

ETHICS APPLICATION



Candidate: XXXX

Topic: XXXX

Promoter: XXXX

Co-Promoter: XXXX

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2012/1

Reference: 

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

This application form must be read together with the Code of Ethics for Research (Rt 429/99); Committee for Research Ethics and Integrity Policy and Procedures for Responsible Research

(S 4083/00-amended) and the Postgraduate Policy of the Faculty of Education (S 4308/10)

APPLICATION FOR ETHICS APPROVAL OF CONFIDENTIAL RESEARCH INVOLVING HUMAN RESPONDENTS

SECTION TO BE COMPLETED								
Section A: Research			X		Section B: Research based on a community engagement project			<input type="checkbox"/>
Section C: Secondary analysis of existing data			<input type="checkbox"/>		Section D: Commissioned research			<input type="checkbox"/>
Section E: Amendments to approved application (including changes to: instrumentation, co-researchers, participants)			<input type="checkbox"/>					
APPLICANT'S DETAILS								
Surname	XXX		Name	XXX		Title	XXX	
Applicant's e-mail	XXX			Personnel/Student number		XXX		
Degree	XXX					Contact number	XXX	
Other applicants (if applicable)								
Surname	N/A		Name	N/A		Title	N/A	
Applicant's e-mail	N/A			Personnel/Student number		N/A		
Degree (if applicable)	N/A					Contact number	N/A	
Type of application	PhD <input checked="" type="checkbox"/>	MEd <input type="checkbox"/>	Honours <input type="checkbox"/>	Class approval <input type="checkbox"/>	Staff <input type="checkbox"/>	Supervisor e-mail (if applicable)	XXX	
Supervisor (if applicable)	XXX		Co-supervisor (if applicable)	XXX		First submission <input checked="" type="checkbox"/>	Resubmission <input type="checkbox"/>	
Department	ECE <input checked="" type="checkbox"/>		EMP <input type="checkbox"/>	EP <input type="checkbox"/>		HE <input type="checkbox"/>	SMTE <input type="checkbox"/>	
STATUS OF RESEARCH PROJECT								
Do you require a blind review of your application? (Staff members only)				Yes		<input type="checkbox"/>	No	X

Proposal defended?	Yes	No	N/A ¹	Fieldwork started?	Yes	No	N/A	Pilot study/Fieldwork concluded ²	Yes	No	N/A ³
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

QUALIFICATIONS AND EXPERTISE OF THE RESEARCHER (S)

Please provide information regarding your experience and qualifications in research

Relevant prior experience	XXXX										
Previous academic qualifications	XXX										
Is professional registration required for any part of the research?								Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Provide details of registration authority and registration number								N/A			

DETAILS OF THE RESEARCH PROJECT

Title of project	XXXX										
Research design (Mark with an X)	Qualitative	<input checked="" type="checkbox"/>	Quantitative	<input type="checkbox"/>	Mixed methods	<input type="checkbox"/>	Action research	<input type="checkbox"/>	Other	<input type="checkbox"/>	
Data collection/ Data Sources (Mark appropriate boxes with an X)	Questionnaires/ Survey	<input type="checkbox"/>	Document analysis	<input checked="" type="checkbox"/>	Structured interviews/	<input type="checkbox"/>	Semi-structured interviews	<input checked="" type="checkbox"/>	Open ended interviews	<input type="checkbox"/>	
	Non-participatory observation/ Notes	<input type="checkbox"/>	Participatory observation/ notes	<input checked="" type="checkbox"/>	Intervention/ Therapy	<input type="checkbox"/>	Experimental	<input type="checkbox"/>	Other Achievement tests/ Achievement data	<input type="checkbox"/>	

RESEARCH CONTEXT AND PARTICIPANTS

Level of sensitivity/ Intrusiveness (Mark with an X)	HIGH <input type="checkbox"/>		MEDIUM <input type="checkbox"/>		LOW <input checked="" type="checkbox"/>	
	(Participation requires intrusive and sensitive information about participants' mental/psychological health and/or their relationship with a person/institution with power over them)		(Participation requires divulging of personal information but is not regarded as sensitive/intimate)		(Participation requires information about policies/modules/courses/ institutional processes with a view to analysing, assessing and evaluating them as artefacts)	
Indicate to which category participants belong (Mark all applicable descriptions)	1. <input checked="" type="checkbox"/> Under 18 years (minors)		2. <input checked="" type="checkbox"/> Over 18 years (adults)		3. <input type="checkbox"/> Orphaned, separated or unaccompanied minors	
	4. <input type="checkbox"/> Extreme poverty or illiterate		5. <input type="checkbox"/> HIV/AIDS		6. <input type="checkbox"/> Mentally compromised or physical limitations	
	7. <input type="checkbox"/> Limited proficiency in language used to conduct this research					
Primary research	1. <input type="checkbox"/> Pre-school	2. <input checked="" type="checkbox"/> School	3. <input type="checkbox"/> Higher education	4. <input type="checkbox"/> Private organisation		

¹ Only applicable to secondary data analysis

² <http://web.up.ac.za/default.asp?ipkCategoryID=8045&sub=1&subid=6258&ipklookid=6>

³ Only applicable to secondary data analysis

setting	5. <input type="checkbox"/> Individual	6. <input type="checkbox"/> Family	7. <input type="checkbox"/> Clinic/Mental Health/Hospital	8. <input type="checkbox"/> Community	9. <input type="checkbox"/> Other
FUNDING OF RESEARCH PROJECT					
XXXX					
DETAILS OF CO-RESEARCHER (S)					
N/A					

