

Regarding the **genre approach**, learners can classify, compare and contrast different types of literary genre, e.g., the difference between the plots in a novel/short story/drama/folklore.

Excerpt 2 (p.13)

GRADES 7 - 9	
Core materials	
Prescribed language textbook - Teacher Guide and Learner Book	√
Novel	√
Short stories	√
Folklore	√
Drama	√
Poetry	√
Dictionary	√

Excerpt 3 (p.34)

TYPES OF READING TEXTS	
Novel, Short stories, Folklore	<p>Narratives (novel, short story and folklore) need to be read, discussed, and enjoyed. Reading the texts aloud and or playing in class is often of great value, especially if learners are not keen readers, or have some resistance to reading. Read fast, and keep the interest alive by using the simple reading acts of anticipation or prediction; evaluation; and appreciation. Simple activities involving imaginative summary (summarising the story so far to a friend in a limited number of words; keeping a visual graph going in the classroom; opening dossiers of key characters; looking for and noting, appearances of words and images that emphasise ideas and themes in the novel) can help to keep the learners up to speed. After the first reading, learners need to become aware of the differences between narrative (<i>what</i> happens next?) and plot (<i>why</i> does that happen?); explore possible meanings and interpretations of the story; examine how the writer has used language to create character (description and direct speech); how characters interact; setting (descriptive language, and incidental references throughout the novel); and where necessary attempt to unravel underlying ideas, thoughts and ideologies that control the direction of the narrative as a whole. All cultures, and most people, live lives imbued with stories. Whatever the teacher does with novels and stories in the classroom, the sheer pleasure of engaging in a good story must remain paramount.</p> <p>The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> • genre and types • plot, subplot (exposition, rising action, conflict, climax, falling action/anticlimax, denouement/ resolution, foreshadowing and flashback) • conflict • characters • characterization • role of narrator • messages and themes • background, setting and relation to character and theme • mood, ironic twist/ending • suspense and surprise

Excerpt 4 (p.34)

LENGTH OF TEXTS TO BE READ			
TEXT	GRADE 7	GRADE 7	GRADE 7
Text for reading aloud	5 - 6 sentences 1 paragraph	5 - 8 sentences 2 paragraphs	5 - 10 sentences 3 paragraphs
Reading comprehension/intensive reading texts	300-350 words	350-400 words	400-450 words
Independent reading	Poetry, short story, folklore, novel and drama - as prescribed by CAPS - and non-fiction texts	Poetry, short story, folklore, novel and drama - as prescribed by CAPS - and non-fiction texts	Poetry, short story, folklore, novel and drama - as prescribed by CAPS - and non-fiction texts
Summary	40 - 50 words for 220 word text	50 - 60 words for 240 word text	50 - 60 words for 260 word text

Excerpt 5 (p.35)

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE SKILLS IN THE SENIOR PHASE

In addition to literary texts for formal study, texts to be covered in the Senior Phase include written, visual and multimedia texts with different purposes. Some texts will be studied for their aesthetic qualities; some texts will be studied as examples and as models for writing

Folklore

(Grades 7 - 4-5 stories - 3-5 pages on each story)

(Grade 8 - 5-7 stories - 3-5 pages on each story)

(Grade 9 - 7-10 stories - 3-5 pages on each story)

Excerpt 6 (p.48)

LENGTH OF TEXTS FOR FIRST ADDITIONAL LANGUAGE (TO BE PRODUCED BY LEARNERS)			
TASK	GRADE 7	GRADE 8	GRADE 9
Paragraph	100 -110 words	110 - 120 words	120 - 140 words
• Words	7 - 9 sentences	7 - 10 sentences	8 - 10 sentences
• Sentences	3-5 paragraphs	4-7 paragraphs	4-8 paragraphs
Essay	130 - 180 words 3-5 paragraphs	180 - 210 words 4-7 paragraphs	210 - 250 words 4-8 paragraphs
Poem	2 verses	2-3 verses	3-6 verses
Short story, inc folktale	1 page +/-6 paragraphs	2 pages +/-10 paragraphs	3 pages +/-20 paragraphs

Excerpts 7 & 8 (p.57 &60)

READING AND VIEWING	LISTENING AND SPEAKING
<p>Literary text: short stories/folklore</p> <ul style="list-style-type: none"> • Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluation) <p>Pre-reading strategies</p> <ul style="list-style-type: none"> • Recognize features of text such as titles, headings, illustrations • Recognise parts of book such as cover, title page, index, chapters, glossary, index <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Visualization • Inferring meaning and conclusions • Fact and opinion • Meaning of words 	<p>Listening and Speaking strategies</p> <p>Listen to a short story/folklore</p> <p>Listening Comprehension</p> <ul style="list-style-type: none"> • Identify main and supporting ideas and take notes • Share ideas and experiences and show understanding of concepts • Identify persuasive and manipulating techniques where applicable • Answer questions <p>Group/panel discussion Listen to poetry and determine meaning</p> <p>Discuss the story/folklore that they were exposed to in the previous activity</p> <ul style="list-style-type: none"> • Identify characters • Discuss the theme • Discuss point of view • Relate content to own experience

- Do you think folklore is too easy for learners in the Senior Phase? Explain your answer.

- Should folklore only be used to teach reading? Justify your answer.

- Which texts should be used to teach folklore to learners in the Senior Phase? Give examples.

-
- The literary vs the oral tradition of folklore

Read the following article (from <https://www.britannica.com/art/folk-literature>), watch the video clip on eFundi and then answer the questions that follow:

Folk literature

WRITTEN BY: Stith Thompson

Folk literature, also called folklore or oral tradition, the lore (traditional knowledge and beliefs) of cultures having no written language. It is transmitted by word of mouth and consists, as does written literature, of both prose and verse narratives, poems and songs, myths, dramas, rituals, proverbs, riddles, and the like. Nearly all known peoples, now or in the past, have produced it.

Until about 4000 BCE all literature was oral, but, beginning in the years between 4000 and 3000 BCE, writing developed both in Egypt and in the Mesopotamian civilization at Sumer. From that time on there are records not only of practical matters such as law and business but increasingly of written literature. As the area in which the habitual use of writing extended over Asia, North Africa, and the Mediterranean lands and eventually over much of the whole world, a rapid growth in the composition of written literature occurred, so that in certain parts of the world, literature in writing has to a large extent become the normal form of expression for storytellers and poets.

Nevertheless, during all the centuries in which the world has learned to use writing, there has existed, side by side with the growing written record, a large and important activity carried on by those actually unlettered, and those not much accustomed to reading and writing.

Origins And Development

Of the origins of folk literature, as of the origins of human language, there is no way of knowing. None of the literature available today is primitive in any sense, and only the present-day results can be observed of practices extending over many thousands of years. Speculations therefore can only concern such human needs as may give rise to oral literature, not to its ultimate origin.

The nature of oral traditions

Nor can any evolution in folk literature or any overall developments be spoken of explicitly. Each group of people, no matter how small or large, has handled its folk literature in its own way. Depending as it does upon the transmission from person to person and being subject to the skill or the lack of skill of those who pass it on and to the many influences, physical or social, that consciously or unconsciously affect a tradition, what may be observed is a history of continual change. An item of folk literature sometimes shows relative stability and sometimes undergoes drastic transformations. If these changes are looked at from a modern Western point of view, ethnocentric judgments can be made as to whether they are on the whole favourable or unfavourable. But it must be remembered that the folk listening to or participating in its oral literature have completely different standards from those of their interpreters.

Nevertheless, two directions in this continually changing human movement may be observed. Occasionally a talented singer or tale-teller, or perhaps a group of them, may develop techniques that result in an improvement over the course of time from any point of view and in the actual development of a new literary form. On the other hand, many items of folk literature, because of historic movements or overwhelming foreign influences or the mere lack of skilful practitioners of the tradition, become less

and less important, and occasionally die out from the oral repertory. The details of such changes have been of great interest to all students of folk literature.

The beginnings of written literature in Sumer and Egypt 5,000 or 6,000 years ago took place in a world that knew only folk literature. During the millennia since then written literature has been surrounded and sometimes all but overwhelmed by the humbler activity of the unlettered. The emergence of the author and his carefully preserved manuscript came about slowly and uncertainly, and only in a few places initially—the literary authorship that flourished in the Athens of Pericles or the Jerusalem of the Old Testament represented only a very small part of the world of their time. Nearly everywhere else the oral storyteller or epic singer was dominant, and all of what is called literary expression was carried in the memory of the folk, and especially of gifted narrators.

All societies have produced some men and women of great natural endowments—shamans, priests, rulers, and warriors—and from these has come the greatest stimulus everywhere toward producing and listening to myths, tales, and songs. To these the common man has listened to such effect that sometimes he himself has become a bard. And kings and councillors, still without benefit of writing, have sat enthralled as he entertained them at their banquets.

- Give a brief outline of a story (oral or written) that is associated with your culture.

- Who is the best story teller that you know? Why is this person such a good story teller?

The video clip on eFundi focusses on the value of storytelling in business. What would you say are the values of storytelling for a teacher?

- Theory on folklore

Watch the presentation on folktales, tall tales, myths, legends, fables and fairy tales. Make notes on the information by using the following table:

Type	Definition	Characteristics	Examples
Folklore			
Tall tales			
Myths			
Legends			
Fables			
Fairy tales			

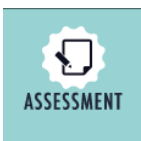
- South Africa folklore

- Choose a South African folktale and summarise it in your own words below:

- Now complete the following table for your folktale:

Who is the main character in your story?	
What characteristics does the main character have?	
Where does the story take place?	
What struggle must the main character deal with?	
Name the other characters in the story besides the main character.	
What kind of relationship do they have with the main character?	
Is there any magic in your story?	
What kind of lesson do the characters in your story learn?	

- Which different reading skills could be developed by such table above? Would you use it? Why/why not?



- Performing a folktale

In groups, choose a folktale that you would like to perform for an examination mark. You will need to record the performance and submit it in Dropbox. Nominate a group leader to submit the file in

Dropbox. Give the names, surnames and student numbers of your group members to your lecturer as well as indicate who the group leader is.

What you will need:

- A script
- Props and costumes, however, you may only use up-cycled material. You may NOT buy anything for this performance.

More guidelines on this performance are provided as a link on eFundi.

o Integrating folklore and grammar

- Parts of speech

Watch the video clip on eFundi and answer the following questions:

- Name the eight parts of speech.

- In terms of the video, what is a noun essentially?

- What is the function of a pronoun?

- What are the two functions of verbs?

- What makes adjectives and adverbs similar?

- What questions do adjectives answer?

- Name the articles.

- What do adverbs describe?

- Which questions do they answer?

- What functions do prepositions have?

- Name the two prepositions that are not as easy to identify as the other prepositions.

- What errors do conjunctions help avoid?

- Name the co ordinating conjunctions.

- Create your own sentence beginning with an interjection.

--

- Designing a memorandum

Design a memo for the grammar worksheet (from https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Fables) on Snow White and the seven dwarfs on the next page.

- Do you think this is an effective way to teach grammar? Why do you say so?



SNOW WHITE

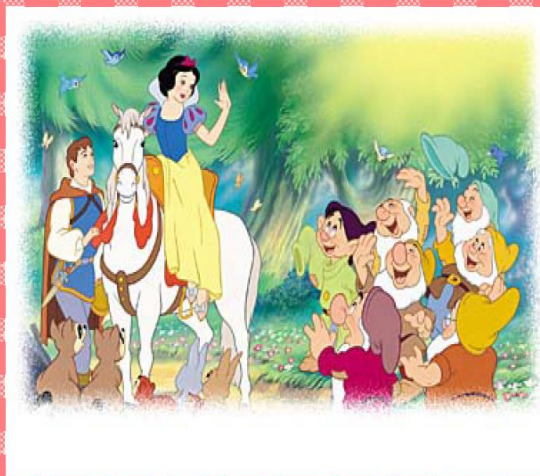


1 Once upon a time there _____ (be) a king and a queen. They were very happy and _____ (want) to have a baby. Then they _____ (have) a very beautiful baby. They _____ (call) her Snow White. But when Snow White _____ (be) two the queen _____ (get) ill and _____ (die). After a few years, the king _____ (get) married again with a beautiful woman. The woman _____ (think) she was the most beautiful woman in the country. She _____ (stand) over her magic mirror and always _____ (ask) "Mirror mirror on the wall. Who is the most beautiful of all?" The mirror always _____ (answer) "You are, Queen!"



2 But one day the mirror _____ (answer) the most beautiful was Snow White. The queen _____ (get) very angry and _____ (want) to kill Snow White. She called a huntsman to kill Snow White in the forest. But the huntsman couldn't kill her and _____ (let) her go. Snow White _____ (escape) and _____ (find) the dwarfs house. The dwarfs _____ (love) her and they _____ (begin) to live together. One day the queen _____ (ask) the same question: "Mirror mirror on the wall. Who is the most beautiful of all?" But the mirror _____ (answer) "Snow White!"

3 She _____ (learn) Snow White _____ (be) still alive. The queen _____ (get) very angry again and _____ (dress) like an old woman. She _____ (take) a poisoned apple with her. The queen _____ (give) Snow White the half of apple (poisoned half). When Snow White _____ (eat) the apple she _____ (fall) down. In the evening, the dwarfs _____ (come) and _____ (see) her on the floor. They couldn't wake up her. They _____ (think) she was dead. So they _____ (put) her in a glass box in the forest.



4 The dwarfs _____ (cry) around Snow White. At that time a prince _____ (see) them. The prince _____ (fall) in love with her and _____ (want) to take her to his castle. While his soldiers were carrying her it _____ (fall) and the poisoned apple _____ (come) out of her mouth. Snow White was living! Then, they _____ (go) to the castle and _____ (get) married. The bad queen _____ (run) away and never _____ (see) them again. Snow White and the prince _____ (live) happily ever after.

- Designing a worksheet

Design a pre-, while, post-reading activity for a tale of your choice. Your while and post reading activities need to have at least two questions/activities based on grammar.

- Jigsaw grammar exercise

You will complete jigsaw grammar exercises in class based on different folktales.

ADDENDUM B: SEMI-STRUCTURED INTERVIEW WITH LECTURER-PARTICIPANT

Researcher: So first of all, my question is, what in your opinion is self-directed learning? How would you describe it?

