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CHAPTER 1

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CHAPTER 1 INTRODUCTION AND ORIENTATION

1.1 BACKGROUND

The definition of language proficiency has in recent years shifted toward the notion of communicative competence. This kind of competence embodies not only the grammatical aspects of language, but also the ability to use language appropriately in different contexts, and the ability to organise one's thoughts through language (Harley, Allen, Cummins & Swain, 1990: 7). Thus, the concept of being proficient in a language has expanded significantly, from a restrictive view to a perspective that is open to social context and interaction. Therefore, 'proficiency' refers to the ability to communicate in a range of contexts that are authentic and real, and performed in such a way that the interaction is meaningful to co-participants. This concept relates in a number of interesting ways to how language is currently viewed in South Africa, and, specifically, to how languages are taught here.

The current movement towards multilingualism and multiculturalism in South Africa has placed language at the centre of all educational activity. In terms of the new Constitution of the Republic of South Africa, the government, and thus the Department of Education, has to promote multilingualism, the development of the official languages, and respect for all languages used in the country. This shift is in line with the fact that multilingualism is the norm today, especially on the African continent. An important underlying principle is to maintain home language(s), while providing access to and opportunities for the effective acquisition of additional language(s). Educators are challenged to view multilingualism in education as a source of enrichment for an emerging core culture in South Africa (Heugh, Siegrühn & Plüddemann, 1995: v).

Agnihotri (1995: 6-7) observes that multilingualism is now widely recognised in the classroom and there is a need to move away from "monolingual norms and practices towards better education and social change". He argues, therefore, that teaching materials, methods of language teaching, and teacher training methods will inevitably undergo radical changes. With the implementation of the outcomes-based Curriculum 2005, the emphasis

is on appropriate learning support material, and the learning programmes are seen as guides that allow teachers to be innovative and creative in designing instructional and learning material. The syllabus is no longer viewed as rigid and non-negotiable. This development has relevance also for the teaching of additional languages in South African schools, and this study will focus primarily on the teaching of one such language, Afrikaans, in the context of a township school. Chapter 6 will deal with the implementation of the developed material for the intervention, while Chapter 8 will examine the significance of the syllabus and the newly implemented curriculum on the redesigned set of materials in the research.

1.2 FACTORS MOTIVATING AND INITIATING THIS RESEARCH

Afrikaans is currently being taught to Grade 12 learners at a school in the Soweto area in Gauteng as an additional language. During 2001 the Sub-Programme Group: Afrikaans of the Programme Group: Applied Communications at Technikon South Africa (TSA) embarked on a community outreach project in the form of support to this school. Lecturers reached out by presenting extra classes and supplying learners and teachers of Afrikaans with lesson material and additional resources such as dictionaries, magazines, newspapers, etc.

In the classes and teacher workshops conducted it became apparent that the learners and many of their teachers did not have a functional command of Afrikaans. The educators from TSA realised that the learners lack the necessary speaking, reading, writing and listening skills to understand their teacher (who also may not have a good command of Afrikaans). Furthermore, the learners experience difficulty in understanding the content of the subject. It was subsequently decided to undertake a research project with the emphasis on an intervention programme that will address the learners' shortcomings in Afrikaans language proficiency, rather than giving support as if learners already have the necessary functional literacy in the language.

Two TSA researchers thereupon applied and received funds from the National Research Foundation (NRF) for a research project entitled *Functional Afrikaans literacy as a*

prerequisite for performance in the subject: Afrikaans as an additional language. A case study. With this project the researchers hope to set the trend for similar language (English and African languages) research projects in future, in order to equip Grade 12 learners with a functional literacy in different languages. The intention is that this will be a contribution to prepare these learners for their tertiary studies or the workplace, as well as a contribution to the promotion of multilingualism and multiculturalism in South Africa.

The intervention was carried out at the aforementioned school in the Soweto area, involving a group of 86 Grade 12 learners as participants. The research comprised collaboration with members of the University of Pretoria's Unit for Language Skills Development, who were responsible for the assessment of the proficiency of the learners, and produced a diagnostic report. The pre-intervention test results were used to compile and implement an intervention programme focussing on the areas identified. The intervention programme was limited to ten sessions of one hour per week. The intervention took the form of an ongoing action research cycle as reflected in Chapter 6. The observation and reflection in Chapter 7 shed further light on the effectiveness of the intervention programme instituted, as well as the appropriateness of the materials being used. This reflective stance allowed identification of problem areas in the research, which resulted in a redesigned set of materials for Afrikaans as an additional language (Chapter 8). At the end of the intervention programme a post-test was conducted to ascertain how successful it was. These results and findings are captured in Chapters 6 and 7.

The envisaged intervention programme prompted a number of questions and has served as stimulus for this study. Why is Afrikaans one of the three compulsory language subjects at this school? How proficient are the learners in Afrikaans as an additional language? What remedies need to be instituted? How can the learners' functional Afrikaans literacy learning be enhanced during the intervention? Which remedial learning material will be used - syllabus and other appropriate material? What material is currently available? What are the criteria for developing materials? It is necessary to take a brief look at these questions in order to gain an understanding of the field of research within which this study is located.

1.2.1 Why is Afrikaans being taught as an additional language?

The question arises as to why Afrikaans is being taught at this school as an additional language, as it is not spoken on a regular basis in the local community. The fact that Afrikaans is being taught as one of three compulsory language subjects is primarily attributed to the enthusiasm and dedication of the principal of this school, in promoting Afrikaans as one of the eleven official languages in South Africa. Furthermore, according to the principal, the parents insist on Afrikaans being taught as one of the additional languages in the school, in the event that they should move to another suburb in Gauteng.

Another interesting explanation and answer to the question is embodied in the history of the school chosen for the study. The principal indicates that the school was founded to accommodate the children of personnel from the military base in that area (amongst them, people from Namibia). Therefore, Afrikaans and English, the only two official languages until 1994, originally were the two compulsory language subjects in the school. Subsequently, most of the children from the area surrounding the school started attending the school, and this resulted in Zulu and Sesotho being added as additional compulsory languages.

1.2.2 The learners' proficiency in Afrikaans

One of the goals of the research was to illuminate the nature of the additional language proficiency of Grade 12 learners at this school in Afrikaans. As indicated in section 1.2, a pre-intervention test to establish the learners' proficiency in Afrikaans was done by the University of Pretoria's Unit for Language Skills Development. The analysis of these results highlighted the remedies to be instituted and we turn briefly to these issues below. Chapter 5 reflects on the results of the pre-intervention assessment in more detail and some examples of the proficiency dilemma in the study are given in Chapter 6.

The diagnostic report of the pre-intervention test indicated that, although the learners were in Grade 12, their proficiency level in Afrikaans as additional language averaged that of Grade 4 learners. According to the diagnostic profile of the group of learners, their

functional Afrikaans literacy was poor, and the results suggested that they had received very little teaching that could have developed their language proficiency. This conclusion was confirmed by the principal of the school, who indicated that quite a number of learners from Soweto schools, where Afrikaans is not being taught, attend his school from Grade 8 onwards. It is not surprising, therefore, that these learners lack the necessary speaking, reading, writing and listening skills in Afrikaans.

1.2.3 Second or additional language acquisition and learning

Before addressing the theoretical discussions of perspectives on additional language teaching, there is a need to clarify the issue of whether to refer to Afrikaans teaching in this study as ‘second language’ or ‘additional language’ teaching.

One may start by defining the concept ‘second language’. Mitchell & Myles (1998: 1) define a second language as “any language other than the learner’s native language or mother tongue”. For them, it encompasses languages encountered within the local region or community (e.g. at the workplace, or in the media). Cohen’s (1998: 4) statement is even more relevant for the topic at hand: he observes that, although the term second language learning indicates that the language is spoken in the community in which it is being learned, the reality is that it sometimes is learned as a foreign language. This is due to the fact that the learners may have little or no direct contact with it outside the classroom, as in the case of this study. In this study the term ‘foreign language’ will, however, not be used to refer to Afrikaans. Rather, the terms ‘additional language’ and ‘second language’ will be used interchangeably.

In the literature, second language acquisition is sometimes contrasted with second language learning, and it is essential to clarify the distinction between these concepts. The term “acquisition” generally refers to “picking up a second language through exposure” and continued practices, whereas the term “learning” refers to the “conscious study” of a second language (Ellis, 1985: 6). Second language acquisition therefore refers to the “subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting” (Ellis, 1985: 6). Agnihotri (1995: 3) argues that

most children in multilingual societies learn several languages simultaneously, because “their focus is not on language but on the messages contained therein”. A factor to be considered in this study was whether the learner encounters the second or additional language on a regular basis outside the school setting.

1.2.4 Factors influencing the learning situation

There is a multiplicity of environmental and personal factors in the learning situation that can to some degree affect both the learning event and the speed of learning. Researchers (Ellis, 1985: 4; Mitchell & Myles, 1998: 2) indicate that second language acquisition is a complex process, involving many interrelated factors, and Ellis (1985: 4) observes that “different learners in different situations, learn a second language (L2) in different ways”.

Among the factors identified in the literature that may influence additional language learning are, for example, social, affective, cognitive, input and instructional variables. These factors are of significance to this investigation and therefore relevant information on the participants, in the form of a profile, needs to be gathered. The kind of information contained in such a profile might concern learners’ attitudes towards learning Afrikaans, the use of Afrikaans in society, and the overall relationship between these and other variables and the group of Grade 12 learners from the school in the study.

A framework of factors influencing additional language teaching and learning developed for this research will be used as a general guide in pursuit of a better understanding of additional language learning. The model encapsulates theoretical views on the overall relationship between contextual factors, individual learner differences, learning opportunities, and learning outcomes, and will be discussed in Chapter 4.

1.2.5 Principles of current approaches to teaching a second language

In this study the focal point is on proficiency as the ability to communicate in a range of contexts that are authentic and real, and performed in such a way that the interaction is meaningful to co-participants. What kind of language teaching is necessary to achieve this?

The definition of language proficiency adopted for the purpose of this study, as outlined in section 1.1 above, has a direct bearing on the kind of teaching that is required to develop this proficiency.

Ryuko (1998: 396) indicates, correctly, that the communicative approach probably is the most widely known current second language pedagogy. This kind of language teaching is

... holistic and natural rather than discrete and controlled, contextualized rather than isolated, collaborative and interactive rather than transmission-oriented, student-centred rather than teacher-centred, attentive to meaning and fluency rather than exclusively to form and accuracy.

There are numerous references in the literature about the adoption of the term ‘approach’, rather than ‘method’ that is used to describe communicative teaching. According to Lewis (1999: 49), communicative language teaching cannot be called a method, but is rather a “broad approach which now embraces almost all the language teaching and learning that happens around the world”. The language that is taught should be “authentic, functional, and relevant to everyday life” and teachers are seen as facilitators rather than “authority figures who conduct direct learning”. Generally, the learners are guided through purposeful activities such as dialogue, discussion, and peer learning (Ryuko, 1998: 396).

In an article that has served as one of the foundational documents of this approach, Nunan (1991a: 279) indicates that communicative language teaching is characterised by five features: communication through interaction; introduction of authentic texts; focus on language as well as the learning process; inclusion of the learners’ own personal experiences, and, finally, linking classroom learning with language activities outside the classroom.

The success of language teaching, especially second language teaching, is determined by the effectiveness of teaching “communication” as well as by enabling the learners to become communicatively competent in the target language (Weideman, 2002a: 29). It follows, therefore, that in order to develop the learners’ proficiency in Afrikaans as an additional language, the notion of communicative competence needs to be examined more closely. As part of this study, a literature review on communicative language teaching

(CLT) will be undertaken in Chapter 3 to gain deeper insight into its different directions and interpretations.

One prominent direction within CLT that will be examined is the use of authentic texts, to which Nunan's early (1991a) definition, referred to above, also refers. Authenticity, as a critical consideration for CLT and materials design, is particularly relevant to this study, as we shall note from the discussions in Chapter 6. According to Johnson (1982: 24) texts are seen as authentic if they are "genuine instances of language use as opposed to exemplars devised specifically for language teaching purposes". Researchers suggest that the value of authentic texts lies therein that they provide opportunities for "real language" use (Johnson, 1982: 19-22; Nunan, 1991a: 279; Habte, 2001: 15-16; Weideman, 2002a: 29-32). However, it must be noted that although some researchers agree in principle with the teaching of "real language", they argue that it is important that authenticity should rather be defined as "the interaction between the learners, the material, and the context" (Habte, 2001: 16).

A feature that distinguishes communicative language teaching from traditional language teaching methods is its emphasis on comprehension of meaning (cf. Johnson, 1982: 151; Celce-Murcia & Olshtain, 2000: 197). According to Lynch (1991: 202) a "meaningless exchange of questions and answers" characterised interaction before the arrival of CLT. Conventional classes lack a meaningful exchange of information between communicants, therefore limiting comprehension. Since the teachers in conventional instructional settings know the answers to classroom questions, the learners are discouraged from formulating a new response. Thus no real communication takes place in a traditional language classroom. As Johnson (1982: 151) puts it, non-communicative teaching will "fail to capture the students' interest as they repeat the known to the knowers". Secondly, these classes fail because they "do not involve the processes by which interaction takes place". The distinct difference between my approach to teaching Afrikaans during the intervention and that of the regular Afrikaans teacher at the school in the study highlights the aforementioned aspects, and will be examined thoroughly in Chapter 7 (section 7.2.1).

1.2.6 Developing appropriate and relevant learning material

If appropriate and relevant learning material is to be used in this investigation, it follows that some consideration must be given to how such material should be developed. The ideal would be to develop an appropriate learning programme, based on the diagnostic report, for the optimal enhancement of learning. Hence, the focus of this study will be on the criteria for developing appropriate material to be used in the project to enhance the learners' proficiency in Afrikaans. This implies that once the diagnostic testing is done, questions on the learners' proficiency, as well as the remedies to be instituted, may be clarified to allow the establishment of criteria for the materials development. Chapter 5 will deal with the criteria for the design and development of materials.

In designing materials, one must obviously be aware of what is currently known about the learning and acquisition of additional languages. Disagreements amongst second language acquisition (SLA) researchers are often found in the literature. However, Tomlinson (1998b: 7) indicates that SLA researchers have reached a sufficient consensus of opinion on some of the basic principles of second language acquisition relevant to the development of materials for the teaching of languages. This set of criteria proposed by several researchers will be used as a guideline and taken into account in developing the remedial materials to enhance learners' proficiency in Afrikaans as an additional language.

In conjunction with the above criteria, Weideman (2002a: 35) emphasises that the communicative language teaching syllabus must relate to the real language needs of students, and therefore the emphasis is normally “not on structures that are learned and filled with ‘meaning’ only afterwards; the emphasis is on meaning from the start”. Similarly, in one of the source documents of CLT, Nunan (1991a: 281) states that, traditionally, curriculum designers and materials writers have based the selection of classroom activities on the question “What are the grammatical, phonological, and lexical items to be taught?” However, the design of communicative tasks has overturned this foundation. In his discussion, Nunan (1991a: 281-283) identifies two different routes a curriculum developer/materials writer can follow in initiating the design process. Firstly, the question arises “What is it that learners need to do with the target language?” and

secondly “What are the psycholinguistic mechanisms underlying second language acquisition, and how can these be activated in the classroom?” We return briefly to those issues below (section 1.6.4), before considering the whole concept thoroughly in Chapter 5.

1.3 AIM

The aim of the study is to determine criteria for developing learning materials in order to develop the proficiency in Afrikaans of Grade 12 additional language learners. No doubt, there have been numerous other studies, done for other languages, from which this study can and will learn. The value of this research (see section 1.5 below), however, is that the empirical work done will allow one to achieve the following set of specific objectives below.

1.4 OBJECTIVES

- 1.4.1 To determine through diagnostic assessment the proficiency of a select group of learners in functional Afrikaans.
- 1.4.2 To establish what remedies need to be instituted in order to develop these learners' proficiency in Afrikaans as an additional language.
- 1.4.3 To determine through a literature survey the criteria for designing and developing materials for teaching an additional language.
- 1.4.4 To determine through a literature survey the appropriate teaching methods to facilitate the learning of an additional language in the classroom.
- 1.4.5 To determine through a literature survey the influence of affective variables in additional language teaching and learning.
- 1.4.6 To establish what learning and teaching materials are currently available for developing the selected group of learners' proficiency in Afrikaans.
- 1.4.7 To develop appropriate materials in a scarce resource environment to enhance learners' proficiency in Afrikaans as an additional language.
- 1.4.8 To assess and to refine the effectiveness of the developed materials.
- 1.4.9 To evaluate and assess the effects of the intervention as a whole.

1.5 VALUE OF THE RESEARCH

The value of the research will be that it will establish a set of criteria for the development of resources and materials for the teaching of Afrikaans in a scarce resource environment, a set that might be applicable to similar contexts. The emphasis is on developing materials in a scarce resource environment for two reasons: (a) as will become clear below, the provision of 'normal' language teaching materials is something that cannot be taken for granted in the context of this school; and (b) the only viable professional alternative for a language teacher in such an environment is to become competent in designing and producing learning materials herself.

1.6 DEFINING CONCEPTS

For the purpose of the study the following working definitions will apply:

1.6.1 Additional language

Afrikaans is being taught at the school in the study as one of three compulsory language subjects. The concept of additional language therefore refers to the learning of Afrikaans as an additional language for the group of Grade 12 learners involved. It must be noted that the terms 'second language' and 'additional language' will be used as equivalent terms. The concept 'second language' is thus not intended to contrast with 'additional language', as may be the case in some of the official Department of Education material now becoming available in South Africa. Chapter 8 (section 8.3) deals with this concept more closely.

'Second language' or 'additional language' learning stands in contrast to 'first language' learning. The distinction is that it is the study of how learners learn an additional language after they have acquired their mother tongue (Ellis, 1985: 5). According to Mitchell & Myles (1998: 1) second language learning includes the learning of any language to any level, provided that the learning of the 'second language' or 'additional language' takes place later than the acquisition of the first language.

1.6.2 Proficiency

Ellis (1985: 302) defines proficiency as linguistic competence or communicative competence and indicates that second language proficiency is usually measured in relation to native speaker proficiency. Proficiency is also viewed as the learner's knowledge of the target language and can be considered synonymous with competence (Ellis, 1985: 302). In a similar vein, Agnihotri (1995: 6) states that language proficiency is "no longer conceptualised in terms of a set of skills, but in terms of an ability to articulate one's experiences in different domains of activity".

In this study the term 'proficiency' is viewed as the ability to communicate in such a way that the interaction is meaningful to co-participants in a range of contexts that are authentic and realistic.

1.6.3 Learners

In line with the foregoing, the term 'learners' (with special reference to additional language learners), generally deals with learners who embark on the learning of an additional language some years after the acquisition of their first language (Mitchell & Myles, 1998: 17).

In this study the term 'learners' refers to the Grade 12 pupils at the school in the Soweto area who were involved in this research as additional language participants.

1.6.4 Criteria for the development of materials

There is considerable disagreement amongst researchers about some of the main issues relating to language teaching and learning. Therefore criteria or basic principles of second language learning relevant to the development of materials for additional language teaching must be taken into account. According to Tomlinson (1998b: 6) "a list of principles and procedures could provide a menu of potentially profitable options for materials developers".

For the purpose of this study, criteria can be seen as the principles taken into account, or used as guidelines, in the development of appropriate materials for enhancing the learners' proficiency in Afrikaans as an additional language. Chapter 5 will focus on this aspect.

1.6.5 Materials

'Materials' refer to anything which is presented or used to inform the learners about the language being learned (Tomlinson, 1998a: xi). Thus, materials can be anything used to help teach the language learners and can be in the form of a textbook, workbook, audio-cassette, CD-Rom, video, photocopied handout, newspaper, a written paragraph, photocopied exercises, or dialogues and discussions between learners. For the purpose of this study, materials include anything which was deliberately used to facilitate the learning of Afrikaans in order to increase the learners' proficiency in Afrikaans as an additional language. Chapters 6 and 8 give account of the various materials employed in the intervention programme.

1.6.6 Developing materials

'Developing materials' in this study refers to the designing of appropriate materials, or the changes made to existing materials in order to improve them or to make them more suitable for a particular type of learner (as discussed in Chapters 6 and 8). According to Tomlinson (1998a: xi) the adaptation of materials can include reducing, adding, omitting, modifying and supplementing - anything which is done by writers, teachers or learners to promote language learning.

Developing materials comprises also the design of supplementary materials, used in addition to the core materials of a course. In this study 'developing materials' refers to materials which are designed around a series of authentic tasks to give the learners an opportunity to use Afrikaans in ways in which it is used in the "real world" outside the classroom. The aim of developing these materials is to maximise their value, in order to enhance the proficiency of additional language learners at the school involved in this research.

1.7 HYPOTHESES

- 1.7.1 Remedial intervention improves the learners' proficiency in Afrikaans as an additional language.
- 1.7.2 The information gap principle in additional language learning is appropriate for developing learners' proficiency in Afrikaans.
- 1.7.3 Affective factors influence additional language teaching and learning.
- 1.7.4 The use of appropriate materials enhances the learners' proficiency in Afrikaans as an additional language.

1.8 CONSTRAINTS

In any research the researcher will experience limitations or constraints. It is therefore essential to take into consideration the two following constraints, which primarily influenced the teaching and learning setting negatively during the intervention.

1.8.1 Time constraints

Since, contrary to the initial plan, the intervention programme was limited to only ten sessions of one hour per week, valuable teaching time was lost, which may have influenced the outcome of the research.

1.8.2 Limited physical space available for instruction

The fact that the 86 learners were taught in a group in a small classroom may have influenced the outcome of the learners' proficiency in the additional language being learned. My ability to move between the learners to assist and pay individual attention, for example, was restricted in the crowded classroom.

1.9 FRAMEWORK OF THIS STUDY

This chapter has set out the contextual, theoretical and background considerations that affect this study. In Chapter 2, the methodology of the research will be explained. The appropriate application, evaluation and methodology of action research in this study will be discussed.

Chapter 3 will deal with a perspective on second language teaching. A literature study on the theoretical framework of the research area and the different approaches to teaching second language will be undertaken.

Chapter 4 will examine the influence of affective variables in second language teaching and learning. A framework of factors influencing additional language teaching and learning will be used as a general guide in pursuit of a better understanding of additional language learning. The factors influencing the learning situation and the learners' profiles will be discussed.

Chapter 5 will examine the design and development of materials in the study. The initial diagnostic assessment and the post-test results will be discussed. This chapter will focus on the learners' proficiency in Afrikaans, the problem areas identified, and the remedies that need to be instituted.

The developed materials and the success and effect of their implementation in the learning situation will be discussed in Chapter 6. Modifications tried out will be discussed, and all selected materials will be evaluated in terms of the theoretical criteria articulated earlier in Chapter 5.

Chapter 7 will review the intervention programme with reference to the approach and the materials used. Analysis of the learners' perceptions of the intervention programme will also be examined.

In Chapter 8 the focus will be on a redesigned set of materials for intensive use over a short period of teaching in a scarce resource and discipline-challenged teaching and learning environment.

Chapter 9 will deal with the interpretation and analysis of the research to ascertain the success of the project. The chapter will also contain conclusions and recommendations resulting from this research.

CHAPTER 2

METHODOLOGY

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CHAPTER 2 METHODOLOGY

2.1 INTRODUCTION

In this study, the aim is to determine the criteria for developing appropriate materials in order to develop the proficiency in Afrikaans of Grade 12 additional language learners. Knowledge so gained will assist in developing, implementing and evaluating materials in the subsequent intervention process. This chapter sets out to reflect on the methodology of this study, on how the research was planned and conducted. Hussey and Hussey (1997: 54) define methodology as the “overall approach to the research process, from the theoretical underpinning to the collection and analysis of the data”.

In this chapter I will first reflect on the research process employed in this study, since it normally is a sequential process involving several clearly defined steps, which ensures that the study remains methodical and orderly as it unfolds. The way in which the steps in the research process are structured gives an indication of the direction that the research will take. Consequently, consideration will also be given to the research approach (e.g. the choice between qualitative and quantitative), and the research design, which involves research methods, data collection techniques and the analysis of the collected data.

Furthermore, this chapter also sets out to explain why exploratory research and action research have been chosen as the two research methods used in this study. The discussion of the multi-method approach adopted here will concentrate on the implementation of exploratory and action research in the study. In addition, the four stages of the action research cycle as implemented in the study will be discussed.

2.2 THE RESEARCH PROCESS

A theoretical framework of the research process was developed to guide the research process, and encapsulates the methods used in this research. The different steps in the research process are outlined in Figure 2.1.

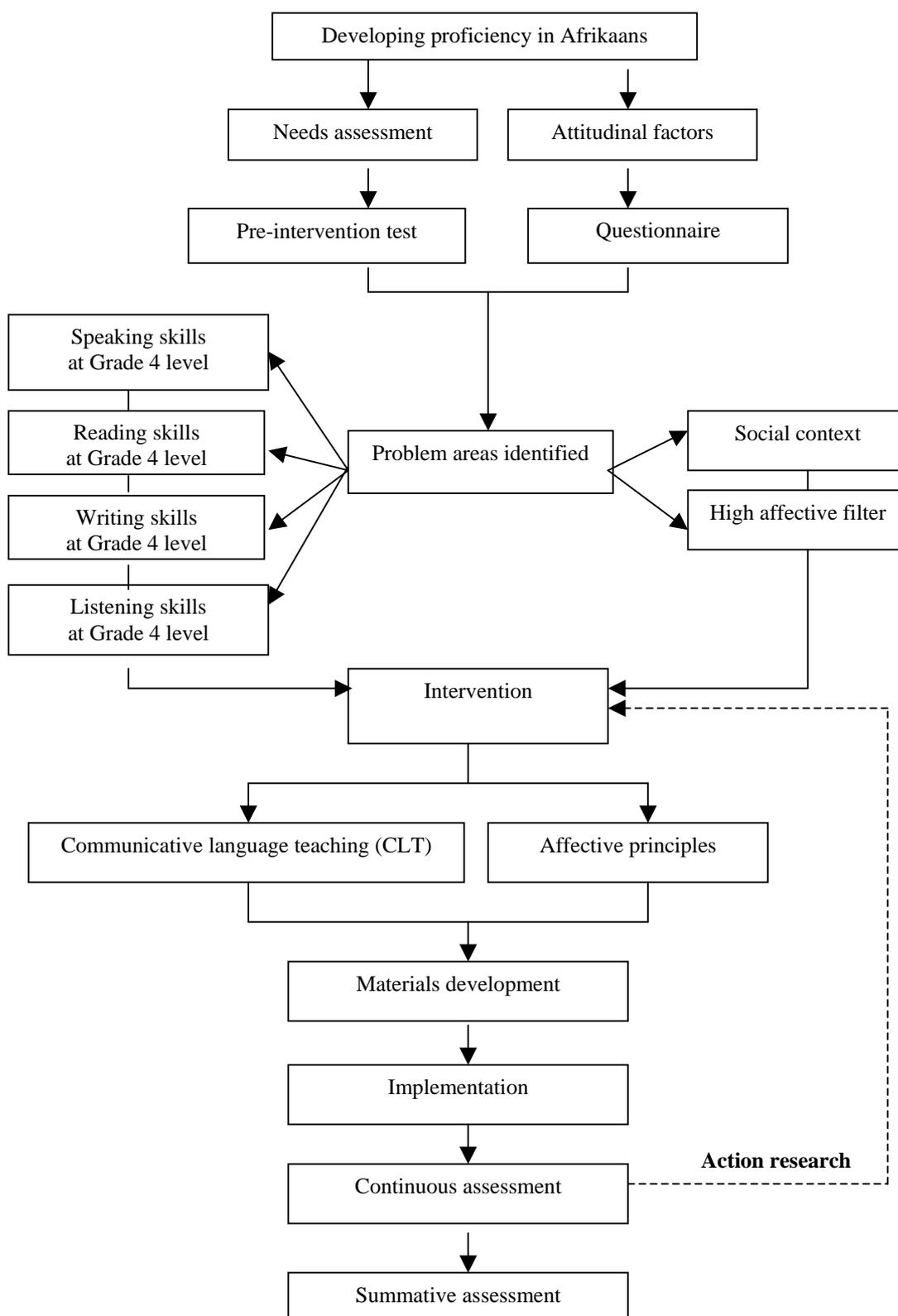


Figure 2.1 Framework of the research process

It must be noted that although the steps outlined in Figure 2.1 are an indication of the research process followed in this study, each step does not require completion before

going on to the next. Also, some of the steps in the process do not exist in isolation, and are carried out simultaneously.

The research process starts initially with the generation of the research idea that constitutes the aim of the study, as discussed in Chapter 1. From this, a sequence of steps to meet the research objectives (Chapter 1, section 1.4) gradually emerges. The objectives address the purpose of the research and derive from the background (Chapter 1, section 1.1) and the factors motivating and initiating this research (Chapter 1, section 1.2).

A comprehensive literature review was undertaken to establish a theoretical foundation for the study, and was one of the earlier steps in the research process. However, the literature survey continued throughout the research process to enhance subject knowledge and to clarify questions that arose. Saunders, Lewis and Thornhill (2003: 44) describe this process as an “upward spiral, culminating in the final draft of a written critical literature review”. The literature survey undertaken in this study has indeed followed the sequence of defining the parameters of the research, generating key words, undertaking of the first literature search, followed by evaluation and recording of the relevant information. The first search enabled further redefining of parameters, and subsequently undertaking additional literature searches, in order to focus more specifically on relevant data, and on refining the research question(s) and objectives.

Secondary data in the study refer to existing data collected by means of a comprehensive literature review which comprised:

- gathering a wide range of data and impressions to serve as guidelines to determine criteria for designing and developing materials (objective 1.4.3);
- conducting a thorough literature survey to determine the appropriate teaching methods (objective 1.4.4);
- conducting a literature study to determine the influence of affective variables (objective 1.4.5);
- establishing what learning and teaching materials are currently available (objective 1.4.6).

As indicated in Figure 2.1, one of the early steps in the research process is to engage in needs assessment. Bond (1991: 186) states that needs assessment is done in situations where there is a “feeling that things are not as they should be”, and therefore a need for information, and a need to clarify goals arise. Needs assessment is thus concerned with problems that need to be addressed, and once the needs have been established, programmes can be designed to address the problem areas (cf. Cozby, 1993: 10; Rothwell & Kanzanas, 1994: 79; Dick & Carey, 1996: 18). In this study assessment of the Afrikaans proficiency of the learners was essential as a starting point of the research process in order to identify the problem areas, and to provide valuable insight into the kind of teaching and the appropriate materials to be utilised during the intervention. The envisaged remedial teaching also called for needs analyses in terms of functional language needs, along with the practical implementation of its instructional counterpart, Communicative Language Teaching, and this will be the focus of Chapter 3. Furthermore, the fact that Afrikaans is being taught as an additional language although it is not spoken on a regular basis in the local community (Chapter 1, section 1.2.1), called for an assessment of attitudinal factors, especially the learners’ attitude towards, and motivation to learn, Afrikaans. The influence of affective variables in second language teaching and learning will be examined in Chapter 4.

The methods of needs assessment depend to a large extent on the nature of the research, and the amount and type of information needed. McDonough (1998c: 229) comments on the complexity of needs analysis, as the process involves a variety of data sources, and therefore a “wide range of variables both in the target context and the learning environment should be taken into account”.

We next turn our attention to why a multi-method research approach was employed in the study. The nature of this study called for different needs assessments, i.e. language, emotional and contextual needs. I favoured a multi-method approach, because the use of either only a quantitative or a qualitative method will, as Webb (1991: 158-159) has commented, “show the researcher only one side of the topic”, whereas with the triangulation that becomes possible when a multi-method approach is used a “more full, rounded and valid picture” is obtained. Thus, triangulation

permits more than one method or approach to be used in data collection, analysis and comparison of results in a variety of settings in order to study the same phenomenon, and to provide convergent evidence (cf. Hunt, 1991: 126; Saunders, Lewis & Thornhill, 1997: 80; McDonough, 1998b: 126). Webb (1991: 161) reinforces this point by arguing that the use of several different methods in a triangulated approach allows the researcher to “cross-check” the data to provide a complete and full picture.

Before we consider the rationale of using both exploratory and action research in the study, however, let us first pay attention to the sampling methods that were used.

A non-probability sampling design is used in this research. Firstly, the research involves accidental or availability sampling. Bless and Higson-Smith (1995: 94) refer to this kind of sampling as accidental or availability sampling, because it involves “all the cases on hand”. Since this study was motivated and initiated by the research project the TSA researchers initially embarked upon (Chapter 1, section 1.2), it was a foregone conclusion that the same group of 86 Grade 12 learners in this study would be the sample.

2.3 EXPLORATORY RESEARCH

In exploratory research the focus is on gaining insights into and knowledge about the subject area, the practical possibilities and the definition of some concepts (cf. Bless & Higson-Smith, 1995: 42-45; Hussey & Hussey, 1997:10). Thus, a particular area is explored to discover what has already been established, to attach meaning to the discoveries and to establish how to organise the discoveries. According to Robson (1993: 42), the value of exploratory research can be seen as to establish what is happening, to ask questions and to seek new insights.

In scientific disciplines concerned with people the emphasis often is on a qualitative approach. Webb (1991: 157) describes qualitative research as “interpretive science” because its “goal is understanding rather than control”.

This study is concerned with the nature of the additional language proficiency of Grade 12 learners in Afrikaans, as well as with the learners’ attitude and motivation to

learn Afrikaans. This suggests that a qualitative approach is required, for instance to gain a better understanding of attitudinal factors influencing additional language teaching and learning, and to provide insight into remedies to be instituted.

The decision to employ exploratory research in this study arises from a need to develop appropriate materials in a scarce resource environment to enhance learners' proficiency in Afrikaans as an additional language. Because exploratory research allows a degree of flexibility, it enables a researcher to follow through a new lead, and to move the research into new areas as the study proceeds (Carter, 1991: 181). Thus, a number of general considerations that influence materials development, as well as conditions conducive to learning an additional language, were taken into account and utilised during the intervention programme.

Despite the obvious value of the aforementioned exploration in this research and the qualitative data approach described above, this study also called for gathering a wide range of primary data and impressions in order to broaden scopes and insights, and to apply new-found knowledge. Statistical techniques were used to summarise the information of the quantitative data collected. The applied data collection techniques in the research are discussed more closely below in section 2.4.3. A discussion of how quantitative data collection will be employed in the study follows.

2.3.1 Assessment of learners' proficiency in Afrikaans

As indicated in Chapter 1, the original TSA research project comprised collaboration with the University of Pretoria's Unit for Language Skills Development that was responsible for the assessment procedure. The pre-intervention test comprised the use of the *ELSA Intermediate Diagnostic* assessment as a standardised, reliable and valid assessment instrument. *ELSA* is an acronym for English Literacy Skills Assessment. The Afrikaans version is called *EVAT*, and assesses the language competency-input levels of the respondents with educational levels above Grade 10. The assessment comprises a pencil-and-paper group assessment. *EVAT* both quantifies and diagnoses the results. The scoring is objective and the functions are mastery, survey and diagnostic.

The diagnostic assessment indicated the group of Grade 12 learners' strengths and weaknesses, as well as areas for remedial action (Appendix B and Chapter 5). As indicated in Figure 2.1, a problem area identified was that the learners' functional Afrikaans literacy was poor, since the learners' speaking, reading, writing and listening skills were at Grade 4 level on average. The diagnostic assessment enabled me to compile and implement the intervention programme, and to focus on the areas identified (objectives 1.4.1 and 1.4.2). This process will be discussed in detail in Chapter 5.

At the end of the process, an *EVAT* post-test was conducted to ascertain the success of the intervention (objectives 1.4.8 and 1.4.9). A comparison between the results of the pre-intervention (Appendix B) and the post-intervention assessment (Appendix C) shows that, in most cases, the learners made considerable gains. Chapter 5 contains a more detailed discussion of the quantitative research methods employed, in order to examine, evaluate and interpret the results of data gathered.

In addition, the extent and complexity of the influence of affective variables presented a major challenge in the study. In the context of the research, it meant, among other things, that information needed to be gathered about the learners' motivation and attitude to learn Afrikaans in a township school. Analysis of the questionnaire on affective factors (Appendix A) sheds some light on conditions necessary for successful learning. At the end of the intervention, an additional questionnaire (Appendix F) was administered and analysed to obtain the learners' perceptions of the intervention classes and the effectiveness of the intervention programme as a whole (objective 1.4.9). We turn briefly to questionnaires as data collection techniques below in section 2.4.3.1, before considering the analysis of this information in Chapter 4 and Chapter 7.

A discussion of action research as the second research method in this study follows.

2.4 ACTION RESEARCH

Kurt Lewin's statement "There's nothing so practical as a good theory", formed the basis of his research approach, which has become known as 'action research'

(Melville & Goddard, 1996: 5). Though widely accepted as a valuable research method, action research is understood and interpreted differently by researchers, and therefore different aspects may be emphasised.

Saunders, Lewis and Thornhill (2003: 94) indicate that action research differs from other forms of applied research because of its “explicit focus on action”, in particular the aim to endorse change. Action researchers, in the view of Carr and Kemmis (1986: 183), adopt a more “activist view” because they aim to “transform the present to produce a different future”. Therefore, a researcher who employs action research as a research method, not only intends to describe, understand and explain, but also attempts to bring about change to the problem situation, and to monitor the results (cf. Webb 1991: 155; Hussey & Hussey, 1997: 65; Saunders, *et al.*, 2003: 94).

When is action research appropriate? Action research presents an opportunity to investigate the identified relevant and important issues, and simultaneously allows the development of critical and reflective thinking, while exploring practical problems (cf. Hunt, 1991: 125; Wallace, 1991: 56; Webb, 1991: 155).