XXX

XXX

Signature of Applicant

Date

XXX

XXX

Signature of Co-supervisor (if applicable)

Date

XXX

XXX

Signature of Supervisor (if applicable)

Date

XXX

XXX

Signature of Head of Department

Date

XXX

XXX

Signature of Departmental Representative

Date



Reference:	
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PERSONAL DECLARATION OF RESPONSIBILITY

Title of research project:

XXX

- I/We declare that I am/we are cognisant of the goals of the Research Ethics Committee in the Faculty of Education to:
 - Develop among students and researchers a high standard of ethics and ethical practice in the conceptualisation and conduct of educational research;
 - Cultivate an ethical consciousness among scholars especially in research involving human respondents; and
 - Promote among researchers a respect for the human rights and dignity of human respondents in the research process.
- I/We subscribe to the principles of
 - Voluntary participation* in research, implying that the participants might withdraw from the research at any time.
 - Informed consent*, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
 - Safety in participation* put differently, that the human respondents should not be placed at risk or harm of any kind e.g. research with young children.
 - Privacy*, meaning that the *confidentiality* and *anonymity* of human respondents should be protected at all times.
 - Trust*, which implies that human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.
- I/We understand what plagiarism entails and am/are aware of the University's policy in this regard. I/We undertake not to make use of another person's previous work without acknowledgment or to submit it as our own. I/We also undertake not to allow anyone to copy our work with the intention of using it as their own work.
- I/We understand that the data collected in the course of our research become the property of the University of Pretoria and I/we undertake to transfer all raw data and documents related to our research for safekeeping as required by the Faculty of Education.
- I/we understand that any amendment to the approved protocol needs to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that approval will be null and void.

XXX

XXX

Applicant

Signature

Date

XXX

XXX

Co-supervisor (if applicable)

Signature

Date

XXX

XXX

Supervisor (if applicable)

Signature

Date



Reference:	
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Answer all questions honestly in full. The reviewers base their decisions on the information provided on this application form. Incomplete applications cannot be evaluated fairly. Please provide the Ethics Committee with a typed application that addresses the following ethical considerations.

<p>Please note: Only complete THE RELEVANT SECTION APPLICABLE TO YOUR RESEARCH PROJECT</p> <p>SECTION A: RESEARCH PROJECT INVOLVING HUMAN RESPONDENTS</p> <p>SECTION B: COMMUNITY ENGAGEMENT PROJECT</p> <p>SECTION C: SECONDARY ANALYSIS OF EXISTING DATA</p> <p>SECTION D: COMMISSIONED RESEARCH</p> <p>SECTION E: AMENDMENTS TO APPROVED APPLICATION (INCLUDING CHANGES TO INSTRUMENTATION, CO-RESEARCHERS, PARTICIPANTS)</p>
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SECTION A: RESEARCH PROJECT INVOLVING HUMAN RESPONDENTS

1. DESCRIPTION OF RESEARCH

<p>1.1 Please provide a brief summary of the proposed research initiative. Include the main research question(s), rationale for this inquiry as well as its scientific importance. Mention the benefits which are likely to be derived from the project as well as its anticipated duration.</p>
<p>Rationale</p> <p>In my experience as a teacher, lecturer and researcher the following central issues have emerged. In 2005-2006 in a pilot study on the linguistics realities of Standard Sepedi and Setswana in schools in the XXX, XXX and XXX areas, my observations were that teachers use non-standard language without acceptable use of idiomatic language relevant to the grade being taught and they frequently code-mixed Sepedi/Setswana and English.</p>

Another experience that urged me to pursue this research topic is in my marking of assignments on teaching African Languages. Both the teachers' lesson plans and outlines on idioms and proverbs were written in English. The examples thereof were also given and explained in English instead of in an African language.

Yet, another experience was when lecturing postgraduate students on the method of teaching African languages in the Foundation Phase. The students could not use metaphors and similes in describing what they see or hear in their respective mother-tongues. Instead they used language literally. For an example, metaphorically, in English one could say, "Tebogo is a lion." While in Setswana one would say, "Tebogo ke tau." As a simile one could say, "My dress is as red as blood", in English; in Setswana, "Mosese wa me o mohibidu jaaka madi." If student teachers' language use is so rudimentary, it is indicative of the relevancy and currency of a study of this nature on the teaching of creative language as an attempt to sustain Setswana as indigenous knowledge (IK) in schools.

From the above, I have deduced that there are assumptions that either the learners are First Language (L1) speakers of Setswana, so they should know and understand imaginative language (idioms) or that the teacher in the previous grade had already taught these aspects of the language. Therefore, the teacher in the learners' present grade automatically expected language proficiency in the speaking and the use of, for example idioms and proverbs from learners. Stoffels (2004:8), in his research, is concerned about the paucity of research on 'what the teachers actually do in their classrooms, and even less on how teachers make sense of the curriculum practices when influenced by multiple curricula'. The challenges that transmission of creative language or idiomatic language pose, informs the aims of this research as an attempt to shed light on how creative language is taught in the classroom and on how teachers decode the curriculum.

Research question

My study is underpinned by the following research questions:

1. Primary question

How do teachers understand, use and teach imaginative language (idioms) to sustain Setswana as an indigenous language in Grade 3?