Abigail: Uhm... to me it would be when students understand what is expected of them, so maybe understand the objectives and then can work out a plan on how to get there. To me, being self-directed would be asking questions as you're learning and being able to monitor your own process and then also understanding when you don't understand something or you need clarity. So, to me, that's what self-directed learning is.

Researcher: Okay.

Abigail: Not necessarily mastering the content on your own, but figuring out a plan how to deal with the content, how to make sense of the content.

Researcher: Okay, and do you have specific definitions that you have heard *this is what self-directed learning is* or don't you really have research on that?

Abigail: No, not necessarily, because to me the term is self-explanatory.

Researcher: Okay.

Abigail: Self-directed learning. And then also, sorry, if I can just add, uhm, and maybe we'll get to that later, but to me self-directed learning would be... there shouldn't... it should be learning that doesn't have an incentive at the end. So, it's not for marks. It's not... the purpose would be to learn [titters], if that makes sense.

Researcher: Yes, that's a very good insight. Okay, do you think the current English for Education course encourages the first-years to engage with self-directed learning and why or why not?

Abigail: I think it does, definitely. Uhm... because the content is relevant to... to the lives of students which automatically lends itself to self-directed, because I think that makes them want to know more about it. And also because we equip them with an Evidence of Performance, an EP or workbook (those are the terms we use to describe it), which has a lot of prompts and guides them. So, it does lend itself to self-directed learning.

Researcher: Okay, I just want to ask a question based on your answer now, just for my own insight: uhm, do you do like some sort of test or, prior to the course, do you do like some sort of gathering of information to... to figure out what is relevant to your learners or the context of your learners?

Abigail: No...

Researcher: What is that based on, do you think?

Abigail: Just on... like what we deal with specifically with the first-years – young adult literature, so that deals with the adolescent journey and that's basically where they are. Most of my students are 18-year-olds (18-year-, 19-year-olds) – fresh out of school, uhm, so we do set up a little uhm, getting-to-know-the-learner type of thing. So based on that I know that most of them are in that age group so more... the work would most likely be suitable to that age group.

Researcher: Okay...

Abigail: Does that answer your question?

Researcher: Yes, so it's basically just the age that you think is mostly relevant to all of them?

Abigail: Hmm [nods up and down].

Researcher: Okay.

Abigail: Ja.

Researcher: Then, uhm, do the first-year English for Education students engage with SDL? So we know that you think that the course does lend itself towards it. Uhm, do you think that they *do* engage in self-directed learning?

Abigail: [Chortles] No. Yes and no. I think there are some students who do. But why I say no is because I get the sense, and perhaps I need to know how to test that... it's really then just an assumption, but I get the sense that if it's not going to be submitted, if it's not for marks, then it's not a priority to them.

Researcher: Okay, I said here: "If no, why do you think this is the case?" So, it's about the marks? They want to submit what will count.

Abigail: Yes, they want to submit what will count for something.

Researcher: Uhm, do you think the course could be improved to encourage self-directed learning even more – the course itself, not necessarily the teaching of it, but the course?

Abigail: [Sighs] I don't know. Can that be a response? [Laughs]

Researcher: Yes, of course. It's your honest opinion.

Abigail: I guess it's because I'm already thinking of how I would do that. Uhm...

Researcher: So you do think there is room for it?

Abigail: Ja, I just perhaps don't know how, because to me the EP really does lend itself to it. So, I don't know how. So, there probably is room for more self-directed learning.

Researcher: Okay. If you think of something later on, because I know some people need time to think, you can just add. Okay how do you support the first-year students to engage in self-directed learning? Do you support them to do that?

Abigail: Besides encouraging them to, uhm, do more than what is required, I do do that. I tell them you need to read more on this subject. Uhm, so that's, I think, about it. Uhm, and of course to do the activities in the EP and not all of them are taken in for a formal mark so I think that does encourage them to engage in self-directed learning, but other than that, I don't do more than that.

Researcher: Okay. Can you suggest any improvements in terms of support structures for self-directed learning? So this could be anything, not just the course itself, but is there something specific that you can think of that might encourage them – some or other framework? Because I want to design a framework, so I am just trying to get ideas on, you know, types of support structures.

Abigail: Can I just tell you now, for example with my essay writing: uhm, usually we find that the first-years really struggle to write an essay and whatever the case may be, and I have now done facilitation with a tool – the writing tool, which gives them prompts. So, I think a lot of times with the students it's not necessarily that they're not interested in engaging in self-directed learning, but they don't have the starting points. They don't know how to start, because that's what I found with the essay – they're given the topic, but they don't know what questions to ask to start. So, if we can just give them those prompts: *this is how I suggest you do it; these are the types of questions you ask when you start*. Uhm... that's what it is – they need the starting points given to them, so to say.

Researcher: Okay, that's very insightful, thank you. We only have two more questions left, so it's going quickly.

Abigail: Hm.

Researcher: What are the most prominent activities they will have to engage in throughout their English for Education studies that will require self-directed learning?

Like you already said, the essay writing. Which other activities will they encounter throughout and will they really need to work on?

Abigail: Definitely the reading. A lot of what we do is, uhm, literature and they have to analyse and think about it critically. So, they really just have to read and engage in that critical thinking on their own. We do some of it in class – some of the questions are asked in class, but they will eventually be able to write well if they are able to really think critically and ask questions while they are reading. So, uhm...

Researcher: So, it's... The focus, in your opinion, with the self-directed learning should actually be more on the reading than the actual writing process?

Abigail: *How* they read, ja, because I think if you ask the right questions while reading...

Researcher: ...it leads you to...

Abigail: ...it's obviously going to feed into the writing, because then you know what to write about, [Chortles] so to say.

Researcher: Okay. And would that be, uhm, only the literature-based readings or the academic research articles?

Abigail: The research and the essays. The research comes a bit later, but for the first-years, would be when they read the novel, to not read it as they would read something that's for entertainment, but to really ask questions and try to understand the character and analyse the character and what's happening.

Researcher: Okay. And the type of assignments you give them, if I just listen to the questions that you need them to ask... what would the type of assignments be in the first-year related to reading? Are there different types of assignments?

Abigail: There are, and of course it would now be the productive skills – essay writing; later on they have to do a performance.

Researcher: ...and all of that is in the EP?

Abigail: Yes, it's in the EP and it's on their efundi as well. So, in order to do the performance, for example, they need to read the folktale, they need to analyse it, they need to understand the themes and then decide how to interpret that and illustrate that through a performance. So, it really does come back to reading, then.

Researcher: Okay. How, in your opinion, should a first-year student plan to engage in self-directed learning activities? How should they go about planning to be self-directed? What do you think?

Abigail: I think they must understand the purpose. "Why am I doing this?" and they must internalise it. So, "Okay this is the purpose for this module, but how is it going to make *me* a good teacher and make me a better person?" I think if they internalise the purpose and they really understand the purpose, then they're able to make a plan. But if you don't understand the purpose, why would you even engage?

Researcher: Okay, so understanding the purpose, then internalising and then the plan will follow – then you can go about planning something.

Abigail: Ja.

Researcher: Okay, that is it. Do you have any questions, any other insights you would like to add?

Abigail: No. Just, uhm, just interesting, I am now wondering what I could do to have them understand this concept of being self-directed and the benefits of that. Uhm... it just makes me wonder. But, you know for me when I introduced the module, what I could do to have them grasp this.

Researcher: Do you think they know what SDL is? Because the term, as you have said, the term is self-explanatory, but do you think they know or do they need...

Abigail: No, I don't think so. I can tell from the type of emails I receive that they want explicit instruction on *everything*. [Chuckles] So they really don't know how to, just, think for themselves and problem solve and work their way around something.

Researcher: ...which comes back to them asking questions.

Abigail: Yes, and I think with self-directed learning and problem-solving there is a really strong link there.

Researcher: Hm.

Abigail: ...because part of self-directed learning is problem-solving, so if I encounter an obstacle here or a challenge here, how am I going to work around it instead of just going to the lecturer and looking or asking for the answer. You know they need to think and solve a problem.

Researcher: ...on their own.

Abigail: Ja, which is... seems like it is a challenge.

Researcher: Hm. Okay, thank you so much for your time.

Abigail: Thank you, I enjoyed it.

ADDENDUM C: SEMI-STRUCTURED, FOCUS-GROUP INTERVIEW WITH STUDENT-PARTICIPANTS - INTERVIEW 1

Researcher: So the first question that I want to ask you is: do you know about self-directed learning and do you know what it is? Have you heard someone else talk about it before?

Gerda: I know self-directed learning – I've heard it before, but... that's all I know.

Researcher: So you have heard it, but you do not really have a good idea of what it is?

Gerda: Yes.

Lebo: I do not think I have heard it beyond the North-West University. When I got here I was introduced to self-directed learning. Uhm... my EDTC lecturer, actually, she goes back to it quite a lot so I think I've got a good understanding of it and I think in one of our assignments we had to Google what the meaning was and get an understanding and familiarise ourselves with that. So I think I understand self-directed learning, because of the North-West, so to say.

Researcher: Could you explain your understanding? How do you see it or what do you think is self-directed learning?

Lebo: Chuckles...

Researcher: ...based on what? When the lecturer speaks about it and when you had to go read up on it, what understanding did you form around that or do you feel that you don't really have... even though you have heard it and been exposed to it, you don't really have a thorough understanding?

Lebo: Well, for me what I understand as self-directed learning, for instance, the flipped classroom I think it's called... not spoon-feeding your learners. It's giving them the work, but not telling them directly and letting them go get those answers on their own and teaching themselves I think also at their own pace and what goes best with them. So, for instance like efundi does that for us – we do it on our own through efundi so I think that's what self-directed learning is.

Researcher: Okay...

Amy: I would just like to add. I think it's also being facilitated and not taught everything anymore. I think that was a big shock for everyone to be thrown into the deep end, while always, like, getting everything put out exactly how you have to do it...

Researcher: ...at school?

Amy: Ja... So if you get an assignment, the teacher will go through it and exactly explain how you would have to do it to get good marks, but now you have no idea how you are going to do – you have the vaguest idea of your assignment actually and when you go to facilitation they will like guide you to the right answer, but you still basically have no idea what's going on. I think that's the most common perception of self-directed learning.

Researcher: So do you guys attend facilitation sessions?

All participants: Yes...

Researcher: For English specifically?

All participants: Yes...

Researcher: Okay and then they guide you to complete your assignments correctly or do they help you with how you should study or what exactly do you do at the facilitation?

Amy: Uhm, for the essays, for example, we got facilitation sessions to help us with the question and how to formulate our thesis and how to better understand the question and how to go about it to break it up into smaller parts. Because, like, with the questions, especially with the essays, they, like, make it clearer that you have to like translate some of the words to get a better understanding of the question to go about the writing of the essay. And they give you like tips on putting, like, extra quotes in your essay and stuff like that.

Researcher: Okay. Does anyone else have a different opinion of what SDL is that they would like to add or do you all agree with what has been said?

Riana: I think mostly it's like you are doing the work on your own, so you can go at your own pace, but you can understand it better, because some learners learn in different ways that the teacher or someone cannot give.

Researcher: Hm... okay. Is that all? Remember if you think about something later on you can always just add. Okay, so we have already now discussed how you define self-directed learning – so basically just to sum it up from what I gather from you: It's basically being led to doing something, but not explicitly being told how to do it or explicitly being taught everything. Completing the task requires you to do some research on your own to develop skills on your own. Okay, good. Do you think you use self-directed learning to complete your tasks for the English assignments? And if no – if you say that you do not think you use self-directed learning – why do you think this is the case? And if you do use self-directed learning, how do you do this? Let's first answer the question: Do you think that you all use self-directed learning?

All participants: Yes...

Researcher: Everyone?

All participants: Especially for English.

Researcher: And for the other subjects?

All participants: Yes... [hesitant]

Melissa: English is the main part, because we get lots of tasks and projects that is just like a question or vaguely what you have to do and we have to actually put in a lot of work ourselves to understand it and to actually do something with it.

Shan: They give us an argument and we do not have an idea what the argument is and then we ask them what is the argument and it's like, "No this and this..." but they don't really give us an insight. We have to do our own research and hope for the best.

Researcher: Okay, so first of all, how you do it is by doing your own research in order to understand the task better?

All participants nod and agree.

Researcher: Okay, anything else? Any other aspect that you think you engage in self-directed learning?

Amy: I think regarding preparation as well for the next class. If you know you're going to do something specifically in that next class, you do self-directed learning too. Especially in other subjects maybe as well, for prep you go and you go watch a video on Youtube or like we did a formal discussion for English now and I went to look at examples of formal discussions just to get a better understanding of how to do it, because you were never exposed to so many different, like, varieties of assignments in high school so... you've heard of it but you don't really understand the concepts, so you have to go, like, inspect for yourself like what you should do and how you can improve on the next one if the previous one didn't go as well.

Researcher: So in preparation for the class you would sometimes go and do your own planning (the lecturer does not necessarily have to tell you, "You have to go and watch this video before class." Am I correct or do you only watch a video or prepare when you are told?

Lebo: I do it if I am told [laughs].

Amy: I think it also depends on how... if you know, like, for example, in Maths you get like a list of preparation you can do, which is beneficial, but if you don't do it you have no idea what's going on so, you're kind of forced directly to do a bit more preparation that like encourages you to do preparation for other subjects like English as well, like, I wouldn't say we prepare as much for like the lesson itself, because we don't always know what we're doing that week, but when we know we're told like *okay, we have to do this or we have to do this* then you would, when you have the time, you could like prepare a bit.

Researcher: Okay, thank you. Does anyone else want to add how they engage with self-directed learning or is that the same for all of you?

All participants nod.

Researcher: Okay... Then, explain the type of classroom support you receive in terms of self-directed learning. Do you think that when you are in class and you are expected to engage in assignments or complete something in your workbook, do you feel that there is support for you to complete these tasks by yourself?

Melissa: I think there is... especially like she was talking about the facilitating we get. Although the essays are given to us and we don't really know what we should do, there is facilitating that is arranged to make sure that if you really do struggle with something, you know, we can go there and just...

Riana: Also with the help with efundi that helps with the assignments and stuff they tell you or show you a video of how you can do your assignments.

Researcher: So the technical aspects as well?

Riana: Yes.

Researcher: Okay... So basically the facilitation and then sometimes when they give you additional support – show you how to complete something. So it's mainly focused

on the completion of the assignments, right? Uhm, I have seen in my observation that you guys do quite a lot of group work – do you feel that helps you? If you get feedback from your peers then you can go and complete the assignment more successfully than you would have?

