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

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Vanderbijlpark
2013
DECLARATION

I declare that:

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

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

_________________________

Y Pretorius

November 2012

Vanderbijlpark
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ABSTRACT

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

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

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

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

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

Through the research it was found that educators neglect the application of mediation. This, unfortunately, results in detrimental effects concerning the advancement of learners’ fundamental rights.
Die hoofdoel van hierdie studie was om te bepaal hoe effektief bemiddeling in Engels Eerste Addisionele Taal-klaskamers toegepas word om leerders se fundamentele regte te bevorder.

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

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

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

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

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

DECLARATION .................................................................................................................. ii

ACKNOWLEDGEMENTS ................................................................................................. iii

ABSTRACT ......................................................................................................................... iv

OPSOMMING ................................................................................................................... v

TABLE OF CONTENTS ................................................................................................. vi

LIST OF TABLES ............................................................................................................ xix

LIST OF FIGURES .......................................................................................................... xxii

CHAPTER ONE ............................................................................................................... 1

ORIENTATION TO THE STUDY ..................................................................................... 1

1.1 INTRODUCTION AND VALIDATION OF THE RESEARCH PROBLEM ................. 1

1.2 PURPOSE STATEMENT ............................................................................................ 3

1.3 RESEARCH QUESTIONS ........................................................................................... 3

1.3.1 Primary question .................................................................................................. 3

1.3.2 Secondary research questions ........................................................................... 4

1.4 AIM AND OBJECTIVES .......................................................................................... 4

1.5 CONCEPTUAL FRAMEWORK ............................................................................... 5

1.5.1 Mediation ............................................................................................................ 6

1.5.2 Fundamental rights ............................................................................................ 7

1.5.3 A comparative law perspective ........................................................................ 7

1.6 RESEARCH METHODOLOGY ............................................................................... 7
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6.1</td>
<td>Research paradigm</td>
<td>7</td>
</tr>
<tr>
<td>1.6.2</td>
<td>Research design</td>
<td>8</td>
</tr>
<tr>
<td>1.6.2.1</td>
<td>Strategies of inquiry</td>
<td>9</td>
</tr>
<tr>
<td>1.6.2.2</td>
<td>Research participants</td>
<td>10</td>
</tr>
<tr>
<td>1.6.2.3</td>
<td>Methods of data collection</td>
<td>11</td>
</tr>
<tr>
<td>1.6.2.4</td>
<td>A visual representation of the research design</td>
<td>15</td>
</tr>
<tr>
<td>1.6.2.5</td>
<td>Data collection process</td>
<td>15</td>
</tr>
<tr>
<td>1.6.2.6</td>
<td>The role of the researcher</td>
<td>17</td>
</tr>
<tr>
<td>1.6.2.7</td>
<td>Data analysis and interpretation</td>
<td>18</td>
</tr>
<tr>
<td>1.6.2.8</td>
<td>Quality criteria</td>
<td>20</td>
</tr>
<tr>
<td>1.6.3</td>
<td>Ethical aspects</td>
<td>21</td>
</tr>
<tr>
<td>1.7</td>
<td>TEACHING AND LEARNING PROGRAMME</td>
<td>21</td>
</tr>
<tr>
<td>1.8</td>
<td>POSSIBLE CHALLENGES</td>
<td>22</td>
</tr>
<tr>
<td>1.8.1</td>
<td>Questionnaires</td>
<td>22</td>
</tr>
<tr>
<td>1.8.2</td>
<td>Focus group interviews</td>
<td>22</td>
</tr>
<tr>
<td>1.8.3</td>
<td>Observations</td>
<td>22</td>
</tr>
<tr>
<td>1.9</td>
<td>CHAPTER DIVISION OF THIS THESIS</td>
<td>23</td>
</tr>
<tr>
<td>1.10</td>
<td>SUMMARY</td>
<td>24</td>
</tr>
<tr>
<td>2.1</td>
<td>INTRODUCTION</td>
<td>26</td>
</tr>
<tr>
<td>2.2</td>
<td>MEDIATION: A CONCEPT CLARIFICATION</td>
<td>27</td>
</tr>
</tbody>
</table>
2.2.1 The task of a mediator of learning ........................................ 29

