THE TEACHING OF BIBLICAL STUDIES IN PRIVATE CHRISTIAN SCHOOLS IN SOUTH AFRICA TODAY

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THE TEACHING OF BIBLICAL STUDIES IN PRIVATE CHRISTIAN SCHOOLS IN SOUTH AFRICA TODAY

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Hons. B.A.

Dissertation submitted in partial fulfilment of the requirements for the degree Magister Artium in Biblical Studies at the North-West University (Potchefstroom campus)

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DEDICATION

This dissertation is dedicated with deepest love to my late father, Gezani, and Mhlava N'wa-Juta Mahlala.
DECLARATION

I hereby declare that the analysis of THE TEACHING OF BIBLICAL STUDIES IN PRIVATE CHRISTIAN SCHOOLS IN SOUTH AFRICA TODAY is my own work. This information is submitted in partial fulfilment of the requirements for the degree Magister Artium at the North-West University (Potchefstroom campus).

F.S. MAHLAULA
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SOLI DEO GLORIA

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Die onderrig van Bybelkunde in privaat Christenskole in Suid-Afrika vandag

Die doel van hierdie studie was om die onderrig van Bybelkunde aan graad 12-leerders in privaat Christenskole in die Limpopo Provincie in Suid-Afrika gedurende 2003 na te vors met die oog op aanbevelings vir die moontlike verbetering daarvan. Alhoewel slegs ‘n aantal skole in die Limpopo Provincie aan die navorsing deelgeneem het, terwyl die titel van die verhandeling aanspraak deelgeneem het, terwyl die titel van die verhandeling aanspraak maak op navorsing wat landwyd plaasgevind het, word die aanname gemaak dat die bevindinge van hierdie studie ook toegepas kan word op ander Christenskole in Suid-Afrika weens die ooreenkomstige omstandighede van Bybelkunde-onderrig in die verskillende provinsies.

Hierdie studie is gedoen aan die hand van ‘n teoreties-didaktiese begronding van onderrig asook empiriese navorsing. Die teoreties-didaktiese grondslae is in hoofstuk 2 bespreek met spesifieke verwysing na onderrigbeginsels, onderrigmethodes, -hulpmiddels, -doelwitte, -materiaal, die onderwyser, die leerder en evalueringsmetodes. Die empiriese navorsing, spesifiek die insameling van data, soos verduidelik en bespreek in hoofstukke 3 en 4, is gedoen deur middel van waarneming, onderhoude en vraelyste. Op grond van die teoreties-didaktiese grondslae en die empiriese navorsing is die aard van Bybelkunde-onderrig aan graad 12-leerders geëvalueer.

Die sentrale teoretiese argument is dat die onderrig van Bybelkunde in privaat Christenskole in die Limpopo Provincie onbevredigend is weens, onder andere, die gebrek aan werksetiek by onderwysers, negatiewe leerders- en onderwysersgesindhede, onvoldoende onderrighulpmiddels, gebrek aan of onvoldoende toepassing van didaktiese beginsels, gebrekkige onderrigmetodes, lae moraliteitsvlakke en onvoldoende akademiese en professionele opleiding van die Bybelkunde-onderwysers. Resultate van die ondersoek het egter getoont dat onderrighulpmiddels wat tydens die onderrig van Bybelkunde aangewend is, voldoende blyk te wees. Verder is bevind dat die grootste bydraende faktor tot onbevredigende onderrig van Bybelkunde by die onderwysers setel wat dikwels nie hulle onderrigpligte nagekom het nie.
Op grond van die bevindinge van die studie word aanbeveel dat die departmentshoofde en prinsipale van Christenskole die onderrig en evaluering van Bybelkunde gereeld kontroleer. Die vakadviseurs van hierdie skole kan ook ondersteuning gee deur gereelde skoolbesoeke met spesifieke aandag aan dit wat in die Bybelkundeklaskamer plaasvind. 'n Stelsel waarin erkenning gegee word aan effektiewe Bybelkunde-onderwysers asook leerderpresteerders in die Bybelkundeklas kan ook bydra om die status van die vak in die oë van beide die onderwyser en die leerder te verhoog en sodoende die onderrig van Bybelkunde te beklemttoon en te verbeter.

SLEUTELTERME VIR INDEKSERING:

- Onderrig
- Bybelkunde
- Bybelkunde-onderwysers
- Privaat Christenskole
- Suid-Afrikaanse onderwysstelsel
- Didaktiese beginsels
- Werksetiek van onderwysers
- Onderrigmetodes
- Onderrighulpmiddels
- Onderwyser- en leerdersgesindhede
The teaching of Biblical Studies in Private Christian schools in South Africa today

The aim of this study was to investigate the effectiveness of the teaching practice in grade 12 Biblical Studies in private Christian schools in the Limpopo Province in South Africa during 2003, with the specific objective to make recommendations towards possible improvements. Although but a few private Christian schools in the Limpopo Province participated in the study, while the title implies that all the South African schools were involved, the findings are assumed to be a cross section of the general situation of grade 12 Biblical Studies teaching in South Africa, as teaching is more or less subjected to similar conditions in all the Provinces.

This study consists of a theoretical section wherein literature regarding the variables of the study are discussed, as well as an empirical section wherein the results of the research are reported and interpreted with the aim of reaching certain conclusions regarding the typical profile of Biblical Studies teaching practice in the Limpopo Province. The theoretical basis is grounded in the didactical foundations of teaching as discussed in Chapter 2. This is followed by the empirical study (described in Chapter 3) grounded in the results obtained from classroom observations, questionnaires, interviews and the November 1996-2002 Biblical Studies grade 12 final examination of the four participating schools. Chapters 4 and 5 respectively evaluate and consolidate the findings from the classroom observations, the responses from the interviews and questionnaires, and the November 1996-2002 grade 12 Biblical Studies examination results.

The main thesis on which this study rests is that the teaching practice of grade 12 Biblical Studies in private Christian schools during 2003 was unsatisfactory because of, inter alia, lack of work ethics, negative attitudes of both teachers and learners, lack of or insufficient application of didactical principles, teaching methods and teaching aids, low morale and insufficient or improper training of Biblical Studies teachers.

The study revealed that the teaching of grade 12 Biblical Studies in private Christian schools during 2003 was indeed unsatisfactory because of lack of work ethics, negative attitude of both teachers and learners, lack of and insufficient application of didactical principles and a variety of teaching methods, low morale and improper training of some
Biblical Studies teachers. The most aggravating factor was that teachers often did not even show up for Biblical Studies classes.

Conclusively, it is therefore recommended that heads of departments and principals regularly monitor and evaluate the quality and quantity of Biblical Studies teaching in schools. The inspectors of schools may also support these forms of control by more regular inspection of schools, and more specifically, of the Biblical Studies classroom. Incentives and recognition of performance by both teachers and learners in the Biblical Studies classroom may be incorporated into these recommendations.

**KEY TERMS:**

- Teaching
- Biblical Studies
- Biblical Studies teachers
- Private Christian Schools
- South African Education system
- Didactic principles
- Work ethics of teachers
- Teaching methods
- Teaching aids
- Teacher and learner convictions
- Motivation
# TABLE OF CONTENTS

_**OPSOMMING**_ ......................................................................................................................... i

_**ABSTRACT**_ ............................................................................................................................. iii

## CHAPTER 1

**INTRODUCTION, BACKGROUND AND PROBLEM STATEMENT** ................. 1

1.1 **INTRODUCTION, BACKGROUND AND PROBLEM STATEMENT** .......... 1

1.1.1 Introduction and background ........................................................................... 1

1.1.2 Problem statement .............................................................................................. 4

1.2 **AIM AND OBJECTIVES OF THIS STUDY** ......................................................... 6

1.2.1 Aim ..................................................................................................................... 6

1.2.2 Objectives .......................................................................................................... 7

1.3 **CENTRAL THEORETICAL ARGUMENT** ............................................................ 7

1.4 **CHOICE OF STUDY POPULATION AND METHOD OF STUDY** ............. 8

1.5 **CHAPTER DIVISION** .......................................................................................... 8

1.6 **SUMMARY** .......................................................................................................... 9

## CHAPTER 2

**THE DIDACTIC FOUNDATIONS FOR TEACHING BIBLICAL STUDIES**

IN SCHOOLS ............................................................................................................................... 10

2.1 **BACKGROUND AND INTRODUCTION** ............................................................... 10

2.2 **DIDACTIC PRINCIPLES** ....................................................................................... 11

2.2.1 From the known to the unknown ....................................................................... 13

2.2.2 From the simple (easy) to the complex (difficult) .......................................... 13

2.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical) ................................................................. 14

2.2.4 From the whole to parts of the whole and back to the whole ....................... 14

2.2.5 The principle of totality ...................................................................................... 14

2.2.6 The principle of individualisation ...................................................................... 15

2.2.7 The principle of socialisation .............................................................................. 16

2.2.8 The principle of development .......................................................................... 17

2.2.9 The principle of activity and self-activity ......................................................... 17

2.2.10 The principle of motivation and interest ......................................................... 18

2.2.11 The principle of home instruction ................................................................... 19

2.2.12 The principle of home language or mother-tongue teaching .................... 19

2.2.13 The principle of environmental teaching ....................................................... 21

2.2.14 The principle of freedom and authority ......................................................... 21

2.2.15 The principle of selection ................................................................................. 22
CHAPTER 3

OBSERVATIONAL FINDINGS AND RESPONSES DURING INTERVIEWS REGARDING TEACHING PRACTICE IN BIBLICAL STUDIES

CLASSROOMS AND THE INTER pretation THEREOF

3.1 BACKGROUND AND INTRODUCTION

3.2 DIDACTIC PRINCIPLES

3.2.1 From the known to the unknown

3.2.2 From simple (easy) to complex (difficult)

3.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical)

3.2.4 From the whole to parts of the whole and back to the whole

3.2.5 The principle of totality

3.2.6 The principle of individualisation

3.2.7 The principle of socialisation

3.2.8 The principle of development

3.2.9 The principle of activity and self-activity
3.2.10 The principle of motivation and interest ........................................... 51
3.2.11 The principle of observation and perception ..................................... 51
3.2.12 The principle of home instruction ...................................................... 51
3.2.13 The principle of home language instruction ....................................... 51
3.2.14 The principle of freedom and authority ............................................ 52
3.2.15 The principle of environmental teaching ........................................... 52
3.2.16 The principle of selection ................................................................. 52
3.2.17 The principle of purposefulness ......................................................... 53
3.2.18 The principle of proper planning ...................................................... 53
3.2.19 The principle of differentiation ......................................................... 53
3.3 TEACHING METHODS ........................................................................ 54
3.3.1 The relating method (story method, word method, or lecture method) ................................................................. 54
3.3.2 The textbook method ........................................................................ 54
3.3.3 The discovery method ....................................................................... 54
3.3.4 The question-and-answer method ..................................................... 54
3.3.5 The discussion method ..................................................................... 54
3.3.6 The activity and self-activity method ................................................ 55
3.3.7 The project method ........................................................................... 55
3.3.8 The group-work method ................................................................... 55
3.3.9 The combination method .................................................................. 55
3.3.10 Programmed instruction ................................................................... 56
3.4 TEACHING AIDS .................................................................................. 56
3.5 THE TEACHER ...................................................................................... 56
3.6 THE LEARNER ...................................................................................... 57
3.7 THE SUBJECT CONTENT ........................................................................ 57
3.8 ASSESSMENT, MEASUREMENT AND EVALUATION .......................... 57
3.9 PRELIMINARY SUMMARY AND CONCLUSIONS ................................. 58

CHAPTER 4
INTERPRETATION AND EVALUATION OF THE RESULTS OF THE
QUESTIONNAIRES ...................................................................................... 60
4.1 BACKGROUND AND INTRODUCTION ................................................. 60
4.2 THE DIDACTIC PRINCIPLES .............................................................. 61
4.2.1 From the known to the unknown ......................................................... 61
4.2.2 From the simple (easy) to the complex (difficult) .............................. 61
4.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical) ................................................................. 61
4.2.4 From the whole to parts and back to the whole ................................ 62
4.2.5 The principle of totality ..................................................................... 62
4.2.6 The principle of individualisation ....................................................... 62
4.2.7 The principle of socialisation .............................................................. 62
4.2.8 The principle of development ............................................................ 63
4.2.9 The principle of activity and self-activity ........................................... 63
4.2.10 The principle of motivation and interest ........................................... 63
4.2.11 The principle of observation and perception .................................... 64
4.2.12 The principle of home instruction .................................................... 64
4.2.13 The principle of home language instruction ........................................ 64
4.2.14 The principle of freedom and authority .................................................. 64
4.2.15 The principle of environmental teaching ................................................. 65
4.2.16 The principle of selection ........................................................................ 65
4.2.17 The principle of purposefulness ............................................................... 65
4.2.18 The principle of proper planning ............................................................. 65
4.2.19 The principle of differentiation ................................................................. 65
4.3 TEACHING METHODS ............................................................................. 66
4.3.1 The relating method (story method, word method, or lecture method) .......... 66
4.3.2 The textbook method ............................................................................. 66
4.3.3 The discovery method ............................................................................. 66
4.3.4 The question-and-answer method ............................................................ 67
4.3.5 The discussion method ........................................................................... 67
4.3.6 The activity and self-activity method ....................................................... 67
4.3.7 The project method ................................................................................ 67
4.3.8 The group-work method ......................................................................... 68
4.3.9 The combination method ........................................................................ 68
4.3.10 Programmed instruction ........................................................................ 68
4.4 TEACHING AIDS ..................................................................................... 68
4.5 THE TEACHER ......................................................................................... 69
4.6 THE LEARNER ......................................................................................... 69
4.7 THE SUBJECT CONTENT .......................................................................... 70
4.8 ASSESSMENT, MEASUREMENT AND EVALUATION ......................... 70
4.9 THE NOVEMBER 1996-2002 EXAMINATION RESULTS ......................... 71
4.10 PRELIMINARY SUMMARY AND CONCLUSIONS ................................... 72

CHAPTER 5
CONSOLIDATION OF THE RESULTS OF THE OBSERVATIONS,
INTERVIEWS AND THE RESPONSES TO THE QUESTIONNAIRES ................. 74
5.1 BACKGROUND AND INTRODUCTION ....................................................... 74
5.2 DIDACTIC PRINCIPLES .......................................................................... 74
5.2.1 From the known to the unknown ............................................................. 74
5.2.2 From the simple (easy) to the complex (difficult) ................................... 74
5.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical) ................................................................. 75
5.2.4 From the whole to parts of the whole and back to the whole ................. 75
5.2.5 The principle of totality ........................................................................ 75
5.2.6 The principle of individualisation ........................................................... 75
5.2.7 The principle of socialisation ................................................................ 76
5.2.8 The principle of development ................................................................. 76
5.2.9 The principle of activity and self-activity ............................................... 76
5.2.10 The principle of motivation and interest .............................................. 76
5.2.11 The principle of observation and perception ....................................... 76
5.2.12 The principle of home instruction ....................................................... 77
5.2.13 The principle of home language instruction ....................................... 77
5.2.14 The principle of freedom and authority .............................................. 77
CHAPTER 1

INTRODUCTION, BACKGROUND AND PROBLEM STATEMENT

1.1 INTRODUCTION, BACKGROUND AND PROBLEM STATEMENT

1.1.1 Introduction and background

This dissertation focuses on the effectiveness of the teaching practice of grade 12 Biblical Studies in private Christian Schools in the Limpopo Province in South Africa during 2003. Although but a few private Christian schools in the Limpopo Province participated in the study, the findings are assumed to be a cross section of the typical situation surrounding the teaching of grade 12 Biblical Studies in the whole of South Africa, as teaching is more or less subjected to similar conditions anywhere in this country. The study of the teaching of Biblical Studies in South Africa during 2003 is grounded in a new constitutional dispensation as entered into on April 27th, 1994 (section ["s"] 7(1) and 7(2) of the Constitution of the Republic of South Africa [Act No. 108 of 1996] ["the Constitution"] (SA, 1996a). This new constitutional dispensation is characterised by, amongst others, supremacy of the constitutional rights, democracy, equality and freedom of all South African citizens (see inter alia s 1, 2, 7, 9, 10, 12(1)(c), 15(1), 16(1), 18, 28(1)(d), 29(1) of the Constitution) (SA, 1996a). Since the former dispensation of Apartheid was in direct contrast to the principles of the new dispensation, transformation/change in South Africa was inevitable. For instance, the transformation meant change of the legislature, executive and judicial systems, communities, and educational policies of South Africa. These changes occurred on national as well as provincial and local levels of government, right down to educational institutions like universities, colleges, technicons, schools and communities (cf inter alia Chapter 2: Bill of Rights of the Constitution) (SA, 1996a).

The teaching of Biblical Studies, of course, falls under the jurisdiction of the Department of Education. In line with the new dispensation, the Department of Education conducted and financed research projects, which resulted in partially or fully repealing old education acts to be replaced by new ones (cf inter alia schedule 1 and 2 of the South African Schools Act, 1996 [Act No. 84 of 1996] ("the Schools Act") (SA, 1996c); the National
Education Policy Act, 1996 [Act No. 27 of 1996] ("the Education Policy") (SA, 1996b); the Schools Act (SA, 1996c)). The most significant education acts promulgated for the new dispensation were the Schools Act (SA, 1996c) and the Employment of Educators Act, 1998 (Act No. 76 of 1998) ("the Educators Act") (SA, 1998).

The Schools Act (SA, 1996c) clearly set the trend since it was promulgated in order to: "provide for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for contents connected therewith". The preamble to this Schools Act (SA, 1996c) is couched in the spirit of the Constitution, namely:

"WHEREAS the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation; and

WHEREAS this country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State; and

WHEREAS it is necessary to set uniform norms and standards for the education of learners at schools and the organisation, governance and funding of schools throughout the Republic of South Africa".

In addition, the Educators Act (SA, 1998) provided for the regulation of conditions of service, discipline, retirement and discharge of educators employed in public schools, departmental offices, adult basic education centres and further education and training institutions. These acts were subsequently amended (cf inter alia Education Laws Amendment Act, 2002 [Act No. 50 of 2002]) ("the Education Amendment Act") (SA, 2002).

In July 1998, in the same year the Educators Act (SA, 1998) was promulgated, the Education, Equity and Transformation conference was held which facilitated the gathering of scholars from all over the world who showed an interest in the study and analysis of education as a phenomenon (Berier, 1998:378). As the most significant International Education Conference in history up to 1998, this conference provided the necessary opportunity for the analysis and interrogation of both the theory and the practice of
education within the context of democracy in South Africa, and a testing ground for the
translation of grounded research into policy and ultimately praxis (Berier, 1998:380). This
underlies the perception amongst researchers (cf inter alia Parker, 1997:36) that there is
indeed a new interdependency between theory and practice and between teaching and
research.

In the years following 1994, some school subjects, such as Biblical Studies and Physical
Training, were eliminated from the compulsory curriculum at some schools (Taylor,
1999:7). In addition, Outcomes-Based Education (OBE) and Curriculum 2005, with the
emphasis on the culture of human rights in the classroom where learners are allowed to
question what is being taught, were introduced (Potenza, 2000:22). The Constitutional
Court dismissed Christian appeals to allow fair punishment in the classroom and upheld
the ban against corporal punishment (Grey, 2000a:3; cf also s 10 of the Schools Act [SA,
1996c]). The year 2000 report of the Department of Education on values, education and
democracy looked at alternative methods of dealing with diversity in schools, namely
with equity, tolerance, multi-lingualism, openness, accountability and social honour. In
the same year the South African Qualification Authority (SAQA) and the European Union
(EU) launched a project financed by the EU's R88-million contribution to SAQA for the
development of South Africa's education system and the review of the National
Qualification Framework (NQF).

The transition from the old to the new dispensation was accompanied by some
disruptions, many problems, resistance from various factions and differing tendencies.
According to Oosthuizen et al. (2002:28), the new political dispensation in South Africa,
together with the promulgation of the new Constitution in 1996, brought certain new forms
of transformation in Education. The transformation affected all aspects of education –
from constituents of learners to transformation of the curriculum (cf Anon., 2001:2). The
research which was done in South African schools on behalf of the Laduma Film Factory
suggested a total absence of a culture of learning and a state of lack of security in some
schools (Motanyane, 1999:9). The comprehensive and nationwide President's Education
Initiative Research Project (PEI), which was announced in 1999 suggested, amongst
others, that teachers' poor conceptual knowledge of their subjects was a fundamental
constraint on the quality of teaching and learning activities, and consequently on the
research report compiled from an audit on the quality of education in the North West
Province, indicated that one of the main reasons for the decrease in the matric pass rate
from 66% in 1996 to 50% in 1999, was poorly qualified teachers (cf Du Preez, 1999:12).

The former Minister of Education, Professor Kader Asmal, was of the opinion that the
poor teaching methods of educators were a major problem resulting in these poor
examination results (cf Oosthuizen, 2001:224). Allegations of lack of work ethic, low moral and ill discipline were levelled against educators (Mabe, 2000:7). The overall finding of the researchers for the cause of the poor results was ascribed to a non-caring attitude of passing the blame on to someone else (cf Oosthuizen, 2001:224). The government and the labour unions also disagreed with regard to labour law changes (Grey, 2000b:9).

These transitions, differing tendencies, problems and resistance to change definitely affected the culture of teaching and learning prevailing in schools today, as well as the purpose of education as seen by educators and learners at school.

1.1.2 Problem statement

The constitutional dispensation focuses on human rights and the right of open education for all (cf inter alia s 1 and 29 of the Constitution) (SA, 1996a). Oosthuizen & Rossouw (2001:656) maintain that education is of the greatest value within the culture of human rights. Furthermore, Oosthuizen & Rossouw (2001:656) emphasise that education within the culture of human rights does not only teach a learner appropriate knowledge and skills necessary to practice a profession, but it is also an appropriate instrument and basis for transmitting a culture of human rights to a young and growing generation. Within the culture of human rights a learner is, for instance, allowed to question aspects that he/she does not understand or agree with. The question arises: if a learner is allowed to question anything, what position is to be taken with factual knowledge such as in the teaching of Mathematical axioms or the life of Jesus as a man on earth in Biblical Studies? Do the focus on human rights issues and the acknowledgement of the learners' right to question any information not make the teaching and learning of Mathematics and Biblical Studies difficult, if not impossible?