2.4.1 Action research in the classroom setting

Since the main concern of this study is to determine the criteria for developing appropriate materials to develop learners’ proficiency in Afrikaans, it is necessary to consider action research in the classroom setting. According to Davidoff and Van den Berg (1990: 28-29) action research presents teachers with an opportunity to research and to reflect on activities in the classroom in a systematic way. At the same time it allows them to try out ideas, to make changes or improvements, and to increase their understanding and awareness of their teaching practice.

When one takes the aim of the study into account, it becomes clear why action research provides an appropriate research method for this particular problem. With the problem areas identified, viz. the learners’ poor speaking, reading, writing, and listening skills, as well as the social context and learners’ high affective filter, appropriate materials need to be utilised, or developed to enhance the learners’ proficiency in Afrikaans during the intervention.

In order to address these problem areas, action should be taken to determine the criteria for developing appropriate materials. This action entails a cyclical process of planning, acting, observing and reflecting. Thus, the materials used during every intervention class form the basis for the action research, while the research objectives are consciously tested by implementation, observation, and reflection. Furthermore, in order to refine materials that will enhance the Grade 12 learners' proficiency in Afrikaans, it is necessary to employ several cyclical processes of action research. The different stages of the action research cycle as implemented in the study will be discussed in detail in Chapter 6.

2.4.2 The stages of action research

Action research is known for guiding applied research where action is taken as a result of findings, set within a cyclical process of planning, acting, observing and reflecting (Hussey & Hussey, 1997: 64; Weideman, 1998: 28; Page & Meyer, 2000: 20; Habte, 2001: 53-56). The repetition of this process is known as the action research spiral or action research cycle (cf. Davidoff & Van den Berg, 1990: 32; Saunders *et al.*, 2003:95).

Action research, as illustrated in Figure 2.2, starts initially with an idea to change something during the intervention, usually expressed as an objective. Since the stages of action research form the core of the research method, it is necessary to understand what each stage entails. We turn now to the stages of action research as applied to this study.

Stage one: Planning

In the first stage of the cycle, planning, the problem is formulated and an assessment is made about transforming the teaching practice. This step involves fact finding (reconnaissance) and analysis relating to the change, in order to generate plans for the next step of the intervention (cf. Davidoff & Van den Berg, 1990: 33-37; Weideman, 1998: 28; Habte, 2001: 53). Thus, at the planning stage the teacher-researcher devises a general plan of how to reach the objectives set.

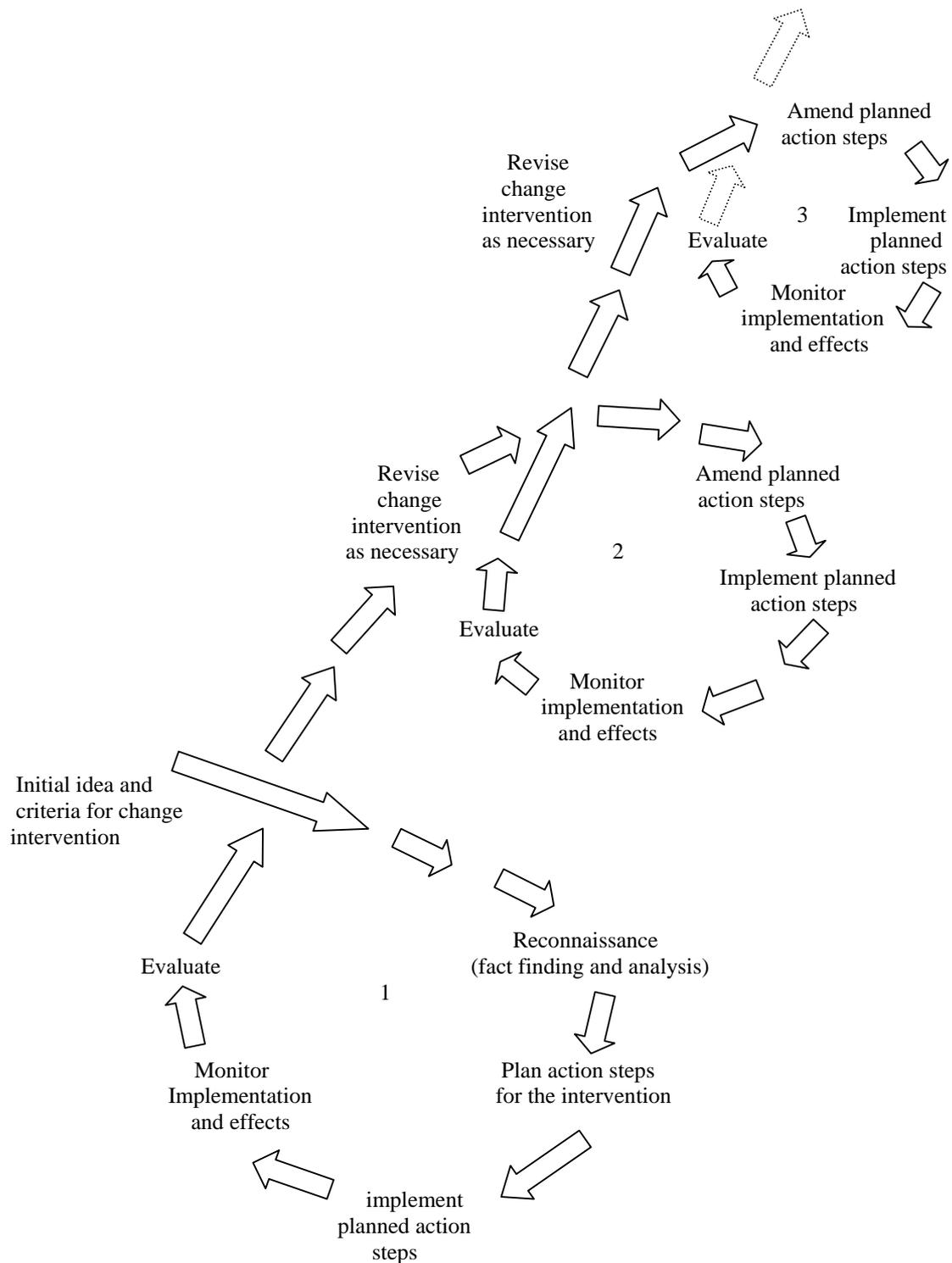


Figure 2.2 The action research spiral (Saunders *et al.*, 2003: 95)

A vital aspect of the planning stage is negotiation (cf. Davidoff & Van den Berg, 1990: 36; Weideman, 1998: 28). The teacher-researcher needs to explain to the concerned parties the envisaged process during the research to gain their understanding and cooperation.

The planning stage also involves assessing physical resources, what materials would be required, and if needed, the production of appropriate materials (cf. Davidoff & Van den Berg, 1990: 36-37; Weideman, 1998: 28). Furthermore, thought should be given to ways of data collection and the resources needed to do so (cf. Davidoff & Van den Berg, 1990: 36-37; Weideman, 1998: 28).

Stage two: Implementation

In the second stage action is taken as the teacher-researcher tries out the ideas relating to the general plan in the class (cf. Davidoff & Van den Berg, 1990: 39; Weideman, 1998: 28). Because of an initial idea or dissatisfaction with one's practice, a teacher-researcher undertakes action research and designs the action required to bring about change. These plans then need to be put into practice and tried out, with careful observation (stage three, below) while implementing them (cf. Davidoff & Van den Berg, 1990: 39; Weideman, 1998: 28; Habte, 2001: 54). These observations of what happens during the class, either by the teacher-researcher, or an outside observer invited to the class, should prove useful for reflection, because the records provide detailed information of the action (Weideman, 1998: 28).

Stage three: Observation

Since a key concept in action research is 'systematic', it is implied that during the third stage the teacher-researcher needs to concentrate on carefully and systematically gathering information about the actions taken (cf. Davidoff & Van den Berg, 1990: 40; Weideman, 1998: 28-29). Thus, during the observation stage the teacher-researcher looks at the action implemented in the classroom, and monitors the effects thereof. The observation stage in the action spiral provides the basis for continuing evaluations, with the aim of assessing the effectiveness or success of the actions (see below, stage four).

Davidoff and Van den Berg (1990: 42-43) emphasise that in the observation stage it is important that the collected data should shed more light on what has occurred in the first two action steps. They also comment that in the action research cycle it is not easy to split the observation and reflection stages, since they are "interwoven" (Davidoff & Van den Berg, 1990: 42). Nonetheless, the teacher-researcher should be

familiar with suitable data collection techniques to ensure the gathering of sufficient and relevant data in order to make meaning of the observations in the reflection stage (cf. Davidoff & Van den Berg, 1990: 42; Habte, 2001: 55). In this study I have used different techniques, which ranged from interviews, informal discussions, questionnaires, diary keeping, to tape and video recordings. The reasons for the use of these techniques in the study are explained in the last section of this chapter.

Stage four: Reflection

At the reflection stage, stage four, all the data gathered are examined, and provide an opportunity for planning the next phase of the action research spiral. The goal of reflection is to adjust the planning and implementation of the next cycle in the process, in order to achieve the desired transformation (Weideman, 1998: 29). During this stage the teacher-researcher critically examines the actions undertaken, evaluating the classroom activity and trying to make sense of what has happened compared to what was planned. Davidoff and Van den Berg (1990: 46) describe the reflection stage as “looking back on your efforts in order to look forward to your future plans”. The subsequent evaluation concludes the first cycle.

Action research as an ongoing process

As indicated in Figure 2.2 and described above, the action research is not completed after one goes through the cycle only once. Rather, it is an ongoing process (Davidoff & Van den Berg, 1990: 46; Saunders *et al.*, 2003: 95). The cycles following the initial one involve revising the change to ensure that the needs (objectives) are met, amending and implementing planned action steps, and observing and once more evaluating the effects of these actions to allow further improvements. Reflecting on the action research spiral as illustrated in Figure 2.2, Carr and Kemmis (1986: 185) point out that in action research a “single loop of planning, acting, observing and reflecting is only the beginning”, and argue that if the process does not continue, it is simply not action research, but rather “arrested action research”. According to Carr and Kemmis (1986: 185), when a researcher identifies the problem based on diagnosis or reflection, makes a plan, takes action, and then makes a final observation to ensure the problem is solved, it is merely problem-solving.

It is in fact the cycle of planning, implementation, observation, and reflection, which “leads to the enlightenment of the teacher-researcher about the specific problem” (Habte, 2001: 48). Another advantage of action research (Habte, 2001: 49) is that it allows the researcher to intervene and introduce changes. This would then enhance the researcher’s understanding of the “issue they investigate under different conditions, and the effects of their intervention”. During the time the intervention took place, action research allowed observation of the effects of the materials implemented, in order to adjust teaching and learning materials to meet objectives 1.4.6, 1.4.7, 1.4.8 and 1.4.9. The very nature of action research requires that one should always refine and amend one’s activities in the classroom. Therefore, reflection on the intervention programme revealed that it would be feasible to improve the designed and developed material. Consequently, Chapter 8 will focus on a redesigned set of materials, and an examination of their appropriateness.

To give a more complete picture of the data collection process in the study, we now turn our attention to each technique employed, explaining the reasons for its use.

2.4.3 Data collection techniques

Regarding data collection, Allwright (1998: 274) notes that collecting the relevant data is the “central methodological question for any research”. In this study qualitative data were collected by means of questionnaires, interviews, informal discussions and the keeping of a diary during the intervention. In addition, the formal planning of the lessons and the materials that were tested constituted primary data. Subsequently, once the qualitative data were collected, a quantitative research approach was used to examine the results obtained, in order to acquire a clearer picture of the effectiveness of the research, and to meet objectives 1.4.1, 1.4.2, 1.4.7, 1.4.8 and 1.4.9. Quantitative analysis techniques were used to examine, evaluate and interpret the learners’ responses in the questionnaires. These included tables, figures and diagrams to allow comparisons, correlations, and frequency of occurrence. Quantitative data were also used for the measurement of the pre-intervention and post-intervention levels of proficiency achieved by the learners as reflected above in section 2.3.1. Chapter 5 will deal with these results more thoroughly.

2.4.3.1 Questionnaires

Since a questionnaire is probably the most widely used information-gathering technique, as well as a structured way to gather information, a questionnaire was compiled to shed more light on the learners' attitude towards Afrikaans, their motivation to learn Afrikaans, and to obtain information on their kind of exposure to the language (Appendix A). At the end of the intervention programme another questionnaire was administered to obtain information about the learners' perception of the effectiveness of the teaching methods, the learning materials used, and to reflect on the intervention itself (Appendix F).

Without entering into a lengthy discussion on the design of questionnaires, it is necessary to consider briefly some of the requirements that have a direct bearing on the questionnaires administered in this study.

It is essential that a questionnaire should be designed and used correctly, in order to provide the required information without 'leading' the respondent. Furthermore, since the language used in a questionnaire is of central importance, and should allow for an "optimum exchange of ideas" (Barker, 1991a: 216), it is necessary to consider the following aspects regarding the questionnaires in the study.

The first questionnaire was in Afrikaans, and entailed short questions and simple phrasing to promote the learners' understanding. Because the first questionnaire was given to the learners during the first intervention lesson, it also offered me an opportunity to assess the learners' proficiency in Afrikaans at first hand. However, the second questionnaire at the end of the intervention was in English, because the information it sought was more comprehensive and complex. Furthermore, a scaling technique was used where the learners had to indicate the statement which most closely approximated their attitude or opinion. Due to the learners' poor functional command of Afrikaans, it would have been very difficult for them to complete a questionnaire that required them to provide a qualitative measure of their experience or attitude.

In the first questionnaire (Appendix A) open-ended questions were used, primarily for the following reasons. Open questionnaires are most appropriate in exploratory research, with the main advantage that they allow a respondent his/her “own frame of reference” (Barker, 1991a: 218). In addition, open questions allow the researcher to assess the respondent’s attitude, what he/she thinks, or feels, and also what he/she ‘knows’ about the subject (Barker, 1991a: 218). Furthermore, the open nature of questions also offers an opportunity to “identify areas of interest not anticipated in advance” (Barker, 1991a: 218). Thus, through the use of open-ended questionnaires, I was able to gain more insight into attitudinal factors in the study. As a result, the analysis of the qualitative data in the study highlighted a number of problem areas, viz. social context and the presence of a high affective filter in learners. These problem areas proved to be of great significance for the implementation of the intervention process. The analysis and interpretation of these collected data will be examined in Chapter 4.

For the purpose of obtaining social context information, as well as personal information from the learners, I decided against the use of a questionnaire per se, and elected to explore an alternative way to obtain the information. The importance and requirements of a curriculum vitae were discussed during the first intervention class, and each learner had to complete his/her own CV with all the relevant information (Appendix G). Since the diagnostic results of the pre-intervention test were not available before the intervention commenced, the completed CVs offered me not only a novel introduction to the intervention, but also a means to obtain the background information needed.

2.4.3.2 Interviews

Since attitudinal factors influencing the learning situation also include the teacher’s attitude towards the learning situation and the learners, informal discussions were held regularly with the teacher responsible for the Afrikaans teaching of the Grade 12 learners to obtain relevant information. Interviews and informal discussions are a source of primary data, are an additional way to obtain information, and are versatile. However, they are ineffective if not recorded properly. Therefore, the discussions, as well as my observations, were recorded in a diary (Appendix D). Informal discussions

were also held with the principal of the school, to find out why Afrikaans is being taught as an additional language, in spite of the fact that it is not spoken on a regular basis in the local community (Chapter 1, section 1.2.1).

According to Cozby (1993: 63), interviews or informal discussions allow the researcher and the respondent to establish a rapport, and, furthermore, the latter may find it interesting to talk to the interviewer. Collecting information through face-to-face contact has the advantage that it provides a fuller response to questions, areas of uncertainty or ambiguity can be clarified, and misinterpretations avoided (Barker, 1991b: 213). Additional information can also be collected when unexpected results are found, or when certain situations occur, or to validate responses obtained by other means, or to probe more deeply into the respondent's original answer (Barker, 1991b: 207).

2.4.3.3 Diary

The keeping of a diary offers the opportunity to recall and reflect on the learning situation. Keeping a diary is valuable, as it contains “accounts of reactions, thoughts, reflections, assumptions, and feelings” (McDonough, 1998a: 95-96), and provides the researcher with valuable information to recall and reflect on events (Wallace, 1991: 63). However, Saunders *et al.* (2003: 228) advise that recording should be done the same day, as a delay may cause some of the valuable data to be forgotten.

A diary was kept during the whole intervention programme, recalling and recording my observations, feelings and assumptions, the learners' actions and reactions, interesting incidents, the learning events, as well as discussions with the principal and the Grade 12 Afrikaans teacher (Appendix D). During the intervention, the diary was used to provide feedback on certain events, record comments by the learners and the teacher, note feelings about useful ways of facilitating learning, perceptions, and reactions to learning materials, as well as about the overall learning environment.

Another concept within action research that needs some consideration is that of ‘reflexivity’ (Webb, 1991: 161). She states that reflexivity refers to the “need for researchers to put themselves on the line in their research reports”. In other words, it

is necessary to include all the relevant data in the research report to allow judgement on the quality of the research and the researcher's interpretation. This implies that a researcher should be honest about how the research was done, admit what problems were encountered, and indicate what changes had to be made, as well as to "write about the process of carrying out the project from their own point of view" (Webb, 1991: 161). Since action research entails the development of research methods, the introduction of changes to the research design, as well as the evaluation of the changes in practice, researchers have a "scientific obligation to tell it like it is", and therefore, the keyword that characterises action research in her view is "openness" (Webb, 1991: 161-162). During the intervention programme I kept a diary because it would give me the opportunity to record my views, experiences and thoughts, not only to help me reflect on events, but also to 'tell it like it is' (Appendix D).

2.4.3.4 Tape- and video recordings

Electronic recall in the form of tape recordings is effective, especially to recall small-group interaction. During the intervention, tape recordings were made on one occasion to capture the learners' communicative activities, which were then transcribed to allow insight into the learners' proficiency in Afrikaans (Chapter 6, section 6.4.7). A transcript as a verbatim account of the interaction during the lesson can be seen as a "very full kind of documented recall" (Wallace, 1991: 63), and offers an opportunity to produce reliable data for analysis.

The advantages of using electronic recall media listed by Saunders *et al.* (2003: 264) are that they:

- provide opportunities to re-listen and review activities;
- allow the use of direct quotes;
- present permanent records for further use.

However, these media are not without limitations (cf. Davidoff & Van den Berg, 1990: 42; Saunders *et al.*, 2003: 264). Apart from the possibility of a technical problem, transcripts derived from an audio or video record of a lesson can be quite difficult, as well as time-consuming to produce. I experienced these problems at first

hand during the recording of the learners' dialogues (Chapter 6, section 6.4.7). The learners' enthusiasm during the recording of their classmates' dialogues generated much more noise than I anticipated, and complicated transcription.

A video recording was made during the singing of Afrikaans songs to capture the learners' participation, as well as to capture and reflect on everything that occurred during the lesson (section 6.4.9). The use of these two media in the learning situation will be discussed in detail in Chapter 6.

The interpretation and analysis of the research will be the focus in Chapter 7. The results obtained by the post-intervention test, as well as the questionnaire administered at the end of the intervention programme (Appendix F), reflect on the intervention programme, and whether the aim of the study was achieved.

In conclusion, if we reflect on the framework of the research process (Figure 2.1) the aim of the study not only gives direction to the initial stage of the research process, but also to the end of the process. Chapter 8 will focus on a redesigned set of materials for teaching in a scarce resource environment. Finally, Chapter 9 will contain conclusions and recommendations resulting from this research.

To summarise, this chapter has focused on how the study was planned and conducted. The framework of the research process was set out, as well as how that guided the research and encapsulated the methods used. Exploratory and action research as research methods were discussed, and explanations were given why these two research methods were found to be appropriate for this study. Different data collection techniques and the reasoning behind the use of each technique were discussed.

In the next chapter, Chapter 3, a literature review of second language teaching studies that are particularly relevant to the problems and issues addressed in this study (cf. above, section 1.4) will be undertaken.

CHAPTER 3

A PERSPECTIVE ON SECOND LANGUAGE TEACHING

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CHAPTER 3 A PERSPECTIVE ON SECOND LANGUAGE TEACHING**3.1 INTRODUCTION**

The main concern of this study, viz. determining the criteria for developing materials in order to develop the proficiency in Afrikaans of Grade 12 additional language learners, is tied up with the question of the kind of language teaching necessary to achieve that proficiency.

This chapter sets out to review a number of traditional approaches in language teaching to serve as background, before considering the current orthodoxy, viz. Communicative Language Teaching (CLT), along with its practical implementations. The purpose of reflecting on the history of Communicative Language Teaching is that it may provide insight into its different directions and interpretations. This chapter also sets out to identify four directions in CLT identified in the literature, their characteristics, and how each contributes or fails to contribute to language learning goals. In addition, this literature review will reflect upon a number of controversies in and responses to current issues in language teaching.

A brief survey of a number of language teaching concepts, namely ‘method’, ‘approach’, ‘style’ and ‘technique’ will be undertaken first, in order to understand their fundamental nature, and to establish some of the concepts appropriate to the context of this study.

3.2 APPROACH AND METHOD

The study of teaching methods and procedures in language teaching has always been a central feature of applied linguistic discussions, and various attempts have been made, for example, to clarify the relationship between the concepts of ‘approach’ and ‘method’.

What is a method and when is it an approach? A method of language teaching is defined by Weideman (2001: 1), as “a style of instruction that expresses the

professional commitment of the teacher in support of an assumption of how language is learned”. Brown (1994: 48), following Richards & Rodgers (1986), defines a method as

an umbrella term for the specification and interrelation of theory and practice. An approach defines assumptions, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities. Procedures are the techniques and practices that are derived from one’s approach and design.

In line with Brown’s definition, the term ‘approach’ will in this study refer to the underlying assumptions, beliefs, and theories of second language and second language learning. The term ‘method’ is then viewed as the *expression* of beliefs about language learning, and ‘method’ and ‘style’ will be used as synonyms. The concept ‘techniques’ includes a wide variety of language procedures in the form of tasks, exercises, activities, or devices used in the language classroom to achieve the lesson and learning objectives.

A number of traditional approaches to language teaching are reviewed next, since, as we shall note below, these provide a background for the discussion of Communicative Language Teaching.

3.3 TRADITIONAL APPROACHES

The term ‘traditional’ approaches is often used to refer to various methods of language teaching. Table 3.1 below gives a brief overview of the three ‘traditional’ methods, namely the Grammar-translation method, the Direct method, and the Audio-lingual method, and what they entail.

Table 3.1 Overview of three traditional approaches

TRADITIONAL APPROACHES	MAIN FEATURE(S)	LANGUAGE LEARNING
Grammar-translation method	Translation	<ul style="list-style-type: none"> • Memorisation • Emphasis on writing and reading
Direct method	‘Oral’ practice	<ul style="list-style-type: none"> • No translation allowed • Memorisation • Emphasis on speaking and listening

Audio-lingual method	Repetition	<ul style="list-style-type: none"> • Grammatical structures • Emphasis on listening, speaking, reading and writing
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The oldest of the ‘traditional’ approaches being referred to here is the Grammar-translation method, which, as its name indicates, focuses on translation, especially translation into and from the target language (cf. Richards & Rodgers, 1986: 3-5; Weideman, 2002a: 10-15). Memory plays a very important role here, because the learner needs to memorise vocabulary lists and word formation. In the Grammar-translation method the emphasis is on writing and reading, and speaking and listening skills are generally disregarded. According to Weideman (2002a: 15), the restricted view taken by the Grammar-translation method is probably the reason why it was replaced by methods that emphasised all four skills. Brown (1994: 53) states that the Grammar-translation method “does virtually nothing to enhance a student’s communicative ability in the language”.

As seen in Table 3.1, in contrast to the Grammar-translation method, no translation is allowed in the Direct method. Instead, the importance of conversation or ‘oral’ practice is highlighted. The emphasis is thus no longer on reading and writing, but on speaking and listening. Usually ‘oral’ communication comprises a short talk or speech about a certain topic and therefore it entails very little, or no interaction or communication between the learners (cf. Weideman, 2002a: 16-19). The Direct method also relies on memory, as well as on association between form and meaning (cf. Richards & Rodgers, 1986: 9-12).

The Audio-lingual method (ALM) is “linked to behaviourist psychology” in its orientation (Weideman, 2002a: 20), and a prominent technical feature is the use of repetition. Drilling grammatical structures forms the backbone of the Audio-lingual method. Language is viewed as a habit, and language learning is thus seen as the learning of a set of habits. Repetition is necessary as reinforcement and to assist in forming habits (Richards & Rodgers, 1986: 49-52; Weideman, 2002a: 20-25). To master a language, the learner must acquire a “set of appropriate language stimulus response chains” (Richards & Rodgers, 1986: 50). Although the Audio-lingual method focuses on a mastery of all four skills, the emphasis is firstly on listening, then

speaking, reading and writing, and in that order. Materials in the form of teacher's guides, learners' books and audiotapes generally support this kind of language teaching. Even today, materials based on audio-lingual principles are still widely used.

Over time, the popularity of the Audio-lingual method has declined, as, amongst other things, practitioners found that learners are unable to use the skills taught in the real world outside the classroom. Furthermore, many learners found Audio-lingual study methods boring and unsatisfying (Richards & Rodgers, 1986: 59). Indeed, as Brown (1994: 74) remarks, the 'traditional' methods are

an interesting if not insightful contribution to our professional repertoire, but few practitioners look to any one of them, or their predecessors, for a final answer on how to teach a foreign language.

By the end of the 1970s a new trend in language teaching came to the fore, and is generally captured in the term Communicative Language Teaching.

3.4 COMMUNICATIVE LANGUAGE TEACHING

The communicative approach to language teaching, or Communicative Language Teaching (CLT), came into fashion at least in part as a "reaction against traditional methods" (Weideman, 2002a: 28). Communicative Language Teaching can be justified with reference to a theory of language as communication and is best considered an approach rather than a method (Richards & Rodgers, 1986: 66; Lewis, 1999: 49). Necessarily, the history of the communicative approach to language teaching needs to be reflected upon to gain a better understanding of why this approach is "today probably regarded as the reigning orthodoxy in language teaching" (Weideman, 2002a: 28). That it is the orthodoxy is not in doubt. In the recent literature, Wesche and Skehan (2002: 227) comment that over the past twenty-five years CLT was characterised as the most interesting development in language teaching, but has "continually had to measure itself with evidence". Therefore, researchers and teachers should acknowledge that CLT is "not a panacea that can achieve success whatever the circumstances" (Wesche and Skehan, 2002: 227). Rather, it entails proper teacher training, as well as prudent introduction, implementation, and adaptation to specific situations.

The origins of Communicative Language Teaching are to be found in the mid-1960s, when British applied linguists began to question the theoretical assumptions underlying Situational Language Teaching (Richards & Rodgers, 1986: 64). This was partly in response to the criticism of the American linguist, Noam Chomsky, on structural linguistics, as well as the fact that they saw the need to “focus in language teaching on communicative proficiency rather than on mere mastery of structures” (Richards & Rodgers, 1986: 64).

The work of the Council of Europe, the contributions of Wilkins, Widdowson, Brumfit, Johnson, and other British linguists to the communicative approach to language teaching, and the speed with which it gained ground among British language teaching specialists, gave the approach prominence nationally and internationally. It became known as the Communicative Approach, or Communicative Language Teaching (CLT) (Richards & Rodgers, 1986: 65).

Weideman (2002a: 43) indicates that as an approach, CLT “remains one that stimulates the pedagogical imagination and tolerates far more idiosyncrasies than a more rigorously defined method would”. CLT does, however, not form one monolithic whole, but is a broad church that has various directions and interpretations. Before we examine the interpretations of CLT in section 3.5, however, let us first consider the theory of language as communication that is frequently used to justify CLT.

3.4.1 Theory of language as communication

A common characteristic of all the directions in Communicative Language Teaching that will be discussed below is the claim that they have a theory of language as communication as their common starting point. All of CLT can probably be related to Hymes’s (1971) definition of communicative competence. According to Richards & Rodgers (1986: 69), this kind of language teaching aims to develop ‘communicative competence’ – the term adopted by Hymes “to contrast a communicative view of language and Chomsky’s theory of competence”. In this respect, Habermas (1970: 138; 147) views ‘communicative competence’ as “mastery of an ideal speech situation”. According to Weideman (2002a: 29), ‘communicative competence’ and its

influence is currently more prominent in language teaching than any other linguistic notion. Various teaching methods have developed under the label of CLT, and these methods suggest that communicative competence can be acquired by using “language as medium rather than studying it as an object” (Byran, 2003: 69). The advantage of this principle is that it narrows the gap between classrooms and the real world.

Over the last twenty years ‘communication’ has indeed been the catchword of language teaching. Cook (1996: 149) is correct in arguing that communication entails having “something to communicate” and that learning language means that the learner practices communication within the classroom – “the learner learns to talk to people by actually talking to them”. Language teaching that aims at communication has made us notice the inadequacies of previous approaches: learners who totally master the content of an audio-lingual course, for example, would still lack the ability to function in a real-life situation (Cook, 1996: 183). This is a practical weakness of ALM, and might explain, as we have noted above, why it was abandoned in favour of a communicative approach. As the emphasis in CLT is on meaningful communication in the classroom, Brown (1994: 77) takes the view that

... we are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance ‘out there’ when they leave the womb of our classrooms. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

The kind of interaction that is referred to above, of course, gives a powerful rationale for using CLT in additional language learning and teaching. Also of importance to us is the distinction between a restrictive view and an open perspective on language and language learning and teaching made by Weideman (2003: 38) that we briefly turn to.

Arguing that the task or materials writer’s view or theory of language is of paramount importance in materials development, Weideman (2003: 38) asserts that an open perspective which goes beyond the restrictive view of language is another significant parameter of a CLT approach. A major difference between the two views is that a restrictive view of language limits language to elements of sound, form, grammar and meaning, while an open perspective which is broader than the conventional structural

features, maintains that language allows human interaction through expression, communication, mediation and negotiation (Weideman, 2003: 38). In addition, Weidman (2003: 41) argues that the broader framework assumes that learners independently need to seek, process, and produce new information in authentic and realistic ways (reflecting authenticity as an important feature in CLT, which will be discussed below in section 3.5.1). A further distinction is tied up with opportunities to produce language and error correction. Apart from giving learners as many opportunities as possible to use the target language, a richer, broader perspective also encourages learners to correct themselves, rather than being corrected by the teacher (cf. Truscott, 1996: 327-369; Nunan, 1991a: 289; Celce-Murcia & Olshtain, 2000: 220; Lightbown, 2000: 446; Weideman, 2002a: 2-3; Weideman, 2003: 41). The considerations discussed above all came into focus during the intervention (see Chapter 6). The relevance of error correction in additional language teaching and learning is discussed more closely in Chapter 4 (section 4.7.2)

Another basic characteristic of communicative teaching which gives coherence to CLT is the information gap technique.

3.4.2 Information gap technique

The “information gap” technique is viewed as a criterion for identifying communicative language teaching (cf. Johnson, 1982: 151; Richards & Rodgers, 1986: 22; Prabhu, 1987: 46; Greyling, 1989: 36-51; McDonough & Shaw, 1993: 164; Cook, 1996: 187; Habte, 2001: 19-20; Liao, 2001: 38-41). According to Weideman (2002a: 32) “language teaching that claims to be communicative is always characterized by the employment of this one basic technique: the (lingual bridging of an) information gap”. Thus, if information gap techniques are not employed in textbooks or in language courses, the latter are “simply not communicative” (Weideman, 2002a: 32).

Prabhu (1987: 46) defines the information gap technique as an activity which

involves a transfer of given information from one person to another, or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language.

It is salutary to note that information gap tasks cover a remarkable variety of techniques in which the goal is to communicate or to ask for information (Brown, 1994: 181). Learners work on the same task, but when an information gap technique is used, each learner normally needs different information to complete the task (cf. Johnson, 1982: 151; Richards & Rodgers, 1986: 22; Parry, 2000: 91; Habte, 2001: 19-20). Johnson's (1998: 70) observation that when learners convey information that others do not already have, there is a degree of message-focus, as the learners will naturally concentrate on getting the message across, is a clear indication of how this technique ties in with the theory of language as communication (see discussion above). According to Brown (1994: 181), information gap techniques focus on the following two aspects: attention primarily to information and not to language forms, and secondly, the necessity of communicative interaction in order to reach the objective.

There are several examples in the literature of the practical uses of information gap tasks. The diversity of tasks that utilise information gap techniques enables the teacher to employ anything from very simple tasks, suitable for beginners, to more complex tasks for advanced learners (Brown, 1994: 181). The relevance of the technique for this study is evident: the materials used or designed should provide opportunities for interaction which can be achieved by including information or opinion gap activities, and require learners to "communicate with each other and/or the teacher in order to close the gap" (Tomlinson, 1998b: 15).

There is a second reason for the relevance of the technique in this study. Cook (1996: 187) claims that the benefits of information gap techniques and role play techniques is that they

imitate what happens in the world outside the classroom in a controlled form, rather than being special activities peculiar to language learning.

For additional language learning, in this case the learning of Afrikaans as an additional language, the ability to use the language one is learning beyond the classroom is critical.

We turn now to two task types which differ because of the unique features built into them.

3.4.2.1 Jigsaw tasks

The jigsaw task is an extension of the information gap principle. The learners work in pairs in order to complete a task and need to exchange the necessary information each partner possesses (cf. Johnson, 1982: 167-170; Brown, 1994: 182; Habte, 2001: 20-21; Parry, 2000: 91). As jigsaw tasks do not allow the learners to be passive, they are viewed as one of the more effective task types in CLT. Brown (1994: 182) observes that there are a variety of jigsaw techniques available to the teacher to suit beginners and advanced learners alike, and remarks that learners find most of the techniques enjoyable and challenging. Moreover, if learners engage in tasks such as “jigsaw reading, or assembling an object from a set of instructions”, these activities may have the additional advantage that they resemble more the ‘real world’, or what most people do in their first language (McDonough & Shaw, 1993: 124). This resemblance is essentially the same point made by Cook (1996) that we referred to above.

3.4.2.2 Reasoning-gap tasks

Prabhu (1987: 46-51) favours what he calls ‘reasoning-gap’ tasks. Reasoning-gap activities involve comprehending and conveying information (as in information gap tasks), but in addition the learner needs to figure out the meaning of one piece of information from another through “processes of inference, deduction, practical reasoning, or a perception of relationships or patterns” (Prabhu, 1987: 48; cf. also Greyling, 1989: 36; McDonough & Shaw, 1993: 60). The relevance here is that, in addition to the other benefits of using information gap tasks, one here has cognitive processes and development.

3.4.3 Active participation of learners

In addition to being characterised by a basic technique, a further tenet of the communicative approach is its emphasis on the active participation by learners in classrooms. According to Richards and Rodgers (1986: 68) this view of “direct rather than delayed practice of communicative acts is central to most CLT interpretations”. Criticism of the predecessor of CLT, the Audio-lingual method, arose from the limited

role that the learner has in the learning process, as learning was seen as repetitive practice.

The term “learner-centered” therefore came to the fore with Communicative Language Teaching together with an awareness of the different roles of the learners and the teacher in comparison with traditional methods (Weideman, 2002a: 26). There is general agreement amongst researchers today on the importance of learner-centered and experience-based approaches in second language teaching (cf. Ryuko, 1998: 395; Nassaji, 1999: 386-403; Weideman, 2002a: 26; Weideman, 2002b: 1-11).

Curry (1996: 29) views a learner-centered approach as one that provides learners with the opportunity to apply their individual experiences related to the learning situation as a “springboard for developing ideas and writing”. The learner is at the center of the learning process as “an active and responsible partner” (Celce-Murcia & Olshtain, 2000: 229). When learners take on a more positive role in the learning situation, learning becomes a “self-generating process by the learners themselves” and not “conformity to the conditions of transmission controlled by the teacher” (Widdowson, 1990: 121). For many, CLT is, in fact, one of the most effective antidotes to transmission teaching. I am noting this here, since there is, in this respect, congruence with the action research methodology that I will be adopting to investigate the implementation of CLT tasks in the classroom (see Chapters 5 and 6). Action research is equally sensitive to power relations in the classroom, and to the pedagogical implications of authoritarian and anti-authoritarian approaches to teaching. In transmission teaching both CLT and action research find a theoretical adversary.

Curry (1996: 28) argues that a learner-centered approach has much to offer, because it “seeks to find or create shared ground between students’ knowledge and experience, and the course material and requirements”. Celce-Murcia and Olshtain (2000: 231), in terms that once more echo the basic concepts of action research, in turn suggest that a learner-centered language classroom becomes

a special type of discourse community in which teachers ideally become reflective classroom researchers who evaluate and rethink their approach, their attitudes, and their methods of presentation.

In this respect, too, Cook (1996: 129) states that a key difference from other approaches is that communicative methods “emphasise the learners’ dual roles as listeners and as speakers”. In order to accomplish this, Cook (1996: 187) suggests that the teacher must “play the role of equal and helper rather than the wise person of the academic style or the martinet of the audiolingual”. In CLT, therefore, the inequalities of the conventional classroom have yielded to the more participative styles of instruction in current approaches. The emphasis on the different roles of both the learners and the teacher has relevance also for the intervention programme, and this aspect will be examined further in Chapter 4 (section 4.7.2) and Chapter 7 (section 7.2.4). As is clear from the above, learner involvement and participation in CLT are imperative. My preference for a learner-centered approach during the intervention will be addressed in Chapter 7 (section 7.2.1.1).

The views given above give us a sample of what lies behind CLT in respect of its pedagogic orientation. To give this concept more meaning, we turn now to a number of different interpretations of CLT.

3.5 INTERPRETATIONS OF CLT

Though widely accepted, Communicative Language Teaching is understood and interpreted differently. Richards and Rodgers (1986: 68) suggest that the recognition of the communicative approach and the various interpretations of CLT can be attributed to the fact that practitioners can identify with it, and therefore interpret and apply it in different ways.

