An investigation into the implementation of oral history in the Further Education and Training (FET) phase based on the views of first year history education university students

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Abstract

With the introduction of Outcomes Based Education (OBE) in South Africa in 1998, simultaneously a new curriculum, Curriculum 2005 (C2005), was developed. This curriculum confronted past problems with the way history had been taught in schools – both in terms of the methodology and content. It was envisaged that learners should now play an active role in their learning experiences through investigation, researching, debating and interpreting history through various sources. One practical means of doing so is emphasised through the study of hidden and neglected histories, such as, for example local histories. In this regard the Department of Education (DoE) purposefully emphasised the importance of oral history as an alternative and effective methodological approach to constructing a social history with learners in schools.

As such oral history can be seen as a link between the intended aims of the curriculum for history education, and a pragmatic means of achieving this. The skills that are involved in oral history are also key to what C2005 envisaged for history in terms of being learner-centred, outcomes based and being able to form a part of the historical process of researching, recording, documenting and writing.

This paper will critically examine the implementation of oral history in schools, as seen through the experiences of first year history education students, who have recently completed an oral history project in their Grade 12 year at school.

Introduction

"History is not just a collection of dead facts, it is the story of how the world of today came to exist. It is the record of the lives, the experiences and the struggles of those who have gone before – and of how their lives shaped ours" (*Report of the History and Archaeology Panel,* 2001).

After South Africa's first democratic elections in 1994, education in South Africa underwent a much needed and imperative change, the African National Congress (ANC) led government vowed to overhaul the apartheid-era education system, which was seen as a pillar of the old white-supremacist order (Polakow-Suransky, 2002). The previous prejudiced system of Bantu education was abolished and a new curriculum was implemented. Alongside this many academics and educational theorists interrogated and proposed new methodologies as well as a new syllabus that needed to be enforced as a mark of a new and democratic country that wanted to develop a better education system. Recognising the potential for history to be used as a means to redress previous imbalances relating to the perceptions of the past and to achieve the ideals embodied in the National Curriculum Statement (NCS), it became necessary for a transformation of both the content taught and the methodologies employed within schools. One of the issues that had to be confronted and dealt with was the way in which the apartheid education system presented history as being a grand narrative of "big" men. In this sense, the historical record for a whole generation was heavily biased and characterised by a Eurocentric perspective. As a result the history of ordinary people and people of colour was falsely interpreted, went unrecorded or was silenced altogether (Kallaway, 1995). Within this context, Africa and Africans were often seen as being backward and with no "real" history to discover or teach. Consequently a thorough revision of the history curriculum and teaching methodology was needed in order to redress areas of race, gender and class inequalities, which had become synonymous with the apartheid era (Kallaway, 1995).

As mentioned earlier, the remaking of history had to go beyond the content envisaged. It had to include a different pedagogy. This necessitated a paradigm shift that changed the focus from "knowing" history to "doing" history (*Report of the History and Archaeology Panel*, 2002), with the emphasis on learner-centredness and skills-based active participation within the study of history. A means of achieving this would be for learners to develop and study through investigation, researching, debating and interpreting history through various

sources. One practical and pragmatic way of doing so is emphasised through the study of hidden and neglected histories.

The Department of Education (DoE) therefore purposefully emphasised the importance of oral history as an alternative and effective methodological approach to recording and constructing unbiased histories. As such oral history is seen as providing a voice to the voiceless, and as compatible with the 'doing' history approach and skills-based learning as outlined above. Furthermore, oral sources provide active documentation of ordinary peoples' lives that can be used towards recording valuable histories as an important component of social history. The valuable link between OBE's recognition of a people's history is commented on by Cubbin formerly of the Department of History, University of Zululand: "In order to bring History in line with OBE the focus of the subject should shift to community or microhistory… local History is a powerful means of restoring academic History to the realm of the active, relevant and real in our community lives" (Cubbin, 1998 as quoted in De Bruyn, 2002).

In addition to encouraging redress and the inclusion of left out voices, oral history promotes indigenous languages, introduces new research methodologies and nurtures the crucial skill of listening (Callinicos, 2001).