2.3 HISTORICAL PERSPECTIVES ON THE DEVELOPMENT OF MEDIATION ................................................................. 33

2.3.1 The Piagetian perspective .................................................. 34

2.3.2 The Vygotskian perspective ............................................. 37

2.3.3 Nyborg’s perspective ...................................................... 42

2.3.4 Neo Piagetian perspective ............................................... 42

2.3.5 Feuerstein’s perspective .................................................. 42

2.3.6 Current perspectives on mediation .................................... 45

2.4 MEDIATED LEARNING AND CONSTRUCTIVISM ..................... 46

2.5 THE CRITERIA OF MEDIATION ............................................. 48

2.5.1 Universal criteria .......................................................... 49

2.5.1.1 Intentionality and reciprocity ...................................... 49

2.5.1.2 Transcendence .......................................................... 51

2.5.1.3 Mediation of meaning ................................................ 52

2.5.2 Situational criteria .......................................................... 54

2.5.2.1 Mediation of competence .......................................... 54

2.5.2.2 Mediation of self-regulation and control of behaviour ........ 56

2.5.2.3 Mediation of sharing behaviour .................................... 57

2.5.2.4 Mediation of individuation .......................................... 58

2.5.2.5 Mediation of challenge .............................................. 58
2.5.2.6 Mediation of goal-seeking, goal-setting, and goal-achieving behaviour .................................................................59

2.5.3 Integrative orienting belief system criteria ..........................60

2.5.3.1 Mediation of change .................................................................60

2.5.3.2 Mediation of an optimistic alternative .................................60

2.5.3.3 Mediation of a feeling of belonging ......................................61

2.6 THE IMPLICATION AND IMPACT OF MEDIATION IN THE CLASSROOM .................................................................62

2.6.1 The relation of mediation to learning problems ......................63

2.6.2 The role of learners in a mediated learning approach ..............67

2.6.3 Competences required of educators to be mediators of learning .........................................................................................68

2.7 THE ROLE OF LANGUAGE IN MEDIATED LEARNING ..........68

2.8 A MEDIATIONAL APPROACH TO STUDY LITERATURE ..........71

2.8.1 Reading as component of literature ........................................72

2.8.1.1 The danger during reading periods ......................................73

2.8.2 Poetry as component of literature ..........................................73

2.8.3 Drama as component of literature ..........................................74

2.8.4 Using stories in literature .........................................................74

2.9 SUMMARY .....................................................................................75

CHAPTER THREE ...............................................................................78

MEDIATION AND LEARNERS’ FUNDAMENTAL RIGHTS: A LEGAL FRAMEWORK ......................................................................78
3.5 THE RELEVANCE OF COMMON LAW PERTAINING TO MEDIATION .................................................................117

3.5.1 The in loco parentis-principle .............................................118

3.5.2 The diligens paterfamiliae-principle .....................................120

3.6 LINKING MEDIATION AND FUNDAMENTAL RIGHTS: THE RESEARCHER’S PERSPECTIVE .................................................121

3.7 SUMMARY ..............................................................................121

CHAPTER FOUR ...........................................................................123

EMPIRICAL RESEARCH DESIGN .........................................................123

4.1 INTRODUCTION ......................................................................123

4.2 RESEARCH PARADIGM .............................................................124

4.3 RESEARCH DESIGN .................................................................126

4.3.1 Concurrent triangulation mixed-methods design ..............129

4.3.2 Strategies of inquiry ..............................................................131

4.3.2.1 The quantitative component: non-experimental descriptive survey research ..................................................132