To further complicate matters, the past six years have seen a shift in the emphasis on improved teaching towards improved learning with the learner depicted as an active participant in the teaching act (cf inter alia Van Wyk & Van Aardt, 1995:3). Many researchers (cf inter alia Weinstein & Mayer, 1986:315-327; Moelwyn-Hughes, 1989; Pintrich & Johnson, 1990:83-92) are of the opinion that learners need to realise that they have to assume a greater responsibility and accountability for their own learning. This is also of significance in the teaching of Biblical Studies and it has a great influence on the manner in which teaching opportunities are planned, structured and enacted in the classroom. The study content should be taught in such a manner that the learner wants to get involved and wants to learn more.
A review of the literature discloses that dissertations and theses have been written on the analysis and evaluation of Biblical Studies (for example, Codrington, 1976), a critical comparative study of the teaching of Religious Education and Biblical Studies (for example, Satekge, 1988), Biblical Studies teaching (for example, De Wet, 1989), the task of Biblical Studies in the school environment (for example, Deist, 1990), and the evaluation of the teaching methods of Biblical Studies (for example, Hlungwani, 1997). The beginning of the so-called “Christelike-nasionale Onderwys” schools in 1904, which later became government schools, has since disappeared (Opperman, 1997:11). Regardless of the recognition since 1998 of the formulation of new policies, democratisation within schools and in the classroom, the right of the learner to question content and methods and the translation of theory into practice, this researcher found no studies specifically focusing on the teaching situation in the Biblical Studies classroom within the new dispensation. It was therefore surmised that there is a need for such a study, even if on a small scale.

The actuality of a study on the teaching situation within a Biblical Studies classroom lies on different levels:

- the subject content;
- the outcomes set for teaching opportunities; and
- policy applicable to the teaching classroom situation.

A study on any one of these three levels will directly contribute to resolving problems in the teaching process, and indirectly contribute to discipline in the classroom and the facilitation of a culture of active learning. It will also help in policy formulation on meso-level (education departmental level) and macro-level (parliamentary/legislative) of education. The actuality of such a study is also underlined by the education crisis which South Africa is experiencing (Nxesi, 1998:4), and the fact that learners from different nations, races and religious groupings are taught together in a classroom for the first time in South African history (cf inter alia s 5, 46(3)(b) of the Schools Act [SA, 1996c]). Since the Bible is a Christian book, and assuming that independent/private Christian schools would function on the basis of Biblical principles, private Christian schools were identified as ideal for a study on teaching and learning of Biblical Studies in the light of the new dispensation. And because section 20(4) of the Northern Province School Education of 1995 (Act No. 9 of 1995) (SA, 1995a) is still applicable to date and states that no person employed at a public school or at a private school shall discourage a learner from choosing not to attend Religious Education and Biblical Studies classes, the Limpopo Province was thought to be ideal in this regard. Furthermore, section 3 of the
Constitution (1996a) provides for establishment and finance of private or independent schools (cf also Van der Walt, 1997:4).

From the discussion above, it is clear that research on teaching and learning within educational institutions is relevant and in some instances (such as with Biblical Studies), urgent. The research will have to encompass: (a) teaching and learning before the beginning of formal school education; (b) the formal teaching and learning occurring at schools; (c) teaching and learning at the end of formal school education; (d) teaching and learning at the beginning of tertiary education; and (e) at the end of tertiary education. Because grade 12 is the limen or threshold between teaching at school and teaching at a tertiary institution, research on teaching in grade 12 should be a first priority. Since Christian schools have freedom to investigate the life and works of Jesus Christ in nature, history, culture and the world around us (cf Van Brummelen, 1997:10), and because a growing group of parents tend to establish private Christian schools (cf Opperman, 1997:20), teaching in Christian schools should be a second priority. The questions to be investigated are: What are the characteristics of a typical teaching situation in South African schools today? How effective is teaching and learning in grade 12 Biblical Studies classes? Do teaching and learning today comply with appropriate didactical principles? Are there sufficient teaching aids and if so, do teachers make use of these in an effective manner?

1.2 AIM AND OBJECTIVES OF THIS STUDY

1.2.1 Aim

On the basis of the background and problem statement above, the aim of this study was therefore to investigate the effectiveness of teaching practice in Biblical Studies in grade 12 in four private Christian schools in the Limpopo Province during 2003. These schools are referred to as “Christian” because they are presumed to teach under the auspices of Christian ethics and Christian principles (cf Macdonald, 1981:231 for this definition) and therefore are free to investigate the life and works of Jesus Christ in nature, history, culture and the world around us (cf Van Brummelen, 1997:10). These private schools differ from public schools since a public school is a so called “state aided school” as indicated in section 96 of the Schools Act (s 1 of the Northern Province School Education Act, 1995 [Act No. 9 of 1995]). “School” refers to “any institution for the education of learners” (s 1 of the Northern Province School Education Act, 1995 [Act No. 9 of 1995]). “Biblical Studies” is understood by Kitshoff and Van Wyk (1984:72) to be a “scientific, systematic and concentrated study of the Bible as the Book in which God reveals
Himself". The present researcher would leave out the phrase "as the Book in which God reveals Himself" (Kitshoff & Van Wyk, 1984:72) from this definition as this phrase is loaded with the debatable presumption that the Bible is the Book wherein God reveals himself. This presumption will not be debated here as it does not fall within the inherent scope of this study.

1.2.2 Objectives

In order to reach the aim above, the following objectives were addressed:

- A study of the application of the didactic principles of teaching in the Biblical Studies classroom;

- Observations, and the interpretation thereof based on the above mentioned didactic principles, of the praxis of the teaching of Biblical Studies in a classroom situation in four private Christian Schools;

- An evaluation of teacher and learner views of, and dedication to, Biblical Studies as subject in the four participating schools; and

- The recommendations to improve the teaching of Biblical Studies in Schools and recommendations of areas of further study.

1.3 CENTRAL THEORETICAL ARGUMENT

On the basis of the above explanation, the main thesis for this study is that the teaching practice of Biblical Studies in private Christian schools in grade 12 was unsatisfactory during 2003 because of, inter alia, lack of work ethics, negative attitudes, lack, or ineffective use of teaching aids, lack of the application of didactic principles and a variation in teaching methods, low morale and insufficient / improper training of Biblical Studies' educators.

In order to improve this unsatisfactory situation, some recommendations, based on the findings of this study, and in relation to teachers training and in-service teacher training are suggested. The training may comprise of, amongst others, workshops for teachers regarding the application of the didactic principles, demonstrations on the effective use of teaching aids and teaching methods, seminars focusing on employer-employee labour relations, teaching management, control and teacher accountability.
1.4 CHOICE OF STUDY POPULATION AND METHOD OF STUDY

In order to achieve the aim and objectives of this study, a study of the literature regarding the teaching of Biblical Studies was performed with special emphasis on the terms teaching, teaching practice/praxis, Biblical Studies, private Christian schools, didactic principles and work ethics of educators. The study population was determined by way of random sampling. The names of all the private Christian Schools in the rural areas of the Limpopo Province with less than five hundred learners was written on pieces of paper and placed in a ballot box. One name was then drawn and the teachers and learners of that school became part of the study population. The same method was implemented to identify a rural Christian School with more than eight hundred learners where Biblical Studies as a subject was taught, and again in the selection of two urban private Christian Schools with, respectively, less and more than five hundred learners.

Questionnaires were distributed to the Biblical Studies teachers at each of the four selected private Christian Schools (see appendix B). Furthermore, twenty grade 12 learners with Biblical Studies as a subject at each of the four schools completed the learner questionnaires to determine what they thought of the teaching practice in the Biblical Studies classrooms in their respective schools (see appendix A).

An evaluation of the teaching practice in Biblical Studies classrooms at these four private Christian Schools was done on the basis of the researcher's observations of the classroom situations. Private interviews were conducted with teachers and learners to elaborate on the results of the questionnaires and the observational findings. Lastly, the results of the questionnaires, the interviews and the observations were consolidated and evaluated against the basis of proven didactic principles and thereafter recommendations were made and sent to the Department of Education and the participating schools.

1.5 CHAPTER DIVISION

CHAPTER 1: Introduction

CHAPTER 2: Didactic foundations for teaching Biblical Studies in schools

CHAPTER 3: Observational findings and responses during interviews regarding the teaching practice in Biblical Studies classrooms and the interpretation thereof

CHAPTER 4: Interpretation and evaluation of the results of the questionnaires
CHAPTER 6: Summary, conclusions and recommendations

APPENDIX A: The questionnaire for the learners
APPENDIX B: The questionnaire for the teachers
APPENDIX C: Answer sheet for teaching observations in the classroom

1.6 SUMMARY

It is evident from the preceding sections of this chapter that a study on the teaching of Biblical Studies has two parts, namely the theoretical and the practical part. As some theories on teaching at schools have been developed throughout decades, theoretical didactical foundation of teaching of Biblical Studies will be the appropriate starting point. Hence, this chapter is followed by chapter 2 which treats the didactic foundations for teaching Biblical Studies in schools.
CHAPTER 2

THE DIDACTIC FOUNDATIONS FOR TEACHING BIBLICAL STUDIES IN SCHOOLS

2.1 BACKGROUND AND INTRODUCTION

A study on the teaching of Biblical Studies in private Christian Schools requires an understanding of the concepts teaching, Biblical Studies, Christian, private school and didactic situation. Private school, Christian and Biblical Studies have already been defined (see paragraph 1.2.1). Engelbrecht and Lubbe (1976:12) defines a didactic situation as threefold in nature: "(a) the teacher who, by means of his planned and purposeful actions, and with certain teaching aids at his disposal, (b) helps and guides the pupil towards the realization of (c) a definite predetermined aim". Duminy and Söhinge (1980:5) and Macdonald (1981:1092) refer to a pupil as a young person, whereas any person of any age is teachable. The word pupil can be replaced or extended to refer to any person of any age. For someone to be classified as a teacher, s/he should be in possession of certain knowledge and skills regarding didactic principles, methods and subject content. A didactic situation is therefore a teaching situation where the following are present: learner(s), subject content, predetermined aims, a teaching environment and context, and a facilitator/educator. To aid the facilitator in effective teaching, certain didactic principles should be followed while teaching methods and teaching aids should be used appropriate to the situation (cf inter alia the third unnumbered page of the "PREFACE" in Engelbrecht & Lubbe, 1976). The success of this predetermined and purposeful act is determined by the testing, measuring and evaluation of learning via the realisation of the teaching aims (cf inter alia Engelbrecht & Lubbe, 1976:63). An understanding of the teaching of Biblical Studies at any level should therefore include a clear understanding of these characteristics of teaching.

The aim of this chapter is to define the characteristics of teaching and of a teaching/didactic situation by closely looking at the meanings of the following: a learner, a teacher, subject content, a predetermined aim, didactic principles, teaching methods, teaching aids, testing, measuring and the evaluation of the learning that has taken place.
2.2 DIDACTIC PRINCIPLES

Didactic principles are described by Kitshoff and Van Wyk (1984:97) as "guidelines basic to effective teaching". Duminy and Steyn (1985:40) refer to didactic principles as "points of departure" that are fundamental and original and that act as directives in a certain demarcated field, and as "general, universally-valid fundamentals underlying the most basic and essential thoughts and learning". A basic definition thereof is found in The South African Oxford School Dictionary (1996:346, 473), namely, "general truths, rules or beliefs" about teaching.

Researchers have already established a number of didactic principles necessary to ensure effective teaching. As Duminy and Steyn (1985:40) correctly observe: a study of available literature on didactic principles suggests that there are uncertainties and differences of opinion on the identified didactic principles and the taxonomies (classifications) of identified principles. Engelbrecht and Lubbe (1976:12-21) identify fourteen principles of teaching which they divide into two groups, namely traditional principles and general fundamental principles. Under the heading traditional principles Engelbrecht and Lubbe (1976:13-14) mention (1) teaching should depart from the known to the unknown, (2) from simple (easy) to complex (difficult) issues, (3) from concrete and empirical (based on observation) information to abstract and rational (theoretical) data, (4) from teaching concepts as a whole (e.g. a framework) to dividing the whole into parts and then explaining how these parts again fit into the framework. General fundamental principles, on the other hand, refer to the following principles of teaching: (5) the principle of totality, (6) the principle of individuality, (7) the principle of sociality, (8) the principle of development, (9) the principle of activity and self-activity, (10) the principle of motivation and interest, (11) the principle of observation and perception, (12) the principle of home instruction, (13) the principle of home language instruction, (14) the principle of freedom and authority (Engelbrecht & Lubbe, 1976:14-21).

Duminy and Söhne (1980:21-58) identify only seven didactic principles, namely (1) the principle of totality, (2) the principle of individualisation, (3) the principle of motivation, (4) the principle of perception, (5) the principle of environmental teaching, (6) the principle of mother-tongue teaching, and (7) the principle of selection. Kitshoff and Van Wyk (1984:97-102) in turn identify eight didactic principles, namely (1) the principle of purposefulness, (2) the principle of proper planning, (3) the principle of totality, (4) the principle of perception, (5) the principle of motivation, (6) the principle of self-activity, (7) the principle of individualisation, and (8) the principle of socialisation. Different researchers have different opinions regarding which didactic principles are essential to
ensure effective teaching. When a table is drawn up of the different principles emphasised by different authors, it might be represented as in Table 1.

### Table 1: Didactic principles essential to effective teaching as identified by various researchers

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Since a review of the literature on didactic principles yielded no other didactic principles, this study will be limited to a thorough discussion of the above mentioned principles.

2.2.1 From the known to the unknown

According to Engelbrecht and Lubbe (1976:13), this principle entails that all new content to be taught must relate to knowledge or skills the learner has already acquired/mastered (prior knowledge). Therefore, the teacher must start with the prior knowledge and gradually progress towards the unknown or new content. This implies that each lesson should contain known as well as unknown elements which can be linked together to form new knowledge.

Thus, when teaching Biblical Studies, the content of every lesson must be linked to already acquired knowledge, and known subject content must gradually be interconnected to the new content. The teaching approach employed by Jesus Christ during His time on earth, which Kitshoff and Van Wyk (1984:99) refer to under the principle of totality, is equally appropriate here. Kitshoff and Van Wyk (1984:99) maintain that Jesus Christ often began with that which was commonly known and proceeded from there to the realm of the unknown which related to spiritual truths. Think of the various parables which Jesus used to teach the people. He always related the lesson to be learnt to common everyday objects and acts which made it easy for the listeners to grasp the meaning of these stories.

2.2.2 From the simple (easy) to the complex (difficult)

During the planning phase of every lesson, the teacher should evaluate the content and the outcomes to determine the difficulty thereof. Only then can the teacher decide which part of the content will be the easier for the learners to understand. After the learners have mastered the simple content, they can then be confronted with the more complex issues. Every time the learners master a part of the content, they should become more motivated to learn more and thereby develop interest and self-confidence (cf Engelbrecht & Lubbe, 1976:13). The teacher must take into account the standards already achieved by the learners (cf Engelbrecht & Lubbe, 1976:13) and the subject content already mastered. The teacher must always keep in mind that the yardstick for determining simplicity or complexity is not the knowledge and skill of the teacher, but those of the learners (cf Engelbrecht & Lubbe, 1976:13).

When teaching Biblical Studies, the application of this principle entails that a teacher cannot, for example, start by teaching the Trinity before he/she has ensured that the learners have learnt all there is to know about the separate Persons of the Trinity.
2.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical)

This principle entails that the teacher must teach the learner abstract and rational content by linking it to the five-senses-world of the learner. To be able to think in abstract terms, a person must first be able to think in concrete terms. The learner therefore learns by observing concrete things, and his/her language and thoughts are limited by the literal (concrete) meaning of words. The language used by the teacher is also important and should relate to the learner's concrete world of experience. If not, it will result in pure memorisation and reproduction without understanding and insight (Engelbrecht & Lubbe, 1976:14).

In teaching about the love of Jesus Christ for the people, for example, the teacher may start with the love the learner experiences in the family. The use of charts, models, illustrations, and experiments would also be very important in teaching Biblical Studies to ensure that all the senses of the learners are involved in the learning process.

2.2.4 From the whole to parts of the whole and back to the whole

This principle presupposes that a person first observes the whole (for example, a tree), and then the parts of that whole (the branches, the trunk, the leaves, and the fruit/flowers) (cf Engelbrecht & Lubbe, 1976:14). This means that the teacher must first show the learners an overall picture of the content (e.g. a framework or a chart) before he/she can teach the separate parts which constitutes the "bigger picture". Teaching of the parts must always be done in relation to the larger framework. If this is not done, the total context is lost, and the parts become disjointed and incoherent pieces of information (Engelbrecht & Lubbe, 1976:14).

In the teaching of the Trinity in Biblical Studies, the teacher must therefore first explain the concept of the Trinity and then move on to the teaching of the three Persons of the Trinity. When the learners are familiar with the function and place of the three Persons, the Trinity of God will be easier to understand.

2.2.5 The principle of totality

It is evident from Table 1 that this is one of the principles attested to by Engelbrecht and Lubbe (1976:12-21), Duminy and Söhinge (1980:21-58), Kitshoff and Van Wyk (1984:97-102) and Duminy and Steyn (1985:39-71). The principle of totality arose as a reaction against the view that the faculties (for example, intellect) of a learner could be singled out for training in the didactic process (cf Engelbrecht & Lubbe, 1976:14-15; Duminy &
Söhnge, 1980:22-26; Kitshoff & Van Wyk, 1984:97-102; Duminy & Steyn, 1985:39-71). This principle emphasises links, integration or combination of the faculties of the learner, various parts of a subject, different subjects, home, school and environment, and what has already been taught during other didactic encounters (cf inter alia Duminy and Söhnge, 1980:24, 25; Duminy & Steyn, 1985:41, 42). With regard to the learner, this means that teaching must be directed at the development and formation of the total person, namely the physical, mental, ethical, religious, emotional, social, political and vocational aspects (cf Engelbrecht & Lubbe, 1976:14). The content of a didactic encounter must link up with the subject as a whole and the relationships among relevant content of other subjects taught at school have to be identified and applied. It is also the underlying presumption of this principle that everything that is part of the learner’s living environment (inside the school and outside of it), affects the didactic encounter in the classroom. Therefore, the learner, the subject content and the different subjects/learning areas taught at school must be taught as a totality and must be relevant to real life so that the learner can apply what s/he learns in his/her environment. It should be mentioned that the principle of totality does not entail meaningless integration of ‘all-into-one’. This principle is so important and embracing that Duminy and Steyn (1985:44) suggest that it is the foundation of all the new methods or systems of education.

In the classroom situation, the manner in which every part of the teaching act is tackled, depends on the objective in view, the nature of the content and the background, age and stage of advancement of the learners (cf inter alia Duminy & Söhnge, 1980:25). Therefore, in the teaching of Biblical Studies, the principle of totality entails observing, amongst others, the unity of the subject content and the manner in which this content can be related to the learner’s view of all other subjects taught at school. Furthermore, Biblical Studies content and principles should be applied in all facets of the learner’s life.

2.2.6 The principle of individualisation

Some researchers also refer to this principle as the principle of individuality (Engelbrecht & Lubbe, 1976:15), while others prefer to use the term individualisation (Duminy & Söhnge, 1980:26; Duminy & Steyn, 1985:57; Kitshoff & Van Wyk, 1984:101). This principle is based on the idea that no two learners are the same; hence each learner must be motivated and supported to develop according to his/her abilities, interests and potential (cf inter alia Duminy & Steyn, 1985:57-58; Engelbrecht & Lubbe, 1976:15).

According to Duminy and Steyn (1985:60), differentiation should be applied to: (1) tasks and projects given to learners, (2) methods of presentation of the subject content, and (3) quantity and quality of the work expected of the learners. Duminy and Steyn (1985:60)
also mention that differentiation need not and must not involve all teaching. Therefore, the principle of individualisation is closely linked with the principle of differentiation. Many educationists now consider the principle of individualisation to be the main focus of didactics (Duminy & Steyn, 1985:57).

In relation to teaching Biblical Studies, Kitshoff and Van Wyk (1984:101) mention three important differences to be reckoned with, namely those pertaining to: (a) the religious background of the learners, for example whether they come from Christian or non-Christian homes; (b) the level of Bible knowledge; and (c) the learner's personal attitude towards the Bible and towards God. This implies that the teacher of Biblical Studies must strive to know each of his learners personally in order to assist them individually (Kitshoff & Van Wyk, 1984:101). This raises the question whether individual education would not perhaps be better than classroom or group education' (cf inter alia Duminy & Söhne, 1980:27; Duminy & Steyn, 1985:59). This could certainly be to the advantage of the learners, in that the nature and talents of every learner could be taken into account. Yet such a teaching method has its disadvantages. Duminy and Steyn (1985:59) suggest that when a learner is taught individually, he looses out on the stimulation which he would receive from being in the same learning situation as his classmates. Furthermore, such a learner will make slower social progress than the learner receiving a classroom education.

2.2.7 The principle of socialisation

Engelbrecht and Lubbe (1976:15) and Kitshoff and Van Wyk (1984:102) discuss the principle of socialisation. Engelbrecht and Lubbe (1976:15) use the term principle of sociality, whereas Kitshoff and Van Wyk (1984:102) use the term socialisation. Socialisation is defined as an act or process of socialising, whereas sociality is defined as the quality or fact of being social (Macdonald, 1981:1282). What Engelbrecht and Lubbe (1976:15) and Kitshoff and Van Wyk (1984:102) respectively discuss under sociality and socialisation boils down to the same thing.

Engelbrecht and Lubbe (1976:15) correctly maintain that man is a social being. Socialisation therefore helps the learner to develop as an individual with a social sense of responsibility (cf Engelbrecht & Lubbe, 1976:15). Teaching, instruction and learning must therefore be directed at preparing the learner for life in the community (cf Engelbrecht & Lubbe, 1976:15). Paragraph 2.2.6 explained that every learner is a unique person whose individuality has to be taken into account during teaching. Now it becomes evident that a learner is often in need of the security a group offers, and enjoys making decisions with and completing tasks as a group, simply because man is a natural social being.
Socialisation or sociality emphasises the value and possibilities of group activities in the didactic situation (cf Kitshoff & Van Wyk, 1984:102). Kitshoff and Van Wyk (1984:102) suggest that the encouragement, approval and support of the group stimulate learning.