In relation to what is expected of history learners in the FET phase, oral history also forms the link between OBE and the teaching of a social history. On closer examination of the *Guideline Document for Grade 12 Continuous Assessment Programme*, awareness is drawn to the difficulty of conducting research with learners in less affluent, under-resourced schools, and therein suggests that an oral history project (OHP) within the classroom should consist of interviews with people from the local community, so as to eliminate the issue of not having adequate resources. This can provide a service both to the community and as a practical way for learners to reflect on what they have been studying (Spivey, 2005).

Additional South African produced reports suggest the possibilities of using oral history as a corrective, as the study of oral history enriches us by introducing new methodological approaches to the recapturing of the past, while also promoting the study of indigenous languages, which is essential for the re-writing of a more inclusive South African history for coming generations (DoE, 2002).

As a result of the above positive arguments for, implementing oral history, it has become a compulsory component of the Grade 12 history curriculum, which serves to encourage learners to research and discover local and neglected histories. Recent developments within KZN have come to call attention to the need for oral history to be conducted in Grades 10 and 11 as well. Learners who conduct an oral history project will engage in the practise of an authentic social history and in the process of historical writing, will become active contributors to the recording, saving and documentation of South Africa's history.

While oral history teaching within schools has been implemented with great success in Britain and the USA, very little research has been done to investigate its possibilities in South African schools (De Bruyn, 2002). Studies around the implementation of oral history in the above mentioned two countries have shown that learners respond positively to it as a teaching method, when compared to the more traditional teacher-centred methods of teaching history (Thompson, 1988; Ritchie, 2003). The rewards and benefits have been well documented. These include a general upliftment and a renewed interest for the subject as well as the development of numerous skills, such as: research, language, technical, social, cognitive, critical thought and values that are obtained through the methodology of oral history (Graves, 1983; Ritchie, 1995). This success has been made accountable to the fact that learners are able to, with the facilitation of their teachers, to construct histories on their own (Ritchie, 1995; Thomson, 1999; Edwards, 2006). In the words of Edwards (2006): "However imaginative and enquiring classroom History may be, the History itself is usually constructed by a Historian, a textbook author or a teacher. It is rare that pupils gain the opportunity to construct original Histories of their own. Oral History can offer this opportunity".

In light of the above, this paper becomes an important and necessary study towards the investigation into the implementation of oral history within South African schools. Furthermore this study will provide insight into the overall experiences and outcomes achieved by learners who conduct oral history as part of the NCS requirements.

Background

The discourse that oral history feeds into is that of researching, writing and documenting a social history. Social historians study the lives of ordinary

people and how they have made an impact within their communities and the world, rather than the stories and events related to 'big' men. This is known as a 'history from below', or 'grassroots history'. In this process social historians make use of a range of different types of sources and methodologies in constructing a history of ordinary people. Source evidence used by social historians can include fiction, poetry, songs, pictures, as well as an oral methodology – i.e. oral history. Within this context social historians have viewed their work as a means to 'give voice' to the experiences of previously marginal groups and to recover the stories of regular people. The recovering of these 'hidden histories' has become synonymous with the democratisation of the historical record (Minkley & Rassool, 1998).

The study of social history "fosters an understanding of multiple identities – the identities of colour, class, gender, culture, urban/rural community, sexual orientation, association, national consciousness"…[and therefore] "to nurture a respect for the experiences and cultures of the diverse populations in our country" (Callinicos, 2001). Oral history, as a means of overcoming the silences and biases of written sources, and as a principally useful means of focusing on the voices of ordinary people in order to teach and encourage a better understanding of communities and surrounding cultures, is therefore firmly rooted in the discourse that defines what a social history is (Apartheid Museum, 2006).

For learners to practise a social history as outlined above, within the South African context, it is necessary to tap into the rich oral history culture of the country (Callinicos, 2001). Attempts at this form of historical understanding have been undertaken through the history NCS in the FET phase, which regards oral history as a key principle of history education and therefore has made it a compulsory component (NCS, 2003). As such it is foreseen that learners in the FET phase must record and save previously neglected and left out histories through the methodology of oral history. This educational process is in accordance with the importance of being taught a social history, which embraces a discourse claiming that 'voices from below' can be recovered to create a less biased history about average people and their lives. The rationale behind this, is that, through the practise of oral history, learners in schools can form an active part of the documenting of social history that feeds into Indigenous Knowledge Systems (IKS) and in an attempt to produce "local knowledge that is unique to a given culture or society" (Warren, 1995). This paper is therefore located within a social history theoretical framework, as it

feeds into the need and importance of rewriting biased histories and to give recognition to previously marginalised people and their histories.

