CHAPTER 12

Common Barriers in One High School in the Further Education Training (FET) Phase: Looking at the Past Gaining in the Future

Mark FRANK
Sivakumar SIVASUBRAMANIAM[1]

INTRODUCTION: LOOKING AT THE PAST GAINING IN THE FUTURE

At the outset, we wish to discuss the educational values and innovative measures that necessitate our conducting this study in conjunction with common barriers. Darling-Hammond (1995, p. 1-16) contends that an understanding of learners and learning is the most neglected aspect of teacher preparation. Furthermore, preparing teachers for diverse contexts remains an urgent global challenge (Zumwalt & Craig, 2005). Therefore, we intend to highlight some common barriers found in the FET Phase in a South African context.

The South African education system experienced major change. One reason that sparked this change was the fact that out of the 148 countries included in the annually published Global Competitiveness Report, South Africa was ranked 146th for the quality of its higher education and 133rd for the quality of its primary education (GC Report, 2013-2014). South Africa has great strength in the multiplicity of its people. The sheer vibrancy of this multiplicity provides stimulating possibilities to create a great incubator of social capital, innovation, and entrepreneurship. Schools should then develop an appetite for innovation and success.

Teachers must pay attention to challenges in and out of the classroom. What

1   Dr Mark Frank, South Peninsula High School, English Language Education, lemark77@yahoo.com & Dr Sivakumar Sivasubramaniam, Extraordinary Professor of Language Education, Faculty of Education, University of the Western Cape, ssivasubramaniam@uwc.ac.za

REFERENCE

Aronowitz, S. (2008). Against schooling: Toward an education that matters. Boulder, CO: Paradigm Publishers.

Bailey, K. M. and Nunan, D. (1996) 'Introduction'. In Bailey, K. M. and Nunan, D. (eds.) Voices from the Language Classroom, pp1-10. Cambridge: Cambridge University Press.

Beere, J. (2014). The Perfect Teacher. Carmarthen, Wales: Independent Thinking Press.

Bean, J.C. (2011). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the classroom*. San Francisco, CA: Jossey-Bass.

Beere, J. (2014). *The Perfect Teacher*. Carmarthen, Wales: Independent Thinking Press.

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in Education, Health and Social Science,* Berkshire: Open University Press.

Blizer, E. (2009). *Higher Education in South Africa*. Stellenbosch: Sun Press.

Bloch, G. (2011). *The Toxic Mix: What's wrong with SA's schools and how to fix it?* Cape Town: Tafelberg Publishing.

Bock, Z. & Mheta, G. (2014). *Language, Society, and Communication.* Pretoria: Van Schaik Publishers.

Bogdan, R.C., & Biklen, S.K. (1998). *Qualitative research for education: An introduction to theory and methods.* Boston, MA: Allyn & Bacon.

Boshoff. W.H. (1977). *Teaching English.* Johannesburg: Perskor Publishers.

Candlin. C.N. & Mercer, N. (eds.) (2001). *English Language Teaching in Its Social Context.* London: Routledge.

Carter, R. & Goddard, A. (2016). *How to Analyse Texts*. London: Routledge.

Carvin, A. (2005, February 1). *Tim Berners-Lee: Weaving a semantic web.* Retrieved February 25, 2015, from www.digitaldivide.net/articles.

Churches, A., Crockett, L., & Jukes, I. (2011). Literacy Is NOT Enough: the 21st Century Fluencies for the Digital Age. Thousand Oaks, CA: Corwin.

Coombs, W. T. (2005). Goals, in R. L. Heath (ed.). *Encyclopaedia for public relations, volume 1.* Thousand Oaks, CA: Sage Publications.

Cropley, A.J. (2001). *Creativity.* London: Kogan Page Limited.

Darling-Hammond, L. (1995). Teacher Preparation and Professional Development in APEC Members: An Overview of Policy and Practice (with Kavemuii Murangi and Velma L. Cobb). In *APEC Education Forum: Teacher Preparation and Professional Development in APEC Members.* Washington, DC: United States Department of Education, May 1995.

De Villiers, A.P. (1997). Inefficiency and demographic realities of the South African school system. *South African Journal of Education*, 17:76-81.

Dewey, J. (1933). *How We Think. Boston: Health and Company*. New York: Macmillan.

Ennis, R. H. (1962). A Concept of Critical Thinking. *Harvard Educational Review*, 32(1), 81- 111.

Farmer, J.L. (2008). *Language Choices of ENGLISH L1 Learners in a Western Cape High School.* Unpublished M.Phil. Dissertation: Stellenbosch University, South Africa.

Freire, P. and Macedo, D. (1987) *Literacy: Reading the Word and the World.* Connecticut: Bergin and Garvey.

Gordon, J. (2007). Energy Bus. New Jersey: John Wiley & Sons, Inc.

Harris, B. (2010). *Battling Boredom: 99 Strategies to Spark Student Engagement*. San Franscico, CA: Routledge.

Heath, S. B. (1983). *Ways with Words Language, Life, and Work in Communities and Classrooms*. Cambridge: Cambridge University Press.

Heritage Impact Assessment, *Quahnita Samie and Constance Pansegrouw, 2014 for Harold Cressy Alumni Association*, retrieved 15 August 2014.

