Challenges in teaching methods for students with developmental disabilities in regular classrooms

A case study of high and low density suburb primary schools in Harare, Zimbabwe

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Abstract

This study investigates the challenges in teaching methods of students with developmental disabilities in regular classrooms through a case study of high and low density suburb primary schools in Harare, Zimbabwe. Children with developmental disabilities are first and foremost humane beings and second with disabilities. Despite the disabilities, they live in the same society as everybody else and therefore have the right to learn in the same classrooms with everybody else- the regular classrooms- in spite of the challenges that the regular classroom teachers may meet.

Case study approach involved two cases, three high and three low density suburb schools, in which nineteen teachers participated. Results showed that regular classroom teachers that taught students with developmental disabilities in high and low density suburb schools faced challenges in their teaching methods of students with developmental disabilities.

Although the teachers that were observed taught in schools that were located different geographical areas, the low and high density areas, they all had challenges in their teaching methods of students with developmental disabilities in the regular classrooms. The challenges did not differ significantly.
Dedications

To my loving wife Ethilda, son Ronald Takudzwa and daughters Rossette Ruvimbo Chenai and Rachel Tadiwanashe Emily as well as my mum Emily, without whose encouragement and support the study might have been a flop.
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1. INTRODUCTION

It is undisputable that education is a right to every child. Children with developmental disabilities are no exception in accessing this basic human right. Over the years, there has been considerable educational metamorphosis on how best this minority group has accessed education. Currently inclusion has been embraced as the best concept that benefits all learners, with or without developmental disabilities the world over. There is justification for all children to learn together and taught by the same teacher but who is knowledgeable in special needs education. After all, all children live in the same community. Separation can be unjustifiable when it comes to the classroom setting. Several countries are signatories to international declarations, which directly or indirectly relate to inclusion. For instance, the United Nations Convention on the Rights of the Child Article 28 asserts that it is the basic right of every child to education and requires that this should be provided based on equal opportunity. The Salamanca Statement and Framework for Action (1994) states that schools need to accommodate all children and that children need to attend their neighbourhood schools (UNESCO, 1990). Zimbabwe opted to operate behind the blanket statement in the Education Act (1996 amended). The Act states that every child shall have the right to school education. Section 4 sub-section 2 states that no child in Zimbabwe `…shall be refused admission to any school…’ (Zimbabwe Government, 1996). It could be argued that this clause emphasizes the inclusion of learners with developmental disabilities in the regular classroom hence the need to investigate how regular classroom teachers organize teaching-learning activities in inclusive classrooms.

1.1 Zimbabwe, the context of the study

Zimbabwe is a landlocked southern African country. Zimbabwe covers an area of 390 245 square kilometres. English is the official language with ChiShona and SiNdebele are the other widely spoken languages. On Zimbabwe’s boarders is
Botswana in the west, Zambia in the north, Mozambique in the east and South Africa in the south. Harare is the capital city of Zimbabwe and is home to nearly two million people (Zimbabwe Tourism Authority, 2005). Zimbabwe is still a developing country and has a population of 13.5 million of whom two percent consists of people with disabilities (Davies, 1992). The study focused on Harare Province. Harare Province is an administrative division of Zimbabwe for the Ministry of Education, Sport and Culture. The province has seven districts namely Harare North/Central, Chitungwiza, Mabvuku/Tafara, Mbare/Hatfield, Highfield/Glen Norah, Glen View/Mufakose and Warren Park/Mabelreign.

1.2 History of special needs education in Zimbabwe

Education of people with disabilities, including of those with developmental disabilities, were largely through the efforts of individuals, churches, and missionaries who felt a moral obligation to help (Chitiyo and Wheeler, 2004). Churches, non-governmental organizations and philanthropists established institutions for such people (Hadebe, 2004). Education for people with special educational needs dates back to 1927 when Mrs Margaretta Hugo opened the Chivi Mission for three children who had visually impairment. The Catholic and Dutch Reformed Churches subsequently opened schools for learners with hearing impairment at Loreto and Pamushana Missions respectively. In 1950, Jairos Jiri opened a school for individuals with physical disabilities in Bulawayo. Many more schools such as King George VI in Bulawayo, Simanyane in Bulawayo, Rubatsiro in Kadoma, Jairos Jiri in Gweru, Tinokwirira in Kadoma, St Catherine’s in Harare and Morgenster in Masvingo were established for people with disabilities. In all the institutions, emphasis was on survival skills and independent living. Since 1927, special needs education has undergone metamorphosis. With the birth of an independent Zimbabwe in 1980, many special classes and units were established for individuals with various disabilities due to a shift of policy to that of integration (Ministry of Education, Sport and Culture, 2003). Today, focus is now on inclusion,
which is the international trend. For instance the amended 1996 Education Act Section 4 sub-section 2 states that every child shall have the right to school education and that no child in Zimbabwe shall be refused admission to any school (Zimbabwe Government, 1996). The zeal for inclusion prevails. Conversion of theory into practice is another issue.

1.3 Legislation and policy in relation to people with developmental disabilities

In Zimbabwe, very few laws and policies that directly concern people with disabilities including those with developmental disabilities exist. Through the Education Act (1987) every child in Zimbabwe shall have the right to school and no child of school going age shall be denied that right (Zimbabwe Government, 1996). There is no specific legislation on special needs education (Mavundukure and Thembani, 2000). Today, special education within Zimbabwe is the responsibility of the Ministry of Education through the Schools Psychological Services and Special Needs Education (SPS & SNE). The SPS & SNE coordinates special needs education and implements the decisions taken at national level through the education offices located within the nine regions throughout the country. Each region has educational psychologists and remedial tutors who coordinate and implement the policies.

The Disabled Persons Act (1992) seeks to prevent discrimination due to disability. It places emphasis on equalization of opportunities. The 1992 Disabled Persons Act is a specific act that allows people to claim rights to non-discrimination (Zimbabwe Government, 1992). Some policies have been put in place too. For instance, Secretary’s Circular Minute Number P36 of 1990: Placement procedures for special classes Resource Rooms and Special Education Schools specify that children with special needs can be placed in regular education schools and learns in those settings or they can learn in special education schools depending on the severity of the disability (Ministry of Education and Culture (1990). Through the Circular Minute Number 1/2003 Basic Education Assistance Module (BEAM), the Zimbabwe government provides tuition fees, levy and examination fees to vulnerable groups of
schoolchildren (Ministry of Education, Sport and Culture, 2000). Children with developmental disabilities fall under the vulnerable groups.

Hadebe (1995) propound the view that special needs education is now provided all over Zimbabwe. Dakwa (1985) and Hadebe (1993) concur that provision of special needs education has since improved. The education of learners with developmental disabilities is provided for in special schools, resource units and within the regular classrooms. In Zimbabwe there is more integration than inclusion in most schools (Mushoriwa, 2001).

1.4 Teacher education in special needs education in Zimbabwe

In Zimbabwe (then Rhodesia), specialist teachers were trained abroad (Chitiyo and Wheeler, 2004). After 1980, teacher training for the regular classroom in Zimbabwe has encompassed how to teach pupils with special educational needs including those with developmental disabilities as a subject component while training special needs education still run parallel. At diploma level in special needs education, teachers are trained at the United College of Education in Bulawayo. Bachelors’ degree courses are offered at University of Zimbabwe, Masvingo State University and at Zimbabwe Open University. Regrettably, master programmes in special needs are currently only offered outside Zimbabwe. Hopefully soon such programmes will be in place as higher qualifications in special needs educations may enhance the quality that learners with disabilities may get in schools.

1.5 Research problem

This study focused on challenges in teaching methods of students with developmental disabilities in regular classrooms through a case study of high and low density suburb primary schools in Harare in Zimbabwe. Wehmeier (2003:192) defines a challenge as ‘a new or difficult task that tests somebody’s ability and skill’. In this study, the challenge would be on methods of teaching by regular classroom teacher and their
ability to cope in teaching methods within the inclusive classroom. Society in Zimbabwe has had the belief that individuals with developmental disabilities benefit from education in special classes and units. Teaching such individuals in the regular classrooms then becomes a challenge as this calls for need to think about the ability and skill on how one can manage as a teacher in the regular classroom. With this in mind, the research problem of this study was as follows: how do regular classroom teachers in low and high density suburb primary schools organize their teaching to teach learners with developmental disabilities in inclusive regular classrooms.

1.6 Justification of research

As an experienced special needs educator for students with developmental disabilities, I have had the chance of wait listing several students with developmental disabilities for placement in special class or resource unit despite a background for the creation of inclusive classrooms as ‘no child…shall be refused admission to any school…’ as stated in the Education Act 1996 (Zimbabwe Government, 1996). There was a need to investigate how regular classroom teachers organize teaching-learning activities in inclusive classrooms with students with developmental disabilities to benefit from such teaching to warrant a long waiting list of learners for special needs education referred to above. The long waiting list was a cause for concern to me. Inclusion of students with developmental disabilities in the regular classrooms brought challenges to educators (Kutalad, 2002). The challenges included focus on individual students and motivation of students. In this study, a particular focus is put on the teaching methods that the regular classroom teachers used when teaching. It was worth finding out the challenges that the regular classrooms teachers faced to warrant the referrals alluded to above.

1.7 The kind of teachers included in this study

The study was limited to regular classroom teachers who had training for regular
classroom teaching and had at least 10 years experience in the teaching service. They taught assessed students with documented evidence of developmental disabilities in inclusive regular classrooms in low or high density suburb primary schools. Regular classroom teachers who did not meet these criteria were not considered in the study. It was anticipated that such regular classroom teachers could have had a lot of experience in teaching learners with developmental disabilities in inclusive regular classrooms due to the long service in the profession. Nineteen teachers participated in this study, ten and nine from the high and low density suburb primary schools respectively.

1.8 Definition of terms

The following terms were defined to give the meanings they are intended to in this study:

Inclusion: a `concept which views children with disabilities as full-time participants and members of their neighbourhood schools and communities’ (Knight, 1999:3). For the purpose of this study, inclusion refers to the situation when children with and without developmental disabilities learn together in the same physical environment - the regular classroom.

Regular classroom teachers: Teachers who have had training to teach learners in the ordinary or mainstream classrooms, that is, learners without developmental disabilities.

1.9 Organization of the thesis

The thesis is organized in five chapters. In Chapter 1, a Zimbabwean situation in as far as the provision of special needs education is concerned is presented. Research problem, justification of research, limitations of the study and definitions of terms are all discussed in the same chapter. In Chapter 2, literature on the developmental
disabilities is presented while methodology aspects are discussed in Chapter 3. In Chapter 4, data is presented, analyzed and discussed. Conclusion, suggestions and recommendations are made in Chapter 5.
2. LITERATURE REVIEW

2.1 Learners with developmental disabilities- who they are

Various descriptions or references have been put forward for learners with developmental disabilities. These are mental retardation, mental handicap, intellectual disability, mental disability, and intellectually challenged. In countries such as Zimbabwe, mental retardation is still in use although many authorities the term as an outdated one. This is so as for instance talking about a mentally retarded child is quite common and yet this has a labeling effect. Talking about a child with mental retardation conveys a lighter negative connotation as the child is viewed first before the mental retardation. However, in this study developmental disability will be used in place of all the various terms as it encompasses not only the mental capabilities but all the facets of life such as language, independent living and learning (Department of Health and Human Services, 2007).

UNESCO (2001:54) defines children with developmental disabilities as ‘those children that are slower to develop physically, acquire language, and learn to look after themselves and in mastering academic skills.’ The definition depicts that children with developmental disabilities usually have slow cognitive development and language acquisition, factors that are crucial in the education of such individuals. The problems of children with developmental disabilities include reasoning, problem solving, remembering and generalization (Olivier and Williams, 2005) as well as slow language development (Gulliford and Upton, 1992). These elements in the definitions were focused on in this study vis-à-vis teaching methods of regular classroom teachers were looked into.

2.2 The basis for inclusion

Several international declarations, which directly or indirectly relate to inclusion,
exist. The United Nations Convention on the Rights of the Child Article 28 asserts that it is the basic right of every child to education and requires that this should be provided on the basis of equal opportunity. In other words, there should be no discrimination of any child’s enrolment into the regular classroom on the basis a disability or developmental disability in particular. Article 2 clarifies this as it emphasizes non-discrimination in education and that education must be in the best interest of the child (United Nations, 1989). The Jomtien World Declaration on Education for All of 1990 stresses the disparities in the education of persons with disabilities (UNESCO, 1990). The Salamanca Statement and Framework for Action (1994) states that schools need to accommodate all children and that children need to attend their neighbourhood schools (UNESCO, 1990). The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all. International endorsement of this noble idea reflects the United Nations global strategy of ‘Education for All’. Several countries that include Norway, Vietnam and South Africa have gone a step further and come up with appropriate legislation and policy to ensure the implementation of inclusive ideas (Olivier and Williams, 2005) while Zimbabwe opted to operate behind the blanket statement in the Education Act (1996 amended). The Act states that every child shall have the right to school education. Section 4 sub-section 2 states that no child in Zimbabwe shall be refused admission to any school (Zimbabwe Government, 1996). It may be assumed that this clause emphasizes the inclusion of all learners including those with developmental disabilities in the regular classroom.

2.3 Previous studies on inclusive education

In a survey by Scruggs and Mastropieri (1996), teachers supported the idea of inclusion but majority of the teachers lacked the will to teach students with disabilities, thus including those with developmental disabilities, in their classrooms due to several variables such as limited teaching experience, teaching learning
resources, irrelevant teachers training background and general lack of experience with students with developmental disabilities. Research by Pastor and Jimenez (1994) came up with the same results. In a Palestinian context, Opdal and Wormnæs (2001) found that most teachers supported inclusion in the regular classrooms but were concerned with their knowledge and skills to be in charge of inclusive classrooms. In a research concerning inclusion of children with visual impairment in Zimbabwe, Badza (2003) found that teachers supported inclusion but raised reservations on issues caused by lack of knowledge and skills. In a study carried by Schneider (2005), teachers showed a need for training in using a variety of learning techniques when teaching students with developmental disabilities in the regular classrooms. A study in the Thohoyandou area in South Africa on the practice of inclusive education showed that teachers are not empowered in terms of knowledge to practice inclusive education (Sigodi, 2004). As evidenced above, several research findings have shown that students with disabilities, including those with developmental disabilities, would be welcome into inclusive classrooms but would bring challenges to the regular classroom teachers in relation to their instructional and management needs (Center and Ward, 1987). The studies showed that teachers feared that they would not manage to teach students with disabilities in the regular classrooms. Results in a study carried out by Skårbrevika (2005) showed that with large classes it was found difficult to provide the students with the necessary assistance. In Zimbabwe, Ministries of Higher Education, Sport and Culture and Higher and Tertiary Education (2004 observed that there were `congested classrooms in urban centres`.

There is need to carry out a situation analysis while opinion has to be mobilized (UNESCO, 1990). All stakeholders need to be mobilized to tackle inclusion from a point of unison. The issue of how best learners with developmental disabilities could receive the best instruction in inclusive regular classrooms would need to be scrutinized thoroughly and find solutions on how this could be realized.
2.4 Didactical model of teaching and learning relevant to inclusive regular classrooms: the curriculum relation model

The curriculum relation model (Johnsen, 2001) illustrates how teaching of learners with developmental disabilities could be effective. Figure 1 summarizes the curriculum relation model. While all the frame factors will not be emphasized in this chapter, other aspects such as the pupil, intentions, communication, content, care, assessment and methods and organization will be looked at in some detail as these have a lot to do with the teaching methods of regular classroom teachers.

Figure 1: The curriculum relation model with some aspects of learning and teaching processes (Johnsen, 2001).
2.4.1 The pupil

The needs of the learner, above referred to as the `pupil` in the curriculum relation model, need to be seriously considered. The `experience, knowledge, skills and attitudes…, capacities, possibilities and mentoring needs` of the pupil have to be considered (Johnsen, 2001). This means that for the student with developmental disabilities in the regular classroom, the teacher has to look at him/her as a unique individual with unique potentials, familiarities, abilities, points of view, and guidance needs. The situation in Zimbabwe gives a lot of challenges to most inclusive regular classroom teachers such as treating each child as a unique individual in an over-enrolled class with scarce teaching learning resources. Such is the situation in most Zimbabwean schools. Teachers are usually faced with teacher pupil ratios of over forty students to a teacher in primary schools (Ministries of Higher Education, Sport and Culture and Higher and Tertiary Education, 2004). The high inflationary environment of 1729% (Zimpapers, 2007) at the time of this study obviously has negatively affected the availability of teaching leaning materials with some teachers having failed to have even pieces of chalk according to my experience a teacher. All the other factors in the curriculum relation model revolve around the uniqueness of the student as the main beneficiary. The student with developmental disabilities must be viewed from the perspective of inimitable individual who only happen to be part of the class. The learner has to contribute on how, when and what to learn. The interests of the learner need to be examined.

