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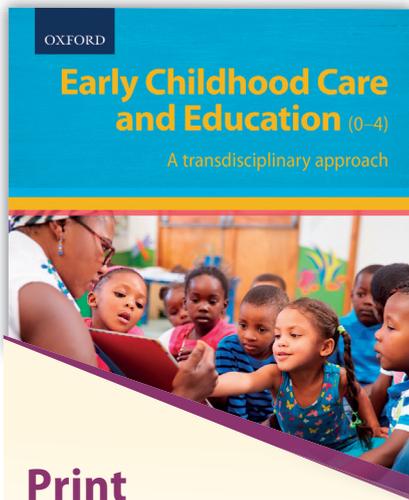
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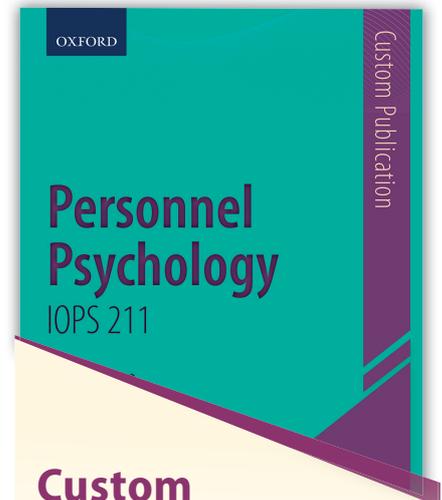


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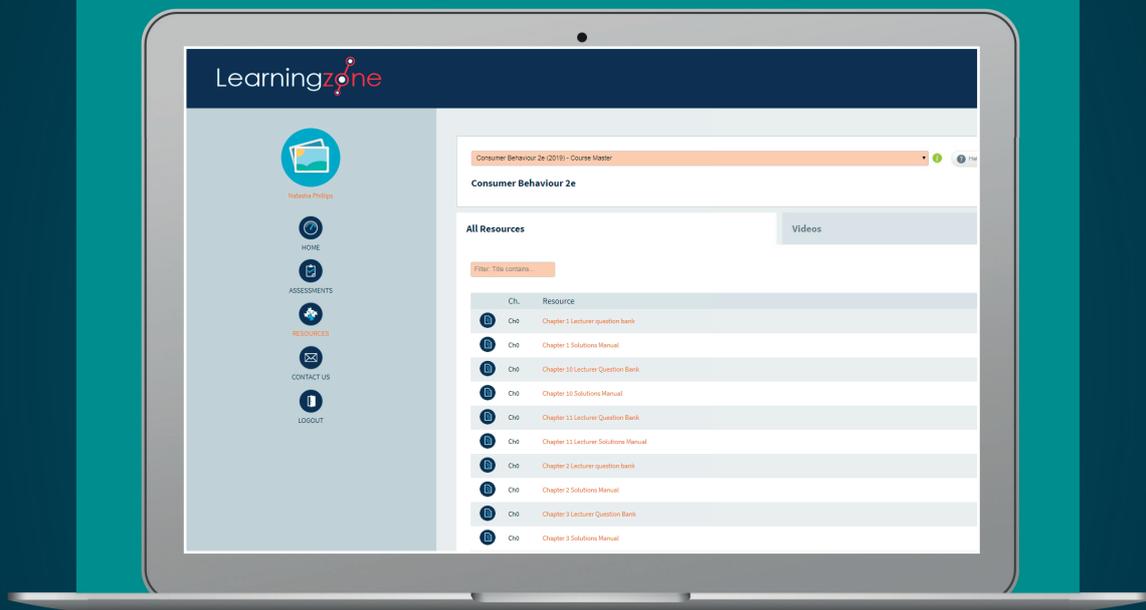
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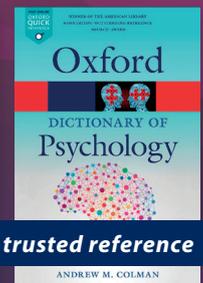
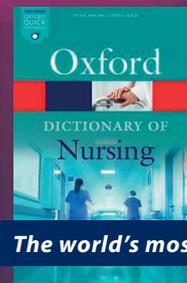
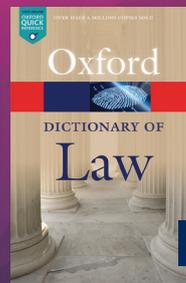
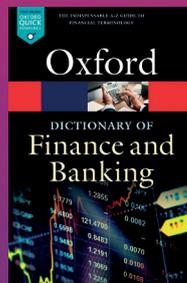
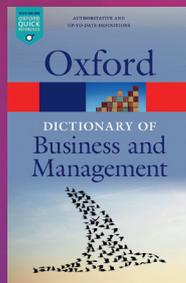


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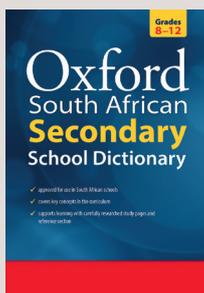


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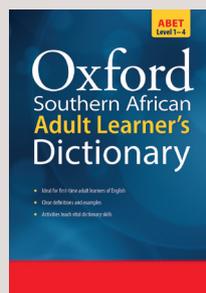
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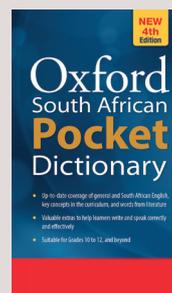
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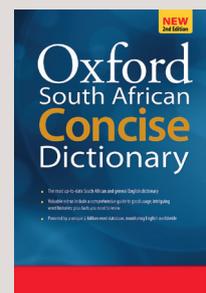
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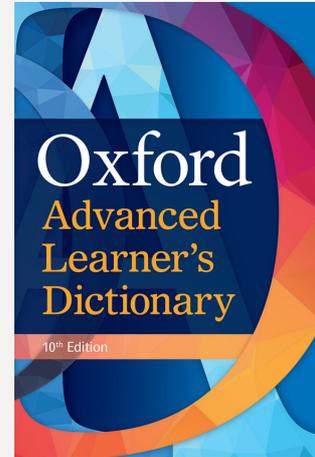


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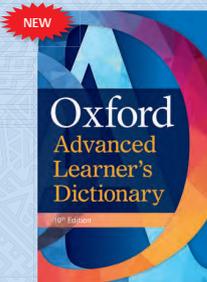
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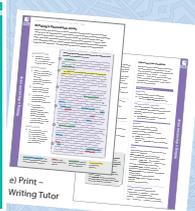
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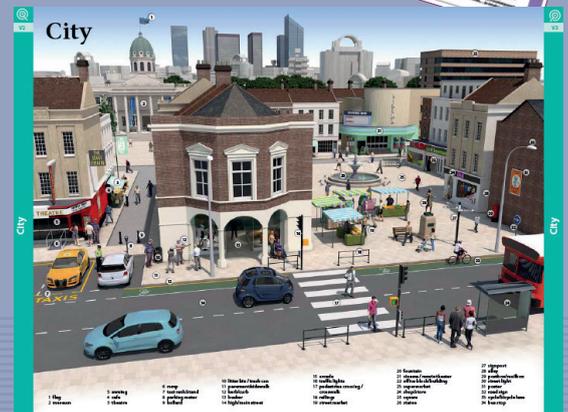
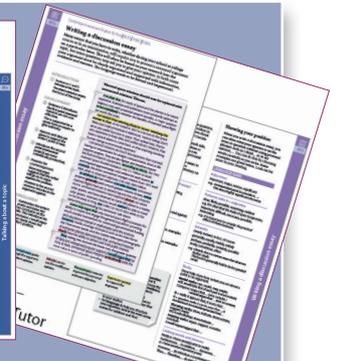
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## TEACHING LANGUAGES

### Afrikaansmetodiek deur 'n nuwe bril



**Editors:** D Cloete and A Engelbrecht

**Authors:** D Cloete, A Engelbrecht, D Lawrence, M le Cordeur, L van der Merwe, C van der Vyver and R van Oort

*Afrikaansmetodiek deur 'n nuwe bril* is an all-encompassing book that is suitable for Afrikaans language teaching across all phases from Foundation to FET Phase. It is a practical guide for student-teachers, as well as in-service teachers to assist them in the classroom. Afrikaans methodology is taught at all levels, from first year to fourth year. The book is aimed at home language and additional language teachers. It also incorporates all the curriculum changes, as set out in the CAPS-curriculum.

The book recognises that language teaching must be practical and interactive. Learners need to be able to listen, speak, think and debate in the language. Language acquisition and development must focus on the reality of language usage. The Afrikaans teacher must be taught how to make learners active participants in their language acquisition and learning.

This book will allow the student-teacher to successfully teach Afrikaans. It will equip and prepare the student for the classroom in a rounded and creative way, and incorporate the use of media and technology in the classroom. *Afrikaansmetodiek deur 'n nuwe bril* is pedagogically rich and includes extensive exercises and classroom plans.

The book features:

- Takes a practical approach to teaching Afrikaans as a language, where the theory and examples used in the book are directly applicable in the classroom
- Activity boxes that present a core problem or issue with accompanying questions (Klip innie bos), and which enhance critical-thinking skills and provide a platform for discussion
- Check-your-progress boxes that test understanding of the key concepts (*Toets jou kennis*)
- Application boxes that focus on practical experiences in the classroom (*Toep*)

End-chapter questions that test concepts from multiple perspectives and enable students to apply the knowledge they have attained to their wider environment.

The book is suitable for B.Ed students, PGCE students and in-service teachers.



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*“A valuable addition for Afrikaans teaching! This is a very helpful and practical guide for prospective teachers, but will also be valuable to those already in the teaching profession.”*

Ms I Look,  
University of the Free State

#### Table of Contents

**Afdeling A: Inleidend** • Wat is Taal? • Afrikaans: mites en werklikhede • Die suksesvolle Afrikaansonderwyser •  
**Afdeling B: Taalvaardighede** • Luister en praat • Lees en kyk • Skryf en aanbied • Taalstruktuur en -gebruik • Letterkundige onderrigtegnieke •  
**Afdeling C: Bou 'n brug: Afrikaansonderrig in die praktyk** • Die geïntegreerde benadering • Eers luister, dan praat! • Lees wat jy kyk en kyk wat jy lees! • Slapende skrywers word so wakker gemaak •  
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- Teaching plan

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

#### Student resources

- Lesson plans

## Facilitating language learning in the Foundation Phase

**Author:** M Wessels

*Facilitating language learning in the Foundation Phase* is a comprehensive resource covering the teaching of English Home Language (HL) and English First Additional Language (FAL) learners in the Foundation Phase. Additional pre-listening and pre-reading activities support FAL learners while HL learners have more advanced texts and tasks. Phonemic charts in the different official languages are included so that the student-teacher may adapt the lessons according to the language of teaching and learning employed in the classroom. The book provides student-teachers and teachers with many opportunities to design activities and lesson plans aimed at introducing, developing and assessing skills. The audio CD provided in the back cover includes phonic sounds, rhymes, songs and stories to help teachers bring an element of fun into the classroom. The interactive approach used in the book helps develop understanding, insight and competence by including explanations of why activities are included, and what skills are being covered in each activity. The book is aligned with the requirements of the Curriculum and Assessment Policy Statements (CAPS) on teaching literacy in the Foundation Phase. There is the option to purchase the book as a bundle pack that includes three Foundation Phase readers. Student teachers can use the readers during teaching practice and in class once they have qualified.

This book is suitable for B.Ed, PGCE and ACE students taking courses in literacy in the Foundation Phase and courses in Foundation Phase skills. It will also be of interest to qualified Foundation Phase teachers.