For the sake of this study, four main interpretations of CLT will be discussed: authentic texts, mainstream CLT, psychological emphases and the Natural approach. According to Weideman (2003: 30) each of the four distinguishable directions in Communicative Language Teaching comprises features that can contribute to the goals of teaching an additional language, and assist in task and course design.

These four interpretations are summarised in Table 3.2.

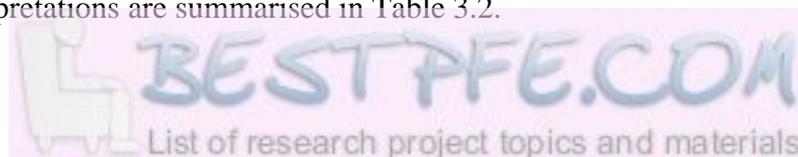


Table 3.2 Overview of four interpretations (Weideman, 2003: 6)

DIRECTION/INTERPRETATION	CHARACTERISTIC
Authentic texts	'Real-life' language; authenticity
Mainstream CLT / 'British' school	Emphasis on language ('L') needs of students in terms of functions of language use
Humanistic	Emphasis on emotional ('P' for psychological) barriers to learning
Combinations of 'L' and 'P'	Promote 'natural' learning

The four interpretations will be discussed in turn below.

3.5.1 Authentic texts

I have already stated earlier that authenticity is associated with Communicative Language Teaching and that researchers view the use of authentic texts in the learning situation as an important feature of the communicative approach (cf. Johnson, 1982: 19-22; Nunan, 1991a: 279; Van Lier, 1996: 13-14; Tomlinson, 1998b: 13; Habte, 2001: 15-16; Han, 2001: 13; Parry, 2002: 96; Weideman, 2002a: 29-32).

In CLT realism plays a significant role, and this explains its emphasis on authentic texts (Weideman, 2002a: 95; Weideman, 2003: 6). Therefore, language teaching must always have "at least a spark of authenticity and actuality" (Weideman, 2002a: 95; Weideman, 2003: 6). In line with this, Cook (1996: 193) suggests that 'real' content based on actual information about the 'real' world ensures a meaningful lesson where learners acquire information through language, whereas "imaginary content trivializes language learning".

It is apparent that there is more than one interpretation regarding the use of authentic texts for classroom purposes. There are proponents of using 'real language' as authentic texts for instruction (cf. Johnson, 1982: 23-31; Cook, 1996: 193). On the other hand, Bachman (1990: 9-10, 316) advocates the importance of the authenticity of the interaction between learners, the material, and the context.

In defining authenticity, Ur (1984: 23) distinguishes between “genuine authentic” and “imitation authentic”. The former refers to “unadapted, natural interaction” and the latter to “an approximation of real speech that takes into account the learners’ level of ability”. Furthermore, Ur argues that the classroom situation is not similar to the real world and therefore activities and tasks “must pass the classroom authenticity test” to be relevant and appropriate for learning. In this respect, too, Widdowson (1990: 44-45) views authenticity of language in the classroom to be “an illusion”, because it does not “depend on the source from which the language as an object is drawn but on the learners’ engagement with it”. Van Lier (1996: 128) suggests that authenticity is “the result of acts of authentication” which involves the learners and their teacher, the learning process and the language used. These views are congruent with those of Bachman (1990) referred to above.

Celce-Murcia and Olshtain (2000: 195) indicate that authenticity includes at least two aspects, namely the type of language used in the classroom, and the use of tasks to assist with learning the language. With reference to the first aspect, Brown (1994: 105) argues that the language used by the teacher, especially when teaching beginning levels of the second or foreign language, should be authentic language, and not “stilted just because students are beginners”. He claims that if the utterances of the teacher are authentic (e.g. simple greetings and introductions; short, simple and manageable phrases) it offers the learners the opportunity to practice the target language. To enhance the authenticity of the learning process, classroom activities should include more “natural, true-to-life situations” (Celce-Murcia & Olshtain, 2000: 196).

Melvin and Stout (1987: 55) advance the argument that the teacher using authentic material allows learners to experience early in the learning programme the “rewards of learning a language”. They suggest, furthermore, that the use of authentic texts also benefits the teacher in the sense that the learners are motivated and goal-oriented and the learning programme is stimulating to learners and teachers alike. In the literature one often encounters the argument of authentic materials enhancing the motivation of learners to acquire the language.

Nunan (1991a: 279) suggests that the introduction of authentic texts into the learning situation is one of the five features that characterise CLT. Nunan's list also comprises: communication through interaction in the target language; focus on language and the learning process; inclusion of the learners' experiences, and linking classroom learning with language activities outside the classroom. It is in the latter, especially, that authentic materials come into play most prominently.

Like Nunan, Lynch (1991: 202-204) states that language classes should reflect the real world outside the classroom. His argument for a communicative classroom is based on linguistic, interactional and psycholinguistic arguments. Linguistically, he notes that the teacher should not deny the learner the opportunity to use and learn language communicatively (Lynch, 1991: 203). Lynch suggests that the teacher should change the traditional classroom question pattern to maximise interaction among learners. Thus, to enhance the opportunity to use the target language, it means "less teacher talk and more pupil talk" in the classroom (Weideman, 1998: 19).

The interactional aspect mentioned by Lynch rests on the argument that the classroom should provide activities to promote different kinds of social interaction, and he argues that "well-rounded proficiency in a foreign language involves being able to take on a variety of roles in social interaction in the target language" (Lynch, 1991: 203). Similarly, Conteh-Morgan (2002: 192) states that curricula based on the interactionist theory emphasise the use of authentic real-life language materials in the classroom to create situations through which meaningful interaction enhances learning. Lynch also argues for sensitivity to the importance of psycholinguistic aspects of foreign language learning, which involve the mental processes in foreign language comprehension. He states that in face-to-face interaction learners often resort to strategies such as to ask the other speaker directly if he/she encounters difficulty in comprehending the text.

Authenticity as an important criterion for CLT tasks and materials design comes into focus in Chapter 5. Furthermore, in view of the particular teaching and learning setting in the study, the relevance of authenticity is evident: the difficulty to produce authentic texts came to the fore many times during the implementation of the developed materials. This phenomenon will be discussed more closely in Chapter 6.

We turn now to the features of mainstream CLT, the second direction indicated in Table 3.2.

3.5.2 Communicative language teaching: the mainstream

Although CLT began as a British movement, it gained momentum all over the world among language teachers who wished to give priority to the interactive processes of communication (Richards & Rodgers, 1986: 83). The British school, or mainstream CLT, is probably the most well-known interpretation of the approach.

One cannot discuss mainstream CLT without reference to the work of the Council of Europe and their attempt to develop a system for foreign language learning by adults in Europe. A committee (comprising of Trim, Van Ek, Richterich and Wilkins) was formed to investigate the minimum level needed for communication in a foreign language. This resulted in a publication in 1975 in which a level of linguistic proficiency was termed the ‘threshold level’ (or ‘T-level’) (Van Ek, 1976: 2; Van Els, Bongaerts, Extra, Van Os & Janssen-van Dieten, 1984: 179-186). In 1976 Van Ek published a version of the ‘T-level’ for secondary education, *The threshold level for modern language learning in schools*, with only marginal changes from the original model, and described the components of this model as “helpful tools” for use in foreign language teaching (Van Ek, 1976: 165).

Mainstream Communicative Language Teaching is possibly the most influential direction, and has remained an important interpretation of CLT (Weideman, 2002a: 35-45). The focus here is on the various uses or functions of language, that relate to the real language (‘L’) needs of learners (Weideman, 2002a: 45; Weideman, 2003: 8). Thus, the “emphasis is ... not on structures that are learned and filled with meaning only afterwards; the emphasis is on meaning right from the start” (Weideman, 1988: 93; Weideman, 2002a: 35). This approach gained popularity among teachers and learners through its emphasis not being on knowledge about the language, but rather on the ability to use the target language in different situations. McDonough (2001: 293) views this notion as a

paradigm shift that drove foreign language instruction toward a proficiency-based language learning model, with a focus on what students could do with the language rather than what they knew about it.

Central to this kind of teaching are the various uses or functions of language, and the emphasis is on the appropriateness of the language used (Weideman, 1988: 93; Weideman, 2002a: 35-36). Learners need to realise that functions such as greeting, arguing, persuading, requesting, apologising, accepting, refusing, and so forth, may each have different grammatical realisations. Thus, a learner needs to consider the appropriate use in each case, and this requires identifying the different grammatical realisations (Weideman, 1988: 93; Weideman, 2002a: 35-36).

Initially no specific theory of language learning dominated in justifications of CLT as an approach, but since the 1980s, an interactionist model of language learning has been more widely applied to this kind of teaching (Conteh-Morgan, 2002: 191). CLT aims at making the learner communicatively competent in the second or foreign language. In developing communicative competence, the focus is on the ability to communicate in the target language in various life contexts (cf. McDonough, 2001: 294; Weideman, 2002a: 36). In South Africa the interactionist model of language learning found support in constructivism, where acquiring language is viewed as “understanding it, and such understanding is collaboratively constructed in interaction with others” (Weideman, 2002a: 36). Current language teaching techniques require communication or interaction between learners, and this requirement reflects one of Nunan’s (1991a: 279) five features that characterise CLT that was referred to in the previous section. The basic techniques of the communicative approach (information-gap activities, role-play tasks and group information gathering techniques) allow the learner to “build a language in interaction with others” (Weideman, 1999: 85). Account of the employment of some of these types of techniques during the intervention is given in the discussion of the implementation of the developed material (see Chapter 6).

The priority given to the language needs of the learner in mainstream CLT explains its emphasis on syllabus design (Weideman, 1988: 94; Weideman, 2002a: 37). Syllabus design is traditionally defined as “concern with the selection and grading of content” (Nunan, 1991a: 283). In this regard, Littlewood (1981: 82-84) suggests that a language

syllabus be based on the language needs of the learners after consideration has been given to five aspects:

- The different situations in which the learner needs to use the target language;
- The various topics relevant to the learning situation;
- The different media (telephone, letter) and/or skills (listening, speaking, reading and writing) to facilitate communication in the learning situation;
- The language functions (e.g. greeting, thanking, requesting, etc.) that have the most prominence in the learner's use of the target language;
- The grammatical forms relating to the communicative functions in the different situations.

Proponents of Communicative Language Teaching advocate the use of activities that involve a meaningful exchange of information (cf. Johnson, 1982: 151; Lynch, 1991: 202; Celce-Murcia & Olshtain, 2000: 197). Thus, in order to enhance communication in the classroom, the teacher must design tasks, as well as use pair or group work and other techniques, so that they reflect real communication. In line with this, Bourke (2001: 71) comments on the significance of a clear understanding of a task-based approach, as well as a sound knowledge of implementing interactive techniques. Foster's research (1998: 11-18) stresses the importance of designing tasks in such a way as to force learners to exchange information, to communicate, as well as to negotiate meaning.

Task-based additional language teaching has been almost a natural outflow of mainstream CLT. Nunan (1991a: 293) states that task-based teaching has a powerful influence in promoting meaning-focused tasks in the classroom. Skehan (2003: 3) offers a core definition of negotiation of meaning tasks, by indicating that

negotiation of meaning concerns the way learners encounter communicational difficulties while completing tasks, and how they do something about those difficulties.

It follows, in fact, that language teaching which is based on an information gap technique may be ideal for allowing tasks that require the negotiation of meaning. The same applies to group or pair work, since working across an information gap requires at least a pair of learners. Brumfit (1984: 77) indicates, for example, that group work

in language teaching is in fact “more than an intensive way of organising classroom practice. We have to see it as linguistically necessary”. Group work also has an affective motivation: Curry (1996: 32) emphasises that group work in foreign language teaching provides a less threatening environment for the shy or reluctant learner than in the whole class situation. Pair work and group work mark a clear break from ALM, because communication is viewed as a “dynamic social activity” and requires the learners to take part actively (Cook, 1996: 189). According to Bourke (2001: 71) the emphasis is on “learning by doing rather than by being told”, and this implies less intervention by teachers, and more active participation and cooperation in pair and group work by learners. This kind of teaching requires commitment from teachers to “enable learners to grow in language, to provide a rich and stress-free linguistic environment, to make provision for genuine interaction, and to adopt a task-based methodology and materials” (Bourke, 2001: 72). These considerations all came into focus during the intervention classes (see Chapter 6).

In contrast to the Grammar-translation method and the Direct method, all four skills (reading, writing, speaking and listening) are recognised in the communicative approach. As communication refers not only to the spoken medium, but also occurs in other media, not one of the four skills should, “without good reason, receive preferred treatment over any other” (Weideman, 2002a: 96; Weideman, 2003: 7; cf. also Kumaravadivelu, 2003: 225-231). According to Weideman (2003: 7) there are still some teachers who interpret the communicative approach as a type of oral approach or even a “hyped-up Direct method, which requires lots of oral communication” (Weideman, 2002b: 2). The relevance of tasks with integrated language skills proposed and investigated in this study as one of the criteria for materials development will be dealt with in detail in Chapter 5 and during the implementation of the developed material in Chapter 6.

Focusing on language and the learning process also calls for paying attention to the dilemma of teaching grammar. The question of teaching grammar has at times been a controversial issue in CLT. Nassaji (1999: 386-387) comments that with the introduction of the communicative approach in second language teaching and learning, a strong tendency has emerged not to focus on linguistic forms, thereby downplaying

grammar teaching. Some language professionals do not consider grammar to be an important element in second or foreign language learning or teaching, as they believe language can be learned “holistically through the context without explicit instruction in grammar” (Zhongganggao, 2001: 330).

Widdowson (1990: 95) argues that communication is driven by words and not by grammar, and that grammar therefore should be put at the service of lexis. He suggests (1990: 95) that it is essential for learners to know how “grammar functions in alliance with words and contexts for the achievement of meaning”.

Others view grammar as the focal point in second or foreign language teaching, and this belief reflects the preconceptions and prejudices of the traditional grammar-translation method. However, Zhongganggao (2001: 331) warns against concentrating only on grammar teaching as this “will definitely lead to the old path of teaching about the language”. This suggestion is particularly relevant to this study, and one I had to take to heart during the implementation of the developed materials, as we shall note from the discussion in Chapter 6.

Let us consider briefly a few problems that hinder the application of this direction of communicative teaching. Firstly, communicative teaching necessitates “skilful and competent teachers”, since the course of communication is generally unpredictable (Weideman, 2002a: 43). Furthermore, decisions on course content at certain stages are more difficult than in a grammar-based course, as it is not so easy to grade language functions (Weideman, 2002a: 43). Thirdly, in adopting a communicative approach the teacher should be wary of “again falling prey to a teaching ideology” (Weideman, 2002a: 43), as was the case with, for example, when teachers followed the behaviourist foundations of ALM.

Mainstream CLT has often been criticised for having “too technical and narrow an interpretation of the concept of learners’ needs” (Weideman, 1988: 94-95; Weideman, 2002a: 43-45). Certainly, both authentic text and mainstream CLT focus on the learners’ language needs, but there are other directions within CLT that interpret learners’ needs differently, such as the third direction that is discussed below.

3.5.3 Psychological emphases

The emotional emphasis in language teaching comes to the fore especially in humanistic techniques and methods such as the Silent Way, Suggestopedia, and Counseling-Learning (cf. Richards & Rodgers, 1986; Stevick, 1990: 26-28; Brown, 1994). During the 1970s the importance of the affective domain was increasingly recognised, and Community Language Learning is a classic example of an affectively based method (Richards & Rodgers, 1986: 113), and has also had an effect on CLT.

Psychological emphases accentuate the emotional aspects of the teaching and learning situation (Weideman, 2002a: 46). Some proponents of CLT view individual learners as possessing unique interests, styles, needs, and goals, and argue that these therefore should be reflected in the methods of instruction. In this respect, Richards and Rodgers (1986: 78) observe that the CLT teacher needs to take the learners' emotional needs into consideration in the planning of group and individual teaching. Similarly, McDonough (2001: 293) argues that with the demands of a changing society, foreign language teaching has become "more user-friendly in responding to the needs of contemporary students".

A humanistic approach focuses primarily on the conditions necessary for successful learning, and focuses on the "whole learner, and on the personality of the student in its fullest sense" (Weideman, 2002a: 47). The atmosphere in the classroom is viewed as a crucial factor, as the teacher seeks methods and techniques to limit feelings of intimidation, insecurity and anxiety that many learners may experience in the second or foreign language class situation (cf. Richards & Rodgers, 1986; Brown, 1994; Weideman, 2002a: 97-103). Therefore, teachers need to consider methods and techniques, as well as appropriate materials, which strongly emphasise the emotional aspects of the teaching and learning situation, and that prevent anxiety and embarrassment. The considerations discussed above relate in a number of ways to the teaching during the intervention programme (see Chapter 6).

The methods and techniques within CLT which emphasise emotional aspects may be labelled as 'P' methods (for psychological), in contrast to the 'L' methods (for

language) in mainstream communicative teaching (Weideman, 2002a: 46-47; Weideman, 2003: 8). The 'P' approach is specifically manifested in the use of play and drama techniques in the learning situation, as these techniques not only raise the learners' interest, but also reduce anxiety and stress levels (Weideman, 2002a: 46-47). Discussions and debates stimulate communication and teachers may employ them to encourage learners to interact verbally. Teachers often use discussions at the beginning of a language class as "ice-breakers" to relieve tension among learners (Weideman, 2002a: 53). Discussion exercises can also be modified into a variety of imaginary situations and are "guaranteed to produce a good amount of uninhibited talk" (Weideman, 2002a: 53). In a similar way, the goal of interviews could at beginners' level be limited to request functions, learning vocabulary to express personal data, and to produce questions (Brown, 1994: 181). These considerations all came into focus during the initial stages of the intervention (see Chapter 6).

Weideman (2002a: 49) classifies the variety of interesting ideas for games and exercises in which language plays a fundamental part, and where an information gap is present, as part of the 'P' interpretation of CLT. These techniques offer the learners sufficient opportunity to practice the target language, while at the same time they lessen the focus on the target language. Thus, the anxious learner's stress is reduced, more so than with conventional teaching (Weideman, 2002a: 47-51).

In this interpretation of CLT, one often finds that teachers use stories, rhymes, songs and chants in their language classes. When the teacher reads a story, or tells the story orally, the learners are exposed to the target language. However, as there is no pressure on the learners to speak, they are "sheltered from embarrassment" (Weideman, 2002a: 58). The main concern may be to find an appropriate story that is pitched slightly beyond the comprehension level of the learners. The same goes for rhymes, songs and chants, as they create a stress-free learning environment, and allow learners to practice vocabulary (Weideman, 2002a: 58-60). The above considerations were particularly relevant to the intervention, in order to establish an environment conducive to teaching and learning Afrikaans (see Chapter 6).

In respect of materials development, Tomlinson (1998b: 18-19) argues that the materials developer needs to take into account aspects like the learners' motivation, emotions, and attitudes about the language, the teacher, fellow learners and learning material. However, he warns that it is impossible for the materials developer to cater for all these affective variables. The relevance here is that in addition to the criteria for materials development (see Chapter 5), a thorough understanding of the learners in the study was necessary to ensure the development of appropriate materials for the intervention (see Chapters 4 and 5).

Finally, we consider the Natural approach as a fourth direction in CLT.

3.5.4 Natural approach

Krashen and Terrell presented a new approach to the teaching of a second or foreign language in their book, *The natural approach* (cf. Krashen & Terrell, 1995). They based the Natural approach on a theory that language acquisition occurs by understanding messages. Thus, the goal of classroom practice in the Natural approach is to provide comprehensible input for acquisition (Krashen & Terrell, 1995: 18) (see below, section 3.5.4.1).

The Natural approach contrasts with the Direct method, as less emphasis is placed on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences (Richards & Rodgers, 1986: 129).

The Natural approach is based on four basic principles:

- Comprehension precedes production. Comprehension is necessary to promote acquisition and therefore should precede speech production.
- Production emerges in stages. Speech and writing emerge in stages from gestures to communication.
- The syllabus consists of communicative goals. In the comprehension and production stages communicative ability is the goal, with focus on the message. Grammatical accuracy is not emphasised, and no error-correction occurs during acquisition activities.

- Teachers employ activities to lower the affective filter. The teacher must create a learning environment conducive to learning and provide comprehensible input by utilising interesting and relevant classroom activities.

(Terrell, 1985: 476; Krashen & Terrell, 1995: 20-21).

Krashen's influential input hypothesis in second language learning merits some further consideration.

3.5.4.1 The Affective Filter hypothesis

Krashen's 'Affective Filter' is perhaps the best-known hypothesis in second language learning theory. It entails a specific view on the impact of attitudes and emotion on learning effectiveness (Krashen, 1987: 30-32; Krashen & Terrell, 1995: 37-39).

Krashen views the learner's attitude as an "adjustable filter that freely passes, impedes, or blocks input necessary to acquisition" (Richards & Rodgers, 1986: 133). The Affective Filter is described by Lightbown and Spada (1993: 28) as an "imaginary barrier which prevents learners from using input which is available in the environment". The functioning of the Affective Filter is illustrated in Figure 3.1.

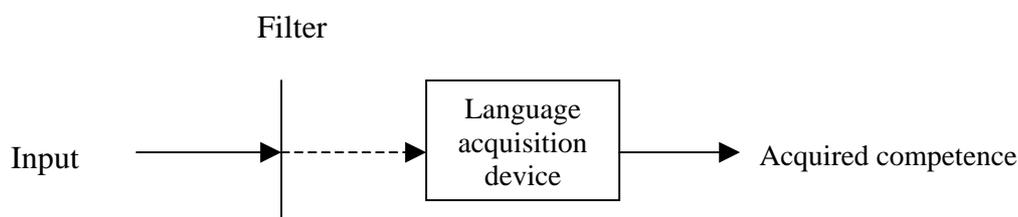


Figure 3.1 Functioning of Affective Filter (Krashen, 1987: 32)

Learners whose attitudes are not optimal for second language acquisition are believed to have a high Affective Filter, and they tend to seek less input. It is argued that even if the learner understands the message, a high Affective Filter limits input, and the "input will not reach that part of the brain responsible for language acquisition, or the language acquisition device" (Krashen, 1987: 31). Hence, a learner with high Affective Filter will attain less of the target language, as "less input is allowed in to the language acquisition device" (Krashen, 1988: 22). Anxiety, as one of the identified

affective variables, obstructs the necessary input, and therefore a learner with a high anxiety level will have a high Affective Filter (Richards & Rodgers, 1986: 133).

On the other hand, learners with attitudes conducive to second language acquisition have a low or weaker Affective Filter, seek and receive more input, and are more receptive to the input (Krashen, 1987: 31). Thus, a low Affective Filter assists in determining success in learning (Conteh-Morgan, 2002: 173).

Krashen's Affective Filter hypothesis has not escaped critique. Mitchell and Myles (1998: 170) view the Affective Filter hypothesis as "insufficiently flexible and asocial". They criticise Krashen's Affective Filter hypothesis by stating that it "remains vague and unexplored" and warn against inaccurate assumptions (Mitchell & Myles, 1998: 39) that can be made on these foundations. For example, because many adolescents suffer from low self-esteem, the assumption is made that they have a high filter and therefore are bad language learners. Then again, confident extrovert adult learners are believed to have low filters, and therefore thought to be good language learners. Despite their criticism, Mitchell and Myles (1998: 39) agree that Krashen's research has been influential in our understanding of second language acquisition.

The Affective Filter hypothesis entails that the teacher should not only supply comprehensible input, but also encourage a low filter by creating a low anxiety situation in the classroom (Krashen, 1987: 32). In this respect, Richards & Rodgers (1986: 134) advise that in order to lower the affective filter and create a relaxed classroom atmosphere, the emphasis should be on meaningful communication and interesting input. In a similar vein, Conteh-Morgan (2002: 173) suggests that the social context in which teaching takes place should provide a low Affective Filter, and advises that the moment the learners enter the class they must experience a non-threatening atmosphere. Moreover, the ideal would be that the filter becomes lower as the class progresses. Therefore, she recommends that the "welcoming smile, the introduction, the allaying of fears, and appropriate ice-breaker activities will all help lower the filter and effect the smooth intake of new information" (Conteh-Morgan, 2002: 173). The relevance of this to the intervention proposed and investigated in this study will be dealt with in detail below (Chapter 4).

According to Richards and Rodgers, (1986: 137-138) the Natural approach teacher fulfils three roles. Firstly, by providing input for acquisition, the teacher is the “primary generator” of comprehensible input in the target language. Furthermore, the teacher needs to generate a “constant flow of language input while providing a multiplicity of non-linguistic clues to assist students in interpreting the input” (Richards & Rodgers, 1986: 138). Secondly, the teacher creates a classroom conducive to learning: a friendly, interesting atmosphere with a low Affective Filter. This is essentially the same point made by Conteh-Morgan (2002) that we referred to above. Finally, the teacher must choose and apply a variety of classroom activities, involving different group sizes, content, and contexts. Therefore, the teacher is responsible for collecting appropriate materials and designing their use.

Combinations of ‘L’ and ‘P’ methods and techniques are manifested in the Natural approach and its techniques, and promote ‘natural learning’. Consideration is given to both “functional language needs and the emotional needs of learners” (Weideman, 2002c: 8). As a direction in CLT, the Natural approach contributes to our understanding of second and foreign language teaching by accentuating the psychological dimensions of language learning, and thereby highlighting that learning is enhanced “in a supportive, collaborative and non-threatening environment” (Weideman, 2002a: 61; for a survey, see also Stevick, 1990). Thus, the atmosphere in the classroom is crucial and the use of different methods and techniques can assist the teacher to make classrooms “places of joy and energy, free from embarrassment, fear and anxiety” (Weideman, 2002a: 61). The aforementioned aspects were taken into consideration in Chapter 4 below, as well as during the intervention itself (see Chapter 6).

3.5.4.2 The Total Physical Response technique

The Total Physical Response technique merits some attention in its own right within a discussion of the Natural Approach, since it is an important component of the latter. According to Krashen and Terrell (1995: 76-78) the Total Physical Response technique (TPR) is useful in the Natural approach, since this technique is designed to create a favourable condition in the classroom to reduce anxiety and stress. Although

TPR is most often used for young beginners in a second or foreign language, it is also appropriate for adult learners who start a new language course (Weideman, 2002a: 55-58).

The Total Physical Response technique is based on an information gap and when the TPR technique is used, the learners are given simple commands, or a series of instructions, and by carrying out the required non-verbal action they indicate their understanding. A verbal response is not necessary (cf. Terrell, 1985: 469-471; Krashen, 1987: 140; Krashen & Terrell, 1995: 76-78; Weideman, 2002a: 56). Although learners demonstrate their learning of the target language in TPR, they are not obliged to communicate verbally, thereby reducing stress.

It must be noted that TPR is not limited to commands and instructions, since several other techniques can also provide comprehensible input (Terrell, 1985: 470; Krashen & Terrell, 1995: 76-77). For instance, one of the TPR techniques that can be used requires a response from a learner who is required, to identify the physical characteristics and clothing of other learners in the class. The use of visuals (e.g. pictures) is another TPR technique in which the teacher shows the learners pictures and they must choose between them according to a description given by the teacher. (Cook, 1996: 129). However, in all these activities the aim is to maintain a constant flow of comprehensible input.

The input hypothesis of second language acquisition supports TPR. Therefore, a teacher should use language just slightly beyond the learners' understanding, in order to develop their understanding (Nunan, 1991a: 289; Weideman, 2002a: 57). A second or additional language teacher displaying patience and a supportive attitude towards the learners in the learning situation, and making very few demands on them, till they are ready, can assist learners to feel more at ease, and to reduce anxiety and stress. From the above discussion it is evident that the teacher should take notice of the anxiety and stress that learners experience in second, additional or foreign language classes. This phenomenon will be discussed further in Chapter 4.

3.6 CONCLUSION

In this chapter, the reflection on the origin and history of Communicative Language Teaching (CLT) has provided some insight into its different interpretations and directions, as well as into a number of its practical implementations.

Reviewing the four directions in CLT has emphasised the kind of teaching necessary to develop proficiency in an additional language, and has highlighted the more appropriate techniques and methods to accomplish that. As the study is concerned with determining criteria for developing appropriate materials to be used in the intervention process, the literature review on CLT has generated valuable insight into a number of general considerations that influence materials development.

In the next chapter we turn to the role of social context and attitudinal factors in second language teaching and learning, as these factors also have a direct bearing on determining the criteria for the development of materials in this study.

CHAPTER 4

FACTORS INFLUENCING SECOND LANGUAGE TEACHING AND LEARNING

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CHAPTER 4 FACTORS INFLUENCING SECOND LANGUAGE TEACHING AND LEARNING

4.1 INTRODUCTION

The discussion of Psychological emphases in Chapter 3 (section 3.5.3) highlighted the humanistic direction in CLT. In this chapter this view is taken further by examining the influence of the individual learners' interests, needs, styles, and goals on the learning process. There are a multiplicity of environmental and personal factors in the learning situation that can to some degree affect both the learning event and the speed of learning. It follows then that these different factors have significance for our understanding of language learning, and that they may influence decisions made on the development of materials, as well as on the methods and techniques utilised during the intervention undertaken as part of this study.

This chapter has two overlapping aims. The first is to explore a number of environmental factors influencing additional language teaching and learning, and to review the influence of certain affective variables that are central to the emotional processes of humans. The importance of attitude and motivation, for example, will be addressed.

An exploration of conditions necessary for successful learning will allow a better understanding of the influence of emotional aspects in second or additional language teaching and learning. The often-problematic introduction of communicative language teaching into an instructional culture that is strongly traditional is another issue that will receive attention in this chapter.

The second aim is to reflect upon the manifestation of these different factors which have influenced additional language teaching and learning in this study. Consideration will be given especially to the learners' attitudes and motivation to learn Afrikaans, and the influence thereof on the learning process.

Furthermore, the discussion of the various influencing factors will provide insight into what kind of teaching, which techniques, and what materials might be appropriate for enhancing proficiency in second or additional language teaching and learning.

Let us now consider some of the factors influencing conditions for second language learning.

4.2 FACTORS INFLUENCING THE LEARNING SITUATION

Various researchers have developed taxonomies of factors influencing second language learning. These include biographic background, social factors, affective factors, personality factors, learning styles, learning strategies, learning aptitude and interaction between learner and environment (cf. Schuman, 1978: 163; Van Els, Bongaerts, Extra, Van Os & Janssen-van Dieten, 1984: 115-124; Spolsky, 1989: 25-29; McDonough & Shaw, 1993: 7-8; Ehrman, 1996: 192). Conteh-Morgan (2002: 192-193) supports the belief of some applied linguists that factors such as social context, learner characteristics, learning conditions, learning process, and learning outcomes influence the way language is learned. On the other hand, Bax (2003: 278-287) holds a diametrically opposed viewpoint and argues in a recent article that although CLT is currently the central paradigm in language teaching, the main focus should rather be on learner variables and the context in which learning takes place. Bax's argument takes the debate on eclecticism to an extreme and should be treated critically and carefully, since much of the literature seems to suggest otherwise (cf. Carr & Kemmis, 1986; Davidoff & Van den Berg, 1990; Weideman, 2001; Weideman, 2002a).

Gathering information about different factors affecting learning contributes to a coherent picture of a learner (Ehrman, 1996: 191). Moreover, Wilkins (1974: 43) states that judgement on the effectiveness of a particular method used in a classroom situation is not possible if the characteristics of the learners, the teacher's qualities, as well as the physical and other conditions in which it is used, are not considered. Conteh-Morgan (2002: 193) indicates that when all the factors influencing the learning process are combined, these factors allow the teacher to assess the outcomes of the learning experience and the "post-instruction proficiency level" of the learners.

A framework of factors influencing the teaching and learning of Afrikaans as an additional language was developed. This was inspired by a similar kind of outline by Spolsky (1989: 215) that proposes a causal model for Hebrew learning in a case study. The framework, as set out below in Figure 4.1, was however, developed from a slightly different angle and with a few adaptations to reflect the particular teaching and learning environment in this study.

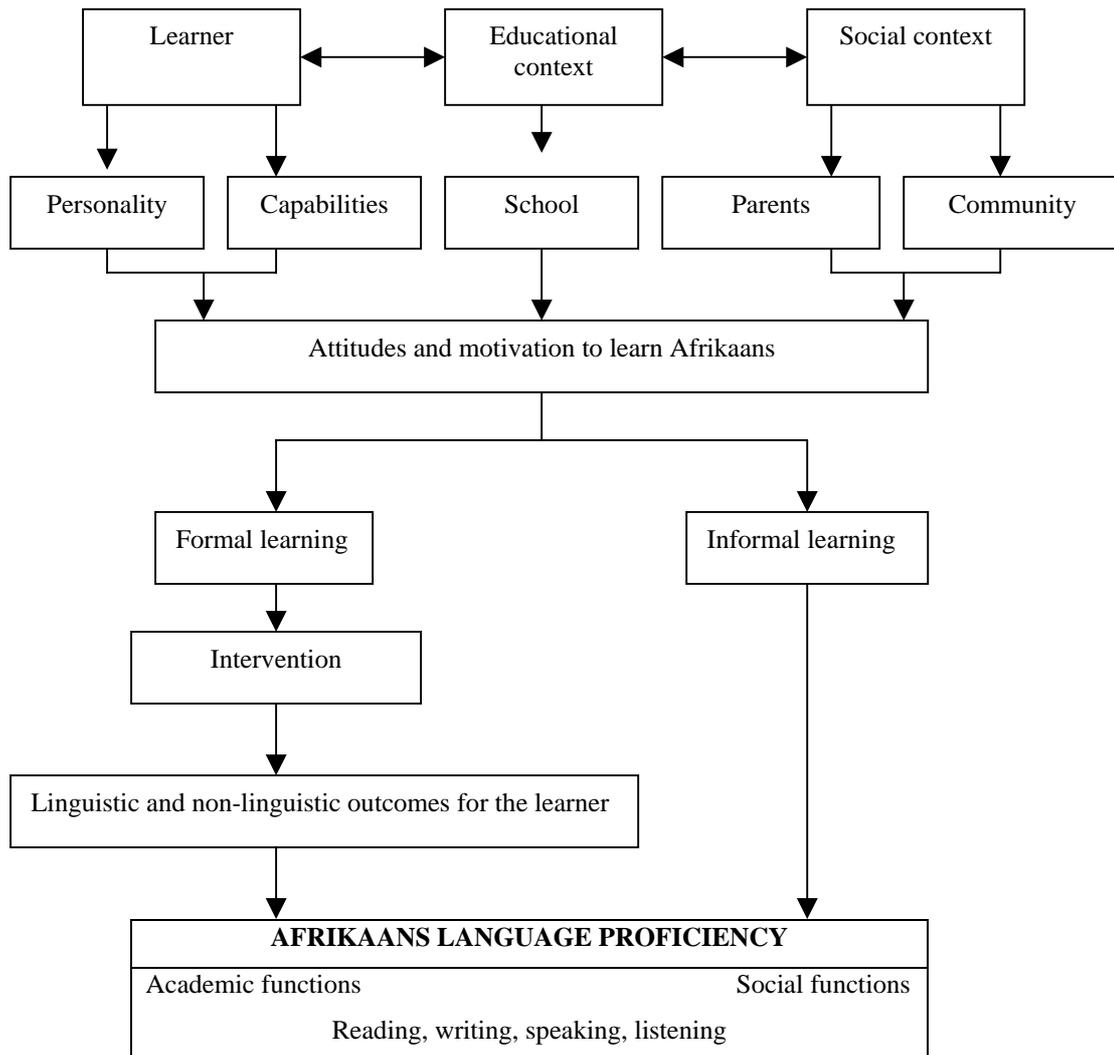


Figure 4.1 Framework of factors influencing teaching and learning of Afrikaans as an additional language

The framework encapsulates the theoretical views on the overall relationship between educational and social contextual factors, individual learner differences, learning opportunities, and learning outcomes. The framework will be used as a general guide in the pursuit of a better understanding of additional language learning and teaching.

It must be noted that the framework is integrated and interactive and assumes close interaction among its various parts. The rectangular boxes indicate the different variables (or factors) of importance to learning, and the arrows connecting the various boxes show the directions of influence.

The learner as variable, reflected by the first rectangular box in the model, will be discussed first.

4.3 LEARNER

Probably the most prominent variable in the instructional situation is the learner. Through the years researchers and teachers alike have been interested in the role of affective factors in second language learning. The characteristics of learners “cover a whole range of personal, social, and attitudinal aspects” (Conteh-Morgan, 2002: 193). Attitudinal factors relating to language acquisition will be among those that contribute to a low Affective Filter, since classroom atmosphere created and sustained by the teacher and not by the learners’ attitudes is equally important in lowering the affective filter (cf. Richards & Rodgers, 1986: 133; Krashen, 1987: 30-31; Ehrman, 1996:137).

Brown (1994: 220) states that if the teacher takes affective principles into consideration in lesson planning, this will not only lower the affective filter, but the techniques and materials employed will also challenge the learners cognitively.

What is the difference between a good language learner and a bad language learner? A good language learner is described as a learner who acquires adequate intake in the second language, and has a low affective filter to allow input for language acquisition (Krashen, 1988: 37-39). The bad language learner has “neither acquisition nor learning going for him” and this might be the result of attitudinal factors (lacking interest in the target language and its speakers, lacking self-confidence, a high anxiety level) as well as low aptitude, or interest in grammar (Krashen, 1988: 38). The relevance here is that a low anxiety level in the classroom will assist the learners’ intake, as noted earlier in Chapter 3, section 3.5.4.1.