2. Secondary questions

- 2.1 What are the policy and curriculum provisions and requirements for the teaching of African languages in Grade 3?
- 2.2 What materials do teachers use in teaching imaginative language (idioms) in the classrooms?
- 2.3 How do teachers use and explain imaginative language (idioms) in their every-day speech in Setswana in class?
- 2.4 To what extent does a teacher's understanding and teaching of Setswana accord with policy and curriculum provisions?.

Objectives of the study

1. To observe how the teachers use and teach idioms in language lessons to sustain Setswana as an indigenous language.
2. To ascertain the policy and curriculum provisions and requirements for the teaching of African languages in Grade 3.
3. To identify materials which teachers use in the teaching of idioms.
4. To find out if teachers use and explain idioms frequently in their ordinary speech in Setswana.
5. To determine the extent to which teacher's understanding and teaching of Setswana aligns with curricular provisions and policy.

The study's contribution to new knowledge

Learners in the Foundation Phase are still at an early stage of language use especially in developing skills such as reading, to writing, and to some extent the appropriate use and appreciation of their home languages. The aim in teaching home language is to develop the learner's language proficiency which will enable them to communicate effectively and with confidence. Going beyond the mundane teaching of language learning to the teaching of idioms as imaginative language could inculcate skills that could be used to enhance second language acquisition.

On the basis that values in Setswana are embedded in imaginative language such as sayings, idioms and proverbs, therefore the teaching of idioms from Grade 3 seems realistic. Also, the literature reviewed,

indicates that the study on idioms still needs to be developed as more focus has generally been put on the teaching of proverbs. Arguably, proverbs and idioms have been treated interchangeably. Therefore, this study would like to find out how idioms are being taught and learned as imaginative language in an attempt to sustain Setswana as an indigenous knowledge. The findings from this research process will inform suggestions and/or recommendations for future studies.

2. RESEARCH METHODOLOGY

2.1 Please provide a full description of the research design/methodology, and processes that will be used. Include details relating to the research sites and data collection protocols.

8 Research design

This is a qualitative research design approached from an interpretivist perspective to interpret the teaching and learning of idioms in an attempt to sustain Setswana as an indigenous knowledge system. This approach is preferred in that it assumes that 'access to reality (given or socially constructed) is only through social construction such as language (including text and symbols), consciousness and shared meanings' (Nieuwenhuis, 2010:59). Ragin (1994:82) argues that in the qualitative research approach, the researcher often gets involved in the events or activities of the research subject to observe and identify the common patterns shared by the research subjects. Therefore, in an attempt to elucidate whether teachers teach idioms and learners learn the use and interpretation of idioms, the topic will be studied through direct engagement and observation of Setswana teaching in the classroom. Collins et al. (2000:89) holds the view that qualitative research studies the object within unique and meaningful human situations or interactions.

Research methodology

The research is qualitative using an interpretative paradigm. The case study method will be used to delineate the context of the study for data collection purposes .

The relevance of a case study, in this research, is that it will allow the researcher to strive towards a comprehensive understanding of how participants relate to and interact with one another in a classroom and how they make meaning of the teaching and learning of idioms (Nieuwenhuis, 2010).

To conduct an in-depth study of how idioms are taught and learned within a school setting will help

the researcher to observe how the learners understand and interpret idioms as well as how they retain and use idioms naturally and proficiently in Setswana; to observe the different techniques and strategies, if any, teachers employ while teaching idioms.

Table 1: Summary of data collection and data capturing.

Data collected	Participants	Aim
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1.Relevant documents

Participant: Official documents, readers and learners portfolios.

Aim: To look for approaches, tactics and strategies that inform and guide the teachers on how to teach and use idioms as part of IKS in class. To see how often, and which strategies and tactics are given as activities in the learners' portfolios. To monitor the frequency of idioms used in the prescribed readers.

2.Individual interviews

Participants: Teachers from the three schools that will be observed.

Aim: To go over observed lessons and point at the instances that lent themselves to imaginative language such as idiom use. To make the teachers aware of the frequency and use imaginative language in their daily speech in class. To see which strategies, tactic, and methods they use in the teaching and learning of Setswana idioms as IK..

3.Focus group

Participants: Language teachers of the eleven official languages. To compare the frequency of idioms used in each language.

Aim: To find out which strategies, tactics and methods are used in the teaching of idioms. Their understanding of preserving idioms as IK..

4.Classroom observation

Participants: Grade 3 learners in the three research schools.

Aim: To see how fast idioms are recognized and used in written and spoken forms. To find out if the learners know idioms and their importance as IKS. To observe the impact and effectiveness of the various approaches, strategies and tactics the teacher uses during Setswana lessons in class.

2.2 Should clinical data form part of the data source in this study, detail the relevant processes for obtaining permission and informed consent to use such data.
N/A

2.3 If this is intervention research, describe the nature of the intervention and provide details about the scientific merit of the intervention you intend to study.
N/A



Please note that you have a responsibility to ensure that you disclose fully the scientific status of the intervention to your participants when you invite them to participate in your research. Participants have the right to know to which degree the procedures and instruments you intend to use are accepted by the scientific community.