Gerda: Yes, uhm, I think that helps, because I have uhm... maybe I have an idea and then I think, *okay this is the best idea that I can come up with – I'm right*, but then she comes and she's like *uhm, no, but maybe we can look at it from this aspect and maybe we can add this; we can do this and this* and I think that helps you, because you form a more rounded idea and a more rounded aspect of what have and you know *okay, but I can include all of this* and make a better idea than what you had. So, and that helps you complete the task better than what you would have... if you do it with a group, because not everybody is going to think the same.

Researcher: And do you think you receive support from the lecturer in terms of self-directed learning or do you think that's mainly from the facilitation and the extra support systems?

Lebo: I just want to ask – is this mainly to English or for any lecturer?

Researcher: For English.

Students nod 'yes' [hesitation and chuckles].

Shan: May I be brutally honest?

Researcher: Yes, please – you should be honest.

Shan: No, I don't get any help because I went to Ms Mouton especially and I asked her for help and she told me, "No, I just want the answers." Then I just asked her, "Can I get an extra book to just help me, just to tell me..."

Researcher: Like a guide?

Shan: Yes – a guide... And the facilitations, I'm going to be honest, it's not the best, because they help you and then they give their number to you and then they tell you, "If you suffer or you're done with your essay, you send it to me and I will look at it," and then we do it and they never came back to me.

Researcher: Okay. So you would like to have some sort of guiding material... that could help you?

Shan: Yes.

Researcher: Is this in terms of a specific skill, like the essay writing or in general?

Shan: Yes – the essays. Actually in general, because sometimes you miss something because it goes too fast and you just write things and then you don't know what you did.

Researcher: Okay... but it's specifically for this skill, like writing an essay or doing a formal discussion?

Shan: Yes.

Researcher: And in terms of the workbook that you guys complete, do you feel that you are able to do that successfully, effectively by yourself? Do you even complete the workbook?

Gerda: There's uhm... we had to complete a lot of pages and then I started at the beginning and I took it from the beginning – every page, but some pages that I struggle with I'm, I'm just like *what am I supposed to do here? I don't understand* and then I skip that and I know it's going to affect me negatively, but I don't know what to do there, there's nothing to guide me, to help me with that specific page. So I feel like if there was something, that would have helped, because then I would complete the whole book, I will work extra.

Lebo: Also with that – with the pages that we were to do – I am not saying that we should have people holding our hands constantly or whatever, but with the pages, like

with the way she is saying, some of the things that's in the book is very vague and then you don't know what to do and, like she says, I would skip it, but then even in class we've got so much to get through that we didn't even go through those pages to see where we were faulted, what we need to do and where we need to pick up... So, that also doesn't help, because then you just go back and you're like *agh, whatever* and then you start worrying about future things and it really didn't help much, because then you still don't understand and how to do that.

Gerda: And I agree – no spoon-feeding, don't hold our hands, but just, like with some of the pages, maybe an extra time after class or not everything, just those that you struggled with – a guiding hand towards maybe what you should look at, what you should maybe do and then you can go and do that.

Researcher: Okay. Do all of you feel the same way about that?

All participants: Yes.

Amy: I would just also like to add, like, to, I think most of the facilitators and lecturers maybe have a misconception about spoon-feeding as well, because they're quick to say, "Ja but you only want the answers, you can't think for yourself," but we're struggling so much that we get so negative that we don't want to do it at all. Not even the research makes it easier, because you still don't understand what to do and nobody wants to help you further than like telling you, "Okay, you have to write this essay, this is what it's about," and that's that. If you go to them and you have an idea about a thesis statement and they're like, "Okay, ja, that's good," and then you get your essay mark and they're like, "Your thesis statement was wrong." So, they don't really help you either way with anything and I think that they maybe think if they like help you a little bit, that's spoon-feeding you, but it's just guiding you a little bit more, because it's so vague, you don't even know where to start in the first place and that, I think, like discourages us to do any extra, like, effort, put any extra effort into our work and stuff like that.

Melissa: I personally think where the problem is, is at school we were quite... we were spoon-fed, because you were still at school and then we come here and it immediately, you know it's cut, and they just like... you should just go on your own and that transition

– we need a transition – to just, you know, know how to do it. If someone, if like, our teachers and people would just, like, slowly, but surely, allow us to not spoon-feed. They don't have to give us everything, but just slowly get us used to what, you know, university is and what we should do.

Researcher: It's very important, everything you're mentioning here, because from our side (the lecturers' side), they don't necessarily think about how you see it and they can't see it from your side, because you are there and they are somewhere else. So it's very important – valuable information that you are giving here, especially about the transition as well. If you think about the transition, I a hundred percent agree with you in terms of that gap – it is too big, and do you think that the transition should come at school level already, where they leave it a bit more to you or do you think the transition should come at university, where they guide you a bit more and then expect less from you? Do you think you would rather have to start earlier to become more independent?

All participants: Yes.

Amy: I would, like, 'cause in high school, like from Grade 11, you're only, like, uhm, goal is to get into university for most of us and so you focus so much, especially the teachers, they focus so much on how to write a good exam, how to get the best marks. So they tell you exactly what to do and you do nothing on your own, you only, like, study everything they tell you for the best marks to get into university. Then you get here, you don't really learn anything 'cause you only did what they told, rather than letting them, like, give you the information and letting you go further like from the FET-phases, especially, because then you've chosen your subjects, you know more or less in which direction you want to go in life, for them to then give you more responsibilities regarding your work and what to do especially with assignments and stuff like that, but even in university I think, especially in the first year, maybe in like the, registration and orientation period, they can like instead of giving, uhm, 'cause it was a bit useless going to the faculty to listen to their speeches all day, rather than teaching us a bit about *okay this is what's going to happen, you may feel like this; these are some resources you can use to maybe get more acquainted with self-directed learning* beforehand rather than coming to class and they're like, "Okay, you have to write this essay, read this book over the weekend." It's not like we can't handle it, it's just...

Gerda: ...we're not used to it...

Amy: ...we have no idea what to with it, 'cause it's not reading the novel over the weekend, it's not writing the essay, it's *how* to write the essay well and how to analyse the novel effectively, and...

Gerda: ...because we were told, uhm, "Okay, this is the novel, read over the weekend and there's going to be a test, so obviously you have to make notes and there's going to be an essay," and you make notes about everything – everything you think is important, because I know I did that – everything they mentioned I made notes of and that helped, but that was too much. There was too much information in that and I think, uhm, the transition can be in school, but also in university, like it can overlap - a bit in school; a bit in university; a bit in maybe first semester, second semester they let go a bit and then second year we're fine, because we were used to the constant "letting go" can I say.

Lebo: ...and maybe even, [chuckles], maybe it sounds funny, but just have someone teach, not teach you, but, 'cause I had my sister who attended the school and she actually sat me down and went through efundi with me and told me what to do and how to go about things and I think most people don't have that advantage, so maybe if someone could just not, also just like, not teach, but just tell us how to go about situations; and then you get, like I know with English as well, you will think something is under *assignments* and then it's under *resources* and you're like *what now?* I think it also just helps with the self-directed learning, because then you can know where to go to find certain information and also, uhm, maybe be a bit more descriptive on efundi and not just like, "There..."

Gerda: ...because the first week of class I did not know what efundi, how it worked. I looked at my emails I got and that's how I managed efundi. When I got onto efundi, I didn't know where to start I didn't know how what to do, what everything means. So, ja, if they be a little bit more descriptive about the whole efundi and what they want and...

Amy: Sorry... to maybe have a more, like, trustworthy, like *okay you know if I go there I will get maybe a better explanation about that*, not like getting on efundi and like *oh, there's nothing really of worth here*.

Shan: Like in the beginning, before class started, the Educo people did show us how efundi worked, but they never went in *this is where you go, this is how you do it*. They showed us how to log in and that's where it stopped.

Researcher: So you would have liked to practice it, perhaps, while there is someone who can help you, or, uhm, have like a little manual almost, of how to do what?

Shan: Yes, because on the end you stress more about efundi than your work.

Researcher: If you think about the workbook and the activities, I noticed that you guys, most of you feel the same that if you hit a barrier and you don't know what to write there, you skip it, and hope that the answer comes up somewhere. Does any of you have a strategy in place that you usually – a default something you do if that happens – or do all of you leave it open?

Riana: I usually ask someone in the class if they did it and if they would understand it, but usually they didn't also understand it so I just leave it then.

Gerda: If it's something I can, I know I can find on Google, then I will maybe Google, because there were definitions and stuff so you Google that, because you don't have that, you don't know that, so you Google and then you get a better understanding of that, but if there's a strip and you have to name certain stuff in that and it's not Googleable...

Researcher: ...so when you have to apply to a new situation?

Gerda: Yes. I will also ask, "Did you do it? Did you do it? No you didn't. I also didn't understand that. Maybe we can do this. We don't know..." then we leave it open...

Lebo: Sorry for breaking your word. And me asking her, she asked her, translation is not working between us, because she has her own idea of what is supposed to happen and then she translates what she thinks she thought and... it's just not working for anyone in that sense.

Researcher: Okay. You wanted to add something.

Amy: I wanted to say: the same, like, you look it up and if you can't find an answer, you... write something down...

Lebo: If Google doesn't know, I don't know.

Participants laugh.

Amy: ...you think it could be....

Researcher: ...*well everyone probably didn't get it, so it's okay* [chortles].

All participants: Yes; exactly.

Researcher: Okay. Then I also want to ask you, but you must please be honest, okay - it's very important that you are honest – when you, uhm, think about these spaces you now have in your workbook, where there is nothing, what is your purpose of filling that in? When you think about *I need to complete this, I need to get the answer*, why do you want that answer?

Amy: For participation.

Researcher: Is it so that you have the right answers for the exam or...

Lebo: [Laughs] For participation.

Researcher: So it's for the sake of completing the task correctly – getting to the right answer.

All participants: Yes.

Researcher: Do all of you agree on that?

Most participants: Yes...

Lebo: Semi...

Researcher: Semi? Okay, do you have a different...

Lebo: For participation and because I genuinely want to know.

Amy: Ja, you want to know...

Researcher: So you're curious about it?

Amy: I want to do well.

Gerda: ...because they will mainly ask that in the exam and you want to know that...

Amy: Ja...

Gerda: Like if they ask something in an exam, and I actually don't like it when they don't give our exam papers back to us, like with uhm, matric final papers. Why can't we get it, because then you can look at your problems, you can maybe go to somebody and you can figure it out and you can see *okay I did this wrong*, next time you won't do it wrong, next time you will understand it... So...

Researcher: ...so you want to reflect on your work?

All participants: Yes.

Researcher: You are not always awarded the opportunity to with high-stakes exams.

All participants: Yes.

Riana: If you don't understand and do it correct now, if they ask you the next year or in an exam again, we won't know the right answer.

All participants: Yes [nod in agreement].

Gerda: And like next year they're going to be, probably, "Oh you learned that first year, you should know what it is, we're just going to build," [Lebo agrees] and then your building block is not there, because there was no going back [Lebo agrees] and...

Lebo: I'm going to make a very silly example – in Grade 9 I did not understand *leidende vorm* for the sake of me and in (I only learnt it in matric), so it's that type of thing of Grade 10 I was like *I don't know it*, Grade 9 - *it's okay, it's 6 marks I will leave it out*, Grade 11 I was like *I didn't know it then, I don't have to know it now*, and then matric comes and I'm like, *okay I have to know it now, because it's for the final and it's going to increase my mark*. So I think it creates that where you're like *agh, I didn't know it, she didn't know it, so it's whatever* and then it keeps that so you see I *want* to know what I didn't know [Gerda agrees].

Researcher: Okay. Uhm, then, in terms of motivation, because a very important part of self-directed learning is – that's what's so curious about self-directed learning, is that there are so many facets that come into play, so many things that need to fall into place in order for one to really be self-directed and in our next interview I am really going to explain what research says self-directed learning is, and it's actually a series of steps (it's not just what we generally refer self-directed learning about, like doing things on your own – that's just being independent – but there are certain steps and that's going to be very fun, we're going to discuss that and we're going to look at the steps and whether you can actually complete these steps and so on – but, motivation forms an integral part of self-directed learning. Do you feel that you are motivated to engage in self-directed learning?

All participants: [Shake heads in disagreement].

Researcher: I see all the head shake *no*.

Students chuckle.

Researcher: Why do you think that is?

Riana: Because most of the time you do the work for half an hour, then you get bored or it's lots of work, but you don't, you just get tired of everything and there's something better to do – watch TV [participants laugh]...

Lebo: ...series...

Researcher: Why do you feel that it's a better use of your time than engaging in self-directed learning?

Riana: Because I think you enjoy it more, because sometimes learning can be frustrating – doing the work and searching things, if you don't, like with the essays, it's frustrating, because you don't know what to do and you leave spaces open, it frustrates you and you don't want to work anymore.

Researcher: And if you say... Yes, you want to add something...

Melissa: I personally get motivated with work when someone says, "Okay, well done," or you get good marks [Lebo agrees]. You get motivated like *that* and especially in English I sometimes feel you just can't get above the work or your head above the work [all participants agree] – it just keeps coming and coming and when you think you did the essay right, you get your marks back and you didn't do it right and so later it's like *I don't really care to do it* [all participants agree]...

Gerda: ...because I don't do good...

Melissa: ...that's my biggest problem with self-directed learning. If I don't get the marks I want or the approval you want from the teachers whoever, then I just get demotivated.

Lebo: Also I learn like this [referring to the interview] – speaking and communicating. Then I go onto efundi and I just see words and words and then you go *next* and it's words and words [participants chuckle in agreement] and you go *next* and it's just like *never mind* and that's what I do. It kills me just seeing all this work and I'm not going to read through this...

Riana: ...and then you have to go read another thing, and another thing [Lebo chuckles in agreement]...

Lebo: ...exactly, and then go to *unit* and then go *PowerPoint* and hmm-hmm, never mind [Riana chortles in agreement].

Researcher: So you would actually want, like, a recording to explain, a simple example now, if there is a long explanation of what is required to complete a task, you would prefer actually to have someone explain it to you verbally?