Brown (1994: 22) describes affective principles as the “foundation stones ... on which techniques and learning material can be based”. Besides the learner’s attitude and motivation, aspects such as personality (especially relevant are self-confidence, risk taking, and anxiety), capabilities such as the learner’s aptitude for languages, his or her learning strategies and learning style, his or her previous knowledge, and experience of the target language are of significance in the language learning process.

4.3.1 Personality

People vary widely in their personality, and personality factors are interrelated with attitudinal and motivational factors. Keuning (1998: 366-367) defines personality as the “combination of psychological characteristics to classify individuals”.

4.3.1.1 Self-confidence

Self-confidence, also defined by Brown (1994: 23) as the “I can do it” principle, is about the learner’s belief in his/her own ability to accomplish the task. Krashen (1988: 23) indicates that self-confidence encourages the learner’s intake, and will also result in having a low filter. The use of simpler techniques at the start of classroom activities will boost learners’ self-confidence, since a sense of accomplishment assists learners in the next, more difficult activity (Brown, 1994: 23).

Self-efficacy, self-esteem, risk taking, and lack of anxiety are traits of self-confidence that also relate to second language learning. Ehrman (1996: 137) mentions self-efficacy as an element in learning, because it reflects the degree to which the learner thinks he/she can cope and succeed in the learning situation. Conversely, enhanced self-efficacy, that is when the learner expects good results, tends to increase motivation and also increases willingness to take learning risks (cf. Skehan, 1989: 106; Ehrman, 1996: 144).

Language learning difficulties may particularly influence self-esteem negatively. Self-esteem is often built on a sense of self-efficacy (Ehrman, 1996: 146). Learners may believe that the target language is difficult to learn, or even that there is a right way to learn the target language. Thus, these beliefs and assumptions, as well as the learner’s

expectation of him/herself, affect the learner's sense of his/her ability to learn (Ehrman, 1996: 145).

In the beginning of the intervention being investigated in this study, it was obvious that the learners struggled with self-confidence, self-efficacy and self-esteem. They were very reluctant to speak Afrikaans, indicating to me, the teacher, that Afrikaans is difficult to learn. But, with time, as they felt more at ease in the class, they became more self-confident and were more willing to speak and ask questions in Afrikaans. Some learners even attempted to make conversation with me in Afrikaans after class (see Appendix D). This brings us to the notion of risk taking.

4.3.1.2 Risk taking

A number of researchers (cf. Dulay, Burt & Krashen, 1982; Skehan, 1989; Larsen-Freeman & Long, 1991; Brown, 1994; Ehrman, 1996; Weideman, 2002a) acknowledge the tendency to take risks and its connection with achieving greater success in language learning. If learners have a firm belief that they can accomplish a task, they then may be willing to become "gamblers in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty" (Brown, 1994: 24).

In their discussion of risk taking, Larsen-Freeman and Long (1991:188) indicate that the direct opposite of risk-taking behaviour is manifested in 'sensitivity to rejection'. Learners who are sensitive to rejection may avoid participation in the classroom, because they fear disapproval from classmates or the teacher. Therefore the self-confident learners will fear rejection less (Dulay *et al.*, 1982: 75).

In this study, learners' ages ranged from 16-22, with 18 the average age, thus reflecting an age category associated with adolescence. In this respect, researchers (Richards & Rodgers, 1986: 133; Lightbown & Spada, 1993; Ehrman, 1996: 150) suggest that fear, embarrassment, inhibition about performing in front of others, and judgment by others, all increase in early adolescence, and probably discourage risk-taking. Consequently, these traits may result in a high affective filter and may hamper progress in additional language learning.

However, during the intervention period under investigation, there was an increase in the learners' willingness to take risks. It was found that, to the extent that learners viewed the communicative activities done in class interesting, meaningful, and reflecting the real world outside the classroom, more of them deliberately attempted to use Afrikaans. Evidence of this was when two male learners volunteered to demonstrate their telephone conversation in front of the class (Chapter 6, Lesson 7). The class listened attentively and the two learners' endeavour resulted in a flow of participation by other eager classmates, despite the fact that I was recording their efforts, which could have been expected to inhibit them.

4.3.1.3 Anxiety

There appears to be a consistent relationship between personality, anxiety, the learning situation, and language proficiency. Ehrman (1996: 137-138) indicates that a variety of feelings accompany learning, and range from positive to less pleasant feelings. Negative feelings include frustration, anger, anxiety and lack of self-confidence, and these affective factors may influence the learning event, as well as how much language a learner can learn in a given time.

Some of the learners in this study indicated in the first questionnaire that they felt embarrassed by their poor performance in Afrikaans, while others indicated that they were anxious because they needed to pass Afrikaans, and found it a difficult language to learn. All these factors are indicative of these learners possessing a high affective filter.

According to Spolsky (1989: 114), anxiety in foreign language classes is most often related to listening and speaking, with 'difficulty in speaking in class' the main reason for high anxiety levels. Thus, teachers are challenged to create a favourable condition in the classroom by employing techniques to reduce anxiety and stress. Furthermore, a teacher should also consider the use of appropriate learning material in the learning situation. Weideman (2002a: 97) suggests that to become a professional, the language teacher should eventually be able to design appropriate teaching and learning materials to provide a less threatening and more supportive environment for learners. Therefore, the stress index for language methods proposed by Weideman (2002a:

102-103), provides teachers with valuable information on how to reduce anxiety in the second language classroom, and offers the teacher a reason for deliberately choosing a certain technique from the wide range available.

4.3.2 Capabilities

As illustrated in Figure 4.1, capabilities appear in the cluster comprising conditions relating to the learner, and involve the learners' capabilities in language learning such as aptitude, learning style and strategies. The combination of these learner factors explains the use the learner makes, deliberately or subconsciously, of the socially provided formal or informal learning opportunities (Spolsky, 1989: 27).

For the purpose of this study these variables will not be discussed in depth. They do, however, merit some brief individual discussion, as they may be related to affective variables. Therefore their influence in second language learning needs to be considered briefly.

4.3.2.1 Aptitude

Researchers comment that aptitude is not a single factor, but a cluster of specific abilities (cf. Skehan, 1989; Spolsky, 1989). In this respect, McLaughlin (1990: 172) asserts that “attitude, like intelligence, manner of presentation, and motivation, is a moderator variable that interacts with aptitude to predict performance in a second language”.

4.3.2.2 Learning strategies and learning styles

Learning strategies and styles of language learning, that at present command much attention in the research literature, are aspects constantly being researched (Cohen, 1998). Researchers suggest that learners differ in learning styles, and thus approach tasks with different sets of skills and strategies (cf. Spolsky, 1989: 108-109; Lightbown & Spada, 1993: 40-41; for a survey, see Lepota & Weideman, 2002: 206-219). It is therefore advisable that the teacher should take this into consideration, and give learners some freedom to choose and practise their preferred way of learning.

Skehan (1989: 31-34) points out the strong connection between second language learning in a school situation, and situational aspects relating to family background, parental education, and parental literacy. McLaughlin (1990: 172) agrees that family variables influence the learner's "general language-processing capacity", and the learner's development of learning strategies. These strategies are manifested in

learners from some homes who learn how to ask questions and keep a conversation going, how to practice and develop routines, how to use memory aids, and how to plan and set goals (McLaughlin, 1990: 172).

Interestingly, when the learners in this study realised that the intervention involved communicative activities, a few brought dictionaries to class to assist them with their vocabulary. These actions clearly suggest the employment of a learning strategy.

4.3.2.3 Previous knowledge

Previous knowledge and experience of the target language is another variable, which in combination with other factors explains the use the learner makes of the learning situation. Without entering into a lengthy discussion of this specific variable, it is sufficient to notice here that the learner's previous knowledge of the target language, and in particular the knowledge of his/her first language, sets conditions for second language learning. McLaughlin (1990: 173) stresses the interdependence between first and second languages in the "cognitive/academic domain, because experience with one language gives the learner strategies and metacognitive skills that generalize to subsequent languages". This implies that as knowledge or proficiency develops in one language, it also develops in an additional language (for a survey of Cummins' interdependence hypothesis, see Cummins, Harley, Swain & Allen, 1990).

Furthermore, language learners are today no longer regarded as passive recipients of instruction, but rather as agents responsible for their own learning. They should therefore be aware of strategies and tactics to improve their learning of, and proficiency in, the target language.

This brings us to the educational context referred to in Figure 4.1, as a second set of factors influencing additional language teaching and learning.

4.4 EDUCATIONAL CONTEXT

Learner variables are not the only factors influencing additional language teaching and learning. The teacher also needs to consider how variables like physical, social and cultural factors influence the formal learning situation, or, as Wilkins (1974: 43) comments,

[I]t would be a bad teacher who did not take into account his own qualities as a teacher, the characteristics of his pupils and the physical and other conditions in which he had to work.

Educational context comprises the formal learning situation, and includes various factors such as the school, the learning situation, teachers, the classroom situation, the teacher and teaching materials.

4.4.1 School

Apart from informal situations where the learner may have the opportunity to learn and speak the target language in the community, school offers formal learning of the target language to the learner. Conteh-Morgan (2002: 193) indicates that the factors influencing the learning situation in this respect may also refer to the

general atmosphere of the learning environment, the classroom dynamics, opportunities for student-student and student-instructor interaction, and the student's perception of the instructor's commitment to their learning.

4.4.1.1 Learning situation

Research suggests that learners' attitude towards the learning situation has an effect on learning the target language. In learning situations where learning the target language is compulsory, issues such as anxiety or anger may influence attitudes and motivation (Ehrman, 1996: 142). English and Afrikaans are the two compulsory language subjects at the particular school in this study, and in addition the learners choose between Zulu and Sotho as the third compulsory language subject. In this study it was found that in the group of 86 learners, 43 learners chose Zulu, and 43 learners Sotho as their third language subject.

Another significant dimension in the learning situation is the often-problematic introduction of communicative language teaching into an instructional culture that is

strongly traditional. Cook (1996: 187) states that the emphasis on spontaneous communication in CLT might alienate those from cultures who value silence and respect, and can be seen as a “jump in cultural terms”. The move from the traditional teacher-led class to an emphasis on communication and interaction in the classrooms may upset teachers, parents and learners. In this respect, Littlewood (2001: 21) suggests that there is a link between learners’ attitudes towards the teacher’s authority and learners’ willingness to speak out in class, and to ask questions. His research revealed that the apparent passivity of learners (especially Asian learners) was attributable to a learning situation where teachers play the “traditionally dominant authority role” (Littlewood, 2001: 21). However, he concludes that most of the learners in all the countries in his survey question the traditional role of the teacher, and express the desire to “break out of these constraints”, in order to become more active participants in the learning situation.

While Littlewood’s research refers mainly to the Asian context of much of his work, studies done on the African continent (cf. Shaalukeni, 2000: 85; Tesfamariam, 2000: 122; Weideman, 2001; Weideman, 2002b), confirm the belief of teachers and parents that there should be silence in the classroom and that strict discipline must exist. Teachers still believe they must “control the class”, hence their aversion towards pair and group communicative activities (Tesfamariam, 2000: 122). In addition, the learners are not familiar with communication and interaction arrangements in the classroom, and have the preconception that they need to listen to the teacher, who is expected to do the talking.

Similar conditions were found in this study. In my discussions with the teacher of the Grade 12 learners at the particular school in the study, she repeatedly stated that she wanted to be in charge in the classroom, and that when she taught the learners needed to be quiet and listen. She often reacted negatively towards the communication activities the learners engaged in during the interventions, and categorically stated that she disliked the ‘noise’ (see Chapter 6 and Appendix D).

Another important feature of the learning situation is that of time. The number of hours available for teaching the target language will obviously influence the level of attainment. In this study the initial expected intervention time was limited by

numerous factors such as school holidays, Ascension Day, riots in the vicinity of the school, an excursion, finalising of portfolios, and a photo shoot (Chapter 6 and Appendix D). Moreover, the allocated hour every week for the intervention seldom materialised. Assembly of the entire school preceded the intervention classes and resulted in numerous unexpected delays. Most of the time I was left with only 40 minutes of teaching time. Furthermore, it became apparent that quite a number of learners have the habit to arrive late for class. This tendency of arriving late is tolerated by the teachers. Yet another aspect is that of poor class attendance; only on the second day of the intervention were all of the 86 learners present. Attendance varied, and according to the teacher poor attendance is normal. Even she herself was absent a few times during the intervention period.

4.4.1.2 Teachers, teacher talk and code switching

Larsen-Freeman and Long (1991: 179) state that teachers' attitudes towards learners are an important variable that can affect the quality and quantity of the learning which takes place, as well as the linguistic outcomes for the learner.

In this study, it soon became apparent that that the Grade 12 teacher was not fluent in Afrikaans and herself had feelings of anxiety and helplessness (see Chapter 6 and Appendix D). She complained about the learners' poor attitude and lack of motivation. Furthermore, she indicated that learners neglect their homework, and that learners have an aversion to compiling their portfolios. She criticised the learning situation, because she felt unsure about the Afrikaans syllabus, and stated that she structured her lessons merely on the content of the final National examination papers of previous years. She even used those examination papers as tests without any adjustments, with detrimental results (the learner with the highest mark obtained 15%). Moreover, she indicated that she had lost her motivation, since she felt teaching the Grade 12 learners Afrikaans was a hopeless endeavour. In our discussions, she often indicated that the current Grade 9 learners were in a better situation to learn Afrikaans, because more of them had received Afrikaans lessons previously than the learners in this study. Thus, she enthusiastically collected material used during the intervention, in order to use it in the Grade 9 classes.

Central to classroom practice and teacher-learner interaction is teacher talk (cf. Nunan, 1991b: 190-191; Brown, 1994: 105; Cook, 1996: 129; Dernoshek, 2001: 71). The input of a teacher is crucial, and in second language teaching “everything that flows from the teacher’s mouth is important” (Dernoshek, 2001: 71). Thus, teacher talk comprises anything a teacher says instinctively without using a script, viz. explaining, clarifying, asking questions, providing feedback, reprimanding or praising.

Nunan (1991b: 189) views teacher talk as important for the effective organisation of the classroom, as well as for the process of acquisition. Through the use of language a teacher may either succeed or fail to implement his/her teaching plans. Regarding acquisition, Nunan (1991b: 189) argues that teacher talk is “probably the major source of comprehensible target language input the learner is likely to receive”.

Ellis (1985: 304) compares teacher talk with foreigner talk and defines it as the “adjustments to both language form and language function in order to facilitate communication”. Similarly, other researchers comment on the notion of speech modification by teachers, in order to make the target language more comprehensible and thereby enhancing acquisition (cf. Spolsky, 1989: 178; Nunan, 1991b: 190-191; Brown, 1994: 105; Conteh-Morgan, 2002: 194). Efforts to improve comprehensibility may include clear articulation, shorter utterances, slower speech, simple vocabulary, short phrases, less complex syntax, and frequent self-repeat. Additionally, to aid comprehension, teachers may opt to rephrase rather than to repeat the sentence (Conteh-Morgan, 2002: 194). However, Brown (1994: 105) warns that the target language should not lose its naturalness due to slower speech, and advises that a teacher needs to use basic vocabulary, and simple and short phrases that are at, or just slightly beyond the learners’ level. Thus, teacher talk in line with a CLT approach should mirror authentic, real life communication.

Another issue of concern that we should briefly consider is that of code switching. This refers especially to the issue when and how much the target language should be used in second language teaching. This is an ongoing debate (cf. Nunan, 1991b; Brown, 1994; Turnbull, 2001). There are those (cf. Brown, 1994; Turnbull: 2001: 531) who support the view that the ideal would be to restrict classroom language to

the target language unless some distinct advantage is gained by not doing so, and then this should only happen for a very brief time. Turnbull (2001: 534) correctly points out that although a quick switch to enhance learners' understanding can save time, it is crucial to use the target language as much as possible in contexts where learners have little contact with the target language outside the classroom.

I am in agreement with the view to maximise the use of the target language, but believe that in the additional language classroom, principled decisions about the judicious use of English are justified. In this study, where the learners' Afrikaans proficiency levels are very low, I realised that without the occasional code switching into English (their second language) the learners would have comprehension difficulties and this might influence them negatively towards Afrikaans. Evidence of this was a remark by one of the learners after I gave them an instruction in Afrikaans (I thought a very simple one): "Ma'm, I enjoy listening to you speaking Afrikaans, but I have no clue what to do now!" Thus, in order to increase comprehension, especially at the beginning of the intervention, and to reduce anxiety, I used English to explain activities, give brief descriptions of how to carry out a technique, or even to clarify the meaning of certain words. After a few sessions I recorded in my diary (Appendix D) that less switching into English occurred. I also noted that with increased use of Afrikaans in class by me (and less English), the learners' use of Afrikaans rose commensurately.

4.4.1.3 Classroom situation and teacher

The learners' attitude toward the classroom situation and teacher may increase acquisition and learning of the target language, because learners who feel at ease in the classroom, and who like the teacher, may accept the teacher as a "source of intake". Furthermore, positive attitudes toward the classroom situation and the teacher may result in self-confidence and/or integrative motivation, thereby enhancing acquisition (Krashen, 1988: 23).

During the intervention, especially at the beginning, I found that the learners were anxious not to make mistakes on the handouts, and would rather start all over than to erase a word, even in the case of rough copies. I also noticed that the learners felt the

need to enquire constantly about the correctness of their actions, even before attempting any writing. All of this is a clear indication of the prevalence of strict discipline, and an emphasis on following ‘correct’ procedures that the learners are used to in the Afrikaans learning situation.

Conteh-Morgan (2002: 193) indicates that the learning conditions also have an impact on the learning experience. These conditions could range from the

physical conditions of the classroom (e.g. big or small, hot or cold, and adequate and functioning equipment) to what an individual instructor does to enhance learning – clear teaching objectives, well-designed materials, clear transmission of new information, or the point of entry into new material.

In respect of this study, the physical arrangements and the number of learners in the classroom may have influenced the learning situation. As mentioned in Chapter 1, section 1.8.2, the fact that 86 learners were taught in a small classroom reflects a less than an ideal learning situation. In this regard, Wilkins (1974: 45) argues that the issue with large classes is whether “desirable methods and objectives can be maintained in the face of classes of more than forty pupils”. Although four to six learners shared a desk, quite a number of learners were not seated at a desk and some did not even have chairs. Moving between the learners to assist and give individual attention was restricted in this crowded classroom. Having to ask learners to sit back to back in information gap activities resulted in almost impossible rearrangement dilemmas. Furthermore, crowding all the Grade 12 learners into one classroom was unusual, and as a result the learners may have viewed the intervention as less important than other classes.

4.4.1.4 Materials

The last educational factor of teaching and learning an additional language to be considered here is the stock of resources which the teacher is able to exploit. According to Wilkins (1974: 47), “resources are not an adjunct, but an integral part of the learning situation” and therefore limited resources impede achievement. The presence or absence of resources like textbooks, workbooks, writing paper, pens/pencils, chalk, a blackboard, wall-pictures, tapes, tape recorder, television, radio, reading material and a library, all influence the learning situation. Most of these

resources were lacking in the learning situation in this study. It became evident that the Grade 12 learners were not used to communicative activities and that most of the teaching was of the ‘chalk and talk’ variety, with only limited opportunities for reading. A special edition of the Afrikaans newspaper *Beeld*, with a supplementary issue on revision of all Grade 12 subjects, was issued to every learner in the class on Day 5. The distribution of the newspaper was met with great enthusiasm by the principal, teacher and the learners. However, a number of the male learners were more interested in the alcohol advertisements than in the rest of the newspaper.

The use of a tape recorder and video camera during some of the intervention lessons caused quite a stir and resulted in positive and enthusiastic participation from the learners (see Chapter 6 and Appendix D).

Tomlinson (1998b: 18) states that materials should take learners’ different affective attitudes into account, and suggests that positive feelings towards the target language, teachers, and the learning materials would enhance the learning situation. Alongside this recognition of the importance of affective factors and the use of authentic texts in learning, Guariento and Morley (2001: 347) argue that there has been a growing awareness that simplicity of tasks to maintain or increase learners’ motivation does not sacrifice authenticity. Thus, the use of very simple tasks with low-level learners can be planned to “exhibit a high degree of authenticity, not only in terms of task, but also in terms of learner response” (Guariento & Morley, 2001: 352).

Another affective strategy that the materials writer should consider is the use of materials that tap into or stimulate learners’ interest, in order to increase motivation. By embedding learners’ interest in materials, learners are exposed to activities that will naturally elicit their curiosity and desire for understanding (Wlodkowski, 1993: 158). Motivated learners are more cooperative, and psychologically open to learning materials, which may enhance information processing (Wlodkowski, 1993: 5). According to Wilkins (1974: 84), developing materials in a second language with learners’ interest in mind may trigger learners’ intrinsic interest in the communicative activity so that “in their desire for successful communication they become largely unaware of the linguistic forms that are being used”.

During the intervention the learners appeared to find the materials interesting and user-friendly. It was obvious that the learners were not accustomed to receive any learning material specifically developed by their teacher. A folder to keep all their Afrikaans learning material was issued to learners at the beginning of class on Day 4. This concept astonished the learners, because they thought the folder would contain clean writing paper. I had to remind them constantly to use the folders for the handouts and to bring the folders to the next class. The development of appropriate materials and the influence these materials had in this additional language learning situation will be discussed in Chapter 5.

4.5 SOCIAL CONTEXT

Spolsky (1989: 131) views language as “primarily a social mechanism”, since languages are learned in social contexts. Spolsky further indicates that while language learning is individual, it takes place in society, and though social factors may not have a direct influence, they have “strong and traceable indirect effects” (Spolsky, 1989: 14). Similarly, Van Lier (1996: 35-36) argues that language use and language learning are “part of the world in which learners live”, and therefore any activities undertaken in the classroom must be understood in context.

The social context comprises the family or home, the community, city and province, as well as components such as the “sociolinguistic situation, the learners’ general exposure to other languages, the roles of the target language in the outside community and in the home, and the general perception of values of the target language and of bilingualism” (Spolsky, 1989: 25-26).

4.5.1 Parents

Another dimension of social context to be taken into consideration is the various parent factors, such as their education, religion, culture, socio-economic status, place of birth, and knowledge of target language (Spolsky, 1989: 26). These factors determine the parents’ rationales, goals, and priorities. Thus, the social context establishes the “actual nature of possibilities for social intercourse and other communicative transactions” (Spolsky, 1989: 16).

Larsen-Freeman and Long (1991: 178) state that in several studies investigating the parental role and the development of attitudes towards speakers of the target language, it was found that learners' attitudes reflected their parents' attitudes towards the target language. Furthermore, it became evident that learners adopt their parents' attitude towards the target language and this affects the learners' achievement in learning the language.

4.5.2 Community

According to Spolsky (1989:26), the social context influences second language learning in two indirect but important ways. Firstly, it plays a vital role in the development of the learner's attitude towards the target language, its speakers, and the language learning situation, which includes the learner's expectations and perceptions of the learning and its probable outcomes. These expectations and perceptions lead to the development of the learner's attitude and motivation. In this respect, Wilkins (1974: 47-48) indicates that in communities where the target language is observed with "indifference or even hostility", social and cultural attitudes have a considerable influence on individual learners' attitudes and motivation. Generally historical and political reasons are the cause for the given language to be regarded favourably or with great hostility (Wilkins, 1974: 48). In this regard, Plüddeman (2003: 285) comments on the high negative rating for Afrikaans found in his research, an indication of either the perceived low instrumental value of Afrikaans, or the historical association of Afrikaans with apartheid and its association with racism. He comments that the "possibility of latent racism is never very far from the surface". In a recent newspaper article, *The rediscovery of Afrikaans* (Schmidt, 2003: 13), the issue of teaching Afrikaans as a language subject at black schools in Soweto came under the spotlight. The article highlights the fact that in 1976 Soweto learners rebelled against the "enforced use of Afrikaans in their schools", and that Afrikaans still "carries the baggage" of the "language of apartheid". However, now that Afrikaans is being phased out at many Soweto schools, in line with the new language policy of the Education Department, there is a "resurgence of love for the language and its colourful idioms", and there are those who enthusiastically advocate that Afrikaans may be "used as a bridge to reconcile people who apartheid divided".

Secondly, the context establishes the social condition of the language learning situation (formal and informal) and the various opportunities for language learning. Formal situations are the provision of different educational institutions in society for language learning, whereas informal situations reflect the potential opportunities in society for exposure to the target language (interaction with speakers and writers of the target language). Studies suggest that there is high correlation between the kind of exposure to the target language and the proficiency attained. In situations where learners have more, rather than limited, opportunities to communicate with target language speakers, the learning outcome is more favourable (cf. Van Els *et al.*, 1984: 120; Spolsky, 1989: 166).

Another dimension of the influence of social context mentioned by Larsen-Freeman and Long (1991: 178) is that research shows that the attitudes of peers can also influence the learners' learning of the target language, especially when older users of the language in the community make fun of the learners' attempts to use the target language.

It is necessary to consider the community in the area where the particular school in the study is situated and also the parents, as social factors influencing the learning situation. Although Afrikaans is being taught as one of three compulsory language subjects at the school in the study, Afrikaans is not widely spoken in the community. As indicated in Chapter 1, section 1.2.1, the fact that Afrikaans is taught as an additional language may be attributed to the principal's commitment to promote Afrikaans, as well as to parents' demands. However, the latter reason may be arguable, given the historical background of the particular school, where Afrikaans was taught as a compulsory language subject during the apartheid years. Information gathered from the questionnaire on attitudinal factors (Appendix A), indicates that 44% of the parents do not speak Afrikaans. Therefore some 56% of the parents are able to speak Afrikaans, or 'know' the target language. Yet only 23% of learners sometimes speak Afrikaans at home to one or more of the family members, or to friends: father (20%); mother (20%); grandfather (13%); grandmother (13%); brother (13%); sister (13%); friends (8%).

Whenever a second language is taught, the learner inevitably learns about the culture, the values and beliefs of that particular language group. Researchers argue that, because language is an integral part of culture, the learner's attitude toward the target language and the willingness to identify with the culture play an important role in the success of learning of a second language (cf. Gardner & Lambert, 1972; Brown 1994).

Brown (1994) focuses on the interconnection of language and culture in his language-culture connection principle. The success of second language learning may be affected by the learners' awareness and understanding of cross-cultural differences, as well as the use of teaching activities and materials that illustrate the connection between the target language and culture. People often perceive the "cultural environment through the filters of their own worldview and then act upon that perception" (Zhonggangao, 2001: 329). The link between language and culture has relevance also to the teaching and learning of languages in South Africa. Indeed, the linguistic and cultural diversity of South Africa are acknowledged within the new National Curriculum Statement, which will be examined more closely in Chapter 8.

Thus far the discussion of factors influencing additional language teaching and learning has dealt with the overall relationship between contextual factors and the individual learner's personality traits. Although attitude and motivation are more part of the individual's personality, these affective variables are equally influenced by the social context, which again highlights the close interaction between the various factors influencing additional language teaching and learning (Figure 4.1).

We now turn to the concept of attitude.

4.6 ATTITUDES AND MOTIVATION

Gardner and Lambert's (1972: 132) perspective on the success of learning a foreign language entails that the learning process should "not only depend on intellectual capacity and language aptitude", but also take notice of learners' attitudes which determine their motivation for learning a foreign language.

4.6.1 Attitudes

Robbins and Coulter (2003: 371) say that attitudes are “evaluative statements – either favourable or unfavourable – concerning objects, people, or events. They reflect how an individual feels about something.” According to Ellis (1985: 293), the concept of attitudes refers to a set of beliefs which influence language learning in a number of ways. Learners hold beliefs about aspects such as the “target language culture, their own culture and, in the case of classroom learning, of their teacher and the learning tasks they are given” (Ellis, 1985: 293).

Lightbown and Spada (1993: 40) indicate that learning a second language may be a “source of enrichment or a source of resentment”. It all depends on a learner’s attitude. Thus, if the learner’s only reason for learning the target language is external pressure, the learner may have minimal internal motivation and his/her general attitude towards learning the language may be negative.

An important factor to keep in mind is that people vary in attitude to the language and to the people who speak the language (Klein, 1986: 37). When learners hold negative attitudes towards the target language, it affects their degree of success in learning the language (Larsen-Freeman & Long, 1991: 178-179). According to Klein (1986: 38), the learner who regards the target language “as gibberish” and dislikes target language speakers will be less successful in learning the language.

Attitude and motivation of second language learners usually play an important role in the learning process (cf. Littlewood, 2001: 13; Zhongganggao 2001: 329). For instance, learners with a negative attitude toward a language, the cultural group speaking that language, or even the target language environment, may not be willing to learn the target language, as they are not motivated (Zhongganggao, 2001: 329). Thus, the attitude of second language learners may result in social distance, which influences the degree to which the target language is acquired (cf. Larsen-Freeman & Long, 1991: 181; Zhongganggao, 2001: 329).

Regarding the learners in this study, it soon became apparent that their attitudes towards Afrikaans were less than positive. The first questionnaire given to the learners to determine their attitudes towards Afrikaans (Appendix A), reflected that 41% of the learners liked Afrikaans, 13 % specified that they liked Afrikaans only a little bit, whereas 46% of the learners indicated that they disliked Afrikaans. These results are reflected in Figure 4.2.

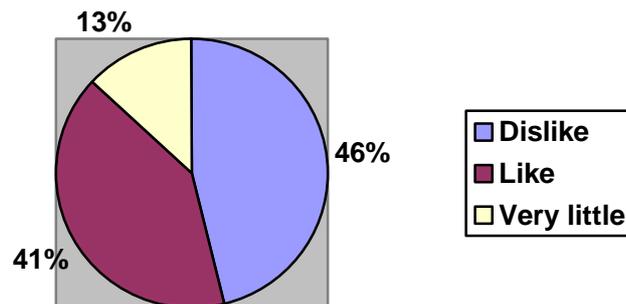


Figure 4.2 Learners' attitudes towards Afrikaans

The main reason given why the learners did not like Afrikaans was that they do not understand the language (40%), while 18% of the learners indicated that it is difficult to learn. On the other hand, 18% of learners suggested that it would be to their benefit to understand or speak Afrikaans, and 7% of learners mentioned that they want to learn Afrikaans.

We again turn our attention now to the individual learner and how motivation is carried into language learning. Three questions arise: Where does motivation come from? Are there different kinds of motivation? How does motivation influence second language learning?

4.6.2 Motivation

Motivation is a complex phenomenon, and plays a major role in second language learning. Motivation is defined by Keuning (1998: 367) as the "will to do something, and is influenced by the degree in which certain behaviour can satisfy the needs of an individual". A need is seen as an "observed physiological or psychological lack due to which a certain something is appealing" (Keuning, 1998: 367). According to Van Lier (1996: 108) motivation in general is seen as a response to a certain need, and intrinsic

motivation “arises out of certain basic psychological needs, which are innate in the human being”. These needs are then transformed into goals and are of crucial importance in education, since this transformation process is at the core of all pedagogical action (Van Lier, 1996: 108).

4.6.2.1 Motivation and language learning

Motivation theories influence teaching methodologies and are especially evident, for example, in Audio-lingual methodology with its emphasis on memorisation, drilling and repeating, since here we find a theory of learning and motivation that “relied on the concept of behavioural reinforcement as both a mechanism and a motivator” (Ehrman, 1996: 140).

In Communicative Language Teaching, in comparison, with its emphasis on activities that involve a meaningful exchange of information, a “richer and more dynamic view of motivation would be inevitable” (Van Lier, 1996: 106). Arguing that motivation is one of the key learner factors that affect second language achievement, Kalaja and Leppanen (1998: 169) view motivation a “learner-internal state or trait, or alternatively, choices or stages in a decision process in the learner’s mind”. Lightbown and Spada (1993: 40) define motivation in terms of two factors: “the learners’ communicative needs, and their attitudes towards the second language community”.

Ellis’s (1985) statement is even more relevant for the topic at hand: he describes motivation in language learning in terms of the “learner’s overall goal or orientation”. In the same vein, Ehrman (1996: 137) asserts that motivation is the “perceived payoff for the student’s investment of time, energy, and effort”, and observes that it has to do with the reason why the learner is there, as well as what keeps him/her working. Spolsky (1989: 154) goes further, by stating that motivation consists of three components: attitudes towards learning the second language, a desire to learn the target language, and the effort made to learn the language. If all three components are involved, the learner then is “truly motivated” (Spolsky, 1989: 154).

The relevance of these statements for this study is that it was found that the learners' attitude towards Afrikaans was less than positive, as illustrated in Figure 4.2 above, and that their desire to learn Afrikaans was tied up with instrumental motivation (see discussion below). It also became clear, especially at the beginning of the intervention, that a number of learners were clearly not motivated enough to make an effort to learn Afrikaans, because the intervention class was viewed as an ideal opportunity to complete their homework for other subjects, or even to learn for a test in another subject. The teacher commented that this was common practice, and that she constantly needed to reprimand learners (see Appendix D). Obviously, her reprimands did not have the desired effect, because the notion of learners learning for other subjects in the Afrikaans class was still a frustrating occurrence during the initial intervention lessons (see Chapter 6).

4.6.2.2 Intrinsic and extrinsic motivation

It is important to recognise that people are motivated in different ways and to different degrees of intensity. Van Lier (1996: 99) regards motivation as “interplay between intrinsic (innate) and extrinsic (environmental) factors” and correctly points out that motivation for language learning lies in the “realization of this interplay between intrinsic and extrinsic factors”.

4.6.2.3 Sources of motivation

Determining which sources of motivation are most conducive to learning is of crucial importance in second language learning. Skehan (1989: 49) states that motivation has several sources, such as the learning activity itself ('Intrinsic hypothesis'); alternatively, one finds that motivation is influenced by the success learners experience ('Resultative hypothesis'), or the notion that learners bring some motivation to the learning situation ('Internal Cause hypothesis'), and finally external influences and incentives influencing the learners' performance ('Carrot and Stick hypothesis').

The four sources of motivation mentioned above are arranged by Skehan (1989:50) in the form of a 2 x 2 matrix to highlight the “wider framework within which motivational forces operate”, and these interrelationships are illustrated in Figure 4.3.

	Within the learning content	The results of learning
Outside the individual	Materials Teaching	Constraints Rewards
Inside the individual	Success	Goals

Figure 4.3 Dimensions of motivational sources (Skehan, 1989: 50)

The upper row involves the external factors that may influence the learners' motivation, and could, for example, be the use of interesting materials and activities, or the contribution of more inspiring and stimulating teachers. These influences could also entail the use of frequent tests and examinations, or rewarding the learner. In contrast, the bottom row involves the individual learner within the learning context, and relates to the success of achievement and its effects on the motivational level. Outside the learning context, the focus is on the goals required for learning that the learner needs to maintain.

A number of researchers indicate that there are two kinds of motivation, that is, integrative and instrumental, concepts which probably originate in the research of Gardner and Lambert (cf. Gardner & Lambert, 1972; Skehan, 1989; Spolsky, 1989; Van Lier, 1996; Larsen-Freeman & Long, 1991). For the sake of this study, the two kinds of motivation will not be discussed in depth. They do, however merit some brief individual discussion.

4.6.2.4 Integrative motivation

Skehan (1989: 53) views integrative motivation as an important source of motivation, because it is “firmly based in the personality of the learner”. According to Gardner and Lambert (1972: 14) integrative motivation occurs when the learner wishes to identify with the culture of the second language group. Van Lier (1996: 104) agrees

with this definition, but extends the definition by adding the desire to integrate with the target group.

Gardner and Lambert (1972: 128) state that learners' positive attitudes toward the target language speakers and their culture result in more successful learning of the target language. Furthermore, consistency of findings across cultures has supplied evidence that integrative motivation primarily affects oral skills. Abu-Rabia (1996: 590) confirms that learners whose "attitudes were negative or ambivalent" are less successful in learning the target language. Similarly, Roos (1990: 27) comments that learners interested in the target language community (i.e. that are integratively motivated) tend to become more proficient in the target language than learners who have to learn the language for some functional purpose, for example to pass an examination (instrumentally motivated). Certainly, in this study, where the learning of Afrikaans was compulsory, this is an important point.

4.6.2.5 Instrumental motivation

Larsen-Freeman and Long (1991: 208) suggest that instrumental motivation is just as powerful as integrative motivation. Instrumental motivation differs from integrative motivation in that the focus is on the "more utilitarian value of linguistic achievement" (Abu-Rabia, 1996: 590). Instrumental motivation is seen as the learner's desire to "gain social recognition or economic advantages through knowledge of the foreign language" (Gardner & Lambert, 1972: 14). Thus instrumental motivation occurs when the learner is motivated to succeed in order to satisfy personal goals, for example to pass an examination, get a job, or to reach individual self-fulfilment (cf. Van Lier, 1996: 104; Littlewood, 2001: 6).

To give a more complete picture of the learners' motivation in this study, we turn our attention now to findings from the first questionnaire (Appendix A) regarding the learners' satisfaction with their performance in Afrikaans. It was found that 98% of the learners indicated that they wanted to improve their marks in Afrikaans, while 2% could not be bothered (Appendix A). The reasons given why they want to improve their Afrikaans are indicated in Table 4.1, and although there is a hint of integrative motivation (as described above), the results rather reflect instrumental motivation.

Table 4.1 Motivation for improving Afrikaans

Motivation	Percentage
Want to improve marks to pass exam	54
Want to improve speak, read, listen skills	16
Like Afrikaans	13
Need to (compulsory subject)	2
In order to get a job	1
No remark	14

4.6.2.6 The difficulty of motivating learners

There is agreement among teachers on the importance of motivation in language learning. However, Van Lier (1996: 120-121) cautions that instead of critically and analytically examining the concepts, teachers rather attempt to “capture the students’ attention by various gimmicks such as putting on a show, providing stickers and grades, and a multitude of other superficial devices”. He argues that “[m]any of the things done in the name of motivating the students, do nothing but sidestep the issue of true motivation. Education, in other words, is heavily polluted with surrogate motivation” (Van Lier, 1996: 121).