3. HUMAN PARTICIPANTS

3.1 Describe who will be participating in the study. Mention any other special criteria that may apply to your study.

Role	Vulnerability status	Institutional affiliation	Justification for participation
3 teachers from the three schools that will be observed	Male and female teachers. Age unknown	These are the teachers I will be observing in their respective classes.	They are the ones who communicates and teach the learners in Setswana daily in class.
Learners under 18 years of age in Grade 3 classes. (Between the age of 9-10 years old)	The learners are minors and will need parent's consent.	Learners from the 3 schools selected for research.	Learners are the ones who are being taught. I need to observe how they understand decode and understand imaginative language (idioms) when taught by the teachers)



Please ensure that you attach to this application a draft letter of invitation to participate in the research on a UP letterhead for each group of participants in your study. Make sure that the content of the letter reflects the content of issues outlined in this application. The letter of invitation must be signed by the student and supervisor(s) but should not be signed by the participants yet.

3.2 Describe your sampling procedure. Include how you will recruit and select participants. Attach as addenda any draft versions of adverts/letters inviting participation in your project.

The research will be conducted in the interpretative paradigm, using the case study method. Purposive sampling will be used to select Grade 3 learners who are taking Setswana as a First Language. These teachers should have Setswana as a First Language at tertiary level with five plus years of teaching Grade 3 learners of Setswana as a First Language. The population for this study is Grade 3 learners in the three schools where the research will be conducted, i.e., one township school, one semi-rural school and one rural school.

3.3 Please provide additional information on the criteria that will be used as the basis for inclusion/exclusion of certain participants.

The reason for choosing a township school is that all the nine indigenous official languages are found here, and I am inquisitive in finding out how Setswana teachers and learners are able to retain and use idioms in a multilingual and a multicultural environment. The semi-rural area, in most cases, has one predominant indigenous language, but it is still surrounded by another eight indigenous languages that might have an influence on the use and teaching of Setswana idioms. It is safe to assume that, in a rural area, the frequency use of idioms in the house, in the community as well as in the classroom will be higher than in both the urban and the semi-rural area. This will give the researcher a better understanding of added significant value to how imaginative (idioms) are understood and decoded in everyday language of the classroom and how they are preserved as IK.

3.4 Outline in what activities participants will be expected to participate as part of this research project. Indicate the duration of each activity as well as where it will take place.

N/A

Participants	Activities	Venue/Community site (if applicable)	Duration
Three Setswana Grade 3 teachers	The teachers will be observed during the teaching of and use of Setswana imaginative language. After	Primary School in; XXX Primary School; XXXX Primary School.	Each class will be about 35 minutes each for a month
Three Grade 3 Setswana teachers	Individual interviews with the teachers based on the audio recorded lessons during observations.	XXX Primary School in XXX; XXX Primary School in XXX;	Each teacher will be interviewed

		XXX Primary School in XXX.	for 40 minutes each.
Setswana teachers of other grades in the three selected schools	The teachers will answer open-ended questions on the teaching and frequency usage of imaginative language in their Setswana class and to find out their understanding of preserving idioms as IK.	XXX Primary School in XXX; XXX Primary School in XXX; XXX Primary School in XXX.	30 minutes with each focus group.

3.5 Should any of the participants be known to you in another context (apart from this research) provide details of this relationship and detail how you will handle the conflict of interest.

None of the participants is known to me.

3.6 Should participants be deceived, please describe the nature of any deception and provide a rationale why it must be used in this inquiry. Please note that deception includes but is not limited to the following: deliberate presentation of false information, suppression of pertinent information, selection of information designed to mislead, selective disclosure of information.

N/A

3.7 Should you make use of any assistants such as interpreters, photographers, or scribes, please detail their involvement in the study. Include information regarding any orientation/training that such persons will receive prior to commencing their duties.

Data will be collected by me, the researcher, and not by any other person.



Please note that it is your responsibility to ensure that all assistants and interpreters fully understand and adhere to all ethical requirements of the project. Please attach a personal declaration of responsibility for each assistant/interpreter who works on the project.

3.8 Is there the likelihood of a particular sort of "heinous discovery"? (E.g. child abuse, discovery of illness or condition) If so, how will you deal with such a situation?

No, there will be no such discoveries because the type of research does not learnt itself to "heinous" type of research.

4. CONSIDERATION OF ETHICAL PRINCIPLES REGARDING HUMAN PARTICIPANTS

VOLUNTARY PARTICIPATION AND TRUST

4.1 Describe how you will ensure voluntary participation.

The learners will be given informed consent letters addressed to them and to their parents to sign, allowing the learners to participate in the research. The teachers in the classes to be observed as well as the teachers who are in the focus group, will also receive separate informed consent letters. The informed consent letters state that all the participants have the right to withdraw from the study and the researcher will explain again to the participants about their rights to withdraw from the study if their rights are violated.

4.2 Should any of the participants constitute a captive audience⁴, state what additional safeguards you will take to ensure voluntary participation.

The research will take place in a school environment and as such, there will be no captive audience involved in the research.

4.3 Should any incentives be used please describe and justify these and outline what measures you will take to still ensure voluntary participation.

No incentives will be used to avoid bias and to promote voluntary participation.

4.4 Will participants be asked to comment on drafts (e.g. transcripts of interviews)

Yes, the participants will be asked to look at the questions to be asked to ensure correct interpretation. If there are any questions that need clarification or rephrasing, the participants will have a chance to be involved in this.