The Biblical Studies teacher must, therefore, do his/her utmost to create a positive, cooperative classroom climate wherein opportunities for group activities as instruments in the teaching situation are abundant and confidence building in nature (cf Kitshoff & Van Wyk, 1984:102). The social aspect could further be developed by establishing contact with the world outside the school by means of study projects, study tours, and guest speakers at the school (cf Engelbrecht & Lubbe, 1976:15).

2.2.8 The principle of development

Engelbrecht and Lubbe (1976:16) correctly suggest that man is a developing individual all his/her life and never reaches perfection in his/her development. S/he develops gradually along the path of life through various developmental stages, each with its own needs, problems, possibilities, values, and characteristics (cf Engelbrecht & Lubbe, 1976:16). How far man develops depends on the education and instruction s/he receives.

A learner develops in totality (whole) (cf Engelbrecht & Lubbe, 1976:16). The learner at a certain age may be in one stage of development as far as his/her physical and emotional aspects are concerned, but in either a further or lesser stage of intellectual or cognitive development (cf Engelbrecht & Lubbe, 1976:16). Therefore, when the Biblical Studies teacher selects subject content, teaching methods, teaching aids, disciplinary actions or degree of difficulty of lesson outcomes, s/he must always consider the developmental stage of all the learners (cf Engelbrecht & Lubbe, 1978:16; Hlungwani, 1997:29).

2.2.9 The principle of activity and self-activity

Kitshoff and Van Wyk (1984:101) only refer to self-activity. Since the didactic situation stresses the mutual activity of teacher and learner (cf Engelbrecht & Lubbe, 1976:16), this researcher is of the opinion that this principle is best described as both activity (of the teacher and the learner) and self-activity (of the learner). This means that in the didactic situation the teacher must actively help the learner to acquire/master new knowledge and abilities (skills), whilst the learner must react with active participation during the lesson (cf Engelbrecht & Lubbe, 1976:16). The activities of the learner must be directed and controlled until s/he reaches the stage of self-activity, that is, where s/he is able to accept responsibility for learning on his/her own (cf Engelbrecht & Lubbe, 1976:16). The classroom as a lecture hall with passive learners must develop into a workshop wherein
learners actively participate in various activities, where they are able to criticise, search, experiment, experience, practice, and discuss (Engelbrecht & Lubbe, 1978:16-17).

Some forms of activity and self-activity in the teaching of Biblical Studies are the studying and researching of the Bible, commentaries and other Christian literature in order to gather information on a certain topic, performing certain activities in class (such as role plays or answering questions on a Bible passage), or solving problems by applying Biblical guidelines. Often it is required of the Biblical Studies teacher to assist the learners in locating the necessary sources and in arranging the data for these tasks. Self-activity is a gradual process but a necessary skill (Kitshoff & Van Wyk, 1984:101).

2.2.10 The principle of motivation and interest

*Motivation* necessarily includes the phrase: "wanting to ..." (Duminy & Steyn, 1985:54, 55), whereas *interest* has to do with “concern”, “personal influence”, “exciting motion or passion” (Macdonald, 1981:684). Both *motivation* and *interest* are the reasons behind people’s actions. Engelbrecht and Lubbe (1976:17) correctly assume that when a learner’s interests is aroused, s/he will become motivated to act on his/her own. Therefore, *motivation and interest* are closely linked.

Scholars distinguish different types of motivation. The most commonly known are *intrinsic* and *extrinsic* motivation (cf Engelbrecht & Lubbe, 1976:17; Duminy & Söhnge, 1980:33; Duminy and Steyn (1985:53, 54). Preedy (2002:165) distinguishes *instrumental*, *social* and *achievement* motivation. According to Engelbrecht and Lubbe (1976:17), *extrinsic* motivation results from external factors such as favourable circumstances, favourable environmental influences, an exemplary or ideal teacher, the subject content and method of instruction, competition, prizes, allocation of marks, promotion, certificates, recognition from others and various other rewards. *Intrinsic* motivation is closely related to the learning situation and is determined by factors such as the meaningfulness of the content, its purpose, the inner striving of the learner towards self-activity, self-realisation, personal development, task value, personal interest, norms and standards and the will to arrive at intellectual maturity by means of education (Engelbrecht & Lubbe, 1978:17).

*Instrumental* motivation is engendered by rewards and sanctions external to the tasks, whereas *social* motivation is engendered by the will to please other people, for example a peer group, parents or the teacher (cf Preedy, 2002:165). *Achievement* motivation is engendered by the will to perform well to achieve success in tests or examinations or to compete with others (cf Preedy, 2002:165). These three types of motivation are sanctioned by the factors external to the tasks and the learner, hence they could be
classified under *extrinsic* motivation. Engelbrecht and Lubbe (1978:18) suggest that *intrinsic* motivation has more advantages for learning than *extrinsic* motivation. The rewards are incentives whereas the strongest motivation lies in the didactic situation itself (cf Kitshoff & Van Wyk, 1984:100).

Another important component of motivation is a personal sense of need. In order to increase motivation, the learner must have a sense of need that could be satisfied by the learning of the content (cf Kitshoff & Van Wyk, 1984:100). The teacher of Biblical Studies can do much to convey the conviction that his subject can fulfil a need. Therefore s/he should, by means of his/her teaching methods and aids, strive to instil in the learner a sense of need, interest and motivation for learning Biblical Studies content.

2.2.11 The principle of home instruction

This principle maintains that the learner's knowledge and experiences from home and his/her social environment must be used in the didactic situation at school (cf Engelbrecht & Lubbe, 1976:19). It is the task of the teacher to organise these largely disorganised knowledge and experiences into a meaningful whole (cf Engelbrecht & Lubbe, 1976:19). This means that the teacher must have a thorough knowledge of the learners' background, the community and the school environment in order to link these elements of prior knowledge and experiences with the learning content of a specific subject (cf Engelbrecht & Lubbe, 1976:19).

In the Biblical Studies classroom it is imperative that the subject content must be taught by a method and with teaching aids which connects in some manner to the lessons learnt at home and in the community. The church-going history of the child can also play a major role in the manner in which the learner views the subject content. Once again it is obvious that the teacher must have a thorough knowledge of the learners in his/her class.

2.2.12 The principle of home language or mother-tongue teaching

Even when still a baby, a child communicates with the world around him/her. At about the age of one year, s/he starts to master the use of words, and from the age of eighteen to twenty months s/he starts to discover the symbolic function of language (cf Duminy & Steyn, 1985:65). Duminy and Steyn (1985:66) suggest that the years between the ages of three and six or seven are years of rapid language development. To the baby's language is now added the words of the mother/home tongue with their established meanings (Duminy & Steyn, 1985:66). It is common in South Africa, with its many different languages and dialects that, from the age of six or seven, the child comes into contact with other children who may speak a different dialect form his/her own. This
occurrence links to the principles of individuality and of home instruction as Engelbrecht and Lubbe (1976:19) also suggest when they explain that the child's home and social environment should be brought into the classroom (cf Engelbrecht & Lubbe, 1976:20). As the learner's individuality and his/her home environment cannot be ignored in the teaching situation, it is preferable to teach the learner in his/her home language.

In a multi-lingual South Africa the home language may also not necessarily be a mother tongue. In some Black families, more than one language or dialect is spoken at home. This may be the result of mixed - or intermarriages, multi-remarrying and/or the different communities wherein they grow up. This implies that sometimes the language used as teaching medium is not even the second or third language of a child, but rather a fourth language.

Generally it is accepted that a child learns a foreign language much faster than a grown-up. Within South Africa's multi-lingual environment, the question remains whether a mother/home/community language as a medium of instruction in early schooling would be scientifically justifiable? According to De Waal et al. (2000:432) "(f)or linguistic minorities public education in the majority language can be particularly burdensome". The academic performance of the children from minority groups can be prejudiced by receiving instruction in a language that is not their mother tongue. According to UNESCO (1963), one of the reasons that favours mother tongue instruction is that the home language is the language the learner best understands. According to Oosthuizen & Rossouw (2001:664), the greatest problems with second or third language instruction are inadequate writing skills and below standard verbal communication potential. Listening to the learners of today, a person is often left with the impression that they do not know or understand either their mother tongue or the second/third language of instruction.

As of yet there is no consensus regarding the medium of instruction during the early years of schooling and there is still a lively discussion on this issue (cf Duminy & Steyn, 1985:65). But since there is a general consensus that this question mostly affects the early years of schooling and not in as much the secondary years of schooling (cf inter alia Engelbrecht & Lubbe, 1976:20; Duminy & Söhne, 1980:52-54; Duminy & Steyn, 1985:66-67), it is irrelevant to this present study.

It should nevertheless be mentioned that the Constitution has settled the medium of instruction issue in public educational institutions because s 29(2) of the Constitution prescribes that "(e)veryone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable". This means that reasonable practicability is the yardstick and
2.2.13 The principle of environmental teaching

Environmental teaching has to do with the total relationship between a learner and his/her surroundings (Duminy & Steyn, 1985:44). Environment refers to a farm, town, city or village, hence rural and city schools can profit from the great variation in the surroundings (cf Duminy & Steyn, 1985:45, 46). The experiences the learner has within his/her environment become part of his/her inner life for the rest of his/her life, and will always have an influence on his/her relationship with other people, animals, vegetation, landscape, elements and seasons (cf Duminy & Steyn, 1985:45). The principle of environmental teaching links up with the principle of home instruction as Engelbrecht and Lubbe (1976:19) also suggest when they write that the child’s home and social environment should be brought into the classroom.

In the teaching of Biblical Studies it means that the teacher must bring into the classroom the learner's environment, hence making an interactive relationship between the learner, the environment and the school. As the Bible is about Christian principles, the teaching of Biblical Studies may help directly and indirectly shape the learners, their families and the communities in conformity with these principles.

2.2.14 The principle of freedom and authority

It is generally accepted among educationists that the didactic situation is both a situation of authority and of freedom (cf Engelbrecht & Lubbe, 1976:20). Engelbrecht and Lubbe (1976:20) correctly suggest that the teacher, as the bearer of authority, and the learner, as the subject of authority, have freedom which is limited by certain factors (Engelbrecht & Lubbe, 1976:20). According to Engelbrecht and Lubbe (1976:20) freedom implies obedience to inner authority as well as external authority. Freedom also implies voluntary acceptance of responsibility for one's own choices and deeds and the acceptance of norms, standards and values of a community (Engelbrecht & Lubbe, 1976:20). Because the learner sometimes makes the wrong choices, the authority of the teacher is essential to guide the learner towards the right choices and actions (Engelbrecht & Lubbe, 1976:20).

Freedom is also limited. As the learner starts to accept the teacher's authority and the responsibility for his/her own actions, s/he becomes freer, and the teacher's external authority becomes the learner's internal authority while education becomes self-education (cf Engelbrecht & Lubbe, 1976:21). The teacher's authority is limited in that s/he cannot
require or permit the learner to perform or provide services that are inappropriate for a person of that learner's age. The teacher cannot place at risk the learner's well-being, education, physical or mental health or spiritual, moral or social development (cf s 28(1)(f) of the Constitution). The principle of freedom recognises therefore the application of the principles of totality, individuality, sociality, development and activity and self-activity (cf Engelbrecht & Lubbe, 1976:20).

In the teaching of Biblical Studies this implies that the learner must be given the opportunities to accept responsibility for his/her learning, whilst being authoritatively guided by the teacher not to make the wrong choices. The teacher in his/her teaching must take into consideration the educational, physical or mental health or spiritual, moral and social development of every learner.

2.2.15 The principle of selection

This principle is discussed by Duminy and Söhnge (1980:57-58; see Table 1). What is surprising is that Duminy and Steyn (1985) do not elaborate on this principle, since these two sources seem to be so similar regarding all the other above mentioned principles. The increase in the amount and availability of teaching-learning content (e.g. via the WEB) resulted in the danger that classroom teaching and learning might become a superficial grasp of great amounts of knowledge or specialisation in only certain areas of knowledge while discarding others (cf Duminy & Söhnge, 1980:57). The quality and quantity of teaching and learning thereby are under threat. Careful reflection on these dangers gave rise to the idea of selective teaching and learning (cf Duminy & Söhnge, 1980:57). This boils down to selecting a representative example of different areas of knowledge and skill essential for living and working in an adult society. It should be representative since all the essentials of the different subject contents must lead to the unfolding and development of the learner in his/her totality.

In the teaching of Biblical Studies it entails that the teacher must strive to teach the example(s) which will unfold the concrete and abstract of, for example, love. This implies that the teacher would not need to teach each and every aspect of the syllabus, but must take into account the aim of teaching and learning, the learner, the structure and content of the subject in question and the most effective and appropriate teaching methods (Duminy & Söhnge, 1980:58).

2.2.16 The principle of purposefulness

This principle emphasises that both the teacher and the learner must have a clear view of the aim of the lesson (cf Kitshoff & Van Wyk, 1984:37). Kitshoff and Van Wyk (1984:37)
tend to imply that the principle of purposefulness is aimed only at teaching when they write that "(c)larity on the aim provides a basis for selecting relevant material, ...and gives continuity to the process of teaching" (underlining by FSM). Yet it is evident that this principle refers to both teaching and learning as Kitshoff and Van Wyk (1984:97) suggest that "(t)he principle of purposefulness emphasises the necessity for both teacher and pupil to have a clear view of the aim of the lesson" (underlining by FSM). The clear aim of the lesson provides a basis for selecting relevant and necessary content, directs the thoughts and activities of both teacher and learner, ties together the various sections of the lesson, and gives continuity to the process of both teaching and learning (cf Kitshoff & Van Wyk, 1984:97).

Often a distinction is made between a general aim and a specific aim (Kitshoff & Van Wyk, 1984:97). Broadly speaking, the general aim would be the aim of the subject as a whole, whilst the specific aim would be an aim for a specific lesson. In the teaching of Biblical Studies, therefore, the teacher must always announce the specific aim of every lesson and indicate how this aim features in the realisation of the general aim of Biblical Studies as a subject. This will ensure that the learner understands how that specific lesson fits into the larger framework of the subject.

2.2.17 The principle of proper planning

The principle of proper planning cannot be separated from the principle of purposefulness which concerns the aim to be accomplished or destination to be reached (cf Kitshoff & Van Wyk, 1984:98). The principle of proper planning mainly focuses on the what and how. What needs to be done, and how should it be done in order to accomplish a specific aim (cf Kitshoff & Van Wyk, 1984:98).

The Biblical Studies teacher should be very clear on both the general aim and the specific aim for every lesson. Proper lesson planning is then essential to ensure the effectiveness of teaching. In other words, this implies that the teacher should (a) identify an interesting "destination"; then (b) properly plan the "road to be travelled to reach the destination; (c) identify possible obstacles (such as rough off-road tracks or lack of petrol) along the chosen road; (d) the places to visit and historical or esthetical sites to photograph; (e) how would be the best way to travel (by car, bus, train etc); and (f) who will be responsible for which part of the journey". Then, of course, it is essential that the teacher work according to the plan, but with a certain flexibility which would account for unforeseen circumstances.
2.2.18 The principle of differentiation

Duminy and Steyn (1985:62-63) distinguish two kinds of differentiation, namely *pedagogical-didactical* differentiation and *organisational* differentiation. *Organisational* differentiation refers to differentiation within the school’s organisation, whereas *pedagogical-didactical* differentiation indicates differentiation within the classroom, specifically within the different levels at which content is taught (Duminy & Steyn, 1985:62). Since this study focuses on the teaching situation, the present discussion will be limited to *pedagogical-didactical* differentiation.

*Pedagogical-didactical* differentiation entails that the teacher must differentiate among (a) learners according to their learning capabilities, interests and skill level; (b) between core learning content and supplementary programmes; and (c) difficulty levels of learning content. This principle is therefore closely linked with the principle of individualisation (Duminy & Steyn, 1985:62).

Biblical Studies teaching should also take into account the learners’ capabilities and prior knowledge, the complexity of the content to be taught, and the appropriate quantity and intensity of teaching.

2.2.19 The principle of observation and perception

As is evident from Table 1, this is one of the principles discussed by Engelbrecht and Lubbe (1976:18-19), Duminy and Söhnge (1980:38-45), Kitshoff and Van Wyk (1984:99-100) and Duminy and Steyn (1985:49-53). Engelbrecht and Lubbe (1976:18) refer to this principle as the *principle of observation and perception*, whilst Duminy and Söhnge (1980:38), Kitshoff and Van Wyk (1984:99) and Duminy and Steyn (1985:49) refer to it as the *principle of perception*.

Engelbrecht and Lubbe (1976:18) emphasise that *perception* is closely linked to *observation*. According to Engelbrecht and Lubbe (1976:18), *perception* is an internal experience of the external observation. Perceptual learning therefore includes stimuli received via the eyes (looking/seeing), the ears (hearing), the nose (smelling), the tongue (tasting) and the hands (feeling) (cf Duminy & Steyn, 1985:49). *Observation* through one or more of the five senses alone is not enough to make learning possible (Engelbrecht and Lubbe, 1976:18). For learning to take place, there should be external observation(s) through one or more of the five senses, followed by internal perceptual experience(s) which will result, amongst others, in thought (apprehension, assimilation and abstraction) (cf Engelbrecht & Lubbe, 1976:18; Duminy & Söhnge, 1980:39-40). This means that *perception* and *cognition* are inseparable (cf Engelbrecht & Lubbe, 1976:83, 84; Duminy & Söhnge, 1980:40). Yet thought requires language for its expression. Therefore
language constitutes the third element in this process (cf Duminy & Söhng, 1980:40). Imagine a didactic situation where the teacher and the learner do not share a common language. How will the teacher assess the extent of learning in relation to his/her teaching? How will the learner understand what is being taught?

In the teaching of Biblical Studies this means that different aspects of the learning content should be demonstrated and taught with the use of stimulating visual, auditory and other media to ensure the simultaneous involvement of as many senses as possible.

2.3 TEACHING AIDS

Many researchers distinguish between teaching aids and learning aids. Although this study specifically focuses on Biblical Studies teaching, teaching without learning is unthinkable in the didactic situation which explains why this study makes reference to both teaching aids and learning aids.

Teaching aids are discussed by Engelbrecht and Lubbe (1976:83-103), Duminy and Söhng (1980:134-161), Kitshoff and Van Wyk (1984:113-127) and Duminy and Steyn (1985:136) (see Table 1). Engelbrecht and Lubbe (1976:83-103) discuss teaching under the heading Teaching aids and learning aids, whereas Duminy and Steyn (1985:136) only refer in passing to teaching and learning aids under the heading Selection and use of reference books and teaching and learning aids. Duminy and Söhng (1980:134-161) discuss teaching aids as a sub paragraph of Audio-Visual Aids, while Kitshoff and Van Wyk (1984:113-127) focus on the use of audio-visual aids specifically in the Biblical Studies classroom. It is evident from the placement of teaching aids in these different sources that the authors conceive of these aids on the basis of both teaching and learning (cf Engelbrecht & Lubbe, 1976:83; Duminy & Steyn, 1985:136) and focus on stimulation of the senses of the learners via effective aids (cf Duminy & Söhng, 1980:134; Kitshoff & Van Wyk, 1984:113).

Knowledge and/or skills enter man's existence through one or more of the five senses (senses of seeing [eyes], hearing [ears], smelling [nose], touching [hands] and tasting [tongue]) (cf Kitshoff & Van Wyk, 1984:113). Sense perception is one of the most important principles of effective learning (cf Engelbrecht & Lubbe, 1976:83; Kitshoff & Van Wyk, 1984:113). For effective teaching and learning to occur, it is necessary for the teacher and the learner to become actively involved in the didactic situation via the use of as many of the five senses as is possible (cf Engelbrecht & Lubbe, 1976:83).

These senses feature as gateways/mediums through which knowledge and/or skills are mastered (cf Kitshoff & Van Wyk, 1984:113). Teaching and learning aids can be used effectively to ensure that these gateways are open so that the learning of knowledge and
skill is ensured. Engelbrecht and Lubbe (1976:83) rightly suggest that "(p)roper formation of ideas (concept formation) is dependent on clear presentation, observation and perception". It is therefore understandable that the cry for audio-visual teaching aids has become one of the educational slogans of our times (Kitshoff & Van Wyk, 1984:113).

But, unfortunately, the cry for audio-visual teaching tends to imply the limitation of teaching and learning to only the sense of hearing [audire – Latin for to hear] and of seeing [videre – Latin for to see], hence audio-visual. A better slogan might be to demand audio-visio-odoratio-taxio-tangial teaching aids in all didactic situations where the use of all five senses is necessary (cf Engelbrecht & Lubbe, 1976:83, 84). This idea reflects an ideal situation and not necessarily a practical one.

From the above mentioned it is evident that there is a great need for creative and stimulating teaching and learning aids. The teaching aids generally used are overhead projectors, gramophones, tape recorders, radio, television, still pictures and moving pictures, slide projectors, chalkboards, white boards, atlases, maps, posters/diagrams and printed literature (cf Engelbrecht & Lubbe, 1976:24). In addition to the above, Opperman (1997:22) adds effective interactive workbooks, videos, computer programmes and teaching through television broadcasts via satellite communication. For most teachers and learners, a textbook is the main teaching aid. Curriculum 2005 encourages the use of a variety of teaching aids that can help the learner to effectively learn the themes selected for learning programmes. Whether teachers employ different aids, is another question altogether.

Different authors suggest different classifications/groupings of teaching aids. The general classification groups teaching aids as follows: (a) teaching and learning aids (cf Engelbrecht & Lubbe, 1976:90; Duminy & Steyn, 1985:136), or (b) visual, auditory and audio-visual aids (cf Engelbrecht & Lubbe, 1976:89). These two classifications serve to draw the attention to (a) the aspect of assistance that is rendered to the learner in the teaching situation (Duminy & Söhinge, 1980:155) and (b) the sense(s) involved when implementing the use of a certain type of aid. When the emphasis falls heavily on the teacher and his activities, the aids are referred to as teaching aids (cf Duminy & Söhinge, 1980:155). When the emphasis falls heavily on the learner and the learning process, the aids are referred to as learning aids (cf Duminy & Söhinge, 1980:155).