Jansen, J. & Blank, M. (2014). *How to Fix South Africa's Schools: Lessons from Schools that work.* Northcliff, South Africa: Bookstorm (Pty) Ltd.

Jensen, E. (1998). *Teaching with the Brain in Mind.* Alexandria. VA: Association for Supervision and Curriculum Development.

Johnson, L. (2011). *Teaching out of the Box.* San Francisco, CA: Jossey-Bass. Joseph, M. (2007). Cartwheeling into a new phonics era. *Naptosa Insight,* 1(2), 19-21.

Kenny, B & Savage, W. (1997). *Language and Development: Teachers in a Changing World*. London: Longman Limited.

Korthagen, F.A.J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77–97.

Kramsch, C. (2009). The Multilingual Subject. Oxford: Oxford University Press.

Kress, G. & van Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge.

Lewis, A., & Smith, D. (1993). Defining higher-order thinking. *Theory into Practice.* 32(3), 131-137.

Lipman, M. (2003). *Thinking in Education (2 ed.*). Cambridge: Cambridge University Press.

Loughran, J. (2010). *What EXPERT teachers do: Enhancing Professional Knowledge for Classroom Practice*. Australia: Allen & Unwin.

McPeck, J. (1981). *Critical thinking and education.* New York: St. Martin's.

Merriam, S.B. (2009). *Qualitative research: A guide to design and implementations*. San Francisco, CA: Jossey-Bass.

Meyers, C. (1986). *Teaching Students to Think Critically: A Guide for Faculty in All Disciplines.* San Franscisco, CA: Jossey-Bass.

Murphey, T. (1992). *Music & Songs.* Oxford: Oxford University Press. Naidoo, R. (2009). SADTU''s political agenda. *Natal Witness*, 22.

Nicholls, G. (2001). *Professional Development in Higher Education*. London: Routledge.

O' Leary. Z. (2007). *The Social Science Jargon-Buster: The Key Terms You Need to Know.*

Los Angeles, CA: Sage.

Oxford South African School Dictionary (2011). Oxford, South Africa: Oxford University Press.

Pahl, K. & Rowsell, J. (2006). *Literacy and Education: Understanding the New Literacy Studies.* London: Paul Chapman Publishing.

Papa, M. & Lantorno, G. (1979). *Famous British & American songs*. London: Longman Group Limited.

Pennycook, A. (2010). *Language as a local practice.* London: Routledge.

Pluddemann, P., Mati, X.; & Mahlalela-Thusi, B. (1998). *Problems and Possibilities in Multilingual Classrooms in the Western Cape.* PRASEA: University of Cape Town.

Prensky, M. (2001). Digital natives, digital immigrants Part 1. *On the Horizon*, 9(5), 1-6.

Pretorius, E.J. (2002). Reading ability and academic performance in South Africa: Are we fiddling while Rome is burning? Language Matters. 33(1):169-196.

Rshaid, G. (2014). The 21st-Century Classroom. Englewood: Advanced Learning Press.

Schunk, D.H. Pintrich, P.R., & Meece, J. R. (2007). Motivation in Education: Theory, Research, and Application (3rd edition). New Jersey: Pearson/Merrill Prentice Hall.

Serrao, A. (2010). Our failing schools. The Mercury, 7 November.

Shotter, J. and Newson, J. (1982) 'An Ecological Approach to Cognitive Development: Implicate Orders, Joint Action and Intentionality'. In Butterworth, G. and Light, P. (eds.) Social Cognition: Studies of the Development of Understanding, pp. 34-36. Chicago: University of Chicago Press.

Siegel, H. (1990). The Justification of Critical Thinking as an Educational Ideal. In H. Siegel (Ed.). Educating Reason: Rationality, Critical Thinking and Education. New York: Routledge.

Sisulu, E. (2010). The culture of reading and the book chain: how do we achieve a quantum leap? Retrieved 19 September 2015 from http://www.nlsa.ac.za /NLSA/News/ publications/culture-of-reading.

Sivasubramaniam, S (2004). An investigation of l2 students' reading and writing in a literature-based language programme: Growing through responding. Unpublished PhD Thesis, University of Nottingham, UK.

Soudien, C. (2008). The implications of the crisis in numeracy and literacy in South Africa for teacher education.Spivey, Sisulu, E. (2010). The culture of reading and the book chain: how do we achieve a quantum leap? Retrieved 19 July 2014 from http://www.nlsa.ac.za /NLSA/News/ publications/culture-of-reading.

Tierney, R.J. & LaZansky, J. (1980). The rights and responsibilities of readers and writers: A contractual agreement.' Language Arts. 57(6), 606-613.

Tuckman, B. W. (1972). Conducting Educational Research. New York: Harcourt Brace Jovanovich.

Welman, C., Kruger, F. & B. Mitchell. (2005). Research Methodology (3rd ed.). Cape Town: Oxford University press.

Widdowson. H.G. (2003). Defining Issues in English Language Teaching. Oxford: Oxford University Press.

Wright, T. (2008). *How to be a Brilliant English Teacher.* San Franscico, CA: Routledge.

Zumwalt, K., & Craig, E. (2005). Teacher characteristics: Research on the demographic profile. In M. Cochran-Smith & K Zeichner (Eds), *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education.* Mahwah, NJ: Lawrence Erlbaum, pp 11- 156.,