⁴ Captive Audience: Participants are potentially obligated to participate in the study due to the researchers' position of authority (power) in relation to participants (e.g. learners and educator-researchers, students and lecturer-researchers, educators and government/district officials as researchers, clients and psychologist-researchers). Thus participation may in fact not be voluntary and may also limit participants' anonymity and confidentiality.

4.5 How will participants be informed that they are free to discontinue at any time? Will the nature of the project place any limitations on this freedom? (e.g. documentary film)

The informed consent letters that each participant will receive, will clearly state that they are free to discontinue from the research, should they feel uncomfortable to continue being part of the class that observations are done in. Teachers of the respective classes chosen for observations and Setswana teachers who will be involved in the focus group will also be informed of their choice to withdraw if they wish to.

INFORMED CONSENT/ASSENT

4.6 Please describe how you will obtain informed consent/assent from your participants (or their care givers). Attach a draft consent form or oral consent script as an addendum.

- **Informed consent from adults/assent from minors**

Minors will be involved in the three Grade 3 classes, and as a result, I will seek informed consent from their parents/guardians and the school authority. The aims of the research will be clearly indicated in all the informed consent letters. I will not proceed to include any learner whose parents did not sign the informed consent letter. The learners will also receive their own consent letters which I will explain in simpler terms to them before agreeing to be part of the study.

Teachers who will be in the focus group as well as the teachers of the three selected schools, will also receive informed consent letters which they will have to sign to give consent for being part of the study.

- **Informed consent from parents/guardians**

The parents/guardians will be given informed consent forms with the aims and objectives of the study. I will explain to them the duration of the research and how the learners will be involved in the research. I will make them understand that they are at liberty to choose to allow or disallow their children to take part in the study.

4.7 In some cultural traditions, individualised consent as implied above may not be appropriate or additional consent (e.g. group consent or consent from community leaders) may be required. If this is the case with your sample population, indicate the procedures you will follow to obtain consent.

No group consent is required in this study.

4.8 Should some participants in the study be considered to be mentally compromised or otherwise not competent to consent to participation, detail what safeguards you will take to ensure voluntary participation.

None of the participants in this study is envisaged to be mentally compromised.

4.9 Should the research not be conducted in the mother tongue of the participants or in a language in which they feel competent, detail the measures you will take to ensure informed consent and voluntary participation.

The learners are Setswana mother-tongue speakers and the lessons will be conducted in Setswana. There will be no need to interpret from English into Setswana. However, the focus group interview questions will be in Setswana and English. The teachers may answer in Setswana or English.

SAFETY IN PARTICIPATION

4.10 Detail the possible benefits and/or consequences that participants can expect as a result of participating in this study.

Learners in the Foundation Phase are still at an early stage of learning language skills such as, how to read, to write, to speak with correct proficiency and to appreciate their home languages. The aim with this research is to develop the learner's language proficiency which will enable them to communicate effectively and with confidence in Setswana. As for the teachers, the findings from this research process will inform suggestions and/or recommendations for Setswana teachers to see which strategies, tactics, and methods they can use in the effective teaching and learning of Setswana idioms as IK.

4.11 Detail the potential risks and harm to participants in this study.

In this study there is no potential risk and harm that will befall the participants because the researcher will be a passive observer of daily lessons that are taught everyday in Setswana. The focus group teachers will be giving their own opinions about how they perceive or teach imaginative language, in this regard, idioms.

4.12 Describe the safeguards you will take to minimise these risks, however minor.

There is no safeguard measures to be taken in this studies.

4.13 If you have indicated that you will involve participants from vulnerable contexts, detail which extra safeguards you will take to protect your participants from harm, and how you will monitor for possible adverse effects.

N/A

PRIVACY, CONFIDENTIALITY AND ANONYMITY

4.14 Detail how you will ensure confidentiality and/or anonymity in the sample selection phase of the study.

I will inform and reassure both parents/guardians, learners and teachers that their names will not be mentioned in the course of writing the report. There will be no video recording only audio recordings of the lessons and of the semi-structured interviews.

4.15 Should the privacy of participants not be protected in this research, have participants actively agreed to forego confidentiality requirements based on full disclosure of possible intended and unintended consequences and risks? Detail the conditions under which participants decided to forego their privacy rights.

N/A

4.16 Detail practical steps you will take to ensure confidentiality and/or anonymity in the data collection phase of the study.

Before data collection, I will visit the schools and meet with the principal and the teachers who will be involved in the study to reassure them of the confidentiality and/or anonymity of the study. I will assure them that their names will not appear in my thesis or any other publication and that no information disclosed will be used against them, now or in the future. I will show them the letters of informed consent and permission letters granted by respective Departments of Education to allow me to conduct research which is proof that they could not have been granted if any unethical practices are involved. I will fully explain what the forms from the Department of Education allows and do not allow during research. I will also explain to them the meaning and implications of the consent/assent letter.

4.17 Detail practical steps you will take to ensure confidentiality and or anonymity in the dissemination phase of the study.

The names of the three schools involved in the research will not be mentioned in the thesis. They will be referred to as, e.g. as School A, B or C and teacher A, B, C etc. No video recordings will be made except audio recordings. The voice recorded data will also not be used in any presentation of some sort that may reveal the voices of the participants.