4.3.2.2 The qualitative component: phenomenological approach ....132

4.3.2.3 Comparative education law design ..................................133

4.3.2.4 Research participants ........................................................134

4.4 METHODS OF DATA COLLECTION ............................................136

4.4.1 Quantitative research: questionnaires ..............................136

4.4.1.1 Pilot study ....................................................................143

4.4.2 Qualitative research: focus groups and observations ........150
5.2 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS .......178
5.2.1 Biographical information of learners ........................................179
5.2.2 Biographical information of educators ......................................183
5.3 DATA ANALYSIS AND INTERPRETATION: LEARNER AND EDUCATOR QUANTITATIVE RESPONSES........................................188
5.3.1 Section B: Mediation of learning ..............................................188
5.3.2 Section C: Fundamental rights .................................................216
5.4 DATA ANALYSIS AND INTERPRETATION: FOCUS GROUP INTERVIEWS ..................................................................................232
5.5 DATA ANALYSIS AND INTERPRETATION: OBSERVATIONS .................................................................250
5.5.1 Observation: Mediation in the classroom ....................................254
5.6 TRIANGULATION OF DATA ................................................................261
5.7 SUMMARY ......................................................................................268

CHAPTER SIX ......................................................................................270

A TEACHING AND LEARNING PROGRAMME TO SUPPORT A MEDIATION APPROACH TO ADVANCE FUNDAMENTAL LEARNER RIGHTS IN ENGLISH FIRST ADDITIONAL LANGUAGE ........................................270
6.1 INTRODUCTION .............................................................................270
6.2 A THEORETICAL FRAMEWORK FOR THE TEACHING AND LEARNING PROGRAMME ........................................................................272
6.3 THE TEACHING AND LEARNING PROGRAMME: THE MEDIATIONAL WAY OF PRESENTING POETRY TO GRADE 11 ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS WHILE ADVANCING THEIR FUNDAMENTAL RIGHTS ..........278
6.4 SUMMARY ........................................................................................................ 300

CHAPTER SEVEN .................................................................................................. 302

SUMMARY, FINDINGS AND RECOMMENDATIONS ............................................. 302

7.1 INTRODUCTION ............................................................................................... 302

7.2 AN OVERVIEW OF THE STUDY ....................................................................... 302

7.2.1 Chapter One .................................................................................................. 302

7.2.2 Chapter Two ................................................................................................ 304

7.2.3 Chapter Three .............................................................................................. 305

7.2.4 Chapter Four ................................................................................................ 306

7.2.5 Chapter Five ................................................................................................ 306

7.2.6 Chapter Six .................................................................................................. 307

7.3 FINDINGS FROM THE LITERATURE ............................................................... 308

7.3.1 Literature: Mediation .................................................................................. 308

7.3.2 Literature: Learners’ fundamental rights .................................................... 310

7.4 FINDINGS FROM THE EMPIRICAL INVESTIGATION .................................... 312

7.4.1 Intentionality and reciprocity ...................................................................... 312

7.4.2 Transcendence ............................................................................................ 313

7.4.3 Mediation of meaning ................................................................................ 313

7.4.4 Mediation of feeling of competence ........................................................... 314

7.4.5 Mediation of regulation and control of behaviour ...................................... 314

7.4.6 Mediation of sharing behaviour .................................................................. 315
7.4.7 Mediation of individuation and psychological differentiation .................................................................316
7.4.8 Mediation of goal-seeking, goal-setting and goal-achieving behaviour ..........................................................316
7.4.9 Mediation of challenge ..............................................................................................................................................317
7.4.10 Mediation of an awareness of the human as a changing entity ................................................................................317
7.4.11 Mediation of the search for an optimistic alternative ..........318
7.4.12 Mediation of the feeling of belonging..................................................318

7.5 FINDINGS REGARDING THE AIMS AND OBJECTIVES OF THE STUDY .................................................................................................319

7.5.1 Objective 1: To investigate what mediation comprised of ....319
7.5.2 Objective 2: To gauge what constituted learners’ fundamental rights in terms of South African legislation .....320
7.5.3 Objective 3: To determine English educators’ understanding of the concept mediator of learning ...............321
7.5.4 Objective 4: To gauge English educators’ understanding of the competences expected from mediators of learning....321
7.5.5 Objective 5: To identify learners’ understanding of how their rights were managed in the English classroom ..........322
7.5.6 Objective 6: To observe how English educators complied with the principles of mediation during teaching ...............322
7.5.7 Objective 7: To investigate how English educators accommodated learners’ fundamental rights..................323
Objective 8: To establish how a mediational approach supported learners’ fundamental rights ..........................323