2.4.2 Intentions

Intentions are usually referred to as aims, goals and objectives (Johnsen, 2001). The teacher has to consider aspects such as the capabilities, previous knowledge, skills and interests of the students. Rosenthal (2006) argues that the teacher must have clear, written-out objectives for each learner. This means that for the teacher for learners with developmental disabilities an Individual Education Plan (IEP) must be drawn. In the IEP long and short term goals set by the teacher and other support
members such as the parents/guardians have to be described, as well as any special supports that are needed to help achieve those goals. It must be noted that the goals have to set realistic targets for the learners. The intentions or the goals have to be adapted to suit the individual students. It is critical that the IEP is evaluated as it is implemented before a final evaluation is made. This is important to find out if any progress is being noted. If there is no progress that can be noted, the IEP can be discarded and come up with a realistic one (Bigge and Stump, 1999). As they achieve the set objectives the students feel motivated to achieve more. The regular teacher must have lesson plans that give students with developmental disabilities a clear idea of what they will be learning, and what the assignments are as they usually have problems to articulate complex situations as one of their characteristics (Beirne-Smith, Ittenbach and Patton, 2002). Failure to do this may easily confuse them. Assignments that have achievable learning goals must be given in addition to having ample opportunity to practice new skills as naturally human beings are motivated by achievements and success.

2.4.3 Content

The content of what the learner has to learn in an inclusive regular classroom has to have relationship with the goals, aims and objectives referred to above as the intentions (Johnsen, 2001). Relevant teaching learning material must be available and must be at the level of the learner. Inclusion of children with developmental disabilities in the regular classrooms calls for a shift from the traditional way of teaching all children the same content to teaching every child as an individual (Johnsen, 2001). Every child must have a curriculum that is relevant to his/her needs (Brunswick, 1994). There must therefore be curriculum reforms that `aim at making learning appropriate to the lives, capacities and needs of a wider range of children’ (EENET, 2005:3). Aspects such as the level of mastery of the child, interests, needs, strengths, weaknesses, learning barriers and fears have to be considered to provide relevant curriculum to individual students with developmental disabilities. However, all curriculum adaptations have to be in tandem with the national curriculum
Students with developmental disabilities need to be part of the education system through the pursuance of the national curriculum like everyone else. The regular classroom teacher must do more than just simply follow a fixed and prescribed curriculum. The teacher has to adapt to the specific and unique needs of every individual child in the classroom provided there is a flexible curriculum. The regular classroom teacher must be prepared to adapt the individual children’s learning outcomes, equipment and teaching aids, and methods that he/she uses to assess the teaching/learning outcomes basing on the philosophy that difference is positively valued and celebrated (UNESCO, 2001; Oliver, 1995; Johnsen, 2003). Again this becomes much of a challenge in situations where the regular classroom teacher is faced with lack of resources coupled with a burden of a ballooned teacher student ratio as is the current situation in most Zimbabwean schools (Ministries of Higher Education, Sport and Culture and Higher and Tertiary Education, 2004). Thus the content that is taught must be neither too difficult nor too easy. Regular classroom teachers need to select, adapt and sequence learning content to suit individual children (Dyson, 1997). This is so as each student must be treated as a unique individual. To assist regular classroom teachers cope with diversity of children in inclusive classrooms the volume of work that regular classroom teachers have to teach in inclusive classrooms need to be reconsidered and arranged in smaller chunks (Engelbrecht and Green, 2001). Small chunks make it easier for students, including those with developmental disabilities, to understand concepts as they lessen confusion. Thus, teachers need to task analyze. This partly becomes possible if the regular classroom teachers were allowed to be flexible particularly with teaching time. This is problematic where regular classroom teachers have to strictly follow the time tables with no slightest chance of flexibility and where failure to adhere to the time-table becomes an act of misconduct.

Teachers have to present material in an enthusiastic manner and instill hunger in their students to learn more on their own (Rosenthal, 2006). Teachers must realize that curriculum is meant for the learners and not the students for the curriculum. The teachers therefore have to adapt curriculum content to suit individual children with
developmental disabilities in the regular classroom. Even the curriculum content planned at the macro level must be considered with flexibility at the micro level. Thus the teacher must adapt the curriculum to suit the individual students with developmental disabilities at class level. With reference to Zimbabwe, experience that has not been documented though has taught me that curriculum is still very rigid as it leaves no room for flexibility. The Nziramasanga Commission of Inquiry into Education and Training recommended a community based curriculum but little has been done to implement the recommendations (UNESCO International Bureau of Education, 2000). The content to be covered is still determined at the ministerial level and has to be adhered to strictly in the classroom. This is because the education system is still exam oriented which might be inappropriate for the student with developmental disabilities in the regular classroom.

Curriculum could be a major challenge to the educational systems in most countries such as Zimbabwe where currently teachers are supposed to cover syllabi in prescribed times irrespective of performance of the children in the classroom. Examinations are based on the syllabi too. Naturally teachers then rush in their teaching to complete the syllabi. Also, strict timetables have to be followed in daily lessons that the students in the inclusive classroom may have little to benefit from the education in the regular classroom. The teacher has to follow the time table while the curriculum content has to be completed within a specified period. The result is a hurried way of teaching to the detriment of the students with developmental disabilities in the regular classrooms. There is currently no room for any flexibility on the teacher. The prevailing circumstances need to be overhauled for successful inclusion of children with developmental disabilities in regular classrooms. Rigidity in the education system needs to be discarded. The curriculum must be meant for the child and not vice versa. The child needs to dictate the pace of completion of the curriculum. Measurement of the quality of a regular classroom teacher needs not be based on the number of students who excel in examinations at the expense of students with developmental disabilities who have problems in mastery of skills as stated above. Regular classroom teachers need not to teach for examinations but all learners
2.4.4 Methods

As a way of celebrating individual differences, individual learning methods need to be considered as ‘no method…is so complete that it fits all pupils’ (Johnsen, 2001:278). Although there may be problems where the regular inclusive teacher lacks the appropriate teaching methods and is faced with a lack of teaching learning resources, teaching the student with developmental disabilities can nevertheless be justified. The teacher has to note that learners are unique individuals who learn in unique ways through unique methods. The learning strategies and media of instruction have to be considered at individual level. If students are different individuals then they need different learning techniques (Taba, 1962 in Johnsen, 2001). Regular classroom teachers need to be flexible to cater for the diversity of students through appropriate teaching programmes, organization and other adaptations that are necessary for individual students (Knight, 1999). They need to work with all children at their instructional levels (Vygotsky, 1978). Individuals need to be taught not the class. Teachers must present lessons in clear and structured ways. That is a prerequisite particularly in an inclusive classroom where there are learners with developmental disabilities.

Regular classroom teachers need training to equip them with a more diverse student population (Smith, 1998). With enough training and preparation, teachers may be geared to ‘teach each and everyone in accordance with their needs as individuals and as members of the class’ (Johnsen, 2003:4). Regular classroom teachers need to be aware of appropriate teaching methods for the specific individual student and how to use those methods effectively as alluded to above. This would enable them to adapt materials and writing appropriate objectives for every child’s needs. In-service training workshops could be appropriate to equip the regular classroom teachers with skills and competencies they may need to address their tasks in the inclusive classrooms (Olivier and Williams, 2005). Such staff development workshops must
always be preceded by needs assessment of the teachers. Staff development activities may be arranged around the shared goal of teaching inclusive classes. This can be arranged at any level of the education system. Through staff development, regular classroom teachers get the chance to be able to develop knowledge and confidence in developing meaningful IEPs and evaluating the effectiveness of education (Giangreco, 1997). Through such programmes, regular classroom teachers become aware that it is them and the school that have to adjust to all children who wish to enroll rather expecting individual children to adjust (Zollers and Ramathan, 1999; Stubbs, 2002). Confidence in being responsible for inclusive classes may lead to an understanding of children as individuals, where strengths and competencies are built upon. In support of the teachers’ effort, there would be need for a paradigm shift on how the effectiveness of regular classroom teachers is evaluated instead of judging them through the number of children who excel in public examinations. There would be need to discard the notion of teaching children for examinations. Support of inclusion of learners with developmental disabilities from other teachers at school level is important. Teachers need to support each other (Mittler, 2000). They could do this through discussion of particular children’s accounts and help that can be provided.

Stimulating conditions, role-playing, humour and field trips can be effective to teach learners with developmental disabilities (Armstrong, 1998) because these develop their interests to learn. Many teachers may be found wanting when asked to focus on individual needs in their teaching methods if the teacher pupil ratio in the regular classroom is too large. Focusing on relevant teaching methods for specific students with developmental disabilities may become a problem. Individual teaching may be a problem in countries where regular classroom teachers have to cope with large class sizes due to a shortage of teachers. In Zimbabwe, where teacher student ratio exceeds one to forty teachers may find it easy to dismiss the idea of individualization. Zimbabwe partly finds it a problem to reduce teacher pupil ratios due to financial constraints to pay extra teachers or employ class assistants.
Clark, Dyson and Millward (1995:155) advise regular classroom teachers to reduce ‘level of abstraction of information so as to make content relevant to the student’s current and future life’. Of the same notion are Vaughn, Bos and Schum (2000) who recommend hands-on-instruction. Learners need to be taught from what they already know and use reality life activities as teaching tools to reduce confusion. Instructional materials are recommended. The teacher may enhance the child’s understanding by using concrete learning and teaching aids. Teachers may have devices such as audiotapes, video recordings and computers incorporated in their teaching as these enhance understanding. This may effectively cater for the diversity of children in inclusive classrooms. However, this may be a dream as most of this equipment is hard to come by in most countries due to financial constraints particularly in Zimbabwe where a very high and volatile inflationary environment of 1729% prevails at the time of this study according to the Herald (2007). Such materials are obviously tough to obtain due to prohibitive prices. However, shortage of teaching and learning resources should never justify failure for inclusion and effective teaching of children with developmental disabilities in regular classrooms. Regular classroom teachers are urged to be resourceful to achieve the desired results (Steenkamp and Steenkamp, 1992). Regular classroom teachers have to use the available local resources to teach all children in the inclusive classrooms. This should, nevertheless, be misconstrued to mean that the school and government have to abdicate their role to purchase resources for the regular classroom teachers. Schools and governments must ensure availability of teaching learning resources while teachers play their role by being resourceful in their own way. Olivier and William (2005) advise regular classroom teachers to arrive early for work preparation and going an extra mile by teaching after the official school hours. This may go a long way in handling diversity as inclusion involves extra work and responsibility (Pijl, Meijer and Hegarty, 1997).

2.5.5 Communication

Teaching learners with developmental disabilities in an inclusive regular classroom
brings challenges in communication channels. Teachers are advised to listen to the pupil’s voice (Johnsen, 2001). Thus teachers need to have open communication channels with the pupils with developmental disabilities. Such learners need to dialogue freely with teachers about their education in the regular classrooms. For instance they need to share with the teachers their experiences and capabilities in the regular classrooms. As stated above language delay is one of the characteristics of learners with disabilities. Despite the language delay, communication problems have to be minimized by all means possible between the regular classroom teacher and the learner with developmental disabilities in an inclusive classroom. A language that is understood by the learner has to be used (Johnsen, 2001). The mother tongue would be the best to use. Datnow, Borman, Stringfield, Overman and Castelleno (2003) asserted that vernacular language connects the pupil to new concepts as he/she finds it easy to understand and manipulate other concepts. The issue of communication becomes a problem in countries where the mother tongue is not the medium of instruction such as in Zimbabwe. English is the official medium of instruction. Resorting to the mother tongue, Shona, would be the best option as this would assist the child to understand the message being conveyed.

Teaching children with developmental disabilities in regular classrooms requires teachers to express their genuine feelings about all children in the classrooms (McNamara and Moreton, 1995). Positive feelings can be cultivated through sensitization on the importance of having all children learning together. Students with developmental disabilities need to be given the message that they are students first with developmental disabilities later. Teachers need to develop feelings of ‘ability to cope with diversity’ (UNESCO, 2005:28). The regular classroom teachers must be prepared to welcome every learner as a full member of the class (Farell and Ainscow, 2002) by conveying messages of accepting every learner in the regular classroom. Positive perceptions of inclusion of children with developmental disabilities have to be mobilized. Positive attitude of regular classroom teachers towards inclusion may result in them doing thorough planning for all children including those with developmental disabilities. Positive attitudes may mean regular classroom teachers
being prepared mentally and emotionally to give every child adequate support (Steenkamp and Steenkamp, 1992). Changing attitudes from negative to positive is not an easy task but without the belief that that student can learn like everyone else. In a country like Zimbabwe teachers should discard the notion that a high academic pass rate is synonymous with effective teaching. This could ultimately mean a change in the attitude of the regular classroom teacher towards learners with developmental disabilities who usually perform lowly in academic subjects. Awareness programmes about how students with developmental disabilities learn may help teachers change their attitudes. For instance teachers need to be aware that what other students may learn in a short space of time, those with developmental disabilities may take more time to achieve the same goal. Viewing such students from a positive perspective hence sends the correct attitudinal message.

For inclusion of children with developmental disabilities to be a reality, communication with parents as active partners should be regarded as crucial in activities in the school (UNESCO, 1994). Parents have to be involved actively in inclusion (Rye, 2002; Gulliford and Upton, 1992). They have to be involved in activities such as programme planning and evaluation. Parents may provide important information such as the interests, knowledge and skills of the student that may assist the teacher to decide what and how to teach the student. Parents can be major obstacles to inclusion if they lack positive attitude and will to see the idea succeed thereby affecting the teacher’s methods of teaching the student. It becomes a challenge for regular classroom teacher when some parents wonder if their children will progress and gain skills if their children are moved into the regular classrooms (Knight, 1999). Many authorities concur that some parents may feel that inclusion may lead to a compromise of the education of their children. They may fail to realize that after graduating from school, their children will never have the choice of a disabled society to live in. The world itself is an inclusive community with people who vary not only in terms of disability but also in other aspects such as race and gender (Mercer, 1997). Parents need to be communicated with for inclusion to succeed as the same parents contribute a lot financially and materially to the success
of inclusion.

2.5.6 Care

Care is manifested in the way the teacher interacts with the student with developmental disabilities, how the teacher chooses the content, uses relevant teaching methods, organize the classroom, assesses the students and gives feedback. Effective inclusive regular classroom teachers form strong relationships with their students and show that they care about them as people. Such teachers for learners with developmental disabilities are warm, accessible, enthusiastic and caring (Rosenthal, 2006). Issues discussed above such as the selection of relevant learning content and using appropriate teaching methods show caring aspects in a teacher of children with developmental disabilities in an inclusive classroom. Teachers need to love and accept the student with developmental disabilities. Teachers can do that by self-esteem through encouragement and praise of the student with developmental disabilities. They have to be consistent in grading and give feedback in a timely manner (Rosenthal, 2006). Thus they do not have to delay giving feedback for any performance. Caring teachers with these qualities are known to stay after school and make themselves available to students with developmental disabilities who need extra help. Teachers have to give the students with developmental disabilities more time for assistance from the class teacher as a reflection of care. Extra teaching time and home visits may be quite useful and reflect attributes of a caring teacher.

Caring teachers encourage learners in the regular classroom to support other learners as peer tutors. Learners can be best tutors for other learners as ‘pupils experiencing difficulties can benefit greatly from small groups learning’ (Mittler, 2000:120). Learners that are more able can assist other learners who might be struggling to understand what they are supposed to do. Such peer tutoring can be exploited in form of co-operative learning whereby the class is divided into groups for learning activities that have co-operative goals. Co-operative learning fosters interdependence and helps all learners involved to develop interpersonal skills (Vaughn et al, 2000). In co-operative learning, each learner, including those with developmental disabilities,
has a role, a valued role.

2.5.7 Assessment

Traditional assessment such as use of the norm referenced tests alone is highly criticized (Johnsen, 2001) as IQs compare children with developmental disabilities with their peers only (Biggie and Stump, 1999). The form of assessment of learners with developmental disabilities in the inclusive classroom need not be of the individual child per se. Every aspect that affects the education of the learner has to be assessed not only the academic capabilities. The aims and objectives, teaching methods, material and humane resources and even interaction of all the stakeholders need to be assessed by analyzing what constitutes the best education for students with developmental disabilities. Assessment of all aspects enables stakeholders to adjust the direction of action towards the future learning of the student with developmental disabilities. The assessment needs not be a one off activity but a process that has to be continuously done and reviewed (Befring, 2001). This implies that the level of operation of the child and the environment has to be continuously assessed to enable necessary adjustments. All efforts must be directed towards the creation of a conducive learning environment for the learner with developmental disabilities. Assessment should not only be done within the confines of the room of the educational psychologist as it is done now in countries such as Zimbabwe where learners must be getting a raw deal from the SPS & SNE with one off assessment with little chances of reviews.