Learner's experiences and views

The University of KwaZulu-Natal was approached in gathering a group of first year history education students to determine who had studied or conducted an oral history project in the FET phase during their schooling career. The results included five focus groups of between two to three students per group. The motivation for using these particular students was to centre the study within the realm of history and education. These students who have all conducted an oral history project in the past, are presently all studying to be history teachers themselves, and therefore their views, experiences and perceptions were key to acquiring rich data from past history learners who would have a deep understanding and passion for the subject. In addition these students were representative of varying schools within KZN, this being ex-model C schools, township schools, rural schools, affluent schools and under resourced schools.

The method of focus groups was decided upon as the participants all bear something in common in relation to my study's key questions. In addition it allowed for a relaxed and familiar environment as the participants in the focus group are all from the same history class at the university and therefore share a common interest and identity. Through sharing their perceptions and experiences of conducting oral history they were able to connect with each other and therein trigger off similar experiences and comment and discuss in a relaxed environment.

I began the focus groups by establishing a basic understanding of the process that the individual students underwent from the start of the project to the end. I already had an expectation that the students would have differing experiences and different outcomes, possibly determinable due to the schools resources, the teacher's commitment and understanding of oral history and the curriculum document policies and how it was taught and instructed to the learners. This then lead to a discussion around their teachers' assistance and role throughout the OHP and finally I looked at the students' feelings, experiences and opinions of oral history in the classroom.

The students' experiences of the process of conducting oral history varied in terms of the amount of guidance, direction and mentoring given by their

respective teachers. Some students spoke about endless help from their teachers, which included; choosing an appropriate topic and checking this with the teacher, creating interview questions and handing these into the teacher for scrutiny and then finally going out into the field and writing up a final essay of the findings. Other students were given brief instructions on what an OHP is and then left entirely to cope and manage the project on their own. Similarly some students were given set topics to do by the teacher and some classes included a final oral presentation of their findings while others handed in their final projects and never heard about them or saw their marks. It is difficult if not impossible to make a conclusion around the different experiences in relation to their teachers and would serve no purpose within this study.

The nature of an interview

Most of the students interviewed understood the nature of what an interview is and the importance of being prepared for an interview and having set to semi-structured questions for the interview, however two students interviewed went to their interview with no set questions and referred to the interview as more of a relaxed conversation as commented by one student, "well I thought then that it didn't really matter, but now I see that I wasn't prepared for it, I just arrived and grabbed a piece of paper and pen and wrote some things down and that was it and I didn't think it was so important to have set questions" (Focus group one, 22nd April 2008). Similarly some students also used either a tape recorder or their mobile phones to record the interviews, but these students were in the minority of the students interviewed. Furthermore, not a single student interviewed out of the 13 interviewees used a consent form with their interview, they were not aware of the consent form and none of their teachers had mentioned the necessity or reasons behind one (See Appendix A). A consent letter, filled out and signed by the interviewee is a necessary part of the process and is mentioned in the curriculum policy documents. The students should in fact gain written and signed permission to use their interviews and stories. This is a main part of the entire process and hones in on respect and appreciation of ones life. A consent form, also known as a release form is an integral part of the interviewing process and plays a deeper role in the philosophy, purpose and nature of oral history.

The nature and purpose of oral history: An understanding

In light of the above, it becomes necessary for me to comment on the lack of real understanding of the nature and purpose of oral history amongst the interviewed students. The majority of the students responses showed little awareness of the importance of the project in terms of giving a voice to the voiceless and only came to this realisation some time after handing in the project but did not really realise the full benefits of it during the actual process, as one student replied during the focus group, "even though I didn't realise it at that time, but now I know I have to involve myself with other people and give them an opportunity to talk" (Focus group one, 22nd April 2008). This appears to be due to a lack of discussion and interaction with the mechanisms behind oral history and its purpose itself, and only after being made aware of oral and social history at a university level did the students comment on the importance of oral history in attaining the histories of all people. This will be examined further in relation to the students' comments around the poor instruction given by some teachers.