Objective 9: To suggest mediational processes (the application of principles) and components (the twelve principles of mediation) to design a teaching and learning programme aimed at advancing learners’ fundamental rights in a language classroom context ..........324

RECOMMENDATIONS ..................................................................................324

Recommendation 1: Intentionality and reciprocity ..........324

Recommendation 2: Transcendence .................................325

Recommendation 3: Mediation of meaning ......................325

Recommendation 4: Mediation of competence ..................325

Recommendation 5: Mediation of self-regulation and control of behaviour .................................................................325

Recommendation 6: Mediation of sharing of behaviour ......326

Recommendation 7: Mediation of individuation ................326

Recommendation 8: Mediation of goal-seeking, setting and achieving behaviour ............................................................326

Recommendation 9: Mediation of challenge ....................326

Recommendation 10: Mediation of an awareness of the human as a changing entity .....................................................326

Recommendation 11: Mediation of the search for an optimistic alternative .................................................................327

Recommendation 12: Mediation of the feeling of belonging .........................................................................................327
LIST OF TABLES

Table 3.1: Educators as mediators – competences relevant to advancing learners’ fundamental rights ........................................111

Table 4.1: Pilot study Cronbach alpha/inter-item correlations .............146
Table 4.2: Actual study Cronbach alpha/inter-item correlations ..........147

Table 5.1: Grade of learners................................................................179
Table 5.2: Gender of learners..............................................................179
Table 5.3: Age of learners ..................................................................180
Table 5.4: Type of school .................................................................181
Table 5.5: Situatedness of the schools...............................................181
Table 5.6: Home language of learners ..............................................182
Table 5.7: English taken as Home-, First Additional- or Second Additional Language .........................................................183
Table 5.8: Position............................................................................184
Table 5.9: Type of school .................................................................184
Table 5.10: Situatedness of the schools ............................................185
Table 5.11: Gender ...........................................................................185
Table 5.12: Nationality ....................................................................186
Table 5.13: Age ...............................................................................186
Table 5.14: Teaching experience ........................................................187
Table 5.15: Qualification ..................................................................188
Table 5.16: Section B – Learner and educator responses on principles of mediation: intentionality and reciprocity ..........189

Table 5.17: Section B – Learner and educator responses on principles of mediation: transcendence ................................191

Table 5.18: Section B – Learner and educator responses on principles of mediation: meaning ..............................................192

Table 5.19: Section B – Learner and educator responses on principles of mediation: mediation of competence ..........194

Table 5.20: Section B – Learner and educator responses on principles of mediation: self-regulation and control of behaviour .................................................................197

Table 5.21: Section B – Learner and educator responses on principles of mediation: mediation of sharing behaviour ......201

Table 5.22: Section B – Learner and educator responses on principles of mediation: feeling of belonging .......................203

Table 5.23: Section B – Learner and educator responses on principles of mediation: mediation of individuation ..........204

Table 5.24: Section B – Learner and educator responses on principles of mediation: mediation of challenge ................209

Table 5.25: Section B – Learner and educator responses on principles of mediation: mediation of an optimistic alternative .................................................................210

Table 5.26: Section B – Learner and educator responses on principles of mediation: goal-seeking, setting and achieving .................................................................212

Table 5.27: Section B – Learner and educator responses on principles of mediation: mediation of change .....................214
Table 5.28: Learner and educator responses – Factor 1: educator responsibilities

Table 5.29: Learner and educator responses – Factor 2: core strategies to enhance fundamental rights

Table 5.30: Learner and educator responses – Factor 3: educator concerns

Table 5.31: Learner and educator responses – Factor 4: practical competences to advance fundamental rights

Table 5.32: Biographical details of participants

Table 5.33: Observation context 1

Table 5.34: Observation context 2
# LIST OF FIGURES

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