CONFIDENTIALITY OF RESULTS OR FINDINGS

4.18 Please mark the box which best describes the level of access you, as the researcher(s), will have to your participant(s) identity(ies):		
<input type="checkbox"/>	Fully anonymous	Researcher(s) will not be able to identify who participated at all. Demographic information collected will be insufficient to identify individuals.
<input checked="" type="checkbox"/>	Anonymous results, but can identify who participated	The participation of individuals will be tracked (e.g. to provide course credit/chance for a prize etc) but it would be impossible for collected data to be linked to individuals.
<input checked="" type="checkbox"/>	Pseudonym	Data collected will be linked to an individual who will only be identified by a fictitious name/code. The researcher(s) will not know the true identity of the participant.
<input checked="" type="checkbox"/>	Confidential	Researcher(s) will know the true identity of participant(s), but this identity will not be disclosed.
<input type="checkbox"/>	Disclosed	Researcher(s) will know and will reveal true identity of participants in results/published material.
<input type="checkbox"/>	Participant choice	Participants will have the option of choosing which level of disclosure they wish for their true identity.
<input checked="" type="checkbox"/>	Anonymity in dissemination	Participants' identities will not be revealed in the dissemination of the research.
<input checked="" type="checkbox"/>	Other (please describe)	1. The researcher(s) and student participants will know the true identity of each other, but this identity will not be revealed in the dissemination of the research. 2. Learners will not be previously known to the researcher(s) and students 3. Written permission will be obtained should participants wish to have their names on the video recording/cover (see 5.17).
<input checked="" type="checkbox"/>		
<input type="checkbox"/>		

ADDITIONAL COMMENTS

4.19	Bearing in mind the ethical guidelines of your academic and/or professional association, please comment on any other ethical concerns which may arise in this research (e.g. responsibility to subjects beyond the purposes of this study).
N/A	

5. INSTITUTIONAL APPROVAL

5.1 Indicate whether you have received permission to conduct this research from the relevant authority such as provincial Department of Education/Higher Education Institution/School			
Institution	YES	NO	Comments
Department of Education in	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Gauteng and North West Provinces			
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5.2 If the research is conducted in a country other than South Africa, please detail the relevant legislation pertaining to the requirements for informed consent if these differ from South Africa.

N/A



Please note that you must prepare a draft letter in which you request permission to conduct research. It must be addressed to the principal or senior official head of each research site you intend to use. The letter must accompany this application and may only be sent after ethical approval has been granted.

6. DATA DISSEMINATION

6.1 Please describe how you intend to share the findings of your research with academia and the broader community (e.g. conferences, articles, seminars, dissertation, reports).

The findings will be available at the Library of The University of Pretoria. Conference and seminar papers will be read based on this study after which they will be published as articles in accredited journals. Reports on the study will be submitted to the XX Foundation Phase Project under Professor XXX at The University of Pretoria. Groenkloof Campus. Name of project: XXX.

7. DATA ACCESS AND STORAGE

7.1 Please describe the access participants will have to the study results and any debriefing information that will be provided to participants post participation.

A copy of the thesis will be given to each of the schools that took part in the research and a summary of the findings and recommendations will be discussed with the language teachers of the schools that took part in the research. The thesis will also be available at the library at the University of Pretoria.

7.2 Please describe the audit trail of your data from collection to storage to its eventual archiving or disposal. Include specific details on who will have access, short and long-term storage (format and location), and final destination. For full details please consult the policy documents referred to on page 1.

N/A

ACKNOWLEDGEMENTS

We have drawn on the example obtained from the Office of Research at Concordia University, Montreal Canada while refining this form.

FOR THE APPLICANT(S):

	Yes	No
• Have you disclosed all relevant information which may reasonably have an impact on the decisions made by the Ethics Committee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Do you declare that you have not yet engaged with fieldwork in this study?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Are you aware that it is your responsibility to ensure that all documents relevant to this study, such as letters of permission and informed consent must be retained for safekeeping?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Are you informed about Faculty and UP and professional regulations of ethical behaviour?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Have you checked that all the appropriate role-players have signed in the appropriate places?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Do you undertake to inform research assistants, transcribers and translators (if applicable) of the ethical principles and institutional requirements guiding this research and ensure that they sign the personal declaration of responsibility prior to their involvement in the research?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Have you included a protocol letter of invitation to participate that will provide the conditions of participation and informed consent and handed to the school/organisation/institution and participant(s) and signed by the applicant and the supervisor(s)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Have you included copies of the data collection protocols, such as questionnaires and/or interview schedules if applicable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Have you ensured that the process for obtaining informed consent complies with the relevant legal and professional requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Do you declare that all information provided in this application is true?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

XXX

XXX

APPLICANT

SIGNATURE

DATE

XXX

XXX

CO-SUPERVISOR

SIGNATURE

DATE

(If applicable)

XXX

XXX

SUPERVISOR

SIGNATURE

DATE

(If applicable)



Dear Sir/madam

RE: REQUEST FOR PERMISSION TO DO RESEARCH IN XXX SCHOOL

I hereby wish to apply for permission to conduct research in XXX at XXX Primary School. My research project will involve Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."**

This study will involve the observation of children in the classroom during Setswana lessons in Grade 3. I will be a passive participant who will do audio recordings and take field notes while the teacher and the learners are busy in class. I would like to observe the Setswana Grade 3 lessons for a month. During this period, I would also like to go through all the Grade 3 activity books, prescribed books and any other policy documents that are used in the teaching of Setswana in Grade 3.