For assessment to be beneficial to the student with developmental disabilities regular classroom teachers need support from other professionals such as educational psychologists and speech language therapists whenever they need it. Such professionals could not only assist in the assessment of the learners with developmental disabilities but in programme planning for such learners too (Mittler, 2000). This is a noble suggestion although this poses a major challenge in most countries particularly in the South where the shortage of such specialists is still
critical. Specialists such as psychologists and speech therapists and even special needs educators have since migrated to foreign countries in the North for better quality of life.

### 2.5.8 Frame factors

The learner with developmental disabilities has various influencing factors to his/her education in the inclusive classroom. Factors such as ‘legislation, economy, human resources, and a number of physical, social and cultural aspects’ come to mind (Johnsen, 2001). Ideas on inclusion can be implemented successfully in terms of the laws of a country. Thus, inclusion as an education system has to be supported by some legislative and policy rights (Johnsen, 2001). Such a scenario enables the clients, learners with developmental disabilities, to demand inclusion as a right. Failure to support ideas with legislation and policy may be a reflection of a lack of commitment to the successful inclusive education. Culturally, some societies still believe that there is no point in educating a child with developmental disabilities who, after school, may never be competitive on the job market.

Shrewd leadership is important to implement ideas such as that on inclusion of children with developmental disabilities in regular classrooms even at school level. School heads have to be enthusiastic and supportive of inclusion (Smith, 1998). School administrators need to be innovative, flexible, and should seek cooperation from all role players to ensure the inclusion of students with disabilities (Olivier and Williams, 2005). Harber and Davies (1997) advocate for a school administration that is able to provide resources, and resource persons regarding instruction. The school administration is the immediate overseer of the availability of all resources that the regular classroom teacher needs. Inclusion may be successful when the regular classroom teachers are assisted with resource materials as these have major influence on what and how information and skills are taught (Bos and Vaughn, 1994). There must be an ‘identification of resources which will be available to support the implementation of inclusion’ (UNESCO, 2005:36). They need for instance adequate
teaching aids as discussed above. School heads play a great part in the provision of these materials.
3. METHODOLOGY

This chapter discusses the research design, the research instruments, data analysis, data presentation, data discussion, and validity.

3.1 Research approach and design

Qualitative research approach was used in this study. Qualitative research involves an in-depth understanding of human behaviour and the reason that govern human behaviour (Lofland, 1984). In-depth study was suitable to obtain a comprehensive understanding of how regular classroom teachers organize their teaching in classes with students with developmental disabilities in high and low density primary schools.

The qualitative research approach that was used was a case study design. A case study design is ‘an empirical inquiry that investigates a contemporary phenomenon within its life context’ (Yin, 1994:13). The real life context in this study was the regular classroom. A case study design enabled me to obtain much information in a few cases that were studied. Through a case study design it was possible to present my findings in a descriptive nature as this was based on some schemes; hence a descriptive case study was adopted. A case study design called for high language skills to identify constructs, themes, and patterns in verbal data and behaviour of teachers (Gall, Gall, and Borg, 2003). However in this study high language skills were required to discuss data in predefined categories and sub-categories. The teachers were observed in their own classes using in most instances their own language as propounded by Kirk and Miller (1986). Such observation gave me a chance to concentrate on specific situations and to identify interactive processes between students and their teachers. Using a structure of observation I picked out pre-defined situations (see Appendix 6). The predefined situations were the classroom environment that included the availability of classroom displays, seating arrangement
and class size; lesson preparation and specific teaching skills.

3.2 Procedures for data collection

Below is a diagram that depicts the steps and progression of the study from the writing of the proposal up to the submission of the thesis.

*Figure 2: Study Procedure September 2005 to April 2007*

![Diagram showing the study procedure from September 2005 to April 2007.]

Work on the study started with deciding on the research topic and research problem that were agreed upon with my supervisor in June 2006 in Norway. During the same period as depicted in the figure above, the research proposal and literature review were written. I then moved on to Zimbabwe where data collection was done while analysis was partly embarked on. Back in Norway, analysis was pursued and completed as well as presentation and discussion and subsequent submission of the thesis.

There was need for permission to enter schools to collect data. A letter that enabled me to approach the gate keepers in Zimbabwe to carry out research was issued by the University of Oslo (see Appendix 1). In Zimbabwe permission to carry out research was first sought from the Ministry of Education, Sport and Culture for me to reach my data sources. An application letter was written seeking permission to carry out
research (see Appendix 2) and permission granted (see Appendix 3). From the ministerial level, permission was sought and granted by the Midlands Provincial Office for me to carry out a pilot study (see Appendix 4). As my study primarily focused on Harare Province, permission was sought and granted by the Harare Provincial Office (see Appendix 5). Schools Psychological Services and Special Needs Education (SPS & SNE) department has the responsibility for the education of all learners with disabilities, including those with developmental disabilities at provincial level in Zimbabwe. With the letter from Harare Provincial office I finally consulted the personnel at Harare’s SPS & SNE department whom I worked with closely to identify the participants for this study.

3.3 Population and sampling

My population was made up of primary school teachers in Harare Province. The teachers taught in schools that were in low and high density suburbs. Low density suburbs are residential areas for the high socio-economic population while high density suburbs are residential areas for the population of low socio-economic status. Thus had two levels of sampling namely that of schools and of teachers. It follows that I had two groups of cases, high density primary schools and low density primary schools acronymic HdspSc and LdspSc respectively. The schools were selected if they satisfied the following criteria: 1. if the schools had students with developmental disabilities enrolled and 2. if the students were taught in the regular classrooms. Regular classroom teachers who taught learners with developmental disabilities in regular classrooms were then picked out using the following criteria: 1. the teachers should have taught regular classrooms for at least 10 years; 2. taught assessed students with documented evidence of developmental disabilities in regular classrooms. Teachers who satisfied the two characteristics would have significant experience in teaching learners with developmental disabilities in ordinary schools.

Schools Psychological Services and Special Needs Education (SPS & SNE) consulted the files of all the learners with developmental disabilities who attended
school in regular classrooms. Six schools satisfied the criteria cited above, three in each of the two suburban areas. I decided to use them all since they made up a manageable number. Fifty regular classroom teachers taught students with developmental disabilities in their classrooms at the six schools. Nineteen teachers met the sampling criteria described above. I decided to use all of them in the study. Criterion sampling was therefore used since the target group was predefined. The table below shows the schools and the teachers that participated in this study.

Table 1: Pseudo names and number of schools and teachers from the high and low density primary schools that participated in the study.

<table>
<thead>
<tr>
<th>Category of school</th>
<th>School</th>
<th>Teachers/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>High density suburb primary schools (HdspSc)</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>Low density suburb primary schools (LdspSc)</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>2</td>
</tr>
<tr>
<td><strong>N=</strong></td>
<td><strong>19</strong></td>
<td></td>
</tr>
</tbody>
</table>

Each teacher was observed once hence nineteen teachers were observed in total.

3.4 Methods for data collection, instruments and procedures

Observation made it possible to find out if what was predefined in the structure of observation happened in the regular classroom. Observation is a systematic way of watching, recording, describing, interpreting, and analyzing what people do, behave, and say (Robson, 1993). Observation was used as the data collecting method. I observed the various aspects under the physical classroom environment; lesson preparation and specific teaching skills as outlined in the structure of observation (see Appendix 6). I observed all the nineteen teachers (see Table 1). From each teacher I observed a whole thirty minute lesson after which I picked out sequences outlined in
the structure of observation (see Appendix 6). I used non-participant observation in this study to reduce interference with the teachers (Hoepfl, 1997). As a non-participant observer I strove to be as unobtrusive as possible so as not to bias the observations. For example in some instances where some teachers asked me if I intended to also see learners with developmental disabilities writing, I advised them to continue with their intentions as the classroom teachers.

Technological recording using the camcorder was used to obtain as much information as possible (Wittrock, 1986). In addition to the observation of teachers teaching, I video recorded the classroom environment which I did before or at the end of the lesson to minimize disruptions. Fixed at one of the front corners of the classroom, I video recorded the lessons. I observed all the teachers at a particular school before I moved on to the next.

3.5 Pilot study

Pilot study was carried out to discover any obvious problems that could be encountered with my methods. The pilot study was carried out using regular classroom teachers in the same setting that was described in my criteria but in Gweru. It was then that I realized that observing more than one lesson per each teacher was impractical as the teachers were engaged in revisions for end year examinations. I also realized that the one lesson per teacher would enable me to collect enough data for the study. Through the pilot study I realized that I needed to avoid changing positions as I observed the teachers to reduce distractions in teaching learning processes. I the decided to fix myself in one the front corners during observation.

3.6 Analysis of data

Large amounts of data were collected from the nineteen teachers (see Table 1) that needed serious thought in organization. In the initial stages of this study, data analysis involved the verbatim transcription of the video recorded tapes of each observation.
I watched each lesson on the video tape as I played the videos back and forth several times putting verbatim data and other observed situations into text. In most observations data was translated from Shona to English. Using a structure of observation (see Appendix 6) I picked out predefined situations on the teaching methods of the teachers. Data was put into predefined categories and sub-categories as per structure of observation. Analysis of data then followed focusing on each theme, category and sub-category. Cross case analysis was also done as I compared the teaching methods that were observed teachers that taught in the low and high density suburb schools in order to establish the degree of similarities and differences in teaching methods by teachers in schools located in the high and low socio-economic schools. Although it is difficult to generalize in a case study, it would be somehow be possible to generalize on other populations that meet the same criteria as those that were used in this study.

3.7 Validity

Maxwell (1997) identifies the kinds of validity in qualitative study as descriptive validity, interpretive validity, theoretical validity and generalizability. Wheeler (1995) identified the same kinds of validity in qualitative research. Descriptive validity is described as factual accuracy of account (Maxwell, 1992). In that means that I do not have to distort what I saw and heard in connection with the data. In this study, to reduce the threat to descriptive validity I tried to address the question: To what extent are my descriptions reflecting what really happened? Specifically, descriptive validity was ensured through video tapes that contained visual and verbatim data from the observations. To ensure that the participants meant what they really said in the recorded video tapes, a Shona language expert assisted to cross check translations that I made.

Interpretive validity concerns meaning of behaviours and events to the people engaged in them (Maxwell, 1997). Of the same notion is Johnson (1997) who postulates that through interpretive validity an attempt is made to ensure that
participant viewpoints, thoughts, intentions, and experiences were accurately understood and reported. In an attempt to reduce threat to interpretive validity I used a structure of observation with pre-defined categories that I used to identify visual and verbal situations that revealed teaching methods for the regular classrooms teachers. Thus I tried to enter into the regular classroom teachers’ inner worlds and tried to correctly interpret these inner worlds thereby trying to understand teaching methods from the regular classroom teachers’ perspectives. For instance there was a communicative meaning for the teachers to individualize their teaching as part of their teaching methods. In other words interpretive validity was on the basis of emic perspective meaning that it was the regular classroom teachers’ perspective themselves (Bohman, 1991). This was important as Hannerz (1992) observed that interpretive validity is grounded in the language of the people studied, that is the regular classroom teachers’ own speeches as they taught. I therefore went on to infer in the verbatim of regular classroom teachers through providing participants’ direct words as quotations in this study. This enabled me and the readers to experience for ourselves the participants' perspectives.

Theoretical validity `refers to an account’s validity as a theory of some phenomenon` (Maxwell, 1997:291). Of a similar perspective is Johnson (1997) whose viewpoint is that theoretical validity is also validity that is obtained to the degree that a theory or theoretical explanation developed from a research study fits the data that it becomes credible and defensible. To reduce the threat to theoretical validity validity, I focused on Johnsen’s Curriculum Relation Model. This model was used to develop more cogent explanations to the teaching methods of regular classroom teachers that taught regular classrooms with learners with developmental disabilities.

Generalizability is `the extent to which one can extend the account of a particular situation or population to other persons, times, or settings than those directly studied` (Maxwell, 1997). Although many authorities concur that qualitative studies are not designed to generalize findings to some wider population, Lincoln and Guba (1985:110) suggest that generalizability allows some `prediction and control over
situations`. Thus generalizability in this study was taken care of in form of a working hypothesis as per advice from Cronbach (1975). The hypothesis was generated out of the findings on teaching methods of regular classroom teachers who taught regular classes with learners with developmental disabilities in high and low density primary schools in Harare Province.

3.9 Ethical considerations

The principle of voluntary participation was highly considered before I carried out my research. It was up to teachers to participate in the observations. Closely related to voluntary participation was the issue of informed consent (Cohen and Manion, 1994; Befring, 2004). It was explained that the use of the observations was for research purposes only. The teachers were guaranteed of confidentiality and anonymity. It was stressed that the data were only available to me and my supervisor. As advised by Kvale (1996), I ensured participants full disclosure of information about the findings of the research.

As propounded by Bell (2003:45) I cleared `official channels by formally requesting permission` to carry out research on teaching methods of regular classroom teachers who taught regular classrooms with learners with developmental disabilities. I cleared the observation of regular classroom teachers with their superiors. I sought permission from the Ministry of Education, Sport and Culture (see Appendix 2) to carry out research in Zimbabwe. I sought permission from the Midlands Regional Office to carry out my pilot study which was granted (see Appendix 4) and then from Harare Provincial Office where my study was to be done (see Appendix 5). Finally, armed with letters from the responsible authorities I got the green light from the Schools Psychological Services and Special Needs Education (PSP & SNE) and the school heads.
3.10 Limitations of the observations

In this study I refer to limitations described by Khan and Best (1993) as those restrictions that were beyond my control. I intended to observe at least three lessons from each teacher to add some validity to my observations. It was then that I assumed that teachers would have become composed and prepared to teach while I observed. However, teachers were not prepared to be observed in more than one lesson as they wanted to concentrate on revision for the final school term examinations. Although I ultimately observed only one lesson from each teacher, I got a lot of data on their teaching methods although I could have gotten more information and perhaps come up with different findings had the teachers been observed in a number of lessons.

In one instance I arrived a bit late for my observations due to transport problems thereby inconveniencing some teachers. I apologized and proceeded with my observation at a later time that was convenient to the teacher. The observation was fixed just half an hour later. That should have instilled some anxiety in the teacher. However, the only one late arrival for observation could not have compromised the data as that did not happen with all the other participants. I finally observed a full lesson from the teacher concerned.

I intended to analyze data alongside data collection which is an aspect of qualitative research (Creswell, 1997). The process was disturbed to a greater extent when the camcorder lost sound. Transcription was therefore put to rest until I finally managed to connect the camcorder to the television and had the camcorder fixed back in Norway. That only managed to put pressure on me as I had to focus on data analysis parallel with completion of transcription thereby calling me to work much harder so as to have the work ready for submission on time.
4. PRESENTATION AND ANALYSIS OF DATA

Three themes were focused on in this study. Under each theme, data was put in predefined categories and sub-categories as per observed situations as given in structure of observation (see Appendix 6). A summary of the themes, categories and sub-categories that were presented and analyzed are shown in the table below:

Table 2: Predefined categories and sub-categories of the data collected concerning the teaching methods of the nineteen teachers that were observed.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SUB-CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical environment</td>
<td>Class displays</td>
</tr>
<tr>
<td></td>
<td>Sitting arrangement</td>
</tr>
<tr>
<td></td>
<td>Class size</td>
</tr>
<tr>
<td>Lesson preparation</td>
<td>Lesson introduction</td>
</tr>
<tr>
<td></td>
<td>Learning atmosphere</td>
</tr>
<tr>
<td></td>
<td>Knowledge of subject and content</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
</tr>
<tr>
<td>Specific teaching skills</td>
<td>Communication of ideas</td>
</tr>
<tr>
<td></td>
<td>Pacing of lesson</td>
</tr>
<tr>
<td></td>
<td>Learner motivation</td>
</tr>
<tr>
<td></td>
<td>Individual attention</td>
</tr>
<tr>
<td></td>
<td>Group work discussions</td>
</tr>
<tr>
<td></td>
<td>Teaching learning aids</td>
</tr>
<tr>
<td></td>
<td>Language usage</td>
</tr>
<tr>
<td></td>
<td>Content selection</td>
</tr>
<tr>
<td></td>
<td>Lesson connections</td>
</tr>
<tr>
<td></td>
<td>New knowledge acquisition</td>
</tr>
</tbody>
</table>

Table 2 shows the predefined categories and sub-categories in which data that were collected were put into (also see Appendix 6. the data were presented and analyzed
according to these categories and sub-categories. Excerpts from different teachers that were observed (see example of the transcription in Appendix 7) were used to support the presentation and analysis while students’ reactions are only described.