Mainly, learning aids are objects which the learner can handle independently to promote greater self-activity and productivity (cf Duminy & Söhinge, 1980:134). This distinction is clarified from the examples of learning aids given by Duminy and Söhinge (1980:156-157), namely: atlases, dictionaries, work-books, traffic boards and sand boxes. This distinction between teaching aids and learning aids is mere differentiation and not classification into different categories (cf Engelbrecht & Lubbe, 1976:90).
According to Duminy and Söhinge (1980:134), audio-visual aids help to arrange or to organise learning into concrete settings. As these teaching aids assist the stimulation of the senses, they are classified according to which sense(s) they address, namely either audio, visual, odaratio (from Latin odorari - to smell), taxio (from Latin tangere - to touch), or tangio (from Latin taxare - to taste). Simply put, these aids can be referred to as teaching aids, and the classification can be made according to the sense(s) they stimulate (cf inter alia Engelbrecht & Lubbe, 1976:89; Duminy & Söhinge, 1980:134). A further classification of projecting aids and non-projecting aids (cf Engelbrecht & Lubbe, 1976:89; Duminy & Söhinge, 1980:139-151) is mere differentiation and not classification; hence these would not be discussed.

Due to the focus of this study, the following short discussion of teaching aids is limited to their classification according to those senses involved during the teaching-learning experience, and the correct use of each in the classroom. In this discussion there will not be any mention of aids focussing on a learner’s sense of smell, touch or taste as these, unfortunately, still occupy an insignificant role in teaching in today’s classrooms (see Duminy & Steyn, 1985:50).

### 2.3.1 Auditory aids

These aids are carriers of sounds (cf Engelbrecht & Lubbe, 1976:89). Examples thereof are compact discs, radio, tapes, telephone and language laboratory (cf inter alia Engelbrecht & Lubbe, 1976:89; Duminy & Söhinge, 1980:152-155). These examples of auditory aids can all be used effectively in the teaching of Biblical Studies except the language laboratory. There are numerous auditory aids available from libraries, churches, theological departments at universities, et cetera, for Biblical Studies teachers to use in the classroom. Teachers can also invite interesting guest lecturers to provide auditory variation in the classroom.

### 2.3.2 Visual aids

Visual aids are carriers of images (cf Engelbrecht & Lubbe, 1976:89). Examples of visual aids are charts, chalkboards, pictures, flannel boards, models and objects, magnetic boards, diagrams, drawings, graphs, cartoons, exhibits, photographs, illustrated books, bulletin boards, transparencies, dioramas, posters, maps, slides, film strips, silent motion pictures, overhead projectors, diascope, episcopel, epidiascope, micro-projectors, opaque materials and teaching machines such as power point demonstrations (cf inter alia Engelbrecht & Lubbe, 1976:89; Duminy & Söhinge, 1980:139-151).
All these examples of visual aids can be used in variation to auditory aids in the teaching of Biblical Studies (*cf inter alia* Kitshoff & Van Wyk, 1984:115-127). A diagram, for example, will provide learners with a handy framework on any theme and in so doing ensure that they are constantly aware of exactly where a certain aspect of a theme fits into the “bigger picture.”

### 2.3.3 Audio-visual aids

Audio-visual aids are carriers of sound and images which means that these aids combine the effect of sound and visual images to enhance teaching and learning (*cf* Engelbrecht & Lubbe, 1976:89). Examples of audio-visual aids are field and study trips, drama and concerts, puppet shows or marionettes, role plays, demonstrations, sound film strips, sound films, television and printed or electronic materials with recorded sound (*cf* Engelbrecht & Lubbe, 1976:89). Various classifications of audio-visual aids exist (Duminy & Söhne, 1980:137), but the study does not necessitate a discussion of these classifications.

When adapted and used with discretion, all these examples of audio-visual aids can be used to some effect in the teaching of Biblical Studies (*cf inter alia* Kitshoff & Van Wyk, 1984:115-127). Role plays are specifically very effective to teach the learners about a certain time as depicted in the Bible.

### 2.3.4 Summary

It is evident from the above discussion that there are various exciting and creative ways in which teaching aids can be used to enhance learning in the classroom. It might be of value if workshops are organised in the different provinces during which teachers can be enlightened and trained in the effective implementation of various teaching aids.

Variation in the use of teaching aids are, unfortunately, of very little value if the teacher does not employ effective and appropriate *teaching methods* to present and teach study content.

### 2.4 TEACHING METHODS

Teaching methods are methods the teacher uses to present study material and to guide the learner through the content with the purpose of realising certain pre-determined outcomes. The method of teaching lexically boils down to a particular procedure for accompanying or approaching a theme, skill or concept, which has to be learnt/mastered
and understood, applied or demonstrated by a learner (cf Onions, 1973:1243). When a teacher selects a teaching method, he/she has to take the following factors into account: the type of learner, type of content and expected outcomes to be reached. Therefore, teaching methods refer to certain means to pre-determined didactic-ends (didactic aim/objective).

There are a wide variety of teaching methods in existence as identified and explained by different researchers (cf inter alia Engelbrecht & Lubbe, 1976:24-32; Duminy & Söhinge, 1980:59-90; Kitshoff and Van Wyk, 1984:40-43; Duminy & Steyn, 1985:82-113; see Table 2). Engelbrecht and Lubbe (1976:24-32), for example, identify seven methods of teaching, namely (1) the relating method (story method, word method, or lecture method); (2) the textbook method; (3) the discovery method (heuristic method or problem-solving method); (4) the question-and-answer method (Socratic method); (5) the discussion method (method of mutual consultation); (6) the self-activity method (where learners solve given problems by themselves or in small groups); and (7) the project method.

Duminy and Söhinge (1980:21-58) identify five specific categories of teaching methods, namely (A) the telling method, (B) the use of the text-book, (C) the question-and-answer method, (D) the discussion method, and (E) the self-activity, problem-solving and project method.

Kitshoff and Van Wyk (1984:40-43), in turn, identify six methods of teaching, namely (i) the story method, (ii) the lecture method, (iii) the question-and-answer method, (iv) the discussion method, (v) the group-work method, and (vi) a combination method.

Duminy and Steyn (1985:39-71) identify nine methods of presenting subject content, namely (a) the telling or lecture method, (b) the use of the textbook, (c) the problem-solving (heuristic) method, (d) the question-and-answer method, (e) the discussion method, including class and learning conversations, (f) the discussion of learning methods, (g) self-activity (individual or group), (h) the project method, and (i) programmed instruction. A close reading of Duminy and Söhinge (1980:59-90) and Duminy and Steyn (1985:82-113) suggests that Duminy and Steyn (1985:82-113) reworked Duminy and Söhinge (1980:59-90) and added only programmed instruction. As a result these two sources are combined as one source regarding the methods of teaching (see Table 2).
Table 2: A classification of teaching methods as discussed by various authors

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<td>T E A C H I N G</td>
<td>(1) The relating method (story method, word method, or lecture method)</td>
<td>(A) The telling method</td>
<td>(i) The story method (ii) The lecture method</td>
<td>(a) The telling or lecture method</td>
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<td>M E T H O D S</td>
<td>(2) The textbook method</td>
<td>(B) The use of the text-book</td>
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<td>(b) The use of the textbook</td>
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<td>(3) The discovery method (heuristic method or problem-solving method)</td>
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<td>(c) The problem-solving (heuristic) method</td>
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<td>(5) The discussion method (method of mutual consultation)</td>
<td>(E) The discussion method and the discussion of learning methods</td>
<td>(iv) The discussion method</td>
<td>(e) The discussion method, including class conversation and learning conversation</td>
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<td>(6) Self-activity method</td>
<td>(E) Self-activity</td>
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<td>(f) Discussion of learning methods</td>
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<td>(7) The project method</td>
<td>(F) The project method</td>
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<td>(g) Self-activity (individual or group)</td>
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<td>(i) Programmed instruction</td>
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2.4.1 The relating method (story method, word method, or lecture method)

This method refers to a didactic situation wherein the teacher transfers certain knowledge to the learners by means of relating an account, a recitation or a story (cf Engelbrecht & Lubbe, 1976:25). This method can therefore best be referred to as the relating method (cf Engelbrecht & Lubbe, 1976:25) or the telling method (cf Duminy & Söhne, 1980:59; see Table 2). Lecturing is a typical telling method which is used too often in classrooms today.

Kitshoff and Van Wyk (1984:40-41) identify four steps in the relating method when applied in the Biblical Studies classroom. Retelling or explaining a Bible story successfully or presenting Bible material in the form of a story, the teacher can make use of: visualising, vitalising, scrutinising and emphasising. Visualising entails the gathering of as much substantial material as possible so that the teacher, and later the learners, can "see" the events as clearly as possible. Vitalising expects of the teacher to relive the story rather than to be a mere spectator (cf Kitshoff & Van Wyk, 1984:40). When the teacher finds and conveys the facts and the significance of a Bible story to the learners, she is using the scrutinising-method. Emphasising means that more attention must be given to details that emphasise the lesson theme and which will assist in the realising of the didactic aims and objectives (cf Kitshoff & Van Wyk, 1984:41). Although the lecture method normally lacks the elements of visualisation and vitalisation (Kitshoff & Van Wyk, 1984:41), it still qualifies as a relating method because the teacher transfers his/her knowledge by means of an account, a story or a recitation.

This means, therefore, that in teaching Biblical Studies, the teacher must gather as much substantial and factual information as possible relating to the lesson outcomes and teaching aim, emphasise details that focus on the significance of the content, actually "see" the events in his/her spiritual mind, and relive the events with the learners during the teaching encounter.

2.4.2 The textbook method

Duminy and Söhne (1980:78) explain the difference between the textbook method and the use of the textbook (see Table 2) in relation to the fact that the modern textbook is viewed in a different light and its role in teaching and learning has changed dramatically from the way in which the textbook was used in the era of the so-called traditional textbook method. In this study the phrase "the use of the textbook" is therefore preferred above the "the textbook method". This method refers to teaching where the teacher uses a textbook for guidance in the selection and sequence of the content, the planning of a
lesson, the organisation, interpretation and actual teaching of the subject content (cf Engelbrecht & Lubbe, 1976:26).

There are various ways of using a textbook. Engelbrecht and Lubbe (1976:26-27) identify three: 1) the original and traditional way where the textbook is used page by page, chapter by chapter and according to successive themes/topics. Usually the teacher or one of the learners reads aloud from the textbook and the learners follow in their own books, underlining important aspects; 2) learners summarise a specific part of the textbook at home. During the lesson, the teacher first gives an introduction to the theme and provides the learners with a framework for an effective summary. All or some of the learners are then given the chance to read their summaries to the class, which are subsequently discussed and evaluated by the teacher; and 3) learners summarise the teacher’s explanation of a specific part of the textbook. Following this, the learners make summaries of the parts of the textbook they have read. The teacher guides the learners through their summaries and writes a final summary on the chalkboard/whiteboard.

Duminy and Steyn (1985:93) suggest that there are various improved procedures for the use of a textbook, and specifically mention three: 1) a textbook is used as a starting point for discussion. The teacher gives a short introduction on the work to be done, the learners are asked to study a chapter or part of a chapter at home and then make a summary. Thereafter the content is discussed in the class and effective suggestions are written on the chalkboard/whiteboard; the learners are supplied with a list of source material which they must study as background to the theme under discussion. The teacher then initiates a comprehensive class discussion and encourages learners to come to certain conclusions regarding the content in question; 3) the teacher poses a problem which is dealt with in the textbook, but its solution cannot directly be reproduced from the textbook. The learners are asked to solve the problem individually or in groups with the help of the textbook and other sources. These procedures can, of course, also be used in combinations, depending on the type of content and the pre-determined outcomes to be realised during the lesson.

2.4.3 The discovery method

Engelbrecht and Lubbe (1976:27) refer to this method as the discovery method (heuristic method or problem-solving method), whereas Duminy and Steyn (1985:112) refer to it as the problem-solving (heuristic) method (see Table 2). The discussions of this method by Engelbrecht and Lubbe (1976:27-28) and Duminy and Steyn (1985:112-113) suggest that they are referring to one and the same method.
With the use of the discovery method learners are guided to master knowledge by independent thought (cf Engelbrecht & Lubbe, 1976:27). The learners must search for a good amount of factual information on the topic in question, and then come to logical conclusions regarding either general truths, accepted laws, rules or guidelines or appropriate definitions. This process of gaining insight and understanding is referred to as inductive reasoning. Deductive reasoning, on the other hand, is the process whereby knowledge, understanding and insight are gained by applying general truths, laws, rules, guidelines or definitions to explain certain phenomena (cf Engelbrecht & Lubbe, 1976:27).

In this regard, learners are guided from one step to the following by use of appropriate questions and answers, listening to the teacher's explanations, their own observations and logical conclusions. This implies, therefore, that the discovery method is to some extent connected to the relating, textbook and question-and-answer methods, especially with regard to the gaining of knowledge through independent thought processes (cf Engelbrecht & Lubbe, 1976:28).

Applied to the teaching of Biblical Studies, the teacher, by means of step by step questions and answers coupled with learners' observations, should guide the learners to discover general truths, laws, rules or definitions and/or apply general truths, laws, rules or definitions, as depicted in the Bible, to related facts, problems or real life situations.

2.4.4 The question-and-answer method (Socratic method)

This method is also known as the Socratic method (cf inter alia Engelbrecht & Lubbe, 1976:29; Duminy & Steyn, 1985:111), heuristic method or the developmental method (cf inter alia Duminy & Söhng, 1980:67; Duminy & Steyn, 1985:111; see Table 2).

Researchers differ in their opinions as to whether the question-and-answer method can be used independently during teaching, or rather be used simultaneously with other methods of teaching. Kitshoff and Van Wyk (1984:42) are of the view that the question-and-answer method is not an independent teaching method, but should be used with the story method, lecture method or the discussion method. This view is subtly contradicted in a statement by Engelbrecht and Lubbe (1976:29): “this method is not aimed at transmission of knowledge but at the systematisation of acquired knowledge, arrangement of facts, and assimilation into a larger whole”. This implies that the question-and-answer method teaches, amongst others, the skill of systematisation and that questioning is an indispensable medium for effective teaching. There can be no doubt, therefore, that these researchers regard the question-and-answer method as an independent teaching method.
To use this method effectively, the teacher and the learners ask and answer questions in turn. By means of alternating questions and answers, the teacher becomes familiar with the talents, abilities, interests, knowledge and progress of his/her learners. Thus, the teacher can adapt or change his/her teaching methods to accommodate the needs and preferences of the learners. Furthermore, the teacher gets the opportunity to note the learners' strengths, weaknesses and common mistakes as well as the shortcomings of his/her own teaching methodology. Alternatively, when the teacher answers the questions of the learners, the learners get the opportunity to further their own knowledge and to learn how the teacher uses inductive and deductive reasoning to come to certain conclusions (cf Engelbrecht & Lubbe, 1976:29). The suggestion by Kitshoff and Van Wyk (1984:42) that the question-and-answer method is not an independent teaching method is therefore most probably incorrect.

In the Biblical Studies classroom the teacher can use this method with great success to determine learners understanding and insight regarding a topic. It is important, though, that the questions are formulated correctly and asked in-sequentially so that each question follows logically on the answer of the previous question (cf Engelbrecht & Lubbe, 1976:29). From the responses of the learners the teacher will know whether or not there is a need to review, clarify or re-enforce what has already been taught.

2.4.5 The discussion method

Engelbrecht and Lubbe (1976:29) refer to this method as the discussion method (method of mutual consultation), whilst Duminy and Söhnge (1980:67) refer to it as the discussion method and the discussion of learning methods. Kitshoff and Van Wyk (1984:41) simply refer to it as the discussion method, whilst Duminy and Steyn (1985:49) refer to it as the discussion method, including class conversation and learning conversation. All these terms suggest a conversation wherein views are exchanged. The differences among these terms lie in the content of the discussions.

A person may assume that the discussion would be about the teaching content, but Duminy and Söhnge (1980:67) suggest that the discussion also includes a discussion of learning methods. Duminy and Steyn (1985:108) correctly distinguish the discussion method from discussing learning methods. The discussion method is concerned with the teaching and learning of facts regarding a particular aspect of a particular subject, whereas the specific object of the discussion of learning methods is to assist learners to acquire effective and suitable learning strategies or habits to improve academic achievement. The discussion of learning methods is not directly relevant to this study; hence it will not be elaborated on during the further discussion.
The discussion method entails a conversation where different views are exchanged and debated by at least two persons. In the teaching situation it refers to a controlled conversation where different views of the teacher and the learners on specific teaching content are exchanged and debated by all interested parties *(cf inter alia Engelbrecht & Lubbe, 1976:29; Duminy & Söhnge, 1980:68; Kitshoff & Van Wyk, 1984:41)*. The teacher introduces, guides and concludes the discussion, whilst the learners participate by evaluating the teacher’s views and formulating and defending their own views *(cf Engelbrecht & Lubbe, 1976:29-30)*.

The discussion method is effective when insight, self-discipline, integration of knowledge, evaluation of views, logical thinking or problem solving is the aim of the lesson *(cf Engelbrecht & Lubbe, 1976:30)*. The topic of discussion should be appropriate for the developmental level of the learners and suitable for application in larger classes. This method is classified as a socio-pedagogical method of teaching *(cf Duminy & Söhnge, 1980:68)* and Biblical Studies teachers should keep in mind that the use of this method requires careful planning and effective guidance to ensure discipline in the classroom.

### 2.4.6 The activity and self-activity method

This method is also referred to in different terms by different authors. For example, Engelbrecht and Lubbe (1976:30) refer to it as the *self-activity method*, whereas Duminy and Söhnge (1980:84) refer to it as the *self-activity, problem-solving and project method*. Duminy and Steyn (1985:96) distinguish between *individual and group self-activity* *(see Table 2)*.

It is necessary to first distinguish between *activity* and *self-activity*. In the teaching encounter activity indicates what the learners do in the classroom under guidance of the teacher, for example, taking down notes from the chalk board, grammar exercises, reading from text books and so on. Contrariwise, self-activity indicates that the learner, by his own initiative and of his own free-will, studies, investigates, discovers, researches, experiments, creates or invents *(cf Engelbrecht & Lubbe, 1976:30, 31; Duminy & Steyn, 1985:96)*. Self-activity would therefore include problem-solving, completing a homework project, taking part in discussions through own logical reasoning, reading the textbook or other materials on own volition, and so on.

*Self-activity* teaches the learner to select and rely on his own resources and the learner “becomes the seeker, the conqueror, the discoverer, the inventor, the creator” *(Duminy & Steyn, 1985:96)*. Therefore, Duminy and Steyn (1985:97) correctly surmise that self-activity is not only a *teaching* method, but also a *learning* method.
Self-activity can take place individually or in a group (Engelbrecht & Lubbe, 1976:31). A learner can either plan his/her own study programme for the completion of a project and work at his/her own pace, or become part of a group wherein the learners work together to realise certain outcomes (cf Engelbrecht & Lubbe, 1976:31). It is important to remember that the formulated outcome and content of a lesson will determine whether group-work is appropriate or not. Furthermore, group-work does not exclude individual work, for example, every member of the group can be responsible for a different task that will ensure the successful completion of the project in question when combined (cf Engelbrecht & Lubbe, 1976:31).

2.4.7 The project method

The project method entails the solving of a practical problem in a practical and logical manner (cf Engelbrecht & Lubbe, 1976:31). There are two kinds of projects, namely individual projects and group projects. An individual project expects of a learner to work on his own, irrespective of the type of problem. A group project is completed by a group of learners who work simultaneously, individually and jointly to reach a common outcome (cf Engelbrecht & Lubbe, 1976:31).

This method can also be regarded as a self-activity method or a problem-solving method. According to Engelbrecht and Lubbe (1976:31), the project method is a teaching method that involves the following elements: (a) a real (actual) problem, (b) learner responsibility for the planning and solving of the problem, (c) the practical nature of the problem-solving activity, and (d) the teacher as the guide, facilitator, counsellor, judge, friend, and figure of authority. This means that, although the learner/s and the teacher work together, the learner/s has/have to formulate and demonstrate the solution to the problem/completion of the project.

With the guidance of the teacher, the application of the project method expects the learners to: (a) select, research and define the problem, (b) carefully structure a work schedule for completion of the project, (c) work on the project in accordance with the pre-determined work programme, and (d) judge (evaluate) the end product of the project. This method requires the application of the principles of individualisation, socialization, motivation and interest, self-activity and problem-solving (cf Engelbrecht & Lubbe, 1976:32).

2.4.8 The group-work method

As seen in Table 2, the group-work method is only referred to and discussed by Kitshoff and Van Wyk (1984:42). It is evident that the discussion method mentioned in par. 2.4.5.
is a type of group-work activity. The difference lies in the fact that with the discussion method, learners are not divided into groups, whereas in group-work method this is always the case.

The general manner to apply the group-work method is to divide the class into smaller groups and to instruct each group to perform certain tasks or solve certain problems. In the Biblical Studies classroom, for instance, groups can be instructed to discuss a given problem, for example, "unanswered prayers". The great advantage of this method is that learners are exposed to different views, opinions and experiences from their own. They learn to listen, to evaluate and to come to an informed conclusion. Decision making skills and communication skills are also practised. Each group appoints a spokesperson who reports the group’s findings or conclusions. The class then discusses these and the teacher summarises, explains or supplements the reports where necessary. Thereafter, the learners are given an opportunity for further questioning or creative opinions (see *inter alia* Kitshoff & Van Wyk, 1984:42 for discussion and illustrative examples).

### 2.4.9 The combination method

In Table 2, the *combination method* is only referred to and discussed by Kitshoff and Van Wyk (1984:43). This method entails the use of a combination of teaching methods during one teaching-learning encounter. For example, new content may be presented via the *relating* or *lecturing* method; thereafter a class activity may be introduced with the purpose of determining how much of the presentation the learners understood (e.g. a group work sheet to be completed); then the teacher can instigate a class discussion during which the *question-and-answer* method can also be employed to develop understanding and insight (*cf* Kitshoff & Van Wyk, 1984:43). There is very little evidence to indicate that one teaching method is better than another (Sotto, 1994:120). The guideline for selecting the method is the type of outcome to be realised, the developmental level of the learners, and the difficulty of the content through which the outcome must be realised.

It should be remembered that teaching methods are usually complementary and supplementary and that all methods are complimented or supplemented with appropriate teaching aids. Engelbrecht and Lubbe (1976:24) suggest that the choice of teaching aids influences the application of the different methods, while the selected teaching methods, in turn, influence the application of the teaching aids.
2.4.10 Programmed instruction

Duminy and Steyn (1985:114) also refer to programmed instruction as programmed learning. In other words, the suggestion is made that instruction and learning can be programmed. Duminy and Steyn (1985:114) state that “one of the ways in which learning content can be presented is of relatively recent origin: this is called programmed instruction” and they define programmed instruction as “a method of giving individual instruction in which the pupil is active, proceeds at his own pace, and is provided with immediate knowledge of results”. Programmed instruction temporarily replaces the teacher since a good programme entails self-teaching which suggests that learners should be able to work through the programme without the assistance of a teacher (cf Duminy & Steyn, 1985:115). Once again, the developmental level of the learner, the type of outcomes to be realised and the type of content presented will determine the type and difficulty of the programme.