This research project will also involve semi-structured-interviews with the language teachers of Setswana in other grades after school hours. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely



Dear Sir/madam

RE: REQUEST FOR PERMISSION TO DO RESEARCH IN XXX SCHOOL

I hereby wish to apply for permission to conduct research in XXX District at XXX Primary School in XXX. My research project will involve Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."**

This study will involve the observation of children in the classroom during Setswana lessons in Grade 3. I will be a passive participant who will do audio recordings and take field notes while the teacher and the learners are busy in class. I would like to observe the Setswana Grade 3 lessons for a month. During this period, I would also like to go through all the Grade 3 activity books, prescribed books and any other policy documents that are used in the teaching of Setswana in Grade 3.

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It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely



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RE: REQUEST FOR PERMISSION TO DO RESEARCH IN XXX SCHOOL

I hereby wish to apply for permission to conduct research in XXX District at XXX Primary School in XXX. My research project will involve Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."**

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This research project will also involve semi-structured-interviews with the language teachers of Setswana in other grades after school hours. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

It is my presumption that the research findings will make a creditable contribution towards identifying different strategies, techniques and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely



The Principal

Dear Colleagues

I would like to thank you sincerely for volunteering your kind assistance with research being undertaken at your school. I would like to conduct my research project at your school with your Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."** This research project will also involve semi-structured-interviews with the language teachers of Setswana. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

This study will involve the observation of children in the classroom during Setswana lessons in Grade 3. I will be a passive participant who will do audio recordings and take field notes while the teacher and the learners are busy in class. I would like to observe the Setswana Grade 3 lessons for a month. During this period, I would also like to go through all the Grade 3 activity books, prescribed books and any other policy documents that are used in the teaching of Setswana in Grade 3.

Before commencing with any data collection exercise I will first come to the school and explain the research and what each of the participant's role will be. I will explain how I will go about the research and how the audio recordings will be done.

I would like to thank you in assisting me in this research. I hope that the information obtained from this research will benefit you most in identifying different strategies, techniques and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organizations that may be involved in the research process..

Participant's signature..... : Date:

Researcher's signature : Date:

Yours Sincerely

Letter to parents



Dear Parent

I would like to express my deepest appreciation on having agreed to your child to participate in the research project being undertaken at your child's school. My research topic is "**Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana.**" This research will entail the observation of your child inside the classroom during Setswana lessons.

Your child will be part of the children in the class I will be observing for a month. I will not be teaching your child but I will be present in class when his/her teacher teaches them.

I would like to promise you that the information obtained from this study will be treated in the strictest confidentiality possible, and it will be used for this research purposes only. Your names and the child's names will not be revealed instead pseudo names will be used.

The information obtained from this research will be made available to your child's school and can be used by the teacher to help your child in being proficient in Setswana language.

In conclusion I would like to thank you most sincerely in your assistance in this research, and I hope that this research make a contribution of some value in helping teachers preserve imaginative language as a form of preserving Setswana as Indigenous Knowledge.

Yours sincerely

If you are willing to allow your child to participate in this study, please sign this letter as a declaration of your consent, i.e. that your child participate in this project with your permission and that you understand that he/she may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organizations that may be involved in the research process].

Participant's signature/on behalf of the participant:

Date:.....

Researcher's signature: Date:

Yours Sincerely

Letter to the principal and teacher



Dear Colleagues

I would like to thank you sincerely for volunteering your kind assistance with research being undertaken at your school. I would like to conduct my research project at your school with your Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."** This research project will also involve semi-structured-interviews with the language teachers of Setswana. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

This study will involve the observation of children in the classroom during Setswana lessons in Grade 3. I will be a passive participant who will do audio recordings and take field notes while the teacher and the learners are busy in class. I would like to observe the Setswana Grade 3 lessons for a month. During this period, I would also like to go through all the Grade 3 activity books, prescribed books and any other policy documents that are used in the teaching of Setswana in Grade 3.

Before commencing with any data collection exercise I will first come to the school and explain the research and what each of the participant's role will be. I will explain how I will go about the research and how the audio recordings will be done.

I would like to thank you in assisting me in this research. I hope that the information obtained from this research will benefit you most in identifying different strategies, tactics and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organizations that may be involved in the research process..

Participant's signature..... : Date:

Researcher's signature : Date:

Yours Sincerely

Letter to teachers for interviews



Dear Colleagues

I would like to thank you sincerely for volunteering your kind assistance with research being undertaken at your school. I would like to conduct my research project at your school with your Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."**

This research project will also involve semi-structured-interviews with the language teachers of Setswana in other grades. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

Before commencing with any data collection exercise I will first come to the school and explain the research and what each of the participant's role will be. I will explain how I will go about the interviews and how the audio recordings will be done.

I would like to thank you in assisting me in this research. I hope that the information obtained from this research will benefit you most in identifying different strategies, techniques and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organizations that may be involved in the research process..

Participant's signature : Date:

Researcher's signature : Date:

Yours Sincerely

Letter to teachers for interviews



Dear Colleagues

I would like to thank you sincerely for volunteering your kind assistance with research being undertaken at your school. I would like to conduct my research project at your school with your Grade 3 learners. My research topic is **"Sustaining Indigenous knowledge: The teaching of imaginative language in Grade 3 with special reference to Setswana."**

This research project will also involve semi-structured-interviews with the language teachers of Setswana in other grades. The information obtained will be treated with the strictest confidentiality and will be used solely for this research purposes only.