*“I think the students will enjoy using and studying from this book as it is written in an SA context [and] includes lots of examples. This book is a developmentally appropriate practice-based book that will supply the students with knowledge focusing on teaching home language as well as first additional language to Foundation Phase learners. The practical examples and group work will make this book an excellent book to use in training future Foundation Phase teachers.”*

Dr A Loubser, North-West University:  
Faculty of Educational Sciences

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Chapter 1 Learning by actively constructing knowledge • Chapter 2 Letters and sounds • Chapter 3 Reading • Chapter 4 Writing • Chapter 5 Listening • Chapter 6 Speaking • Chapter 7 Stories • Chapter 8 Poetry • Chapter 9 Spelling • Chapter 10 Language study • Chapter 11 Assessment

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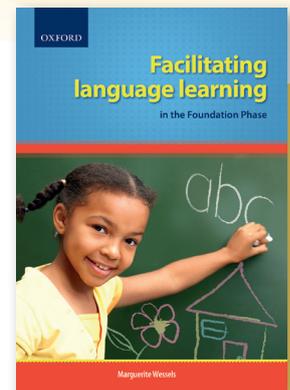
• Downloadable A4 posters

## Introduction to English Literary Studies 3e

**Authors:** G Kane, D Byrne and R Scheepers

The third edition of *Introduction to English Literary Studies*, previously published as *Selves and Others*, is a guide on how to approach, engage with and critique literature. Structured into chapters that deal with reading and writing, poetry, narratives and drama, the book enables students to successfully become critical readers of English literature.

*Introduction to English Literary Studies* is written for university and university of technology students taking first-year courses in literature and creative writing. It is ideal for both face-to-face and distance-education courses. The book offers an integrated, progressive introduction to the study of literature in English, creative writing and literary genres. Critical literacy exercises help students engage with literary concepts and develop their thinking skills. Margin glosses explain difficult terms, while information boxes provide additional contextual information or pose self-reflective questions.



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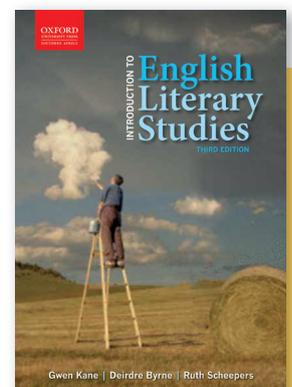
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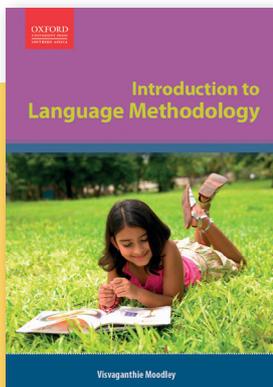
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- An expanded selection of literary extracts from classics such as *The Great Gatsby* and African fiction such as *When Rain Clouds Gather*, to modern bestsellers such as *The Hunger Games*
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- A 'time to write' feature provides exercises to enable students to put theory into practice and improve their writing skills.

### Table of Contents

Chapter 1 Reading, writing, and the self • Chapter 2 Poetry • The novel • Chapter 3 Reading drama



## Introduction to Language Methodology

**Author:** V Moodley

*Introduction to Language Methodology* provides an understanding of basic concepts necessary for any language-teaching classroom. It will engage student teachers and practising teachers in a practical and interactive way with key issues such as: language acquisition and language learning; language attitudes; code-switching as a strategy for teaching languages in a multilingual classroom; assessment for learning and managing group work. The focus is on English learning but will not be exclusive of other languages. The second part of the book contains lesson plans that address the new CAPS document.

The target market is first-year courses in language methodology (especially English language methodology) for the following phases: Intermediate, Senior and FET. The book will be particularly useful for courses that focus on issues of assessment for learning, multilingualism and code-switching.

*Introduction to Language Methodology* is a hands-on approach to the development of thinking in the classroom. It demonstrates how questions should be scaffolded for cognitive development to take place, and explains how educational taxonomies work in practice. The reader is engaged through the use of user-friendly features, including:

- Outcomes
- Chapter-opener summaries
- Illustrations and diagrams
- Concept definitions
- Example boxes in some chapters, e.g. a caselet on code-switching
- Activity boxes
- A list of key terms at the end of each chapter
- End-of-chapter questions, including pair work activities
- Glossary.



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*“My first impression when reading this manuscript is that here is a much needed book that fills a gap that I have experienced first-hand in my years as a language lecturer.”*

Dr D Lawrence, University of Witwatersrand

*“The strength of this book lies in its ability to provide opportunities for student teachers to access key basic concepts in the language education discipline. By means of various activities, the book achieves this by challenging both student and in-service teachers in a practical and interactive way to deal and engage critically with issues relating to language acquisition and language learning, language attitudes and code-switching.”*

Dr E Mqgwashu,  
University of KwaZulu-Natal

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## Practical Guide to Facilitating Language Learning 4e

**Author:** M Wessels

*Practical Guide to Facilitating Language Learning 4e* stimulates creative thinking in the classroom and makes language learning fun. Student-teachers will find guidance on how to create interesting lessons for a multilingual environment and how to develop language confidence in their learners.

*Practical Guide to Facilitating Language Learning* is aimed at English methodology or language methodology courses offered in B.Ed, B.Ed (Honours), ACE and PGCE qualifications as well as at professional teachers. It is designed to address all phases but it is particularly well suited to Intermediate and Senior Phase.

### The book features:

- A strong focus on physical activities such as role playing and drama techniques to encourage active language learning
- Numerous activities that can be expanded or adapted to suit various learner competency levels
- Worksheets and assignments that can be used for daily lesson plans, project ideas and tests
- A comprehensive discussion on reading and the value of shared and silent reading methods.

### New to this edition:

- Greater focus on achieving outputs in the Language Development chapter
- Greater focus on cooperative learning, with more activities, instructions and texts for learners
- More examples suitable for learners in the Intermediate and Senior Phase
- Expanded focus on the acquisition of language.

An instructor's manual with worksheets and exercise resources is available to prescribing lecturers.

---

*"This book is especially suitable for our students as it is good at bridging the gap between the level of students produced by the NCS and what is expected of them at a university level."*

Dr E Mqgwashu,  
University of KwaZulu-Natal

*"[T]he text is designed in such a way as to be easily comprehensible and usable for teachers in training."*

Ms D Harley, English Language Fellow,  
University of Free State: English Department

### Table of Contents

Constructivism in co-operative learning classrooms • Reading • Listening • Speaking • Writing • Language study • Literature • Stories • Poetry • Teaching spelling and dictionary use • Content-based Instruction (CBI) • Assessment • Language development, structures and forms

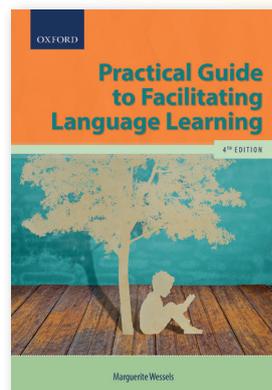
### Lecturer resources

- Instructor's Manual with worksheets and exercise resources  
[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

## Seasons come to pass: A poetry anthology for South African students 3e

**Author:** H Moffett

Drawing on fifteen centuries of poetry from all over the world, the third edition of *Seasons come to pass* continues to make poetry relevant and accessible to students in southern Africa. The anthology includes unusual, erotic, amusing, and politically pertinent poems which are ordered chronologically. A range of poets are included, from canonical to southern African, from Chaucer to Shakespeare, Wordsworth to Dickinson, Yeats to Eliot, Auden to Butler, Hughes to Jonker, Soyinka to Heaney, Serote to Cronin, and de Kok to Mhlope. The anthology is designed for both distance learning and classroom teaching, and is suitable for undergraduate students studying English literature. The poems are made real to students by means of contextual notes and discussions of contemporary and controversial concerns. The anthology provides a historical timeframe of important movements in literature as well as notes on critical analysis and writing techniques. It provides examples of how to analyse a poem, aims to develop analytical skills, and encourages students to have the confidence to express their ideas in writing.



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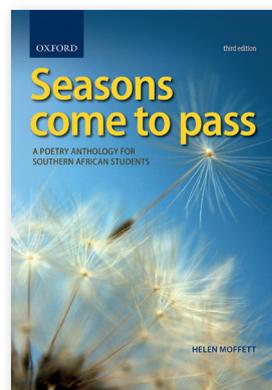
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### New to this edition:

- An expanded glossary of literary terms to help first-year students with unfamiliar concepts
- New poems and more poems by African poets
- Comparative exercises that demonstrate links in theme, style and genre, and include suggestions for group discussion or self-study
- Further guidance on close readings to assist students who are unfamiliar with poetry analysis.

“The introductory notes provide an excellent introduction to reading and analysing poetry for first-year students.”

Prof D Byrne,

Unisa: Department of English Studies

### Table of Contents

How to use this book • An introduction to analysing poetry • Poems (AD 800 to AD 2012) • Glossary • Acknowledgements • Index

### Lecturer resources

- Additional poems with commentary are available for prescribing lecturers.  
[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

## TEACHING MATHEMATICS AND SCIENCES

### Teaching Mathematics: Foundation to Senior Phase 2e

**Editor:** K Luneta

**Authors:** D Siemon, S Adendorff, P Austin, K Beswick, K Brady, J Clark, R Faragher, J Fransman, S Hobden, Z Jooste, L Kaino, J Makonye, R Paulsen, A Roux, M van der Walt, S van Putten, E Warren

*Teaching Mathematics: Foundation to Senior Phase 2e* includes reference to the South African mathematics syllabus as contained in the Curriculum and Assessment Policy Statement (CAPS) and focuses on typical challenges faced in the mathematics classroom in South Africa and southern African countries. It also contributes to the Africanisation of the discipline of mathematics education by stimulating thought and research about African perspectives and indigenous knowledge, including the language of location and the importance of using place-based examples in the classroom

### New to this edition:

- Pedagogical features have been streamlined with a greater focus on practical application within the classroom, teaching challenges, and clearer differentiation between content knowledge and learning to teach mathematics.
- Chapters covering the same topic at different phases have been consolidated so that the book delivers core concepts more concisely accessibly.
- The second edition is printed in two colours to enhance reader engagement.

### Table of Contents

**Part 1 Setting the scene** • Chapter 1: Understanding school mathematics • Chapter 2: Learning mathematics • Chapter 3: Teaching mathematics • Chapter 4: Becoming a professional teacher of mathematics •

**Part 2 Understanding the challenges and opportunities** • Chapter 5: Thinking mathematically • Chapter 6: Communicating mathematically • Chapter 7: Representing mathematically • Chapter 8: Assessing and reporting • Chapter 9: Understanding diversity • **Part 3 Exploring the big ideas in mathematics** • Chapter 10: Numeracy in the curriculum • Chapter 11: Developing a sense of numbers and algebra • Chapter 12: Developing a sense of measurement and geometry • Chapter 13: Developing a sense of statistics and probability • **Part 4 Mathematical concepts for the Intermediate and Senior Phases** • Chapter 14: Algebraic thinking • Chapter 15: Introducing place value • Chapter 16: Numbers: Fractions and decimals • Chapter 17: Addition, subtraction and additive thinking • Chapter 18: Multiplication, division and proportional reasoning • Chapter 19: Measurement concepts • Chapter 20: Geometric thinking and concepts • Chapter 21: Statistics and probability

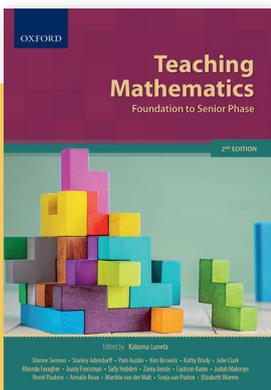
### Lecturer resources

- PowerPoint® slides
- Instructor's manual
- Question bank

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

### Student resources

- Interactive quizzes on the Learning Zone after each section of work covered, so that progress can be assessed and problem areas identified
- Activity Bank



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## Teaching Science: Foundation to Senior Phase

**Editors:** ML Botha and R Gregson

**Authors:** ML Botha, SJ du Plooy, L Meiring, AV Mudau and N Nkopodi

*Teaching Science: Foundation to Senior Phase* engages students in science learning by connecting theory to practice and demonstrating practice through in-depth investigations. Part 1 of this text focuses on building knowledge of theory for teaching science to children from early childhood through to the Intermediate and Senior Phases, with an array of activities for pre-service teachers to practise. Part 2 connects the experiments to the theory. This includes several experiments, each connected to multiple learning areas. Each experiment is adjustable for older and younger learners and links back clearly to the theory in Part 1.