When applying this method, the subject content is processed to reflect a series of questions that becomes progressively more difficult as the learner advances through the programme (cf Duminy & Steyn, 1985:114). The programme is devised in such a way that the learner receives immediate feedback regarding the correctness of the answers which makes it possible for him/her to correct mistakes (cf Duminy & Steyn, 1985:115). This seems to be a method that can be used effectively to teach Biblical Studies content that are factual in nature.

2.5 THE TEACHER

The teacher plays a major role in the teaching situation. The teacher is the one in possession of certain knowledge and skill which he teaches the learner by applying specialised didactic skills and appropriate teaching aids. Although it is the responsibility of every learner to learn, it is the duty of the teacher to create a positive teaching-learning environment to facilitate outcome realisation. This implies that the teacher must not only teach, explain, instruct or facilitate the learning of content, but s/he must also motivate the learner, guide the learner during the teaching process, advise the learner on the best course of action and create in the learner a positive attitude and a lively interest in the subject content and the selected learning activities (cf Engelbrecht & Lubbe, 1976:6).

To ensure that teaching is effective and that appropriate methods and content are selected, it is essential that the teacher is very knowledgeable and skilful regarding: (a) the subject content of his/her chosen field of study (up-to-date information is essential), (b) learner characteristics and developmental phase, (c) all the didactic principles, (d) traditional and more modern teaching methods and appropriate application thereof, (e)
available teaching aids and the application thereof, (f) self-regulated learning and the teaching of learning strategies, and (g) communication and motivational techniques (cf inter alia Duminy & Söhnge, 1980:7-9; Kitshoff & Van Wyk, 1984:12; Galindo, 1998:76).

According to Kinsella (1995:170), the teacher may be highly knowledgeable, creative, charismatic and caring, yet be unsuccessful in educating learners whose learning strengths are not acknowledged because of the teacher's fairly inflexible instructional approach. This means that the teacher education and training must include all the mentioned facets and specifically the application of knowledge and skill in a classroom situation. In addition to being properly trained, Kitshoff and Van Wyk (1984:12-14) also mention that a teacher must have a balanced personality, sound convictions and Christian qualities.

2.5.1 Teacher's training

Duminy and Söhnge (1980:7, 8) maintain that teaching and learning are initiated and guided by the academically and professionally trained teacher. This means that a teacher must have the appropriate academic qualifications (e.g. certificate, diploma or degree) and must be professionally trained to teach learners, especially in terms of didactic skills (e.g. Teachers' Certificate, Teachers' Diploma, or Teachers' Degree). The general practice of the old education dispensation and the new education dispensation in the Republic of South Africa is that high/secondary school educators must have a minimum requirement of a matric / grade 12-certificate and at least a three year teacher's certificate/diploma/degree. For the education of Biblical Studies, the teacher must have successfully completed this certificate/diploma/degree, with Biblical Studies Subject Didactics as main course, at any recognised tertiary institution.

Teaching Biblical Studies is a responsible work since the Bible maintains that not many should become teachers, because teachers will be judged with greater strictness than others (cf Jam 3:1). Galindo (1998:71) correctly states that to become very good at something requires dedication and discipline. This is also emphasised by the above mentioned Biblical text (cf inter alia Deut 6:4-9). This implies that teachers must ensure that: (a) they acquire the necessary training, (b) complete in-service training programmes whenever necessary to develop new skills and to keep up to date with the ever-growing body of knowledge in their learning areas, and (c) practice the art of teaching with passion, dedication and discipline as role models to their learners and to make a contribution to the development of their learners towards maturity.

Section 37 of the National Policy on Religion and Education ("the Policy") (South Africa, 2003) provides for in-service training to continuously develop and prepare teachers for
their great task. A person is only an expert so long as s/he keeps on learning, developing new skills to coincide with the modern times in which his/her learners will have to function as adults.

Galindo (1998:76; cf Duminy & Söhnge, 1980:7-8) correctly maintains that an effective teacher possesses knowledge of: (a) his/her own strengths and weaknesses, (b) learner's abilities, interests, strengths and weaknesses, (c) specialised subject content, (d) the development, formulation and realisation of teaching aims, (e) communication skills, (f) didactic theories and principles, (g) and the ever developing craft of teaching and learning. A teacher is aware of the effect of certain actions, teaching methods, teaching aids, positive and negative feedback, discipline and motivation on learners. This awareness emanates from his/her training, teaching practice and teaching experience (cf Engelbrecht & Lubbe, 1976:7).

Biblical Studies teachers must, therefore, be properly trained to teach Biblical Studies through both their words and their actions. This is also affirmed by sections 8 and 34 of the Policy (South Africa, 2003). These sections explain that teaching about religion, religions, and religious diversity needs to be facilitated by trained professionals. It should also be mentioned that the old adage that "actions speaks louder than words" is most certainly true of the teaching of Biblical Studies.

2.5.2 A balanced personality

Kitshoff and Van Wyk (1984:13) state that one of the aims of Religious Education is to help the learner to develop a balanced personality. In this process, the Bible as well as the teacher plays significant roles (Kitshoff & Van Wyk, 1984:13). The Biblical Studies teacher must be able to identify himself/herself with what s/he teaches, and also be able to help learners with spiritual and emotional imbalances. The principle of totality plays a major role in this teaching process as the teacher must educate a learner as a whole (cf Engelbrecht & Lubbe, 1976:7).

In no specific terms, the above implies that a Biblical Studies teacher must be a well-balanced individual who can effectively and passionately teach the appropriate subject content while assisting learners to solve spiritual and emotional problems.

2.5.3 Sound convictions

Being a teacher requires adherence to sound convictions. Kitshoff and Van Wyk (1984:13) identify three areas regarding sound convictions which can ensure that a teacher demonstrates the necessary determination to reach certain goals, namely: (1) the conviction that s/he is teaching an important and valuable subject, (2) that the learners
are in need of and will benefit from the content and skills s/he is teaching, (3) that the
teacher himself/herself benefits from and grows with his/her encounters with the subject
content and the learners. Duminy and Söhnge (1980:8) agree when they state that the
teacher must understand the significance of what s/he is teaching so that the learner can
develop the same positive attitude and apply what s/he learns in the classroom in real
life.

A teacher's world and life view, including his/her awareness of God, ultimately determine
his/her attitude towards his/her task as an educator. Sound convictions are intertwined
with a positive attitude towards work and it is quite possible that the learners will develop
a similar view of the subject in question, which will in turn affect their perseverance and
amount of effort expended to realise pre-determined learning outcomes.

The Biblical Studies teacher, therefore, is responsible to instil in learners the importance
of the content and inferences from the Bible. Learners must realise that the life
guidelines as explained in the Book is of no use if these are not practised and correctly
applied in their own lives. It should be mentioned that it is expected of the Biblical
Studies teacher, who has to expose learners to the value of religion, to explain how
religious convictions preach profound ways of being human, of relating to others and to
the world in which they function (cf s 31 of the Policy). Should the teaching of Biblical
Studies ever be allowed its rightful place in our education system, the important process
of imparting moral values and strong Christian convictions can be intensified (cf s 31 of
the Policy).

2.5.4 Christian qualities

Kitshoff and Van Wyk (1984:14) correctly suggest that it is not enough for a teacher to
teach/facilitate lesson content; he/she must also give of himself/herself during teaching.
Giving himself/herself will only be possible if a teacher possesses Christian qualities of
genuine interest in the learners, prayerfulness, serving others and humbleness (cf inter
1984:14). Furthermore, the teacher must truly believe in the content that he/she teaches
in order to be passionate, enthusiastic and joyful in his/her teaching (cf Kitshoff & Van
Wyk, 1984:85). This attitude of hope and passion will communicate itself to the learners
who will respond with enthusiasm, motivation and interest (cf Kitshoff & Van Wyk,
1984:85).

Without a doubt, the above applies to the teacher of Biblical Studies. But more than that
is required of such a teacher. Kitshoff and Van Wyk (1984:85) maintain that a non-
Christian or an uncommitted Christian may certainly be equipped academically and
professionally to teach Biblical Studies, but something serious will be lacking in his/her teaching practice. Education is much more than knowledge gained from books. During every learning opportunity, something happens inside the learners. They are changed by what they learn, shaped by new understanding and insight, formed for the role they would one day fill in an adult society (Kitshoff & Van Wyk, 1984:85). Therefore, the teacher must enter every classroom thoroughly prepared to perform an essential task and to help shape the learners' future. This implies that a Biblical Studies teacher should be a Christian in heart, mind and life style in order to be effective in his/her teaching practice.

2.6 THE LEARNER

In the teaching situation, the learner is both a learning and a developing person (cf Engelbrecht & Lubbe, 1976:7). A developing person because, in all the facets of his/her total development (i.e. physical, mental, emotional, social, ethical, political, religious, and so on), the learner progresses from one stage to the next at a pace unique to every learner (cf Engelbrecht & Lubbe, 1976:7). The learner is a learning person in the sense that s/he is an immature individual who needs assistance and guidance to develop into an effectively functioning adult (cf Engelbrecht & Lubbe, 1976:7; Kitshoff & Van Wyk, 1984:90). Each developmental stage reflects its own teaching characteristics and learner needs (cf Engelbrecht & Lubbe, 1976:7). Therefore, the readiness and potential of the learners in relation to, for example, set outcomes, certain learning content, methods and teaching and learning aids, should be taken into consideration during the preparation for and presentation of every lesson.

The grade 12 learner specialising in Biblical Studies is usually already in the adolescent stage of development (cf Kitshoff & Van Wyk, 1984:87). Kitshoff and Van Wyk (1984:87-90) give a succinct developmental profile of an adolescent: "... physically sexual, mentally abstract and critical, emotionally instable, and spiritually doubtful and searching for answers to basic questions." (cf inter alia Rousseau, [1762]1911:12-13; Kiell, 1964:18-19; Klausmeier and Goodwin, 1966:146). An adolescent is capable of constructing theories and reaching logical conclusions regarding the consequences of his/her choices and actions without even having had a direct experience on the topic in question (Klausmeier & Goodwin, 1966:146). Adolescence is a developmental stage wherein tremendous physical, mental, emotional and spiritual changes take place, all of which should be taken into consideration when the Biblical Studies teacher is preparing lessons or criticising unacceptable behaviour (cf Kitshoff & Van Wyk, 1984:87).

It is thus assumed that the grade 12 learner is able to understand abstract concepts as present in the content of the Biblical Studies syllabus. This implies that the subject
content prescribed for grade 12 learners in Biblical Studies is suitable for their developmental stage. It remains the responsibility of the Biblical Studies teacher to strive for balance when faced with the extreme behaviours and outbursts of adolescent learners in order to provide a moderately peaceful and stable learning environment.

2.7 THE SUBJECT CONTENT

A review of the current subject content of the grade 12 Biblical Studies syllabus revealed that the old syllabus is still in use. For example, in the Limpopo Province, the grade 12 Biblical Studies learners use the textbook by Michel J. Barrette (1993) entitled *That We May Love*. Its preface maintains that "(i)t conforms to the syllabus requirements of all the education departments in South Africa which offer Biblical Studies as a subject in standard 10". In other words, it covers the syllabus expected of those schools under the jurisdiction of the following departments: The Department of Education and Training, The Department of Education and Culture, The Cape Education Department, The Transvaal Education Department, The Natal Education Department, The Orange Free State Education Department, The Department of National Education and The Joint Matriculation Board" (Barrette, 1993:iii). Repeated attempts to find one grade 12 syllabus for Biblical Studies based on one education system and one Department of Education did not bear fruit. Whether such a syllabus exists, could not yet be determined. Communications with grade 12 Biblical Studies' teachers in the different Departments of Education revealed that they are not aware of such a syllabus if it does exist. Therefore, the subject content for grade 12 Biblical Studies is based on the suggestions of Barrette (1993).

The subject content described by Barrette (1993) are: the Synoptic Gospels, The Gospel of John – An Introduction, the Pauline Letters, the General Letters – An Introduction, the Book of Revelation, the Bible and faith, the Bible and hope, the Bible and the Law, and the Bible and prayer. The general approach to the subject content exhibited by this book is to first elaborate on background and surrounding facts of the theme in question, and then to focus on the factual information contained in the Bible and the inferences to be drawn from these facts (*cf inter alia* authorship, characteristics, structures, themes, contents, et cetera of the prescribed Bible books). Interestingly, the Bible and the theme *hope*, which is handled as an application (*cf inter alia* the repeated use of "hope within us") is only taught to grade 12 learners who receive schooling under the guidance of the Department of Education and Training (Blacks only?). This could suggest a political-ideological manipulation of the syllabus content. In turn, the implicit suggested 'removal' of Biblical Studies from the curriculum and the conception of equality of all religions could also suggest political-ideological manipulation of the syllabuses.
Rousseau (1762/1911:12-13), Kiell (1964:18-19), Klausmeier and Goodwin (1966:146) and Brown (1990) are all of the opinion that adolescent grade 12 learners will be able to successfully master the content of the grade 12 syllabus as compiled by Barrette (1993).

2.8 ASSESSMENT, MEASUREMENT AND EVALUATION

In a typical teaching encounter, there are two elements that can be evaluated, namely (1) the teacher’s teaching practice, and (2) the learner’s learning. Van der Walt (2001:590) suggests criteria for the evaluation of the effectiveness of teaching, namely: (a) the eventual pass rate of the learners in relation to the admittance figure, (b) the pass rate of the Grade in relation to the number of registered learners for the examination for that Grade, and (c) the number of distinctions in one subject in relation to those in all other subjects for a specific Grade. Other similar criteria are suggested by other researchers (cf inter alia GION, 1998:26; Harber, 1999:4, 7; Botha, 2000:135).

All these criteria are quantitative in nature, with effectiveness stated in the guise of figures more suitable for the evaluation of other educational aspects (such as managerial evaluation or comparisons between schools regarding number of learners and number of distinctions). It is evident that there is a serious shortcoming regarding a unique kind of measuring instrument for the evaluation of teaching effectiveness (cf Willmot, 1999:253-268). Above mentioned criteria are inappropriate because the mechanics of teaching and learning should add value to the total education process (cf inter alia Van der Walt, 2001:591). Therefore, to apply these criteria, amounts to reducing education to simplistic dimensions and not to take cognisance of the fact that the final results of the education process may take years before materialising (cf Van der Walt, 2001:591). Yet, since no other evaluation instrument with other criteria is available, these criteria are still used when the short term effectiveness of teaching is evaluated, for example, the measurement of teaching effectiveness during the course of one academic year.

The effectiveness of learning is usually evaluated by means of questions during the teaching encounter, class tests or final and practical examinations, whereas the effectiveness of teaching is evaluated on the basis of the performance of the learners during tests or exams (usually the class average for a class tests or exam is determined), and through observations and questionnaires completed by the teachers and the learners. In this study teaching effectiveness is evaluated by means of classroom observations, interviews conducted with the teachers of Biblical Studies, by means of questionnaires completed by learners and teachers, and by means of the 2003 final exam results of the participating grade 12 learners (see Appendixes A to D).
Testing, measurement and evaluation form an integral part of any teaching situation. In this regard, Kitshoff and Van Wyk (1984:141) state that it is essential that the knowledge, understanding, insight and progress of the learner be properly monitored. Such tests enable the teacher to monitor the effectiveness of his/her teaching and determine to what extent the teaching and learning goals are attained. By means of testing, a learner’s behaviour and knowledge can be determined, whilst by means of measuring, a learner’s learning progress or behaviour can be quantitatively assessed (cf Engelbrecht & Lubbe, 1976:63). Evaluation is a more subjective qualitative and quantitative assessment of a learner’s learning progress (cf Engelbrecht & Lubbe, 1976:63). Evaluation is, therefore, objective measurement plus subjective judgement and appreciation (cf Engelbrecht & Lubbe, 1976:63).

As is the case with all subjects, evaluation during teaching, revisions and tests form an integral part of the teaching process and should be done regularly. It is recommended that every learner should receive an evaluation mark for every type of assignment or test he/she submits. The common characteristic of the evaluations during teaching, revisions and tests is that there is still room for remedial teaching which is lacking in the final examination. The final examination is the summation of the evaluation of the teaching process which is normally the final evaluation with no prospects of remedial teaching for learners after the academic year (Kitshoff & Van Wyk, 1984:141).

Thus, the final examination is not an integral part of the teaching process during a specific class period, but it indicates how the teaching goals have been realised over a period of an academic year. This is normally the procedures followed when the Department of Education wants to determine whether a teacher has successfully taught his/her learners. Hence, the results of the final examination will also be taken into consideration in the evaluation of the effectiveness of teaching of the grade 12 Biblical Studies learners participating in this study.

2.9 PRELIMINARY SUMMARY AND CONCLUSIONS

This chapter investigated the didactic foundations for the teaching of Biblical Studies in schools, specifically for grade 12 learners.

The didactic situation and the necessary didactic principles that pave the way for effective teaching of Biblical Studies, as with any other school subject, are founded on the presence of the following elements: the teacher, the learner, the aims and objectives of teaching and learning, the teaching content and a positive teaching environment/context, effective teaching methods, and appropriate teaching and learning aids. The reported successes and failures of teaching world-wide, and the genuine desire of educators and
communities to ensure that teaching is effective, gave birth to general teaching principles, a variety of tried and tested teaching methods, technologically advanced and creative teaching aids, applicable and realistic teaching aims and objectives, and a great amount of research focusing on information regarding the characteristics (strengths and weaknesses) of teachers and learners in different developmental stages.

Literature also revealed that:

- the different didactic principles must be regarded as a whole, and not as separate units, since everyone of these principles contribute, to a lesser or greater extent, towards the achievement of the teaching aim(s)/objective(s). The didactic principles are universally-valid fundamentals for any didactic situation, and should be applied simultaneously and in a supplementary fashion in all teaching situations;

- there is no one "best" teaching method. The context and aim of teaching, the type of learner and the subject content determine the method most appropriate to use. Furthermore, the use of any teaching method only has value and meaning when it adheres to the mentioned didactic principles;

- the didactic principles encompass all the elements of the teaching situation as mentioned above. There is not one element that can be singled out as the dominant or the only determining factor. There is a reciprocal relationship among all the elements in the teaching situation and a change in/adaptation of one element has an involuntary influence on all the other elements.

For the teaching of Biblical Studies to be effective, therefore, it must be based on sound didactic foundations such as didactic principles, didactic methods, appropriate teaching aids and teaching objectives in line with the developmental stage of the learners. These foundations, therefore, form part of the praxis of the teaching encounter.

To evaluate the effectiveness of teaching practice in Biblical Studies classrooms in schools during 2003 according to a mere discussion of the didactic foundations is not sufficient. As the above mentioned foundations of teaching are of a general nature (in the sense that they find application in all teaching situations, in all subjects and on all levels of teaching), they are therefore the starting-point for research on teaching effectiveness, as well as indispensable bridges between theory and practice in the didactic situation (cf Duminy & Steyn, 1985:40).
For the purpose of this study, the presence and correct application of these foundations of classroom teaching were observed in participating schools. Furthermore, the teachers and the learners involved in the Biblical Studies teaching encounter were interviewed. What resulted from these observations and interviews are discussed in the following chapter (see Chapter 3).
CHAPTER 3

OBSERVATIONAL FINDINGS AND RESPONSES DURING INTERVIEWS REGARDING TEACHING PRACTICE IN BIBLICAL STUDIES CLASSROOMS AND THE INTERPRETATION THEREOF

3.1 BACKGROUND AND INTRODUCTION

In this chapter, the findings from the classroom observations and the data gathered from the interviews with participating teachers and learners, are discussed. As previously explained, the researcher randomly selected two schools from rural areas and two schools from urban areas in the Limpopo Province to participate in this study (see par. 1.4 for the procedure). Thus, the researcher observed the teaching practice in four different Biblical Studies classrooms in the four participating schools and noted the application of the elements necessary to pave the way for effective teaching to occur. The interviews were conducted with the four participating teachers and the one hundred participating learners (twenty learners per selected class). It is noteworthy to report that these four schools function under the auspices of churches like the Reformed Church and the Roman Catholic Church.

The aim of this chapter was to record the findings of the classroom observations of teaching practice employed by Biblical Studies teachers, supplemented and complemented by the information gathered from the individual interviews. Appendix C reveals the mark sheet used for the class observations. The interpretation and evaluation of these findings were then based on the theory as discussed in Chapter 2.

3.2 DIDACTIC PRINCIPLES

3.2.1 From the known to the unknown

It is evident from the findings of the classroom observations as well as the interviews that this principle was applied by all the participating teachers.

Thus, 100% of the teachers participating in this study taught the content from the known (prior knowledge) to the unknown (new knowledge).
3.2.2 From simple (easy) to complex (difficult)

The findings of the classroom observations and the interviews with the teachers indicate that 50% of the teachers applied this principle in the Biblical Studies classroom. During the interviews with the learners, at least 50% of the learners agreed that, whenever their teachers realised that the content was too difficult for them to understand, the teachers would re-teach the concepts by making use of simple examples or home language vocabulary which is generally more understandable to the learners.

3.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical)

Findings from the interviews with teachers and the classroom observations indicate that 75% of the teachers applied this principle. Only 50% of the learners interviewed concurred that, whenever their teachers realised that the content was too abstract in nature and therefore difficult for their learners to master, the teachers re-taught the content by using concrete examples connected to their home, school or social environment.

Combined, these findings indicate that an average of 62.5% of the participating teachers applied this principle on a regular basis during Biblical Studies lessons.

3.2.4 From the whole to parts of the whole and back to the whole

The findings from the classroom observations and the interviews with teachers indicate that 75% of the teachers applied this principle during teaching. The learners were of an opinion that 100% of the teachers applied this principle when they taught the learners regarding the Trinity.

An average of 87.5% of the teachers thus applied this principle during their teaching.

3.2.5 The principle of totality

Findings from the observations and the interviews with the teachers indicate that 75% of the teachers applied the principle of totality. In contrast, 100% of the learners indicated during their interviews that they were uncertain whether their teachers applied this principle during teaching, or not.