4.1 Arrangement of classroom environments

By classroom environment, I refer to a physical environment that is capable of stimulating every learner’s eagerness to learn particularly students with developmental disabilities. Arranging an improved physical environment of the classroom secures efficient learning environment (Savage, 1999; Stewart & Evans, 1997). Befring (2001) reiterated the same view postulating that physical frame factors such as school infrastructure (classroom for example) need to be addressed for there cannot be quality education in an inconducive environment. In addition to that, a well-arranged physical classroom environment enables the teacher to manage instruction more effectively because it triggers fewer behaviour problems and establishes a climate conducive to learning (Teachernet, 2007). Under the above theme data was put in the category and sub-categories as shown in table 2 below. Table 2 shows how the nineteen teachers that were observed arranged the classroom environment.
Table 3: Category: Physical classroom environment for the nineteen teachers that were observed in the high and low density suburb schools.

<table>
<thead>
<tr>
<th>CASE 1 – HdspSc</th>
<th>CASE 2 – LdspSc</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phys. Classroom Environment</strong></td>
<td><strong>Phys. Classroom Environment</strong></td>
<td><strong>Phys. Classroom Environment</strong></td>
</tr>
<tr>
<td><strong>Teacher written charts hung in the classroom</strong></td>
<td><strong>Teacher written charts hung in the classroom</strong></td>
<td><strong>Teacher written charts hung in the classroom</strong></td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>X X X X X X X</td>
<td>17</td>
</tr>
<tr>
<td><strong>Learners sat in mixed seating positions</strong></td>
<td><strong>Learners sat in mixed seating positions</strong></td>
<td><strong>Learners sat in mixed seating positions</strong></td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>X X X X X X X</td>
<td>16</td>
</tr>
<tr>
<td><strong>Class had no more than forty children</strong></td>
<td><strong>Class had no more than forty children</strong></td>
<td><strong>Class had no more than forty children</strong></td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>X X X X X X X</td>
<td>6</td>
</tr>
<tr>
<td><strong>Children’s work displayed in the classroom</strong></td>
<td><strong>Children’s work displayed in the classroom</strong></td>
<td><strong>Children’s work displayed in the classroom</strong></td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>X X X X X X X</td>
<td>18</td>
</tr>
<tr>
<td><strong>A well ventilated classroom existed</strong></td>
<td><strong>A well ventilated classroom existed</strong></td>
<td><strong>A well ventilated classroom existed</strong></td>
</tr>
<tr>
<td>X X X X X X X</td>
<td>X X X X X X X</td>
<td>17</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>Totals</strong></td>
<td><strong>Totals</strong></td>
</tr>
<tr>
<td>3 3 4 4 2 3 4 4 4 2</td>
<td>4 4 4 5 5 5 5 5 3</td>
<td>N=74</td>
</tr>
</tbody>
</table>

KEY:   T:  Teacher  
X: Available characteristic for the teacher concerned  
Blank box: Unavailable characteristic for the teacher concerned  
HdspSc: High density suburb School  
LdspSc: Low density suburb School

Teachers who teach students with developmental disabilities need to create stimulating conditions (Armstrong, 1998). Thus conducive environment are capable of motivating students. Teachers in the low density suburb schools (N=41) had classroom environments that were more conducive to learners than teachers who
taught in the high density suburb schools (N=33). All teachers in the low density suburb schools (9) and eight out of the ten teachers in the high density schools had teacher written charts hung on the classroom walls. Nine and eight teachers in each of the cases had children’s work displayed on the walls and learners sitting in mixed positions respectively. It would seem that teachers who taught in the LdspSc had access to more resources than teachers who taught in the HdspSc. There was a wide difference in teacher pupil ratio as all teachers in the high-density suburb schools had high student teacher ratio of more than forty students per teacher. Six teachers in the low density suburb schools had no more than forty students per teacher. Teachers need to note that different individuals need different learning techniques (Taba, 1962 in Johnsen, 2001). Teachers in both high and low density suburb schools seemed to have satisfied all the characteristics in the classroom environment except in the teacher student ratio that was too high for the teachers that taught in the high density suburb schools (see Table 3). With high teacher student ration in the low density schools, focusing on individuals must have been more challenging in the low density suburb than in the high density suburb schools. Following is a detailed presentation and analysis of each sub-category.

4.1.1 Teacher written charts hanging in the classroom

In the curriculum relation model Johnsen (2001) postulated that some students prefer to study things on their own to remember them. In a classroom environment, teacher written charts may serve this purpose. Eight and all the nine teachers observed in high and low density schools respectively had charts that the regular classroom teachers themselves wrote (see Table 3). On the classroom walls were teacher made charts that were displayed according to various curriculum subjects. In addition to the charts, commonly found in the classrooms among the teacher written charts were duty rosters, letters of alphabet and direction signs. The charts were colourful, neat and pleasing to the eye. The teachers that were observed highlighted that teacher written charts made classrooms more inviting to learners (AT&T, 2007). It can be assumed that such charts reinforced some concepts and skills that were learnt by all the
students including those with developmental disabilities. Observation in some classrooms showed that learners engaged themselves in reading charts after finishing written work. That minimized misbehaviour by students as this kept them busy. It appeared the regular classroom teachers that were observed perceived chart writing as an alternative teaching method.

4.1.2 Display of learners’ written work

Some students may also remember things after writing them down (Johnsen, 2001). Thus students’ written may well serve this purpose. An equal number of nine teachers in the high and low density suburb had written work by learners displayed in classrooms (see Table 3). As was with the teacher written charts, the work was displayed according to various curriculum subjects such as Shona, English, Art and Religious and Moral Education. Some learners were seen reading the displayed work during times they were not committed to any assigned work by the teachers. Interestingly, learners with developmental disabilities had their work displayed too. This had the effect of motivating learners with developmental disabilities as this showed that they produced work that was worth displaying for everyone to read too. Self esteem of the learners with developmental disabilities must have been raised through the learners’ displayed work.

4.1.3 Mixed seating positioning

By mixed seating positions I refer to arrangements in which learners with developmental disabilities sat amongst their peers without developmental disabilities. Corbett (1992) and Bettenhausen (1998) suggest that learners with developmental disabilities need to be strategically placed in close proximity to the teacher’s desk not only to monitor student problem behaviours, but also to facilitate teacher delivery of positive statements when compliant or otherwise appropriate behaviours are exhibited among other learners. Such a seating arrangement could be an alternative but learners with developmental disabilities need to sit among other students as they need to feel
that they are members of a group (Skjørten, 2001). Such a feeling can be enhanced when no learners have seating positions such as the corners of classrooms, an observation that was noted in two classrooms in the high density primary schools. Such seating positions may instil an unwelcoming feeling in learners with developmental disabilities in the regular classrooms. In the observations made, eight regular classroom teachers in both the high and low density primary schools ensured that learners with developmental disabilities sat amongst other learners in the classrooms. It would seem that the regular classroom teachers that were observed in this study were generally cognisant that separate seating positions stigmatised learners with developmental disabilities.

4.1.4 Class sizes

The official teacher class size in Zimbabwean primary school classroom is forty learners per teacher. In a survey carried out by Chuderewicz, (2002), results showed that reduced class sizes provided more individual instruction. Observations made in this study showed that all the ten regular classroom teachers in the high density suburb schools taught more learners than the official number of forty while six of the nine teachers observed in the low density suburb schools had learners no more than forty per teacher. It was observed that the teachers that were observed in the high density suburb schools found it more difficult to focus on individuals as lessons progressed. Students with developmental disabilities need more individual attention by teachers in the regular classrooms which teachers in the high density suburb schools generally failed to do. This must have been one of the effects of the high teacher student ratio.

4.1.5 Classroom ventilation and space

Ventilation in classrooms cannot be ignored when efforts in lesson preparation by the regular classroom teachers are put into focus. At all the schools for teachers that participated in this, their classrooms were well ventilated except at school B, a high
density school, where two classrooms were just too small and had too few windows in addition to high teacher pupil ratios that prevailed. A well ventilated classroom helps the free movement of air hence assists learners to be wide awake during lessons. Learners may find it easier to grasp concepts being taught in well ventilated classrooms.

4.2 Teacher presentation of content to be learnt

The more prepared a teacher is, the more effective the teaching, and thus the learning, is (Knight, 1999) while effective teachers prepare for lessons and get organized before teaching (Armstrong, 1998). Teachers need to have time to prepare themselves before they embark on the lessons as a large part of being organized before the content is presented. It follows that a well prepared teacher presents the lesson in a more robust way that the student with developmental disabilities in the regular classroom finds easy to follow too. From the regular classroom teachers that were observed, as part of lesson presentation, data was put in the predefined categories and sub-categories lesson introduction, realistic objectives, knowledge of topic and content, learning atmosphere and classroom ventilation (see
Table 4: Lesson presentation and the sub-categories that were derived from the lessons observed from all the nineteen teachers in the high and low density suburb schools.

<table>
<thead>
<tr>
<th>LESSON PREPARATION</th>
<th>CASE 1 – HdspSc</th>
<th>CASE 2 – LdspSc</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Used a motivating introduction to the lesson</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Set realistic objectives for the learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Teacher had knowledge of content and topic</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Created a relaxed learning atmosphere</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

KEY:  
T: Teacher  
X Available characteristic for the teacher concerned  
Blank box: Unavailable characteristic for the teacher concerned  
HdspSc: High density suburb School  
LdspSc: Low density suburb School

From the data presented in Table 4, motivating introductions were measured through the ability of such introductions to arouse the interest of students with developmental disabilities to participate in the lesson activities. Examples of such lesson introductions were songs and flash backs on previous lessons. Realistic and achievable objectives were noted as teachers let students of their expectances at the end of the lessons. Teachers’ knowledge of the topic and content were observed through the lecturing parts as lessons progressed. Relaxed atmospheres were
observed if the students with developmental disabilities participated in the lessons with freedom to interact with the teacher and the peers.

On lesson presentation among the nineteen teachers that were observed in this study, teachers who taught in high density suburb schools (HdSpSc=36) fared well than the teachers who taught in the low density suburb schools (LdSpSc =32). There was no difference in lesson preparation given that ten and nine teachers participated in this study in the high and low density schools respectively. Despite the different locations of the schools and availability in teaching learning resources discussed earlier all teachers equally fared well in lesson presentation. Notable similarity was in teachers’ knowledge.

4.2.1 Lesson introduction

Introduction to any lesson serves the purpose giving learners `a general idea of what is to follow’ (Wehmeier, 2003). Eight and five teachers in the high density and low density primary schools respectively used introductions that prepared learners in various ways for the forthcoming lesson content (see Table 4). While some teachers ensured that learners were quiet, most teachers used relevant songs and reflection on previous work done that were linked to the content of the lessons that were observed. Following are some examples of some introductions that were used by some regular classroom teachers:

HdSpScAT1: Gazing around the class. Let’s keep quiet. (Ngatinyararei). Yesterday we were talking about invoices writing the invoices and we talked about Mr Dube’s family and the things that they bought at a supermarket…..

The students had been making noise. When they were told to observe silence they all kept quiet and the teacher went on to introduce the lesson. The above teacher proved awareness for need for students to be prepared for a new lesson. The attention that prevailed brought with it a conducive teaching learning atmosphere and alertness for a new lesson to be introduced. A noisy classroom environment could have easily distracted students with developmental disabilities as a new lesson was being
Books had been scattered on the desks as students had been busy completing written work in the previous lesson. After the instruction to clear the tables the teacher went on to introduce a lesson after the students showed that they had paid attention. The teacher preferred order before any new lesson could be introduced. An orderly classroom environment ensured that the students paid attention to the teacher before the subsequent introduction of the new lesson.

In the above citations, students sang the songs that seemed very familiar to all of them. Teachers found it a bit difficult to stop the students to stop singing as they to continue singing. Even the students with developmental disabilities participated in the singing as the songs were quite familiar. The teacher finally quieted them and proceeded to introduce the new lessons.

Rosenthal (2006) advocates that great teachers make students be aware of the lesson objectives. In this study it was noted that nine teachers in the high density suburb schools and eight teachers in the low density suburb schools made students aware of the lesson objectives that were realistic and achievable objectives for their classes (see Table 4). The teachers had the temerity to let the learners be aware of their expectations at the end of the lessons. Examples of such teachers are as follows:
Students went on to identify words that were said in English yet they were supposed to be in Shona. The students went on to identify the words which they were quite familiar with.

LdspScAT1: We want to look at animals that we keep at home. (Tinoda kumbotaura mhuka dzinogara pamba.)

Students then identified several domestic animals all of which they knew well.

HdspScAT2: So today we are going to about grown up girls. What is being grown up? (Saka nhasi toda kudzidza pamusoro pemabasa evasikana vabve zera. Kubva zera kudii?)

The teacher was only letting students be aware of what they were going to learn in the forthcoming lesson. Students went on to identify the household chores.

The teachers cited above wanted students to be aware of the topics they were going to look at in the lessons so that the students would not lose focus of the discussions. It can be argued that the regular classroom teachers wanted the learners to be active participants towards the achievements of the set goals of the lessons that were taught. There was a possibility that the learners asked themselves some questions at the end of the lessons if they had achieved the set objectives.

4.2.2 Knowledge of content and topic

Teachers have to present material in an enthusiastic manner and instill hunger in their students to learn more on their own (Rosenthal, 2006). The knowledge of content and topic by the teachers who were observed in both the high and low density suburb schools was proved in lecturing part of the lessons. Virtually all the teachers showed in various ways that they were well acquainted with the topics and content of the various subjects. Teachers did this by giving new knowledge to the learners. Particular focus was put on giving new knowledge to all learners including those with developmental disabilities in the regular classrooms by all the teachers that were
observed. Following are some excerpts from some of the regular classroom that were observed:

HdspScAT2: But myself I think the word church is an English one. We have a real Shona word. We are used to say I go to the Methodist and Roman Catholic Churches but that is not proper Shona. He says we should say radio. We have to say turn off the radio. (Asi ini ndinofunga kuti chechi izwi rechirungu. Tine rimwe izwi rechiShona chairo. Tajaira isu kuti ndinopinda chechi yeMethodist, ndinopinda chechi yeRoman Catholic asi izwi chairo chairo riri muchiShona rinoti kudii? Hanzi tinofanira kuti dzimudzangara handiti?. Nyange zvedu tisingazoti vhara dzimudzangara tinozongoti vhaa wairosi kana kuti radio handiti?)

The teacher was telling learners about commonly used Shona words that were derived from the English language. Students also identified several such words and the proper Shona words.

HdspScAT3: People of long ago. Those people who were long long back. They used to do different things. They used to do the hunting story. They were hunters long ago. They were great hunters. What else did they do? It is said they were food gatherers. They got all their food from the forests. That's the only work that they did. (Kune rimwe basa ravaita here vanhu vekare? Vanonzi vaive mafood gatherers saka vaingogara vari musango. Zvekudya zvavo zvese vaizviwanira musango. Ndiro basa ravaiita).

The cited teacher was telling students how ancient people used to survive through hunting expeditions. Students also explained what they knew the people used to survive.

HdspScCT9: So from the smaller container we got three bottlefuls meaning that we got three by three hundred. (Saka chigubhu ichi tabvisa mathree hundred three hundred three hundred kasix times zvichireva izvo kuti kana tikaedha three hundred).

The teacher was explaining the measurement of volume that had been done by two students and how they came up with three hundred litres.

LdspScAT3: Fire is used to burn clay pots. Yes even water is used in the process of burning clay pots. A clay pot is the pot. The big clay pots. Yes a

The teacher was explaining purposes of fire in daily living and the process of making clay pots. The class then discussed the uses of other materials in daily lives of the Shona people. The small clay pots were discussed in detail with students mentioning the various types and their functions. In the following citation, the teacher was explaining Zimbabwe’s sources of foreign currency and the countries that are interested in its tobacco.

LdspScCT9: And tobacco is a money spinner. We nicknamed tobacco the golden leaf. Though tobacco looks gold, it's a coincidence….All the people from China, Japan, South America, North America, Greenland, Mongolia, Russia e-e-e even where this gentleman comes from Norway, Sweden, Denmark, Finland they all come to Zimbabwe because Zimbabwean tobacco is the best. …

The regular classroom teachers cited above gave new information that was relevant to the topics that were under discussion. The teachers talked about Shona words that were derived from the English language, the process of making clay pots, life in the ancient past, measurement of volume and resources in Zimbabwe. Some confusion was noted when one of the teachers above talked about some European countries which many of the students were unaware of. However the above excerpts were examples of situations when the teachers were lecturing on topics that were under discussion thereby providing new knowledge to all the students. The information focussed on real life experiences that even students with developmental disabilities mastered a lot. Topic and content selection was quite relevant to all learners in the regular classrooms.

4.2.3 Learning atmosphere

Johnsen (2001:257) postulates that `ordinary…teachers have as their common task to adapt the learning environment to the needs and capabilities of each pupil in the
class’. The regular classroom teachers that were observed in the low and high density schools managed to show their efforts to create relaxed learning atmospheres for all learners including those with developmental disabilities in various ways. Some teachers encouraged learners to assist each other, while others ensured that learners paid attention. Some of the teachers that were observed had physical contact with the learners. Examples are as follows:

HdspScCT9: Help each other. Help each other. I said keep quiet. Right. (Batsiranai. Batsiranai Ndati nyararai).