The book also discusses the specific context of teaching science in South Africa. For instance, although the book focuses on methodology, it also integrates content knowledge and how it is applied in the classroom, along with advice on how to think outside of the box, especially with regard to teaching large classes in an under-resourced environment

The book engages with the big ideas of teaching science such as: indigenous knowledge systems (IKS); the Nature of Science (NoS); science for social justice; sustainable development; environmental studies, explorations (in FP) and investigations (in IP); misconceptions; and constructivism. There are also chapters on alternative conceptions in both physics and chemistry. These big ideas are generic although some examples used may be phase specific.

This book is aimed at undergraduate students enrolled in Natural Sciences methodology modules for the Intermediate and Senior Phases in the B.Ed, PGCE and ACE/ADE programmes.

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*“This text provides the neophyte teacher with a very good foundation on which to build his or her career of life-long learning.”*

Prof Josef de Beer, North West University:  
Faculty of Education Sciences

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### Table of Contents

**Part 1 Linking theory to practice** • Chapter 1: Becoming explorers of our world: The purpose of science education • Chapter 2: Making connections with the learners' world • Chapter 3: What is Science? • Chapter 4: Engaging learners in science • Chapter 5: Planning for engagement • Chapter 6: Science, literacy and the integrated curriculum • Chapter 7: Aspects of assessment • Chapter 8: Technologies for the 21st century: Where to from here? • **Part 2 Exploring the world through experiments** • Experiment 1: Sherbet • Experiment 2: Crash testing • Experiment 3: Electric circuits • Experiment 4: Story of a hamburger • Experiment 5: Shadows

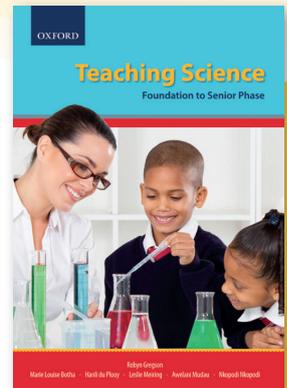
#### Lecturer resources

- A teaching plan with teaching suggestions and additional online resources is available on the Learning Zone.
- There are also additional experiments in PDF available to download.

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

#### Student resources

- There are links to additional resources for students available on the Learning Zone



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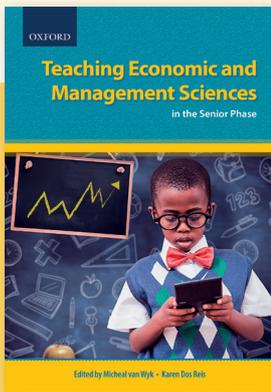
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## TEACHING OTHER SUBJECTS

### Teaching Economic and Management Sciences in the Senior Phase

**Editors:** M van Wyk and KM Dos Reis

**Authors:** C America, A Asmal, L Johnson, E Olusola Adu and MD Tshelane

This textbook constructively aligns all important requirements for school curricula and in particular the curricula for Economics and Management Sciences (EMS) as a school subject for the Senior Phase (grades 7 to 9). The purpose of the book is to empower initial teachers with foundational and pedagogical content knowledge competencies on how to plan, organise, design and implement the specific nature and scope of economics and management sciences as a school subject.

The scope of the book includes insight into the complexity of subject content knowledge theory and methodology; the distinctive nature of EMS as a school subject; objectives of the subject; teaching and learning strategies; different methods and media to teach EMS; role of the subject teacher; the lesson plan and assessment.

The specific purpose of the textbook is to equip pre-service teachers to:

- Develop pedagogical knowledge to teach subject knowledge
- Apply various teaching methods in EMS
- Assess learners in an objective and effective way and
- Enlarge their capacity and ability to think critically and holistically regarding the educational and economic context.

*“This book will be the first of its kind and all institutions which offer teacher education programmes in EMS would welcome it ... practising teachers would also find this book useful in executing their tasks.”*

**Prof T Assan,**

**North-West University: Curriculum Studies – Economic Sciences**

*“Teaching EMS in the Senior Phase is an extremely useful textbook which aims to provide students with an understanding of the history of and pedagogical approaches to teaching EMS to Grades 7, 8 and 9 together with appropriate planning skills, the appraisal and creation of teaching and learning resource materials and a comprehensive explanation of formative and summative assessment which will serve to prepare students for practical teaching experiences. I would definitely recommend that this book is published as it has identified and fulfils the role of being a seminal text that demonstrates knowledge and understanding of the underlying principles, pedagogy and content of the Curriculum and Assessment Policy Statement (CAPS) with respect to Economic Management Sciences (EMS) at a Senior Primary/High School level. A comprehensive introduction to EMS methodology, it lays a solid foundation for the development of sound pedagogy amongst student and novice EMS teachers and OUP has my permission to use the comment above for marketing purposes.”*

*“This book is an exciting read for students and lecturers of EMS methodology as well as novice and/or first time educators of EMS in South African schools. Thus far the discipline has often been taught from a personal perspective or using the methodological tools of other learning areas but now EMS finally has an all-inclusive text to call its own. Indeed, the authors have endeavoured to provide a book that is both comprehensive and practical for readers and as useful outside the university as it will be in the classroom.”*

**Ms K Pierce,**

**University of Witwatersrand: School of Education**

#### Table of Contents

Chapter 1: Understanding EMS in the school environment • Chapter 2: Theoretical foundations of teaching and learning: Insights into EMS • Chapter 3: Managing the curriculum • Chapter 4: Approaches to teaching EMS: The learner-centred approach • Chapter 5: Approaches to teaching EMS: The teacher-centred approach • Chapter 6: Developing and using teaching resources in EMS • Chapter 7: Using social media as an ICT tool in EMS classrooms • Chapter 8: Assessment in EMS

#### Lecturer resources

- PowerPoint® slides
  - Teaching plan
- [learningzone.oxford.co.za](http://learningzone.oxford.co.za)

#### Student resources

- Question bank

## Teaching Life Orientation: Senior and FET Phases

**Editors:** I Gous and J Roberts

**Authors:** E Fouché, J Hay, S Krog, M Mitchell, R Naidoo, J Rens, M Rieker, R Setlhare-Meltor and M Steyn

What are the different roles of a life orientation teacher? How can you fulfil these roles in an efficient and balanced way to become an effective teacher? How can you teach learners to benefit from metacognition in their lives, learning and work?

*Teaching Life Orientation* is a pedagogically rich textbook and resource. This text and its supporting ancillary package guides student teachers to develop and build skills and understanding to enable confident classroom instruction across the broad scope of the Life Orientation curriculum. The text is practical in its focus, to support trainee teachers and/or existing teachers who seek to upgrade existing qualifications in this subject while studying for their Advanced Diploma in Education (ADE) – the former Advanced Certificate of Education (ACE), NQF Level 7. The text begins with a chapter on the metacognitive approach to teaching, to empower the student-teacher to adopt self-reflective teaching strategies which are appropriate to the areas of learning. The book focuses on the Senior and FET Phases.

### Table of Contents

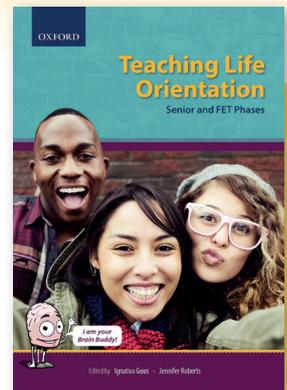
**Part 1 How to be a Life Orientation teacher: thinking yourself into the role** • Chapter 1: Metacognition • Chapter 2: Self-awareness: The Prism Break Programme • Chapter 3: Learning strategies • Chapter 4: The Life Orientation teacher as educator • Chapter 5: The Life Orientation teacher and counselling • Chapter 6: Building resilience • **Part 2 Successful application in the five key areas of Life Orientation at Senior and FET Phases** • Chapter 7: Development of the self in society • Chapter 8: Health, social and environmental responsibility • Chapter 9: Constitutional rights and responsibilities • Chapter 10: Physical Education • Chapter 11: Careers and career choices

#### Lecturer resources

- PowerPoint® slides
  - Teaching plan
- [learningzone.oxford.co.za](http://learningzone.oxford.co.za)

#### Student resources

- A trainee teacher's toolkit



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## Teaching Physical Education and Sports Coaching

**Editors:** S Krog and R Naidoo

**Authors:** F Cleophas, D du Toit, D Krüger, A Lewis, J Rossouw, C Roux, N van der Merwe and F Willems

*Teaching Physical Education and Sports Coaching* is a teaching methodology textbook for the physical education component of the life orientation subject for the Intermediate, Senior and FET phases. The text outlines the principles, history and development of physical education. It covers the nature of sport in contemporary times, and the value and place of physical education in society, including its incorporation into the educational programme and the legal aspects. The book goes into depth on the methodologies used to teach physical education, how to plan lessons and assessment as well as how to track the progression of skills development in a sport or activity.

This title is suitable for BEd and PGCE students taking modules in physical education methodology.

*“A great additional resource for school teachers and entry level school sport coaches. Excellent activities and debates presented around current issues within the realms of Physical Education and sport training.”*

Dr. Heather Morris-Eyton, University of Johannesburg: Department of Sport and Movement Studies

### Table of Contents

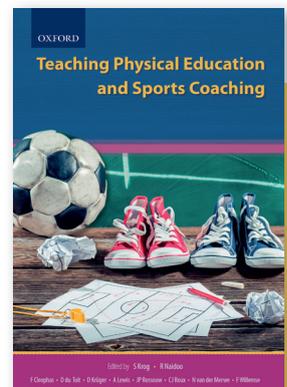
**Part 1 Theory of physical education** • Chapter 1: History, development and values of sport and physical education • Chapter 2: Physical education, sport and the law • Chapter 3: Basic anatomy and physiology • Chapter 4: Managing sports injuries and safety issues • Chapter 5: Growth and development • Chapter 6: Inclusive PE • Chapter 7: Nutrition and supplements • Chapter 8: Psychological preparation in physical education and sport • **Part 2 Practice of PE and sports** • Chapter 9: PE and sport training methodologies • Chapter 10: Coaching skills • Chapter 11: Teaching sports skills • Chapter 12: Teaching different types of sports and games • Chapter 13: Assessing PE and sports skills • Chapter 14: Measurement and evaluation

#### Lecturer resources

- Teaching plans including links to online video clips with related activities
  - Suggested answers to questions in the book
- [learningzone.oxford.co.za](http://learningzone.oxford.co.za)

#### Student resources

- Interactive assessments
- Links to online readings or additional resources with related activities



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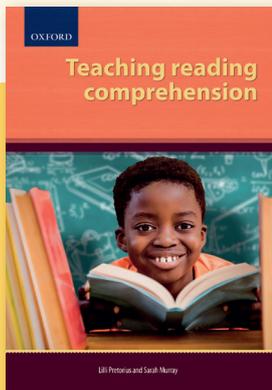
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## Teaching reading comprehension

**Authors:** E Pretorius and S Murray

*Teaching reading comprehension* introduces teachers and student teachers to reading comprehension in an informative and user-friendly manner. It builds theoretical understanding and outlines sound research-proven methods necessary to inform practice. At the same time, the book offers practical guidance on teaching learners how to make meaning from texts with step-by-step descriptions of how to apply the reading and vocabulary strategies discussed. Samples of lesson plans and the teaching aids required to support the strategies are also provided.

This book assumes very little prior knowledge in the area of reading instruction while offering substantial depth in this area of study. The approach is informed by a multi-level constructivist-interactionist approach to reading.

Generally, readers should gain the following from the book:

- An understanding of the necessary, basic (evidence-based) concepts prevalent in reading comprehension theory and instruction
- A shift away from the common belief that language is 'the language teacher's problem', or worse still, the learner's problem, to a realisation that all teachers are effectively language teachers, and that comprehension instruction belongs in all subjects
- An understanding that comprehension can be explicitly taught to learners in ways that enhance their understanding of text
- An understanding of the different ways that narrative and information texts are structured, and how understanding such genre conventions contributes to text comprehension
- An understanding of different types of text questions and answers, ranging from literal to a range of higher order questions/answers, with practical tips for recognising and formulating them
- Recognition of the importance of continuous vocabulary development to support reading comprehension, and practical suggestions as to how this can be done
- Recognition of the importance of affect, self-efficacy and motivation in reading comprehension, and practical suggestions as to how this can be developed
- Recognition of the importance of establishing a culture of reading to support 'reading to learn' and reading for leisure, and practical guidelines as to how this can be managed in a school setting.

