

Developing an Eclectic Pedagogical Approach for Training Semi-Literates to Teach Classes of Children: with Special Reference to Addis Ababa

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ABSTRACT

The thesis is based on the marginalisation of the semi-literates in developing countries in both society and the church, with particular reference to urban Addis Ababa, Ethiopia. The education of children is not given priority in these same areas. The focus of this research was to develop a new eclectic pedagogical approach to training semi-literates to teach classes of children in the church and to field test the new approach with a group of semi-literates who desired to teach children.

The new approach has a theoretical foundation in the theories of Lev Vygotsky, Paulo Freire, Brian Street, and Alan Rogers and was further developed by studies in the fields of literacy, semi-literacy, picture literacy, orality and oral methodology, teaching, learning, training, preparing curriculum, and evaluation based on Ethiopian social and educational background.

The originality and contribution of the research is in the areas of semiliteracy, particularly training semi-literates to teach in their present state, - the new training approach using a combination of oral, visual, participative, and literate methodology; the development of appropriate teaching materials, and the sustainability of the training without a literate facilitator always present. The research was based on a combination of theory and practice including an extensive literature review, interviews, 20-month field research, and testing of the new approach by a group of semi-literates teaching classes of children. The written dissertation is supported by a video tape documenting the research findings.

The research found that semi-literates could teach classes of children, the children could learn from their teaching, and in the process semi-literates increased their literacy skills, though remaining semi-literate. They were continuing to teach after the research was completed.

The implementation of the new approach could have an empowering effect on semi-literates in the church as evidenced in the practical field testing, but could have wider application if adapted to other situations.