One student had complained that others did not want to work with him. After the teacher had asked them to help each other, students started to work as a group assisting each other. Some of the teachers had positive contact with the students with developmental disabilities one of which is as follows:

LdspScCT9: ---Very good. Shake hands. Teacher shakes hands with Marshal.

Marshal had given a correct answer to a question. After the teacher gave Marshal a hand-shake, he smiled. The hand shake could convey the message that the teacher did not shun Marshal. By so doing there was guarantee that the regular classroom was the best classroom for him to learn. Some teachers ensured that students with developmental disabilities were reprimanded in a friendly manner so that maximum attention was ensured for learning to take place. The following is an example:

HdspScAT2: Sit up straight, who is that one? (Gara zvakanaka ndiani uyo).

One student was fidgeting without paying attention to the teacher. After being asked to pay attention, she started to take part in the goings on of the class.

HdspScAT4: Nyasha! Behave. OK this is the last warning. If I find anyone tempering, messing around. We will be at loggerheads is that not so? (Tinokonana handiti?)

LdspScAT1: Masimba uri kutaurei? (Masimba what are you talking about?). Nhai Mhofu uri kutaurei? (Mhofu what are you talking about?).
In the above excerpts, Nyasha, Masimba and Mhofu were whispering to other students seated at their respective desks. The teacher warned the students and others who dared making noise using a friendly voice. The three students stopped whispering and immediately raised her hands to give answers to questions that the teachers had asked.

The establishment of such relaxed learning atmospheres where learners helped each other and avoided disturbing others assisted the regular classroom teachers to pursue objectives of the various lessons in conducive learning atmospheres. Such environments were the most convenient ones for the students with developmental disabilities, the regular classroom.

4.3 Helping students focus on content being taught.

The aim of a lesson should be to draw the concept home for every child in the classroom including those with developmental disabilities. This can be possible if the teacher has adequate and relevant teaching skills that allow learners to master the concepts. From the observations that were made, Table 5 contains the predefined categories and sub-categories on specific teaching skills.
Table 5: Category-Specific teaching skills that were observed in the classrooms of the high density and low density suburb schools sorted out according to each teacher that was observed.

<table>
<thead>
<tr>
<th>Specific Teaching skills</th>
<th>CASE 1 – HdspSc</th>
<th>CASE 2 – LdspSc</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td><strong>Sub-Categories</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was free to communicate ideas with learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Paced the lesson normally for learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Noted attention to learners during lecturing time</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Motivated learners during the lesson</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Organized group work for learners to share ideas</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Used visual/tangible aids during teaching</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Used language that could be understood</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Selected content that could be managed by learners</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Lessons had connections with past lessons</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Lessons had connections with real life experiences</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attended to individuals during writing</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Revised the content learnt</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>9</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

KEY:  
T: Teacher  
X Available characteristic for the teacher concerned  
Blank box: Unavailable characteristic for the teacher concerned  
HdspSc: High density suburb primary School
Whilst it appears as if teachers in the high density suburb schools fared well in specific teaching skills (N=84) than the teachers in the low density suburb schools (N=82), there isn’t much difference in the teachers’ specific teaching skills between the cases as ten and nine teachers in the high and low density suburbs respectively participated in the study. The teachers relatively satisfied the characteristics in having freedom to communicate their ideas with learners (17), paying attention to learners with developmental disabilities as they lectured (19), using language that was at the level of the learners (19), selecting lesson content that was at the level of the learners (17) and connecting lessons to real life experiences (17). In both the low and high density suburb schools, LdspScCT9 satisfied all the sub-categories of specific teaching skills whilst both LdspScBT5 and HdspScCT8 failed to revise the taught lessons with the students (see Table 5). HdspScAT2 failed in many respects to excel in most aspects of the specific teaching skills that were being observed (see Table 5).

4.3.1 Communication of ideas

In communication there is interchange of ‘feelings, thoughts, opinions or information’ (Skjørten, 1989:22). What this implies is that in classroom situation learners are not empty vessels to be filled in with knowledge as experience taught me that learners have a lot to offer too. In this study it was observed that there was an exchange of ideas between teachers and learners by eight and all the teachers in the high density and low density suburb schools respectively. Regular classroom teachers gave learners with developmental disabilities chance to share their ideas about concepts that were under discussion with the rest of the class. Examples are as follows in which names of students with developmental disabilities got involved.

HdspScBT6: Sifiso try it. (Sifiso chimbotiedzerawo tinzwe).

Sifiso: Can I have your address so that I write you a letter. (Ndipe kero yako ndigokunyorera tsamba).

HdspScAT4: …Can we all listen to Michelle?
Michelle: Four forty two, four hundred and forty two....

Sifiso and Michelle were asked if they could try to give answers to the given questions. They all went on to give a correct answers to the questions that the teachers had asked.

HdspScAT3: Unity can you show them how you are going to get the bigger share?

Unity: Five over twelve times eighty hundred and Forty!

Unity was participating in a practical example of sharing of money. She went on to explain how she was going to get her bigger share.

LdspScCT9: Michael do you think you have a question....?

Michael: *He moves his head sideways to indicate that he has no question* ....?

LdspScCT9: …and Marshal?

Marshal: *Marshal gives an inaudible answer.*

The teacher was enquiring if the students had any questions pertaining to what he had taught. Michael non verbally responded that he had no question while Michael inaudibly gave asked a question about tobacco growing in Zimbabwe after being asked if he had any question.

It can be argued that the regular classroom teachers were aware that they did not own the best ideas but viewed learners with developmental disabilities from a positive perspective and that they were also capable contributions in the class for everyone else to know their ideas too.

4.3.2 Pacing of lessons

Deschene, Ebeling and Spragne (1994) advise teachers to pace lessons differently, increasing or decreasing for some lessons while regular classroom teachers need to select, adapt and sequence learning content to suit individual children (Dyson, 1997). While many authorities concur that learners are unique individuals it follows that
they also have different learning paces. Observations made showed that only six and three regular classroom teachers from high suburb primary schools and low density suburb schools respectively considered learners with developmental disabilities in pacing lessons. Teachers HdspScBT6, HdspScAT4, HdspScAT3 and LdspScCT9 (see Table 4) are examples of regular classroom teachers who took note different paces for different learners during the observation of the lessons. It was observed that some teachers rushed against time and expected learners to hurry up during their teaching of which examples are as follows:

HdspScAT4: ... Hurry up Michelle. Michelle hurry up

HdspScBT6: Let’s write fast. (Ngatinyorei zvinopera).

LdspScAT2: Lets do that quickly. (Ngatiitei izvozvo quickly).

LdspScT5: Just do it quickly. … Can we be fast?

In the above quoted teachers had given the students work to do. The teachers reminded the students that they were running out of time to complete the given tasks and had to work fast. After the instruction, everybody appeared very busy to complete the tasks. Skjørten (2001) remarked that teachers need to meet individual children’s learning styles. It may be argued that the above cited teachers ignored the fact that learners with developmental disabilities had different learning just like everybody else.

4.3.3 Individual attention

In the observations made all the teachers (19) from the high and low density suburb schools that participated in this study paid attention to learners with developmental disabilities as the lessons progressed.

HdspScAT3: Probably I can have Eunice and Sheris to come in front. … So Unity will get seven and Sheris will get two... Unity is going to get the bigger share from....

The above cited teacher wanted some students who could be involved in practical
sharing of money. She picked Eunice, Sheris and Unity, all students with developmental disabilities, to be involved. The students went on to do the practical sharing with each one explaining how she would get her share. Some students prefer to learn by doing (Mercer and Mercer, 1998). Learning by doing could reinforce the understanding of concepts by the students.

HdspScAT4: …Michelle you stand up and give us a report back. Can we all listen to Michelle?

Michelle: Eh-h six minutes past ten in the morning is…Eight, eight, fourteen minutes past eight in the morning is two zero one…..

The teacher had assigned students group work. From each group, a report back was to be given. In one group, Michelle was to give the report back. She gave a report back on behalf of the whole group.

HdspScBT6: … Sifiso try it. (Sifiso chimbotiedzerawo tinzwe).

Sifiso: Can I have your address so that I write you a letter. (Ndipe kero yako ndigokunyorera tsamba).

LdspScCT9: Listen very carefully to Michael.

Michael: Money is the root of all evil.

The teachers had asked questions for students to answer. After being asked to try to give the answers, Sifiso and Michael went on to give the answers to the asked questions. Students with developmental disabilities became active participants in the teaching learning processes.

In all the above quotations, learners with developmental disabilities must have felt part of the classes due to the individual attention that they were given by their teachers. Such attention must have raised the learners’ self esteem.

4.3.4 Motivation of learners

Regular classroom teachers must give every child adequate support (Steenkamp and
Steenkamp, 1992). Such support may be given through motivation. Seven and eight of the regular classroom teachers that were observed in the low and high density suburb schools respectively had chances to motivate learners with developmental disabilities in the regular classrooms. Such learners were motivated in various ways such as positive comments, clapping hands, merit badges and hand shakes. The following are examples:

LdspScAT4: OK very good Michelle. Clap hands for her. Go!

Class response: Learners clap hands together for Michelle.

HdspScCT8: Emma give us an example of a sentence…(Emma tipowo muenzaniso wemutsetse. Ndizvozo muomberei maoko).

Emma: The child kept quiet. (Mwana akati mwii kunyarara).

HdspScCT8: That’s correct let’s clap hands for her.

Class response: Class claps hands for Emma for giving a correct answer.

HdspScBT5: Good clap hands for her. (Good muombererei maoko).

The above teachers used clapping of hands as a way of motivating learners after they gave correct answers. The learners were all smiles after the classes had clapped hands for them.

Michael: Money is the root of all evil

LdspScCT9: And I think we should give Michael a merit badge

While some teachers clapped hands and praised students as a way of motivating them after giving correct answers, the above teacher gave merit badges. Michael had a merit badge pinned on him by one student. He smiled as he sat down.

Hwidzo: We say zero plus equals zero. Then we say we say zero plus equals zero. We say two plus two equals four. (Zero plus zero plus zero wobva wawana zero. Wabva wati zero plus zero plus zerowobva waita zero. Wobva wati two plus two equals four….)

HdspScCT9: Hwidzo is able. Clap hands for him. (Hwidzo number one. Futi, haa Hwidzo ishasha. … Muroverei maoko).
After the student Hwidzo had given a correct answer to a question, the teacher cited above praised the student in addition to clapping hands as a way of motivating him. The student smiled thereafter.

Marshal: *Gives an inaudible answer.*


The teacher had asked a question and Marshal gave a correct answer. After the teacher shook hands with Marshal after giving a correct answer, Marshal went back to his seat smiling.

Learners taught by the above teachers felt motivated by their teachers in the regular classroom as they got hand shakes from the teachers, merits badges and clapping of hands. This was shown through smiles and eagerness to give answers to further questions.

### 4.3.5 Group work assignments

Mittler (2000:120) noted that ‘pupils experiencing difficulties can benefit greatly from small groups learning’. This means that learners can be best tutors for other learners. Group work assignments gave learners chance to share ideas and assist each other to tackle assignments. From the nineteen teachers who participated in this study, the same number of six teachers from the high and low density primary schools used group work as a teaching method for learners to work on given assignments.

HdspScCT7: In this group I want you to write only the fruits. (This group ndoda kuti mundinyorere michero chete yavaidya).

The teacher cited above was assigning group work to students. One group was to discuss about fruits that ancient people used to eat. One of the students wrote what
transpired from the group work on behalf of the others.

LdspScAT3: Alright in your groups ka I want you to take out your notebooks then you write in groups.

HdspScAT4: May you choose a group representing … write the names of all the people in your group … Trevor go into that group and you do the right way. Write the names of all the people in your group and you solve those problems.

HdspScAT5: Lets write the work in our groups from number one up to ten. (Ngatinyorei mazwi ose aya nhamba hwani to teni mumagurups).

The teachers cited above gave some work to students to work on in groups. The groups went on to work on the assigned tasks. Students could be seen taking turns to talk while one of them wrote the points down.

The group works given enabled learners that were more able to assist other learners who struggled to understand what they were supposed to do. The teachers exploited co-operative learning to achieve co-operative goals as groups. Learners were given a chance to support other learners as peer tutors. It is undisputable that students with developmental disabilities benefited from their peers as tutors as suggested by Mittler (2000).

4.3.6 Teaching learning aids

Deschenes et al (1994) advises regular classroom teachers who teach inclusive classrooms to use different visual aids when teaching lessons. Teaching learning aids assist in the mastery of concepts. The same number of six teachers from the high and low density primary schools used various teaching learning aids in their lessons. The aids were either visual or tangible materials such as work cards or concrete materials. By so doing the teachers that were observed reduced the level of abstraction of information (Clark et al, 1995). The following are examples:

LdspScCT9: Now boys and girls I wanted to show you what a cheque is. What a cheque is. Teacher opens some leaves of a cheque book. This
cheque book belongs to a Mrs DT Mashingaidze.

The teacher was talking about various forms of money. One of the students had identified a cheque as a form of money. The teacher then pulled a cheque book from one of his pockets to explain what a cheque was. Discussion about a cheque then followed. The teacher used the resource materials that were available and concretized the teaching for the students to master the concept of money as suggested by (Bos and Vaughn, 1994). The following teacher used hands on experience to draw the concept home.

HdspScCT9: I want you to people to come and measure the volume of these bottles

The discussion in the class was on volume. Two students were to do some practical measuring of volume. They went to the front and started measuring bottlefuls of water into a larger container.

LdspScAT4: Group leaders come and collect the cards.

Students were to work on assigned group work. The group leaders went to the teacher’s table and collected work cards after which they started working as groups.

LdspScBT6: Can you feel the cloth? This one. Feel the cloth! Can you feel this cloth and pass it on? Feel this hat and pass it on. Just hold it and pass. Pass to the cloth to the next person.

Class response: Students feel the different garments and passing them around.

The teaching focused on the properties of cloth in various garments. Students were to feel the feel the various garments first after which they discussed the properties of cloth. The teacher concretized the teaching and went on to use various senses in the teaching that is that of touch, sight and hearing.

It seemed the teachers cited above had had time to prepare for the forthcoming lessons. They had more time to plan for concrete examples and understood that it was easier for learners to remember things that they had seen instead of using only
abstract thinking.

4.3.7 Language usage

The purpose of language is to construct meaning (Mayfield and Marsh, 2001). Teachers should therefore use language that can be understood by all learners when teaching. It was interesting to note that all the nineteen regular classroom teachers that participated in this study used language that could be understood by all learners including those with developmental disabilities. The teachers that were observed did not only stick to the English language as they taught. They constantly resorted to the Shona language which everyone student could understand whenever they saw it fit to do so for the benefit of the learners. The following are some examples:

HdspScCT7: What do we do during that time? What do we do? What do we do during our leisure time? Can you even tell me in Shona? (Munoitei?)

There was a discussion on leisure time. Students were asked how they spent their leisure time. Many of the students then explained how they spent their leisure in Shona. They were free to express themselves in the language of their choice.

LdspScAT1: Who can tell the domestic animal that he/she knows? Yes! Another domestic animal! Tinotenda! (Ndianiko angatiudzawo yaanoziva domestic animal? Tinotenda!)

The focus was on domestic animals that the students knew. Tatenda identified a donkey as one of the domestic animals known. Other students went to identify more domestic animals.

It was noted that the teachers did not only stick to the English language as they taught but were free to switch to Shona when it was necessary. Students were more comfortable to use the mother language. Switching to the learners` mother must have aided conceptualization by the learners.
**4.3.8 Content selection**

The content that the teacher selects must be able to turn the student into an ‘educated’ individual (Johnsen, 2001). In agreement is Rosenthal (2006) who postulated that inclusive classroom teachers need to prove that curriculum is meant for learners and them for the curriculum. Teachers can prove that by carefully choosing the content to teach. In so doing teachers should the level of each learner. Among the teachers that participated in this study, nine teachers in the high density suburb schools and eight teachers in the low density suburb schools taught content that was at the level of all learners particularly those with developmental disabilities. This was proved by the level of participation of learners with developmental disabilities. Examples that can be cited are as follows:

LdspScAT1: Let’s look at animals that we keep at home. (Chimbotaura mhuka dzinogara pamba).

In the above excerpt the teacher had asked students to identify domestic animals. Many students then went on to identify different domestic animals.

HdspScT2: You tell me for those of you who do some work what work do you do? (Chindiu dzai kuti vanoita basa kumba munoita basa rei?)

The teacher asked students to identify the different household chores that they did at home. Many students then raised their hands and identified different household chores that they performed.