Evidently this indicates that, on average, only 37.5% of the teachers taught according to the principle of totality.
3.2.6 The principle of individualisation

Based on the findings, both the teachers and the learners agreed that at least 50% of the teachers applied this principle to enhance the understanding of the content. The interviewed learners explained that sometimes their teachers arranged individual teaching sessions to assist those learners who had trouble understanding/mastering difficult concepts. These teachers also encouraged the stronger learners in the class to assist the weaker learners with the explanations of difficult content.

Thus, the findings indicate that 50% of the teachers used the principle of individualisation during classroom teaching.

3.2.7 The principle of socialisation

According to the findings, all the participating teachers applied this principle in the classroom. During the interviews with the participating learners, it became evident that all the teachers allowed the learners to discuss matters and complete tasks in small groups or larger groups during Biblical Studies lessons.

This means that 100% of the teachers participating in this study applied the principle of socialisation during teaching.

3.2.8 The principle of development

The classroom observations and the interviews with the four teachers revealed that 50% of the teachers applied the principle of development in the Biblical Studies classroom. In contrast, 50% of the learners interviewed indicated that their teachers did not consider that some learners were older than the other learners. These learners sometimes experienced some embarrassment whenever the teachers treated them like younger children.

Evidently, according to the findings, only 50% of the observed teachers applied the principle of development in the Biblical Studies classroom.

3.2.9 The principle of activity and self-activity

The findings indicate that all the participating teachers combined this principle with their teaching practice in Biblical Studies classrooms. The learners agreed that 100% of the teachers regularly expected them to solve subject-related problems on their own or in groups. Active participation during class discussions and other classroom activities also featured during the teaching-learning encounters.
Thus, the findings indicate that 100% of the participating teachers regularly applied the principle of activity and self-activity in the Biblical Studies classroom.

3.2.10 The principle of motivation and interest

It seems that 75% of the teachers applied this principle during teaching. At least 50% of the interviewed learners agreed that their teachers motivated them with the promise of rewards such as small prizes, or by encouraging words of praise. Unfortunately, 50% of the learners also indicated that their teachers did not go to much trouble to create interest in the subject.

On average, this means that 62.5% of the teachers motivated Biblical Studies learners and often go to great lengths to create interest in the subject.

3.2.11 The principle of observation and perception

According to the results of the classroom observations and the interviews with the teachers, 75% of the teachers applied this principle in their Biblical Studies classrooms. Of the learners interviewed, 50% said that their teachers did not necessarily applied this principle in the classroom, but rather made general references or drew comparisons to similar/familiar events or objects in their homes, school environment, community or country.

Consequently, 62.5% of the teachers applied the principle of observation and perception in the Biblical Studies classroom.

3.2.12 The principle of home instruction

In this case, it seems that 50% of the teachers indicated that they applied this principle by incorporating home instruction into tasks and assignments. Findings also indicate that 50% of the learners mentioned that teachers assisted learners who did not understand difficult concepts by using simple and familiar vocabulary and assigning different tasks which facilitated the understanding and mastering of the content.

On average, this means that 50% of the teachers applied the principle of home instruction in the Biblical Studies classroom.

3.2.13 The principle of home language instruction

According to the teachers, 50% of them used home language instruction in dual-medium instruction, whereas the other 50% used English as medium of instruction (not the home
language of any of their learners). The learners, however, mentioned that at least 50% of the teachers used home language vocabulary whenever difficult content was taught.

Thus, 50% of the participating teachers applied the principle of home language instruction.

3.2.14 The principle of freedom and authority

Unfortunately, the findings of this study indicate that 100% of the participating teachers never applied this principle during the time they were observed for the purposes of this study. It was evident from the interviews with the learners that at least 50% of them would have liked more freedom regarding choices and activities in the classroom. Unfortunately, many of them seemed to understand freedom to mean freedom from authority. The teachers, in turn, mostly ignored the application of this principle because of a misconception that more freedom for the learners would jeopardise teacher’s authority in the classroom. They viewed freedom and authority to be mutually exclusive.

All in all the findings indicate that only 25% of the teachers applied the principle of freedom and authority during the teaching of Biblical Studies.

3.2.15 The principle of environmental teaching

The responses of teachers and learners as well as the findings from the observations concur that all the teachers applied this principle in the Biblical Studies classroom. The nature of the Biblical Studies content lends itself perfectly to this application. The interviewed learners also mentioned that their teachers made references to well-known concepts from their home, school and social environment to strengthen their understanding of difficult concepts in this regard.

Conclusively 100% of the participating teachers applied the principle of environmental teaching during their lessons.

3.2.16 The principle of selection

All the teachers admitted that they basically never applied this principle. They argue that they rather teach everything in the syllabus for fear of their learners failing the final examination should they apply content selection. The learners concurred when all of them admitted that their teachers try to teach everything prescribed in the syllabus without selecting a representative example as it is done in Mathematics exercises.

Therefore, all the findings indicate that none of the participating teachers applied the principle of selection during the time of this study.
3.2.17 The principle of purposefulness

Findings reveal that only 50% of the teachers were certain that they applied this principle in teaching Biblical Studies. The remaining 50% admitted that they normally do not even spell out the aims and the objectives of a lesson. In accordance, 50% of the learners admitted that they usually are not aware of the aims and specific objectives of every lesson.

Thus, only 50% of the teachers seem to bother with the principle of purposefulness.

3.2.18 The principle of proper planning

While 50% of the teachers responded positively to the application of proper planning of lessons, the remaining 50% admitted that they often did not plan the course of their lessons properly. Consequently, at least 50% of the learners revealed that they often felt that their teachers taught in circles.

Thus, a mere 50% of the teachers applied the principle of proper planning of teaching encounters during the time of this study.

3.2.19 The principle of differentiation

None of the teachers participating in this study applied differentiation in their classrooms during the time of this study. All these teachers taught grade 12 Biblical Studies at Higher Grade-level, since they argued that teaching at Higher Grade-level provided a learner with two opportunities of passing the subject: should the learner fail the Higher Grade-paper, he/she might pass by Lower Grade-standards when the marks are converted.

Furthermore, there was no mention of differentiation in teaching content or supplementary materials to distinguish the learning needs of, for instance, learners who learn at a slow pace and learners who learn at a much faster pace. All the participating learners also revealed that teaching materials were not graded according to levels of difficulty.

This implies that 100% of the teachers who participated in this study did not apply the principle of differentiation in their Biblical Studies classrooms.
3.3 TEACHING METHODS

3.3.1 The relating method (story method, word method, or lecture method)

Observations and responses of the teachers reveal that 75% of the teachers used this method during the teaching of Biblical Studies lessons. In accordance, 100% of the learners responded by admitting that their teachers definitely used the relating method during teaching.

Thus, an average of 87.5% of the teachers used the relating method for the teaching of Biblical Studies content during the time of this study.

3.3.2 The textbook method

Once again, 75% of the teachers agreed that they used this method during teaching. All the participating learners indicated that their teachers taught with the use of the textbook.

An average of 87.5% of the teachers used the textbook method during the time of this study.

3.3.3 The discovery method

According to the findings from the observations and the interviews with the teachers, not one of the participating teachers used this method in the Biblical Studies classroom. Only 50% of the learners indicated that their teachers sometimes taught by asking leading questions so that they can discover something by themselves.

Thus, only 25.5% of the teachers used the discovery method for teaching purposes.

3.3.4 The question-and-answer method

As expected, all the teachers' as well as the learners' responses (thus, 100%) indicate that this method was used regularly during the teaching of Biblical Studies lessons. It seems that this method was mainly employed to ensure some active participation of learners during the lessons, and to determine how much of the content they understood.

3.3.5 The discussion method

Only 50% of the teachers participating in the study indicate that they used this method. The opinions of 100% of the learners were that this method was regularly used in the Biblical Studies classroom.
Therefore, on average, 75.5% of the teachers evidently used discussions to teach Biblical Studies content.

3.3.6 The activity and self-activity method

As required by the Outcomes Based Curriculum, all the teachers (100%) adhered to the inclusion of active participation of learners in the form of individual as well as group activities. The learners concurred when 100% of them indicated that their teachers often expected of them to complete certain group and individual self-activities inside and outside of the classroom.

3.3.7 The project method

According to 75% of the teachers, the project method of teaching is a valuable method to utilise in the Biblical Studies classroom. Only 50% of the learners admitted that they could not remember if their teacher has ever expected of them to complete a project.

On average, 62.5% of the teachers seemed to make use of the project method in the Biblical Studies classroom.

3.3.8 The group-work method

All of the teachers revealed that they applied group-work in their classrooms. Findings indicate that 50% of the learners interviewed stated that their teachers sometimes gave them tasks/assignments to complete in groups.

This means that 75.5% of the teachers sometimes used the group-work method in the teaching of Biblical Studies.

3.3.9 The combination method

From the findings can be deduced that 75% of the teachers applied this method during the time of this study. Furthermore, 100% of the learners indicated that their teachers varied their teaching methods during teaching, for instance, they asked questions and expected answers from learners, they initiated class discussions regarding the themes and also allowed learners to explain concepts to other learners, and so on.

This means that 87.5% of the teachers used the different teaching methods in combination during the teaching of Biblical Studies content.
3.3.10 Programmed instruction

None of the teachers used programmed instruction and 100% of the learners interviewed said that their teachers never used programmed instruction.

This means that 100% of the teachers never used programmed instruction. This might be due to the fact that these schools do not have access to the necessary technological equipment.

3.4 TEACHING AIDS

The availability and use of teaching aids in the participating schools were monitored and evaluated on the basis of the discussion in paragraph 2.3.

The teaching aids that are suitable for application in the Biblical Studies classroom are, amongst others, chalkboards, textbooks, Bibles, overhead projectors, tape recorders, radio, television, still and moving pictures, slide projectors, gramophones, maps, charts and so on.

The participating teachers in this study generally made use of the following teaching aids:

- all of the teachers made use of a chalkboard,
- 75% of them used textbooks,
- only 25% of the teachers used the Bible,
- 50% of them made use of still pictures, and
- 50% of them used maps and charts for contextual purposes.

Evidently, there were no other teaching aids available at the participating schools, hence we do not know whether these could have been used to some effect, or not.

3.5 THE TEACHER

The ages of the teachers participating in this study ranged from forty years of age to around sixty years of age, with an average of 55 years of age. In this group, three (75%) of the teachers were male and the fourth (25%), female. Furthermore, one (25%) of the participating teachers were White and originally from a country outside of South Africa.

Three of the four teachers claimed to be academically and professionally qualified to teach Biblical Studies, and one admitted to not being in possession of a professional teacher’s qualification. Furthermore, all the teachers claimed to be Christians. During the time of the study, the classroom observations and interviews with the teachers revealed
that this group of Biblical Studies teachers appeared to be moderately energetic and willing to work hard when called upon to do so.

It is also important to note that the teaching encounters of these teachers with their learners always seemed to be well-planned and organised. Thus, the teaching situations were evidently conducive to both teaching and learning.

3.6 THE LEARNER

The learners’ ages appeared to range from seventeen years of age to twenty-five years of age, with an average of eighteen years of age. Thus, most of them were in their adolescent years during the time of this study. Of the whole group, 51% of the learners were females whilst 49% of them were males. Almost 5% of the learners were already married and/or had one or two children of their own.

All the learners appeared to be prepared when they came to class during the time of this study. They also seemed eager to learn. Furthermore, they appeared to be disciplined and often listened attentively while they were taught. They were a relatively relaxed group that participated during class activities when expected to do so.

3.7 THE SUBJECT CONTENT

During the time of this study, one teacher taught the Pauline letters, whilst the second taught the Trinity. The third teacher taught the Lord’s Supper and the fourth one taught Peter’s denial of Jesus Christ. These themes are part of the prescribed content for grade 12 Biblical Studies as discussed in the textbook of Barrette (1993), entitled That We May Love (see par. 2.7).

3.8 ASSESSMENT, MEASUREMENT AND EVALUATION

The classroom observations in the four participating schools revealed that the teachers were the only ones who asked questions during classes. The learners answered these questions but never made use of the opportunities to ask questions to be answered by the teachers.

In 25% of the classes observed, it appeared as if Biblical Studies was not always taught with the seriousness it deserves. Shockingly, 50% of the learners interviewed complained that their teachers sometimes did not show up for classes. This indicates a lack of work ethics and a negative attitude on the part of the teachers.
The average amount of class tests written at the four participating schools during the period of January 2003 to September 2003 was 8. This suggests that the learners wrote monthly class tests in Biblical Studies.

There was no evidence that the participating teachers have ever been subjected to assessment or evaluation of their teaching practice either by their learners or by external evaluators.

3.9 PRELIMINARY SUMMARY AND CONCLUSIONS

This chapter focused on the findings revealed by the classroom observations of the didactic encounters in the participating schools and was based on the didactic foundations discussed in chapter 2. These findings were supplemented and complemented by interviews conducted *in loco* by both teachers and learners.

Regarding the general school environments of the four participating schools, it can be reported that all four school ground premises were tidy and clean and monitored by security personnel at the entrances. Also, the classrooms were clean and neatly organised and made provision for twenty to thirty six learners. During the time this study was conducted, there was no evidence of loitering or major disciplinary disruptions during school hours.

It was evident from the findings of the classroom observations that the Biblical Studies teachers strictly adhered to the prescribed syllabus for grade 12 learners as expounded by Barrette (1993). These observations also established that 58.3% of the teachers applied all or some of the general didactic principles during teaching, while 75.2% of them made use of a variety of teaching methods during their lessons. Furthermore, 75% of the teaching aids which were available at the schools were regularly used during the Biblical Studies classes. Three of the four participating teachers (75%) were evidently academically and professionally properly trained, while the fourth teacher lacked any proper professional training.

Active participation of learners during lessons was only obvious when the question-and-answer teaching method was applied. Even though all the learners were evidently eager to learn, very few of them took the initiative during class discussions.

It can be concluded, therefore, that all four of the schools' physical and classroom environments were conducive to teaching and learning. With reference to this study's central theoretical argument, which suggests that the teaching of Biblical Studies is unsatisfactory due to lack of work ethics, negative attitude, lack of teaching aids,
inappropriate application of didactic principles and teaching methods, low morale and insufficient training for teachers of Biblical Studies, the following was revealed:

- 75% of the teachers were academically and professionally properly trained and the remaining 25% lacked proper professional training;
- appropriate, if limited, teaching aids were available to and used by the teachers and learners in the participating schools;
- almost 50% of the learners suggested that teachers did not show up for classes and lacked work ethics, whereas 100% of the teachers suggested that learners suffer from low morale and negative attitude towards Biblical Studies.

In brief, the analyses of the findings suggest that the teaching practice of Biblical Studies teachers in the participating schools were, to a degree of 61.2% (an average of 58.3% + 75.2% + 50%), in line with the didactic foundations and principles as discussed in Chapter 2. Furthermore, 75% of the teachers were academically and professionally qualified to teach Biblical Studies, grade 12, but evidently only 25% of the teachers practised their professions with positive work ethics. It can, therefore, be concluded that the lack of positive work ethics and attitudes amongst teachers and learners are of major concern in these schools. Furthermore, teaching practice not founded on basic didactic foundations/principles has a huge negative influence on the status of Biblical Studies as subject, and the academic results of learners who take Biblical Studies as subject in grade 12.

To evaluate the effectiveness of the teaching of Biblical Studies by mere observation of the teaching encounters in participating schools, supplemented by interviews with the participating teachers and learners, do not constitute a complete picture. Therefore, the results of the questionnaires were subjected to interpretation and evaluation in order to determine whether these interpretations would confirm the observational findings and the conclusions drawn from the interviews. These interpretations and conclusions are discussed in Chapter 4.
4.1 BACKGROUND AND INTRODUCTION

The aim of this chapter was to analyse, interpret and evaluate the results of the questionnaires completed by teachers and learners (see Appendices A and B). Appendix A requested the biographical particulars of the learners, and then focused on questions related to their experiences of the manner in which their Biblical Studies teachers taught. Specific mention was made of the application of the didactic principles, variation in teaching methods and use of teaching aids as observed and perceived by the learners. Appendix B requested the biographical particulars of the teachers, and then focused on questions related to their own opinions regarding their application of the didactic principles during teaching, the use of a variety of teaching methods and appropriate teaching aids during Biblical Studies classes. Appendix D comprises of the results of Biblical Studies final examinations during the period 1996-2002.

Together with the findings reported in Chapter 3, the responses to the questionnaires were analysed, interpreted and evaluated to form an idea of the typical profile of teaching practice in grade 12 Biblical Studies classrooms in the Limpopo Province during 2003.

It was expected that the participating learners would not know or understand the didactic principles. Therefore, the expected teaching activities were categorised under meaningful activities related to the teaching elements and didactic principles. The learners were then asked to indicate which of those activities featured during lessons in the Biblical Studies classroom. Thereafter, the findings of the observations, the interviews and the questionnaires were evaluated on the basis of the didactic principles, teaching methods, aids and the assessment techniques used during the teaching process.
4.2 THE DIDACTIC PRINCIPLES

4.2.1 From the known to the unknown

Questions 5 and 8 of Appendix A refer to the application of this principle by the teachers. The learners’ responses show that 42% of the learners thought that their teachers applied this principle while teaching.

Question 6 of Appendix B refers to the application of the principle by the teacher. According to the responses of the teachers, 75% of them applied this principle during teaching encounters with learners.

On average, this means that 58.5% of the respondents agreed that the teachers taught from the known to the unknown during Biblical Studies lessons.

4.2.2 From the simple (easy) to the complex (difficult)

Questions 5, 7 and 8 of Appendix A refer to the application of this principle by the teacher. The learners’ responses indicate that 42% of them are of the opinion that their teachers taught while applying this principle.

Questions 3 and 6 of Appendix B refer to the application of this principle by the teachers. Evidently 75% of the teachers responded that they taught from the simple (easy) to the complex (difficult).

On average, this means that 58.5% of the respondents agreed that the teachers taught from simple (easy) to complex (difficult) content.

4.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical)

Questions 5, 7 and 8 of Appendix A refer to the application of this principle by the teacher. Of the learners, 42% responded that the teachers taught from concrete matters to the abstract.

Question 3 of Appendix B refers to the application of this principle by the teachers. 75% of the teachers revealed that they taught from the concrete and empirical (based on observation) to the abstract and rational (theoretical).

Once again, this evidently indicates that 58.5% of the respondents thought that the teachers applied the principle of teaching from the concrete and empirical (based on observation) to the abstract and rational (theoretical).
4.2.4 From the whole to parts and back to the whole

In contrast to the findings of the interviews with the learners, only 10% of the learners indicated that this principle was applied when the teachers taught the Trinity as reflected by their answers to question 5 of Appendix A. Question 3 of Appendix B reflects the teachers' opinions regarding the application of this principle, and 75% of the teachers indicated that they taught according to this principle whenever the teaching content was suitable to do so.

This means that, on average, only 42.5% of the respondents indicate that the teachers applied this principle during Biblical Studies lessons.

4.2.5 The principle of totality

Question 6 of Appendix A refers to the application of the principle of totality by teachers. In this instance, 50% of the learners responded positively to the application of this principle during Biblical Studies lessons.

Question 7 of Appendix B was formulated to determine whether the teachers thought that they applied the principle of totality in their teaching practice. It seems that 75% of the teachers were certain that they regularly applied this principle.

Evidently, 62.5% of the responses of the teachers and the learners indicate that the teachers applied the principle of totality.

4.2.6 The principle of individualisation

Question 7 of Appendix A focuses on the principle of individualisation. Evidently 55% of the learners are of the opinion that the teachers applied the principle of individualisation.

In response to Question 5 of Appendix B, 50% of the teachers indicated that they taught in accordance with the principle of individualisation.

Thus, 52.5% of the respondents indicate that the teachers evidently applied the principle of individualisation during Biblical Studies lessons.

4.2.7 The principle of socialisation

Question 7 of Appendix A refers to the application of the principle of socialisation. On average, only 20% of the learner responses indicated that the teachers applied the principle of socialisation in their teaching practice in grade 12 Biblical Studies classrooms.

Question 9 of Appendix B refers to the application of this principle and 50% of the teachers responded that they taught in accordance with the principle of socialisation.
This means that only 35% of the respondents agreed that teachers seemed to applied the principle of socialisation.

4.2.8 The principle of development

Question 11 of Appendix A is meant to establish whether the teachers applied the principle of development. On average, 66% of the learners responded by indicating that their teachers sometimes applied the principle of development in their teaching of grade 12 Biblical Studies.

Question 9 of Appendix B focuses on the application of the principle of development by the teachers. It seems that only 50% of the teachers were certain that they applied this principle in their teaching practice.

On average, 58% of the respondents indicate that the teachers applied the principle of development when teaching.

4.2.9 The principle of activity and self-activity

This principle is tested by questions 12-16 of Appendix A, and questions 9-11 in Appendix B. 52.4% of the learners indicated that the teachers took this principle under consideration when teaching Biblical Studies content. Similarly, 50% of the teachers agreed that they adhered to the application of the principle of activity and self-activity within their Biblical Studies classes.

On average, 51.2% of the respondents agreed that teachers applied this principle.

4.2.10 The principle of motivation and interest

Questions 2 and 9 of Appendix A reflect the motivation and interest of the learners during Biblical Studies lessons. The learners responded positively regarding their teachers' efforts to motivate them with an average of 82%. Furthermore, it became evident that 50% of the learners took Biblical Studies as subject because they love the subject content, whereas the remaining 50% studied it for certificate purposes. The deduction was therefore made that 50% of the learners were motivated and have genuine interest in Biblical Studies. Interestingly, while the interviews revealed that all the participating learners are Christians, the answers to question 3 of Appendix A reflected that 79% of the learners are indeed Christians, while 21% of them admitted that they are non-Christians.

Question 5 of Appendix B refers to the application of the principle of motivation and interest and only 50% of the teachers acknowledged that they motivate their learners and try to make learning interesting during lessons.
On average, this suggests that 50% of the teachers applied the principle of motivation and interest.

4.2.11 The principle of observation and perception

Question 11 of Appendix A was meant to establish whether teachers applied the principle of observation and perception in Biblical Studies classes. Only 60% of the learners were certain that the teachers did so.