During the first intervention lesson, I complimented learners on their achievements with their traditional “Shine, shine, shine!” remark (see Chapter 6 and Appendix D). This was met with great pleasure by the class and resulted in the learners making an effort to be similarly rewarded. The following week I changed this encouragement to “*Goed, beter, beste!*” The learners subsequently used this Afrikaans slogan enthusiastically throughout the intervention. Admittedly, this action may be seen as a ‘gimmick’, exactly what Van Lier warns against. Nonetheless, the ‘pros’ in my opinion outweighed the ‘cons’: the use of the slogan resulted in establishing an enjoyable and relaxed atmosphere, ensured active participation by the learners as well as affirmation of their abilities, and increased self-confidence. Moreover, during the intervention the emphasis was on meaningful communicative activities, utilising

appropriate materials, in order to captivate the learners' attention and enhance their motivation.

4.7 OPPORTUNITIES FOR LEARNING

Whatever the language learner brings to the task, the outcome of additional language learning depends on the kind of exposure to the target language. Spolsky (1989: 27) indicates that the interaction between the language learner and the learning opportunity determines the learner's success in achieving the linguistic outcomes (linguistic and communicative competence) and non-linguistic outcomes (including attitude changes).

4.7.1 Informal learning

Van Els *et al.* (1984: 120) observe that research indicates that the correlation between attitude variables and attained proficiency tends to be stronger in contexts where learners have many opportunities to communicate with target language speakers, compared to where they have limited opportunities.

As indicated earlier, in this study the learners' opportunity to speak Afrikaans in the community was limited. Therefore the learners' informal learning chances were minimal. However, media like television, newspapers, magazines and books present another informal learning opportunity for the learners, and the use they made thereof was examined (see Appendix A). Sixty seven per cent of the learners watched Afrikaans television programmes, *Sewende laan* being the preferred programme (63%). The use of English subtitles in *Sewende laan* probably enhances some of the learners' comprehension, and this might explain their preference. Other Afrikaans television programmes mentioned by the learners included: *Noot vir noot* (15%); *50/50* (5%); *Maak 'n las* (5%); *Vetkoekpaleis*; *Pasella*; *Geraas*; and *Egoli* (all 3%). The main reason given for not watching Afrikaans television programmes was that the learners do not understand Afrikaans (90%), or, as they put it, they experience problems to 'listen' to Afrikaans ("hoor"). Only one learner mentioned that they do not own a television. The learners' motivation for viewing Afrikaans television programmes as indicated in their responses is shown in Table 4.2.

Table 4.2 Motivation for viewing Afrikaans television programmes

Motivation	Percentage
Want to learn and understand Afrikaans	35
Interesting programme(s)	27
Want to improve marks	18
No reason	20

Thirty-five per cent of the learners indicated that they watched the Afrikaans programmes in order to improve their Afrikaans and to gain a better understanding of the language. Considering their low proficiency level in Afrikaans, the assumption was that they would use it as an opportunity to improve their marks. On the other hand, the use of subtitles in *Sewende laan* enhanced their understanding and in that way presented interesting viewing material.

The learners' incentive to improve their Afrikaans marks, as reflected in Table 4.1, is higher in than that suggested by Table 4.2 above, where the learners were seemingly more interested to develop their Afrikaans proficiency to be able to understand Afrikaans television programmes. This notion possibly reflects the learners' beliefs that watching television is more a matter of relaxation and recreation, than an opportunity to 'pick up the language', or a method that could assist in any way to improve their marks. It may also be a reflection of their perception that learning a second language only takes place in a formal learning situation.

Regarding reading in Afrikaans, 44% of the learners indicated that they do not read any Afrikaans newspapers, magazines or books, while 43% said they do read, and 13% claimed they only read sometimes. The Afrikaans newspaper, *Beeld*, was the preferred Afrikaans reading material (48%), followed by the magazine, *Huisgenoot* (32%). The learners also mentioned *Kinders van die aarde*, their prescribed Afrikaans book (20%). It must be mentioned that Afrikaans newspapers frequently were distributed by the TSA researchers to the teachers at the school for use in the language classes, and thus may be the reason for these preferences. Twenty six per cent of the learners stated that they did not read Afrikaans reading material because they disliked

Afrikaans. Nonetheless, a number of learners indicated that they do try to read Afrikaans material, but found it very difficult, and struggled to understand the text.

4.7.2 Formal learning

In CLT, the emphasis is on meaningful communication, and active participation by the learners. The question arises: what is the role of the interactive teacher? According to Brown (1994: 162), an interactive teacher should be able to take up different roles ranging from directive to nondirective teaching, all depending on the proficiency level of the learners in the class. The different roles of a language teacher will be examined in more detail in Chapter 7, section 7.2.4. However, below we will consider the five roles of a teacher described by Brown (1994: 160-161), namely those of controller, director, manager, facilitator, and as a resource.

The role as a controller reflects the practice in traditional educational institutions where a teacher is the “master controller” and therefore always in charge, limiting the interaction that takes place (Brown, 1994: 160). However, as Brown correctly indicates, some control is in fact imperative when interactive techniques are to be employed. In other words, even in an interactive classroom, the teacher needs to maintain some control to plan, specify directions and to organise the time during the class activities.

The second role of a teacher, that of director, entails the responsibility to ensure that, whenever the learners engage in communicative activities, the process runs smoothly and efficiently. The ultimate goal of such direction is to “enable students eventually to engage in the real-life drama of improvisation as each communicative event brings its own uniqueness” (Brown, 1994: 161).

The role of manager metaphorically encapsulates a teacher’s classroom practice, and comprises planning of lessons and communicative activities, as well as the choice of learning materials to be used. However, a teacher’s managerial skills should also allow each learner the freedom to be creative within the communicative activities (Brown, 1994: 161).

The facilitating role is a less directive role, where a teacher takes advantage of intrinsic motivation by allowing learners to become active participants in the language classroom. Likewise, Versfeld (1995: 24) is of the opinion that a teacher's role is one of facilitator or guide rather than the "giver of new knowledge". Thus, through guidance and "gentle prodding here and there" a teacher empowers the learners to "find their own pathways to success" (Brown, 1994: 161).

The role of facilitator also necessitates more thought to error correction. According to Han (2001: 16), teacher corrective feedback is necessary to enhance learner output, especially in learner-learner interactive activities. The emphasis on fluency in CLT calls for a progressive improvement in accuracy and in this milieu, a teacher as facilitator should be tactful when correcting errors and concentrate only on relevant errors. Correction should be viewed as an "essential tool" to guide learners towards improvement (Nunan, 1991b: 226). Hence, a teacher should be sensitive to learners' needs, and allow them to practise the target language freely without the fear that "every minor flaw" will be corrected (Brown, 1994: 106). Agnihotri (1995: 7) captures the essence of the error correction issue in current teaching by stating that errors need to be seen as necessary stages in the process of learning and "not as pathologies to be eradicated through punishment". In addition to this, Celce-Murcia and Olshtain (2000: 220) indicate that teachers have the obligation to make learners aware that "some grammar errors do not interfere with communication but simply sound non-native or carry a social stigma". They argue that once these errors are pointed out, it is up to the learners to correct such errors, while the teacher will help and guide the process (Celce-Murcia & Olshtain, 2000: 220). A rather different view is put forward by Truscott (1996: 327-369) who views grammar correction as inefficient and argues strongly against grammar correction. This view is in congruence with the views of Lightbown (2000: 446) and Weideman (2002a: 2-3).

In addition to error correction, another commonly conceived classroom function of teachers is that of constructive feedback and praise of learners' performance. The functions of positive feedback are twofold: to inform learners on the correctness of their performance, and to increase motivation through effective praise (Nunan, 1991b: 195). There is compelling evidence that learners expect feedback, and research has found that positive feedback is the most effective tool for changing learners'

behaviour. However, Nunan (1991b: 197) recommends that teachers should be conscious of the ways in which they provide feedback, which in the first instance should not only be an automatic response, and, furthermore, that they should monitor who receives feedback since high-achieving, as well as low-achieving learners require feedback.

The fifth role of a teacher as a resource is also a less directive role, which allows the learners take the initiative to turn to the teacher for advice, or to seek help. However, this does not imply that the teacher renounces responsibility for teaching – some degree of controlling, planning and managing the classroom needs to be maintained.

With reference to this study, my role as teacher of the intervention classes indeed comprised all five roles as discussed above. Since the teaching and learning situation in the classroom was less than favourable, my roles as controller, director and manager were required to create an interactive classroom. In view of the learners' low proficiency levels in Afrikaans, and the fact that a CLT approach was relatively new to them, the learners were highly dependent on me, especially at the beginning of the intervention period. Therefore it was my responsibility to 'keep the ball rolling', but also to establish a classroom atmosphere that was conducive to learning. Adopting the role of facilitator, I tried from the beginning to get the learners into an interactive frame of mind to take part actively in class, and to participate in pair work and group work. Furthermore, once the learners felt more at ease in the class, they asked me to assist them with translation, answering questions, clarifying, explaining, and expanding on information in the texts under discussion.

This brings us back to the framework of factors influencing additional language teaching and learning (Figure 4.1), and the role of the intervention in this study. As the framework is integrative and interactive, some remedial actions and their influence were mentioned and reflected upon in the discussions of certain parts of the framework. However, Chapter 6 below will discuss in detail the intervention in this study *per se*.

4.8 CONCLUSION

As we noted in Chapter 3, Communicative Language Teaching suggests new roles for language teachers, language learners, and instructional materials. Hence, in pursuit of a better understanding of additional language learning, and guided by a framework developed for this study, Chapter 4 has focussed on the influence of aspects like social context, educational context, and individual learners' interests, needs, attitude and motivation.

In addition, reflection on the manifestation of these different factors which influence additional language teaching and learning has offered an opportunity to begin to build a profile of the Grade 12 learners, as well as of the learning situation at the school. Consideration was given especially to the learners' attitudes towards Afrikaans and their motivation to learn Afrikaans.

The discussion of the influence of the various factors and the conditions conducive to learning an additional language has provided some insight into the kind of teaching and instructional materials suitable for the intervention. Moreover, it is evident that instructional materials should ideally be designed to cater for the different roles of the teacher and the learner in the CLT classroom, and to enhance learners' proficiency in the second or additional language. The criteria for developing such materials will be the focus of Chapter 5.

CHAPTER 5

DESIGN CRITERIA FOR MATERIALS DEVELOPMENT

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CHAPTER 5 DESIGN CRITERIA FOR MATERIALS DEVELOPMENT

5.1 INTRODUCTION

In the preceding chapters, the background of the study was discussed (Chapter 1), the framework of the research process and the methods employed in this study were described (Chapter 2), the literature review undertaken gave insight into Communicative Language Teaching (Chapter 3), and the influence of various factors on additional language learning were explored (Chapter 4). The current chapter focuses on the design and development of appropriate materials, in order to enhance proficiency in additional language learning. With the purpose of the study in mind, two vital questions arise: What materials should be used in the intervention process, and what can be done with these materials to promote language learning?

In view of the information presented in the previous chapters, it is evident that for the optimal enhancement of learning the ideal would be to develop an appropriate learning programme based on the diagnostic report of the test, as well as the analysis of the affective questionnaire. Thus, the starting point in this chapter is to examine the need for materials development by reflecting on the results of the diagnostic assessment of the proficiency in Afrikaans of the Grade 12 learners, followed by a schematic representation of the learners' profile.

Next, the rationale for the process of materials writing, reflecting an action research cycle, will be discussed. After this we move on to examine design considerations, and to establish the criteria for developing the relevant learning material to be used in this project. However, we shall first set the scene by considering the need for materials development in this study.

5.2 THE NEED FOR MATERIALS DEVELOPMENT

The identification of the need for materials development in this study involves fact-finding and analysis of the learners' proficiency in Afrikaans, as well as knowledge about the resources and the time available. We will consider these variables in turn.

5.2.1 Learners' proficiency in Afrikaans

The envisaged intervention prompted a number of questions as outlined in Chapter 1, section 1.2. Chief among those questions is: how proficient are the learners in Afrikaans as an additional language? Naturally, since the learners are in Grade 12, there would be justification in assuming that their proficiency and functional Afrikaans literacy would correspond approximately with their grade level. However, such a supposition would have been wrong in this case, since the pre-intervention test indicated that the learners' proficiency level in Afrikaans in fact averaged at the level of Grade 4. An understanding of the actual proficiency level of the learners is a vital factor in deciding on the remedies to be instituted during the intervention. The results of the diagnostic report are captured in Figure 5.1.

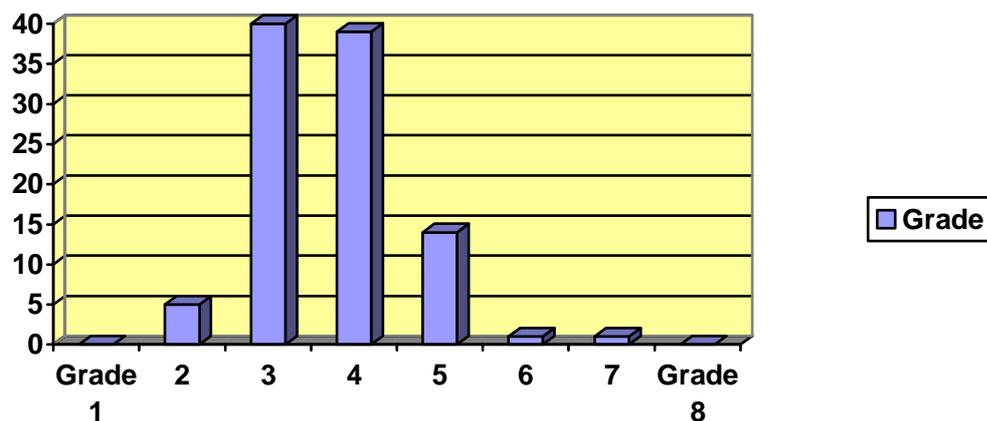


Figure 5.1 Learners' proficiency in Afrikaans

The results emphasise the magnitude of the proficiency dilemma in this study. It is obvious that the situation needed some radical measures, since the proficiency levels ranged from Grade 2 to Grade 7. The percentage of learners in each Grade is shown in parentheses: Grade 2 (5%); Grade 3 (40%); Grade 4 (39%), Grade 5 (14%), Grade 6 and Grade 7 (1% each). The average score of the learners' proficiency levels was 23%, and the average grade of the Grade 12 learners' proficiency in Afrikaans was, according to the norms of the test employed, only Grade 4.

In addition, knowledge about the learners' proficiency levels in reading, writing, speaking and listening skills directly affects the planning of the intervention lessons,

and evidently the use of appropriate materials and methods. A more specified indication of the problem areas is encapsulated in Figure 5.2

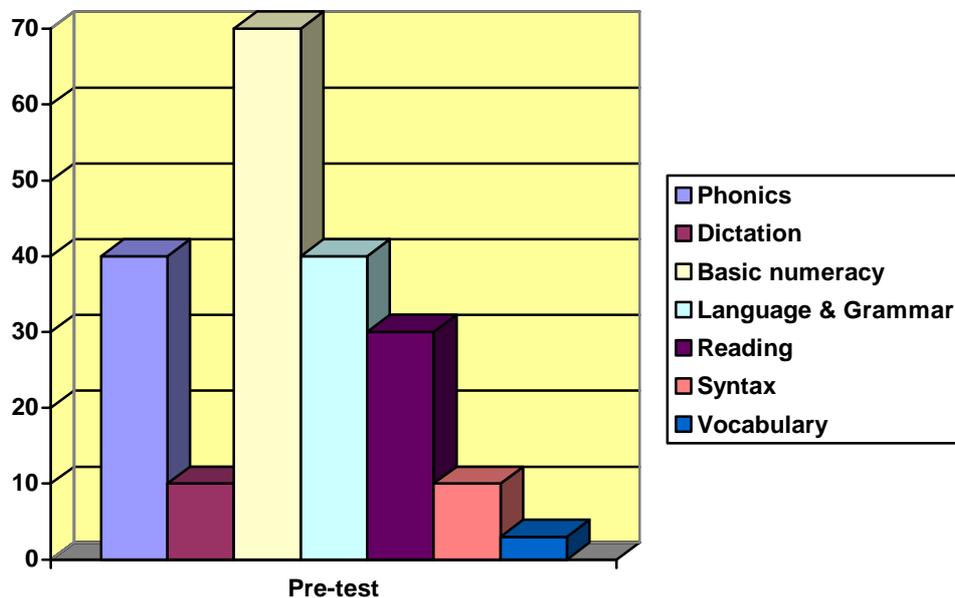


Figure 5.2 Pre-test: Proficiency profile of learners

Figure 5.2 shows the problem areas relative to each other: the learners' vocabulary in context had the lowest average score of only 3%, then syntax (10%) and dictation (10%), followed by reading at 30%; and both phonics, as well as language and grammar (spatial awareness) at 40%. Basic numeracy was the highest, at 70%. Moreover, the evaluators rated all of these proficiency elements poor and inadequate for Grade 12 learners. In addition, in the diagnostic report, the evaluators indicated that the learners' functional Afrikaans literacy was poor, and according to them, results also indicated that learners guessed the answers, probably reflecting a 'guessing the answer' test practice they may be employing in difficult tests. Incidentally, the evaluators requested that the diagnostic results should be made known only to the principal, and not to the teacher or the learners, as they would have been demoralising to both.

If we consider the diagnostic results of the pre-intervention test, it is obvious that the situation requires the employment of a range of appropriate and relevant learning materials, as well as measures to maximise intake during the short intervention programme to address the specified problem areas. I set out to use an approach based

on Communicative Language Teaching along with its practical implementations (Chapter 3) during the lessons. In this respect, Nunan (1991b: 67) points out that introducing a new teaching approach is “inherently risky”, since either the situation can unfold in an unexpected way, or there is the possibility that the learners could react differently than predicted. However, as a consolation, he also states that “no teaching plan can be completely controlled”, because circumstances are unpredictable and therefore teachers should bear in mind that at times plans need to be changed. In the discussion of the implementation of the materials in the learning setting in Chapter 6, the learners’ reactions to the CLT approach, as well as my decisions to change plans, will be addressed in more detail.

I must admit that the magnitude of the proficiency dilemma, the characteristics of the learners, as well as the educational and social contextual factors were overwhelming and contributed to a feeling of despair on my part at the start of the intervention programme. Nonetheless, my predicament made me realise that I was not working alone with the research problem. As Gebhard (1999: 71) indicates, the “collaborative nature of action research is thought-provoking and stress-reducing”. My approach and efforts in the classroom resulted in the principal, as well as other teachers and learners, showing an interest in what was happening in the Afrikaans class. This support made me realise that the intervention programme was not an isolated endeavour, but that it was viewed as an integral part of the school setting.

Hence, when teachers engage in action research they need not feel that they have failed if a problem is not resolved. They can “simply restate the goal and redesign the plan using their acquired knowledge and experience to continue in their efforts to resolve the problem” (Gebhard, 1999: 71). Action research provided me with an opportunity to take a closer look at the remedies to be instituted, to reflect systematically on the actions taken in the classroom, to be critical about my teaching practice, and to be prepared to change it.

This brings the question on the effectiveness of the methods and materials employed during the intervention to the fore. The results of the diagnostic post-test assessment are captured in Figure 5.3.

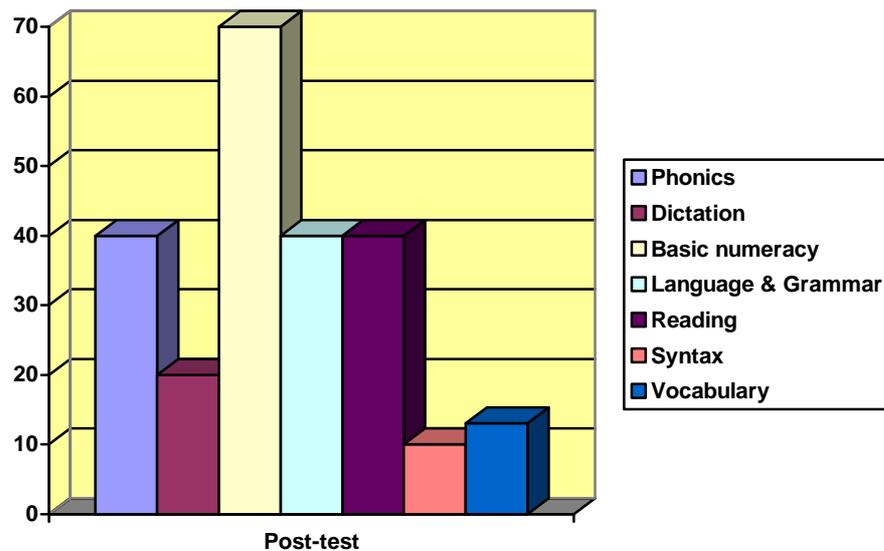


Figure 5.3 Post-test: Proficiency profile of learners

Figure 5.3 shows that there was indeed an improvement in three of the problem areas (average scores), viz. vocabulary, which improved from 3% to 13%, dictation from 10% to 20%, and reading from 30% to 40%. Interesting is the fact that in each of these three problem areas the improvement was 10%, while the other identified areas remained exactly the same as in the pre-test.

A comparison between the average scores of the pre-test and the post-test diagnostic assessments is shown in Figure 5.4. Basic numeracy remains at 70%, phonics at 40%, and language and grammar at 40%, but reading improved to 40%, dictation also improved to 20%, vocabulary went up to 13%, while syntax remained at 10% and is the lowest percentage. It appears that the materials and methods employed during the intervention had a greater impact on the learners' proficiency in vocabulary, dictation and reading. In addition, the importance of teacher talk in the process of acquisition (Chapter 4, section 4.4.1.2) should also be taken into account, since I limited code switching, and rather opted to maximise the use of Afrikaans by frequent self-repeat and rephrasing when explaining or giving instructions. The fact that I am a native speaker of Afrikaans also brought the learners into contact with 'real' Afrikaans, since they have limited opportunities to communicate with target language speakers.

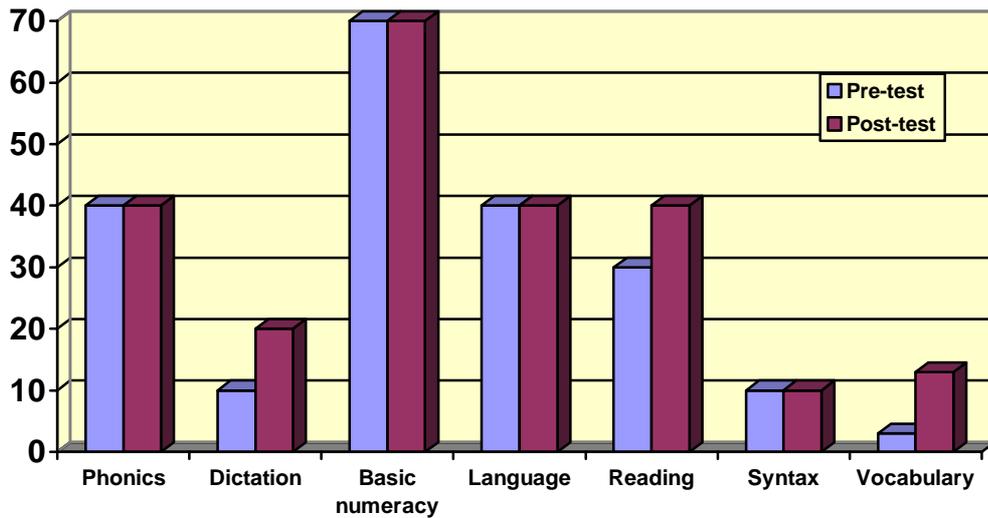


Figure 5.4 Comparison between pre-test and post-test results

Taking the aim of the study into account, two other questions arise. How successful was the intervention project that I undertook, and did the learners' proficiency in Afrikaans improve through the use of appropriate materials? At the beginning, the learners' proficiency level in Afrikaans averaged Grade 4, but a comparison between the learners' grades in the pre-test and post-test (illustrated in Figure 5.5) could, in addition, give more insight into the effectiveness of the intervention process.

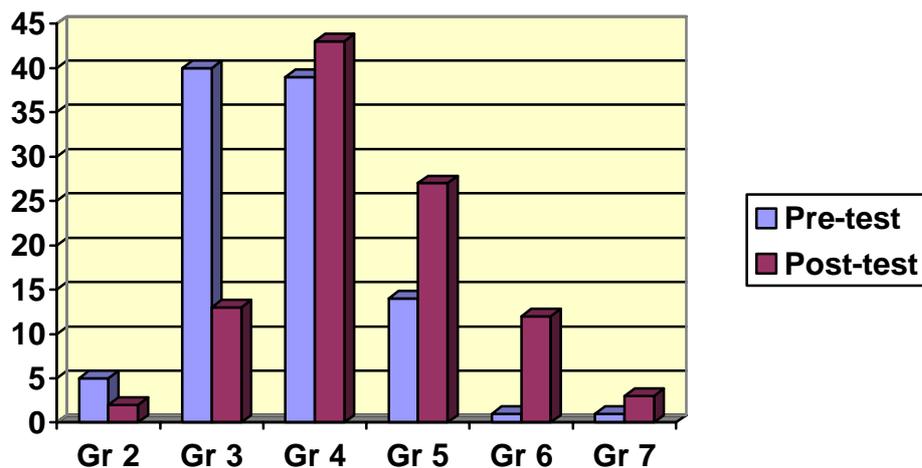


Figure 5.5 Proficiency Grade levels: Comparison between pre-test and post-test

According to Figure 5.5 there is an overall improvement in the learners' proficiency grade levels (average scores): the number of learners at Grade 2 level decreased from 5% to 2%, and those at Grade 3 from 40% to 13%, while Grade 4 increased from 39% to 43%, Grade 5 from 14% to 27%, while Grade 6 showed a more marked improvement from only 1% to 12%, with 3% of learners now averaging at Grade 7, compared to 1 % previously. The average score of the learners' proficiency levels was initially 23%, but improved to 29%, resulting in a slight improvement of the average grade from Grade 4 to Grade 4/5. This drift towards greater proficiency is heartening.

It must be noted that, although the majority of the learners apparently benefited from the intervention, one should also acknowledge that there were five learners whose proficiency levels tested lower than during the pre-intervention assessment. The reasons for this can only be speculated upon, but possible explanations could include not feeling well during the post-test, varying affective variables, problems at home, a dislike of the intervention, poor attendance, not actually attending the lessons, or a combination of some or all of these factors. Nonetheless, despite the substantial improvement, the learners' proficiency in Afrikaans remains deplorable, and raises the question how they fared during the matriculation examination.

According to the examination results of 2003, there was a 73% pass rate in Afrikaans, and one male learner even received a symbol C in Afrikaans. These results pleased the principal immensely and represented a significant improvement over the results of previous years. Most of the learners (53%) received a symbol F in Afrikaans, 11% of the learners a symbol E, while 28% obtained a symbol GG and 7% a symbol H. Figure 5.6 depicts the distribution of the Afrikaans symbols achieved by the Grade 12 learners for the matriculation examination.

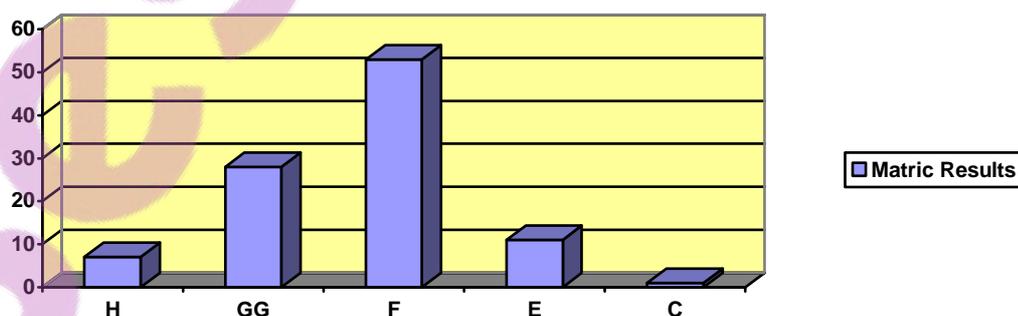


Figure 5.6 Matriculation results in Afrikaans

A brief look at the distribution of results in the matriculation examination in the different subjects at the school (Figure 5.7) provides an insight into the state of teaching and learning in this particular school at the Grade 12 level. The pass rate of all the other language subjects (Zulu, Sotho and English) was 100%, followed by Economics (88%), Afrikaans (73%), Biology (67%), Accounting (62%), Business Economics (50%), Geography (45%), Physical Science (44%), History (24%), and Mathematics (19%). The percentage of Grade 12 learners who passed the entire matriculation examination was 44%, and those who failed 56%. The 73% pass rate of Afrikaans as an additional language subject is somewhat surprising as well as disturbing, considering their poor proficiency levels. The low pass rate of basic learning subjects is also appalling. As mentioned above, the principal was delighted with the Afrikaans pass rate, and stated that the results would have been less favourable had it not been for the intervention programme.

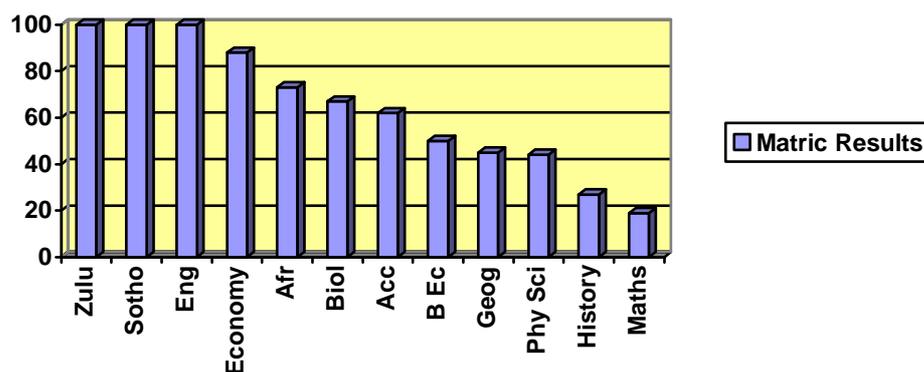


Figure 5.7 Matriculation results in the different subjects

We now turn to another consideration for the materials writer which involves learner variables.

5.2.2 Profile of learners

Jolly and Bolitho (1998: 111) indicate that a thorough understanding of learners' needs ensures a learning-centred approach to materials writing and results in developing the most effective materials. The importance of knowledge about the learners was also highlighted in the preceding chapters, and it was the main focus in Chapter 4. The number of significant learner variables which we have suggested

influence planning decisions, and the design of appropriate and relevant materials which suit the particular learners at hand.

The following schematic representation of the learners' profile (illustrated in Figure 5.8) proved helpful in designing appropriate materials for the intervention.

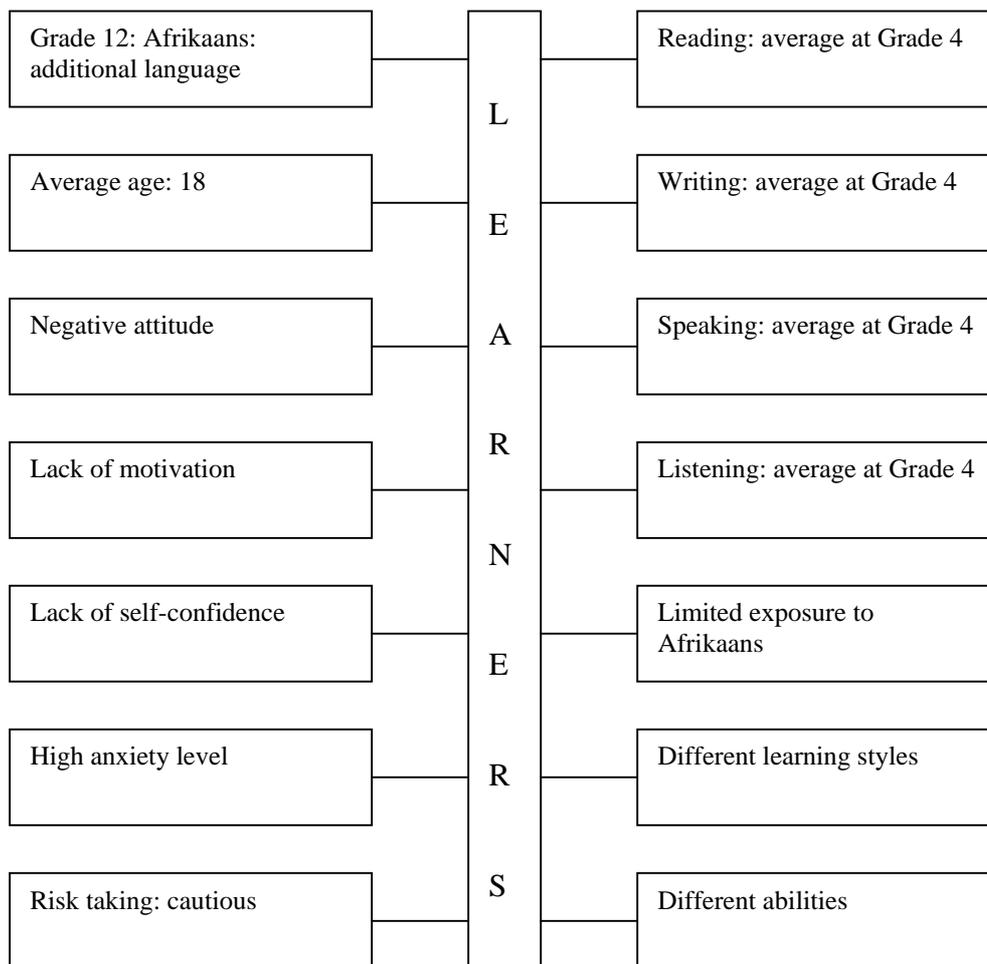


Figure 5.8 Profile of learners in study

The above profile of the learners that contains demographic, cognitive, affective, and learning factors alerts us to the necessity of catering for diversity among the learners, and to considerations that influence the choice of materials (cf. McDonough & Shaw, 1993: 7-8; Rowntree, 1994: 42-43).

Since the different characteristics in the profile of the learners, as outlined in Figure 5.8, were discussed previously in Chapter 4, only a few further comments are needed

in this regard. Some of these characteristics represent the whole group of learners; others may be more individual and less open to generalisation. Since some of these characteristics are known in advance, they can be incorporated into the initial stage of planning, whereas others may only be assessed in the educational setting, the latter, naturally, being understood as the whole teaching environment in a wide sense, including factors pertaining to the educational and social context (Figure 4.1). In combination, and with varying degrees of significance, these characteristics will influence selection, adaptation, and development of appropriate materials in the given learning and teaching setting during the intervention, and will receive more attention in Chapter 6.

5.2.3 Resources and time available

A more detailed background of the learning situation was already sketched in Chapter 4, sections 4.4.1.1 and 4.4.1.3. However, the two main constraints, viz. the limited time available for teaching, and the physical arrangement of the desks and chairs in the classroom will provide additional justification for choices of materials and techniques employed during the intervention, and will be highlighted during the discussion of the implementation of the developed materials.

5.3 MATERIALS DEVELOPMENT

According to Tomlinson (1998b: 2), a pragmatic concept of materials assists materials developers to make use of as many sources of input as possible, and furthermore highlights the fact that teachers are also materials developers, and that they are thus responsible for the materials that their learners use. Hence, it must be noted that in this chapter the terms ‘materials writer’ and ‘teacher’ will be used interchangeably.

Maley (1998: 279) comments on the dilemma of designing and developing appropriate materials by stressing that in a classroom there is a “complex trade-off between the three major elements in the equation: the materials, the teacher and the learners”. In a learning situation where learners have an essentially limited functional communicative ability, the teacher, the techniques employed, and the materials “become a central determiner in whether or not students accomplish their goals”

(Brown, 1994: 101). As materials writers, teachers therefore need to exercise their professional judgement about the choices to be made regarding the selection, adaptation, development, and use of suitable materials for their learners in a specific learning setting. Van Lier (1996: 8) also comments that teachers need to improve their ability to make “principled decisions and choices in a wide range of pedagogical activities, ranging from the choice of materials to the conduct of activities in lessons”. In reality, the teacher “will probably juggle topic, text and task elements in creating materials” (Nunan, 1991b: 216).

In light of the learners’ poor functional Afrikaans literacy, my role as the teacher responsible for the intervention indeed required the actions as described by the researchers above. I had to rely on my own judgement to employ appropriate methods and techniques, as well as to select, adapt, and develop relevant and authentic materials for the intervention lessons.

Researchers caution teachers against rushing into the preparation of new materials without first considering existing materials, since most commercially produced materials can be adapted to fit the teacher’s need for materials (cf. Nunan, 1991b: 219; Rowntree, 1994: 77; Rust & Wisdom, 1996: 41). In this regard teachers should also recognise the value of newspapers and magazines, since these media are often under-utilised in the classroom and offer learners a means to establish contact with the real world in the target language (Savignon, 1987: 241). Moreover, they provide teachers with affordable materials in a scarce resource environment. Often teachers argue that within their context the available materials are not appropriate for their specific purpose and therefore won’t work. Rust and Wisdom (1996: 41) refer to this argument as the “not invented here syndrome”, and warn that in their reluctance to use materials which they themselves have not created, teachers may fall prey to reinventing the wheel.

Admittedly, at the start of the intervention programme I felt that in light of the discouraging results of the diagnostic report and the learners’ profile, the only solution would be to design new materials, since existing materials would not be appropriate for this unique learning setting. However, I soon discovered that with a few adaptations many of the existing materials were appropriate for the intervention

programme. Furthermore, since the teaching and learning situation in the classroom was less than favourable, I realised that my role as teacher required not only the establishment of an interactive classroom through the use of relevant materials, but also that I should strive to establish a classroom atmosphere that was conducive to learning. Thus, my actions as a language teacher should “supplement” materials used in the classroom, in order to put a CLT approach into practice (Parry, 2000: 96). This interaction between a teacher’s approach and his/her classroom practice is described by Brown (1994: 67-68) as a “key to dynamic teaching”. To be a dynamic teacher was obviously also an aspiration of mine during the intervention.