The above examples were well known concepts for learners with developmental disabilities. That was relevant teaching learning material that was at the level of the learners with developmental disabilities. The teachers viewed learners as individuals with unique needs. The content taught was neither too difficult nor too easy.

**4.3.9 Lesson and real life connections**

Ments (1983) propounded that teachers should relate learning to real life situations whilst most educationists concur that learners need to be taught from what they
already know and use reality life activities as teaching tools. Five of the teachers in the high density suburb schools and eight teachers in the low density suburb schools connections their lessons to previous ones through some revisions as a way of looking back.

HdspScAT1: Yesterday we were talking about invoices writing the invoices and we talked about Mr Dube’s family and the things that they bought at a supermarket..

LdspScCT8: Who can still remember what we said we should do to care for our bodies? Who can still remember? What did we say?

The above cited teachers connected the lessons to previous ones that the students done and the concepts were connected to real life experiences as students often saw invoices from shops and caring of their of bodies was a daily activity. Most students could remember what they had learnt in the previous lessons and gave correct answers although a number of them failed to recall anything. That was proved by failure to show by raising hands to give the answers.

Vaughn et al (2000) recommend hands-on-instruction. That means reality life activities need to be included in lessons. Most teachers connected their lessons to real life experiences. Examples are as follows:

HdspScAT2: Who of you do some work at home?). Is that true? You tell me for those of you who do some work what work do you do? (Vanoita basa kumba ndivanaani. Ichokwadi? Chindiu dzai kuti vanoita basa kumba munoita basa rei?)

The teacher wanted students to identify household chores that they performed at home. Many of them gave different household chores.

HdspScCT7: When we play. What do we do during that time? What do we do?. What do we do during our leisure time? (Yatinotamba! Munoi tei?)

The discussion was focused on leisure time where the teacher wanted students to identify the various ways they spent their leisure times. Students identified various ways such as watching or playing soccer and watching movies.
LdspScAT1: Let's look at animals that we keep at home (Chimbotaureka mhuka dzinogara pamba).

The teacher had asked students to identify domestic animals which they went on to identify.

LdspScAT3: So we want you to identify names of people who are good at something. Which jobs are knowledgeable people do? (Saka ndinoda kuti undiudze nyanzvi yebasa. Nekuti nyanzvi yacho inoita basa rei?)

The discussion on the above citation was focused on experts. The students then identified various experts such as farmers and smiths.

By linking lesson content to real life experiences, the teachers that were observed attempted to reduce abstraction for the benefit of learners with developmental disabilities in particular. In all the above cited examples, connections of lessons assisted learners to notice progression in concepts.

4.3.10 Revision of content done

Revision of work as a way of rounding up lessons enables learners to reflect on what they would have just covered. Only one teacher in each case, the high density suburb schools and low density schools managed to revise the work they had just taught their students.

LdspScCT9: Alright, besides questioning what is it that you learnt in this lesson? What is it that you learnt in this lesson?

The teacher asked students to identify what they had learnt in the lesson. Students then identified new information that they had acquired while one student asked a question on why tobacco was referred to as a golden leaf. The teacher reacted by giving an explanation to the student’s question.

Glasser (1998) that revision would assist the teacher to reflect and adjust his/her own teaching style. Revision of the work done would make enable students to reflect on the lessons taught too thereby reinforcing what was learnt previously.
5. DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

In this chapter, findings of this study are discussed followed by the conclusion that was drawn from the study. Recommendations are finally made in this same chapter.

5.1 Discussions

5.1.1 Arrangement of classroom environment

Armstrong (1998) postulated that teachers need to teach under stimulating conditions while Glasser (1998) suggested that teachers must create warm, supportive environments. Results in this study showed that all teachers in the low density schools had more stimulating classrooms environments. All teachers in the low density suburb schools had teacher made charts and children’s work displayed. It was different in the high density suburb schools where two teachers (HdspScAT1 and HdspScCT10) had none of such displays in their classrooms. It would seem that teachers who taught in low density suburb schools had access to more resources to purchase writing materials than teachers who taught in high density suburb schools. In Zimbabwe low density suburb schools are for the more effluent part of society. The schools are usually characterised by high school levies. It would seem therefore that schools that were located in the low-density suburbs had more resources such as writing materials at their disposal. The more resources may be ascribed to the financial resources to purchase more writing materials. The teachers then found it easy to improve the classroom environment. The opposite would be anticipated in the high-density schools. The results showed that such schools enrol from the population of a lower socio-economic stratum where parents and guardians find it tough to pay the usually low levies that are difficult to budget for writing materials given Zimbabwe’s high inflation of 1729% (Herald, 2007) at the time of this study.

The official teacher student ratio in a primary school classroom in Zimbabwe is one
teacher to forty students (Ministries of Higher Education, Sport and Culture and Higher and Tertiary Education, 2004). All the teachers who participated in this study from the high density suburb schools had more than the official number of students per teacher while only three teachers (LdspScAT1, LdspScAT2 and LdspScAT3) from the low suburb schools had such a similarity. It would seem that since teachers who taught in high density suburb schools had higher student ratio, this could be due to the feeder communities—the high density suburbs. Results in a study carried out by Skårbrevika (2005) showed that with large classes it was found difficult to provide the students with the necessary assistance. The high student teacher ratio for the teachers in the high suburb schools justifies the findings why they found it difficult to attend to students with developmental disabilities as individuals as they taught. This was the same finding by Skårbrevika (2005) that large classes made it difficult for the teacher to give students necessary assistance. The high student teacher ratio for the teachers in the high suburb schools may justify the findings why they found it difficult to attend to students with developmental disabilities as individuals as they taught.

5.1.2 Teaching skills of the teachers that were observed

Teachers who participated in this study showed that they put thought about students with developmental disabilities as they chose the content of their lessons. In the curriculum relation model, Johnsen (2001) recommended that teachers need to ensure that the content for the learners need to be at their level. The teachers that were observed did just that in various ways. For example when LdspScAT1 said ‘We want to look at domestic animals (tinoda kumbotaura mhuka dzinogara pamba),’ while HdspScBT6 said ‘Today we want to discuss different words. English words that are commonly spoken in Shona yet in reality they are not Shona words (Nhasi ndinoda kukuudzai maererano nemazwi akasiyana siyana. Mazwi aya anotaurwa nechirungu anofanira kunge ari echiShona),’ those were familiar topics that even students with developmental disabilities went on to actively participate in the teaching learning processes as they must have had some animals at home and used the Shona words
that were in question to communicate. Thus to most teachers the findings by Scruggs and Mastropieri (1996), Pastor and Jimenez (1994) and Opdal and Wormnæs (2001) that most teachers were concerned with their lack of knowledge on how to teach regular inclusive classrooms were in most cases disproved. However, a few of the teachers who participated in this study confirmed the findings of the above mentioned researchers. For instance when HdspScAT2 said ‘so today we want to talk about the works for grown up girls (saka nhasi toda kudzidza pamusoro pevasikana vabve zera),’ that content was too high than level of mastery of the learners as the class was made up infants. It must have become too abstract for the learners that had developmental disabilities as few students participated in the lesson. Badza (2003) and Schneider (2005) confirmed such poor content selection by saying that teachers lacked the knowledge and skills to teach inclusive classrooms and that they needed training in using a variety of learning techniques.

Johnsen (2001) noted that the teacher has to consider each as a unique individual with unique ‘experience, knowledge, skills…capabilities …and mentoring needs’. This means that the teacher needs to emphasize individualization in her/his teaching. Findings show that teachers who taught in the high density suburb schools did not individualize their teaching to a large extent. Although the teachers might have failed to individualize their teaching due to the enrolment pressures that caused high teacher student ratios in the high density suburb schools, this confirms findings by Sigodi (2004) who found that teachers were not empowered to practice inclusive education. Johnsen (2003:4) asserts that teachers need to ‘teach each and everyone in accordance with their needs as individuals…’. Some of the teachers who participated in the study paid attention to students with developmental disabilities as individuals in the teaching methods of whom examples could be noted when HdspScAT2 and HdspScBT3 attempted to give individual attentions to Grace and Unity when they said ‘What do you do girls, Grace? (Ko zvimwe zvamunoita vasikana, Grace.)’ and ‘Unity can you show them how you are going to get the bigger share?’ respectively. As students with developmental disabilities need to be given adequate individual support (Steenkamp and Steenkamp (1992), the cited teachers showed contrast with
the findings of Pastor and Jimenez (1994), Scruggs and Mastropieri (1996) who found that teachers lacked experience with students with disabilities that include those with developmental disabilities. Also the finding by Sigodi (2004) in Thohoyandou that teachers were not empowered to practice inclusive education was proved wrong in this regard. Instead the teachers that were observed proved that they were cognisant of the learning styles of individuals with developmental disabilities.

Teachers who participated in this study paid attention to students with developmental disabilities in the regular classrooms. Knight (1999) and Vygotsky (1978) concurred that teachers need to be flexible to be able to cater for the diversity of students while Johnsen (2003) advises teachers to celebrate the individual differences and encourages the celebration of individual learning methods. All this can be enhanced through attention to students with developmental disabilities as individuals. Findings of this study showed that teachers who participated in this study did just that. For instance when teachers HdspScAT4 and HdspScAT3 said ‘Michelle you stand up and give us a report back. Can we all listen to Michelle?’ and ‘probably I can have Eunice and Sheris to come in front...’ respectively, the intentions of the teachers were to give Michelle, Eunice and Sheris, the students with developmental disabilities to have chances to participate in classroom activities. The teachers showed that they had some skills to be in charge of inclusive classrooms in contrast with the findings of Opdal and Wormaæs (2001). The teachers wanted to make sure that the students moved with everyone else as lessons progressed. Thus the students with developmental disabilities became full participants of the teaching learning processes. The teachers tried to teach every child as an individual (Johnsen, 2001) despite the high student teacher ratios that were noted particularly in the high density suburb schools (see Table 3).

Generally, teachers who were observed taught lessons hurriedly to complete lessons in the given thirty minutes (four and six teachers in the high density suburb and low density suburb schools respectively) ignoring the fact that they had to ‘teach each and everyone in accordance with their needs as individuals and as members of the class’
(Johnsen, 2003:4). Teachers HdspScAT4, HdspScBT6, LdspScAT2 and LdspScT5 hurried learners when they said `Hurry up Michelle. Michelle hurry up,` `Let’s write fast (Ngatinyorei zvinopera), `Let’s do that quickly. (Ngatiitei izvozvo quickly)´ and `Just do it quickly. … Can we be fast?’ respectively. The teachers wanted to complete lessons within the prescribed times. Given that the instructions given students with developmental disabilities the teachers failed to adjust to the students’ learning paces as recommended by Zollers and Ramathan (1999) as well as Stubbs (200). It would seem that to such teachers students were meant for the time and not time for the students. Although it is not documented, teachers in Zimbabwean schools have to stick to lesson time tables. When teachers hurry up in their teaching to complete lessons in given times, students who have developmental disabilities suffer as they need more attention from the teacher. The findings confirmed those of Scruggs and Mostropieri (1996) that teachers lacked experience with students with developmental disabilities.

Johnsen (2001) advises teachers to give students to have clear ideas of what they will be learning while Glasser (1998) advises teachers that they must make sure that they let their students be aware of their expectations. What this means is that students must be made aware of the objectives of the lessons. Some teachers that were observed did just that. For example when HdspScBT6 said `Words that are said in English are usually in Shona. Today I want to tell about different words (Nhasi ndinoda kukuudzai maererano nemazwi akasiyana siyana. Mazwi aya anotaurwa nechirungu anofanira kunge ari echishona) the aim was to let the students be aware of the teacher’s expectations at the end of the lesson. This finding is in contrast to that of Center and Ward (1987) who concluded that inclusive classroom teachers lacked knowledge in relation to instructional skills. When students are aware of the objective of a lesson, they tend to work harder (Glasser, 1998). One would assume that at the end of the lessons, the students who were aware of the objectives asked themselves if they had achieved them.

Johnsen (2001) postulated that teachers must listen to the pupil’s voice. In other
words students must not be treated as empty vessels to be filled with knowledge or information while they passively listen. The study revealed that all teachers who taught in the low density schools showed freedom to communicate their ideas with all students including those who had developmental disabilities than teachers who taught in the high density suburb schools particularly in subjects that were not taught in the mother tongue, Shona. As discussed earlier, low density suburb schools are located in the more effluent parts of the urban society that can afford technology such as televisions and computers. Given that research has shown that technology can be used to facilitate language learning (Nunan, 2003) there was free teacher student communication in subjects that were taught in English as students in the low density suburb schools were more conversant in English. The Shona language, the mother tongue, was ignored to teach most lessons. Example is when LdspScT9 asked Michael the question ‘What do we call all these things instead of property?’ and Michael replied ‘Belongings’. Such a question could have been a tricky one to a student with developmental disabilities who, usually is characterized by slow language development (UNESCO, 2001). The fact that vernacular language connects the pupil to new concepts as the student finds it easy to understand and manipulate other concepts (Datnow, Borman, Stringfield, Overman and Castelleno (2003) was largely ignored. The lack of effective communication skills between teachers and students with developmental disabilities confirms that of Badza (2003) who found out that teachers lacked knowledge and skills of teaching inclusive classrooms. However, there was no significant difference as only two teachers in the high density suburb schools (HdspScBT4 and HdspScBT5) did not show effective communication with the students particularly those with developmental disabilities.

Learning aids ‘reduce the level of abstraction of information so as to make content relevant to the student’s current and future life’ (Clark et al, 1995:155). Results in this study showed that despite the economic difference in the low and high density schools discussed as above, teachers used visual aids in their teaching. The teachers who were observed were resourceful in their own way. This was in accordance with advice from Steenkamp and Steenkamp (1992) who postulate that regular classroom teachers are
urged to be resourceful to achieve the desired results. Examples of teachers who used teaching learning aids were HdspScBT4 and LdspScCT9 who used real cloths to teach the qualities of cloth and cheque book, coins and notes to teach the concept of money respectively. The teachers attempted to consider the learning capacities of the students by using real objects instead of just theorizing (Johnsen, 2001). This finding contrasts that of Scruggs and Mastropieri (1996) who found out that teachers lacked teaching learning resources to teach inclusive classes despite the will. The teachers that were observed in this study tried to use hands-on-instruction as recommended by Vaughn et al (2000).

Glasser (1998) stresses that revision assist the teacher to reflect and adjust is/her own teaching style. Findings in this study indicated that only two teachers HdspScBT4 and LdspScCT9 revised the content of the lessons that was taught as a way of summing up the lesson when they asked the classes ‘OK so what have we learnt in this lesson (OK saka tadzidzei muchidzidzo chanhasi) and ‘Alright, besides questioning what is it that you learnt in this lesson? What is it that you learnt in this lesson?’ This finding can be linked to the rushed pacing of lessons discussed above. It seems time was insufficient for teachers to revise the work that they had taught. It also seems the teachers wanted to stick to the allocated times of the lessons although revision of the work done could have also enabled the students to reflect on the lessons taught too. Revision would have also reinforced the understanding of concepts. This finding confirms that of Sigodi (2004) that teachers were not empowered in terms of knowledge to practice inclusive education. The teachers that were observed generally lacked knowledge about the value of revision of lessons taught.

5.2 Conclusion

The findings indicated that both teachers who taught in the high and low density suburb schools of Harare that were studied, used almost similar teaching methods when teaching students with developmental disabilities in the inclusive classrooms. The teachers faced the same challenges such as high teacher student ratio, rushing through lessons in order to stick to time-tables, lack of enough teaching learning aids
to reduce abstraction in lessons and failure to revise lessons taught. The findings indicated that *there is no significant difference in teaching methods between regular inclusive class teachers who taught students with developmental disabilities in the low and high density suburb schools*. This same conclusion could be drawn if samples with the same characteristics were studied.

### 5.3 Recommendations

Porter (1997) noted that there need to be an on-going assessment on the teachers training needs as part of the education ministry’s commitment. The study revealed that regular classroom teachers need staff development in teachers to students with developmental disabilities in regular classrooms. This comes in the wake of some teachers who completely ignored students with developmental disabilities in their classrooms.

Related to the above, Zimbabwe must go beyond mere policy statements and to enact a law or laws, which relate directly to special education’ (Barcham and Peresuh, 1998). Legal framework would enforce every teacher to view every student’s right to be taught in the regular classroom.

Time tables must be meant for the teachers and not vice versa. Teachers must be flexible with time so that every student gets relevant attention. This would assist teachers to ensure that students have master concepts taught nonetheless without discarding time tables completely.

Teacher student ration need to be reduced to assist teachers to teach individuals and not classes. The student teacher ratio was too high particularly in the high density suburb schools. Teachers need to work with all children as individuals at their instructional levels (Vygotsky, 1978).