Practically, readers of the book will be able to do the following:

- Apply the reading comprehension instruction framework used in the book to their own personal reading practices, as well as to their classroom practices (the framework is designed for the unique South African education context)
- Maximise meaning making throughout the reading process, with a strong focus on establishing the meaning-making process in the before-reading, during-reading and after-reading phases
- Apply reading comprehension strategies in all subjects
- Apply multilingual instruction and/or translanguaging in their classes, at least during the pre-reading phase (particularly in establishing prior knowledge, making predictions and asking pre-reading questions)
- Motivate and support learners appropriately into becoming independent readers.

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*"The book is great and it has covered valuable concepts as far as reading comprehension is concerned. There are good strategies that will be of great importance to teachers. The manuscript can also be effective to teachers who are already in the teaching profession."*

**Nomfusi Dlaku,**  
Language Facilitator and Teacher Trainer

*"This is the book that South African literacy teacher educators and primary school teachers have been waiting for! The authors draw on a wide range of theoretical and empirical research and their extensive experience of diverse South African classrooms to guide teacher educators and teachers through the complex process of teaching learners to read in home and additional languages and to use reading for learning."*

**Prof Yvonne Reed, University of Witwatersrand:**  
School of Education

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## Table of Contents

Chapter 1: Reading and Language – the big picture • Chapter 2: The components and development of reading • Chapter 3: Vocabulary • Chapter 4: Creating favourable conditions for building vocabulary • Chapter 5: Text types and genres and their conventions • Chapter 6: Different levels of comprehension – and how to ask questions that relate to these levels • Chapter 7: Making in-the-text connections while reading • Chapter 8: Reading comprehension strategies • Chapter 9: Logical relations: ways of thinking and making connections in texts • Chapter 10: The role of motivation in reading • Chapter 11: Creating a culture of reading

## Teaching Social Sciences: Intermediate and Senior Phases

**Editor:** J Wassermann

**Authors:** M Drake, J Dreyer, M Maposa, B Segoe, T Mays and L Iyer

*Teaching Social Sciences* covers the teaching of social sciences in the foundation, intermediate and senior phases. While the book empowers pre-service teachers to realise the outcomes of the CAPS document, it is not simply a guide to teaching the curriculum. It engages student teachers as reflective professionals required to make decisions as to the priorities and emphases of their teaching approaches in the context in which they find themselves. With the perfect balance of theory and practice, this book equips pre-service teachers with extensive subject knowledge and contemporary teaching techniques to take into their future classrooms. Through the examination of issues around race, gender, class and xenophobia, the book explores how curriculum can serve to instil in learners the values embedded in the South African constitution and a sense of citizenship while encouraging active engagement and thought. *Teaching Social Sciences* conceptualises the social sciences within the South African context, including teaching methods and principles, how to teach controversial issues, skills- and source-based teaching, and how learners learn social sciences. There is a practical focus on how to arrange field trips and working with GIS. The book also discusses what differentiates being a social sciences teacher and learner from other disciplines, including the qualities of being adaptable, context sensitive and innovative, while facilitating independent thinking in students. The book covers the use of ICT as well as lesson planning, assessment and classroom management in the social science classroom. The values of ubuntu and an African-centric contextual and theoretical approach are foregrounded. There is an especial focus on inclusive education and indigenous knowledge systems.

This title is suitable for BEd, ADE and PGCE students enrolled for modules in social sciences methodology.

### Table of Contents

Chapter 1: Social sciences in the South African curriculum • Chapter 2: Considering Ubuntu as a theoretical framework for pedagogical approaches to the teaching of the Social Sciences (History and Geography) • Chapter 3: The teaching of History within the Social Sciences curriculum • Chapter 4: The teaching of Geography within the Social Sciences curriculum • Chapter 5: Media, educational resources and ICT in the teaching of Social Sciences • Chapter 6: Planning to teach and assess Social Sciences

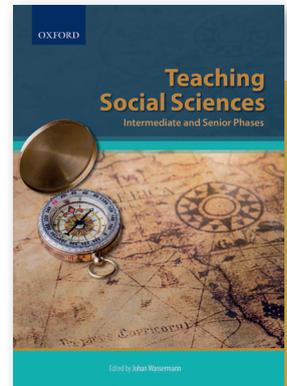
#### Lecturer resources

- Question bank
- Online video links
- Suggested activities
- Assessment resources

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#### Student resources

- Interactive assessments



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## Teaching Technology: Intermediate to Senior Phase

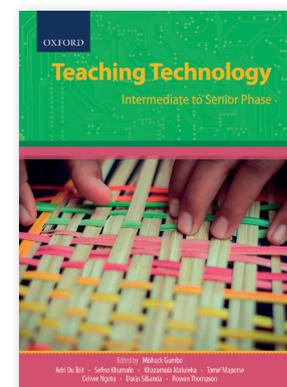
**Editor:** M Gumbo

**Authors:** A du Toit, S Khumalo, K Maluleka, T Mapotse, C Ngetu, D Sibanda and R Thompson

*Teaching Technology: Intermediate to Senior Phase* covers both the conceptual and practical components of the subject of technology, as outlined in the CAPS. This involves the teaching of discipline-specific skills, such as problem solving using the design process, and also broader life skills, such as needs identification.

The book explores teaching methods for technology education, covering lesson planning, classroom management, assessment and the use of resources and information and communications technology (ICT). Because science is integrated with technology in the intermediate phase, there is a special section on how teachers should approach this. For the senior phase, the book examines how particular knowledge strands should be dealt with.

A unique aspect is the focus on integrating indigenous knowledge and technologies. It is also written with an awareness of the issues of sustainability.





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The book is appropriate for student teachers in BEd and PGCE programmes as well as in-service teachers and those enrolled in ACE/ADE programmes.

*“It is current and contextualised to South Africa.”*

**Dr Jacob Thabo Tholo, Chief Education Specialist:  
North West Provincial Government**

### Table of Contents

**Part 1 An Overview of Technology Education** • Chapter 1: What is technology? • Chapter 2: Integrating forms of knowledge and technology • Chapter 3: The evolution of technology • Chapter 4: Technology Education as a school subject • Chapter 5: The relationship between science and technology • Chapter 6: Curriculum issues related to Technology Education • **Part 2 The Content of Technology Education** • Chapter 7: Overview of the conceptual and procedural content of technology • Chapter 8: The concept of design in Technology Education • Chapter 9: Integrating Science and Technology in the Intermediate Phase • Chapter 10: Structures • Chapter 11: Processing of materials • Chapter 12: Systems and control • Chapter 13: Graphic communication in technology • **Part 3 Methodology of Teaching Technology** • Chapter 14: The principles underlying the methodology of Technology Education • Chapter 15: Teaching, learning and assessment in Technology for the Intermediate and Senior Phase • Chapter 16: Assessment in Technology for the Intermediate and Senior Phase • Chapter 17: Lesson planning • Chapter 18: Resources in Technology Education • Chapter 19: Classroom management • Chapter 20: Technology for teaching Technology Education • Appendix

## Teaching with ICT

**Editor: J Hardman**

**Authors: R Dlamini, C Dumas, A Lewis, W Lilley, N Madhav, A Molotsi and S Simelane-Mnisi**

*Teaching with ICT* prepares pre-service teachers across the three phases of learning to understand the role technology can play in teaching and learning. This book encourages students of teacher education to apply their understanding of pedagogy to using ICT in the classroom. The focus is on teaching with ICT rather than on teaching ICT. The book aims to empower students with problem-solving skills related to the availability and logistics of technology, and gives them the confidence to introduce a range of digital resources into their teaching. With practical examples of ICT use in the classroom, this book is a valuable resource for both pre-service teachers and teachers.

It is aimed at students taking BEd modules on ‘using ICT in teaching and learning’ and in-service teachers. The course, usually taught at second year, is variously called Computers in Education; Teaching Methods, Instructional Technology and Instructional Materials; Computer Skills for Educators; ICT and the Roles of the Educator; Educational Media and Classroom Competence; Information Communication Technologies for Learning (ICT); Computer Integration in the Classroom; Education I: Media in Teaching and Learning; ICT Integration into the Classroom.

*“This is an incredibly useful resource for twenty-first-century educators, pre-service teachers and teacher trainers on teaching with emerging technologies.”*

**Associate Professor Dick Ng’ambi, University of Cape Town:  
Centre for Educational Technology**

### Table of Contents

**Part 1 The big picture** • Chapter 1: Digital pedagogy: An introduction to theories of learning and teaching with technology • Chapter 2: ICT for teachers • Chapter 3: Risk management when teaching with ICT • Chapter 4: ICT and identity • Chapter 5: Teaching with ICT in a global and local context • **Part 2 Putting theory into practice** • Chapter 6: Age-appropriate ways of teaching with technology in the Foundation Phase • Chapter 7: Using the TPACK and SAMR Models when integrating ICT in the Intermediate Phase • Chapter 8: Teaching with interactive simulations and geobrowsers to increase flow experiences in the Senior Phase • Chapter 9: Bloom’s revised taxonomy and the optimal use of ICT in the FET Phase • Chapter 10: Reconfiguring technology for active learning • Chapter 11: Working with the affordances and constraints of your environment

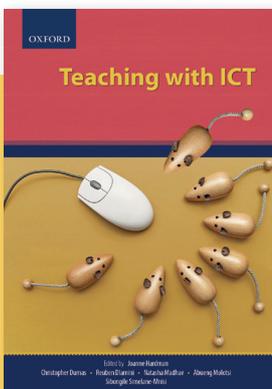
#### Lecturer resources

- A teaching plan per chapter
- Answers to textbook questions
- Suggestions for additional reading

#### Student resources

- Self-marking assessments per chapter
- Links to additional online resources and downloadable resources such as lesson plans and ‘how to use’ pages on key technologies.

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)



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# BEING A TEACHER

## BEING A TEACHER

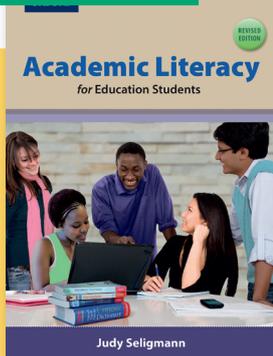
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- 20** Academic Literacy for Education Students – revised edition
- 21** Good practice in culture-rich classrooms: Research-informed perspectives
- 21** Inclusive education: An African perspective
- 22** Learn to Teach: A handbook for teaching practice
- 23** SAIDE Curriculum: Organising knowledge for the classroom 3e
- 24** SAIDE Getting Practical: A guide to teaching and learning 3e – revised edition
- 24** Schooling, society and inclusive education
- 25** Service Learning in South Africa
- 26** Oxford South African Concise Dictionary 2e
- 26** Oxford South African Pocket Dictionary 4e

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### Academic Literacy for Education Students – revised edition

**Author:** J Seligmann

Is there a way to make the transition from secondary school to the academic environment of the tertiary institution easier for students? What can they do to develop the language and study skills they need to make the most of their studies? How can the acquisition of academic skills assist students to engage effectively with discipline-specific content?

*Academic Literacy for Education students* addresses the needs of students in higher education in South Africa today by focussing on the essential role of academic reading and writing skills. While the book will improve the academic performance of any undergraduate student, it is specifically aimed at first-year Bachelor of Education students taking courses in academic literacy.

**The book features:**

- Individual, pair and group activities allow students to practise the thinking, reading, writing and study skills they have acquired
- Discussion points encourage debate and allow students to formulate and express their opinions
- Extracts from various source texts familiarise students with pedagogical ideas and approaches they will encounter during their studies in Education
- A chapter on visual literacy demonstrates how to interpret and draw up graphic representations such as pictures, tables, charts and graphs
- Explanations of difficult words in the shoulder of the book make the text more accessible and broaden students' vocabulary
- A glossary of important Education terms supports discipline-specific learning.