Question 3 of Appendix B asked the same question of the teachers and they responded by indicating that 75% of them regularly encouraged their learners to observe certain phenomena and to evaluate these according to their own perceptions.

This suggests that 57.5% of the respondents agreed that teachers applied the principle of observation and perception.

4.2.12 The principle of home instruction

Responses from both teachers and learners indicate that 50% of the teachers applied this principle by incorporating home language vocabulary and home work assignments into their teaching practice whenever content was more complex.

4.2.13 The principle of home language instruction

The participating private Christian schools use English as medium of instruction. The results of the questionnaires reveal that 50% the teachers made use of home language when they explained or discussed difficult concepts in the Biblical Studies classroom.

During the interviews, the teachers who used some home language vocabulary were of the opinion that learners struggled to understand many of the English words, hence they rather explained the more difficult content in the learners' home language or translated the English word into the home language. Some learners seemed to think that the use of home language vocabulary can be a stumbling block in their learning as question papers do not include these terms.

4.2.14 The principle of freedom and authority

While the information gathered from the classroom observations indicated that learners were free to ask and answer questions in the classroom, and accepted the authority of the teachers, the answers to questions 23 and 25 of Appendix B suggest that this is not the case.
The teachers responded by explaining that learners tend to go too far when the principle of freedom is applied in the classroom. The learners evidently did not accept the teachers’ authority and the teachers attributed this phenomenon to the problematic process of democratisation of all organisations, including schools. The teachers also demonstrated confusion and uncertainty when this issue was discussed during the interviews. It also became evident that the learners’ impressions of freedom were connected to freedom from authority.

Consequently, 100% of the teachers and the learners agreed that this principle was not applied as they perceived freedom and authority to be mutually exclusive.

4.2.15 The principle of environmental teaching

The teachers responded by indicating that 50% of them incorporated the learners’ surroundings and environmental issues in their teaching practice when the content allowed it. The learners were of the same opinion.

4.2.16 The principle of selection

According to 50% of the teachers and the learners, the teachers applied the principle of selection in their teaching practice of Biblical Studies.

4.2.17 The principle of purposefulness

Again, 50% of the teachers and the learners concur that the Biblical Studies teachers applied the principle of purposefulness when teaching Biblical Studies content.

4.2.18 The principle of proper planning

The classroom observations and 50% of the responses of the teachers and the learners reveal that the teachers applied the principle of proper planning when they prepared for Biblical Studies lessons. The researcher did not request to see the scheme books of the teachers for fear of being accused of playing the role of an inspector of schools. During the interviews, many of the learners revealed that their teachers sometimes came to class ill-prepared and disorganised and even repeated content that had already been taught during previous lessons.

4.2.19 The principle of differentiation

Questions 7 and 11 of Appendix A were meant to establish whether teachers use the principle of differentiation. The learner responses indicate that only 33% of them were of
the opinion that teachers applied this principle, while none of the teachers indicate that they applied the principle of differentiation. The reason for this became evident during the interviews with the teachers when they explained that all their learners completed Biblical Studies at Higher Grade level to ensure that they had the chance of passing on Standard Grade level when their marks were converted. This implied that all learners were expected to do the same quantity and quality of work and therefore that the principle of differentiation was negated.

Thus, on average, only 16.5% of the respondents thought that the teachers bothered to ever apply the principle of differentiation during Biblical Studies lessons.

4.3 TEACHING METHODS

4.3.1 The relating method (story method, word method, or lecture method)

Answers to question 10 of the learner questionnaire reveal that 65% of the learners thought that their teachers used the relating method (story method, word method, or lecture method) in their teaching. Question 8 of Appendix B relates to the teachers' opinions regarding their application of this method, and 75% of the teachers indicate that they regularly used the relating method (story method, word method, or lecture method) during teaching encounters.

On average, it seems that 70% of the teachers use the relating method.

4.3.2 The textbook method

Question 17 and 18 of Appendix A and question 18 of Appendix B focus on the use of this method in the Biblical Studies classroom. The learners as well as the teachers suggest that the textbook method was regularly used during teaching encounters.

This means that 100% of the teachers used the textbook method.

4.3.3 The discovery method

In this case, the answers to question 16 of Appendix A reveal that 33% of the learners are of the opinion that the teachers use this method, while 50% of the teachers reveal by their answers to question 14 of Appendix B, that they used the discovery method during Biblical Studies teaching.
Thus, no more than 41.5% of the respondents agreed that teachers used the discovery method.

4.3.4 The question-and-answer method

At least 65% of the learners were of the opinion that teachers used the question-and-answer method during teaching. This was established from answers to question 12 of Appendix A. Question 10 of Appendix B was also designed to test the application of the question-and-answer method and 75% of the teachers indicate that they taught by this method.

On average, this means that 70% of the respondents agreed that teachers used the question-and-answer method.

4.3.5 The discussion method

58% of the learners say that their teachers also use the discussion method. This was established from answers to questions 14 and 15 of Appendix A. Questions 12 and 13 of Appendix B were also designed to test the application of the discussion method and 75% of the teachers indicate that they teach by conducting discussions in the classroom.

This means that 66.5% of the respondents concur that the teachers applied the discussion method during Biblical Studies lessons.

4.3.6 The activity and self-activity method

It seems that 65.5% of the learners believe that their teachers applied the activity and self-activity method revealed by the answers to question 11 of Appendix A. Question 9 of Appendix B focus on the application of the activity and self-activity teaching method and in this case 50% of the teachers indicated that they sometimes taught by instructing learners to complete certain tasks or assignments on their own.

This means that 57.8% of the respondents agreed that the teachers used the activity and self-activity method.

4.3.7 The project method

Answers to question 11 of Appendix A show that 65.5% of the learners are certain that their teachers used the project method. Question 9 of Appendix B tests the application of the project method and 50% of the teachers indicate that they varied their teaching to include the project method.
Thus, on average, 57.8% of the respondents concur that the teachers sometimes used the project method.

4.3.8 The group-work method

Questions 7 and 11 of Appendix A were meant to establish whether teachers use group-work in their classrooms; 43% of the learners answered positively. Teachers' answers to Question 9 of Appendix B reveal that 50% of the teachers agreed that they applied group-work methods during teaching.

Therefore, it can be concluded that 46.5% of the respondents agreed that the teachers used the group-work method.

4.3.9 The combination method

The researcher assumed that learners will not realise whether the teachers use a combination of the different methods since they are not that familiar with the characteristics of the different teaching methods. Therefore, the application of this method is not tested by the learner questionnaire. Yet, the answers to question 7 of Appendix A may provide an indication. The respective average percentages of 55% for the application of individualisation and 20% for the application of socialisation suggest that only 37.5% of the learners indicate that their teachers sometimes used a combination of methods during their teaching. Questions 5, 7 and 22 of Appendix B were specifically included to reveal the application of a combination of methods by the teachers; 75% of the teachers are certain that they taught with a combination of the teaching methods.

This means that 56.3% of the respondents agreed that the teachers used the combination method.

4.3.10 Programmed instruction

None of the teachers used programmed instruction. Thus, 100% of the respondents say that the teachers never applied programmed instruction during teaching.

4.4 TEACHING AIDS

Questions 17 and 18 of Appendix A establish the use of teaching aids during teaching. As discussed in paragraph 2.3, possible teaching aids include chalkboards, maps, textbooks, photos, still and moving pictures, video cassettes, television, radio, radio cassettes, notice boards, Bibles, study guides, notes, magazines, newspapers, previous
years' question papers and information pamphlets. The answers of 87% of the learners indicate that their teachers definitely used some of these teaching aids during lessons.

Question 15 of Appendix B focuses on the use of teaching aids by teachers; 100% of the teachers indicate that they taught Biblical Studies with the aid of appropriate teaching aids. Thus, on average, 93.5% of the respondents agreed that the teachers used teaching aids during Biblical Studies teaching.

4.5 THE TEACHER

Answers to question 22 of Appendix A reveal that 74% of the learners experienced their teachers to be capable of teaching Biblical Studies, 7% of them were of the opinion that their teachers were not capable of teaching Biblical Studies, 17% did not know how capable their teachers were, and 2% did not answer the question at all.

The answers to questions 1, 2, 21 and 22 of Appendix B suggest that all the teachers of Biblical Studies have at least one university degree (BA) and 75% are qualified to teach Biblical Studies grade 12. These teachers generally also love teaching Biblical Studies. Furthermore, 75% of the teachers are Christians and were of the opinion that it is essential that Biblical Studies be taught by a Christian teacher.

Thus, the results indicate that, at the time of this study, 75% of the teachers were academically and professionally qualified and capable of teaching grade 12 Biblical Studies.

4.6 THE LEARNER

Question 1 and 3 were meant to establish a concise profile of the learners. The ages of the learners ranged from 17 years to 25 years, with an average age of 18 years. Learners' responses reveal that 50% of them study Biblical Studies because they are passionate regarding the content of the Bible, whereas the remaining 50% of them study the subject only for certificate purposes. The responses also reveal that at least 21% of these learners claimed to be non-Christians.

The responses of the teachers to question 23 of Appendix B suggest that teachers perceived learners to have a variety of family problems and issues, and that the learners demonstrated many of the negative behaviours of typical adolescence. They also mentioned that the learners demonstrated symptoms of stress and that at least 50% of them had opted to take Biblical Studies with the wrong motives as they perceived the subject to be a so-called "soft subject".
4.7 THE SUBJECT CONTENT

Question 19 is meant to establish whether the learners were taught according to the syllabus-content. The responses of 58% of the learners indicate that the teachers adhered to the syllabus of grade 12 Biblical Studies, 40% of the learners were unsure and the remaining 2% did not answer the question. In contrast, 75% of the teachers, as revealed by their responses to question 16 of Appendix B, confirm that they teach the syllabus as reflected in the textbook of Barrette’s (1993): That we my love.

This means that an average of 66.5% of the respondents agreed that the teachers teach the subject content prescribed by the syllabus for grade 12 Biblical Studies.

4.8 ASSESSMENT, MEASUREMENT AND EVALUATION

Question 12 of Appendix A refers to the number of questions that a teacher normally asked per lesson. The learners’ responses indicate that they reckoned that teachers asked an average of three questions per lesson.

Teacher-responses to question 20 of Appendix B indicate that 75% of the teachers were of the opinion that they expected their learners to complete an average of seven wide-ranging exercises in a period of seven academic months. According to their responses to question 21 of this questionnaire, these exercises were returned within four days, fully graded, with the necessary feedback. In response to question 18, 25% of the teachers indicate that they gave a homework exercise of limited scope once a week, 25% indicate twice a week, 25% mention once a month, whereas the remaining 25% did not expect the learners to complete any exercises during the year.

Conclusively, it seems that (a) testing or monitoring during 30 minute teaching encounters occurred, on average, three times per lesson; (b) an average of 1.5 class test were written every two months; and (c) there is no evidence that indicate that any of the teachers had ever been evaluated by their learners or by an external evaluator.

A person may suggest that, due to the infrequency of the testing or evaluations performed by the teachers, it may well be that the teachers would not be able to identify those learners who have difficulty understanding some of the content. Furthermore, the learners may not be able to predict the outcome of their final examination results due to a lack of continuous assessment and feedback regarding their development during the course of the year.
4.9 THE NOVEMBER 1996-2002 EXAMINATION RESULTS

The following Table (see Table 3) indicates the results of the November 1996-2002 Biblical Studies final matric examination of the four participating schools. The results are depicted as average percentages (%) of the learners per school in a certain academic year. The schools are simply referred to as schools A, B, C and D.

Table 3: The average examination results of grade 12 Biblical Studies learners per year per school

<table>
<thead>
<tr>
<th>Year</th>
<th>1996 (%)</th>
<th>1997 (%)</th>
<th>1998 (%)</th>
<th>1999 (%)</th>
<th>2000 (%)</th>
<th>2001 (%)</th>
<th>2002 (%)</th>
<th>Ave./s (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S C</td>
<td>24.65</td>
<td>77.75</td>
<td>27.70</td>
<td>40.56</td>
<td>43.22</td>
<td>53.60</td>
<td>49.62</td>
<td>42.19</td>
</tr>
<tr>
<td>H B</td>
<td>56.15</td>
<td>75.75</td>
<td>41.75</td>
<td>60.91</td>
<td>64.00</td>
<td>-</td>
<td>67.50</td>
<td>61.01</td>
</tr>
<tr>
<td>O C</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>O D</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>L Ave/year</td>
<td>19.29</td>
<td>19.25</td>
<td>20.31</td>
<td>31.36</td>
<td>38.86</td>
<td>38.56</td>
<td>38.24</td>
<td>29.41</td>
</tr>
</tbody>
</table>

Before the commencement of this study, it was agreed between the school principals and the researcher that the participating schools would remain anonymous. The dash symbols (-) depicted in Table 3 indicate that the participating schools did not have learners in Biblical Studies for that specific academic year or did not present Biblical Studies as a subject during those years (irrespective of those schools being classified as so-called Christian Schools). As indicated in Table 3, this means that schools C and D never had any registered learners to write the Biblical Studies examination, but nevertheless, taught this subject during the time of this study. School B evidently had no learners for Biblical Studies in 2001.

It is also evident from the information in Table 3 that the results for Biblical Studies during the 1996 - 2002 final examinations in both public and private Christian schools in the Limpopo Province were, to say the least, disappointing. The average exam-percentage earned by learners of school A during 1996 - 2002 was only 42.19%, whereas that of school B was a little better, with 61.01%. The average percentage of the four participating schools in the Limpopo Province for the same period is a mere 29.41%. The annual average of the Limpopo Province showed an increase from 1996 to 2000, but again declined from 2001 to 2002.
The average results of the participating schools that indicated that they actually taught Biblical Studies during 1996 - 2002 was 51.6% (an average of 61.01% + 42.19%). The 42.19% average of School A suggests that the teaching of Biblical Studies in School A is below the acceptable level of 50%.

The lowest number of grade 12 Biblical Studies learners per school was one, and the highest number of learners per school was twenty-one. The quota of learners per class in an average school in South Africa today is at least 40, with some classes accommodating as many as 70 learners under the supervision of one teacher. Consequently, the Biblical Studies teachers in the four participating Christian schools had the privilege of teaching small classes, which should not have been a problem to manage and teach effectively. Yet, the Biblical Studies teacher in school B could not even manage to ensure that one learner obtained at least 50% for the final examination at the end of 1998 (cf Appendix D).

These are shocking facts if we take into account that the Bible is the most read book in South Africa with at least 75% of the South African citizens claiming to be Christians. Maybe these low averages should be attributed, at least in part, to the fact that 21% of these learners claimed to be non-Christians (cf par. 4.6) and only took Biblical Studies because it is evidently a "soft exam-subject."

Another discrepancy in this regard is suggested by the fact that two of the so-called "Christian" schools do not even teach Biblical Studies as a subject. This suggests that the proponents of "Christian" schools do not see the teaching of Biblical Studies as one of the prerequisites for the school to be referred to as "Christian", or that the adjective "Christian" is simply used as a marketing strategy or with other dubious ulterior motives in mind, or maybe they teach from a Christian perspective? There are institutions all over the world with such an adjective or surname featuring in their letter heads. The same seems to be true of at least two of the participating "Christian" schools who participated in this study.

4.10 PRELIMINARY SUMMARY AND CONCLUSIONS

This chapter dealt with the interpretation and evaluation of responses to the questionnaires (see Appendices A to C and the relevant data in Appendix D). The responses to the questionnaires and the data from Appendix D were interpreted and evaluated to form a general idea of a typical profile of teaching practice in grade 12 Biblical Studies classes in Christian Schools in the Limpopo Province during 2003.

With reference to the central theoretical argument (which suggests that the teaching practice of Biblical Studies was unsatisfactory during this time due to lack of work ethics,
negative attitudes, lack of appropriate application of teaching aids, inappropriate didactic principle-application and use of a variety of teaching methods, low morale and insufficient training for teachers of Biblical Studies), it has been established that:

- 75% of the teachers were academically and professionally properly trained and 25% lacked proper professional training;

- necessary teaching aids were available to teachers and learners and in most instances, applied in the Biblical Studies classrooms of the participating schools;

- 50% of the learners were of the opinion that teachers lacked work ethics, whereas 100% of the teachers suggested that learners lack work ethics and experience low morale in terms of academic performance and displayed negative attitudes towards Biblical Studies;

- 65.53% (an average of 63.9% + 72.7% + 50%) of the respondents suggested that teaching was in most cases, in line with the didactic foundations as discussed in Chapter 2.

The interpretation and evaluation of the responses to the questionnaires depicted in Appendices A to C and the data from Appendix D also suggest that the first major problem that hindered effective teaching practice in Biblical Studies-classrooms was the lack of work ethics from both teachers and learners (75% negative). A second problem indicated by the results of the study was the inappropriate or insufficient application of didactic foundations and principles (34.47% insufficient) during Biblical Studies teaching. Thirdly it seems that insufficient training of the Biblical Studies teachers (25% insufficient) was also of major concern and resulted in poor teaching practice.

These results suggest the need to compare or consolidate the observational findings and the results of the interviews as discussed in Chapter 3, with the results of the responses to the questionnaires discussed in this Chapter.
CHAPTER 5

CONSOLIDATION OF THE RESULTS OF THE OBSERVATIONS, INTERVIEWS AND THE RESPONSES TO THE QUESTIONNAIRES

5.1 BACKGROUND AND INTRODUCTION

The aim of this chapter was to consolidate the findings from the classroom observations, interviews and the findings with reference to the responses to the questionnaires. This was necessary to confirm the probability of the validity of this study. The interpretations were founded in the theoretical basis of the didactic principles as discussed in Chapter 2, the results of the class observations and the interviews, as well as the findings from the responses to the questionnaires (see Appendices A to C).

5.2 DIDACTIC PRINCIPLES

5.2.1 From the known to the unknown

On average, 100% of the teachers and the learners who were observed during class time and who were interviewed by the researcher agreed that the teachers applied this principle during the time of this study, whereas 58.5% of the respondents to the questionnaires indicate that the teachers taught from known concepts to unknown concepts.

Conclusively, 79.25% of the teachers and the learners concur that this principle were regularly applied in the classroom during the time of this study.

5.2.2 From the simple (easy) to the complex (difficult)

Findings from the classroom observations and the interviews with teachers and learners indicate that 50% of the participants in the study claimed that the teachers applied this principle, whereas an average of 58.5% of the respondents to the questionnaires agreed that the teachers taught from simple content to complex content.
In total, therefore, an average of 54.25% of the participants in this study is certain that the Biblical Studies teachers applied this principle.

5.2.3 From the concrete and empirical (based on observation) to the abstract and rational (theoretical)

Findings from the classroom observations and the interviews with teachers and learners indicate that 62.5% of the participants agreed that the teachers applied this principle, whereas 58.5% of the respondents to the questionnaires are sure that the teachers sometimes applied this principle in Biblical Studies classes.

On average, 60.5% of the participants indicate that the teachers taught from the concrete and empirical (based on observation) to the abstract and rational (theoretical) during the time of this study.

5.2.4 From the whole to parts of the whole and back to the whole

While the findings from the classroom observations and the interviews with teachers and learners indicate that 87.5% of the participants agreed that the teachers used this principle during teaching, only 38.5% of the respondents to the questionnaires agreed with this finding. Thus, an average of 63% of the total respondents concur that the teachers applied this principle in the Biblical Studies classroom.

5.2.5 The principle of totality

While the findings from the classroom observations and the interviews with teachers and learners indicate that 37.5% of the participants agreed that the principle of totality was implemented during teaching, 62.5% of the respondents to the questionnaires indicate that the teachers applied this principle in the Biblical Studies classroom. Therefore, an average of 50% of the participants agrees that the teachers applied the principle of totality during the time this study was conducted.

5.2.6 The principle of individualisation

The findings from the classroom observations and the interviews with teachers and learners reveal that 50% of the participants agreed that the teachers applied the principle of individualisation. In accordance with this finding, 52.5% of the respondents to the questionnaires concur that this principle was applied during teaching. A total average of 51.25% of the participants in this study agrees that the Biblical Studies teachers applied the principle of individualisation.
5.2.7 The principle of socialisation

While the findings from the classroom observations and the interviews with teachers and learners reveal that all of them (100%) were satisfied that the teachers applied the principle of socialisation in Biblical Studies classrooms, only 35% of the respondents to the questionnaires indicate that the teachers taught in accordance with this principle.

Therefore, a total average of 67.5% of the respondents agreed that the teachers made use of the principle of socialisation.

5.2.8 The principle of development

The findings from the classroom observations and the interviews with teachers and learners reveal that an average of 50% of the respondents indicated that the teachers applied the principle of development in the Biblical Studies classroom. At least 58% of the respondents to the questionnaires were satisfied that the teachers applied the principle of development. Conclusively, 54% of the participants agreed that the teachers applied the principle of development.

5.2.9 The principle of activity and self-activity

While the findings from the classroom observations and the interviews with teachers and learners reveal that all of them (100%) are satisfied that the teachers applied the principle of activity and self-activity, only 51.2% of the respondents to the questionnaires agreed that the teachers applied this principle effectively. This means that the total average of participants who agreed that this principle was applied in the classroom is 75.6%.

5.2.10 The principle of motivation and interest

The findings from the classroom observations and the interviews with teachers and learners reveal that 62.5% of the participants agreed that the teachers motivated the learners and created interest in Biblical Studies during the time of this study. Only 50% of the respondents to the questionnaires agreed with this finding. Therefore, a total average of 56.25% of the participants indicated that the Biblical Studies teachers applied the principle of motivation and interest in the Biblical Studies classroom.

5.2.11 The principle of observation and perception

The findings from the classroom observations and the interviews with teachers and learners reveal that 62.5% of the participants agreed that the teachers used the principle of observation and perception, whereas 70.5% of the respondents to the questionnaires
indicated that the teachers used the principle of observation and perception during teaching.

Thus, in total 66.5% of the respondents said that the teachers used the principle of observation and perception.

5.2.12 The principle of home instruction

Findings from the classroom observations and the interviews with teachers and learners reveal that 50% of the participants agreed that the teachers applied the principle of home instruction, whereas 50% of the respondents to the questionnaires indicated that the teachers applied this principle in the classroom.

Thus, an average of 50% of the respondents was of the opinion that the teachers applied the principle of home instruction in the Biblical Studies classroom.

5.2.13 The principle of home language instruction

An average of 50% of the teachers and learners who were observed and who participated during interviews indicated that teachers partially applied the principle of home language instruction. In contrast, 100% of the respondents to the questionnaires agreed that the teachers never applied the principle of home language instruction during the Biblical Studies lessons.