Lebo: Ja, for instance, I know it's English, but back to my EDCC lecturer – she, for the one question we all did not understand, she literally, uhm, made a video and she just spoke in the video and she was telling us what to do with question 1, 2 and 3 and if we had any new questions we would email her, and at the end of the day we went to the class the next day and everyone just handed in their assignments and she was like, "Oh I thought you had questions..." and we were like, "No, your video covered everything that we needed." [Participants agree] So...

Riana: Like in the beginning, in the year, Ms Mouton did a video lesson and she did a PowerPoint while she talked, uhm, explaining the stuff and it was much easier than [all participants agree]... that was really good.

Gerda: It's actually... I can remember that lesson, because it was not just worked. She talked and it was characteristics about Young Adult Literature and that was fun to do, because it was not on efundi, you have to read everything, okay make notes and... it gets tiring, because you have to concentrate and it just, ja, you don't want to concentrate for that long.

Amy: And it wasn't, like, just reading off the slides - that's also a thing that irritates me about some of the lecturers, like, then you can just upload the slides on eFundi, because then it doesn't matter if I go to class or not – like Ms Mouton, she discussed the slides and then she would, like, elaborate a bit and like give us more of a... like direction of where to look at. Like that was a great, like, like I didn't mind at all to go through that, because it was short and sweet and you knew what to do. She didn't give you the answers, she told you, "Maybe look into this; maybe look into this regarding this," and then she would like link *this* to *that* like, *oh ja, that makes sense, I'll look into that* and you want to learn more, but now if you just go to class and you go through everything and there's no substance to learning more about it, you don't really get motivated to learn about, more about, this theme or topic you're talking about in class.

Researcher: So I... Yes, you want to add something.

Shan: I just want to say – sometimes the class is so fast, that we scribble notes down and we don't listen to what Miss Mouton told us. "Look into this; look into this," – you don't hear it, you're just scribbling notes, because you know the slide's going to change now and you can't do anything else...

Lebo: ...and you didn't even scribble everything down [all participants chuckle in agreement].

Researcher: Okay. So I've written down earlier that you would like for some sort of guide to help you with your self-directed learning tasks, but if I, I gather that you guys are not very fond of reading a lot [participants chuckle]. So how would you, would you actually read that guide? Do you think there's a different way of doing this guide other than print?

Riana: I think videos, maybe. Videos on how, explain how to do certain things. Like with the essays, how to do them.

Researcher: ...but that's, so that's not what you get from the facilitation though? [Participants shake their heads in disagreement] Not? Okay.

Amy: Like, in my opinion, I wouldn't mind reading it, because if you want something [all participants agree]... if you're desperate enough, you would do anything to just...

Lebo: ... and if it's informative... [all participants agree]

Amy: ...ja exactly... if it actually helps and it's not like just blabber for... 60 pages [all participants agree]... then you'll actually go and read it and, like... if it's put out in a good way and structured and it's informative, then I don't think anyone would mind. So, like, for the facilitation, I would expect more from facilitation if you do the... if you like put the effort in and you go to facilitation for an extra hour or you go to, 'cause we can go to Tharina Snyman [a facilitator] for essays and then we have other facilitators, if you put that extra effort in, you would expect to get more out of it than just them reading through your essay and telling you everything, "Okay this is wrong; this is wrong; this is wrong," but they don't actually...

Researcher: So you actually want to know *how* to do it?

Amy: Yes [all participants agree] how to improve yourself. We know the work is a lot; we know it's not the easiest module ever, but we just want a little bit more, like, guidance to how we can improve on *this*, how we can improve on *that*, not just saying, "Okay this is wrong; you don't have the right idea about that," but then, like, "What should we do?" because we want to improve, but it's like nobody allows us to get the [Lebo: ...sources...] ja, to improve.

Lebo: Just to add on what she said... also, with facilitation, they say, "Come with your essay." I don't know how to begin the essay [all participants agree vehemently] – that's why I'm bringing it to you.

Gerda: They say, "Come with your essay," and then *what* essay? because we don't know how to write the essay [Lebo laughs in agreement]. You want to start, but they must guide you on how to start and...

Researcher: So the facilitators are actually more focused on getting you to do it right than teaching you the process of writing the essay?

All participants: Yes.

Researcher: And you want to know *how does this process work?*

Lebo: And you know, also, I feel like the facilitators that we're getting, especially in English, is fourth-year students. So, at the end of the day, they're worried about their essay that's due tomorrow. They have things to do as well so I understand that they can't uhm, you know, give us that process. So then maybe... I don't know what the solution could be to that.

Researcher: Would you want a lecturer to facilitate you in that manner? [silence] An English lecturer rather?

Lebo: Possibl [all participants agree].

Researcher: Any other suggestion? You said the... the videos could be facilitation, but the advantage you have if there is someone actually with you who you can ask [all participants agree fervently] and get immediate feedback. So you think the lecturers would actually be a better option than the facilitators – the fourth-years? Or not really?

Amy: I wouldn't really... I don't mind the fourth-years, but like she said, they could be distracted that day and not maybe be as informed, because one time in our facilitation, we, our second essay we had to write were about short stories and our facilitator had not read the short stories yet. So, he didn't really know how to go about the facilitation. Rather than setting a time and then you can go in that time, like when it's convenient to them to be able to focus like, "Okay, this, these persons are coming to my facilitation, uhm, I'll have to prepare for this and this," not just say, "I'm a facilitator; come to me if you need help, and they're not really informed about what you have to do or they can't really help you with the, like, the correct guidance [participants agree] when they are scheduled to facilitate [Lebo agrees].

Lebo: Even like the lesson before in recess in English – it was so wishy-washy, there was hardly anyone in class. It was like facilitation - it actually was facilitation. The one girl was standing behind the computer. She was telling the guy what to say, but he doesn't know what she's trying to say [participants agree fervently] and they're going, overlapping on one another and then she says, "Oh sorry we're so, uhm, unorganised and moody; we just have so much to do," and I'm like, "Okay. So, then... you know..."

Amy: ...because then they're wasting everyone's time [Lebo agrees], because then it wasn't really helpful at all. Then you sit there for an hour [Lebo agrees], they don't get anything done; we don't get anything done, nobody really takes anything from the facilitation, rather than saying, "Okay, this is the time, these are the times we can put out when you can contact us or, we don't even have to go to them physically, maybe like a Whatsapp call or like a group video call [Lebo agrees] or whatever, that you can just like, uhm, make sure about stuff or Whatsapp them like *do I understand this correctly if I see it like this and this?* Like rather than, like, being in the middle of the night, emailing them frantically like *can I please make an appointment?* And then they don't have the time to get to their stuff as well [Lebo agrees].

Researcher: Okay. What type of tasks do you... there's a lot of emphasis on the academic essay writing, because it's a main part of your English studies. So, you definitely feel you need assistance with that in terms of learning. Are there any other recurring tasks that you feel that you need assistance on how to approach these tasks, how to develop your skills in these tasks? It could be something very simple, like completing your workbook, but is there a specific skill or task that you feel you need some guidance on how to complete that?

Lebo: I think the workbook is one as well.

Amy: Ja, to maybe go back and like skim through some of the answers to get an understanding. Then Miss Mouton can like say, "Okay, they didn't really understand this, let's maybe elaborate for five minutes on this. How did you do? Did you see this activity as *this* and *this*?" You don't have to go like mark everything, like, 'cause some of the stuff is really easy and some of the stuff is a bit vague and then other stuff is just a lot, it's not that complicated, but I think the emphasis on the essays makes you stress

so much about, like, your future with English [Gerda agrees], because you know *okay, everyone's gonna drop out by the end of the year* and you don't want to, because you like English and you want to do good and you want to love it, but [Lebo: You're hating it now...] [all participants chuckle in agreement].

Shan: They're making it seem like *okay, you're gonna fail anyway*, so why should you put extra effort in? [Gerda and Lebo agree].

Researcher: How do they make you feel that you're going to fail it? Is it things they say or is it because of the difficulty level of the tasks or...?

Gerda: Like with the first essay before we even began, uhm, Miss Mouton said, "Normally, previous years - the first-years – most of them don't make it through [participants agree].

Melissa: ...only like 10%.

Lebo: Because of the essay they drop out [Gerda agrees].

Gerda: Because of that they drop out, and then I think that puts more pressure on us, because it's like *okay, everybody does worse, then in this one, I don't want to do worse than that one* and you get, let's say 48%, *okay I didn't make it; I didn't even pass; I'm 2% away* – that's not that big a difference, you can still make it, but they make you feel as if you're not going to make it, because you did not get the minimum that you should have got.

Lebo: And then you go to second-years or third-years or fourth-years that are doing English and they're like, "Yoh! You're failing already," [Melissa agrees] and you're like, "...but, but how?"

Gerda: ...but help us then [all participants agree].

Lebo: yes, because I was speaking to a fourth-year in the library and uhm she said to me, she's like, "No English is like the worst," and she's going on and I was like, "Okay,

but do you mind just helping me with my essay?" and she read, she actually didn't read my mine, she read someone else's thesis and she's already like, "How can you begin like this? You're going to fail," and she didn't even continue to like try and I was just like, *okay, so I'm gonna fail if he's failing*. So, it's just, you just get demotivated with everything. There's just, like a stigma about English [all participants agree].

Amy: And you don't want it to be like that [all participants agree], 'cause you have English because you love English [Lebo agrees] and now everyone's like *ja but English is so difficult; English has so much work*, like, we know that, that's why we're here, but help us to do it better [Lebo agrees], because we want to do it better.

Researcher: Okay, so you want methods to be in place in order for you to quickly know how to do your tasks effectively.

All participants: Yes.

Researcher: Okay...

Riana: Maybe we can just get examples, because when they told us the first time we had to write a thesis we didn't even know how. We haven't even seen one in our whole lives, because we did creative writing and now we have to do this, literally thing, and we have no idea. So maybe more examples and I know Ms Mouton gave us examples and everything, but we still didn't know how to do that.

Gerda: If, uhm, I think maybe, I know it's going to be lots of reading work and stuff – maybe they take like a third-year's paper, she highlights *okay this is the thesis and introduction, argument 1 starts here, argument 2 here, argument 3 here* and she loads that onto efunDi, then when you begin your essay, there is that resource you can go back to *okay but this is how their essay looked; this is the words they used*, because then it's on you – okay, you didn't read that essay fully or you didn't even look at it, it's on you, you are going to fail then, but if they load it on, it's going to help you, because then you know *okay*, because with the second essay I went to my first essay and looked *okay what did I use*, but my first essay I got 50% on and then I want to do better with my second, but there's no better one I can go to [participants agree].

Amy: ...to give you an indication. Oh, once again, like, you don't even have to... just like give an example of the basics. Even if you go to facilitation I know Tharina Snyman has like a template thing she gives to you, but even if you do that and you prepare for that, it's not like they tell you, "Okay well you can maybe try *this* or you can maybe try *this*." It's just like, "Okay that's wrong."

Researcher: So you want the feedback?

Amy: The approach to giving us feedback could be different, instead of just telling us, "Okay you're wrong; okay but this is not a good thesis; okay but this is not that," [Lebo agrees] like [Riana: Telling us why] give us tools to use.

Gerda: Yes and put it better. Instead of saying, "That's wrong," they can more say like, "Okay, maybe we can do it in another way." Like the words they use are more discouraging words than motivating words [Lebo agrees].

Researcher: And that then influences the motivation, which then influences the self-directed learning.

All participants: Yes.

Lebo: You know what, just to put on what she said, uhm, when you go back to your previous essay, I think because it's your work you're going to be biased about it. You're gonna be like *oh but I thought that was a good point* and then they didn't think it was a good point and then you don't understand why, and then also, I had a second point, with getting our essays back, my f... [laughs] they told my friend, "You're almost there, you just need a push..." So, what am I pushing? [participants laugh] I know I'm there; I know I'm quarter to, but...

Amy: Ja it's like *there's potential, you just have to work hard* [participants laugh]. On what?

Lebo: *I worked hard on this and it wasn't good enough* [laughs].

Gerda: With, uhm, my first essay, Miss Mouton asked me if I went to facilitation and I said, “No,” and I got 50% and then she said, “Go to facilitation and then you will do better,” but facilitation...[Lebo: confused you] is like *that* and it’s confusing and it’s really not helping [Lebo agrees]. Then, I don’t feel I’m going to do better, but she thinks that will help. So I think more *I’ll do it on my own - the first essay wasn’t that bad; maybe I can do better*, because facilitation isn’t helping.

Lebo: I did the same thing.

Researcher: So have you guys only handed in one essay?

All participants: Two.

Melissa: We haven’t gotten the second one.

Riana: We get it next week.

Researcher: Okay. How do you guys like to learn? You said you like discussions – that’s how you learn the best – when there is interaction and discussions (deep discussions, I suppose) about the work [Lebo: Yes], not just surface-level, but actually delving into...

Lebo: You know what I find very ironic is that you’re teaching me to be a teacher, you’re teaching me to use multimedia in my lessons, yet you don’t apply it in your classroom. So that to me is just very tricky as to how you’re teaching me to be a 21st century educator, yet you’re not... [Amy: 21st century] doing... yes...

Gerda: ...because, I know uhm, the lecturers aren’t 21st century people – we are – but I feel like they should incorporate the stuff, because they know *okay it’s technology and cell phones and they want to do this*, they know it, they tell us, “Ja you want to do this,” – we do... but then they should incorporate that like she says – do it; show us *this is how it’s going to... this is how I incorporate it like that too*.

Researcher: So you do want to learn from... or you do want electronic support?

All participants: Yes.

Researcher: Multimedia and online...

Melissa: I think that is the big thing for me too is, our lecturers are our examples of teacher [participants agree]. We learn English, but I have no idea how to be an English teacher at the moment and actually, that's what we're here for. Like, we need to learn the subject, but how am I supposed to give an English class [Lebo: Exactly] if I am not sure how to be an English teacher? [Lebo agrees]

Researcher: And you guys are going to do didactics in your second year, which is the teaching aspect, but it's... it is integrated in a certain way into the literature and so on, but it seems as if you are telling me you would actually now while you are doing this literature want to know *but how do I then teach this?* [Participants agree]

Melissa: Even if it's just a little part of it – it doesn't have to be that whole part of it [Participants agree], just the little parts, that we just start developing...