The process of materials selection, collection, reproduction, adaptation, or development is a daunting task, and may place a considerable burden on teachers, especially if they are inexperienced (Richards & Rodgers, 1986: 138). Therefore, an understanding of the process of materials development is essential, and will be discussed next.

5.4 THE PROCESS OF MATERIALS WRITING

The process of materials writing involves various steps, which Jolly and Bolitho (1998: 96-97) have arranged into a simple sequence of activities. I decided to use these steps in a similar way, but with a few adaptations and with an angle that reflects an action research cycle, as illustrated in Figure 5.9.

The rationale for this is tied up with the aim of this study (Chapter 1, section 1.3), viz. the need to develop appropriate and relevant learning materials (Chapter 1, section 1.2.6; Chapter 5, section 5.2), and the decision to use action research as a research method (Chapter 2, section 2.4.1). If one considers the essence of action research (Chapter 2, section 2.4), it is not difficult to see the usefulness of engaging in action research when materials need to be developed. Action research allows teachers to study their teaching, to identify and address issues or concerns related to the problem experienced, with a possibility to resolve this problem by creating and initiating a plan of action, as well as reflecting on its effectiveness (cf. Carr & Kemmis, 1986: 185; Brown, 1994: 68; Davidoff & Van den Berg, 1990:28-29; Weideman, 1998: 29; Gebhard, 1999: 61; Habte, 2001: 49).

The stages in the process of materials development entail the whole scope of planning and production of relevant materials, followed by their use in the classroom, in order to observe and monitor the implementation, and finally the evaluation of the materials which would inform the teacher about changes for the following intervention cycle.

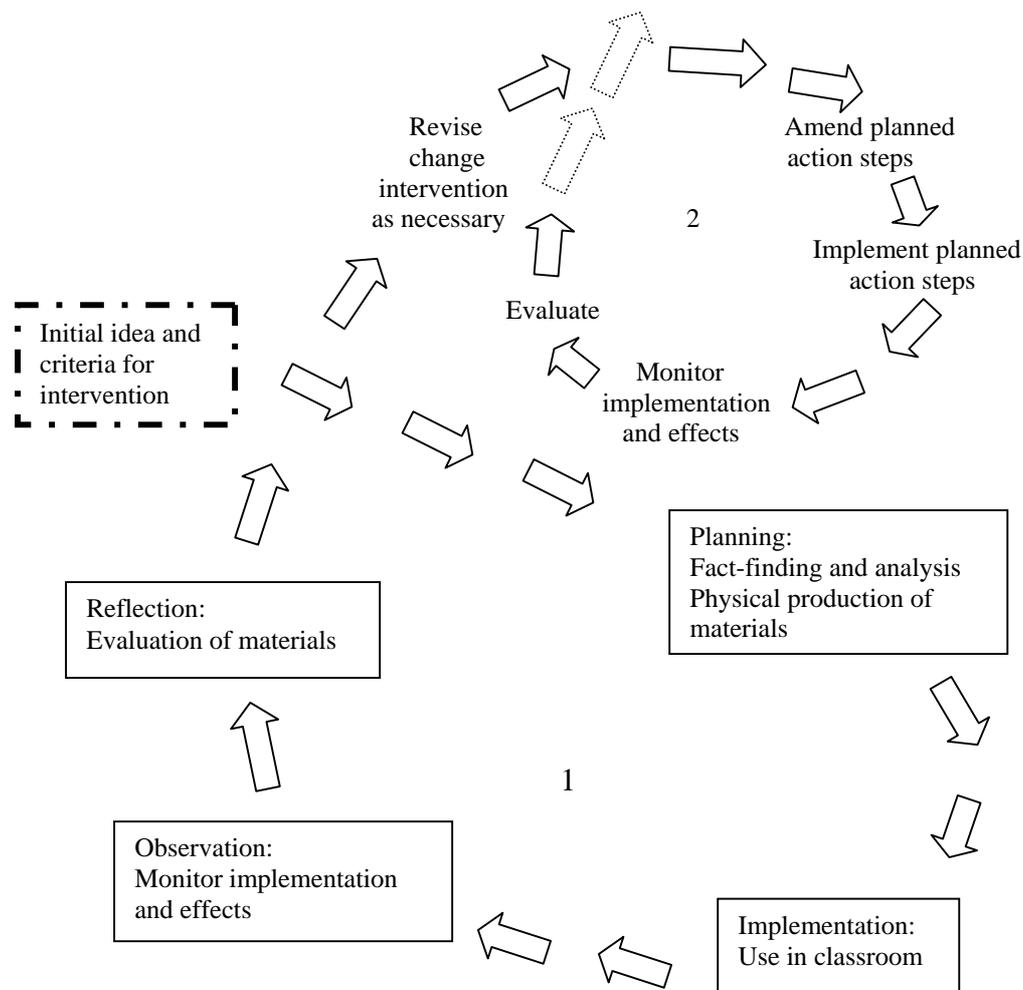


Figure 5.9 The process of materials writing reflecting the action research cycle

The planning stage or pedagogical realisation may be seen as the core of materials writing. The materials writer is actually designing appropriate materials, and careful and practical planning is vital. The starting point in the process is recognising a need for particular kinds of materials, followed by exploring the language or the area to meet the need identified. Identification of one need necessarily influences subsequent aspects that need to be anticipated and catered for. Rust and Wisdom (1996: 39), for

example, emphasise that even the slightest change in a learning programme can have “considerable knock-on effects” or consequences. For example, the need to introduce communicative activities in the classroom is tied up with learners’ experience of such activities, their familiarity with pair and group work, and is inevitably influenced by the perception of teachers and learners of the traditional silent language classroom.

The planning stage also comprises consideration of the physical format, and a search for relevant and meaningful activities, examples, or pictures, guided by a set of key principles. The materials writer needs to consider the physical appearance and production of materials, and should strive to use materials which would “achieve impact through novelty, variety, attractive presentation and appealing content” (Tomlinson, 1998b: 7-8), since these aspects are vital to enhance learners’ interest and motivation (cf. Rowntree, 1994: 129). Similarly, Nunan (1991b: 210) points out that matters such as the types of content and activities, the layout, as well as the way in which materials are presented, may assist to “shape the learners’ view of language”. For materials to be valuable, the main objectives of materials development should be to provide learners with meaningful experiences of language, and therefore materials writers should ensure that these language production activities have intended outcomes other than just practising language (Tomlinson, 1998b: 22). Thus, in materials development the “key variable is the amount of initiative and control which learners are allowed to exercise and the extent to which they are active participants in the language process” (Nunan, 1991b: 210).

When the first draft is completed, the materials are ready to be implemented and observed in the classroom. The pilot stage, or “developmental testing” can be seen as the opportunity for the materials writer to “write it, try it out, and improve it” (Rowntree, 1994: 157). Although evaluation of materials is essential to make pertinent judgements on their appropriateness, it is a complex process. A decision cannot be reached without piloting in a real classroom set-up, and the subsequent analysis of the feedback (McDonough & Shaw, 1993: 78-79). Since the learners are the users of materials, and an integral part of the action research, teachers need to pay attention to their opinions and feedback during the use of the materials in the classroom (Jolly & Bolitho, 1998: 112; Gebhard, 1999: 62).

The following stage, observation, includes monitoring the implementation and effects of the new materials, and is necessary in order to be able to reflect critically on what has happened in the classroom. Thus, continuous monitoring provides “feedback throughout the life of materials” (Rowntree, 1994: 157), since it enlightens the materials writer on whether the materials may be used again, or need to be rewritten, or even totally discarded, and in addition, pinpoints the steps which require attention in the subsequent process of revision (cf. Rowntree, 1994: 157; Jolly & Bolitho, 1998: 97; Habte, 2001: 48-49).

The most crucial stage is the evaluation of the developed materials, since this reflection stage provides an opportunity to plan the next phase of the action research spiral. Gebhard (1999: 68) remarks that reflection is “retrospective” since the action that has been recorded during observation is recalled. The final analysis of the efficacy of materials is vital to supply the teacher with information regarding the attainment of objectives and outcomes. Reflection on what has happened in the class involves asking a number of questions: Were the outcomes met? Were the materials effective, relevant and appropriate? Did the materials achieve impact? Should the materials be adapted, rewritten or discarded? Furthermore, the very nature of action research requires that this basic cycle be repeated to allow refinement and amendment of the teacher’s activities in the classroom.

In the following section, design considerations and requirements for a communicative approach in materials development will be examined in more detail.

5.5 DESIGN CONSIDERATIONS

In order to enhance the Grade 12 learners’ proficiency in Afrikaans, I had to consider the employment of appropriate and relevant learning material in line with a CLT approach during the short intervention process. Given the learners’ low proficiency levels as indicated in section 5.2, and the learners’ anxiety levels, negative attitude and lack of motivation (Figure 5.8; Chapter 4, section 4.6), as well as a less than favourable educational setting (Chapter 4, section 4.4), I realised that these unique circumstances required the use of ‘tailor made’ materials. However, designing and

developing quality ‘tailor made’ materials is not a straightforward undertaking, since the materials writer must take into account a number of design considerations.

Tomlinson (1998b: 6) warns that teachers should not only rely on their intuitions, but should rather “combine anecdotal and the empirical evidence available to formulate criteria which could contribute to the development of successful materials”. Bearing in mind the disagreement amongst researchers about some of the main issues relating to language teaching and learning, Tomlinson (1998b: 6-7) argues that a “compilation of learning principles and procedures” which contribute to successful learning, could provide an “informative base for the formulation of criteria for the teaching of languages”. Consequently, in order to determine criteria for the development of materials, it is necessary to relate learning principles and procedures to theory, research, methods and classroom practice. Compiling a list of principles for materials development in this study has indeed followed a process of reviewing and refining all of these different parameters. According to Tomlinson (1998b: 6), a compilation of learning principles and procedures, recommended by second language acquisition (SLA) researchers and teachers, is beneficial for materials development, because of the acknowledgement of findings of SLA research. We focus now on criteria for materials development.

5.5.1 Criteria for materials development

The following schematic representation of a number of general considerations that influence materials design in communicative language teaching could provide a materials writer with a set of key principles. Figure 5.10 lists the nine criteria for materials development.

In the first instance, as illustrated in Figure 5.10 below, a materials writer’s view or theory of language lies at the heart of the rationale for the language teaching design (Weideman, 2003: 38-39). Of central importance in designing appropriate and relevant materials is to “provide justification for the designed solution to the language problem”, and therefore a materials writer needs to make choices regarding the employment of certain tasks and techniques, and whether their use is in congruence with his/her beliefs about language learning (Weideman, 2003: 29). Thus, teachers

should first establish their own beliefs about language learning (e.g. within the CLT approach), and then strive to design language materials in “alignment between their beliefs about how language is learned, and the way that they teach” (Weideman, 2003: 44).

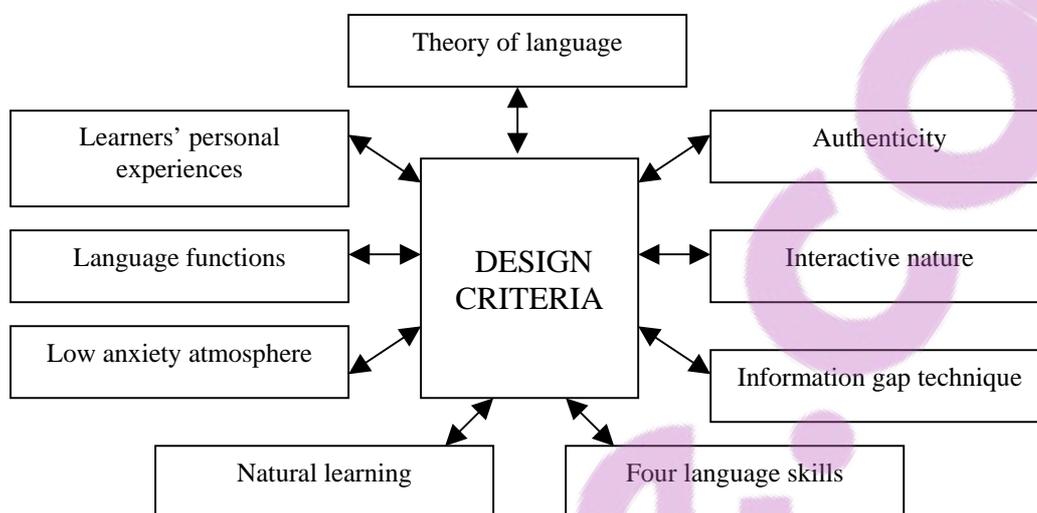


Figure 5.10 Criteria for materials development

A second important criterion for CLT tasks and materials design is authenticity. Authentic texts were discussed at length in Chapter 3, section 3.5.1, but in this section authenticity needs some consideration as a problematic issue in materials design. Although many of the communicative tasks and activities may involve the real life of learners, and will consequently be considered as meaningful, Parry (2000: 96) argues that some of the activities, or occupational roles (in role plays) may be remote from the lives of other learners in the same class, and therefore not attached to reality. Cook (1996: 80) is in agreement with this view and points out that task-based exercises are often about trivial topics, or irrelevant to learners' lives, and thus their content lacks educational value. According to this point of view then, it is vital that a teacher gives careful consideration to the relevance of given scenarios to the group of learners (cf. Cook, 1996: 193; Tomlinson, 1998b: 13; Han, 2001: 13; Parry, 2002: 96), in order to achieve at least a hint of authenticity and reality (Weideman, 2002a: 95; Weideman, 2003: 31).

Another critical consideration is the interactive nature of CLT. Communicative language teaching requires the involvement of learners in a “dynamic and interactive

process of communication” (Savignon, 1987: 237), and for that reason the primary goal of materials in CLT is to promote comprehension and communication among learners by employing meaningful classroom activities (cf. Johnson, 1982: 151; Lynch, 1991: 202; Nunan, 1991a: 293; Tomlinson, 1998b: 14-15; Celce-Murcia & Olshtain, 2000: 197). The role of instructional materials within a functional communicative methodology might be specified in the following terms, quoted from Richards and Rodgers (1986: 25):

- Materials will focus on the communicative abilities of interpretation, expression, and negotiation
- Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form
- Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks.

If we consider the importance of the information gap technique in CLT, and the thorough justification that research has provided for using this technique, it is not surprising that many materials start from the premise that a communicative purpose can be established in the classroom by means of employing this technique (cf. Johnson, 1982: 151; Richards & Rodgers, 1986: 22; Prabhu, 1987: 46; McDonough & Shaw, 1993: 164; Cook, 1996: 187; Habte, 2001: 19-20; Liao, 2001: 38-41; Weideman, 2003: 29). The diversity of information gap activities (role play, jigsaw tasks, reasoning gap tasks) provides a materials writer with a whole array of different techniques for making deliberate choices on task selection. Consequently, teachers should thoughtfully prepare materials that reflect real life language use, combined with information gap techniques that promote genuine, valuable communication in the classroom.

A fifth design feature involves the use of all four skills (reading, writing, speaking, and listening). The emphasis on communication in CLT often results in a widespread misconception among teachers that CLT typifies “some kind of perfected oral approach” (Weideman, 2003: 31). Conversely, in daily life language skills are rarely used in isolation, and working with integrated language skills materials provides learners with valuable opportunities to use the four skills with a “measure of appropriacy” (cf. McDonough & Shaw, 1993: 204; see also Kumaravadivelu, 2003: 225-231). Therefore, if teachers expose learners to tasks with integrated language skills, the advantage is that learners will possibly

gain a deeper understanding of how communication works ... as well as becoming more motivated when they see the value of performing meaningful tasks and activities in the classroom (McDonough and Shaw, 1993: 202).

The sixth criterion is derived from what have been called the ‘L’ (for language) and the ‘P’ (for psychological) directions within CLT, which make us aware of both the learners’ functional language needs, as well as their emotional needs (cf. Roberts, 1982: 186; Weideman, 2003: 32). The combination of these two criteria to promote natural learning, manifested perhaps particularly in the Natural approach, has led to many initiatives in materials design. One such initiative, pertinent to this study, is the focus on pedagogic techniques, in order to “create and exploit classroom situations” and to use “*ad hoc* materials” rather than materials which “largely predetermine the course of events” (Roberts, 1982: 186-187).

In addition to the above considerations, and deriving from the ‘P’ emphases in CLT, there is the challenge to create a learning setting that encourages a low anxiety atmosphere in the classroom. This would require a materials writer to make deliberate choices in the design and application of a variety of classroom activities (story telling, songs and rhymes, warm-up exercises, TPR, silent way, and information gap) in order to reduce learners’ anxiety in the classroom (cf. Krashen, 1987: 32; Richards & Rodgers, 1986: 134; Krashen & Terrell, 1995: 76-78; Conteh-Morgan, 2002: 173; Weideman, 2002a: 55-58; Weideman, 2003: 32-37).

The eighth criterion in materials design is described by Nunan (1991a: 279) as the “provision of opportunities for learners to focus, not only on language, but also on the language process itself”. Regardless of the variety of communicative activities in the classroom, the fact remains that the “classroom is but a rehearsal” (Savignon, 1987: 240) and therefore learners should “think of their whole day as a language class” to maximise their opportunities to practise the target language (Weideman, 2003: 42). In addition, there are certain exercises in which learners “articulate, and are subsequently provided with the opportunity to investigate and critique, their own preconceptions about language learning and the language learning strategies that flow from these” (Weideman, 2003: 42).

Finally, a materials writer should consider using learners' personal experiences as the starting point for various tasks. Nunan (1991a: 279) views the "enhancement" of learners' experiences as a vital contributory component to classroom learning. Hence, by embedding learners' personal experiences and interests in materials, learners are exposed to activities that will naturally elicit their curiosity and desire for understanding (Wlodkowski, 1993: 158).

To summarise, the above discussion of the nine design considerations highlights the importance of integrating these principles into tasks and materials design, since "good materials are those which are consistently informed by the same set of believed-in principles" (Tomlinson, 1998c: 148). However, Tomlinson (1998c: 148) argues that a materials writer should always be aware of the danger of inflexible procedures, and should instead be open to "procedural compromises which cater for differing preferences, providing they are driven by one or more of the established principles".

5.6 CONCLUSION

This chapter has focused on the design and development of appropriate materials for the enhancement of proficiency in additional language learning. Consideration was given to the critical concern with materials development in this study, followed by a practical overview of different aspects of the process of materials writing. Finally, the process of materials development reflecting an action research cycle was discussed, which culminated in the articulation of criteria for developing relevant learning materials to be used in the intervention.

How does the intervention project that I undertook fare in light of these design considerations? In the following chapter, Chapter 6, the developed materials, the modifications tried out, and the success and effect of their implementation in the classroom will be discussed.

CHAPTER 6

IMPLEMENTATION OF DEVELOPED MATERIALS

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CHAPTER 6 IMPLEMENTATION OF DEVELOPED MATERIALS

6.1 INTRODUCTION

The main concern of Chapter 5 has been to examine the principles on which the teaching materials and classroom methodology in this study are built. Chapter 6 looks at the implementation of the developed materials in the classroom. There is clearly a direct relationship between developing and evaluating materials, both in terms of the reasons for doing so and the criteria used. This chapter can therefore usefully be seen as running parallel to the discussion in Chapter 5. Chapter 6 also attempts to describe the issues involved in piloting the materials, and contains the narrative of the action research project I carried out. Rather than trying to arrive at a final, definitive decision on the effectiveness of the materials, it is essential, first, to consider and evaluate their use in the classroom. Second, the evaluation of the implemented materials is vital to shed more light on their appropriateness to the needs and interests of the learners, as well as to the learning process.

The detailed discussion of the implementation of the materials in the learning setting will be guided by the criteria set for materials development (Chapter 5, section 5.5.1), with emphasis on the evaluation stage of the action research process. The general purpose will be to see how far the materials in question succeeded in meeting the identified needs, as well as the aims and objectives of the given intervention programme. Finally, I shall try to enumerate some difficulties, and constraints experienced, or reasons why these materials need to be adapted further for possible future use.

However, before we turn to the report of the intervention project I undertook, we first set the scene by explaining in more detail the particular learning environment in this study.

6.2 LEARNING ENVIRONMENT

An appreciation of the situation at the school will help to understand the outcome of the intervention programme, and help to identify the barriers that prevented proper

implementation of the communicative approach, and its associated teaching technique, namely pair work.

A week before the intervention commenced, the two Technikon SA (TSA) researchers introduced me to the principal at the school as the fieldworker responsible for the teaching in their research project. During this meeting the arrangements for the intervention programme were spelt out. All the Grade 12 learners (86) would form one group for the teaching, and the accounting classroom would be used. Although the designated classroom was larger than the other classrooms, the floor space available for 86 learners was inadequate, and the fact that a number of learners were left without chairs and/or desks was unsatisfactory. There was a blackboard in the classroom, but no chalk or duster. Although I had anticipated that this might be the case and came prepared with chalk and duster, I rarely was able to use the blackboard, since the accountancy teacher made full use of all the space and requested that his writing should not be erased.

The twenty envisaged teaching lessons were scheduled for Thursdays for one hour (08:00-09:00). However, the expected lessons did not materialise as planned, since the school holidays were not taken into consideration in the initial planning, and other unforeseen factors as discussed in Chapter 4 (section 4.4.1.1) also limited the available time. In addition, factors such as poor attendance and the habit of arriving late for school (section 4.4.1.1) also had a negative effect on the teaching and learning setting.

When I undertook the responsibility as fieldworker in this project, the two TSA researchers gave me the assurance that all the relevant and appropriate materials would be provided for the intervention programme. In addition, they assured me that they would arrange that a number of *Beeld* newspapers would be delivered each week for use in the classroom. Unfortunately, these undertakings did not really materialise, and they supplied me only with a copy of the newly released *Afrikaans handbook & study guide* by Beryl Lutrin (1999). Since the book contains only Afrikaans language rules (explained in English) it is meant to be used in conjunction with other materials. Consequently, as the intervention project teacher, I had to exercise my own judgement

about the choices of materials, and the development of new learning materials to be employed during the intervention.

The principal was enthusiastic about the envisaged intervention programme, and pledged his full support for the project. I was requested to report to his office when I arrived at the school, and after assembly the Afrikaans teacher would escort me to the classroom. The principal also asked me to inform him after each lesson about the learning situation, the learners' behaviour and their co-operation. These regular conversations with the principal provided me with an opportunity to obtain valuable information regarding the learners and the school setting. He insisted talking to me in Afrikaans, and whenever I was in the vicinity he addressed the staff and the learners in Afrikaans. This resulted in a humorous incident when a learner who was sent to his office because of a misdemeanour during assembly, was leaning against the wall with his hands in his pockets. As the principal approached his office, he saw me and immediately disciplined the learner in Afrikaans: "*Haal uit. Man, haal uit ...*". Since he could not find the right words to complete his sentence, the learner was left bewildered and baffled.

During the intervention programme it became quite clear that the principal advocated discipline, assuring me on numerous occasions that he would not allow learners to misbehave and that they should value the assistance they were receiving with the lessons I was teaching. In fact, on a few occasions he felt the need to reprimand the learners to behave, especially after he received the discouraging results of the pre-intervention assessment and became aware of the learners' poor proficiency levels in Afrikaans.

All the staff at the school were friendly and helpful. The other teachers responsible for Afrikaans viewed me as a source of information, and often asked for help regarding problems they experienced with teaching Afrikaans. Even the lady responsible for serving tea made a point to turn up at the principals' office for a quick chat, and to invite me for tea after the lesson. Since the regular Afrikaans teacher was going to attend the classes, it would be useful for reflection on the action implemented in the classroom if she fulfilled the role of observer. After each session we therefore had informal discussions about what she had observed during the lesson. I also used the

time during which the teacher and I were walking to the class to have informal discussions about the Afrikaans teaching and learning environment at the school and the problems she experienced (Chapter 4, section 4.4.1.2). I found that she was a staunch believer in silence in the classroom, and therefore disliked the communicative approach and pair work. She indicated that strict discipline should prevail at all times, and felt strongly that it was necessary for a teacher to remain in charge in the classroom. Because of her perception and resentment of CLT, it is quite possible that she might have criticised my approach of teaching Afrikaans in class to restore her dignity. Although she expressed her amazement about the learners' willingness to speak Afrikaans during the lessons I taught, it remains questionable whether she really will see any need to attempt to change her own teaching practice.

I found the keeping of a diary useful to keep account of my teaching experiences, and as a means to explore my teaching beliefs and practices, as well as to plan and evaluate my lessons. Moreover, I am in agreement with Gebhard's view (1999: 79) that a journal or diary provides an opportunity for a teacher to "confront the affective aspects of being a teacher, including what annoys, disconcerts, frustrates, encourages, influences, motivates, and inspires us". Many of these feelings, which are expressed in my diary (Appendix D), I experienced regularly during the intervention programme.

The preceding paragraphs have sketched the milieu for the implementation of the materials during the intervention, a discussion of which follows next.

6.3 IMPLEMENTATION OF MATERIALS

This discussion of the implementation of the developed materials during the intervention lessons will illustrate how the different steps in the process of materials development (Chapter 5, Figure 5.9) were taken into account in actual samples of materials. Since the design of the materials is the core of this project, attention will be given to justify their design and to articulate the reasons for my choice of employing one kind of task over another. Not all the examples of the developed materials are reported in this section, but they are set out in detail in Appendices H and I.

In the case of each lesson referred to below, I discuss the implementation of the developed materials in the classroom, from identifying the need, and reflecting on the rationale behind the choice and application of the activities, to the observations made, and, finally, to the evaluation stage of the action research process as discussed in Chapter 2, section 2.4.2, and illustrated in Figure 5.9. Since action research is carried out as a cyclical process that follows a series of repeated steps (Figure 5.9), the discussion of each day of the intervention follows a similar pattern. Since the attendance of learners varied (as discussed in Chapter 4, section 4.4.1.1), the number of learners attending every lesson will also be indicated.

The sources of my observation were mainly my expressions, thoughts, feelings and perceptions as expressed in my diary (Appendix D), the planning for the lessons, the reports on lessons to the TSA researchers (Appendix E), my field notes made during the teaching, as well as the remarks, statements, and information obtained through informal discussions with the teacher/observer.

In order to establish the effectiveness of the intervention lesson and the materials employed, a number of aspects will be highlighted during the discussion of the evaluation stage. How the designed materials used in the lesson and the implemented affective strategies relate to the stipulated criteria for materials development (Chapter 5, section 5.5.1) are a vital facet of the reflection stage. Therefore these two aspects, as well as the perceived progression and coherence, the constraints experienced in the classroom setting, and the overall rating of the lesson as indicated in a table are utilized to inform me about future actions to be taken.

We turn now to the action research cycle undertaken in the study.

6.4 ACTION RESEARCH CYCLE

6.4.1 Intervention, Lesson 1

PLANNING

Since this was the start of the intervention, there was an obvious need to obtain more information about the learners, as well as about the learning and teaching setting. A

decision on the exact contents of the programme was not yet possible, since the results of the diagnostic assessment were not yet available. Furthermore, the learners were unknown to me, and since they are the most prominent variable in the instructional situation, I realised that I needed to gather information about a whole range of personal, social, and affective aspects. I therefore decided to use a questionnaire to elicit the necessary information on the learners' backgrounds, needs and interests.

To start the intervention, the topic 'Applying for a job' and the completion of a Curriculum Vitae (CV) were chosen. The rationale for choosing an authentic activity is twofold. Firstly, it provided an opportunity to obtain more information about the learners. Secondly, it offered the learners a relevant and meaningful activity, in view of the fact that they were in Grade 12, and were aware of the importance of having a CV in the near future.

In designing the CV and the questionnaire, care was taken not to overwhelm learners during the first lesson with materials that were too advanced. The CV (Appendix G) was a simplified version with headings and the provision of space to fill in the required information. In designing the questionnaire (Appendix A), careful consideration was given to the requirements for questionnaires (as discussed in Chapter 2, section 2.4.3.1) necessary for obtaining the information. The questionnaire contained short questions and simple phrasing to make it understandable. The questionnaire also provided an opportunity to assess at first hand the proficiency of the learners in Afrikaans.

The CV and the questionnaire were photocopied back to back to minimise expenses. Since I was not sure about the availability of a blackboard in the classroom, I decided to take some flipchart paper along to be able to supply explanations of words in the CV.

IMPLEMENTATION

Since it was the start of the intervention, it was the first time all learners were grouped together in one classroom, and seating arrangements were immediately problematic. Eighty-four Grade 12 learners attended the first lesson. Learners were unsure what to

expect and were unruly and noisy. After introducing myself and briefly explaining my role in the intervention programme, the topic of applying for a job was addressed, as well as the necessity of having a CV. Then the learners had to complete the CV as well as the questionnaire.

To highlight the different degrees of proficiency of the learners in Afrikaans, extracts from two learners' CVs serve as examples.

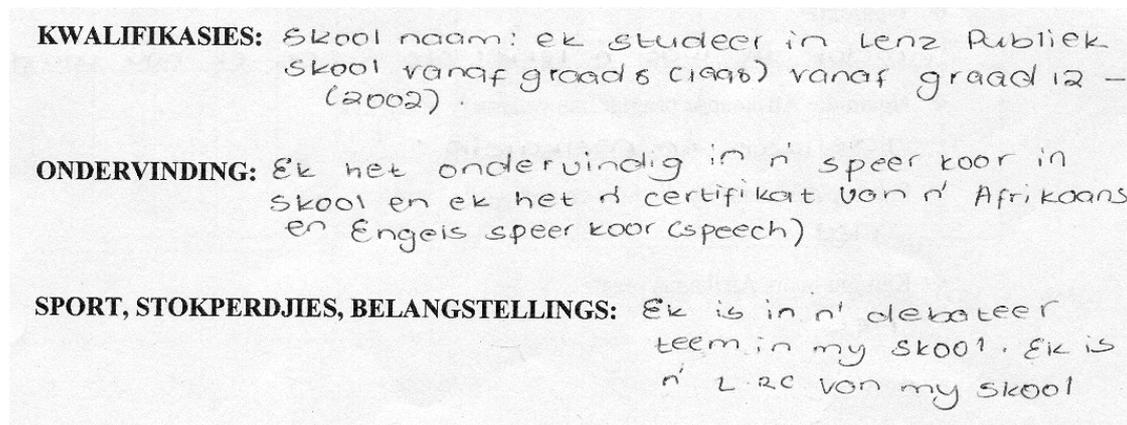


Figure 6.1 CV example: A

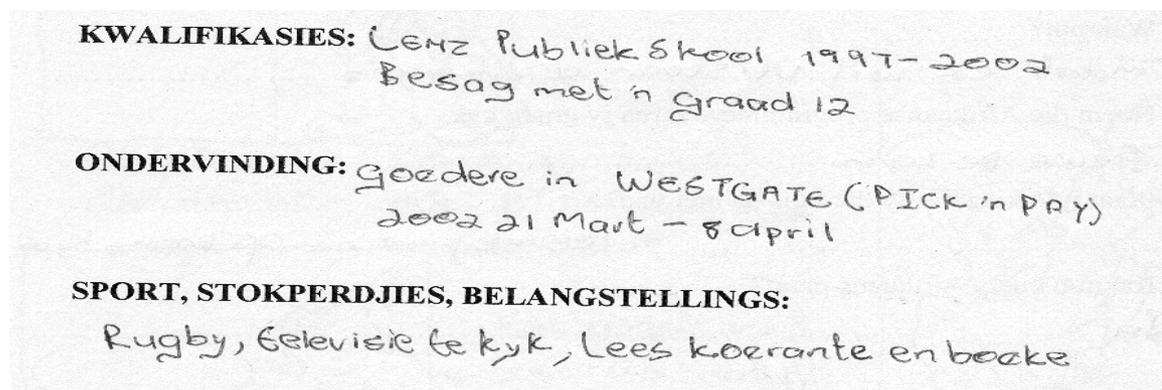


Figure 6.2 CV: example B

In example A (Figure 6.1), the learner (proficiency level Grade 4 at first; improved to matriculate with symbol E) was one of only a few learners who gave a more detailed, although not faultless description of her experience, hobbies and interests. It is obvious that in Example B (Figure 6.2) the learner (proficiency level Grade 2; matriculated with symbol F) tried to convey the message that he had some experience in part-time work, but found it difficult to express himself clearly.

I decided that from the start I would try to establish a communicative classroom by encouraging learners to become active participants. Therefore, after completion of the CV and questionnaire, learners were asked to explain to a friend next to him/her in Afrikaans what a CV is, and what information should be included.

OBSERVATION

As recorded in my diary (Appendix D) it became clear to me that the learners had mixed feelings about this venture. Some were immediately enthusiastic and willing to participate, while others were apprehensive and sceptical. Furthermore, I indicated in the diary that the learners actually found it very strange to communicate with a friend in Afrikaans in class, and I observed that some learners were amused, while others were anxious, because they found it difficult to express themselves in Afrikaans. There were a few who did not even attempt to speak in Afrikaans, and instead resorted to their vernacular. During my informal discussion with her after class, the teacher who acted as an observer in the classroom informed me that the learners dislike Afrikaans and are reluctant to speak Afrikaans. However, in our discussion it became apparent that with their teacher's authoritarian teaching approach, the learners have limited opportunities to speak Afrikaans, because speaking in class was restricted to answering questions. She told me that she found the CV an interesting activity, although she made it clear that she is not in favour of communicative activities, because she views them as too noisy.

I also recorded in my diary, as well in the report (Appendix E), that it was obvious that the learners' proficiency in Afrikaans was very poor, and that they found it difficult to follow Afrikaans instructions. Learners took approximately 45 minutes to complete the CV and questionnaire. At first learners were reluctant to ask questions, but later the situation began to change as they started to request the translation of certain words into English. However, as indicated in my diary and the report, my ability to move between the learners to assist or pay individual attention was restricted.

REFLECTION

The reflection stage allowed me to consider how the designed materials used in this lesson related to the stipulated criteria for materials development, as set out in Chapter

5, section 5.5.1. At the start of the intervention process I made specific decisions regarding the employment of certain tasks and techniques in line with my beliefs about language learning. According to my assessment of lesson 1 (Table 6.1), the CV and questionnaire probably constituted a novel and interactive introduction to the instruction, and also provided the necessary information to compile a profile of the learners (Chapter 5, Figure 5.8). The learners no doubt viewed completing a CV as a relevant and interesting activity, reflecting that **authenticity** as a criterion for materials development was met. One learner commented at the end of the lesson: “Thanks, I can write a C.V. in Afrikaans now. You did a very good job”.

Table 6.1 Lesson 1: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Provide additional information		x		
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience	x		
Exposure to reading, writing, speaking and listening	Integrate all four language skills		x	
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Communicative	Information gap	x		
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Novelty	x		
Reduce anxiety	P		x	
Boost self-confidence	P		x	
Encourage risk-taking	P		x	
Enhance motivation	P	x		
Attitude change	P		x	
CONSTRAINTS				
Pair and group work	Interactive		x	
Understanding of instructions			x	
Instruction time			x	
Physical arrangement			x	
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

The materials afforded learners with an opportunity for valuable vocabulary development (language use). During the lesson learners also had the opportunity to practise basic language functions (‘L’, criterion). Although all four language skills were integrated in the lesson (for a recent discussion of the impossibility of separating the four ‘skills’, cf. Kumaravadivelu, 2003: 225-238), the speaking activity was less

successful and would have to be rated as unsatisfactory. Thus, it was clear that in the following lessons more attention should be given to the learners' proficiency in all four language skills, and learners should be provided with more opportunities to communicate in Afrikaans through the spoken word.

My suspicions about the learners' high affective filter were confirmed during the first lesson, and it was apparent that affective instructional strategies should be instituted. In addition, since learners were not used to communicative activities, they needed some coaching in pair and group work. The crowded classroom and limited space were a huge disadvantage, and would definitely have to influence my choice of methods and techniques to be employed. Occasional brief switching into English was necessary to explain and to enhance learners' understanding. Furthermore, I realised that speech modification, rephrasing, and frequent self-repeat would be vital to enhance understanding.

Although the first lesson may be rated as satisfactory overall, I realised that, due to the unique circumstances, the intervention would not be an easy endeavour, as the entry in my diary reflects: "*Dit is 'n enorme taak wat op my wag! Dit sal vasbyt kos om enigsins 'n verandering te kan maak!*"

6.4.2 Cycle two: Intervention, Lesson 2

PLANNING

After the first lesson, I received the results of the diagnostic assessment and together with the information I myself had gathered about the learners, the situation called for viewing the remedies to be instituted with more circumspection. It would be necessary to pay particular attention to the following aspects: all four language skills needed to be integrated in the materials, opportunities for communicative tasks should be provided, and since the learners had no experience of pair work, it would be necessary to prepare them for this technique. In addition, attention should be given to affective variables as highlighted by the learners' profile (Chapter 5, Figure 5.8).

I decided to start the lesson with a listening comprehension approach in which the learners listen to a story, and then have to respond orally to a few questions in order to

develop comprehension, listening and speaking skills. In light of the learners' poor proficiency in Afrikaans I had to adapt a story, *Kappie die houtkapper*, and prepared six questions to test the aforementioned skills (Appendix H, Task 1).

Following the story and comprehension activity as an ice-breaker, the topic of applying for a job (introduced during lesson 1) was expanded to include, firstly, an advertisement, and secondly, an interview to incorporate speaking skills. I wrote the advertisement for a job (Figure 6.3, Task 2a) on flipchart paper, as well as explanations of the requirements for both vacancies (Appendix H, Task 2a).