The role of the educator/teacher

In relation to the above point, the focus groups were given the opportunity to comment on the role of their teacher and whether they thought that their teacher helped with the process and provided adequate knowledge as to the purpose of the project and the nature of oral history. In light of this I asked the students on their understanding of the nature of oral history and if they were aware of the reasons behind its place in the curriculum and the DoE's intentions behind it. A very small percentage of the students interviewed, were given adequate knowledge or instruction on the actual nature of oral history, social history and the reasons for conducting such a project, it was merely viewed by the students as "just another assignment to do in class" (Focus group one, 22nd April 2008). However, through examination of the curriculum document policies, my own research and interviews that I conducted with history subject advisors, there is a real and important reason to the inclusion of oral history in the FET curriculum, as was discussed earlier in this paper.

Research issues in conducting the oral history project

Another interesting point is the extreme time differences in which the

interviewed students conducted their OHP's, these ranged from a meagre 2 weeks to a term, and this vast difference in allocated time leaves one with many questions as to how the teachers are interpreting and assisting this project and how they view the project in terms of its weighting within the Matric year. Most of the students interviewed were expected to do further research before and after their interviews, this was done either in libraries, community halls and archives, community newspapers or the internet depending on their topics.

The students interviewed in one of the groups said that they enjoyed the project, but that they found some aspects of it quite difficult, for example the time factor. They found that in Grade 12 it is quite stressful with all the content that needs to be covered and the project was an extra stress. They suggested that it would have been more beneficial and less stressful to do the project in Grade 11.

In terms of the final project handed in some students referred to the written work as a report on the interview and topic and others referred to it as an essay or extended writing piece. Some were required to include thoughts around their personal feelings and experience of the process of the project and others were merely expected to report on their findings. Similarly some students were expected to bring photos and other memorabilia from their interviewees and others were not.

In terms of the choice of topics chosen for the OHP, it appears the teachers were generally quite open with what the students could choose. One student was told they could choose anything, as long as it was interesting. This doesn't give the students much direction or guidance in terms of choosing a topic, and is rather too open-ended. Disappointingly another student commented that they couldn't find anyone to interview as their teacher told them that the interviewee had to be someone that lived through something of importance, that it couldn't just be a neighbour or family member. It had to be an important person, and "related to the major events in history that we learnt about in the school syllabus" (Focus group 3, 6th May 2008). This teacher was obviously not aware of the nature of oral history and its connection towards obtaining a social history, in that anyone can and is involved in history, that through this bottom up approach, anyone's lives can reflect experiences and interesting stories. The student said that she was so stressed out by what her teacher had said that she battled to find someone to interview. She eventually saw in the newspaper an article about a man who had received and collected awards

from fighting in World War II, and she eventually contacted this man and interviewed him for her project.

This is in stark comparison to another teacher who encouraged her students to base their project around their community and to "pick one of the townships in the area and research about it" (Focus group one, 22nd April 2008). This presents the different understandings of oral and social history by the teachers themselves and therein the effects on the students in terms of their experiences and conceptualisation of the nature of this form of historical source.

The next area that was looked at was the overall outcomes of the project. Students commented on the skills that they had achieved, such as typing, empathy and acquiring a broader mind to life and people within history, and that "everything is not as it seems or as it is written perhaps" (Focus group one, 22nd April 2008). They also enjoyed doing something outside of the classroom and having a different learning experience. I asked the students if they would want to one day conduct an oral history project with their students, to which one student replied, "yes, personally I would really like to do an oral interview with my students, then they can see from experience how other people have their own history and that will open up their minds to the fact that there is more than one side to a story, this is their facts this is their truth, because this is the other truth of what ever happened so they can also get that diversity" (Focus group one, 22nd April 2008).

Similarly, another student commented, "I liked the idea of interviewing someone, because that was someone else's history and then I could relate to them by what I've learnt about history and they could maybe even change the ideas that I had as maybe someone else's ideas are better than your own opinion" (Focus group one, 22nd April 2008).

Lastly I enquired into the individual students feelings regarding oral history based on their personal experiences. The students' views and experiences were rather different, some students enjoyed the project and others did not. One particular student did not enjoy conducting interviews, but interestingly this comment came from the same student whose teacher had given very little direction and assistance during the process and had not provided the students with any examples. This student felt that she did the project because it was for marks and therefore was necessary, and never really experienced much enjoyment from it, rather confusion and stress. In addition the assessment of the project was never stressed, the teacher never emphasised that it was quite a major project in the Grade 12 year, and this is possibly why this student never

took the project seriously.