Amy: Be a role model for the learner or for the students in the classroom to... you don't have to like spell it out, just like give *oh you can maybe do it this and this way or this and this way* [Lebo agrees] and then you're like *oh okay, if I was a learner right now I would rather choose that way, because that's a better way of explaining this topic at that moment* and then you still have that other way, like, if that didn't work out fully you can be like *oh, but you can incorporate that to this topic as well* and like mix it up a bit, rather than just being... because I think also Miss Mouton's teaching style doesn't always accommodate to different learners' learning styles... and...

Researcher: So there should be a variety [Amy: Ja] in how you approach your teaching?

Amy: Yes.

Lebo: Ja for instance... Sorry to go beyond English again; just to use my EDTC 118 lecturer, uh Dr Deysel [Gerda agrees], uhm, she's brilliant and she doesn't make hula-hoops in front of the classroom [Participants chuckle], she doesn't do extravagant things, but I think just the way she actually teaches...

Amy: Ja... you want to learn.

Researcher: And what is that? Could you be more specific? Is it the way she integrates technology, different learning styles...?

All participants: Yes...

Melissa: She's not teaching you; she's engaging you [all participants agree vehemently].

Lebo: And she teaches you practical things about teaching. Uhm, she gives you tips on how to be a good teacher and also, with her, you can see that she actually integrates it in her lesson [all participants agree].

Amy: Ja you can like see her in the classroom in your subject. Like, if you give her a lesson plan, she would probably be able to teach that in the way she, like... she incorporates learners, she incorporates the PowerPoint or videos or like examples and she role plays a lot [Lebo: Yes]. Like, we don't expect like every lesson from each subject to be [all participants agree fervently] role play; just to give us more of a variety to see *okay but maybe we can learn English in this way or we can do it this and this way* because the way it is now, like, only speaking the whole time, asking one question a lesson and like referring to the slides or reading off the slides – that doesn't work. It maybe works for some people, but I think most of us don't really take a lot from the lessons right now [Lebo agrees], because it's very, like, one-dimensional, it's *I give you some information, you have to take it in and you have to...* [participants agree]

Gerda: That's what they, uhm, they talk a lot about that – *don't be a teacher that just talk and chalk*, but, okay there's no chalk, but they do talk – they talk and PowerPoint, talk and PowerPoint, and you have no *okay, but what about this, ask and maybe*

discuss something, because they say a lot, “Ja it should be diverse and the teacher and learner should cooperate,” but they don’t. It’s just talk and chalk.

Lebo: And to make... to elaborate. With the Ms Deysel situation, she made an example the other day in class about Suzie and her chairs [participants chuckle] and to be honest, I can tell you that whole lesson from the top to bottom [all participants agree] and it’s mainly because she didn’t give me the scenario on a PowerPoint [and] I should read it, she created the PowerPoint and she included us to make extra notes and add it to the PowerPoint, give extra notes to the, I mean, scenario and so it was very engaging for everyone and now I remember Piet *almal se naam*. You see, so it’s... that type of situation.

Riana: She takes it in your perspective of how things are in a 21st century... [all participants agree wholeheartedly].

Gerda: Yes. She incorporates what we want, not what we want, she gives, but she thinks about us, she thinks about what we will want to use someday, because she gives us the tools to use that and the PowerPoint, she uses the slides, okay, this she said, “*Sannie se stoele*,” and that’s that and she told the...

Amy: ...she was prepared for...

Gerda: Yes. She did a play, she showed us a diagram of two people and then more people, but there’s not that much technology – there’s just enough and then *she* makes a huge contribution to how we learn [Lebo: Physically] and how we... Yes, about how we’re going to teach someday.

Lebo: Yeah and there’s like key things on the PowerPoint...

Gerda: Yes.

Lebo: ...just like a picture and then she’ll go tell you a whole story about...that picture.

Gerda: ...and you’ll remember that picture, because it wasn’t boring, it wasn’t words...

Researcher: ...it was relevant.

Gerda: Yes.

Researcher: You wanted to add something as well.

Shan: Ja I wanted to say about the discussion – most of the time we are confused and then we have to keep a discussion and we have to make a discussion...

Researcher: In English specifically?

Shan: Yes.

Researcher: Because I actually wanted to comment that in my observation I saw that you guys did quite a lot of discussions [Lebo: Yes we did...], so it's interesting that you... that it almost seems to me that you feel like you're not really discussing, even though you are.

Melissa: We don't know what we are supposed to discuss and then we drift off the subject [participants laugh in agreement] and then we start about...

Researcher: Channing Tatum – that's what one group was talking about.

Gerda: We discuss, but we're not discussing the things we should discuss [Lebo: Yes].

Researcher: The things that are important to you...

Gerda: Yes.

Lebo: And when you see Miss Mouton coming you're like *okay so yes and then Bianca* [all participants laugh]...

Gerda: You quickly grab like *oh we have to discuss*. Let's say we have to discuss the table, you, "Okay, what are we going to say about the table?" and everybody looks at each other and then this one says something totally off topic and then Miss Mouton comes and we're like, "Ja, so the table is standing here and it's brown..." [all participants agree]

Riana: Because you never know what to discuss [Gerda: Yes]. She gives instructions, but they're not very clear on how...

Researcher: Do you think that's why you're demotivated to really discuss, because you're not sure *what* to discuss?

All participants: Yes.

Lebo: And I don't think it's effective, because I can be a big mouth and I can talk about the table and she's not talking, therefore, she's not getting anything and she really doesn't know what to say and she's not saying anything and me and her are just going on about the table the whole time. So it's not effective, because not everyone is into the topic [participants agree].

Amy: Ja I think I would like to add on that. Like, not everyone likes group work. Like I despise group work – I hate it. I don't thrive in it; I don't like working in groups; I don't do, like, working in group assignments or stuff like that.

Researcher: Why? Because that's part of a ... or that's one of the aspects of a 21st century learner? [Participants agree]

Amy: It's... I would rather do it on my own, because I know how I work and it's also, like, it's on me more, but I know there are other people, because I am an introvert and it was really difficult for me to decide like *okay I want to be a teacher now*, but I can always, and like my mom tells me all the time like, "Just do the group work, you'll learn something from it; you'll learn how to work with other people," and this and that, but when you're in a group and it's not... you don't know what to do really, you're just gonna sit there and do nothing anyways. So, you don't really want to do any group work, then

you get an assignment you have to do in that group, then you're like *oh okay, but now I don't want to do that even more, because I don't like group work from the start* rather than... 'cause we did a thing in one of our EDCC classes – you give everyone a role in the group. Rather do that and give like a short, or a little guidance to say like, "Okay, these are four roles divide them into your eight people," to have them each like *this* person discusses this, *this* person discussed this, rather than having like a leader in the discussion then only three people taking part in the group work anyways.

Researcher: Okay, interesting. Is there anything else someone would like to add? Anything someone would like to suggest?

Lebo: I think Miss Mouton's not a bad lecturer [all participants agree passionately]. I just wanted to point that out [laughs].

Riana: It's just about the information is too much and then after a while you don't care anymore and then, especially in our group, we look at pictures of food [participants laugh] and then we, we'd rather look at the pictures and we don't listen anymore, because it's getting boring. We want to know the work, but it's too much information and our heads start to hurt and everything and it's going on and on and on...

Gerda: Like, I don't know I really.... Like today's lesson was great, because she talked a bit about folklore and she said, "Okay you're going to have to do a play, but remember the worksheet; this worksheet is going to be in on Monday, before Monday it should be in and you're going to get this worksheet and then the play. The play is part of your exam," and yes we can get it, we went on efundi and we got the play and we actually discussed the play and who's going to do what and she, some, uhm, tables struggled and she told us, "Remember, folklore is *this* and *this* is characteristics and remember *this* and do innovative stuff," and she showed us, uhm, she went into Aesop's fable and what stories you can do and, like, I found that helpful. That was really helpful, because we knew more, we wanted to do the play, we wanted to do, uhm, ja.

Lebo: We were excited.

Gerda: Ja.

Amy: I would also like to add onto that. Like, these past two weeks she like set out what you are going to do that week and then you can do it on your own time, because you'll know *okay I'm not busy on that day, I can do this and this and this*, 'cause I love planning out my things and, like, with the other subjects as well and like I hear from my friends from other faculties they get like a whole put out thing like about the whole semester – what they're going to do when, like just an idea like *okay this week you're gonna write that test about what what what*.

Researcher: So you actually want a planning...

Amy: Ja, just so that you can know *okay this week we're doing, uhm, Young Adult Literature. Okay, in a month, we're going to do this*. We don't want the exact thing, but just to be like prepared [Gerda: Just a framework...] and just to be able to [Gerda: ...about what you should do – what you should know when.] because then you also know what to study more, because now it's just like, "Okay study everything," but we have actually no idea what we did the whole semester.

Lebo: Ja I don't remember, uhm, what's that book?

Amy: Because you don't have that, like, [Gerda: *The Outsiders* [chuckles]] a tick-list on what you, uhm, discussed through the whole semester, like just to say *okay, this was the first subject, or Unit 1, this and this, Unit 2, this and this, Unit 3, this and this*.

Lebo: And what weighs, uhm, like how it's weighed out. Like, what is...

Gerda: Like Young Adult Literature... [Lebo: It's 22 marks] yes and the folklore is... [Lebo: 50 marks] yes.

Researcher: Do you think it would be better if, I agree with the marks that you said, but to get away from that mindset of marks [Lebo: Everything's marks] and you know, we are trained like that at school, everything is about to get those marks to get into university, like you said earlier [Lebo agrees], but do you think it could be helpful if you have, like your planning and you have the skills that you need to master [participants

agree]. Like, for the essay writing perhaps *this week you should be able to write a thesis statement* [all participants agree].

Gerda: Yes, because I think that would work, because then you know *okay I didn't understand well in class, I can Google "thesis statements", I must know how to do that by the end of the week, maybe there's going to be: write your own thesis statement – we evaluate everybody's and we can see okay, but maybe yours is this what can change or this is right or... that will help.*

Lebo: Objectives. [Gerda agrees]

Amy: Ja and like giving input, then she can like say, "Okay, you had the right idea, let's see how you can improve that," like referring to that person's idea of the thesis statement rather than saying, "Okay, that's wrong, that's right. Now go do it over again and then hand in your essay next week." Rather than saying, "Okay, we're gonna write an essay," rather then focus on *okay this week we're going to discuss this part of the essay*, because my feeling is we waste so much time on, like, doing the slides and things and then a week later Miss Mouton will be like, "I got so many emails of like people complaining about this and this so we'll discuss this in class," rather than doing that from the beginning and clearing up every, like, unsurety that, like, you have about the assignment you have to do or like the work we're doing in that time, like make that week, *okay characteristics of Young Adult Literature, next week, uhm how do we apply Young Adult Literature to an essay, how can you incorporate that to the essay?*

Researcher: So basically, a process of skills development?

All participants: Ja/Yes.

Amy: Not just jumping around and saying, "Okay I heard that you guys are struggling with this, let's discuss this." By the time you discuss it again, you're like, "Oh but I can't remember what I struggled with when we discussed in the beginning, because we went through it so fast [Lebo agrees] then you were like over it already, so you didn't really want to discuss it further, because you didn't want to know more about it.

Lebo: Ja and I think the layout helps us, because uhm I know I took English late, but then I got there and then I think a week later, it was like, “Oh you have an essay.” I was like, “An essay? Where? What? Who? With what?” So, I think if we get the layout then I know *okay there’s an essay coming up, there’s this coming up*, because I’m not gonna flip 50 pages through my EP to go and see *oh* and the essay is written this small – I’m gonna overlook that. So I think...

Gerda: And then you also know what you missed and what you should... [Lebo: Carry on, yes!] be able to do and...

Researcher: Okay. Thank you. Anything else anyone wants to add? [No response]
Good, okay.

The researcher thanks the participants and they leave.

ADDENDUM D: SEMI-STRUCTURED, FOCUS-GROUP INTERVIEW WITH STUDENT-PARTICIPANTS - INTERVIEW 2

Researcher: Okay, I gave each of you a handout. You will see that there are some steps, which I am going to discuss now. So just to summarise our previous session – I think your idea of self-directed learning (you were quite unanimous on that), it's about not being spoon-fed and, uhm, putting in effort by yourself, not necessarily being given what you need to study or being given the answers, but being facilitated in order to find the answers by yourself. Okay so that is a very important part of self-directed learning, but self-directed learning is so much more than that and Knowles coined the term *self-directed learning* in 1975 and he, uhm, set out some steps towards becoming a self-directed learner. So if you look on your handouts, you will see that the first step is then diagnosing your own learning needs, so being able to say that *I realise that I need to do this in order to master this goal*, okay so it's diagnosing your learning needs; and then the second step is identifying the goals for learning, so you identified that there's something you need to work on and then identifying the goals in order to improve that. Then the third step, is selecting resources for learning. So, *am I going to use this textbook in order to reach that goal, am I going to use some sort of electronic platform? What are my resources that I am going to use? Am I going to use my lecturer as a resource?* Okay and then the fourth step is: decide which learning strategies to use. So *how am I going to go about doing this? Am I going to learn from videos? What is my learning strategy? Do I have a strategy in place?* I remember with your previous interview when I asked you guys about the workbook, "But do you have a strategy when you cannot answer?" Your strategy was: to ask your peers. Okay and then number five: assess whether the learning goals have been met – these last two have been added by Arndt. Knowles usually termed the fifth step as self-evaluation and then later on Arndt changed it to "assess", because "assess" implies that it's a continuous process – it's not something you evaluate and there's a mark for it and that's it – it's something that needs to be revised and it's a continuous process. So, assessing whether your learning goals have been met, so those goals that you have set in step 2. Now you have to assess whether you have met those goals; and then step 6 is self-reflection and this is a step added by Arndt and this step includes reflecting on the learning process, not necessarily

just the goal that has been met, but the entire process of getting there and whether it has been effective. *Have I selected the right resources? Did the strategy that I used work? Could a different strategy have been more suitable?* Okay, so it's reflection on the entire learning process. Okay so these are the steps. Do you have any questions about these steps? Are they all clear to you? [Participants nod in agreement]. Okay, so the first question that I want to ask you is: would you feel confident completing all these steps... or is there a step that you feel you might have a bit of difficulty with and why?

Gerda: I think, uhm, the self-assessment. Like we work out... past exam papers and for me to assess if I learned correctly, if I know the work, I like to do the memorandums, *okay I did this, I did this, I did this*, and now I see there's no memorandums. So how must I assess if there's no memorandum? So my...