SONSKYN HANDELAARS

- BOEKHOUER
- VERTEENWOORDIGER

Sonskyn Handelaars, 'n dinamiese kettingroep aan die Wes-Rand, is op soek na geskikte gekwalifiseerde persone vir bogenoemde poste.

Aanvangsdatum: 24 Julie 2002
 Sluitingsdatum: 12 Mei 2002
 Pos of faks ? volledige CV na:
 Sonskyn Handelaars
 Posbus 211
 KRUGERSDORP
 3003

Figure 6.3 Advertisement: Task 2a

In addition, interview cards (Figure 6.4, Task 2b) were developed to assist learners to conduct an interview, and to coach them into pair work. In order to reduce the learners' anxiety about speaking in Afrikaans during the interview activity, relevant questions to guide the whole process were supplied on the interview cards. However, provision was also made on the interview card whereby one learner (filling the role of 'interviewer') needed to act on the information given by another learner (the 'applicant'), thereby using dialogue as a technique to improve communicative competence, as described by Roberts (1986: 84).

<p>GROET:</p> <p>Stel die aansoeker op sy/haar gemak:</p> <p>.....</p> <p>In watter pos stel u belang?</p> <p>Waarom stel u in die pos as</p> <p>..... belang?</p> <p>Wat is u kwalifikasies?</p> <p>Beskik u oor ondervinding vir die pos?</p> <p>Waar het u voorheen gewerk?</p> <p>Vertel my iets meer omtrent uself.</p> <p>Het u enige vrae?</p> <p>ANTWOORD :</p> <p>GROET:.....</p>
--

Figure 6.4 Interview card: Task 2b

IMPLEMENTATION

Before the lesson started, the principal decided to have a pep talk with the Grade 12 learners, and to emphasise that he would not tolerate misbehaviour. At the beginning of the lesson I explained to the learners that I would tell them a story and that they should listen attentively, because afterwards they have to answer a few questions. While I was telling the story a few learners arrived late, casually climbing through the missing panel of the door, probably a habit they were accustomed to. As yet another male learner attempted to step through the panel, the principal appeared from behind, and without any further ado pulled him back and reprimanded him for this misbehaviour. After the scolding, the learner tried to enter the class again the same way, upon which the principal again pulled him back, but now disciplined him by insisting that he should first knock before entering. Needless to say, that at this time, all attention shifted to this commotion and after the learner eventually sat down, I had to tell the story a second time.

During the comprehension activity I did not ask any particular learner to answer the different comprehension questions, but allowed answering by the group. In doing so, I tried to encourage risk-taking by reducing learners' fear and anxiety, and the possibility of embarrassment if they were not able to answer the question correctly. In addition, the use of the slogan "Shine, shine, shine" to praise the learners' contributions encouraged them even more to participate. Later during this lesson, I changed the slogan to an Afrikaans encouragement phrase: *Goed, beter, beste!* The

learners liked this phrase and they used it profusely and with great enthusiasm. The following remark a female learner (Grade 4 proficiency level, matriculated with symbol GG) wrote on her questionnaire at the end of the intervention programme serves as an example:

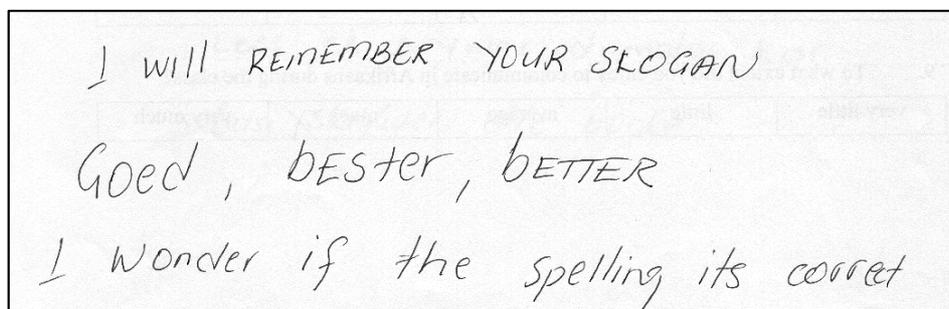


Figure 6.5 Learner's comment: Example A

The way in which the learners answered the comprehension questions about *Kappie*, *die houtkapper*, and their poor understanding of Afrikaans, called for more explanation, translation and attention to the correct spelling of words, as well as to pronunciation. I also felt it necessary to briefly highlight the correct placement of a verb in a sentence.

For the next activity I prepared the learners by showing them a page of a newspaper with advertisements for jobs, and reviewed briefly the procedures that must be followed when one applies for a job. After that, I placed the prepared advertisement (written on flipchart paper) on the blackboard and asked the learners to read it silently. A few minutes later, however, a good number of learners started to ask me to explain some of the words they found difficult. I had to indicate to the learners, for example, that in the 'advertisement' there were two positions available and that they have to choose one whose requirements are closely in line with their vocational interests (Figure 6.3). The requirements and duties for both posts (written on flip chart paper) were discussed briefly. Learners were told that the following activity would involve pair work with one participant as the interviewer and the other as the applicant, and that roles would then be reversed. The observer (teacher) and I demonstrated how the interview should be conducted. The observer was very nervous during the role play, and her command of Afrikaans also appeared to be poor. Since

the preceding activities took up more time than I had expected, I was compelled to drop handing out the interview cards, and to reschedule the interview task.

In the remaining minutes, I opted to conclude the lesson with a brief discussion of two idioms (*Aanhouer wen; Tou opgooi*), to the amusement of the learners. I noticed a few learners making notes.

OBSERVATION

I indicated in my diary (Appendix D) and report (Appendix E) that the learners were better behaved (perhaps as a result of the principal's reprimand before the lesson, and the incident with the latecomer), and definitely more willing to participate. The story of *Kappie die houtkapper* amused the learners, and as an ice-breaker it worked well. At first only a few learners attempted to answer questions, but the situation improved, and with time, they also were more willing to ask for help. The learners liked the praise phrase, and more of them deliberately attempted to use Afrikaans. The observer remarked that she was amazed that learners were willing to use Afrikaans in the classroom. The limited time for teaching remained a problem, though. I was too ambitious in thinking that it would be possible to fit in all the envisaged activities during the lesson, and apart from the slow progress, the principal's pep talk to the learners at the start of the lesson had limited the available time even more.

REFLECTION

My main concern during the whole of the intervention was to design materials in line with the CLT approach, but at this stage I found that the unique circumstances in which the intervention programme took place also necessitated further consideration of affective variables, and their influence on additional language learning. The story, *Kappie die houtkapper*, worked well to reduce anxiety in the classroom at the start of the lesson (criterion 'P'), but failed to integrate all four language skills, described as a fifth design feature. It might have been a better option if the learners had been instructed to write the answers down.

I felt that the learners' responses to the comprehension questions called for paying some attention to the correct placing of the verb in Afrikaans, as well as the spelling of difficult words, reflecting language use as a criterion. It must be noted that

whenever learners' attention was drawn to correct spelling, grammatical forms or pronunciation, I constantly bore affective strategies in mind, so as not to increase the learners' anxiety. This view of awareness of the learners' needs in error correction is in congruence with the views of Nunan (1991b: 195), Roos (1992: 59), Brown (1994: 106), Agnihotri (1995: 7), Celce-Murcia and Olshtain (2000: 220).

Nonetheless, the question about the significance of grammar correction comes to the fore. In an article on grammar correction, Truscott (1996: 327-369) does not deny the value of grammatical accuracy, nor does he reject feedback as a teaching method. However, he does argue a strong case against the effectiveness of grammar correction. Truscott (1996: 354) views grammar correction as inefficient, which is what other researchers claim too (cf. Lightbown, 2000: 446; Weideman, 2002a: 2-3). According to Truscott (1996: 342) there is little connection between correction and learning, because "acquisition of a grammatical structure is a gradual process, not a sudden discovery as the intuitive view of correction would imply". Thus, critical reflection on my teaching practice raises the question: Did I have valid reasons for continuing with error correction? In hindsight, the answer seems clear: I should have dropped grammar correction in favour of providing the learners with more opportunities to experience the target language, which would probably have improved accuracy, and fluency.

The advertisement, as well as the discussion on the requirements of the two positions, were employed as a preface to the interview, and focused on the 'L' and 'P' criteria respectively. Learners were provided with necessary information to enable them to engage in more constructive dialogues ('L'), while consideration was also given to reduce the learners' anxiety, thereby attending to the learners' emotional needs ('P'). Again, authenticity as a criterion for materials development remained problematic, due to the unlikelihood of learners applying for jobs advertised in Afrikaans newspapers. But at least the action of applying for a job was an authentic (future) event that was relevant to the learners.

The exposure to idiomatic expressions, although inadequate, relates to language usage in general and the use of the language outside the classroom, and reflects alignment with the 'L' criterion. Generally, the use of idiomatic expressions is tied up with the

view that “idiomatic competence means possessing knowledge of the irregular and unsystematic features of the language” (Roberts, 1986: 56). Moreover, the inclusion of idiomatic expressions in lessons could provide learners with the opportunity to recognise their meaning, to create an awareness of the nuances they convey, as well as the possibility of correct and appropriate use. Although these justifications are valid, the uniqueness of the intervention setting suggests, however, that their use in this instance may have been ill-advised. My decision to explain idiomatic expressions was simply based on the prolific and humorous use of idioms by one of the characters in the Afrikaans TV programme *Sewende laan*, which 63% of the learners enjoyed watching, as indicated in their responses to the first questionnaire (Chapter 4, section 4.7.1). The idiomatic expressions thus reflect “genuine instances of language use” (Johnson, 1982: 24) and may be viewed as authentic texts. But the question should probably not be about their authenticity, but about whether explanations given by the teacher can be equated with learning by the learners. Does an explanation immediately convert into learning? Probably not.

The different tasks no doubt did afford learners with valuable opportunities for vocabulary development. Although provision was made for the implementation of a communicative task (interview), and its associated information gap technique, limited time prevented their proper execution during this lesson. Therefore, the rating of the information gap principle in Table 6.2 below is unsatisfactory.

Table 6.2 Lesson 2: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience	x		
Exposure to reading, writing, speaking & listening	Integrate all four language skills		x	
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Grammar	Language use	x		
Communicative	Information gap		x	
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety & novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive		x	
Understanding of instructions			x	
Instruction time			x	
Physical arrangement			x	
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson			x	

Although learners reacted fairly positively to the relatively new way of teaching Afrikaans, the influence of affective factors on their learning needed to be recognised further and catered for during the following intervention lessons. I was satisfied that the materials achieved impact through variety and novelty. My assessment of lesson 2, as reflected in Table 6.2, highlighted that more attention should be given to writing and speaking skills, the use of authentic texts, and to provide more opportunities for engaging in communicative tasks.

In the next cycle I needed to change my plans, and reschedule the tasks, in order to refine and amend the activities of the second lesson.

6.4.3 Cycle three: Intervention, Lesson 3

PLANNING

How does the reflection on lesson 2 influence the planning of the subsequent lesson? First, I concluded that the interview activity should again be included in this lesson to make provision for communicative tasks, as well as the introduction of information gap techniques. I also realised that in order to perform interviews, learners should have a better understanding of greeting forms in Afrikaans, and these therefore needed to be included in this lesson. In order to refresh the learners' memories, the interview procedures would have to be revised, and the same interview cards that were prepared for the previous lesson would be distributed.

Story telling would again be used as an ice-breaker, but now learners should rather write down their answers. The story of *Paul en Fred kampeer* was taken from *Nuwe Afrikaans sonder Grense, Graad 9* (Lätti, Gouws, Jooste, Kroes & van der Merwe,

2001: 160) and adapted, since the original story would probably have been too advanced for the learners' understanding (Appendix H, Task 3a).

Since learners had to be provided with more interaction tasks as well as information gap activities, I decided against using only the interview activity, but to design an additional picture game. A number of picture cards (Figure 6.6, Task 3b) were designed and photocopied. A few examples are illustrated below:

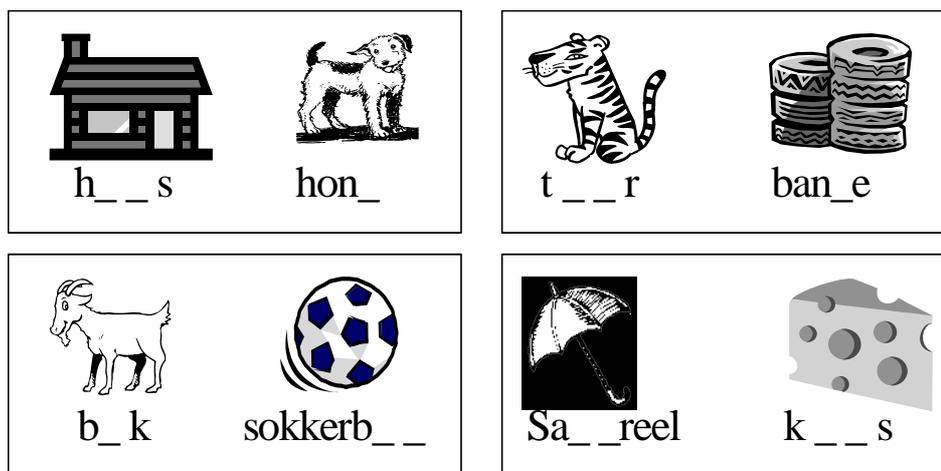


Figure 6.6 Picture cards: Task 3b

The purpose of this game was to give the learners the opportunity to explain to their partners what is depicted on their cards, without actually using the word on the card. The partner may ask questions, or request more explanations. When a correct answer is given, it is the turn of the other partner to describe the pictures on his/her card.

Awareness of learners' affective filter remained a crucial element in classroom practice, and needed constant consideration throughout all the lessons.

IMPLEMENTATION

Due to Ascension Day, only half of the learners and staff attended school, and that left me with 24 learners. From the start of the lessons, I tried to establish a communicative classroom by encouraging learners to become active participants, and strived to create a friendly and welcoming environment, conducive for learning Afrikaans. Therefore I made a point of greeting each learner as they entered the class and making

conversation about the weather. It was interesting to note that more learners started to greet me in Afrikaans, and a few even attempted some remarks about the cold weather.

Once again, the lesson started with a story to permit a silent period at the beginning. Although there were no interruptions while I was telling the story, one learner requested me to repeat it. I obliged, and then they had to answer the questions in writing. Afterwards, the answers were discussed, explanations of some words were given, and attention was paid to pronunciation, especially the ‘tjie’ sound in Afrikaans (e.g. *vuurtjie* and *vuurhoutjie*). In addition, I thought that the situation called for explaining the use of the double negative in Afrikaans. Afterwards the learners had to orally complete a few exercises written on flipchart paper.

While the interview cards were being distributed, I reminded the learners about the interview task that had been discussed in the previous lesson. Since the observer (teacher) was also absent, it was not possible to demonstrate the interview again, but the whole procedure was reviewed briefly. Different greeting forms, as well as the distinction between informal versus polite distance in Afrikaans, were explained. Since it was an interview, I requested learners to work in pairs, facing one another. Straight away, one learner (an ‘interviewer’) stood up and greeted the ‘applicant’ in Afrikaans, accompanied with a handshake. This gesture amused the other learners, and immediately others followed this example. Learners relied heavily on the interview cards to conduct the role play and followed the prompts to the letter. An interesting situation arose when an ‘applicant’ said he was interested in a ‘teacher’ position, which caught the ‘interviewer’ off guard and resulted in the latter protesting (*Ish, Nee man!*) about the wrong direction the interview was taking. I was called to their desk to resolve the matter. The ‘applicant’ complained that he wanted to become a teacher, and therefore did not wish to apply for the jobs advertised. Clearly not accustomed to role play activities, it took some time for me to explain (eventually code switching into English was necessary) before the learner understood the scenario. I also noticed that two learners used dictionaries to find appropriate words during the interview activity. However, one female learner was quite adamant that her partner should rather talk, than try to find the correct word in the dictionary.

After the interview activity I felt the scene was set for another type of information gap task, and to maintain some sort of momentum, I decided against switching partners at this stage. I explained the rules to the learners and emphasised that they must not show their cards to their partners. Learners immediately engaged in the picture game. After the explanation of the picture game, learners had to fill in the missing letters to complete the word on their cards, and then use two words on their cards to construct two sentences.

The picture game also provided some interesting moments. A disagreement between two learners about the correct pronunciation of the Afrikaans word for cheese drew me to observe them closely. It was found that one thought the Afrikaans for cheese was 'naas'. At one stage another learner came from the back of the class to ask me whether his picture was that of a 'wiel' or a 'tyre'.

After the picture game I congratulated the learners on their active participation. One learner's remark that this activity was not too difficult gave me the opportunity to relate their efforts to the idiom *Bokant my vuurmaakplek*, and once again I used the last few minutes to explain the idiom.

OBSERVATION

I indicated in my diary (Appendix D) that although the story about Paul and Fred was fairly simple, some of the questions were answered incorrectly, highlighting again the learners' poor proficiency level of Afrikaans. In my report (Appendix E) I indicated that the learners' vocabulary, spelling and reading skills were below par.

I also recorded in my diary that learners enjoyed the picture game, and generated much noise in the classroom at times, especially when someone provided a correct answer. Although the words on the cards were very elementary, some learners were unsure about the correct spelling and quite often asked for help. In addition, it was obvious that sentence construction was problematic and only a few managed to write a fairly simple sentence.

According to my observation in class, and as recorded in my diary, the atmosphere in class was to a certain extent more relaxed, and it was also noticeable that learners

were more willing to speak Afrikaans than during the previous lesson (perhaps as a result of fewer learners in the class, those learners who did bother to come being more motivated, fewer distractions, and the implementation of affective strategies). I was also able to move around in class with more ease to pay attention to individuals.

REFLECTION

There was a gradual progression in the materials employed in lesson 3, and they were more in line with the design considerations as stipulated in Chapter 5, section 5.5.1. The interview cards reduced learners' anxiety, since they gave them some kind of direction during the interview, but still allowed a meaningful interactive task based on the information gap principle. The introduction of greeting forms in Afrikaans and the provision of opportunities to use them in the interview task assisted learners in practising the target language. These activities, as well as the brief discussion of the idiomatic expression (*Bokant my vuurmaakplek*) relate to language usage, or the 'L' criterion.

In line with the discussion on corrective feedback (Chapter 4, section 4.7.2) I concentrated only on relevant errors (pronunciation, spelling and the use of the double negative), in order to be sensitive to the learners' needs and to allow them to practise Afrikaans more freely. However, in retrospect, as stated in the reflection stage in lesson 2 (section 6.4.2), I should perhaps have considered how and whether correction would contribute to learning.

The limited choice of occupations in the advertisement did not cater for the learners' different experiences and interests, but in view of their poor functional command of Afrikaans it would have been impossible for them to engage meaningfully in dialogue without any guidelines. I decided that the following lesson should focus more on the use of authentic materials, with even more emphasis on the information gap technique.

The fact that only 24 learners were in the class gave me the opportunity to introduce pair work with more ease in the learning setting, and the learners participated with enthusiasm, although not always in Afrikaans, and especially not when they thought I

was out of earshot. Nonetheless, the lesson progressed satisfactorily, as illustrated in Table 6.3:

Table 6.3 Lesson 3: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience		x	
Exposure to reading, writing, speaking & listening	Integrate all four language skills	x		
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Grammar	Language use	x		
Communicative	Information gap	x		
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety & novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive	x		
Understanding of instructions			x	
Instruction time		x		
Physical arrangement		x		
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

The picture game was more successful than the interview as a communicative task, and also addressed the 'L' and 'P' criteria. Both of the tasks offered the learners opportunities for valuable development of the basic language functions (e.g. describing, explaining, checking, requesting, interrupting, greeting, seeking information, stating information). As indicated in Table 6.3, the rating of the affective strategies was satisfactory. I felt satisfied with the progression because the learners were less anxious, more willing to speak Afrikaans, and more co-operative.

The interview was a valuable start to coach learners to become active participants and it served, to a considerable degree, to introduce the information gap principle. The picture game generated much more talk than the interview, and learners participated eagerly, and most learners tackled the task successfully. It must be noted that, although the picture card game was not related to the interview topic, or vice versa,

the rationale for employing the former was tied up with affective variables. Conversely, the lack of internal consistency may be seen as a limitation and will be explored further in Chapter 8.

6.4.4 Cycle four: Intervention: Lesson 4

PLANNING

Reflection on the third action research cycle suggested that learners should be given more frequent exposure to authentic input which is rich and varied. To address this need, I considered the use of newspapers in the classroom, and envisaged the employment of various methods and techniques. I requested the TSA researchers to make special arrangements for the delivery of newspapers, in order to use them during this lesson (as discussed in section 6.2).

Researchers and teachers have mentioned the advantages of using newspapers and magazines as valuable resources in the classroom, since they provide a variety of relevant material with the very latest news, reinforce what learners hear from other media (e.g. TV), and may broaden learners' horizons in the process. In addition, the use of these materials may serve to "bridge the gap between classes and the real world", and moreover the "interest level can push learners beyond their reading level" (Land: 1994: v). All of the above reasons, as well as the benefits discussed in Chapter 5, section 5.3, consequently justify the decision to use newspapers in class.

I decided to use a story depicting an article in a newspaper as a comprehension task, and simultaneously to expose learners to authentic input. I decided to adapt the story of *Fikele staan vir geen man terug nie* (Appendix H, task 4a), and prepared six questions to test the learners' comprehension. The aim was to find a new angle on a topic that would accommodate the learners' experiences and interests, and to apply this in such a way as to generate language use, but also to motivate learners to speak Afrikaans in class.

Land (1994: iv) recommends that the introduction of working with newspapers in the classroom should be undertaken gradually and in a non-threatening way to "systematically unlock" the information that the newspapers contain. In order to

familiarise myself with working with newspapers in the classroom, I explored different guides on newspapers in education (*Beeld, Koerant in die onderwys*, 1994; Sowetan Learner, 1994; *Die Burger. Koerant in die klaskamer*, 1995) which provided me with valuable examples. I realised that newspapers and magazines could provide learners with a wealth of interesting opportunities to explore vowels, consonants and linguistic functions, a further need I had observed during the previous lessons. I designed the newspaper activity to address these aspects (Figure 6.7, Task 4b). The task was written on flipchart paper.

ONDER DIE VERGROOTGLAS

Soek in die koerant die volgende:

- ❖ 'n hoofskrif
- ❖ voorbeelde van verskillende leestekens
- ❖ kruideniersware wat begin met konsonante
- ❖ 'n bedrag
- ❖ name van dorpe wat eindig op vokale
- ❖ 'n tienletter woord
- ❖ name van mense wat die vokale a, e, of u bevat
- ❖ 'n adres
- ❖ 'n getal hoër as vyftig
- ❖ woorde met dubbel konsonante
- ❖ voorbeelde van figuurlike taalgebruik



Figure 6.7 Newspaper activity: Task 4b

In order to achieve impact with the written instruction of the newspaper activity, I used the heading *Onder die vergrootglas* and a picture of a magnifying glass. Obviously the concept '*ver groot glas*' would have to be explained and this would serve as vocabulary development. I decided that the different questions would be shown to learners successively, so as not to overwhelm them with too much information. The learners then needed to act upon my instructions. I envisaged that the method of implementing this task would vary depending on the atmosphere in class (learners' anxiety), as well as the learners' progression. Thus, depending on my observations, suitable adjustments to the instructions or tasks would be made. For instance, to start the task, the learners would need to search for a major heading in the newspaper and underline it. Then, examples of different punctuation marks would have to be circled, after which learners would have to search for words representing groceries which start with consonants, and write them down, followed by the other remaining instructions given in Task 4b (Figure 6.7).

IMPLEMENTATION

Eighty-two learners attended class. In contrast to the previous lesson, the learners were restless and noisy. Assembly took longer than usual and learners arrived twenty minutes after the scheduled time. To make matters worse, there was barely any furniture in the classroom, and learners had to fetch extra tables and chairs. I also established that the learners would write a test after the lesson, which explained why so many were clearly not interested in the lesson, and preferred to study instead. I issued each learner with a folder in which to keep all the Afrikaans learning material (Chapter 4, section 4.4.1.4). The learners were surprised with this arrangement, but also queried the absence of clean writing paper.

The story about *Fikile* was read to the learners, and this time they were instructed to make notes while listening. Afterwards, they had to tell a friend what the story was about, but they struggled with this task. The observer (teacher) came to their rescue by requesting me to read the story once more, because she felt they had not listened properly. I obliged, and while reading it again, I noticed that more learners were taking down notes than during the first time. This time around, the re-telling improved a little bit, but it was clear that their functional command of Afrikaans was really inadequate for this task. When it came to completing the six questions in writing, it was interesting to note that some learners wanted to answer the questions orally. To the learners' enjoyment, the discussion of the correct answers resulted once again in the use of the now familiar praise phrase.

Unfortunately there was a hitch with the delivery of the newspapers that morning, and I had to revise my planning. I must admit that the disorganised situation at the school that day, as well as my dissatisfaction with the non-delivery of the newspapers, influenced my decision to revert to traditional grammar teaching. I decided to start with some revision of the alphabet with attention to pronunciation which I had identified as a weakness during the previous lessons. Since I had envisaged vowel and consonant exercises with the newspaper activity, I opted to employ vowel and consonant exercises from a slightly different angle. Thus, in the following exercise learners had to provide the missing vowels and consonants, on a sketch I drew on the blackboard (Figure 6.8). Luckily the blackboard was available (it was presumably cleared because accounting tests had been written the previous day).

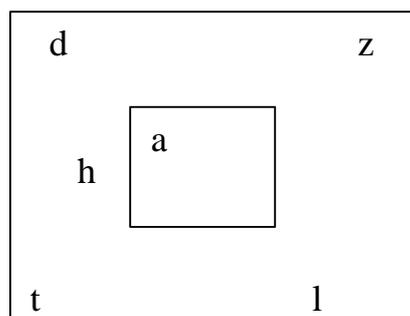


Figure 6.8 Sketch: missing vowels and consonants

Following this activity, the letters p, s, a, v were written on the blackboard. Learners had to supply five words starting with each of the given letters. Once again some learners got carried away and opted to supply the words orally, instead of writing them down. During the discussion of their examples learners participated enthusiastically. This was followed by a similar activity, but now double (long) vowels aa, oe, ie, uu were used. It was remarkable that the learners used largely three to four letter words in both activities, and that only two compound words were given (*personeelkamer* and *velkaros*). Incidentally, most of the learners had no idea what *velkaros* meant. These activities also provided an opportunity to pay attention to pronunciation matters, dictation, and vocabulary development.

OBSERVATION

My sentiments regarding the chaotic situation at the start of the lesson, and my dismay about the whole learning setting are reflected in my diary (Appendix D) with the remark '*Ek wonder of dit nie 'n hopelose saak is nie!*' However, although the learners were apprehensive at the start of the lesson, I observed during the remaining instruction time, as indicated in my diary and the report (Appendix E), that the atmosphere in the class improved gradually, and at the end of the lesson even those who had been reluctant to participate engaged actively in providing answers. Hence, my initial pessimism gave way to a more positive outlook as the following inscription in the diary reflects: '*Ek skep weer moed!*'

As recorded in my diary, I observed during the storytelling that the learners, especially the female learners, were fascinated with the fact that Fikile, a girl, was playing soccer. However, I also indicated that learners struggled with comprehension

and the re-telling of the story. The observer (the learners' regular Afrikaans teacher) again mentioned that she disliked the fact that learners are given the opportunity to "talk so much in the class", because she preferred a quiet set-up where she is in control all the time.

I indicated in my diary that the mishap with the delivery of the newspapers, and the disorder at the school affected my initial planning, and therefore I had to amend my plans and decided to revert to traditional grammar teaching. On the other hand, I also indicated in the diary that the grammar exercises undertaken proved to be valuable for vocabulary and dictation development, as well as to enhance the atmosphere in the classroom, and to trigger the learners' motivation to participate more spontaneously in Afrikaans.

REFLECTION

Overall assessment of this lesson, as indicated in Table 6.4, is satisfactory, despite the limited time, and the mishap with the newspapers which directly influenced my decision to revert to traditional grammar teaching. It is perhaps salutary to note that CLT is not averse to grammar teaching. Weideman (2002a: 44) suggests that some role plays tasks are designed exactly for this purpose (for a wide range of examples, see also Van Jaarsveld & Weideman, 1985). Thus, I may have focused more on employing similar kinds of exercises, in order to become a "beneficiary" of current approaches (Weideman, 2002a: 27). Even so, the challenge would be to stay clear of too many concessions to traditional ways of teaching during the intervention.

The comprehension activity was designed to integrate listening, writing and speaking skills and provided a challenge for the learners' to improve their proficiency. However, the task excluded reading skills (since the report was merely read to the learners) and therefore it is necessary to revise this task to include attention to reading skills. The comprehension task thus failed to reflect the integration of all four language skills as a stipulated criterion. Although a relevant and authentic topic was chosen to elicit the learners' interest, use in the classroom appeared to be less successful, probably because of the learners' poor proficiency in Afrikaans, and the reigning disorder at the school that morning, both of which may have influenced the learners negatively.

Table 6.4 Lesson 4: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning		x	
Tasks	Personal experience	x		
Exposure to reading, writing, speaking a& listening	Integrate all four language skills		x	
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Grammar	Language use	x		
Communicative	Information gap			x
Language functions	L		x	
AFFECTIVE STRATEGIES				
Achieve impact	Variety and novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive		x	
Understanding of instructions			x	
Instruction time		x		
Physical arrangement		x		
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

Unfortunately, the intention to work with newspapers in the classroom did not materialise, and therefore judgement about the effectiveness of the planned task (Figure 6.7, Task 4b) and its evaluation against the stipulated criteria are not entirely feasible. Nevertheless, in retrospect, my initial plan to include tasks which explore vowels and consonants, did materialise (despite the lack of newspapers), and provided some potentially valuable vocabulary and dictation development. Yet, the learners' proficiency in Afrikaans remained below par at this stage.

Consideration was also given to affective strategies (reflecting the 'P' criterion) during the lesson. Since the grammar exercises undertaken were not too difficult, the learners enjoyed the activities, anxiety was reduced and the learners' desire to participate more spontaneously in Afrikaans was triggered. However, one must see the improvement in context, because whether the learners' attitudes and motivation improved to the extent where they could engage effectively in pair work, remained uncertain. Thus, future intervention lessons should call for revising exercises to

include reading and speaking skills and, in particular, information gap tasks. Although there was slight progress in the learners' understanding of instructions in Afrikaans, occasional brief switching into English was still necessary. Time available for the teaching and the physical arrangements in the classroom remained a problem.

6.4.5 Cycle five: Intervention, Lesson 5

PLANNING

After the fiasco of the non-delivery of the newspapers I was reluctant to plan another lesson on working with newspapers in the classroom, since the TSA researchers (responsible for the arrangements) had by now informed me that the delivery of newspapers was not a certainty. However, they informed me that there would be a special edition of *Beeld* newspaper with a supplementary issue on revision of all the Grade 12 subjects, and they assured me that they would try their best to obtain copies of it.

The planning of this lesson thus follows directly from the evaluation of the previous lesson where it was concluded that attention should be given to speaking and reading skills. Furthermore, I was interested in the learners' proficiency in reading and their comprehension of the written text. I therefore also decided to give them the opportunity to engage in dialogue work, in line with Roberts' suggestion that dialogue can be used as a "pedagogic device aimed at improving communicative competence and transactional effectiveness" (Roberts, 1086: 84).

Firstly, it was necessary to find a relevant authentic reading task, but also to consider a different angle in order to accommodate a wider range of language skills. Because learners often view reading as tedious, I decided that it would be valuable to get the learners to interact with the reading text (a story) by including various techniques in this task. To tackle the planning of such a task, I looked for an interesting story which would elicit the learners' interest. The story should not have an over-familiar content, and should be in line with the learners' proficiency in Afrikaans. The story would be used as a reading and comprehension exercise, as well as to help the learners to engage in self-assessment of their vocabulary. In addition, to obtain maximum benefit

from the written text, the task (story) would be used as an opportunity for communicative purposes.

The story about Luzuko which came from *Nuwe Afrikaans sonder grense* (Lätti *et al.*, 2001: 41-42) was adapted (Figure 6.9, Task 5a) to bring it more into line with the learners' proficiency in Afrikaans.

LUZUKO DIE SWAELTJIE															
<p>Met sy klein lyfie lyk Luzuko Maseko soos 'n swaeltjie tussen die groot en swaar lywe van sy mededingers. Luzuko is die eerste swart Suid-Afrikaner wat aan 'n Suid-Afrikaanse duikkampioenskap deelneem. Die skamerige seun het skaars 15 maande gelede begin duik en is reeds een van die top nege junior seuns in Suid-Afrika. Die senior groep duikers is ouer as 16. Wanneer Luzuko op die drie meter hoë duikplank klim, lyk hy baie klein daar bo. Dan duik hy met 'n sierlike boog soos 'n swaeltjie deur die lug. Sy tone is gepunt, sy hande reguit voor hom en sy lyf is gestrek. Byna sonder 'n druppeltjie water wat plons, tref hy die water se oppervlak. Luzuko is baie pligsgetrou en oefen elke middag na skool - van halfdrie tot halfses. Volgens mev. Keet, sy afrigter van die oos-Londense Duikklub, het hy werklik groot talent om so vinnig te vorder. (Adapted from Lätti <i>et al.</i>, 2001:41-42)</p>															
✓															
x															
1.															
2.															

Figure 6.9 Task 5a

I envisaged that the learners should first read the story silently and in order to include communicative activities, the learners would be instructed to tell a partner what the story is about. Then the partner would ask the 'story-teller' three questions about the story, after which they would switch roles.

Furthermore, at the bottom of the page a grid was provided, with an 'I know' (✓) and an 'I don't know' (✗) row for the self-assessment activity (Figure 6.9, Task 5a). During the self-assessment activity each learner would have to place a square of paper (which would be issued) anywhere over the written text, and draw the outline of the square. The learners would then have to look at the words in that specific square, assess whether they 'know' or 'don't know' the words, and indicate this on the grid at the bottom of the page. The rationale for this was to provide the learners with the opportunity to self-assess their understanding of vocabulary in the story.

In addition, in accordance with the problem areas identified during the diagnostic assessment (Chapter 5, Figure 5.2), I decided that it was time to provide the learners with more opportunities to construct their own sentences. Therefore, provision was made at the bottom of the page for the learners to write sentences which they had to construct using words from their 'I know' row.

Finally, the learners should read the story once more, and then answer the comprehension questions which were photocopied at the back of the story (see Figure 6.13, which gives the seven questions and an example of answers obtained). The completed tasks would be collected for evaluation of the learners' progress.

IMPLEMENTATION

Since learners were writing tests during this week, they were noisy, preoccupied and really not motivated for the lesson, and only 74 learners attended class. When the reading material was distributed, I noticed quite a number of learners who were far more interested in learning for the tests than in engaging with the material. After a reprimand, the learners were again asked to read the story carefully and told not to turn the page. It became clear that the learners struggled with reading the story, and they became anxious and negative. Then, as soon as the learners engaged in the story-telling activity, their stress levels rose even more, and they became very agitated. It was clear that the learners found it difficult to formulate sentences when telling the story and asking questions about it.

I decided to change tactics and distributed the squares for the self-assessment activity. The placement of the square and the drawing of the outline were explained. After a

demonstration on the blackboard, they were curious and tackled the task with more enthusiasm. Learners were then requested to look closely at the words in the square and assess whether they ‘knew’ the word or ‘didn’t know’ the word, and then indicate this on the grid at the bottom of the page. This strategy paid off, since they were now more relaxed, willing to participate, and keen to ask for help. I noticed that learners did not hesitate to write words in the ‘don’t know’ row, and a number of learners called me to their desks to have a look at their lists.

After that, learners had to construct two sentences by using any of the words in their ‘know’ row. One female learner was pleased with her effort and called me to her desk, because she managed to use three of the words in one sentence. This encouraged many other learners to show their efforts to me as well.

Some examples of the learners’ self-assessment and sentences are given below.

X	swaeltjie	oppervlak	lyf	lyk	halfelrie.	duitsplank				
✓	skool	middag	baie	sy	is	van	deur	se	na	

1 my skool is baie skoen.

2 ~~Die~~ my pa het die van.

plank klim, lyk hy baie
 os 'n swaeltjie deur die
 sy lyf is gestrek. Byna
 se oppervlak.
 ldag na skool – van hal

Figure 6.10 Comprehension: Example A

X	tussen	swaeltjie	duik	Suid-Afrikaner reeds	en	is				
✓	die	groot	swart	Suid-Afrikaner	en	is	groep	senior	begin	

1 my pa het in groot huis

2 Ek het in swart kar.

ltjie tussen die groot e
 ste swart Suid-Afrikaner
 neem.
 ggin duik en is reeds ee
 nior groep duikers is

Figure 6.11 Comprehension: Example B

X	Luzuko	duikkampioenskap	Gelede	Skaars	Miedingers							
✓	Luzuko	Maseko	is	soos	Suid-Afrika	seuns	in	Maande	die	in	Aprikaanse	

1. Ek lyk Suid-Afrika

2. Die seuns in my klas is baie

Luzuko Maseko soos 'n
ledingers. Luzuko is di
anse duikkampioenskap
t skaars 15 maande gele
seuns in Suid-Afrika. I

Figure 6.12 Comprehension: Example C

In all of the above examples the simple sentence construction and spelling mistakes are noticeable. Evident also is the learners' limited vocabulary. In Figure 6.10 (Example A), the learner (proficiency level Grade 3, matriculated with symbol F) used incorrect double vowels which resulted in using *sko^oen* (shoe) to explain that the school was clean (*sko^{oo}n*). In Figure 6.11 (Example B) the simple sentence construction matched the learners' proficiency level (Grade 3; matriculated with symbol GG). In the last example (Figure 6.12) the learner (proficiency level Grade 4; matriculated with symbol F) clearly tried to translate 'like' directly and ended up with *lyk*, making the sentence somewhat confusing.