Another student said that "it contributed to my knowledge as an individual, as I got to know what happened there and it builds on my knowledge and contributed to my values and the history of the people who fought against the apartheid government" and "I enjoyed it very much, I think it is an excellent way to get to know other people's history, because they experienced it first hand, and you are the secondary source, hearing it from first hand people, and you have actually experienced it" (Focus group four, 15th May 2008). This is in comparison to another student who merely commented, "I gained nothing from the project" (Focus group 3, 6th May 2008).

Reflections also included the importance of giving recognisance to people and to record and remember their stories and give awareness to their lives, as "a lot of people outside are being unnoticed, and by us interviewing them, we will be showing that there are still people who care, even if they are not noticed by the whole world" (Focus group four, 15th May 2008). In addition this student commented on the questioning, research and referencing skills that she acquired through the project. "When you interview other people you find out how these people were involved in a certain part of history, that were previously never noticed or recorded and that it is important to share other peoples information and voices" (Focus group four, 15th May 2008). Another student in this focus group agreed with this discussion and had similar views on the importance of hearing people's stories and life experiences, and that interviewing someone "helps the people who are not as famous as other people, and those are the only people whose histories are recorded, where as other people live normal lives but they also have their own history and difficulties that they have to go through and not only people who are famous, we must notice them too as everybody has a history" (Focus group four, 15th May 2008). Similarly another student added that, "I learnt about the difficulties that people went through to get to where we are today, and the freedom that we have today and not only the recognisable people like Nelson Mandela, but other people also played a major role in developing freedom in South Africa today" (Focus group four, 15th May 2008). In addition this student made a comment on how connected the African community used to be with their culture, origins and that today due to westernisation many youth don't even know who their ancestors were and what their culture is about, and that oral history helps young people to go and find out about where they come from and understand the importance of heritage.

In terms of the methodology of oral history and interviewing someone, a student commented that he had never done something like this before and it was interesting and daunting finding out someone's point of view of a topic, as opposed to just going to the internet and getting information from there, 'to go out and just interview someone, even though it was my grandmother, someone I'm close to, is nerve wracking, because you are asking them personal questions about their lives, their real experiences" (Focus group five, 16th May 2008). He emphasised how he enjoyed interacting with people rather than merely "being behind a computer screen" (Focus group five, 16th May 2008 and because of this he found the project challenging, but enjoyable.

Negative responses - some thoughts

Negative responses generally were linked to a lack of understanding and assistance from the teachers as commented by the students interviewed, some felt that their teachers were complacent or unhelpful during the process. One student said that she felt that the teacher never explained the project properly and that she never expressed how interesting it could be to get someone else's view. The teacher seemed to fail at teaching history as consisting of a range of different views and perspectives and relied heavily on a singular textbook only in teaching history to their students. Another student replied that the interview process was difficult, especially having to write down endless notes during the interview, as it became stressful. However this same student did enjoy learning about what her interviewee said during the interview, she learnt about South Africa's role in World War II, as seen in the following quote, "it also taught me at the time that these people who were in the war are basically forgotten, he [the interviewee] lives in a house and everything but he is so old, he's about 80 something, but he's not rich, he's not important no one knows about him. I felt really bad, this person fought for his country and he's just left there, no one really cares about him, probably if he hadn't been in the newspaper no one would have come to interview him, no one would have heard his story" (Focus group one, 22nd April 2008). This remark is highly significant as it brings to the fore one of the key aspects of oral history, an appreciation and awareness of other people and the different lives they lived and their contribution specifically to South Africa's history. This student showed real empathy and understanding for this interviewee and his experiences during World War II. She also mentioned the effect that the interview had on the interviewee, she said he was excited and that she stayed

and spoke to him for three hours, as he was so eager to talk and was excited that someone wanted to listen to his story and life. "He just spoke about everything, his family and other stuff not even relevant to the war and his part in the war, but I just thought it was nice for him too, I think he's lonely and he felt the need to elaborate on everything" (Focus group one, 22nd April 2008). This brings in the importance of one's community and therefore the OHP can provide an outlet to become in touch with one's community and form a much-needed bond and reliance within our current society. Another interesting point made by the student when I was interviewing her was that she made a comparison to her life today and how it would effect her if her brother or father had to go and fight in a war today, that she is happy that she doesn't have the risk of possibly losing a loved one due to fighting in a war.