The revised edition includes three new chapters on:

- Understanding the importance of correct punctuation
- Unpacking the academic article
- Acquiring successful exam strategies.

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*“This text is a very good book to guide underprepared students through the academic maze of university learning.”*

Prof J Jansen,  
Rector, University of the Free State

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**Table of Contents**

Chapter 1: Considering the role of language in learning and teaching • Chapter 2: Identifying genres or text types in academic writing • Chapter 3: Linking personal and academic literacies with disciplinary discourse • Chapter 4: Developing an academic vocabulary to communicate effectively • Chapter 5: Applying skills and strategies to read selectively • Chapter 6: Interacting with texts to learn from subject content • Chapter 7: Recognising discourse markers that signal text functions • Chapter 8: Translating information visually • Chapter 9: Engaging with the writing process • Chapter 10: Contesting academic issues through argumentation • Chapter 11: Structuring an argumentative essay • Chapter 12: Referencing and documenting your sources • Chapter 13: Understanding the importance of correct punctuation • Chapter 14: Preparing to hand in your paper • Chapter 15: Unpacking the academic article • Chapter 16: Acquiring successful exam strategies

**Lecturer resources**

- Tutor's guide including teaching suggestions, additional activities and suggested answers per chapter
- PowerPoint® slides

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

## Good practice in culture-rich classrooms: Research-informed perspectives

**Editor:** S Vandeyar

**Authors:** N Amin, H Botha, S Coetzee, L de Jager, H Dippenaar, P du Toit, A Engelbrecht, E Gaigher, G Haupt, B Mofolo-Mbokane, J Mwambakana, G Stols, R Swart, R van Aswegen, S van Putten, T Vandeyar and D Vermeulen

*Good practice in culture-rich classrooms: Research-informed perspectives* presents a series of autoethnographic accounts of how teacher educators at a South African university responded to the directive to transform the country's homogeneous education landscape in the post-apartheid era.

The counter-narratives presented in this book guide teacher educators and pre-service teachers towards critical teaching as transformative intellectuals in learning areas such as mathematics, science, languages, technology and music.

This book is suitable for teacher educators, undergraduate and postgraduate pre-service teachers, and in-service teachers who seek to make a positive contribution to the quality, value and experience of education in culture-rich classrooms.

*"This book delivers a meaningful contribution to issues of post-apartheid South Africa through research-based reflections within classroom settings that draw examples from both conflict and post-conflict eras and provides interventions to be implemented to transform education that informs the rainbow nation."*

Dr T Runhare,  
University of Venda

### Table of Contents

Chapter 1: Researching good practice in culture-rich classrooms • Chapter 2: Theoretical underpinnings of researching successful teacher education practices: Some methodological considerations • Chapter 3: The teacher as transformative intellectual: Post-conflict pedagogy as good practice in culture-rich classrooms • Chapter 4: Counter-narratives: Confronting stereotyping in a post-conflict society • Chapter 5: The culture-rich mathematics class: Maximising learning opportunities • Chapter 6: Good practice in the methodology of languages: Integrating e-learning into the language classroom • Chapter 7: Scientific inquiry: A profile of good practice in culture-rich classrooms • Chapter 8: Nuances of good practice in integrating ICT into teaching and learning • Chapter 9: Classroom-based teacher resilience strategies in a secondary rural school: Sustaining good practice • Chapter 10: Taking note of good practice in music education: Transformative learning as culture-rich experience • Chapter 11: Good practice in technology education: Learning from the experts • Chapter 12: Authentic learning opportunities through community interventions: Bringing praxis to practice • Chapter 13: An autoethnographic lens on lecturer professional development

## Inclusive education: An African perspective

**Editors:** N Phasha and J Condy

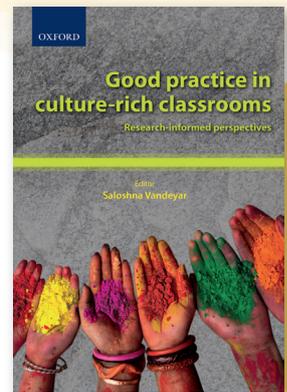
**Authors:** EF Akinsola, R Chireshe, O Maguvhe, FD Mahlo, M Mhaka-Mutepfa, SM Molosiwa, PP Monyatsi, JMC Motlswa, M Mukwambo, S Ntshangase, DM Runo, M Taole, J Tchatchoueng and LDN Tlale

The book engages with thinking about Inclusive Education, challenging readers to evaluate the current Inclusive Education philosophies and policies from an African perspective and identifying limitations within current approaches. It engages with African worldviews, epistemologies and values as a means of creating space for effective and culturally sensitive ways of implementing the vision of Inclusive Education. In doing so the book develops an African perspective toward educational problems in South Africa with the aim of facilitating greater educational access, participation and success for all members of society.

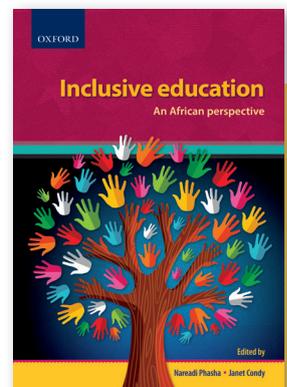
The book is suitable for students taking postgraduate courses in inclusive education, in-service teachers, as well as academics, policymakers and many other professionals working in inclusive education.

*"The book represents a laudable effort to address the Afrocentric perspective regarding education and more specifically inclusive education. Crucial perspectives on the African worldview, culture, education and the African child are presented which open up the reader's mind."*

Professor Johnnie Hay,  
NWU: School of Education Studies



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-  PAPERBACK
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-  9780190403171
-  9780190406677



-  OUP SA
-  NOV 2016
-  PAPERBACK
-  344 PAGES
-  9780199078486
-  9780199075010

“The outline is very appropriate and focuses on issues pertinent to inclusive education bearing in mind African realities. The concept being addressed is current, pertinent and awaited by African scholars and researchers, even policymakers, including postgraduate students.”

Dr Therese Tchombe,  
University of Buea, Cameroon: Faculty of Education

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**Part 1: Conceptualising inclusive education** • Chapter 1: Understanding inclusive education from an Afrocentric perspective • Chapter 2: Inclusivity: different epistemologies and worldviews • Chapter 3: An inclusive curriculum from an Afrocentric perspective • Chapter 4: Understanding the development and challenges of an African child • **Part 2: Inclusive education in practice** • Chapter 5: An African perspective of disability in relation to current trends in inclusive education • Chapter 6: Moving beyond barriers • Chapter 7: Learning support in inclusive education settings • Chapter 8: Managing inclusive education classrooms • Chapter 9: Developing a flexible curriculum for inclusive classrooms • Chapter 10: Inclusive education in different contexts • Chapter 11: Assessment for inclusion • Chapter 12: Communication in inclusive settings



## Learn to Teach: A handbook for teaching practice

**Editors:** C Okeke, J Abongdia, E Olusola Adu, C Wolhuter and M Van Wyk

*Learn to Teach: A handbook for teaching practice* is a valuable resource for lecturers responsible for teaching practice modules to student-teachers and in-service teachers alike. The book foregrounds the importance of teaching practice in preparing student-teachers for the profession and also recognises that learning to teach effectively in a challenging environment is central to improving teacher education in South Africa.

It explores the principles of effective teaching practice and equips teachers with skills to implement these principles in practice and in response to multi-faceted crises in basic education and in the teaching profession. The book also gives consideration to identifying and drawing on resources within schools and communities to assist in addressing problems. Learning to teach provides a solid foundation in the theory and principles of teaching practice, while remaining innovative in discussion of aspects of the 21st century classroom, such as the use of ICT in classrooms, how to select OERs for the classroom and the use of modern teaching methods such as the flipped classroom.

It takes an inclusive approach to the diverse needs and identities of student-teachers, exploring ways of personalising the teaching practice experience for the student-teacher and seeking positively to influence students' perceptions of the teaching profession. Cognizant of the practical nature of teaching practice modules, the book offers a wide range of practical components for lecturers and student-teachers alike, including rubrics, checklists, assessment pro-formas and guidance on the preparation of portfolios.

“The book would serve to assist students to expand their innovations in respect of teaching strategies. It would also help in entrenching a more flexible learning and teaching environment.”

Mr D Rama,  
University of KwaZulu-Natal: Education

“The chapter clearly outlines the importance of compiling portfolios, more especially reflective practices. This chapter will certainly enhance the reader's understanding of what is expected of him/her in his/her own professional development. A must-read for all students. The “to do” exercises ... are excellent for students, tutors and lecturers. The text makes for easy reading and would appeal to students, especially those that have a problem with English as a second language. The language is simple, appropriate and easy to follow. Key concepts come out clearly and [are] easy to understand. The margin gloss[es] [are] excellent for quick and easy reference of important facts and items.”

Mr M Singh,  
University of KwaZulu-Natal: Education

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**Part 1: The art and science of teaching** • Chapter 1: The meaning of being a teacher • Chapter 2: Teacher professionalism and identity • Chapter 3: Change theory: Teacher as reflective and change agent • Chapter 4: Teacher and teacher personality • **Part 2: Teaching pedagogy: study of teaching methods** • Chapter 5: Theories, principles and perspectives of teaching • Chapter 6: Bloom's taxonomy and implications for teacher preparation • Chapter 7: Communication skills in teaching • Chapter 8: Constructivism and teacher education • Chapter 9:



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Lesson planning within a learning-centred context • **Part 3: Microteaching and work-integrated teaching practice** • Chapter 10: The theory and practice of microteaching: Scaling down to scale up • Chapter 11: Teaching practice: Its purpose and implementation • Chapter 12: The teaching practice approach and models used in South Africa • Chapter 13: Leadership and management of teaching practice: Teachers' and student teachers' roles • Chapter 14: Basic classroom management • Chapter 15: Policy implications for teaching practice in South Africa • Chapter 16: Portfolios in teaching practice: Paper-based versus e-based portfolios • Chapter 17: Electronic learning aids and social media in teaching • **Part 4: Teacher training in cross cultural context** • Chapter 18: Internationalisation as a concept in teacher education • Chapter 19: Overcoming cross-cultural barriers in teacher education and practice • Chapter 20: The theory and practice of vocational teaching

#### Lecturer resources

- Appendix of practical resources for classroom use
- Links to additional resources

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## SAIDE Curriculum: Organising knowledge for the classroom 3e

**Editors:** Y Reed, J Gultig and M Adendorff

**Author:** U Hoadley

**Contributor:** J Jansen

*SAIDE Curriculum: Organising knowledge for the classroom 3e* addresses the vital question of how one understands and develops curricula. The book discusses pertinent issues such as persistent inequalities in relation to recent curriculum developments in South Africa and the shift towards an educational system in line with a democratic and globally competitive society.

*SAIDE Curriculum* contains South African Institute of Distance Education (SAIDE) endorsed content that is practical and relevant in its approach. The textbook contains a series of case studies on a fictional school called Goniwe Primary that explore the different approaches to curriculum. Activity and thinking boxes contextualise teaching concepts, encouraging readers to engage critically with curriculum theory.

The book is suitable for students taking undergraduate courses in Curriculum Studies as part of their BED degree. The book will also benefit PGCE, B.Ed Honours and ACE level Curriculum Studies students.

The third edition has been thoroughly edited and revised, and features:

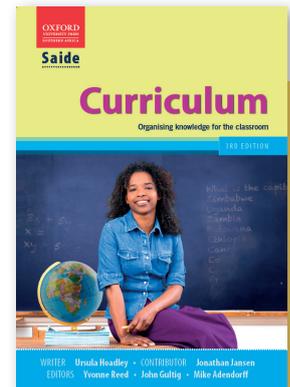
- New sections on assessment and content framing
- Reference to the national Curriculum and Assessment Policy Statement (CAPS), including CAPS examples to explore curriculum issues
- Additional FET level examples
- New readings from academic and policy texts to deepen the reader's grasp of the issues.