Researcher: Okay. So what was your learning need then? If you have to look at the first step and you think about that action of completing a past exam paper, what is the learning need there? [Silence] Is it to have the right answer in the exam?

Gerda: It's to understand what I must do and how I must do it, how they expect me to answer. If I can see on the memorandum they say *okay this is the answer, but any relevant answer* then you know, *okay I can be a bit more specific, I can, uhm, expand more, elaborate more on what I said or I should just, uhm, dial it a bit more down.*

Researcher: Okay, good. So, that's a difficult part, because you feel like you don't have the relevant resources to evaluate yourself? [Gerda agrees] Okay. And anyone else? Which step do you think would be the most difficult to complete?

[Participants think for a while]

Riana: I think resources is mostly difficult, because there's so many books and there's so many resources. Which one do you use? Because what book is better? Which one can you understand? Because, some of our books, I don't even understand a word in them, but that resources, I think that's the most important one to specifically choose that one resource that will help you.

Researcher: And that's also why the self-directed learning process is very individual and that's where it also comes in where you should be able to select your own resources, which is not always possible, because a textbook is given to you and that's your resource, but you can also obviously go and gain additional resources, but then it's yet again a question of: which one of these resources is relevant? Which one can I use to the best of my abilities and apply? So, that's a very good point that you're making there.

Melissa: I have accounting and uhm the lecturer told us that there's a textbook that he would suggest, but he encouraged us to go and look for something that was actually personal to us, that we understood much better than the one he was actually giving us. Uhm, and he also said, "If you want to just come bring it to me and check if it's relevant or the correct work." Ja so he encourages us to get our own.

Researcher: Okay. Anything else? [Silence] Would you feel confident completing all of these steps? If you think about the classroom situation, where, let's say your essay, because that's something that comes up regularly, uhm, if you have to write an essay, do you follow these steps? Do you diagnose learning needs? So, for example, *I don't know how to reference...* (do you reference your sources in your first-year? Do you reference the textbook that you use?) [participants nod in agreement], okay so *I don't know how to reference, that's my first learning need, so my second learning need is that I struggle to use linking words to make sure that my paragraphs are coherent.* Do you do that? Do you diagnose learning needs for yourself before you attempt to write the essay?

[All participants nod in agreement]

Researcher: All of you do that? [Participants nod in agreement] Okay and then do you identify the goals, which is very much linked to that? Do you identify goals? So, like, *at the end of whenever, I need to be able to...* Do you do that or do you just write your essay?

Riana: Not anymore [all participants laugh].

Researcher: Not anymore? Can any of you give me an example of what you would do in these steps when you have to write an essay? Because you say that you follow it, so how do you do this? What is your learning needs that you have diagnosed?

Amy: Well, uhm, for me, I try to make like notes when Miss Mouton would like hint at us to focus more on something that we maybe did wrong in the first essay, because she did say in class that we did improve our writing, however we didn't maybe write a better essay, we didn't improve on our writing and using *this* and using *that* and I think my biggest struggle is the thesis statement and so that's when I diagnose *okay I need to focus on how to write the thesis statement* so I would go and do a bit of research to like get examples of thesis statements and now I still haven't done it correctly, so it penalises me a lot in the essays and then the goals I have is just to maybe do a bit better in each essay – I am not expecting to like 10% increases – a 1% increase would be sufficient and then the resources would probably be Google and maybe the book we are referred to in the essay or the short stories or... because I know in my last essay, uhm, the only resources I used were the short stories and my intuition to analyse them and then the strategies I usually, I am very analytical, so I like, I wrote down each point I had for my thesis and introduction I would make a list on where I could refer to that from the story and then elaborate on it a bit more, so I make a lot of lists [laughs], and then the assessment and the self-reflection usually comes after when you receive your essay back and the feedback you get, like the notes and stuff, so ja.

Researcher: Okay. So you all actually feel that you are self-directed learners?

[Participants nod in agreement]

Amy: For the most part... I don't think that we always think we do it successfully, because...

Researcher: But that means you are assessing the process [Amy: Yes], because if you can say that *I'm not doing this successfully*, then you've assessed whether you have done it successfully, so that's also one of the steps in here so that's very good. I'm happy to hear that. Okay, so uhm, the second question I want to ask you is: what is the most important self-directed learning skill to learn for first-year students? So if you think

about these steps, what is the most important skill, do you think, for first-year students to master?

Amy: I think maybe the third and fourth step [participants agree], because you're used to studying things at school in a certain way and now you get to university and it's much different and you don't really find your feet the first, like, term or the second one even so you're not really sure if you're doing things right. Then you get your participation marks, then you're like *okay I can see I maybe slipped a bit here and slipped a bit there, but I don't know why*, you won't always get the feedback that you got in school, like the speeches or assignments or something like that, the teacher isn't there, like, to go through every little step, because you are not one of hundreds maybe, you are one of thousands. So, you should be more independent when you select your resources and to like develop the skills to get, uhm, good resources and academic resources and not... because Miss Mouton also mentioned in the beginning of the year, she advises us to not use like Sparknotes and those things and then we were taught how to use the library catalogue and the Google Scholar and stuff like that that we never used in school, because it wasn't a big deal to use plain sources, if I can state it like that.

Melissa: I think in school we were just given resources – that was it. You didn't go further, and then uhm, we were also just told with *this* subject to use *this* learning strategy and it wasn't up to you to really decide, because Maths you should do like *this* and English you should do like *that* and that was it. So ja, we didn't know how to take initiative.

Researcher: And do you feel you're coping with the taking initiative? Do you feel that you can do that?

Amy: I think it's getting better. It's definitely better than the first term, where everything felt like, you didn't feel like you got everything. You didn't take everything in as well as you'd hoped and you all come in like so happy and excited and then you realise you don't have an idea what's going on.

Shan: I think in school they "clip our wings" like I can say and then you come in university and then they give you freedom. You actually learn much more broader, it

doesn't go about the answer it goes about how you *think* to the answer. So I think it's more like that.

Researcher: Okay, that's good. Uhm, what are your current needs in terms of self-directed learning? If I listen to you it sounds like you don't have any needs in terms of self-directed learning [all participants laugh], but what you think about what, if you have current needs, what are your needs in terms of self-directed learning? So, how would you like to be supported so that you will be able to complete all of these steps confidently and frequently? Because I have now just discussed the essay, but do you do this for all of your, English specifically, all of your assignments that need improvement? Uhm, I know the essay is one of the big things that you will carry on until your fourth year, but uhm, what do you think you need and I would also like some feedback on whether you do this for all your assignments or only these that you really struggle with? And yes, how would you like to be supported?

Melissa: I think I'm going to stand by what we said last session – just getting a little bit of guidance, a little bit of facilitation. Because, personally, I don't know that these are the steps to self-directed learning and if you actually look at it, like you said, actually we're doing them, but we didn't know that. You know? We think it's a weird concept or we struggle with some of them. So I'm gonna stand by a little bit of facilitation, a little bit of guidance on the way, ja.

Research: Do you think you will be able to complete these steps more successfully on all of your assignments if you have more knowledge on these steps [all participants nod in agreement] and being more aware of them?

Melissa: Because I'm the type of person, if you give me steps like one, two, three I'll follow them and do the task successfully. So, if you can give me this and say, "That's how," I can implement them and just be aware of *okay diagnose the learning need* and we make a list of that and then we can go on, ja.

Lebo: I think it's like, it helps, because it's a guideline. You can always go back to it to see if you're doing the right thing. So it's like, it's not that they're giving us the answer or telling us where to go look or what to do, it's just *this is along the lines of what you need*

to do. So there's help, like she was saying, just the guideline, it actually does help. Then you can also, by doing the steps you can also reflect and you can go back *okay I did step 1, I did step 2, I did step 3*, so my answer can go along the lines, because also like she said, I don't know, you don't know you're following steps and so you're just like *okay I'm gonna do what I think I need to do* and you don't know if it's right, but you're just *oh well it feels right to me* and then, so, it just helps.

Amy: And I think you feel more confident if you have a bit more certainty about it then, because then you know in which direction you have to go when you start it, rather than going in blindsided and you have no idea where to start or how to improve something or, because you're aware to use linking words, have a strong thesis statement, have *this*, have *that*, but you are not sure how to improve that in the future [Lebo agrees]. And...

Lebo: Sorry to break your word. I think too, uhm, when you get your mark back and they say *okay this is what you* and then for like the guidelines it helps you to see where you went wrong [Amy agrees], because now if I didn't know what I was doing in the beginning, I didn't know what I got wrong at the end. So it helps also to say *okay so I didn't do the thesis right, but my linking is good* you see so it helps with that, not just, "You're on the right track," but then you're like *okay, what did I do wrong?* [Amy agrees]

Amy: And because I think, I personally don't follow these steps in so much detail with other assignments, because the other assignments, like for example we did a cartoon worksheet, we were familiar with is, because we did them, but literary essays we didn't do in school. So it's a new concept, it's a scary concept to not get 80s and 90s for an essay that you always got for creative writing and to now get something completely new to like struggle with and like work through and improve and reflect about it and not being, uhm, not getting so discouraged that you like shut it out and just accept that you're going to do badly in each essay and just to set the goals and I think it's getting better to identify the goals with each essay that you can see *okay but the last time I also went wrong with this, how can I improve it next time?* And to have two things to compare to each other, because in the previous essay, nobody had an idea what we were doing and we just wanted to pass [Lebo agrees]. That was the goal, but now you can go in and analyse what you did wrong and with other assignments you're familiar

with, discussion you're familiar with, worksheets and, uhm, writing a story like with the folklore, you're used to writing creatively, so it's not as big as a challenge as some of the other things that we get now that we're not used to from school.

Researcher: And do you think you were required to apply these steps in school?

Amy: I think in certain areas, ja,

Researcher: Okay, but if you say that the, uhm... the goal there, if I think about your previous interview, was to train you for the exam in order to be able to answer the exam questions. So that then, if my understanding is correct, then would have been the goal for the school... it wasn't really to be able to write a thesis statement, the goal was more related to finding the right answer [Gerda: Ja] in an exam. Okay. Then, does anyone want to add something on that?

Amy: Uhm, I would just like to add like a short like comparison, because, uhm, my brother for example is now Grade 10 in school so he has his specific subjects and he doesn't do really well in languages, where I thrived with languages, because I answered the questions and I, like, pointed out the answers in the questions and you were so trained to write a memo rather than answers and he's very, like, creative and more broad and he thinks a lot more out-of-the-box than I do. So, he doesn't do very well, because he doesn't necessarily answer the question with like *this* is the answer *this* is the answer, he elaborates, he gives... he answers the question with his creative thinking and it's sad, because you have to get used to writing the answers rather than thinking for yourself and, uhm, learning how to think creatively, because now I have to teach him how to write an answer like point-by-point and not like creatively, because his answers are right, but it's not the memo and you're always told when you get a question back, you have to answer according to the memo, because they won't like, adjust the memo, because the memo is final, it's what is it and here, now you have to go back from that and now you have to think broader and with your own initiative, not with... because you don't have a memo to go off of in the first place, but I think it's also good that with time you get better thinking independently and getting more creative with your answers and you realise how, you've like, and with the reflection as well you can go back and you can see how much you've, how far you've come. Even with these two

essays I can see how I've improved and maybe how I've done something differently or approached it differently, because I was much more confident with this essay, even though I didn't know how it would go – you get more encouraged and confident with the work you do the more you, uhm, receive your marks and you can see *okay but that's where I went wrong with that or maybe my technicality with that is not as great as it could be.*

Researcher: Okay. Did all of you experience that at school level – that you were expected to give the memo?

[All participants nod in agreement]

Lebo: They expected me to, but I argued my life through everything. I fought for my marks [participants agree], especially if I felt like it was right. I... they expected you to give the memo, but I'll go sit in your office till you change that mark, because it's right, it's just not in the wording that you wanted.

Amy: And I think that's the bad thing about school. Like she said I agree completely, because they put you in this shape, because teachers don't necessarily want to go the extra mile for every single learner. They maybe have their favourites and they help them a bit, but not for everyone to say *okay this is how we can improve that, this is how we can improve that* or to be more lenient with the memo or, because I had teachers that marked the memo word for word and if you didn't do it that way, you didn't pass and other teachers that would elaborate a bit more and guide you to how you can improve your marks and not go as strictly on the memo. Then there were other teachers who would add on to the memo and other teachers that would refuse to add anything to the memo, even if your answer was correct, because it's too much "admin" or it's too much *that, so...*

Researcher: Do you want to say something?

Melissa: Ja, I [chuckles] just want to argue against what you are saying. You know to help each child or to give special attention to each child - I understand what you're saying, but I think it's hard when you have 90 learners to specifically for each person in

your class say, “You think like this, okay I’ll give you these marks.” It’s kind of, ja it gets a lot.

Researcher: In terms of fairness? Are you referring to fairness?

Melissa: Yes.

Researcher: Because if I, and I also understand her side of things – if it correct, then it is correct, but you also get the teachers that, even though it is correct and actually linked to what is on the memo, it’s not on the memo so they won’t assess it, but then you do get teachers who will take your answer into account and think about what you are saying. Okay, good. Thank you for your feedback and your examples. Is there anything else you would like to say or discuss or ask in terms of the self-directed learning steps or the activities that require these, specifically in English now? It seems to me that you all have this going. You’re fine with the self-directed learning steps – you actually apply it without really knowing, but am I correct in saying that you would prefer to have some sort of guideline where you can actually see, track your progress [participants agree] on the self-directed learning process?

[All participants nod in agreement]

Amy: I think, also like, I think I mentioned this in the previous discussion as well, maybe have like a list of assessments we’re going to do through the semester, so that you can see *okay*. Because I know like in Grade 8 and 9 we got like this paper that with each test you can like colour in like your percentage and see your growth through the tests, like see *okay with that test you did a bit badly* and that you can also see your progress, even if it is a little bit and it’s a stupid example, but to just have that – like, *okay I know this next month is going to be tough; I have four tests, uhm we’re gonna do this assignment, this assignment* and I don’t personally think that would be considered spoon-feeding, I think it would be a good guideline to be prepared to work or put in a little bit more effort this week, because you know you have a few more assignments in each of your classes or you know this is gonna be a tougher week than the past week or you can prepare a bit more rather than going to class, getting all of these

assignments and then you'll not really, you don't really take it all in and then you realise *oh, but I forgot that or I forgot that* and then you have to like split up your attention a bit.