Before commencing with any data collection exercise I will first come to the school and explain the research and what each of the participant's role will be. I will explain how I will go about the interviews and how the audio recordings will be done.

I would like to thank you in assisting me in this research. I hope that the information obtained from this research will benefit you most in identifying different strategies, techniques and methods of preserving Setswana through the teaching of imaginative language as a form of Indigenous Knowledge.

Yours sincerely

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Under no circumstances will the identity of interview participants be made known to any parties/organizations that may be involved in the research process.

Participant's signature..... : Date:

Researcher's signature : Date:

Yours Sincerely

INTERVIEW SCHEDULE A (1)

FOCUS GROUP 1: TEACHERS AT XXX PRIMARY SCHOOL IN XXX

The purpose of this schedule is to elicit the teacher's understanding of imaginative language and what they perceive it to be, how they teach imaginative language in Grade 3 in Setswana.. Also to find out what are the policy and curriculum provisions and requirements for the teaching of African languages in Grade 3?

1. What is meant by imaginative language?
2. Give examples of imaginative language in Setswana.
3. Do you think it is important to teach Grade 3 learners imaginative language?
4. Which material or prescribed books do you use to teach imaginative language?
5. Do you get any guidance from your Setswana subject advisor about the teaching of imaginative language?
6. Are you aware that in CAPS you are supposed to teach imaginative language?
7. If yes, on which page of the CAPS document do you get this information?
8. How will you select the types of imaginative language that you will teach Grade 3 learners? (if you are a Grade 3 teacher)
9. If not, which Grade do you teach and how do you go about selecting the types of imaginative language you teach in your grade?
10. Which specific imaginative language do you teach in the grade you teach?
11. Do you think that idioms form part of imaginative language?
12. If your answer is yes, give reasons for your answer.
13. Which strategies and tactics do you use in the teaching of idioms?

14. Which methods do you use in the teaching of idioms?

15. Do you regard the teaching of imaginative language as part of sustaining Setswana as an indigenous language? Give your reasons.

16. Do you use and explain idioms frequently in your everyday speech in Setswana? Explain.

INTERVIEW SCHEDULE A (2)

FOCUS GROUP 2: TEACHERS AT XXX PRIMARY SCHOOL IN XXX

The purpose of this schedule is to elicit the teacher's understanding of imaginative language and what they perceive it to be, how they teach imaginative language in Grade 3 in Setswana.. Also to find out what are the policy and curriculum provisions and requirements for the teaching of African languages in Grade 3?

1. What is meant by imaginative language?
2. Give examples of imaginative language in Setswana.
3. Do you think it is important to teach Grade 3 learners imaginative language?
4. Which material or prescribed books do you use to teach imaginative language?
5. Do you get any guidance from your Setswana subject advisor about the
 - a. teaching of imaginative language?
6. Are you aware that in CAPS you are supposed to teach imaginative language?
7. If yes, on which page of the CAPS document do you get this information?
8. How will you select the types of imaginative language that you will teach Grade 3 learners? (if you are a Grade 3 teacher)
9. If not, which Grade do you teach and how do you go about selecting the types of imaginative language you teach in your grade?
10. Which specific imaginative language do you teach in the grade you teach?
11. Do you think that idioms form part of imaginative language?
12. If your answer is yes, give reasons for your answer.
13. Which strategies and tactics do you use in the teaching of idioms?

14. Which methods do you use in the teaching of idioms?

15. Do you regard the teaching of imaginative language as part of sustaining Setswana as an indigenous language? Give your reasons.

Do you use and explain idioms frequently in your everyday speech in Setswana? Explain.

OBSERVATION QUESTIONS

XXX PRIMARY SCHOOL – XXX

GRADE 3

1. Does the teacher explain what imaginative language is to the learners in his/her introduction to the lesson

Remarks: _____

2. Do the learners seem to understand what imaginative language is?

Remarks: _____

3. How does the teacher go about making the learners understand what imaginative language is, by focusing on one area of imaginative language, for example idioms?

Remarks: _____

4. Do the learners understand what idioms or proverbs are?

Remarks: _____

5. How many times does the teacher make use of any form of imaginative language consciously or unconsciously?

Remarks: _____

6. If consciously, how does she/he go about making sure that the learners understand what she is talking about?

Remarks: _____

7. Does the teacher use imaginative language in the teaching of other subjects?
Remarks: _____

8. Is the teacher aware that in CAPS documents, imaginative language is part of the curriculum?
Remarks: _____

9. Which material or prescribed books does the teacher use to teach imaginative language?
Remarks: _____

10. If the teacher read a folktale with the learners, does the teacher emphasize the lesson learned at the end of a folktale with an idiom or a proverb/

Remarks: _____

11. Which methods, strategies and tactics does the teacher use in the teaching of idioms?

Remarks: _____

12. Which level of idioms suitable for Grade 3 did the teacher select to teach if a lesson was specifically focusing on the teaching of idioms? [The three levels are: Flexible idioms –they must be understood literally at first; Frozen idioms - those that are used and heard frequently; and Opaque idioms –the relationship between the literal and the figurative is obscure or opaque]

Remarks: _____

13. Of the three type of idioms mentioned in 12, which one is used more frequently by the teacher in her everyday language consciously or unconsciously?

Remarks: _____