*“This learning guide can be of enormous use to teachers and managers whose role may be to monitor curriculum delivery. Apart from practical issues of planning and delivery in the classroom, the ideology behind curricula and the various ways they can be interpreted is applicable to all schools and teachers in their classrooms. The book succeeds in its aim to teach students about curricula. Its strength lies in the approach as the students are taught to reflect, analyse and think about curriculum delivery in a practical way.”*

Ms M Burger,  
Dominican Convent: Head of High School

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Section 1 Introducing the module • Section 2 What is the curriculum? • Section 3 How is the intended curriculum produced and organised? • Section 4 How is knowledge organised in the curriculum? • Section 5 How is the curriculum enacted in practice? • Section 6 How was the South African curriculum made? • Section 7 How is the curriculum assessed? • Section 8 The readings



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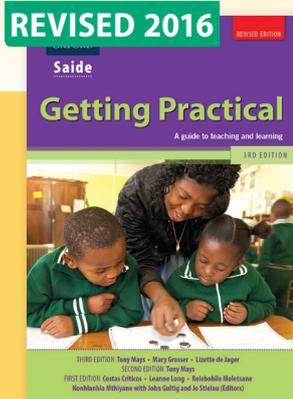
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-  9780199054534

## SAIDE Getting Practical: A guide to teaching and learning 3e – revised edition

**Authors:** C Criticos, M Grosser, L de Jager, L Long, T Mays, R Moletsane and N Mthiyane  
**Series editors:** J Gultig and J Stielau

*SAIDE Getting Practical: A guide to teaching and learning 3e* equips South African teachers with strategies to cope with the demands of the classroom. With content that is practical and relevant in its approach, the book aims to develop the skills required to teach in a thoughtful and learning-centred manner.

*SAIDE Getting Practical* is aimed at undergraduate and postgraduate students taking courses in Professional Studies or doing Teaching Practice modules. It is also suitable for teachers' continuing professional development.

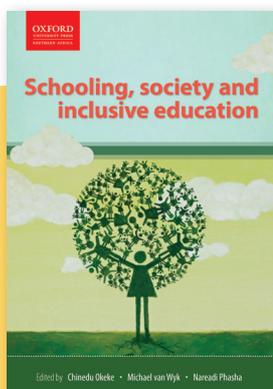
Numerous case studies, activities and exercises ensure a practical focus and demonstrate different teaching strategies.

The third edition features:

- A new chapter on using information and communication technology in education
- A new section on deciding what and how to teach, foregrounding the underlying theory embedded in the book
- A renewed focus on training effective teachers capable of operating under any educational system or curriculum
- Reference to the Curriculum and Assessment Policy Statement (CAPS)
- The revised third edition includes updated terminology and updated references to additional readings and to online resources.

*“The book Getting Practical would be most useful to pre-service and in-service teachers of all subjects and learning areas working in both primary and secondary schools. It contains invaluable information on the pedagogical principles underpinning optimal teaching and learning.”*

L de Jager,  
 University of Pretoria: Lecturer in English and Methodologies



-  OUP SA
-  JUL 2014
-  PAPERBACK
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-  9780199077809
-  9780195999259

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Section 1 How to use this module • Section 2 Planning to teach • Section 3 Assessing learning and teaching • Section 4 Teaching with learning in mind • Section 5 Whole-class teaching • Section 6 Small-group, problem-based teaching • Section 7 Using information and communication technology in education • Section 8 Managing learning and teaching • Section 9 Ongoing professional development • Selected reading

## Schooling, society and inclusive education

**Editors:** CIO Okeke, M van Wyk and N Phasha

*Schooling, society and inclusive education* discusses the interrelated dynamics of schooling, society and inclusive education. It focuses on the professional knowledge and social skills Teacher Education students need to succeed. This new introductory text foregrounds an Afrocentric philosophy and its application to current education practice in a complex multicultural environment.

Three carefully structured parts, Alternative ways of knowing, The child and dynamics of the environment, and Understanding inclusive education, address many of the critical issues that teachers in the African, and particularly South African, context face. These include barriers to learning and teaching, poverty, violence, and the neglect of rural schools.

### The book features:

- Case studies provide additional background information on the topic discussed and encourage students to reflect on the implications for classroom practice
- Case Study or Ethical consideration boxes provide an ethical perspective introducing students to ethical issues in a realistic way
- Stop and reflect boxes test understanding of the key concepts
- Closing activities test concepts from multiple perspectives and enable students to apply the knowledge they have attained to their wider environment.

B.Ed and PGCE students taking modules in Inclusive Education will benefit from this book.

“This book is a refreshing collection of fourteen chapters that offer different perspectives on the burning national education policy issue of provision of inclusive education. The activity boxes are a huge plus, especially for undergraduate students.”

Mr M Letseka,  
University of South Africa: Department of Educational Foundations,

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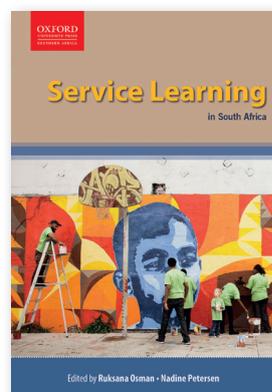
**Part 1 Alternative ways of knowing** • Chapter 1: The meaning and practice of educational theory • Chapter 2: Indigenous African theories in multicultural education • Chapter 3: Towards an Afrocentric–indigenous pedagogy • Chapter 4: Africanisation, Ubuntu and IKS: A learner-centered approach • **Part 2 The child and dynamics of the environment** • Chapter 5: The ecological model of human development: An African perspective • Chapter 6: Violence in educational institutions: Cyberbullying • Chapter 7: Sexual violence in special schools • Chapter 8: Managing school violence • Chapter 9: Poverty and education in post-democratic South Africa • Chapter 10: Education and poverty in sub-Saharan Africa • **Part 3 Understanding inclusive education** • Chapter 11: The historical development of inclusive education in South Africa • Chapter 12: Inclusive education in the classroom: Practical applications • Chapter 13: Barriers to formal learning in South Africa • Chapter 14: Language as a barrier to learning in South African classrooms

## Service Learning in South Africa

**Editors:** R Osman and N Petersen

Service learning can be seen as a philosophy, a model, or a pedagogical tool. As such, the book *Service Learning in South Africa* is designed to include a theoretical component as well as a practical perspective. The book adopts a social justice framework and the theoretical component addresses why students do service learning, includes reflection, and discusses issues of power, for example, positioning between students and site managers.

Case studies demonstrate how service learning has been implemented at various universities providing guidelines on what institutions have learnt from the experience. There is synergy between the theory of service learning and these case studies that complement the theory by drawing out general principles related to service learning. The case studies are based on research into the area but focus on addressing challenges that are faced in the field and offer practical guidance.



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“This is a first of its kind book in terms of trying to promote the development of service-learning in academia through offering readers practical guidelines to deal with some of the challenges that arise in this field. It will be helpful to both students and lecturers who are embarking on service-learning for the first time, and for practitioners who wish to compare their practices with others in the field.”

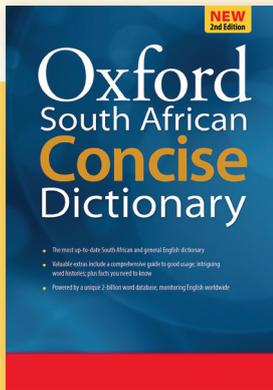
Ms C Mitchell,  
University of KwaZulu-Natal

“My first impressions of the book were very positive. It is essential for a book like this to be written in South Africa and there is a lot of scope for it to be used extensively in HEIs.”

Mr C Rowe,  
Monash University, South Africa

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**Part 1 Theories of service learning** • Chapter 1: An introduction to service learning in South Africa • Chapter 2: ‘Service learning’ or ‘learning service’? • Chapter 3: Integrating the community voice into service learning: Engaging with communities • **Part 2 Service learning case studies** • Chapter 4: Developing English language skills through service learning as part of teacher education at the University of Pretoria • Chapter 5: Bridging the open distance learning gap through the Bright Site of Sunnyside as service-learning centre of the University of South Africa • Chapter 6: How service learning enables interdisciplinary learning: A case study in the health sciences at the University of the Western Cape • Chapter 7: Arguments in favour of service learning in the South African law curriculum • Chapter 8: Advancing a transformative learning approach in teacher education through service learning • Chapter 9: A blended approach to service learning: The Faculty of Engineering, Built Environment and Information Technology at the University of Pretoria • Glossary • Index



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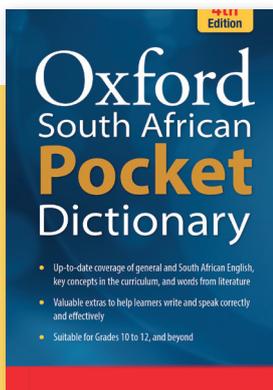
## Oxford South African Concise Dictionary 2e

Because of its exceptional clarity, accuracy, and ease of use, this dictionary is the acknowledged authority on South African and general English for study, professional use, and at home. Giving particular support on many questions of usage and grammar, and now containing a unique encyclopedic reference section, it is the most up-to-date South African English dictionary available.

### Key Features:

- Exceptional coverage including new loan words (*jihadi*), words from IT (*keylogger*), medicine (*HAART*), and local fauna and flora (*couta*)
- Thousands of word origins, reflecting the sources of South African and world English
- Brand-new extras for the reader who wants to know the difference between *shall* and *will*, the Prime Minister before PW Botha, and the names of Neptune's moons
- Targeted extras for the student who needs an introduction to the history of English, why *I bought me a ticket* is wrong, and the difference between *whose* and *who's*
- Pronunciation guidance for difficult words – say anything from *Armagnac* to *zorbing* with confidence
- Intriguing word histories give you insight into how *a little worm* came to mean *bright red* (see vermilion)
- The most up-to-date South African and general English dictionary so you don't have to wonder what a *flash mob* or a *happy letter* is
- The best all-round reference for university, college or university of technology students and lecturers.

A substantial guide to word formation is available free at: [www.oxford.co.za/OSACD\\_word\\_formation](http://www.oxford.co.za/OSACD_word_formation)



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## Oxford South African Pocket Dictionary 4e

The *Oxford South African Pocket Dictionary 4e* is a practical, comprehensive English dictionary suitable for senior secondary learners (particularly those needing help studying and understanding literature), students at universities, and for adults as a home or office reference.

### Key Features:

- Completely up-to-date in both world English (for example, *Bollywood*, *flash drive*, *textspeak*, *witchetty grub*) and South African English (for example, *crown birthday*, *gees*, *izinyoka*, *zef*). Includes key CAPS curriculum terms too (for example, *aquaculture*, *covalent bond*)
- Broad coverage of English, meeting the CAPS focus on acquiring a wide and effective vocabulary as part of studying prescribed literature
- Many more usage notes than the previous edition (or the imported edition) help learners/students avoid common mistakes, improving their language skills overall
- Easy-to-understand pronunciation guides show learners/students how to say new words correctly, boosting their confidence to deliver orals and take part in debates. Supportive and practical extra matter includes sections on grammar, developing critical language awareness, sound devices, figures of speech, the golden rules for writing, how to edit and proofread your own work, exam tips, and how to prepare for debates and discussions – giving learners/students the edge.

# EDUCATION DISCIPLINES

## EDUCATION DISCIPLINES

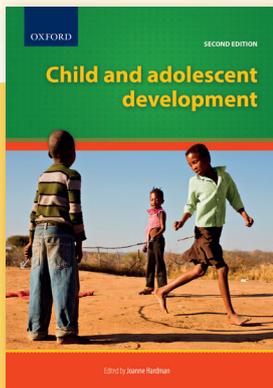
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## EDUCATION DISCIPLINES

### Child and adolescent development 2e



**Editor:** J Hardman

**Authors:** L Green, G Harrison, J Jansen, M McMahon, M Moletsane, L Stroud, S Swartz, M Watson and L Wild

*Child and adolescent development 2e* introduces students to the psychological aspects of a child's development with specific application to the South African environment featuring local case studies and examples, as well as South African research. The South African framework embeds concepts in a familiar context, while well-developed pedagogical features facilitate independent learning. An excellent ancillary materials package supports lecturers and provides additional enrichment for students. This book is aimed at B.Ed and BA Psychology students taking child development modules.