Researcher: Okay. Uhm, I just want to ask a question – something that I thought about: so at the moment, if I look at your workbook and the classes and so on, the learning goals are, in a sense, given to you, because you like you said the essay writing, the thesis statement – that's not a goal that you define for yourself, it's a goal you need in order to receive good marks. So, uhm, if I think in terms of motivation, would you like to set - I know it's a drastic change so I'm not suggesting this for the entire module, but would you like to, say for a part of the module set your own learning goals? So perhaps you receive a topic, like film study, and you are challenged, because it is a skill as well, to set your own learning goals, diagnose your own learning needs in terms of film study – *what do I need to learn about film study* – set your own goals. Would you like something like that or do you actually prefer that the goals are given to you?

Gerda: I think with some things we like the goals that are given to us. So we know *okay this is what I need to know; this is very important to know*, but I think it's a nice concept to, with film study, to set your own learning goals, because everybody, I think the other thing was, you set your own learning goal, you do it for a week, you complete maybe your own task and then in a group you compare and you see *okay but she learned that and she learned that, they learned that*. I think that would be nice, because then you learn *oh okay* and it becomes a discussion and everybody contributes. So I think that would be a good... Then you can see, because maybe I can't see all the lighting aspects or I don't understand what they're using, but she does, but she doesn't understand something I do. So, it's also like a learning process. I think that would really be helpful.

Melissa: Ja, we all come from different backgrounds. I had an amazing English teacher and she taught me grade basics, where she didn't have a good English teacher who didn't teach her anything about film studies, so my needs and her needs are totally different. [Participants agree] And maybe just identify, because I can look at things in more detail – I have a good basis, but she needs to find her first basis in film study.

Riana: And I feel like, uhm, everyone sees something in a different way [participants agree]. She can see it in *that* way and I can see it in a different way.

Amy: And I think everything comes back to like getting feedback on your work – it doesn't necessarily have to be a facilitator or senior learner or a lecturer or someone, you can do it with your peers and I don't think we, uhm, in class or anything, I don't think we always really get the opportunity to get feedback on the activities we had to do, because you can discuss the activities when you get them, but then everyone struggles, but when you go to struggle with it on your own and you come back, you just move on. There's no, like, reflection about the work or *with what did you struggle, how can you improve?* It's more like, uhm, the group work is when you get the task rather than when you complete the task afterwards and discussing how we could improve and getting feedback from everyone and getting different perspectives about the work you did.

Researcher: So you would actually like to place a bit more emphasis on collaboration in terms of *which learning strategies do I need to apply in order to this better; what did you do in order to improve your thesis statement?* So you would like a bit more emphasis on that in terms of collaboration as well [participants agree]? Okay, good. Anything else you want to add on that?

Shan: May I add – on the guidance part, with facilitation, in EGD, where we draw, we have like an extra class and then she tells us, “Okay, who understands the work?” and then one out of the whole class or just the handful that's there will say *okay they understand the work*, then that person will go and explain the work and then she'll stop that person and say, “No that's wrong,” so then she will explain that person the work and then everyone will know *okay, I also did that wrong* so then everyone knows what their problem is. So, they just guide us. So I think that's what we actually need in English – we must explain how we see a thesis statement, so they will say, “No, this is wrong, just add this,” but there's no one to help us actually.

Riana: I think the problem is, we don't get a lot of feedback, especially on our assignments – we give it in, you get your mark back and we leave it – it's just there in your cupboard in the closet or something and you don't look at it again, because we don't use it, so we don't know what we did wrong for future projects.

Researcher: But then how do you... I'm just curious now... How do *you* know how to improve your thesis statement, but some of the others don't? Did *you* receive feedback for that?

Amy: I just, from the previous essay, between the first essay and the second essay we had, I think, maybe one facilitation session where they, like, try to guide us *the thesis is basically a statement* so you have to do it concisely and you don't have to... because in my first essay I wrote a thesis more like an introduction, but now on the second one, I changed it to be more concise and it was still incorrect, so now I know *okay it's not the first one, it's not the second one maybe it's something...*

Researcher: But you don't know now?

Amy: Ja now it's the exam [laughs]. So now, I would like, like a facilitation session just to go through what you did wrong rather than before you start, because then you feel *okay, this makes sense what they're saying; I'm taking in the information*, but when you start to write your essay, you're still unsure and when you get your essay back, you don't know how to improve, uhm, successfully, because I improved, but not successfully, because my thesis is my biggest problem, but it was still incorrect, even though the facilitators told me to do it like that. So now, you don't have the... you don't want the answers, you just want to know how you can improve or what you did wrong or maybe your idea was right, but you didn't execute it properly. I think more emphasis should be put on after you get your assignments back, like she said to maybe make notes on your own assignment to have a group thing just for ten minutes to say *okay the biggest problem was this – maybe check your work if you did the same thing*, you're like, *okay, I understand what I did wrong, make a note of it, next time I can improve on it.*

Researcher: Okay, so what I'm picking up as well is that, uhm, you diagnose your learning need, as, for example, *my thesis statement needs work, that's something I'm struggling with, I cannot write a thesis statement successfully*. Then the goals, the goals are supposed to be very specific, for example, you're supposed to know that, *I cannot formulate the thesis statement in one sentence* [participants agree]; *I want to write five*

sentences, so that's a very specific learning goal; or, *my thesis statement is too opinionated, it is not academic enough* or, you should actually know what is wrong with your thesis statement in order to set specific learning goals and that is something that I'm missing and as I can figure, it's because of the lack of feedback – you don't really know what your learning goal is, it's more broad that you just need to get the thesis statement right [participants agree]. So, it might also help if you have specific learning goals, but for that you need to know what you have to do in order to set those goals.

Amy: And for example, like, every time with an essay it's like, Miss Mouton would like circle something and just say, *the resource was incorrectly used* or with a thesis statement, for example, she would like underline everything and say *thesis*, but *what about the thesis?* Because for me, or in my opinion it was a good thesis and now she's like *there was no thesis...* okay, but I don't really understand, because my first thesis was really long and like, it pointed out a lot of things, which would rather be more applicable to the introduction and my second essay's thesis was one sentence long and really concise and to the point and now she said *it doesn't count as a thesis*, but why? Rather say, *okay maybe try this* rather than just *thesis*.

Lebo: I think there's a lot of yesses in class and then when it comes to marks, it's *nos*, because you're doing it in class, you're asking, "Am I doing it right?" "Yes." Facilitation – "Am I doing it right?" "Yes." And then your mark comes back and it's not a yes. So, I think there's just a problem between... [Amy: communicating]... between like us doing stuff in class and that little feedback we do get back. It does sound positive in class and you think you're on the right track until you get your mark and then you're like *okay...*

Researcher: Okay, so everything is very linked to feedback. So you, I gather that you really value feedback and it's very important for you, okay, that's probably something I can write down for 21st century students.

All participants: Yes.

Lebo: And I think just...sorry... for the feedback – if we do get feedback then we can successfully integrate these steps into our assignments not just the essay, because if I know specifically what I'm doing wrong, for instance with the thesis, if I know that I'm not

quoting correctly or something like that, then I know I can diagnose my learning need and so forth.

Researcher: And, uhm, these steps... I think I forgot what I wanted to ask now... You said something and then I thought about something, but maybe it will come back to me later. Okay, in anyway. So, anyone else want to add something about the self-directed learning process and the feedback and so on? [All participants shake their heads in disagreement]. No? Okay. So, if you turn to the other side of your handout now, you will see just a few ideas that I've jotted down. So, if you can remember, the purpose of my study is to design a framework to help you, to support you in becoming self-directed learners. Okay, it sounds like from your opinion you are already self-directed learners, but maybe someone else would disagree. So, it's always difficult to speak for yourself sometimes, but I can see that you do follow the steps and so on. But, that is my study, because from a lecturer's point of view, the student is not self-directed; from a research point of view, the students are not self-directed, because it seems that students really struggle to improve, to progress in their learning; it seems that the same mistakes are recurring, you know they come up every time. So, somewhere there's a gap; somewhere there's a gap. So I want to design a framework that you would actually use, because the workbook is supposed to be your tool for self-directed learning, but the students don't really see that as very valuable and they don't really use the workbook and complete it in order to become self-directed. So I want to set out a framework that you would actually use. So I need you to get your creative juices flowing now and to really think about if you had to go home now, after class, think about the way you feel after classes and when you have this essay that you need to complete, it's demotivating and it's hard work ahead of you. What is a framework that you would really enjoy using, that you would put to work even if it does not count for marks, because it really helps you to progress in your learning? So think about that, but first of all I just want to give you some examples. So a *framework* is actually a very broad term and the Online Dictionary describes it as a basic structure underlying a system, concept or text. So it's a structure that's put in place and this structure can be anything. It can be electronic – it can be an app; it could be a tool – do you use tools? You don't use the Bloom's taxonomy tool yet or the lesson wheel yet, that only comes next year, but okay, so it could be a tool that you physically sit with and use. It could be a guide, in the form of writing, like your workbook. It could be a video, it could be video presentations. I could

be a template that you need to fill ins stuff, it could be a game, an electronic game or a... an amazing race type of game where there are rewards for whoever reaches a goal. So, a structure could literally be... a framework could be anything. Any structure that is put in place to assist you in the development of your self-directed learning skills. So, I want you to, just very informally, think about this. I'm going to give you all a paper and a pen, just so that you can jot down some ideas – you can speak to one another. So, really think about this; think about ideas, scratch it out if you feel like *no maybe not this* or discuss it with each other, discuss it with me – anything. Okay do you have any ideas yet?

Melissa: I would say a template works for me.

Researcher: A template?

Melissa: Yes.

Shan: I like the video.

Gerda: Ja I agree with the video.

Researcher: Remember it could be a combination as well. And it doesn't have to be something that is on here. You must think about how you like to learn. Okay so perhaps jot... Okay so you said template now [Melissa: Yes]. Do you have an idea of what... Can you just... There's no right or wrong or wrong answer, so could you perhaps jot down a few ideas for what you would like to be in the template? What would you want the template to look like? Remember this is also related to these steps.

Melissa: The first thing that comes to mind is, I don't know if you guys got it at school, but we got it, uhm with essay writing, we always got it – a template of like how should the introduction look or just a short explanation of what it should be. That's what comes to mind when I think of a template for an essay and I know that helped me if I had it next to me and I could see the points and I read mine and I could see *okay ja that makes sense* and then the next few points, ja. So that is what I would like.

Researcher: Okay, so you would want a template of how this task should actually... what is expected in a task?

Melissa: Yes, just maybe like a few points, major keys that are important in the thesis statement or first paragraph – major keys that are important; linking words, you know – that's what comes to mind.

Researcher: You don't have to write something down if you don't want to.

Riana: If you like, if you have a video of somebody using the template, showing you and talking about *how* or explaining how to do something, you can also use that to understand the work better.

Shan: I think it's kind of hard to take a video, because you can't ask questions. Because he tells you, *you must do this*, but there's... *why* must you do that? It's like that *why*.

Researcher: So you actually prefer like a one-on-one type of...?

Shan: Ja. I love the template, but still it's... you're gonna still learn it like a monkey. You're gonna learn it and learn it and learn it, but you still don't know how to do it actually.

Lebo: I think a template and a game. I don't know, because I think like if you have to play the game, it doesn't have to like a game specifically, an app or something like that, that makes you implement the stuff that's on the template or what you've been taught, and then the game can like correct you, or... For instance like Grammarly, I know it's a dumb example, but Grammarly tells you what to change, so it could be like an app where you maybe type in an answer or what you think a myth is and then it'll be like *no this is wrong* and then you get like maybe a few chances and then they give you the answer, so... I don't know, something like that. That would work for me, because not only is it entertaining, it's on your phone, so you're going to look at it the whole time and it's academic at the same time, so you're actually learning something. Because I know most of us like our phones, so... [participants laugh]

Shan: And especially some of us visually learns, so when we see that actually visual and we just play it for fun, but we actually learn. So that is actually nice – and you get bonuses, like you get extra points if you get things the first time. So now you will actually try to do it.

Lebo: Yeah, like if there's a goal, maybe you can buy, you can dress your person on the game, maybe like... I don't know that just a dumb...

Gerda: Yes like maybe uhm after the week's class, there's a little bit of extra time and it's to play the game that's about the classes we had about the work we had to learn the past week, and then in class you do it, but it's like a *okay what is your answer?* Because obviously you're going to look at the person and be like *no but that's wrong, maybe this* and when you finished first you get like, extra points and you feel good about it, because you feel *okay I understand* and when you get something wrong you know *okay that was the wrong answer, but whatever I still finished fifth or fourth* and it will promote you to really want to play the game and learn, yes...

Lebo: I don't play Candy Crush – I hate that game, it makes me angry – but I know like these friends of mine and my sister, if my sister's a level above my mother, my mother's gonna sit there for a whole hour to try to get herself to the level where my sister's on. So, it could be something that's... it's competitive, it makes you want to get above the next person, even though it sounds horrible, but that's how humans are changing, we all want to be [Gerda: The best]... exactly! So, that could be very, I think it's very informative and could help me a lot, because I would – if I see my friend is on level 5, I would be like *haha, I'm on level 7*.

Shan: And not something like *Kahoot!* please. We play it, but, I don't know, I don't like the game... especially, it's fun yes, but you don't really learn because we all are like *what did you say, what did you say? Okay this* and like it's not fun, it's not that... you got first, you're just first. And then you're first not just because you gave the right answers, because you're the fastest.

Researcher: What type of framework would you like?

Amy: Uhm, I wrote down checklists, because I'm very analytical. I love lists. I know like for example in matric for Physics and Maths we got like, or for Physics we got a list of like all of the definitions we had to learn. It was really organised and like the formulas and everything and where you should apply each one. So, I love lists [chuckles] and organised thoughts and stuff, so it's really difficult for me, for example in Maths, my other subject, to uhm organise thoughts for myself, because it doesn't happen uhm, naturally, like you don't get class and go through each thing like this like one lesson would be about this, one lesson would be about this then you go back to that then you go back to that...

Researcher: So you want structure?

Amy: Ja Structure would be nice.