On average, only 25% of the participants indicated that the Biblical Studies teachers sometimes made use of the principle of home language instruction.

5.2.14 The principle of freedom and authority

Whereas 25% of the teachers and learners who were observed and who participated during interviews indicated that the principle of freedom and authority were implemented in the Biblical Studies classroom, 100% of the respondents to the questionnaires suggested that the teachers never implemented the principle of freedom and authority in the Biblical Studies classroom.

Thus, only 12.5% of the total respondents agreed that the teachers sometimes applied the principle of freedom and authority.

5.2.15 The principle of environmental teaching

All (100%) the teachers and learners interviewed said that this principle is implemented during Biblical Studies lessons. Yet, the results of the questionnaires indicated that only
50% of the respondents were certain that the teachers applied the principle of environmental teaching.

An average of 75% of the participants in this study revealed that the teachers implemented the principle of environmental teaching in the Biblical Studies classroom.

5.2.16 The principle of selection

The interviews and the classroom observations reveal that 100% of the participants indicated that the teachers did not make use of the principle of selection, while 50% of the respondents to the questionnaires indicated that the teachers infrequently applied this principle during Biblical Studies lessons.

In total, only 25% of the respondents were satisfied that the teachers applied the principle of selection.

5.2.17 The principle of purposefulness

The interviews, the classroom observations and the questionnaire responses reveal that 50% of the teachers paid heed to the principle of purposefulness during Biblical Studies lessons.

5.2.18 The principle of proper planning

The interviews, the classroom observations and the questionnaire responses reveal that 50% of the teachers applied this principle during teaching, whereas 50% of the learners implied that teachers sometimes came to class unprepared and regularly repeated already learnt content during lessons.

5.2.19 The principle of differentiation

The interviews, the classroom observations and the questionnaire-responses indicate that 100% of the participants agreed that the teachers did not make use of the principle of differentiation within Biblical Studies classrooms.
5.3 TEACHING METHODS

5.3.1 The relating method (story method, word method, or lecture method)

Classroom observations and interviews indicate that 87.5% of the participants agreed that the teachers use the relating method, whereas 65.5% of the respondents to the questionnaires agreed. Therefore, a total of 76.5% of the respondents were of the opinion that the Biblical Studies teachers made use of the relating method.

5.3.2 The textbook method

Classroom observations and interviews indicate that 87.5% of the participants agreed that the teachers use the textbook method, whereas 100% of the respondents to the questionnaires agreed the teachers use the textbook method during Biblical Studies teaching. Thus, a total of 93.75% of the respondents were satisfied that this method was applied by the teachers.

5.3.3 The discovery method

Classroom observations and interviews indicate that 75.5% of the participants agreed that the teachers use the discovery method, whereas 41.5% of the respondents to the questionnaires indicated that the teachers made use of this method during teaching. Thus, 58.5% of the respondents agreed that the teachers use the discovery method during Biblical Studies lessons.

5.3.4 The question-and-answer method

While 100% of the participants indicated during their interviews that the teachers used questions and answers in the Biblical Studies classrooms, only 64.5% of the respondents to the questionnaires agreed. In total, 82.25% of the participants agreed that this method was applied in teaching.

5.3.5 The discussion method

Whereas 75.5% of the participants revealed during classroom observations and answers during interviews that the teachers made use of the relating method, only 66.5% of them agreed in their questionnaires that this method was used. Therefore, an average of 71% of the total respondents agreed that Biblical Studies teachers taught with the aid of the discussion method.
5.3.6 The activity and self-activity method

While 100% of the participants revealed during classroom observations and answers during interviews that the teachers implemented the activity and self-activity method, only 57.8% of the respondents to the questionnaires agreed with this statement. Thus, the total average of participants who agreed that this method was indeed implemented during Biblical Studies lessons was 78.9%.

5.3.7 The project method

Findings from the classroom observations and the interviews with teachers and learners reveal that 62.5% of the participants indicated that the teachers made use of projects to teach Biblical Studies content. The questionnaire-responses revealed that 57.8% of the participants agreed that this method was implemented. In total, 60.15% of the respondents were satisfied that the project method was used to teach Biblical Studies content.

5.3.8 The group-work method

While the classroom observations and individual interviews reveal that 75.5% of the participants agreed that the teachers applied the group-work method, only 46.5% of the respondents to the questionnaires were certain that this method featured during Biblical Studies lessons. In total, 61% of the respondents therefore agreed that the teachers use the group-work method during teaching.

5.3.9 The combination method

While the classroom observations and individual interviews reveal that 87.5% of the participants agreed that the teachers applied a combination of methods during Biblical Studies lessons, only 56.3% of the respondents to the questionnaires indicated that this method was applied by Biblical Studies teachers. Thus, 71.9% of the respondents concurred that Biblical Studies teachers use a combination of teaching methods.

5.3.10 Programmed instruction

All the participants agreed unanimously that programmed instruction was never used during teaching.
5.4 TEACHING AIDS

The availability and use of teaching aids in the participating schools were monitored and evaluated on the basis of the theoretical discussion in paragraph 2.3 as well as the responses to questions 17 and 18 of Appendix A and question 15 of Appendix B (see par. 4.4.).

The classroom observations and the interviews indicate that all the teachers made use of certain teaching aids, while 93.5% of the respondents to the questionnaires indicated that teaching aids were used during teaching. Therefore, in total, 96.75% of the participants agreed that teachers used certain teaching aids during the teaching of grade 12 Biblical Studies.

5.5 THE TEACHER

The gathered information from the classroom observations, the interviews and the questionnaires suggest that the participating teachers were Christians, with an average age of 55 years. Of the total of participants, 75% were males and only 25% were white and originated from outside of South Africa (see 3.5. and 4.5.). Only 75% of the teachers were both academically and professionally qualified to teach.

Results further suggested that 75% of the teachers normally planned, organised and administered the teaching encounters adequately. They all displayed an average ability and potential to teach effectively. Unfortunately, it was also revealed that some of the teachers attended classes unprepared, or did not show up for class at all.

5.6 THE LEARNER

In summary, 3.6 and 4.6 reveal that slightly more than 50% of the learners were female adolescents, and the rest were male adolescents, evidently complete with all the normal problems attached to this developmental stage. The Biblical Studies classes consisted of both Christian and non-Christian learners who either studied Biblical studies for the love of the content or for certificate purposes only.

The learners appeared to be moderately disciplined and displayed the ability and the potential to make a success of passing grade 12 Biblical Studies. Teachers complained that some learners lacked learning ethics normally required of them.
5.7 THE SUBJECT CONTENT

The results of this study reveal that the prescribed subject content for grade 12 Biblical Studies is discussed in the textbook of Barrette (1993). Evidently, 66.5% of the respondents agreed that the Biblical Studies teachers taught according to the guidelines and themes indicated in the mentioned textbook (see par. 3.7 and 4.7 for further discussion).

5.8 ASSESSMENT, MEASUREMENT AND EVALUATION

The results from the observations and interviews in this regard are discussed in paragraph 3.7, and the responses to questionnaires are discussed in paragraph 4.7.

In summary, the combined results indicate that learners were seldom evaluated during the course of the year, and that the number of evaluations differed from school to school.

It was also confirmed that teachers neither asked learners nor outside evaluators to assess or evaluate their teaching practice at any time during the year.

5.9 PRELIMINARY SUMMARY AND CONCLUSIONS

This chapter consolidated the findings from the classroom observations, the interviews and the responses to the questionnaires. The consolidation revolved around didactic foundations, namely didactic principles, teaching methods and aids, subject content, learners, teachers and teaching assessments.

The following was revealed:

- 50.6% of the respondents indicated that teachers applied didactic principles;
- 65.4% of the respondents agreed that teachers used a variety of teaching methods;
- 96.75 of the respondents revealed that the teachers made use of certain teaching aids;
- 87.5% of the respondents were satisfied that the teachers were capable of teaching Biblical Studies;
- despite the fact that all the teachers initially indicated that they had a passion for teaching Biblical Studies, 50% of the respondents indicated that some teachers did not regularly attend scheduled classes;
50% of the learners indicated that they took Biblical Studies as grade 12 subject because they had a passion for it, whereas 50% of the learners only took this subject for certificate purposes;

100% of the teachers suggested that some of the learners lacked work ethics, had low learning morale and negative attitudes towards Biblical Studies;

66.5% of the respondents revealed that the teachers teach the prescribed subject content; and

assessments during and of teaching in some schools were barely adequate, whereas in others non-existing.

It is evident that there are serious problems concerning the educational soundness of the implementation of didactic principles and work ethics in Biblical Studies classrooms in the Limpopo Province. The variation in teaching methods seems adequate, but can definitely be improved upon. Fortunately, it seems that most of the Biblical Studies teachers are qualified and capable of teaching and that their use of teaching aids is generally satisfactory.
CHAPTER 6

FINAL SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 FINAL SUMMARY

The aim of this chapter was to summarise, make conclusions and recommendations on the basis of the findings of this study. The aim of this study was to investigate the effectiveness of the teaching of Biblical Studies in private Christian schools in the Limpopo Province during 2003 (see chapter 1). It should be taken into consideration that compiling a comprehensive teaching profile of the teaching of Biblical Studies is a very complex process. For the purposes of this process, the researcher made use of certain instruments which can supply information for the compilation of the teaching profile of Biblical Studies in the private Christian schools in the Limpopo Province (see 1.4, 1.5, Appendixes A to D for the details of the method and instruments). It should be noted that there are other instruments which could have been used, for example, the 2003 final examination results, an analysis of the results of learners for specific tests/assignments, an in-depth analysis of the teachers' approaches to teaching and learning, and so on. Furthermore, it should be taken into consideration that the teaching of Biblical Studies takes place within a certain context where the type of learner, different teaching approaches, assessment methods, available teaching materials and aids and the teaching-learning milieu play a major role.

For the purpose of this study only instruments which were available were used to get an idea of the characteristics of teaching of Biblical Studies in private Christian schools in the Limpopo Province during 2003. Teaching was evaluated on the basis of literature on specific didactic principles, teaching methods, teaching aids, teaching aims or objectives, teacher, learner, subject content (see chapter 2), the observation of teaching of Biblical Studies during a lesson and interviews (see chapter 3) and the perceptions of Biblical Studies teaching of the learners and teachers (chapter 4). Four private Christian schools participated in the empirical study with four teachers and one hundred learners either being observed during teaching encounters, completing questionnaires or participating in interviews.
Furthermore, an attempt was made to develop criteria for the application of content and the method by which these applications can be taught. The aim of this section is to consolidate all available data into a framework for a teaching profile for Biblical Studies teachers in private Christian Schools. Proposed improvements with regard to specific aspects or areas of improvements were discussed in 5.4.

The central theoretical argument for the study was that the teaching of Biblical Studies in private Christian Schools during 2003 was unsatisfactory because of, inter alia, lack of work ethics, learners’ attitude, lack of teaching aids, inappropriate didactic principles and methods, low morale and insufficient training for teachers of Biblical Studies.

6.2 FINAL CONCLUSIONS

The teaching of Biblical Studies in private Christian Schools in the Limpopo Province during 2003 has been found to be satisfactory in some areas and unsatisfactory or lacking in others.

It appears to be satisfactory in the availability and use of teaching aids, the ability and potential of the teachers to teach and the ability and potential of the learners to learn. Most of the Biblical Studies teachers at the participating schools claimed to be Christians and to have a passion for teaching Biblical Studies. The observations, interviews and responses to questions put forward through the questionnaires suggested lack of work ethics amongst some teachers and learners, insufficient or inappropriate use or application of didactic principles and didactic methods, negative attitudes towards the teaching of Biblical Studies, and the confusion as to the status, place and usefulness of Biblical Studies in South African Schools and within the new South African dispensation. The interviews and responses to questionnaires further reveal that although 75% of the teachers are well qualified, they sometimes do not pitch up for lessons or they do pitch up for lessons but they do not teach.

The final examination results of Biblical Studies from 1996 to 2002 were disappointing and might be attributed to lack of work ethics, lack of continuous teaching evaluations and lack of, or inappropriate use of didactic principles and didactic methods, and / or the fact that although 75% of the teachers are well qualified, they sometimes do not pitch up for lessons or do pitch up for lessons, but do not teach. This may sadly be a proper reflection of what is going on in classrooms and in schools in South Africa today.

6.3 RECOMMENDATIONS

On the basis of the findings of this study, it is recommended that:
• departmental heads, school principals and school inspectors conduct regular inspections or control of teaching activities including, but not limited to, teaching activities, class exercises and class tests;

• workshops be developed for teachers, officials and office-bearers of the Department of Education and of the unions to enlighten them on provisions of labour acts and education acts in relation to the duties to be performed during school visits and inspections/evaluations;

• incentives be attached to salary increases, bonuses, promotions and teaching successes (recognition) and negotiated with the unions for implementation;

• peer teachers' evaluations and evaluation of teachers by departmental heads, learners and principals be introduced and be implemented bi-annually in the Biblical Studies classroom.

6.4 OTHER RECOMMENDED AREAS OF STUDY

The study of the following themes may contribute and assist in the improvement of the teaching of Biblical Studies in schools in South Africa:

• Relevant Biblical Studies content with the aim of practical application.

• Appropriate teaching aids specific to the teaching of Biblical Studies.

• Holistic training for the Biblical Studies teacher.

• The place of Biblical Studies in South African Schools.

• Learner participation in the Biblical Studies classroom.


BERIER, M. 1998. Education, equity and transformation. (Paper read at the Xth World Congress of Comparative Education, Equity and Transformation held at Cape Town University, Cape Town on July 12-17.) Cape Town. (Unpublished.)


MOELWYN-HUGHES, T. 1989. Approaches to improving student learning: how can we improve the learning process? Johannesburg : Academic Staff Development Centre, University of Witwatersrand.


89


SA. Northern Province
See SOUTH AFRICA. Northern Province.

SA.
See SOUTH AFRICA.


SCHRAMM, B. 1963.
See UNESCO.


TAYLOR & VINJEVOLD. See PEI (Report of The President's Education Initiative Research Project).


APPENDICES

APPENDIX A:
THE QUESTIONNAIRE FOR LEARNERS

Preliminary remarks
This questionnaire is meant to facilitate a study on the teaching of Biblical Studies in Christian schools. Be assured that the answers to the following questions will be handled as strictly confidential. As a result, no names of participating schools, learners or teachers will be indicated in the report, or distributed to any persons. Therefore, always give an honest answer even if it is a negative one. This questionnaire will take you less than 30 minutes to complete. We thank you in advance for your time and participation in this important study.

Question 1
How old are you?

Question 2
Do you study grade 12 Biblical Studies because you have passion (love) for it or for certificate purposes?

Question 3
Are you a Christian?

Question 4
How many times during a week do you read/study your Bible?

Question 5
How did your teacher introduce a lesson on the three 'persons' of Trinity and their oneness to your class?
Question 6
Which lesson in your grade 12 Biblical Studies class affected you to such a degree that you wanted to know more regarding that specific theme? Motivate your answer.

Question 7
Assume Sam and Dan are fellow students in your class. Sam understands the relationship between faith and work as a believer, but Dan does not. What will your teacher do to assist Dan and to ensure that he understands this relationship?

Question 8
At some time you were taught the first lesson in a series on the Trinity, and thereafter the second lesson in that series. How did your teacher teach this series of lessons and did this method differ from any of the other lessons?

Question 9
How does your teacher support or assist you in the improvement of your learning?

Question 10
Can you remember a real life story which relates to the content of Biblical Studies that your teacher told you in class?

Question 11
Describe the practical problems, if any, that your teacher expects of you to solve during Biblical Studies classes.
Question 12
How many questions does your teacher normally ask during a class?

Question 13
How many questions do learners normally ask the teacher during a class?

Question 14
Does your teacher normally ask any learner whether s/he agrees with what the other learners say in class?

Question 15
Does your teacher ask whether any learner agrees or disagrees with him/her on certain issues in the class?

Question 16
Does your teacher ask any learner to make conclusion(s) from given facts?

Question 17
Write down all the teaching aids (e.g. chalkboard, maps, textbook, photos, and so on) your teacher employs when teaching Biblical Studies.

Question 18
Write down any learning aids you use when learning for a Biblical Studies test or exam.

Question 19
What are the themes you learn about (subject content) in your Biblical Studies class?

Question 20
How many Biblical Studies class/homework exercises have you completed since the beginning of the year?

Question 21
How long does it take for your teacher to return your test books, marked?

Question 22
Would you say that your teacher is capable of teaching Biblical Studies? Motivate.
APPENDIX B:
The Questionnaire for Teachers

Preliminary remarks
This questionnaire is meant to facilitate a study on the teaching of Biblical Studies in Christian schools. Be assured that the answers to the following questions will be handled as strictly confidential. As a result, no names of participating schools, learners or teachers will be indicated in the report, or distributed to any persons. Therefore, always give an honest answer even if it is a negative one. This questionnaire will take you less than 30 minutes to complete. We thank you in advance for your time and participation in this important study.

Question 1
What are your academic qualifications?

Question 2
Were you trained/taught to teach grade 12 Biblical Studies?

Question 3
How would you introduce a lesson on the three "persons" of the Trinity and their Oneness to your grade 12 Biblical Studies learners?

Question 4
Indicate an aspect discussed during one of your lessons in the Biblical Studies class which had such an effect on your learners that they wanted to find out more regarding that theme?

Question 5
Assuming you have Sam and Dan in your class. Sam understands the relationship between faith and work as a believer, but Dan does not. How would you ensure that Dan learns the significance of this viewpoint?
Question 13
Do you normally ask any learner whether s/he agrees with you on an issue during class?

Question 14
Do you normally ask any learner to make conclusions based on learnt facts? Motivate.

Question 15
List the teaching aids (e.g. chalkboard, maps, textbook, photos, and so on) you use when teaching Biblical studies to grade 12 learners.

Question 16
List the main themes of your grade 12 Biblical Studies class.

Question 17
Which textbook(s) do you use for your grade 12 Biblical Studies?

Question 18
How frequent (e.g. two times a week) do you give class/homework exercises?

Question 19
How many days do you normally take to evaluate homework/class exercises or tests?

Question 20
Do you have any problem teaching certain of the topics for grade 12 Biblical Studies? Specify and explain.
Question 21
Do you teach Biblical Studies because there is no-one else willing or qualified to teach it, or because you love teaching it?

Question 22
Should a Biblical Studies' teacher be a Christian? Why?

Question 23
What do you think cause poor academic performance of learners in your Biblical Studies class?

Question 24
What would you propose as effective solutions to the poor academic performance?

Question 25
Indicate any other remarks or comments you would like us to know regarding the teaching and/or learning of Biblical Studies in your school.

Once more, thank you for your time in answering this questionnaire.
APPENDIX C:
ANSWER SHEET FOR TEACHING OBSERVATIONS

1. Introduction of the lesson

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Does the introduction attract the attention of the learners?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Is the introduction linked to the previous lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Is the introduction brief, concise and to the point?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Does it introduce all the important aspects of the lesson?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Body of the lesson

2.1 Does the teacher use the following didactic principles?

<table>
<thead>
<tr>
<th>Principle</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>i From the known to the unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii From the simple to the complex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii From the concrete to the abstract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv From the whole to parts and back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v The principle of totality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi The principle of individualisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii The principle of socialisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii The principle of development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix The principle of activity and self-activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x The principle of motivation and interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi The principle of observation and perception</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2 Does the teacher use the following teaching methods?

<table>
<thead>
<tr>
<th>Method</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>i The storytelling method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Self-activity method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Project method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Lecture method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v Question-and-answer method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi Discussion method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii Discovery method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii Group-work method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix Combination of methods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.3. Does the teacher use the following teaching aids?

<table>
<thead>
<tr>
<th>Teaching aids</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Chalkboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Textbook / literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Bible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Overhead projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v Tape recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii Still pictures and moving pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix Slide projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x Gramophone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xi Maps, charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xii Other teaching aids</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.4. How frequent is the evaluation of learning?

<table>
<thead>
<tr>
<th>Teaching act</th>
<th>Within 5 minutes</th>
<th>After 5 minutes</th>
<th>After every act</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Teaching act 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Teaching act 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Teaching act 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Teaching act 4</td>
<td></td>
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</tr>
<tr>
<td>V Teaching act 5</td>
<td></td>
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<tr>
<td>Vi Teaching act 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii Television</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii Still pictures and moving pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix Slide projector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X Gramophone</td>
<td></td>
<td></td>
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</tbody>
</table>
3. Conclusion of the lesson and homework

3.1 Regarding the conclusion/summary:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Does the conclusion summarise all the important aspects raised in the introduction and body of the lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Does the conclusion/summary reinforce the aspects raised in the introduction and body of the lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Is the conclusion/summary brief, concise and to the point?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Does the conclusion/summary attract the attention of the learners?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 Regarding the homework:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Is the homework linked to the previous lesson and the following lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Can the learner do the homework based on the knowledge or skill already learnt?</td>
<td></td>
<td></td>
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<tr>
<td>iii. Will the nature of the homework inculcate self-study with the learners?</td>
<td></td>
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</tbody>
</table>
APPENDIX D

NOVEMBER 1996-2002 BIBLICAL STUDIES FINAL EXAMINATION RESULTS

LIMPOPO PROVINCE DEPARTMENT OF EDUCATION

SENIOR CERTIFICATE (FULL TIME) 1996/11

Subject: BIBLICAL STUDIES HG
Average percentage: Province: 19.29 % Region: **.** % Circuit: **.** %

<table>
<thead>
<tr>
<th>Centre</th>
<th>Centre name</th>
<th>Cand.</th>
<th>Ave %</th>
<th>Pass as written</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>FF</th>
<th>G</th>
<th>GG</th>
<th>H</th>
<th>E</th>
<th>F</th>
<th>PX</th>
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<td>0</td>
<td>3</td>
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<td>B</td>
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<td>1</td>
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SENIOR CERTIFICATE (FULL TIME) 1997/11

Subject: BIBLICAL STUDIES HG
Average percentage: Province: 19.25 % Region: **.** % Circuit: **.** %

<table>
<thead>
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<th>Centre</th>
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<th>Ave %</th>
<th>Pass as written</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>FF</th>
<th>G</th>
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<th>E</th>
<th>F</th>
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