#### New to this edition:

- Chapter 2 Theories of development includes extended information on emotion and learning, and a case study on giftedness
- Two new chapters on teaching and learning have been included in the second edition
- Certain chapters include new boxed features on developmental psychopathology, highlighting disorders that occur during certain developmental stages.

“[The opening case studies] attract interest and are good for showing how theoretical concepts can be practically applied. [Although the book covers standard content for this audience], the difference is the contextualisation of developmental theory within a socio-cultural approach by providing South African examples.”

Assoc Prof K Cockroft,  
University of Witwatersrand: Psychology

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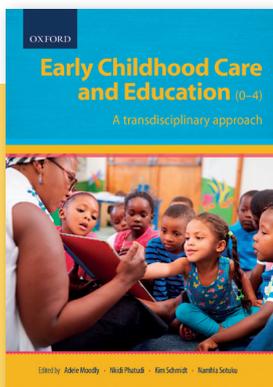
#### Lecturer resources

- PowerPoint® slides
  - Teaching plan
  - Solutions manual
  - Question bank
  - Links to relevant OERs for each chapter
- [learningzone.oxford.co.za](http://learningzone.oxford.co.za)

#### Student resources

- Question bank
- Links to carefully curated OERs and YouTube clips for each chapter

### Early Childhood Care and Education (0–4): A transdisciplinary approach



**Editors:** A Moody, N Sotuku, K Schmidt and N Phatudi

*Early Childhood Care and Education (0–4): A transdisciplinary approach* takes a holistic approach to Early Childhood Development (ECD) by integrating knowledge from various disciplines, such as education, social sciences, health sciences and the creative arts. As an undergraduate text for the training of educators and practitioners in Early Childhood Care and Education (ECCE), it helps students see how these various areas are critical to understanding the development of a child. The book uses the biopsychosocial approach, which acknowledges that development during early childhood is influenced by an interaction of biological, psychological and social functioning.

*Early Childhood Care and Education (0–4)* can be used as a practical workbook by all involved in ECD (students, practitioners, trainers and government) as part of short learning programmes and across degree programmes, including the new bachelor of education in ECD and the diploma in ECD. The aim of the book is to serve and empower within a South African and African context.

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and literacy development • Chapter 8: Physical and cognitive development: Music, play and movement • Chapter 9: The role of families and communities in Early Childhood Development • Chapter 10: The context of Early Childhood Development (ECD) educators and practitioners: Implications for management and leadership • Chapter 11: Healthy stress management: Towards quality Early Childhood Development provisioning • Chapter 12: Psychosocial needs and support for ECD educators and practitioners • Chapter 13: Poverty and vulnerable children: The response of Early Childhood Development programmes • Chapter 14: Supporting young children with disabilities • Chapter 15: Child abuse and neglect: The response of Early Childhood Development programmes • Chapter 16: Responding to young children with behavioural, emotional, and learning challenges

## Education management and leadership: A South African perspective 2e

**Editors:** R Mestry and T Ngcobo

**Authors:** R Joubert, M Mosoge and A Naidu

*Education management and leadership 2e* focuses on different aspects of school management to form a comprehensive model. Topics covered include quality and accountability; school development; staff development; promoting effective teaching and learning; school governance; and financial and physical resources. For each topic, there is a clear overview and a useful setting out of the outcomes and the key concepts. The book provides relevant examples and South African case studies as well as flow charts to illustrate key processes in areas such as quality assurance, characteristics of effective schools and continuous staff development. These are supported with practical activities and management tasks.

### New to this edition:

- The text has been updated in line with the policy on the South African Standard for Principalship: Enhancing the Professional Image and Competencies of School Principals 2015, published 18 March 2016, and the national curriculum for the ADE in school leadership and management
- The text has been restructured, and there is a brand-new introductory chapter covering foundational concepts such as leadership and management, change management and leadership and management theories/models and Ubuntu as a style of leadership and management.
- There is new content on managing and leading change; managing diversity; problem solving; and managing and leading school climate and culture.

### Table of Contents

Chapter 1: Introduction to Educational Leadership and Management • Chapter 2: School Leadership and Management in the Context of South Africa • Chapter 3: The Legal Framework for Education • Chapter 4: Quality Assurance and Accountability • Chapter 5: Leading and Managing Teaching and Learning in Schools • Chapter 6: Managing Schools as Organisations: Complying with Bureaucratic Expectations and Coping with Change Complexities • Chapter 7: Leading and Managing People • Chapter 8: Promoting an Enabling Environment through Good Governance • Chapter 9: Leading and Managing Diversity: Moral and Inclusive Implications • Chapter 10: Leading and Managing for School Development • Chapter 11: Financial and Physical Resource Management • Chapter 12: Working with the External Community for Quality Education

## Education Studies 2e

**Editors:** K Horsthemke, PD Fungai Siyakwazi, E Walton and C Wolhuter

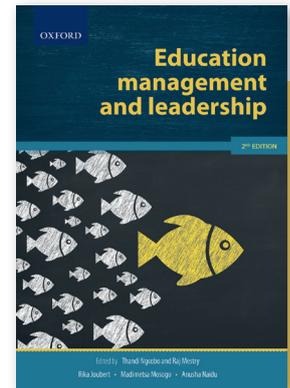
**Authors:** T Bekker, D Bensusan, MN Davids, JJ Divala, S du Plessis, V Gasa, LC Green, J Hardman, K Karras, C le Roux, T Mathebula, LR Maharajh, SA Vilakazi, Y Waghid and J Wassermann

*Education studies 2e* addresses the study of education and its foundations. It is the first textbook in South Africa that introduces education students to the scholarly fields of education. The approach is consistent with recommendations in the Policy for the Minimum Requirements for Teacher Education and covers the following modules within Education Studies courses: History of Education, Comparative Education, Sociology of Education, Philosophy of Education, Diversity and Pedagogy and Psychology of Education.

*Education studies 2e* adopts a scaffolded learning approach to guide and support students while developing their conceptual framework. It contextualises knowledge for students, explaining the relevance of South African history, sociological issues, and philosophy to understanding current South African society and the school system.

### New to this edition:

- The History of Education section includes more on the history of Southern African countries and indigenous knowledge
- There is a new chapter on Education in Botswana, Lesotho and Swaziland
- A new section on the Psychology of education, with chapters on Learning theories and development, and Pedagogy
- Chapter 1 includes a new section on pre-colonial education
- Chapter 10 has been rewritten to focus more on practical reason, working with concepts like autonomy, socialization and indoctrination.



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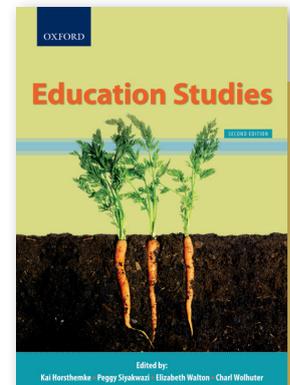
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This book is aimed at B.Ed students taking undergraduate modules in Education Studies.

“My overall sense is that a book like this needs to be published in South Africa . . . the authors of this book are to be congratulated for attempting such a project.”

Prof W Hugo,  
University of KwaZulu-Natal: Education Department

#### Table of Contents:

**Part 1 - History of education** • Chapter 1: A history of education in South Africa up to 1994 • Chapter 2: International trends in educational historiography • Chapter 3: A history of selected education systems • **Part 2 Comparative education** • Chapter 4: The education system of South Africa: Catapulting the country into the twenty-first century • Chapter 5: Education in Botswana, Lesotho and Swaziland • **Part 3 Sociology of education** • Chapter 6: Theories in sociology of education • Chapter 7: Practices in sociology of education: Social institutions, ecology and the role of the school in society • Chapter 8: Citizenship education • Chapter 9: Diversity and culture in education • **Part 4 Philosophy of education** • Chapter 10: Critical thinking • Chapter 11: Aims and conceptions of education • Chapter 12: Ethics and values in education • Chapter 13: Knowledge and education • Chapter 14: African philosophy of education • **Part 5 Diversity and pedagogy** • Chapter 15: Pedagogy and inclusion • Chapter 16: Ensuring epistemological access • Chapter 17: Responsive teaching • **Part 6 Psychology of education** • Chapter 18: Learning theories and development • Chapter 19: Theories of learning • Chapter 20: Pedagogy: Using theory to guide teaching and learning

#### Lecturer resources

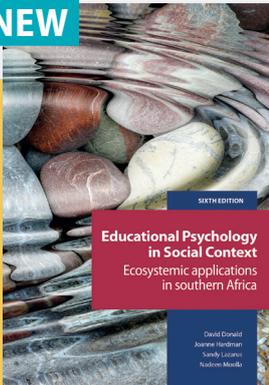
- PowerPoint® slides
- Teaching plan

#### Student resources

- Interactive quizzes
- Links to relevant OERs for each chapter, to expand students' understanding of the subject

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

NEW



## Educational Psychology in Social Context: Ecosystemic applications in southern Africa 6e

**Authors:** D Donald, J Hardman, S Lazarus and N Moolla

*Educational Psychology in Social Context: Ecosystemic Applications in southern Africa* is a tried-and-tested textbook which applies educational psychology – and, specifically, a unifying ecosystemic framework – to aid teachers and other educators to enhance the learning experience of students in a developing society.

Bronfenbrenner's ecological systems theory is used as a guiding framework for understanding child development and the environmental barriers to learning children face and for developing practical guidelines on, for example, how to accommodate different learning needs and styles in an inclusive classroom setting.

In this sixth edition, the book is relevant to both undergraduate and post-graduate study in either pre-service or in-service teacher education. It can be used for courses in educational psychology in programmes such as BEd, BEd (Hons) and PGCE, and also as a handbook for teachers in the field.

#### Key Features:

- Additional diagrams, local quotations and glossary items alongside the text which explain specialist and complex terms and concepts
- Specially designed questions which encourage readers to apply theoretical perspectives and principles of intervention in their own social context
- Activities which encourage practical application, and analysis and consolidation of concepts
- Practical tasks that can be set as individual or group assignments
- A learner-centred approach which challenges readers to reflect and construct their own understandings

#### New to this edition:

- Updated references throughout the book as well as updated case examples
- New chapter on the neuroscience of education and schooling, which covers the basics of brain development and neuroplasticity
- New content on discipline, cyberbullying and an African perspective on the field of psychology



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“... integral to teacher preparation and transformational teacher practice ...”

Prof L Theron,  
North-West University

#### Table of contents:

**Part I: Overview** • Chapter 1: Aims of the book, and how best to use it • Chapter 2: Quality education for all • **Part II: Theoretical framework** • Chapter 3: An ecosystemic perspective • Chapter 4: Positive psychology • Chapter 5: Understanding human development • Chapter 6: Neuroscience and education • Chapter 7: Constructivism and learning • **Part III: Developing inclusive learning environments** • Chapter 8: Developing inclusive school and classroom environments • **Part IV: Contextual disadvantages in education** • Chapter 9: Contextual disadvantages: conceptual framework • Chapter 10: Specific issues of contextual disadvantages • **Part V: Social problems: Conceptual framework** • Chapter 11: Social problems: conceptual framework • Chapter 12: Substance abuse and violence • Chapter 13: Sexuality and associated social problems • **Part VI: Disabilities and learning difficulties** • Chapter 14: Disabilities and learning difficulties: conceptual framework • Chapter 15: Disabilities • Chapter 16: Learning, emotional and behavioural difficulties

## Educational Research: An African approach

**Editors:** C Okeke and M van Wyk

This is a comprehensive text offering a solid theoretical foundation in all the basic rudiments of research within the discipline of Teacher Education and more broadly the Social Sciences disciplines. The book addresses the specific difficulties faced by African students as experienced by the authors over many years of teaching and supervising. Pedagogical features facilitate students' understanding of how to apply research tools in practice.

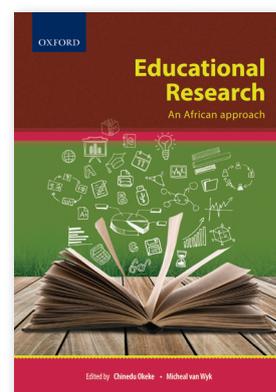
This book is aimed at B.Ed Honours and M.Ed students taking research methodology modules and is also suitable for postgraduate students in Social Sciences, for example, in the College of Humanities.