Teachers need to be assisted with resource materials as these have major influence on what and how information and skills are taught (Bos and Vaughn, 1994). Although
teachers need to be resourceful, schools and the education ministry need to provide teachers with teaching learning materials. Such materials would assist the understanding of concepts.

Schools and the education ministry need to reflect on the medium of instruction to be used in school subjects in the curriculum. Given that individuals with developmental disabilities are characterized with a slow language development (UNESCO, 2001), it is prudent that the mother tongue must be considered to subjects in the Zimbabwe school curriculum. This would assist the understanding of concepts by learners particularly those with developmental disabilities.
REFERENCES


Appendix 1: Letter from University of Oslo for permission to carry out research

TO WHOM IT MAY CONCERN:

This is to certify that CHIDINDI, Joseph, date of birth 15.03.1966, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the degree of Master of Philosophy in Special Needs Education (M. Phil. SNE).

This is a continuous two-year programme run on the "sandwich" principle, which involves periods of study and field work/research in both Norway and the home country. The student has concluded the initial 11-month period in Norway and will be returning to the home country in July 2006 to continue full-time studies/research until 1 January 2007 when s/he returns to Norway for the final part of the degree. The period of study will be completed at the end of May 2007.

The main responsibility for supervising the research, developmental work and thesis remains with the Department of Special Needs Education, University of Oslo, Norway. However, we would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. We would also be most grateful for any assistance that is afforded to the student which enables her/him to carry out this work, particularly the use of facilities such as access to telephone, fax, e-mail, computer services and libraries at the various educational establishments.

Yours sincerely,

[Signature]

Associate Professor Berit Helene Johnsen (dr.scient.)
Academic Head of International Master’s Programme
Department of Special Needs Education

Institutt for spesialpedagogikk
Det utdanningsvitenskapelige fakultet
Universitetet i Oslo
Norge
Appendix 2: Application letter to Ministry of Education to carry out research

26 Kubvumbi Drive

Zengeza 3
Zengeza
Chitungwiza

14 July 2006

The Secretary
Ministry of Education, Sport and Culture
P. O. Box CY 121
Causeway
Harare
Dear Sir/Madam

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH ON
`CHALLENGES IN TEACHING METHODS FOR STUDENTS WITH
DEVELOPMENTAL DISABILITIES IN REGULAR CLASSROOMS: A CASE
STUDY OF HIGH AND LOW DENSITY SUBURB PRIMARY SCHOOLS IN
HARARE PROVINCE, ZIMBABWE`

I hereby seek permission to carry out research on the “RE: Application for permission to carry out research on `Challenges in teaching methods of students with developmental disabilities in regular classrooms A case study of high and low density suburb primary schools in Harare, Zimbabwe`. I am intending to carry out the piloting in Gweru in the Midlands Province.

I am student at the University of Oslo, Norway, studying for a Master of Philosophy in Special Needs Education degree (see attached letter from University of Oslo).

I wish to thank you in advance for your assistance.

Yours faithfully

Joseph Chidindi
Appendix 3: Letter from Ministry of Education:
Permission to carry out research in Harare Province

All communications should be addressed to
"THE PROVINCIAL EDUCATION DIRECTOR"

Telephone: 792671/9
Telex: 22287
Fax: 796125
E-mail: moeschre@yahoo.com

ZIMBABWE

Ministry of Education, Sport & Culture
Harare Provincial Office
P.O Box CY 1343
Causeway
Zimbabwe

Re: PERMISSION TO CARRY OUT RESEARCH IN SOME SELECTED SCHOOLS
INCLUSION OF STUDENTS WITH MODERATE DISABILITIES IN PRIMARY SCHOOLS CHALLENGES IN TEACHING METHODOLOGY OF REGULAR CLASSROOM TEACHERS IN HARARE PROVINCE

Reference is made to your letter dated

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.

For: Provincial Education Director
Harare Province

25 Jul 2006

2006 feb arm/127
Appendix 4: Letter from Ministry of Education, Gweru Province: Permission to carry out pilot study

Ref: Joseph Chidzindzi
ECNo: ..................

Ministry of Education Sport and Culture
P.O Box 737
Gweru
Zimbabwe

Date: 11/09/06

Mr/Mrs/Miss

Joseph Chidzindzi

University of Oslo
Norway

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH IN SELECTED SCHOOLS IN MIDLANDS PROVINCE

Inclusion of students with developmental disabilities in primary schools: challenges in teaching methodology of regular classroom teachers in Harare and Machinga in Gweru (Zimbabwe)

Permission to carry out a research on the above topic in Midlands Province has been granted on these conditions:

a) that in carrying out this you do not disturb the learning and teaching programmes in schools
b) that you avail the Ministry of Education, Sport and Culture with a copy of your research findings.

c) That this permission can be withdrawn at anytime by the Provincial Education Director or by any higher officer

The Education Director wishes you success in your research work and in your University/College studies.

education officer PROFESSIONAL ADMINISTRATION

Education Officer - Professional Administration & Legal Services
For: PROVINCIAL EDUCATION DIRECTOR
MIDLANDS

Ministry of Education
and Culture
Midlands

12 SEP 2006
P.O. BOX 737, GWERU
Appendix 5: Letter from Ministry of Education, Harare Province: Permission to carry out research

RE: PERMISSION TO CARRY OUT RESEARCH

Reference is made to your application to carry out research in the Ministry of Education, Sport and Culture institutions on:

INCLUSION OF STUDENTS WITH DEVELOPMENTAL DISABILITIES IN PRIMARY SCHOOLS: CHALLENGES IN TEACHING

METHODOLOGY OF REGULAR CLASSROOM TEACHERS IN HARARE PROVINCE AND PILOTING IN GWERU.

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director responsible for the schools from which you want to research.

You are also required to provide the Ministry of Education, Sport and Culture with the final copy of your research since it is instrumental to the development of Education in Zimbabwe.

Z.M. Chitiga
FOR: SECRETARY FOR EDUCATION, SPORT AND CULTURE
Appendix 6: Structure of observation with predefined categories and sub-categories

STRUCTURE OF OBSERVATION

FOR THE INCLUSIVE CLASSROOM TEACHER

<table>
<thead>
<tr>
<th>The teacher…</th>
<th>yes</th>
<th>To some extent</th>
<th>Could have been done</th>
<th>Should have been done</th>
<th>Comments</th>
</tr>
</thead>
</table>

Physical classroom environment

- Has class displays (e.g. charts, pupils’ work)
- Created sitting arrangement that benefits children with developmental disabilities
- Has manageable class size

Preparation for the lesson

- Shows adequate preparation for the lesson
- Introduces lesson in a motivating manner (ability to arouse learners’ interests)
| Creates a relaxed learning atmosphere |  |
| Demonstrates knowledge of the subject and topic |  |
| Sets objectives that are realistic and achievable |  |

**Specific teaching skills**

| Attends to learners as individuals during teaching – notes attention learners with developmental disabilities |  |
| Has time to motivate learners with developmental disabilities during the lesson |  |
| Paces the lessons normally for learners with developmental disabilities |  |
| Organizes group discussions for learners to share ideas |  |
| Attends to individual learners for specific assistance |  |
| Gives all learners to communicate their ideas to the teacher during the lesson |  |
Uses language that is at the level of all learners

Selects content that is relevant to learners’ lives

Selects content that is at level of learners’ comprehension

Facilitates connections to past lessons, other disciplines and real world situations

Assists learners to acquire new knowledge

Uses visual and/or tangible aids to deliver the lesson

**KEY**

Observer will check the appropriate box: **Yes** (Done/Exists); **To some extent** (done but not to the fullest possible); **Could have been done** (would have been appropriate); **Should have been done** (the absence of this technique impaired the lesson)

Appendices 7: Transcription of data from a selected teacher: Teacher 9 of Low density suburb primary School C (LdspScC9)

Key for the transcription of data

….. Unfinished or inaudible statement

--- Stammering

! High pitched voice

? A question

Italised words Description of event or situation

Bracketed words Translated speech

Unbracked words Direct words spoken by the teacher or learner

€ pause

Bolden names Individuals with developmental disabilities in the class
<table>
<thead>
<tr>
<th>Tape/ Lesson/ Time</th>
<th>Teacher’s action/instruction</th>
<th>Learners’ response/action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape 5 Lesson 4</td>
<td>……involves a lot of traveling from Zimbabwe to somewhere else. <em>Teacher writes on the chalkboard as he talks.</em> We first want to change our ideas… We would like to visit the whole world over as visitors from Zimbabwe. And our lesson comes as a social …lesson which has got a very wonderful topic which you are going to share. Right. And our topic today is going to be Wealth and Money. You are all familiar with this topic. Part of the topic, which word do you think you can talk about? Part of the topic. Yes Leah. <em>Teacher moves towards the learner. Takes some money from his pocket.</em></td>
<td></td>
</tr>
<tr>
<td>Teacher 19 10.02 to 10.57</td>
<td>Do you know what we call this? Are you sure you can call the class what you are seeing? Yes…Pardon! Can you talk about that? Sure! What do know you about money? What do you know about money? Yes! Someone says currency that’s another one. How do they use it? Very good! How else do they manage to use money? Yes. Very good.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I like the word budget. I like the word € budget. Right! Who else has something to share with us about money? Yes!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Now what is our currency by the way? You have used a big word currency. Yes. Dollar. Very good. What else can you say about money boys and girls? What else can you say about money?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>One leaner nods his head.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When my father…………….</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sir! Sir! Sir!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dollar!</td>
<td></td>
</tr>
</tbody>
</table>
**Teacher walks towards Michael.**

Oh that’s wonderful. Can you stand up and tell the class what it is? Listen very carefully to **Michael**.

He has left just one word. Can we say this money is the root of all evil?

It’s true in what he said but he has left one word. A very important word. **Michael**. And I think we should give **Michael** a merit badge because he has said a said a proverb that no one of you has said.

….can you pin…

OK we say the love of € money is the root of all evil.

Love. Love. If you love money you are bound to…But not always. We will talk about that one later in RME. But thank you **Michael** for reminding us that if you love money, you might not even love God. You might not even love what God created. We go on and talk about what money is. Anybody with a coin or a fact about money? Yes!

Well-done that’s well said. I think you deserve a merit, isn’t it?

Yes. Yes you deserve a merit. You said something that….Giving the merit to one learner. Can you….One boy pins the merit on the boy who got the answer correct. You said something that ….Very good it’s true. Can you tell us of other currencies instead of coins?

Yes! What do they use in South Africa?

Can you help him? Can you help him please? Yes **Marshal**!

**Michael answers inaudibly**

Money is the root of all evil. **Michael**’s answer to the class.

**Class claps hands for Michael as the teacher shows a badge to the class that Michael is going to have. The badge is given to one boy to pin on Michael’s shirt.**

….all evil. **Class**

Sir. Sir. Love.

Evil!

**Michael nods in agreement with the teacher**

Yes.

Money is………

Yes! The learner who got the answer correct nods in agreement..

Some clapping of hands from some learners

One boy stands up and gives an inaudible statement about money.

…..dollars in Zimbabwe.

Sir! Sir! Sir! Rands!

South Africa! **Class response.**
<table>
<thead>
<tr>
<th>Very good! Rands! He’s a Zimbabwean but he knows the currency that is used in € South Africa. What did you say <strong>Marshal</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good! Give him a merit. Teacher hands over a merit to one girl to pin on Marshal’s shirt.</strong></td>
</tr>
<tr>
<td><strong>What do you to say Martha?</strong></td>
</tr>
<tr>
<td><strong>Very good. Wonderful. Yes.</strong></td>
</tr>
<tr>
<td><strong>If that a name of a person?</strong></td>
</tr>
<tr>
<td><strong>Now explain what kwacha is.</strong></td>
</tr>
<tr>
<td><strong>No we don’t want…</strong></td>
</tr>
<tr>
<td><strong>Yes, can you explain what kwacha is?</strong></td>
</tr>
<tr>
<td><strong>Yes that’s good. I want to know what kwacha is. Is that a name of a tree? Where is kwacha used?</strong></td>
</tr>
<tr>
<td><strong>Very good. Yes.</strong></td>
</tr>
<tr>
<td><strong>Now hold your fire. Hold your fire. Hold your fire.</strong></td>
</tr>
<tr>
<td><strong>You’re your fire. Something is coming out. Teacher puts his hand into the back pocket.</strong></td>
</tr>
<tr>
<td><strong>Teacher drops some coins on the table. What’s that!</strong></td>
</tr>
<tr>
<td><strong>Yes e-e- e Daphine. Is that money? Yes. In what form? In what form? That’s right. That’s right.</strong></td>
</tr>
<tr>
<td><strong>Again teacher puts his hand into his pocket to take out something. Throws some paper money on the table.</strong></td>
</tr>
<tr>
<td><strong>What’s that? What’s that? <strong>Michael</strong>! In what form? Yes Shone! OK!</strong></td>
</tr>
<tr>
<td><strong>Yes! Notes. Who said coins? I think you deserve some merit. Give a merit to one leaner. As the teacher raises money from the table.</strong></td>
</tr>
<tr>
<td><strong>Rands</strong></td>
</tr>
<tr>
<td><strong>Clapping for Marshal by other learners</strong></td>
</tr>
<tr>
<td><strong>In Argentina people use….</strong></td>
</tr>
<tr>
<td><strong>Kwacha.</strong></td>
</tr>
<tr>
<td><strong>No! Sir! Sir! Sir!</strong></td>
</tr>
<tr>
<td><strong>Sir! Sir! Sir! Sir!</strong></td>
</tr>
<tr>
<td><strong>They use pula in Botswana.</strong></td>
</tr>
<tr>
<td><strong>No! Many learners have their hands up</strong></td>
</tr>
<tr>
<td><strong>Sir! Sir! Sir! Angola!</strong></td>
</tr>
<tr>
<td><strong>In Zambia!</strong></td>
</tr>
<tr>
<td><strong>In Mozambique they use meticash.</strong></td>
</tr>
<tr>
<td><strong>Learners curiously look at the teacher.</strong></td>
</tr>
<tr>
<td><strong>Sir! Sir! Sir! Sir! Sir! Sir! Sir!</strong></td>
</tr>
<tr>
<td><strong>Cash!</strong></td>
</tr>
<tr>
<td><strong>Coins!</strong></td>
</tr>
<tr>
<td><strong>Coins! Chorus answer.</strong></td>
</tr>
<tr>
<td><strong>Many learners put up their hands.</strong></td>
</tr>
<tr>
<td><strong>Money!</strong></td>
</tr>
<tr>
<td><strong>……….. Sir! Sir! Sir! Sir!</strong></td>
</tr>
<tr>
<td><strong>Notes! Michael’s answer.</strong></td>
</tr>
</tbody>
</table>
Money comes to us in the form of €
And money comes in the form of €

How else does money come? We have talked about money. Coins and notes. Yes! Wonderful. Just watch. If you say another correct answer... As teacher puts his hand into one of his pocket. Just watch. Just watch. Something is coming out € from my pocket. It out coming out for Michael.

Where is it coming from? Where is this coming from? Yes.

Yes, Barclays. What is Barclays? Is it a human being? Yes. Is it a company?


I am asking what kind of a bank is Barclays? Barclays is not the only bank where we put our money. Where else do we put our money? Yes!

Well done. POSB. Where else?

CABS yes.

There is a difference between Barclays Bank and CABS. A difference between Barclays and CABS. So I am asking what kind of a bank is Barclays? Where do you often find banks? Yes!

Yes! Yes! Yes! Yes! Yes! Yes! Yes!

What do we call places where we find shops and offices in town? It's the same place where we get banks. Yes...