A disappointing experiences for one student interviewed was that his class were never told how they did and were never given their final mark for the project, "my teacher was not strict about the project, he wrote the topic on the board and said we must find information, he forgot and never paid attention to the assignment, we kept asking him what was happening, we never got feedback from the assignment, he left the essays till the end of the year" (Focus group 3, 6th May 2008). This is in comparison to another student whose class were required to report back on their questions, the people they interviewed, and their writing up of the essay, as part of a continual process that the teacher kept close watch over. This aspect is also required by the curriculum document policies, which include a monitoring sheet for the teacher to use in verifying the learners progress and the various oral history stages (See Appendix B). This student found the project overall quite difficult but very worthwhile as, "it wasn't easy because we had to devote much of our time doing it and selecting the people, it really made us go through a hard time as we even had due dates for reporting back our progress" (Focus group two, 5th April 2008).

Conclusion

I have included a range of the varying experiences of former history learners who have all conducted an OHP during their Grade 12 year. These experiences and opinions shed light on the validity of oral history and similarly expose the areas that still need attention and focus in aiding the implementation of oral history. A greater emphasis on the philosophy and nature behind oral history is needed in the learners understanding and conceptualisation of this project. They need to be aware of the idea of giving a voice to the voiceless and the

reasons as to why oral history was introduced into the curriculum in view of South Africa's past education system and the need to revamp history as a subject and expose its usefulness within society.

Through my investigation of the curriculum document policies and the additional guides provided by the history subject advisors I strongly feel that there is enough instruction, documentation and help in these guides for teachers to use in assisting them in conducting oral history. In addition subject advisor support is available in most cases and workshops are offered.

I feel that some teachers are for whatever reasons are somewhat failing in their application of oral history, as the most important factor here is that history is all around us and includes all people, not just a select few. Oral history in schools needs to gain more prominence specifically within South Africa, and if a greater understanding about its functionality can be passed on to the learners of our country, the rewards and benefits will be numerous, both in terms of working towards an unbiased and objective history and the skills and values that go alongside an OHP. This can already be seen through the comments made the students interviewed in this study.

Appendix A

Release Form

I…………………………………of……………………………….
(address), having been interviewed by……………………………….......,
a learner at……………………..(name of school) on ……………………..
(date) as part of his/her research for the Grade 12 Oral History Project do
hereby agree to the following (Please indicate whether you are agreeing to a
full release, conditional release or withholding of release by crossing out the
sections which do not apply.)

FULL RELEASE – I agree that the facts and opinions expressed during the
interview may be used feely by the learner in the compilation of his project. I
further give permission for my name to appear in the report.

CONDITIONAL RELEASE – I agree that the learner may use the material
gathered from me in an interview under the following conditions:

………………………………………………………………………
………………………………………………………………………
………………………………………………………………………
………………………….................………………………………………
…………………………………………….....

WITHHOLDING OF RELEASE – I do not give permission for the material
given during the interview to be used by the learner in any published
material. I further do not wish my name to be published in connection
with this project.

Name of Interviewee …………………………………………………

Signature of Interviewee …………………………………………...

Name of Interviewer …………………………………………….......

Signature of Interviewer …………………………………………...

Date: ………………………………………….............................
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Appendix B

Monitoring sheet for oral history project

Name of Learner .... Grade (HG or SG) ....

Title of Project ....

Names and Contact Details of People to be interviewed

No.	Name	Address	Telephone Number

Monitoring Log

Date	Activity	Comment
	Commencement[1]	
	Preparatory research[2]	
	Vetting of questions[3]	
	Progress check[4]	
	Progress check	
	Inspection of draft[5]	
	Final copy handed in	
	Feedback[6]	

Educator's Name ……………………………….....

Educator's Signature …………………………………

Learner's Signature ………………………………..

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1 This is the date on which training of the learners came to an end and learners were told to proceed with the project.

2 This preparatory phase includes research, the finalisation of a topic and the identification of persons to be interviewed. It should be completed about 2 to 4 weeks after commencement.

3 This refers to the questions that are going to be asked of the interviewees. Are they open-ended enough? Do they cover all aspects of the topic? This is a chance for teachers to guide learners on this important aspect.

4 At least two progress checks should take place during the researching and writing of the project.

5 Learners should hand in a draft copy of their project so that teachers can make inputs relating to improving the final project.

6 It is important for teachers to check to see whether there has been feedback to the interviewees. Have they been thanked in some way for the part they played in the successful completion of the project?

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