Researcher: Okay, it's interesting to hear your feedback and the one thing that I'm picking up on is you're giving frameworks in order to complete a task. You're not really thinking about frameworks in terms of self-directed learning. So remember that, even though... like, a checklist in order to complete this task will then be my resource or my learning strategy – the resource and the strategy, but if you think about setting goals for different tasks, what is a framework that you can use in any task, it could also still be a game, but it will be focused not on giving the right answer, not on helping you write a specific essay, but on helping you completing these steps – identifying your needs, identifying the goals for learning, being able to go back and see, so perhaps something in the line of, also like levels, a game with levels, but it will all rely on whether you have met your goal in order to progress to the next level. So it's not focused on a right or a wrong answer or a mark. So if you think in terms of that – so when you said template, I immediately thought a template containing these steps, not necessarily a template for how you should do a task – do you understand what I'm saying? So, do you have any thoughts on that? Any ideas on that? I know it's a new concept, so it is a bit strange to wrap your head around it, especially because it seems like you are very trained, from school level now, to work towards the mark to work towards that goal that you can see *okay I can go write exam* [participants laugh in agreement].

Amy: I think the template could work really well to like make a list to like okay, for each task it's this blank template and you have to go fill it in yourself to say, *okay this is the task, this is the uhm diagnosis about what I should do, these are my specific goals for this* and then like for each one you have to write there's like, maybe like a short example or a, uhm, description on how to, uhm, do it correctly and then you can get feedback on that and then you can continue to the next step, like you can level up and go to the next step to like uhm set your, if your diagnosis is correct, you can go and set your goals and are applicable to your diagnosis, you can go to the next step and if that's, uhm, successfully, successful and then you can go to the next one and then you can, uhm, go back and you can see where you struggled to, uhm, link the steps to one another and where you maybe struggled with the resources with this one, you thrived with getting resources for the next assignment then you can go see where you can uhm go improve on the next assignment. To have the same template, to uhm compare each one, uhm, similarly to a rubric – to have that same consistency, but have, uhm different feedback for each one.

Researcher: But who must give the feedback in your mind now, the lecturer?

Amy: Ja maybe a lecturer or facilitator. Even peers could say like *maybe think about this, because your diagnosis says this, but your goals are more broad, you maybe specify how you can do this or that* to maybe help.

Lebo: I think I'm gonna stick to my answer – the app. It doesn't have to be a game, it could be an app that you download and then like she was saying, you can incorporate a template and uhm like a checklist and then the app – it has different categories, whatever and then for instance if we did visual literacy today then you go on the visual literacy section and then it gives you the checklist, it gives you the stuff and you can have like a place where you can set your goals, what you have to do, and then it will check if you've met the requirements [Amy agrees] and then that's how you know if you're doing something right.

Research: Okay... There's no right or wrong, I just need your ideas, so anything goes.

Riana: Although we have *Wire* and that's also very nice, because it like has a lot of examples and then you can click on the one, anything that you want to do, then it says *okay this is your goals*, it takes, it's an app actually you download it. So, I think that will also be nice for English, like *this is your goals and you completed that*.

Researcher: What is it called? *Wired*? Do you used it in a different subject, or...?

Riana: Ja we used it in ALDA, because then they like give us an email and then they tell us *okay, what will you use here and here?* Then you say *okay* [Lebo: Is it an app?] Okay yes it's an app, but then it gives you like an email example and asks you *how will you answer this email?* Then you tick there and there and it says *no don't use this, because this is a little bit more informal*, because it gives you feedback, but you can also have your own ideas and it helps you actually, 'cause it gives you – it tells you what type of learner you are, if you are a visual learner, what kind of learner – that's also very nice.

Lebo: Ja like even if we, what are they called? I don't know what it's called, but like you know when you do uhm, if you're in a... I don't know I'm making an example that I did at work. If you're in a workplace you do, then it's like a survey and it tells you what what and then it can like direct you on what to use specifically on the app to make your, uhm, learning effective, because I could be visual and then my category is visual and then there's visual things there for me to learn, she's gonna need like words... [Gerda: Specific for your needs, ja.] yes.

Researcher: Okay so then you can identify your learning needs or the type of learner you are. Okay, any other ideas on that?

Riana: Okay the *Wired* has videos included as well, so it has everything.

Researcher: What are the videos? Do they give you information on the content of the module?

Riana: A guy actually just talks about the different learners you get and everything and then they have a little test like what type of learner do you think you are, so it's actually very nice.

Researcher: Okay, so it's a bit of reflection as well?

Riana: Yes, it's a lot of reflection actually. So you can see what's your goals, what do you think and then it tells you *you should actually think about this more*.

Researcher: Okay, so it's interesting, I will definitely have a look at that – thank you. Earlier I wanted to ask something and then I forgot, but I remembered – so you said like with the essays, you don't know what to improve, you want feedback – did you have like a class on the essay writing where you perhaps made notes or so?

Lebo: I don't remember anything in class – do you guys?

Amy: We have the facilitation, but, uhm, it wasn't really, we had a presentation but I think we went, like, nobody was really prepared and it didn't really help.

Researcher: Was that before you... [Amy: That was before...] wrote the first essay?

Lebo: Before the second essay.

Gerda: And I think that confused everybody, because they were confused [Amy: Ja] they didn't explain it to us correctly and we were a bit more confused, also, because in the first place, we can't do it and now they, they are fourth years, they can't do it, they can't explain it well enough for us.

Amy: Ja because they will like explain it and say *ja but you will never get this mark anyways so we just wing it as well*, like it doesn't help we have facilitation, but they don't have steps... Like for example our facilitator has his way of doing something, but he says *ja but this is what I do, but it's not for everyone and this is the framework you got, but it doesn't work for me*, but then you don't really know where to go from that because it doesn't help you, uhm, for him to realise what works for him or to just give one

example on how he, because he would read through his essay and you're like *okay but that makes sense, uhm, he made a strong statement, this and this*, then he would like point out the linking words and stuff, but you know you have to use linking words, you know what linking words are, you know you have to write a strong thesis, but you don't get the guidance that you would hope for to, uhm, ensure that you do it successfully. So they basically wing the facilitation as well it is not as structured, and I'm big on structure and preparation and, because they say like, your learners when you go for your practicals, they will all know if you're prepared or not and I know I knew when my teacher was prepared or not and we still know that with facilitators and lecturers – we know if you're prepared or not, because we've gone through it and you don't want to improve on something or prepare for something if the leader of it does not prepare for it as well.

Riana: Miss Mouton actually did give us a framework before our first essay, but she gave us like... [Amy: The technique.] ja the technique, but it doesn't help you explain it to us and you don't actually show us, because she did go into depth with us with the first essay, because she told us everyone fails, she doesn't want this. So she tried, but it doesn't help you give us examples and examples and examples and tell us okay, if you write something you have to reflect about it and everything, but we don't even know how the thing looks [Amy agrees]. So she did give us structure, but we didn't still know how the thing looks.

Researcher: So it's the process that you would like some more guidance on, not necessarily the product, but the process?

[All participants agree]

Melissa: I remember after that session, uhm, we were in the hostel and we have facilitators in our hostel for this subject, and I actually went to my facilitator because I said I understand where I need to go, like I understand what the end product is, but how to get there, like I don't even know how to start [Amy agrees]. So I just went to her and I'm like *how do I even start?* Like what is my beginning processes just to get to where I know I need to be, because, ja that...

Researcher: And that's where this process comes in [all participants agree].

Lebo: With my second essay, I didn't take into consideration anything anyone said here, I literally messaged my English teacher from matric and I was like *Mam, what do I... 'cause she taught us PEEL, we learnt it in PEEL, so I thought okay maybe it's not gonna make sense if I use it here. So in my first essay I didn't do PEEL and then for my second essay I did it in the structure of PEEL and I did it in the structure of what my English teacher said and I got a higher mark, even though it wasn't 70% [chuckles], but it was a higher mark than what I did the first time without taking into consideration what other people on campus or the facilitators told me.*

Researcher: So at which point will you think that *okay now I can write an essay?* Is it up to the mark that you get?

Lebo: Fourth-year [participants chuckle].

Amy: I think it would be nice to have like a goal, rather to have like *okay you submit your essay by this day*, maybe to go step-by-step to, you first write your thesis, then you do your introduction or the planning even to maybe go through the planning first and then you write your thesis and your introduction, then you can go check on that and it doesn't have to be like every single person, it's like, because there are people that want to get or like do it a bit more successfully, because I want to understand why it's wrong for me to, the next time to do it without thinking, because the fourth-years would say *ja, uhm, because we struggled referencing it correctly*, they'll say like *just read through the referencing guide, we do it on our own by this time, like we know how to do it like without even thinking about it. We don't know that yet, so just to, step by step to go through the process and it doesn't have to be every single essay [Riana agrees], you can like make an appointment or something to...*

Shan: Even just for like the future first years, just with the first essay [Amy agrees]. Not spoon-feeding, but just with the first essay so then the next we can reference back to, *with my thesis I did like... and now I did it again* and you can reference back to all your next essays.

Researcher: You say that they said that you should use the reference guide, so did you guys use the reference guide?

Amy: Ja and then it's still incorrect.

Researcher: So, the problem once again comes in with *how do I actually use this guide now?*

Amy: Ja.

Researcher: When you think in terms of a framework for these steps, there are many different ways in which English can be structured. So this can be structured according to topics, okay so film study, this topic, folklore, whatever, or it can be structured according to tasks – writing an essay, having a panel discussion, tasks okay, so, or it can be structured according to time periods – this week, *this week I need to meet this learning goal* – what do you think would work best, or even if you have a different idea than what I have just mentioned. How would you like for something like this to be structured?

Amy: I like having, uhm, deadlines. For example, like I create my own deadlines to say like *okay I need to have my planning done by this week* or *I need to have written like the basic, uhm, points like just to start the essay*, because if you start with something it makes it less daunting to continue it or to add on or to change stuff and then *okay my referencing has to be done by this time*, because I would like copy all the links like we did in school and then you would go back and go through the referencing guide and sit there and think *okay but this is this type of source* now you have to go and look for that source and because to reference takes us so much longer, because we don't really know how to do, like, which resource is which type and it takes time and like we want to improve, but I think we don't have, uhm, ja like the necessary steps to do. It's like *okay you have to do this, you have to do this, you have to do this*, but at the same time, we don't really know how to go about it and how to start with each one. So I think like maybe smaller goals and like deadlines for each week and then to submit your essay is like the big end goal and then you can...

Researcher: But you would want it to work towards a specific task? [Amy: Ja] A specific deadline like the academic essay, then.

Amy: Ja.

Researcher: You wanted to say something Lebo.

Lebo: I just wanted to say I like the first one [chuckles].

Researcher: What was the first one?

Lebo: The categories.

Researcher: Or the topics, okay. But you can actually merge both - *for this topic, this is the deadline for the week, for this topic, this is the deadline for the week.*

Lebo: Ja and I think it mustn't be like a personal deadline. It must be a deadline that's set, like on the app, because I know if it's gonna be a personal deadline, I'm gonna make my deadline tomorrow, then the day after, then the day after so I never get it done. So if it's something that someone tells me, *okay you need to do it now* then I'll do it.

Amy: And it's also, I think to uhm to go through the process, to put more emphasis on the process would guide you more to pick your technique right or your, uhm way to do this to find your method because all the first-years have their methods already, but they say *okay but you'll find yours, okay this is how I do it, but you'll have yours, you'll figure out yours*, but I think the process would help you to see *okay but how this person did it doesn't really work for me, I would like to do it like this*. So then you would like calculate your way and then the next time if it still works then you'll know *okay I'm onto something* and you can like struggle through it, because not everyone is going to use the, like the method we got was that one with the blocks and then you put your thesis in the middle and [Researcher: Four-square plan] ja, and that doesn't work for everyone, because it doesn't work for me personally, uhm, but it may work successfully for someone else and to just give one example, two examples about a method you can use, uhm if you go

through a process and you see how learners are thinking, you can guide them to say, *okay but I can see you work more creatively, maybe a mind map, I can see you work more analytically, maybe a checklist* or you can apply that rather than having a group session, where you go through one method that doesn't work for 80% of the class. So then most of us were sitting here like *this didn't help us at all* now you're more discouraged and you don't want to... maybe to have like a, like maybe with the *Wired* thing or to have like a survey to say *okay but you did this this way, maybe look more into this method or look more into this method*, because a thesis statement's planning can be different for you than your body's planning and your... because I always link my introduction to my ending. So I do them together and I do my paragraphs individually and your thesis is the big, like, thing so to go through the process can help you to develop your own method that would work successfully for you because not everyone is going to have the same, uhm, you're not gonna complete the task in the same way – everyone is going to do it individually.

Researcher: Okay. Does anyone else want to add something? [All participants disagree] Not? Okay, then I think we're done. Thank you so much for participating.

ADDENDUM E: ETHICAL CLEARANCE CERTIFICATE



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23 November 2018

To Whom It May Concern

I hereby confirm that the ethics application, as stated below, was approved at the Ethics Committee meeting of the Faculty of Education of 23 November 2018.

Ethics number: NWU-00776-18-A2

Project head: Dr M Reyneke

Project team: M Strydom

Title: Developing a framework for promoting self-directed learning in first-year English for Education

Period: 22 November 2018 – 25 October 2019

Risk level: Low

Should you have further enquiries in this regard, you are welcome to contact Prof Jako Olivier at 018 285 2078 or by email at Jako.Olivier@nwu.ac.za or Ms Erna Greyling at 018 299 4656 or by email at Erna.Greyling@nwu.ac.za.

Yours sincerely

Prof J Olivier
Chair Edu-REC

ADDENDUM F: LANGUAGE PRACTITIONER CERTIFICATE



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DECLARATION OF LANGUAGE EDITING

I, Juan Etienne Terblanche, hereby declare that I edited chapters 1 to 4 of
the dissertation entitled

**Developing a framework for promoting self-directed learning in first-
year English for Education.**

for Ms M. Strydom for the purpose of submission as a postgraduate
research degree. Changes were indicated in track changes and
implementation was left to the author.

Regards,

Prof. J. E. Terblanche

Cum Laude Language Practitioners (CC)

ADDENDUM G: BIBLIOGRAPHIC CONTROL AND TECHNICAL EDITING CERTIFICATE



To whom it may concern

This letter is to confirm that Ms Marike Strydom submitted her Master's dissertation to me for bibliographic control according to the prerequisites of NWU Harvard as used by the North-West University. I also formatted her document according to NWU prerequisites.

Regards



Kirchner van Deventer

25 November 2019