Well done. Teacher goes to the chalkboard to write. Commercial! It's the same name for commercial bank. What other banks are

<table>
<thead>
<tr>
<th>Coins!</th>
<th>Sir! Sir! Sir! Barclays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes!</td>
<td>It’s a company.</td>
</tr>
<tr>
<td></td>
<td>Aisha answers inaudibly. Several learners give inaudible answers</td>
</tr>
<tr>
<td></td>
<td>It’s a health company!</td>
</tr>
<tr>
<td></td>
<td>POSB</td>
</tr>
<tr>
<td></td>
<td>Zimbank</td>
</tr>
<tr>
<td></td>
<td>CABS.</td>
</tr>
<tr>
<td></td>
<td>In town.</td>
</tr>
<tr>
<td></td>
<td>Several learners give different inaudible responses.</td>
</tr>
<tr>
<td></td>
<td>Commercial centre!</td>
</tr>
<tr>
<td></td>
<td>Sir! Sir! Sir!</td>
</tr>
<tr>
<td>commercial? Teacher points to one learner. Say it out!</td>
<td>Standard Chartered!</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Yes! Pardon.</td>
<td>Rate Bank! Rate Bank!</td>
</tr>
<tr>
<td>Ummm not quite.</td>
<td>Zimbank.</td>
</tr>
<tr>
<td>Yes!</td>
<td>Century Bank.</td>
</tr>
<tr>
<td>Zimbank very good. Yes! Yes!</td>
<td>Several other banks are mentioned.</td>
</tr>
<tr>
<td>Yes! Yes!</td>
<td>Yes! No! Class responses</td>
</tr>
<tr>
<td>Now boys and girls I wanted to show you what a cheque is. What a cheque is. Teacher opens some leaves of a cheque book. This cheque book belongs to a Mrs DT Mashingaidze. Do you know the name? Yes!</td>
<td>The headmaster of the school.</td>
</tr>
<tr>
<td>The head of the school. Isn’t it? Can I use it! Why? Yes!</td>
<td>No-o-o!</td>
</tr>
<tr>
<td>The head of the school. Isn’t it? Can I use it! Why? Yes!</td>
<td>Because……</td>
</tr>
<tr>
<td>Remember what Michael said.</td>
<td>Several learners give inaudible responses</td>
</tr>
<tr>
<td>Pointing at Michael. Can I use it? Remember what Michael said. Very good. So I cannot use this one because it’s not mine. I have my own. I had to borrow this so that you can see another form of money. So we have talked about money. That it comes in € coins</td>
<td></td>
</tr>
<tr>
<td>That it comes in € notes</td>
<td>Coins!</td>
</tr>
<tr>
<td>That it also comes in € cheques! Didn’t I say another form? That a coin.</td>
<td>Notes!</td>
</tr>
<tr>
<td>That’s a note.</td>
<td>Cheques!</td>
</tr>
<tr>
<td>That a money.</td>
<td>Sir! Sir! Sir! Cents!</td>
</tr>
<tr>
<td>Yes.</td>
<td>Sir! Bearer cheque!</td>
</tr>
<tr>
<td>Very good. I think you deserve a merit. Gives a the merit to one learner to stick another’s pocket. OK</td>
<td>Sir! Dollars!</td>
</tr>
<tr>
<td></td>
<td>Credit card.</td>
</tr>
</tbody>
</table>
credit card. That’s a form of money. Isn’t it? 
*Showing the card to the learners. We see so many coins and that’s a form of money. But I want to share with you € to share with you the word wealth. Wealth.*

Everything is not money but you can get money in …. How else can we get money? Yes Alice. Sorry. Yes.

Very good. And at the end of the month you get some money after working. You are using your energy. What do we call that money? Very good.

And at the end of week you have worked for Mr Chidindi he says I am employing you…. So what do you get at the end of the week? Excellent! You think you need a merit badge? That’s a big word. A wage is different from a salary. A wage is different from a salary. A salary you are employed. So you can use your energy in order to get money. Like your teacher is using his energy and his knowledge. Isn’t it? At the end of the month you give me my money. But how have I got the money? Through € living and working € together. You how wealth is? Now boys and girls I would like to share with you about wealth. The world over, as members of the whole world € Mr Chidindi is a scholar. I said Mr Chidindi is a € and he’s coming to us from very far. He’s coming to us from very far. *Teacher hangs the world map on chalkboard.* He looks Zimbabwean does he? If you were to talk to him after this lesson he would tell you a lot of stories. But let me tell you. He’s from this country known as Norway. Where is Norway? Rodha!

And who knows the capital city of Norway? Yes!

Thanks….you are Mr Chidindi is it? Well done. Oslo. He is at a university in Oslo. He’s coming to

*Other learners clap hands*

Wealth!

From a labour.

Labour.

..........Sir! Sir! Sir!

Salary!

Sir! Sir! Wages!

Yes!

Work!

Together!

Yes!

Scholar! *Class response*

Yes!

Norway!

Sir! Sir! Sir! In Europe.

Oslo!
us to learn about how the Zimbabwean pupils learn about the whole world. So we are a member of the entire world. What is one word we can use for the whole world?

Earth very good.

Ahhhh. You have a …yes!

Oh well thank for the word environment. Sure. But it’s not very good.

Yes! Yes!

Well done. Well done. Shake hands. Teacher shakes hand with one learner. So we are a member of the universe. And we use money. What did he use to come from Oslo to Zimbabwe? Yes!
Pardon. Do you just walk into a plane? What are you supposed to……?

You buy a ticket. So this money is in a form of a ticket isn’t it? And what do we call the money you pay for travelling? We call it € yes! No-o-o. Yes well done. We use the word fare. Teacher writes the word on the chalkboard.

Fare. Yes. Very good. That’s another form of wealth. Isn’t it? ….we want to know what wealth is. Listen to what your teacher is saying. At home….I have a family, I have a house, I have a car, I have vegetables…I have fruit trees at my home. You seen me bringing some isn’t it? Good. And I have water at my home. That’s my property you understand? When you have so much property we say you have got € Teacher writes on the chalkboard. Well done! Can you say I have furniture when I have uniform and a beautiful wife after all such that if you see her you would say ohh she doesn’t fit Mr Chibiya. Yes. Yes! Yes! Clothes! That’s your property. Yes! Yes! All those things you are mentioning we say that’s your property. So

Earth.

University.

Sir! Sir! Sir! Sir!

Environment.

Sir! Sir! Sir! Sir!

Navigation.

Universal!

Universe!

A plane. A plane.

No! Resounding answer from learners

A ticket

Foreign currency!

Fare.

Travellers’ cheque.

Yes.

Yes!

Sir! Sir! Sir! Furniture!

Clothes.

Learners go on mentioning various things that can be classified as property, though inaudibly.
How can we convert your property into money?

How can you convert your property into €... I don't want... Sell... Is it true that we can sell some of our property to get money? Yes I can sell you my golden watch. I have no money at present. Who has fifty thousand dollars I can sell you this golden watch? Teacher shows a watch to the class.

That's my property I can it in order to get €

What can you sell in order to get money? Very good he can sell his jersey because its summer time. He doesn't need a jersey. OK. What else can you sell? Very good. What else can you sell? Shoes! Then you can go home barefooted. Isn't it.

Right. Then I want to know what else can you sell.

Your horses! ...... Yes your cow.....

Now. Now. Property. People from all over the world visit Zimbabwe. What do they come here for? Yes Tanya. They don't want to.....

Yes. Well done. Give her a hand. Learners clap hands. Which animals do they want to see? So that you can tell Mr Chidindi. Perhaps he has not seen it. Yes-s-s Diana.

....that's a right answer. No-o. We don't have tigers.

We kudu everywhere.

We have sables everywhere.

We have giraffe everywhere.

We have cheetahs everywhere.

Lions are found in.....

Don't you remember that a rhino is a rare.... Who was going to say a rhino? Very good. What else?

What else do people come to Zimbabwe for?

Yes.

Money! Whole class response.

Jersey!

A trousers.

Yes! Laughter from the class

Sir! Your cow!

They want to ....

They want to see some animals!

Elephant.

Sir! Sir! Tsuro (Hare).

Tiger!

Kudu.

Sables.

Giraffe.

Cheetah.

Lions.

To see the pangolin.

To see the....
Pangolin! Very good.

Very good I wish I had a merit badge. Teacher shakes hands with the girl who got the answer correct. Yes. What else?

OK now Vic Falls is one of the wonders of the world. Victoria Falls. People come from a-a-all over the world flying and what do they bring with them?

Ah! Ah! Teacher gives a sign for learners to be orderly by lifting up his hand. Yes Brian! Very good. Foreign currency! We need foreign currency? Why do we need foreign currency? If Zimbabwe has animals € If Zimbabwe has animals € If Zimbabwe has Victoria Falls € If Zimbabwe has great ruins, Great Zimbabwe Ruins Teacher writes on the board What do we call all these things instead of property? What do we call these things? If Zimbabwe has…Michael! Pardon. Belongings. Very good. Can we shake hands Michael? Teacher shakes hands with Michael.

Very good. Who can say a very wonderful word for today? Yes. Not quite. Yes. Not quite. Not quite. Yes. Right. That’s an exercise. Yes. Go and tell your friends that we have a wonderful word that we should never never never never forget about wealth and money. If you want to convert your wealth into money form you can use what we call natural resources. ….source is the beginning of a thing. If we say resource we are repeating, we are revising, we are recapitulating, we are…..the things that we had. ….they stay in our hotels…because we have plenty of them in Zimbabwe is that not so? Well done. We call that € buying and …Selling.

What do we sell? € We sell a lot of things. …What else can we sell that we grow in our country?

They want to see the Victoria Falls.

Sir! Sir! Sir! Several learners raise their hands and shout t the teacher for attention.

Foreign currency.

Ye-e-e-s!

Belongings

Several learners give inaudible responses

Trading! Whole class response.

Selling!

Minerals.

Several learners give names of minerals of which many answers are
Super boy. Minerals. Wonderful. *Teacher shakes hands with the boy who got the answer correct.* Do you remember? And minerals are a natural resource because they are mined from the ground. Isn’t it? Look at this boy. He knows the word minerals. What minerals do we have in Zimbabwe? *Learners lift their hands to provide answers to the question asked.* Very good. Silver yes. Well done.

Exactly. Sure!

Is that OK? Yes

Well done.

Yes. Thanks very much for mentioning minerals. It’s also another natural resource. And all these things made the word € wealth. Even though you don’t have money in your pocket but you can walk across the country in pride because you know you have got that tree that you can sell. You can this animal isn’t it? You can walk tall on your legs isn’t it? You lots of things by wealth. We have water as a natural resource. What do we use it for? Very good! How will use it as electricity? Somebody to explain. …..Very good. Where is planned? Where is electricity planned? Just imagine a small Zimbabwe making the largest man made lake. By the way do you know which people came from Europe who built or who constructed the Lake Kariba? Do you remember? You remember! Yes Lancelot! Yes. Do I owe you a merit? Yes because I used a natural resource in generating electricity…Exactly, by the Italians € to generate electricity. What else do we use? Instead of generating electricity—yes ee Alexander.

Solar? What do you mean? No. we are talking about wealth and money.

Nobody In Zimbabwe is poor because you...
something somewhere. Right I might give you some money but you keep on spending. But because we can still use it up we still have some natural € resources!

Which we can €

And get money and buy some other things.

I like the word that was said by……about money. Who was it? Was it Linda? What did you say? Well done! If we are a good country we must learn to €

Have you been given bus fare today?

Did you use it to buy things from the tuck-shop? That is budget. Ok. What do you use to buy things from the tuck-shop?

What kind of money? Well done. You use pocket € money. You don’t use bus fare otherwise you are not using money in the correct sense. Well done. *Shaking hands with the boy who gave the correct answer.* I like your answers. You think before you say your answer which is very good. I like intelligent girls and wise boys.

Do you think you have got some information about wealth and money? We have wealth. Do we as Zimbabweans have wealth? In what form? In what form? Wendy! Well done. Another form.

Yes.

Yes another form.

Well done. *Some murmuring from some learners*

Ruins yes. Well done.

Crops. Well done. What is the name of the crop that we sell in order to get money?

You know boys and girls that you have met a very

---

<table>
<thead>
<tr>
<th>Save!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget!</td>
</tr>
<tr>
<td>Budget! <em>Whole class</em></td>
</tr>
<tr>
<td>Yes!</td>
</tr>
<tr>
<td>No-o!</td>
</tr>
<tr>
<td>Money! Sir! Sir! Sir-r-r-r!</td>
</tr>
<tr>
<td>Pocket money!</td>
</tr>
<tr>
<td>Money!</td>
</tr>
<tr>
<td>Yes!</td>
</tr>
<tr>
<td>Animals.</td>
</tr>
<tr>
<td>Trees.</td>
</tr>
<tr>
<td>Minerals.</td>
</tr>
<tr>
<td>Plants.</td>
</tr>
<tr>
<td>Ruins</td>
</tr>
<tr>
<td><em>Crops.</em> Sir! Sir! Sir! Sir! A lot of hands are up for the teacher’s attention*</td>
</tr>
<tr>
<td>Tobacco.</td>
</tr>
</tbody>
</table>
important word which comes to us as € crops.

Teacher writes on the chalkboard. And tobacco is a money spinner. We nicknamed tobacco the golden leaf. Why do you think we nicknamed it the golden leaf? The government of Zimbabwe has named tobacco the golden leaf. Why do you think it has been called the golden leaf? Well done. Though it looks gold, it’s a coincidence. All the people from China, Japan, South America, North America, Greenland, Mongolia, Russia e-e-e even where this gentleman comes from Norway, Sweden, Denmark, Finland they all come to Zimbabwe because Zimbabwean tobacco is the best. …What more do we grow as the best in the world?

We may have bales but we have the best cotton the world over such that when we are selling we have increased prices isn’t it?

Because with wealth, people with money € the richest people want the best clothes made out of the Zimbabwean cotton.

….important that we have got a quality crop. So we have got two quality crops. And there is yet another quality mineral. What do you think is that other world countries don’t have?

Know you want to say gold and I will say know! Yes.

No-o! Yes.

No-o! Is that a mineral! Yes.

Not quite.

Well done. A very quality mineral. Other countries don’t have asbestos.

Crops!

One learner gives an inaudible response.

Sir! Sir! Quality cotton. Teacher and the other learners clap hands for the boy who gave the correct answer.

Yes!

Sir! Sir! Sir! Sir!

Sir! Sir! Sir! Sir! Diamond!

Maize!

Coal!

Asbestos.

Sir! Sir! Sir! Sir! One learner gives an inaudible answer.

….asbestos suit.

Several learners give the advantages of
…..what else? Yes! You don’t remember? Pardon!

…..well done! If I put on an asbestos suit if I walk into the flames of fire I don’t get burnt because asbestos does not burn. Asbestos does not burn. That’s why it is a quality mineral the world over. We use it in the making of car brakes. Do you understand? Mabrack emotikari (Car brakes). And if you want to handle something hot you can use asbestos and put it somewhere isn’t it? And asbestos sheets are better than tile why? Yes. True. Very good. Another advantage. Who can spell the word **Marshal** do you think you can try? Try. Yes it’s true it begins with c.

Who can help him? Next!

No! No!

Super girls! **Teacher writes the word chrome on the chalkboard.** Chromite or chrome. If you these eee asserts. **Teacher shows learners his ring.** Weapons that we use to defend our country. You get those worth millions and millions of dollars then you can them chrome.

…..so how many minerals? And we have ….these minerals ……what are they? What are they? Asbestos € chrome € and

Natural resources. Very good. Now € we come to the end of our lesson do you have any contribution? Take your time. Yes! Come again. Very good. That’s a good explanation. Wealth is the state of being rich. Have you found one…..it doesn’t matter because her effort was… Excellent. Superb. Now do you have questions boys and that you would want to share with us? **Michael** do you think you have a question….? And **Marshal**? Selfin? Alright, besides questioning what is it that you learnt in this lesson?

**asbestos but inaudibly.**

c € r € o €…..Sir! Sir! Sir! Sir!
c € r € o €…..
c € r….
c € h € r € o € m € e

Two.

One learner mentions names of minerals though it's inaudible.

One learner mentions names of minerals though it's inaudible.

**Marshal** gives an inaudible answer.
What is it that you learnt in this lesson? Wealth? Yes **Marshal**! Very good. Shake hands. **Teacher shakes with Marshal.**

Everybody is not poor because everyone knows something.

….and you can use your ability to run in order to get € money.

You can use your ability to play € in order to earn a lot of money isn’t it? **Teacher demonstrates hitting a cricket ball.** And you as a human being you are a human € resource. Do we have humans?

….can we add labour? **Teacher writes on the board.**

….natural resources. We in Zimbabwe we are hardworking. If you that gentleman there….he can tell you that Zimbabweans are wanted by all countries the world over because they are hardworking.

…they are polite people, they are peaceful people, they are pleasant people….I went to South Africa and they said ah Zimbabweans are understanding. I went to Botswana and they uhh…. and I went to Australia and they said aha…..if you can put a shipload of Zimbabweans…..

Such as €

Such as €

Very good, staple food. Haa it’s so nice. You know the old man is still….do you think this is my Barclays Bank?

Why and why not? Yes! Very good. **Teacher shakes hands with the leaner that got it correct.**

Yes!

Money.

Cricket

Resource!

Yes!

Yes!

Cotton.

Maize.

No! Yes! **Different class responses**

Because it has no…. **Learners laugh.**

Sir! Sir! Sir! At the bank!

In Zimbabwe we all produce some kind
Because we have robbers like Densel. That’s good. Because it’s not safe. Where is money safest? Very good! Or building society or post office.

Quite sure. We all work. Quite sure! Water is life. Good. Water is €

Another natural resource…

….What do you mean? Why do people wonder about Kariba?

What do we call the sound made by coins? What do coins do? ….She has got an idea…

…Listen boys and girls a range of mountains which is known as the Great Dyke…Look at this map. Teacher displays a map to explain the Great Dyke.

We want to thank Mr Chidindi for visiting us. We can now close our books.