“This contents of this book addresses pertinent issues with regards to research, the research process, underlying research designs and methodological approaches. A strength of this book product is that texts are structured in an interactive manner, yet focused on a set of learning outcomes. Therefore the novice student at undergraduate level and those without substantial knowledge of research, enrolled at a B.Ed Hon. level, will certainly acquire knowledge and finer skills in harnessing their research repertoire.”

Dr G Alexander,  
Central University of the Free State: Faculty of Humanities

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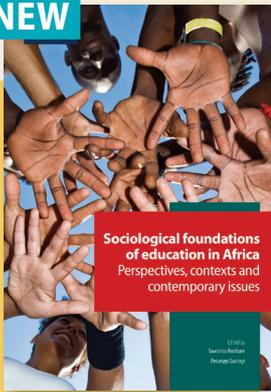


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## Sociological foundations of education in Africa: Perspectives, contexts and contemporary issues

**Editors:** T Runhare and P Gwirayi

*Sociological foundations of education in Africa: Perspectives, contexts and contemporary issues* is a comprehensive and relevant text that looks at the sociology of education from a local South African and a regional African perspective. It covers a variety of contexts and encourages students to engage critically with the challenges facing African youth in order to empower them.

The book responds to calls for the Africanisation of the education curriculum. It fulfils this need both by contextualising international theorists such as Durkheim, Weber, Marx, Mills and Comte, and by infusing the book with Afrocentric scholars such as Asante, Kente, Chukwuokolo and Nyerere.

This book can be used by undergraduate students doing a BEd degree as well as Honours students and those studying for a postgraduate diploma.

The book includes the following features:

- Chapter abstracts, outcomes and key terms
- Case studies showing theoretical underpinnings and critical facts boxes to enhance contextual understanding
- Activity boxes, self-assessment boxes and an end-of-chapter revision activity
- Photographs, diagrams and tables
- Glossary and index

---

*“Having a sociology of education book written with an African perspective in mind is necessary in this era flooded with discourses of decolonising and Africanising the curriculum.”*

Dr Nomkhosi Nzimande,  
University of KwaZulu-Natal

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### Table of contents:

**Part A: Sociological perspectives on education** • Chapter 1: Historical development of sociology and sociology of education • Chapter 2: Rationale for sociology of education in Africa • Chapter 3: Macro-sociological study of education in African settings • Chapter 4: Micro-sociological study of education in African settings • **Part B: Education as an agent of socialisation** • Chapter 5 • Socialisation, education and the African context • Chapter 6: The nexus between social stratification and education in Africa • Chapter 7: Financing of higher education: the impact of #feesmustfall in the South African Education Context • Chapter 8: Gender socialisation and education: unfolding the theoretical and African perspectives • **Part C: Contemporary issues relating to education in Africa** • Chapter 9: Globalisation and its impact on African education • Chapter 10: The organisational and functional role of education in society • Chapter 11: Child abuse and its ramifications in Africa • **Part 4: Education and development in Africa** • Chapter 12: Education and socio-economic development in Africa • Chapter 13: From colonialism to decolonisation and Africanisation of education • Chapter 14: Educational inflation: the emergence of diploma disease in Africa • Chapter 15: Information and communication technologies and educational change in Africa • Chapter 16 The space of schools in social organisations

# ACADEMIC LITERACY

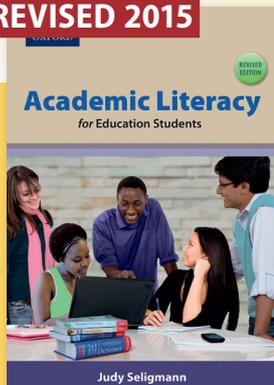
## ACADEMIC LITERACY

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- 34** Academic Literacy for Education Students –revised edition
- 35** Introduction to Scholarship: Building Academic Skills for Tertiary Study 2e
- 36** English for academic purposes
- 36** Oxford Advanced Learner’s Dictionary 10e

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## Academic Literacy for Education Students –revised edition

**Author:** J Seligmann

Is there a way to make the transition from secondary school to the academic environment of the tertiary institution easier for students? What can they do to develop the language and study skills they need to make the most of their studies? How can the acquisition of academic skills assist students to engage effectively with discipline-specific content?

*Academic Literacy for Education Students* addresses the needs of students in higher education in South Africa today by focussing on the essential role of academic reading and writing skills. While the book will improve the academic performance of any undergraduate student, it is specifically aimed at first-year Bachelor of Education students taking courses in academic literacy.

**The book features:**

- Individual, pair and group activities allow students to practise the thinking, reading, writing and study skills they have acquired
- Discussion points encourage debate and allow students to formulate and express their opinions
- Extracts from various source texts familiarise students with pedagogical ideas and approaches they will encounter during their studies in Education
- A chapter on visual literacy demonstrates how to interpret and draw up graphic representations such as pictures, tables, charts and graphs
- Explanations of difficult words in the shoulder of the book make the text more accessible and broaden students' vocabulary
- A glossary of important Education terms supports discipline-specific learning.

The revised edition includes three new chapters on:

- Understanding the importance of correct punctuation
- Unpacking the academic article
- Acquiring successful exam strategies.

---

*“This text is a very good book to guide underprepared students through the academic maze of university learning.”*

Prof J Jansen,  
Rector, University of the Free State

---

**Table of Contents**

Chapter 1: Considering the role of language in learning and teaching • Chapter 2: Identifying genres or text types in academic writing • Chapter 3: Linking personal and academic literacies with disciplinary discourse • Chapter 4: Developing an academic vocabulary to communicate effectively • Chapter 5: Applying skills and strategies to read selectively • Chapter 6: Interacting with texts to learn from subject content • Chapter 7: Recognising discourse markers that signal text functions • Chapter 8: Translating information visually • Chapter 9: Engaging with the writing process • Chapter 10: Contesting academic issues through argumentation • Chapter 11: Structuring an argumentative essay • Chapter 12: Referencing and documenting your sources • Chapter 13: Understanding the importance of correct punctuation • Chapter 14: Preparing to hand in your paper • Chapter 15: Unpacking the academic article • Chapter 16: Acquiring successful exam strategies

**Lecturer resources**

- Tutor's guide including teaching suggestions, additional activities and suggested answers per chapter
- PowerPoint® slides

[learningzone.oxford.co.za](http://learningzone.oxford.co.za)

# Introduction to Scholarship: Building Academic Skills for Tertiary Study 2e

**Author:** C Siewierski

*Introduction to Scholarship: Building Academic Skills for Tertiary Study 2e* offers a practical approach to developing the basic academic and critical-thinking skills required to succeed in the tertiary environment. It focuses on a broad range of cognitive skills for the foundation of university preparation.

The textbook assumes a generic, relatable and practical 'coached' approach to the theory and practice of academic skills and thinking. Each chapter begins with a relevant and familiar educational/life scenario to which South African students will be able to relate, after which each short section features basic theory and then practice opportunities. A variety of reading, writing and language-based developmental activities improve students' language skills and familiarity with academic English. The tone is humorous and collegial, which will encourage students to be co-creators in their learning.

This book is suitable for students taking first-year courses such as academic literacy or introduction to scholarship at universities and colleges.

- Each chapter includes the following features:
- A scenario or case study relevant to the problems discussed in the chapter
- Margin glossaries of difficult or new vocabulary
- Short explanations of theory and examples, followed by practical, guided activities
- A range of response and comprehension questions, as well as more challenging higher-order cognitive questions
- Links to practical activities and assessments on Learning Zone

#### **New to this edition:**

- A new chapter on digital literacy
- A new section on critical listening for lectures in Chapter 13: Examination skills
- More margin notes to aid students with grasping academic concepts
- Streamlining of icons representing activities or cross-referencing online supplementary content

#### **Table of contents:**

Chapter 1: Engaging in academic study • Chapter 2: Reading and referencing skills • Chapter 3: Planning your assignments • Chapter 4: Audience, purpose and style • Chapter 5: Digital literacy • Chapter 6: Work your 'Google-Fu' • Chapter 7: Paragraphs, paraphrases and summaries • Chapter 8: Critical analysis and argumentation • Chapter 9: Problems, persuasion and argument • Chapter 10: Working with graphic devices • Chapter 11: Polishing your writing • Chapter 12: Oral presentations • Chapter 13: Examination skills

*"This is the ultimate "bridging module" that prepares students for reading, writing, thinking and analysing in university environments."*

**Prof. Jonathan Jansen,  
Stellenbosch University**

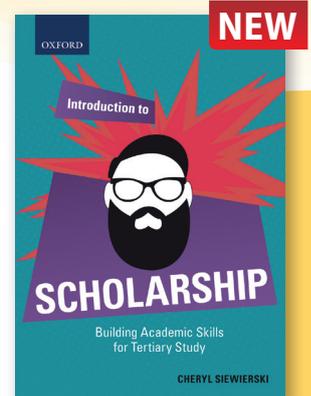
#### **Lecturer resources**

- Downloadable resources including additional activities to do in class and links to additional reading including online journal articles related to the chapter being taught

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#### **Student resources**

- Interactive quizzes on the content covered in chapters
- Additional activities related to the content covered in each chapter, including links to online Youtube video clips as well as other relevant online resources



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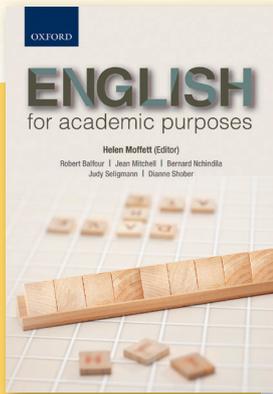
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## English for academic purposes

**Editor:** H Moffett

**Authors:** Robert Balfour, J Mitchell, J Moffett, B Nchindila and D Shober

*English for academic purposes* addresses students in a lively and interactive manner to develop their academic reading and writing skills and to develop confidence in their academic studies. The book covers reading and writing skills, sentence level grammar, language use, and vocabulary development. This content is enhanced with exercises which allow plenty of opportunity for practice and self-study.

**The book features:**

- Textboxes which contain additional information or interesting reading on concepts discussed in the chapter
- Sample texts from contemporary writing. These help students engage with diverse and accessible writing styles and to develop their critical literacy skills
- In-chapter reading, writing or grammar exercises as well as web links to further online exercises.

First-year university students taking courses in academic reading and writing skills, such as 'English for academic purposes' or 'English communication skills' will benefit from this book.

**Table of Contents**

**Section A Getting to grips with English for academic purposes: the theory** • Chapter 1: English for academic purposes in context • Chapter 2: Language and power: The politics of reading and writing • Chapter 3: Classifying academic texts: Genre • **Section B Mastering English for academic purposes: The practice** • Chapter 4: Reading strategies • Chapter 5: Writing strategies • **Section C Practical support** • Chapter 6: Writing sentences and paragraphs • Chapter 7: Referencing: acknowledging sources

**Lecturer resources**

- Teaching plan

**Student resources**

- Interactive grammar exercises
- DVD clips on structuring an essay

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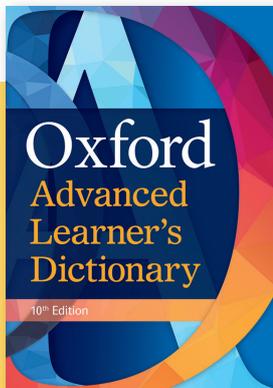
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## Oxford Advanced Learner's Dictionary 10e

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- OPAL™ (Oxford Phrasal Academic Lexicon) teaches academic keywords
- Visual Vocabulary Builder including NEW illustrations for topic vocabulary
- Oxford Speaking Tutor and iSpeaker prepare you for exams and presentations – UPDATED iSpeaker
- Oxford Writing Tutor and iWriter help you plan, write and review your written work – UPDATED iWriter
- Teaching resources including 50 NEW vocabulary worksheets and NEW and revised lesson plans available online



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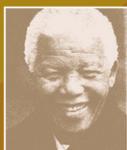


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- Nelson Mandela



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