With the atmosphere restored to reflect a more positive feeling, it was time for the learners to take up the challenge of answering the comprehension questions on the back of the page. However, they first had to read the story again, and as soon as they attempted to answer the comprehension questions a problem arose. I realised that they did not understand the instructions of the comprehension exercise (e.g. *omkring*, *nie korrek nie*, and *teenoorgesteld*), and these had to be explained. I encouraged the learners to do their best, and afterwards I collected their answers. It was clear that the learners were not used to this type of questioning and had no real understanding of the story. A typical example of answers received is given in Figure 6.13 (Example A). It is obvious that the learner (proficiency Grade 4; improved to Grade 6; matriculated with symbol F) did not comprehend the text, and answered only questions 5 and 6 correctly.

Beantwoord nou die volgende vrae:

- Wat is die korrekte afkorting vir Suid-Afrika? Suid-Afrika
- Hoe lank duik Luzuko al? **OMKRING** die regte antwoord.
 - 'n Jaar en drie maande
 - Van sy sesde jaar af.
 - Minder as 'n jaar.
- Watter **EEN** woord in die leesstuk vertel vir jou dat Luzuko teruggetrokke en stillerig is?

Twee impulsiviteit
- Drie van die volgende woorde beskryf Luzuko korrek. **OMKRING** die woord wat **NIE KORREK IS NIE**.
 - pligsgetrou ✓
 - klein
 - swaar
- Hoe hoog is die duikplank waarvan Luzuko duik? Drie meter
- Soek die woord in die leesstuk wat die **teenoorgestelde** is van **junior**.

Senior
- Wat is 'n swaeltjie?

'n swaeltjie bagas

Figure 6.13 Comprehension: Example A

OBSERVATION

Once again I recorded in my diary (Appendix D) and report (Appendix E) that because the Twee learners were busy writing tests, they were restless, noisy, preoccupied, and preferred to busy themselves with studying for the tests. In our discussion after class, the observer remarked that she quite often needed to reprimand the learners (especially those sitting in the corners of the class) to refrain from studying for other tests during the Afrikaans lessons. I realised that as long as the learners were allowed to keep their bags next to them on the floor, they would have an opportunity to study. Furthermore, the bags restricted my movements in between the desks and chairs in the crowded classroom. I decided it was time to take action and seek a solution to the problem.

My diary also gives an account of my observation of the learners' prevailing attitude during the reading and communicative tasks. As reflected in the report (Appendix E) it became clear that the learners struggled with comprehension during the reading activity, and they became anxious and negative. The observer told me that this was typical of how she experienced the learners' attitude during reading activities,

confirming the results of the pre-test (Chapter 5, Figure 5.2), as well as my impression of their reading abilities as observed during the previous lessons. I observed that the communicative task caused even more anxiety, since the learners found it difficult to formulate sentences in both telling the story, and asking questions.

As reflected in my diary and the report, the learners perceived the self-assessment as interesting and thus engaged enthusiastically in this activity. Although the learners undertook the construction of sentences with eagerness, their efforts illustrated the simplicity of their sentences, their limited vocabulary and lack of spelling ability. Furthermore, I noticed that the completion of the comprehension questions caused the learners to become even more anxious, probably because of their poor proficiency in Afrikaans.

My diary reveals my surprise that eventually the TSA researchers managed to get hold of *Beeld* newspapers. This enabled me to distribute a copy of the special edition to every learner at the end of the class. The newspapers were received with great enthusiasm. In addition, the keen interest some male learners showed in an alcohol advertisement page provided me with an opportunity to engage in conversation with them. They enjoyed this attention and tried to respond in Afrikaans.

REFLECTION

Reflection on the progression and coherence of the activities attempted during lesson 5 indicated that the learners were provided with opportunities to engage in dialogue work, to experience interpretation, expression and negotiation, and to become interactive partners in the learning situation. The story about *Luzuko*, though slightly beyond the learners' understanding, nonetheless offered valuable opportunities for reading and vocabulary development. In addition, the different techniques (story-telling, self-assessment, sentence construction and comprehension test) employed during the lesson gave the learners the opportunity to develop their competence in language use. In general I found the learners understood my instructions in Afrikaans better and less occasional switching to English was necessary.

contributing to my evaluation of the lesson as below par were the learners' poor proficiency in reading and speaking skills in Afrikaans, as well as the fact that they had no experience of pair and group work. A further point worthy of note is that the crowded classroom restricted the back to back technique employed during the communicative tasks. Even allowing learners to sit side by side, as an option, was not always possible because of the physical limitations of the classroom. Another unsatisfactory aspect was that learners were allowed to choose their own partners, chiefly because of the peculiar circumstances of the intervention (limited time, large class; absenteeism, my inadequate knowledge of the learners). Yet, in certain cases when I observed that pairing patterns affected the outcomes of the task, I managed to effect a change in partners.

As reflected in Table 6.5, the different tasks employed during the lesson, although designed to cover a number of the stipulated criteria for materials design (authenticity, integration of language skills, interactive nature, information gap, provision to focus on language functions), only inadequately managed to achieve this goal. The communicative activity embedded in the task generated much anxiety, and therefore did not reflect the 'P' criterion. In itself, this is not a problem. One accepts that certain activities are more stressful than others, as illustrated in the stress index for language methods proposed by Weideman (2002a: 102-103, and discussed in Chapter 4, section 4.3.1.3). In this particular context however, it is clear that one needs to remain alert to affective factors if one wishes to ensure that learning takes place. In any event, the use of the self-assessment technique redressed the situation and endorsed functional language, as well as emotional needs ('L' and 'P' criteria). Although the learners in all probability perceived the reading task as reasonably interesting, it proved to be slightly beyond their comprehension ability, and generated stress and anxiety. It also became apparent that the storyline and topic (diving, as a sport) was a little remote from the experience of some learners. Nevertheless, the story may or should have helped to bridge the gap between the class and the real world and to broaden the learners' horizons.

Table 6.5 Lesson 5: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience		x	
Exposure to reading, writing, speaking & listening	Integrate all four language skills	x		
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Grammar	Language use		x	
Communicative	Information gap	x		
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety and novelty	x		
Reduce anxiety	P		x	
Boost self-confidence	P		x	
Encourage risk-taking	P		x	
Enhance motivation	P		x	
Attitude change	P		x	
CONSTRAINTS				
Pair and group work	Interactive		x	
Understanding of instructions		x		
Instruction time		x		
Physical arrangement			x	
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson			x	

The crux of the matter remains that the learners had no experience of communicative tasks, and therefore struggled with these activities. The learners' negative reaction to the reading and communicative activity highlighted once more that if learners are not familiar with communicative exercises, and their proficiency levels in Afrikaans are low, they find it extremely difficult to engage spontaneously in these type of activities. It once again became clear that learners needed to be coached on how to ask a classmate to repeat something, how to let others know they have not been understood, and how to request explanations. In fact, in two-way communication it is vital to know how to communicate and interact with one another, but also how to respond and reply appropriately when called upon or expected to do so (Weideman, 1985: 1). In hindsight, I should perhaps have provided the learners with opportunities and means to meet these rudimentary CLT classroom needs from the very beginning of instruction.

Reflection on lesson 5 highlights, too, the necessity to revise certain actions. In the first instance, since the learners had experienced problems to comprehend a number of concepts (e.g. *duikplank*; *duikkampioenskap*; *swaeltjie*; *oppervlak*; *afriqter*) these concepts needed to be clarified during the following lesson, and the correct comprehension answers discussed. Secondly, learners should be assisted to become interactive participants in the language classroom, and more communicative tasks should be implemented.

Regarding the limited space in the classroom, some alternative actions may have to be considered. A solution would be to ask the observer (the regular Afrikaans teacher) to assist me by ensuring that the learners' bags were put in the front of the class and that only Afrikaans teaching materials would be allowed at the desks. This would allow me to move between the desks, and reduce the chances of learners studying for other tests during the lesson. Finally, continuous consideration should be given to affective strategies, since affective variables would remain a vital factor in the effort to enhance the outcomes of the intervention programme.

6.4.6 Cycle six: Intervention, Lesson 6

PLANNING

Reflection on lesson 5 revealed that it was necessary to clarify the meaning of some of the unfamiliar words in the story during the previous lesson, and to supply and discuss the right answers in the comprehension task. These aspects would therefore be addressed at the start of the lesson. Secondly, since the learners encountered problems with basic functions such as asking for help, and requesting explanations in Afrikaans, I decided that these functions needed to be addressed as well.

In view of the learners' inadequate vocabulary, I decided to focus on lexis during this lesson. The rationale behind this decision was twofold: to provide the learners with more exposure to vocabulary learning which might be helpful in future communicative tasks, and to reduce anxiety, stress and tension in the classroom by employing different methods and techniques. One such strategy is mentioned by Ehrman (1996: 146), who recommends the use of prudently selected and limited bits

of authentic material which are inherently interesting. Being able to complete a certain task successfully would enhance the learners' self-confidence, would reduce anxiety, and might also increase motivation and willingness to take learning risks. Once again, I explored the guides on newspapers in education, as well as other media (*Newspapers: a teaching tool*, Janse van Rensburg, 1983; *Afrikaans handbook & study guide*, Lutrin, 1999; *Uitnemende Afrikaans*, Hofmeyr, 2001) for guidelines and examples. I chose different activities (Figure 6.14, Tasks 6a; 6b; 6c; 6d & 6e) to elicit curiosity and interest, and paid attention to the layout to ensure that the materials would be user friendly.

Task 6a

Kort die woorde 'n d of 'n t ?		
lan...	kaar...	mon...
gron...	gel...	goe...
woor	kan...	vyan...
be...	broo...	draa...

Task 6b

Kort die woorde 'n f of 'n v ?		
oli...ant	skry...	...ertel
...luks	gaarolik
...ies	doo...	...ark
...rons	...ol	onbesko...

Task 6c

Kort die woorde 'n ei , y of ui ?		
kl.....nskas	komb....s
dr....we	v....l	v....lig
aarb....	konf....t	kr....e
skr....f	maagp....nna

Task 6d

Gebruik **t**, **d**, **f** of **v** om die woorde in die blokraaisel te voltooi :

1			2		3			4
			5					
6		7			8			
		9						

(Adapted from Hofmeyr, 2001: 45)

Leidrade Af:

1. Kom na vier
2. Familie van 'n muis
3. Waterdier met skubbe
4. As jy iemand dood maak, pleeg jy
6. As koffie nie sterk is nie, is dit
7. Die manlik van niggie
8. Iets wat deel is van 'n tafel en van 'n dier

Dwars:

1. Maak sodat ons kan braai
3. Die kers brand met 'n
5. Jy pak jou boeke en klere daarin
6. Rym met klein
8. Dier waarop jy kan ry
9. As jy iets verkeerd doen, maak jy 'n

Task 6e

v	o	e	l	n	r	b	f	s	o
e	v	x	e	e	z	l	l	l	m
e	r	q	e	w	o	a	i	y	u
k	e	b	u	w	k	f	x	k	i
h	n	k	s	k	a	a	p	r	s
o	o	l	a	n	t	l	h	a	n
r	s	j	t	o	b	g	v	v	t
i	t	r	r	e	f	a	r	i	g
n	e	s	i	v	d	r	e	p	s
g	r	e	l	a	n	d	b	n	m

Soek en omkring hierdie diere in die woordblok langsaa:



(Adapted from Hofmeyr, 2001: 43)

Figure 6.14: Tasks 6a; 6b; 6c; 6d; 6e

IMPLEMENTATION

Although I had expected otherwise, there were once again very few desks and chairs in the classroom, and it took nearly twenty minutes to resolve the problem. Only 74 learners were in class and I learned that the other missing Grade 12 learners had to write an English test during this lesson. In the meantime, the observer sorted out the bag problem by ensuring that they were put down at the front of the class. I noticed that a male learner brought an alcohol advertisement to class and he and a group of friends were once again pre-occupied with this. I asked him whether he bought any liquor, upon which he answered “*Nee, Mevrou!*” His friend laughingly added “*Ja, ek dink so, Mevrou!*” When I asked him about his age he replied “*Sewentien*”. The group enjoyed my remark that at his age he fortunately would not be able to buy alcohol. Some of the other learners in the vicinity followed the conversation with immense interest.

Learners were interested to review their comprehension questions, and much to their delight, I showed them pictures of a diving board, of somebody diving and of a swallow, in order to clarify these concepts.

The learners received the new handouts with enthusiasm and a positive attitude. After the completion of Task 6a (*d* or *t*) the correct spelling was revised, and the meaning of some words was explained. I wrote the correct spelling, which the learners provided

orally with great eagerness, on flipchart paper (the blackboard was again not available). Special attention was paid to pronunciation. The same procedure was followed with Task 6b (*f* or *v*). The correct spelling was met with the praise slogan, while the class did not hesitate to show their disapproval when an incorrect answer was given. Admittedly, this resulted in more noise than usual. However, the positive atmosphere in the classroom encouraged one and all to participate. I noticed that the more proficient learners began completing the subsequent exercises in advance. The completion of the following exercise, Task 6c (*ei*, *y*, *ui*) took a bit longer than the previous tasks, and the learners made more spelling mistakes here than previously. In the discussion of the correct spelling, I made sentences using the words in that exercise (e.g. *As ek te veel druiwe en aarbeie geëet het, kry ek maagpyn en dan is dit eina*). Learners liked this sentence and even used body language to indicate the meaning of *eina*! It is no doubt one Afrikaans word with wide currency among speakers of other languages. Learners were also given the opportunity to construct their own sentences. A few were willing to take the risk, and shared their efforts with the class, upon which their fellow learners immediately acknowledged their efforts with approval.

For the completion of the crossword puzzle (Task 6d) another strategy was followed. The learners were given an opportunity to practise some basic functions in Afrikaans. Working in pairs, they were allowed to deliberate on the correct answer in order to complete the puzzle (e.g. *Wat dink jy? Hoe word die woord gespel?*). I wanted to develop the learners' skills to negotiate – to ask and to clarify. Thus, in order to engage effectively in this task, the learners needed to communicate and interact, and had to know how to apply basic language functions such as arguing, persuading, requesting, accepting, refusing, disapproving, suggesting (for a more comprehensive list of language functions, see Weideman, 1985: 81-83). The emphasis in such a case is not on knowledge about the language, but rather on the ability to use the target language in different situations (Weideman, 1988: 93; McDonough, 2001: 293; Weideman, 2002a: 35). Indeed, the various uses or functions of language are central to Mainstream Communicative Language Teaching, and relate to what is perceived in this interpretation to be the real language ('L') needs of learners (Weideman, 2002a: 45; Weideman, 2003: 32). It was gratifying to note that although learners were not used to communicative tasks, this time they engaged immediately and spontaneously

in deliberations, because their attention was on completing the puzzle before others did. This camaraderie was carried through to the discussion of the correct answers.

With only ten minutes of teaching time left, the learners were asked to complete the last activity (Task 6e), which they took to with keenness. The task posed no real problems for the learners, and some called me to their desks to look at their answers. I overheard a male learner correcting his friend with “it is the other way around”. When I supplied him with the Afrikaans translation of his remark, he immediately repeated the remark to his friend. In the discussion of the correct answers, a male learner volunteered to give the answers and even came to the front of the class to indicate where the correct words were hidden in the exercise. In the word identification I paid special attention to the correct spelling of words such as *voël* and *sê*, as well as to the correct pronunciation of certain words (e.g. *jakkals*, *olifant*, *eekhorning*). It must be noted that for feedback I used “recast” as a feedback technique. **Recast** is defined by Lightbown (2000: 446) as an “utterance by a teacher ... which rephrases the utterance of a learner, preserving the original meaning, but correcting the error(s) that occurred in the original utterance”. The case argued against error correction as mentioned in the reflection stage of lesson 2 (section 6.4.2), may also to some extent be applicable here, but recasting nonetheless represents a form of correction that is more likely to result in learning, since it uses the learner’s own words. It has the additional advantage of presenting the correction covertly, which is non-threatening and in line with attention to the affective factors that influence language learning that, on more than one occasion, I found to be so important in the particular context of this intervention. A final benefit of recasting is that it presents an immediate comparison between what has just been uttered and has subsequently been corrected, giving a criterion for the language used.

OBSERVATION

I recorded in my diary (Appendix D) and in the report (Appendix E) that the atmosphere in class was much more conducive to learning than during the previous lesson. The learners participated with enthusiasm, often asked for help, and eagerly shared newly gained knowledge with a friend. I observed that the learners were also more willing to take risks. Evidence of this was when one male learner at the back of the class asked me (verbatim) ‘*Wat ons nou moet doen?*’ Other learners quickly

followed his example to seek my help in Afrikaans. During this lesson much more noise was generated, once again to the obvious dismay of the teacher (observer). However, she told me after class that she found the exercises interesting and asked for copies.

As indicated in my diary, the approach in the completion of the crossword puzzle was different from the other tasks in the lesson, and was intended to be more challenging, because I wanted to test the learners' comprehension as well as their skills to negotiate. The learners did well with this task, and I felt satisfied about the verbal interaction that took place during the completion of this task. It is likely that, since they viewed the activity as a competition, they tried their best to deliberate in Afrikaans, because they were not only compelled to read the question in Afrikaans, but also had to come up with an Afrikaans word. However, it must be stated that some learners could not resist the temptation to use English, or their mother tongue, and probably thought that the noise in the classroom would prevent me from hearing that they were not using Afrikaans.

As indicated in my diary and the report, the strategy to allow only Afrikaans teaching material on the desks, and having the learners' bags in front of the class, paid off. My satisfaction with the improvement is captured in my diary with the remark '*Dit is stukke beter!*' Not only were the learners paying attention to what was going on in class, I was also able to move with a little more ease between them to pay individual attention.

REFLECTION

The materials provided valuable vocabulary and dictation development, and, together with the attention given to these aspects during the previous lessons, probably contributed to the improvement thereof, as reflected in the post-test results. As indicated in Figure 5.3 and Figure 5.4 the learners' performance here rose respectively from 3% to 13%, and from 10% to 20%. It was also noticeable that the learners followed my instructions more readily than in the previous lessons. However, the learners' sentence construction was still substandard. The lack of time remained a problem, especially when much of it was squandered because of insufficient desks and chairs in the classroom.

The activities employed during this lesson reflected a number of the stipulated criteria given in Table 6.6, and contributed to the establishment of an interactive classroom, reduced anxiety, as well as focusing on functional language needs and emotional needs. A further point worthy of note is that with the establishment of an enjoyable atmosphere, free from anxiety, fear and embarrassment, the learners were more willing to take risks. As I have remarked above, my use of recast as a feedback technique may also have contributed to easing the strain that is normally associated with the correction of errors. The fact that some of the learners began to venture into Afrikaans when requesting information from the teacher is another indication of success.

Since the first two tasks (Task 6a & 6b) were fairly easy, and the following activity (Task 6c) was slightly more challenging, the progression set the scene for the more stimulating crossword puzzle (Task 6d). The puzzle activity integrated all four language skills, since the learners had to engage in a decision-making process. Kumaravadivelu (2003: 230) makes the point that during a decision-making process language skills can be “profitably integrated”, because learners are given the opportunity to “use the collected information and proceed with the activity”. Furthermore, the puzzle activity achieved impact through the inclusion of negotiating skills, and gave the learners a chance to practise Afrikaans. Task 6e proved to be relatively easy and contributed to important reading, dictation and vocabulary development.

The materials, however, were perhaps not adequately authentic, nor did the information gap principle function prominently anywhere else than in the crossword. These two criteria would have to become the focus of following lessons. Despite these limitations, the activities employed during this lesson were effective and I was satisfied with the results. I was left with the feeling that I had accomplished what I had set out to do. The lesson was evaluated as satisfactory, as indicated in Table 6.6 below.

Table 6.6 Lesson 6: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience	x		
Exposure to reading, writing, speaking & listening	Integrate all four language skills	x		
Realism	Authenticity		x	
Vocabulary development	Language use	x		
Grammar	Language use	x		
Sentence construction	Language use		x	
Communicative	Information gap		x	
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety & novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive	x		
Understanding of instructions		x		
Instruction time		x		
Physical arrangement		x		
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

SUMMARY

During lessons 4 and 5 the use of newspapers in the classroom did not actually materialise, although the tasks were based on information found in newspapers, and the exercises were designed to be similar to those that would have been used if newspapers had been available. The unavailability of newspapers was unfortunate. However, the intention in these cycles was to focus on reading, and this was reflected in the materials and task design.

We have learned from the post-test results (Figure 5.3 and Figure 5.4) that the learners' reading skills improved to a 40% average score, from a low of 30%. This brings us to the question: Did the learners feel that their reading skills had improved and to what extent? Their answers to this question on the questionnaire, which they had completed at the end of the intervention programme, are illustrated in Figure 6.15.

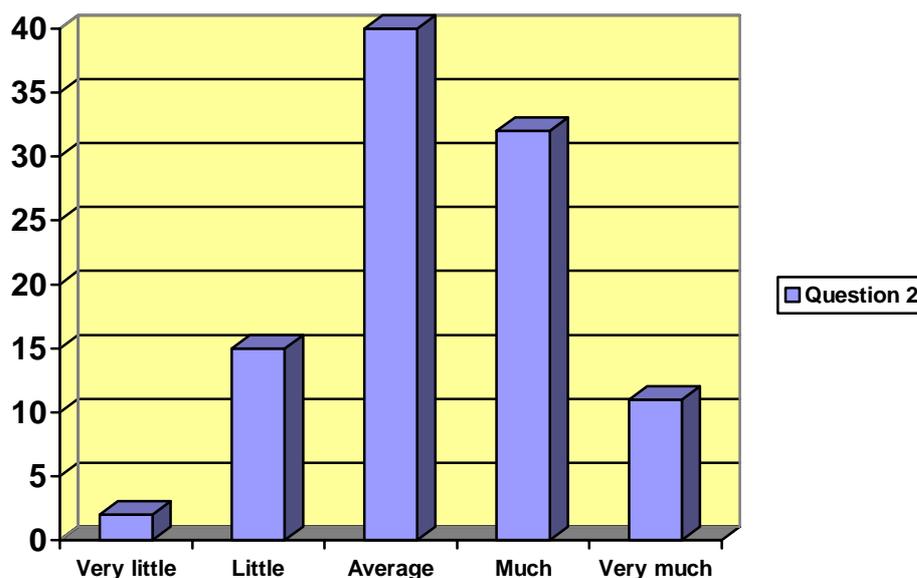


Figure 6.15 Improvement of reading: learners' perceptions

The learners were actually realistic in their feelings about the improvement in their reading abilities. Only 11% (average score) of the learners indicated that their reading improved *very much*, 32% of the learners said that there was *much* improvement, while 40% of the learners perceived the improvement was only *average*. Fifteen per cent of the learners viewed their improvement as *little*, with only 2% of the learners indicating that there was *very little* improvement.

This brings us to the seventh action research cycle undertaken.

6.4.7 Cycle seven: Intervention: Lesson 7

The focus during this cycle was to provide the learners with choices, and to give them the opportunity to get more emotionally involved with the material by engaging in learner-centered discovery activities. Hence, I assumed that if a task could elicit the learners' interest and creativity, this would be extremely useful to get them to tackle the interactive activity with more confidence and motivation.

PLANNING

Since I felt happy about the verbal interaction during the previous lesson, I wanted to build on the progress that was made, and decided that learners should attempt another type of communicative task. The planning of the task was based on the experience I had gained during the previous cycles. In light of the fact that the learners had little experience of communicative activities, I realised that it would be to their benefit if they had a guideline to structure their dialogues, and in addition this might help to reduce anxiety. I decided to use a telephone activity (Figure 6.16, Task 7a) where a learner's mother phones and requests him or her to buy a few items at the supermarket or shop. Provision was made on the handout to write down the conversation, and space was provided to make notes of the items to be bought.

Jou ma bel jou en vra dat jy asseblief 'n paar artikels by die supermark gaan koop.

ÿ Telefoon lui

Jy antwoord:

Ma:

Jy:

Ma:

Jy:

Ma:

Jy:

ě Notaboek :

Figure 6.16 Dialogue: Task 7a

In the follow-up task (Figure 6.17, Task 7b) the learner takes his/her dog along to the shop to buy the goods, but lands in trouble with the manager because he/she did not notice the warning outside the shop about dogs not being allowed inside. The learners may choose the content of the manager's warning, and the outcome of the incident. Provision was made on the handout for writing down the dialogue between the manager and the shopper.

IMPLEMENTATION

Fortunately, I did not have to wait in the principal's office during the assembly, but was escorted to the classroom earlier. This gave me the opportunity to try and re-arrange the desks and chairs to resemble a conference seating arrangement (U-shape). The physical restrictions of the small classroom again provided an obstacle. However, although the re-arrangement was far from perfect, it was going to allow a little more movement between the learners. Seventy-eight learners attended the lesson.

The photocopied tasks were distributed, and I explained briefly what the exercise was about. I asked the observer to act in a brief role play with me. Although the learners looked at the handouts with interest, many difficulties cropped up right from the beginning, in fact, due to the re-arrangement of the furniture in the classroom. The learners were restless. Presumably some felt more anxious because they were moved from their comfort zones and had to pair up with someone else. In addition, learners were quite worried that they would make mistakes and enquired constantly about the correctness of their actions. The fact that they were given the opportunity to choose the direction of the conversation caught them by surprise, and it took a while before they actually got started with the task.

After a few minutes two male learners called me to their desk and volunteered to demonstrate their telephone conversation in front of the class. When I asked permission to record their conversation they had no objections and were keen to proceed. Their conversation started with the normal greeting. But let us take a look at the request, the remarks that followed, and the slightly mangled greeting at the end:

- B: *Hallo.*
 A: *Hallo, dis jou Ma.*
 B: *Ja. Ja Ma, ek hoor.*
 A: *Koop my 'n paar aaitems, uh melk, uh pap.*
 B: *Ja Ma, ek sal. Ek sal daai..... daai... daai ding... Ek sal daai ding gekoop daar by die supermarket gegaan.*
 A: *Dankie, my kind.*
 B: *Okay, Ma. Altyd sortiens! [tot siens]*

Their poor proficiency level is obvious, yet, although they struggled to speak and put their thoughts into words, their classmates spontaneously acknowledged their enthusiasm and effort by using the praise phase. Their endeavour resulted in a flurry of participation by other classmates, and suddenly a number of learners took out their

cell phones to act out the task in a more realistic way. The following pair who volunteered to demonstrate their telephone conversation was more proficient than the rest, although not faultless, and actually engaged in a meaningful conversation:

- C: *Hallo, Suzi* wat praat. Kan ek jou help?* (* Name changed)
 D: *Suzi, dis jou Ma wat praat.*
 C: *Ja, wat soek Ma nou?*
 D: *Ek wil hê dat jy vir my winkel toe gaan.*
 C: *Wat moet ek by die winkel gaan doen, Ma?*
 D: *Uh, het jy 'n pen?*
 C: *Wag, uh, ja, ja ek het dit nou.*
 D: *Ek wil hê dat jy vir my moet brood, kaas, ...*
 C: *Haai Ma, moet nie so vinnig gaat nie, praat stadig.*
 D: *Ek wil hê dat jy vir my moet brood,*
 C: *Ja,*
 D: *kaas,*
 C: *Ja,*
 D: *tamaties,*
 C: *Ja,*
 D: *en eiers koop.*
 C: *Okay, is dit al Ma?*
 D: *Het jy geld?*
 C: *Ja, ek het geld. Okay, Good bye.*
 D: *Bye.*

It was interesting that in all the conversations that followed, the learners who acted as the 'mother' asked whether a pencil was available to allow the 'child' to make notes, and even indicated where the 'child' would find the money for the purchase. Two remarks serve as examples: *In my kamer onder die bed* and *By my kamer by die tafel*. One learner acting as the child enquired about the paying method: *As ek het nie als die geld gekry het nie, is die tjek right?* Some of the male learners even changed the dialogue and pretended that it was the father who was calling, and then in most cases brandy was on the shopping list.

The first task took up much more time than I expected, and I was compelled to drop the second activity (Figure 6.17, Task7b) for this lesson.

OBSERVATION

As recorded in my diary (Appendix D) the teacher's (observer's) poor command of Afrikaans once again came to light. During our role play she struggled with sentence

construction, pronunciation, and made quite a few grammar mistakes (e.g. placing the verb in a sentence incorrectly; ignoring the double negative in Afrikaans).

According to the observations in my diary (Appendix D), the task was both stimulating and challenging to the learners. It is likely that the activity created some stress, which learners opted to overcome by using English or their first language. At first the learners struggled with the task, and I noticed that they were quite worried about the correctness of their actions. However, again as indicated in my diary and the report (Appendix E), the two initial volunteers changed the atmosphere and encouraged others to follow their example. At the end of the lesson, the learners were motivated and the classroom atmosphere was one of participation and enjoyment.

I recorded in my diary and the report that I was delighted with the learners' participation and the fact that they had agreed to the recording of their dialogues. In our discussion, the observer expressed her amazement about the learners' willingness to actually engage in communicative activities and that they were prepared to talk Afrikaans in front of their classmates. She also showed me a test (a Kwazulu-Natal examination paper) she had used without any adjustments the previous week. I thought it was very difficult and way beyond the learners' proficiency levels, and that the poor results would certainly influence their motivation and attitude negatively.

REFLECTION

I was satisfied with the important progress that had been made during lesson 7. Therefore my evaluation of the lesson was satisfactory, as reflected in Table 6.7. I felt that the learning material stood up to the test since it achieved impact through the unusual approach to the topic and had attracted the learners' interest and attention. In addition, it helped the learners to develop confidence through a process of simplification, since they were allowed to plan their conversation, and write it down first. The task encouraged the learners to speak and thereby enhanced their speaking skills. Considering it was a new type of task, the learners did well. The learners were 'pushed' slightly beyond their existing proficiency, in line with the input hypothesis of second language acquisition (cf. Krashen, 1987: 30-32; Nunan, 1991a: 289; Weideman, 2002a: 57), and their willingness to speak Afrikaans increased. The learners also followed instructions in Afrikaans with more ease than previously, and I

hardly ever needed to switch to English. Some learners even attempted to formulate their questions in Afrikaans when they sought help.

Table 6.7 Lesson 7: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience	x		
Exposure to reading, writing, speaking & listening	Integrate all four language skills	x		
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Grammar	Language use	x		
Sentence construction	Language use	x		
Communicative	Information gap	x		
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety & novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive	x		
Understanding of instructions		x		
Instruction time		x		
Physical arrangement		x		
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

In planning this task (Figure 6.16), consideration was given to select an appropriate topic reflecting the real world. It also needed to be a task which would integrate all four language skills. Regarding the aspect of authenticity, it must be noted that the possibility that their mothers would speak Afrikaans to them would be relatively exceptional, something which makes the task's authenticity questionable. This lack of authenticity would also have applied to the following task (Task 7b), since it is most unlikely that the manager of a supermarket in that area would be speaking in Afrikaans. The unusual circumstances of the educational environment, where Afrikaans is rarely spoken in the community, and the absence of Afrikaans-speaking friends, highlight the authenticity dilemma in this study. I found it difficult and extremely challenging to base the content of tasks on the 'real' world. In my view it

would be best to interpret authenticity in this study as the interaction between the learners, the material and the context, as well as my use of Afrikaans in the classroom. This view of authenticity agrees with the views of Bachman (1990: 9-10, 316), Widdowson (1990: 44-45), Van Lier (1996: 128), and Celce-Murcia and Olshtain (2000: 195).

Although the re-arrangement of the desks and chairs initially unsettled the learners, it provided an opportunity to pair up learners with different partners, and also allowed me to move between the learners with a little more ease. Thus, the “pro’s” outweighed the “cons”, but the physical arrangement of the furniture in class still remained problematic.

Though I was pleased with the materials used and the progress made, reflection on lesson 7 suggested that in planning future lessons, I should consider exposing the learners to more communicative tasks. In addition, one has to be aware of the learners’ anxiety levels and therefore affective strategies should constantly be kept in mind and included. Finally, because the first task (Task 7a) took up more time than expected, due to the learners’ unfamiliarity with the task and their anxiety, the follow-up activity (Figure 6.17, Task 7b) was delayed and should therefore be introduced in lesson 8.

6.4.8 Cycle eight: Intervention, Lesson 8

PLANNING

Motivated by the positive outcome of the previous lesson, I decided to use Task 7b during this lesson, and since the learners had gained some understanding of communicative activities and pair work, I decided it would be useful to continue along the same route. Thus, the rescheduled task (Task 7b) would be introduced first, followed by another task to expand the current topic, as a last part of a number of successive communicative tasks.

Jy gaan nou na die supermark om die goed te koop soos jou ma jou gevra het. Jy besluit om jou hond saam te neem.

By die winkel sien jy nie die volgende waarskuwing nie:

GEEN HONDE WORD TOEGELAAT NIE!

Die bestuurder is baie kwaad en neem jou na sy kantoor.
 Besluit jy en jou maat nou hoe die gesprek sal verloop en skryf dit neer.
 Besluit of die bestuurder jou verskoning gaan aanvaar of nie.

Die bestuurder: Verskoon my, maar

Jy: Ek is jammer, ek

Bestuurder:

Jy:

Bestuurder:

Jy:



Figure 6.17 Dialogue: Task 7b

In task 8 (Figure 6.18) the learner meets a friend at the shop and asks whether he/she would look after the dog, in order for him/her to proceed to do the necessary shopping. Afterwards, the learner must express his or her thanks. Provision is made for writing, although this time the space provided is limited in order to force learners to keep their notes brief.

'n Maat van jou kom die winkel binne en jy besluit om hom/haar te vra om jou 'n guns te bewys. Jy verduidelik kortliks jou penarie en vra of hy/sy asseblief jou hond buite die winkel sal oppas, terwyl jy gou die inkopies afhandel.

Jy: Haai, hallo

Maat: Hallo

Jy:.....

Jou inkopies is afgehandel. Bedank nou jou maat en groet.

Jy:.....

Maat:.....

Jy:.....

Maat:.....

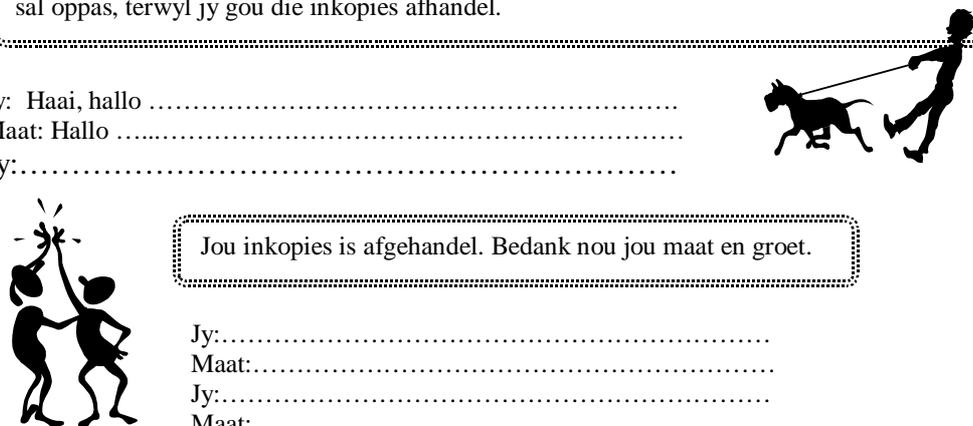


Figure 6.18 Dialogue: Task 8

When learners engage in a communicative task, they transfer and receive information. Embedded in real communication are the skills of seeking help, or expression of thanks: hence, task 8 was designed in such a way as to include these conversational features and strategies in an attempt to enable learners to engage in some real conversation.

IMPLEMENTATION

The principal's absence from the school (he was attending a meeting in the district) was immediately evident. The whole school setting was in disarray: the learners were boisterous; only 51 learners turned up for class, with ten learners arriving late for class; a number of learners from other classes preferred to bask in the sun rather than to attend their classes, and even the observer was absent (she had an appointment with the dentist). Moreover, desks and chairs were stacked at the back of the class. I used the opportunity to arrange only the chairs in rows to allow us to do the back to back technique for the envisaged communicative tasks. This seating arrangement confused the learners, and despite my efforts to explain the rationale behind this, it did not take long for them to re-arrange the classroom into total chaos.

As soon as the learners then reluctantly engaged in the first task (Task 7b), it was evident that the whole atmosphere at the school that day was not conducive to teaching and learning. On my enquiry, the learners informed me that they felt sad because the Bafana Bafana (National) soccer team had lost a major game. Furthermore, I was told that many learners had flu, which explained why so many were absent. At the start of the activity the learners were reluctant to ask what some words meant, but this improved slightly during the lesson. To avoid unsuccessful task completion, I was compelled to ask some of the female learners to move and to pair them with other, more motivated learners. When I overheard two female learners speaking in their mother tongue, I told them to use Afrikaans. One enquired, perplexed, "Not even English?"

Despite the problems, a number of learners managed some verbal interaction during this task. Since on this occasion the learners were not keen that I record their efforts, I decided against doing so. Task 8 (Figure 6.18) was distributed and I explained briefly the setting for the conversation, highlighting language functions such as the

expression of thanks in Afrikaans. Learners were also instructed to use the space provided to make short notes that would assist them with their conversations. After a number of learners started to enquire about the meaning of certain words such as *guns bewys*, *penarie*, *inkopies*, *afhandel*, *bedank*, I realised that these unfamiliar words needed to be clarified. This would assist the learners with the planning of their dialogues, reduce their anxiety, and provide vocabulary development.

OBSERVATION

I indicated in my diary (Appendix D) that the disorganised situation at the school that day highlighted the interaction between learner and environment and the influence of affective variables on the learning situation, and thus supported the beliefs of various researchers, as discussed in Chapter 4, section 4.2.

The initial negative atmosphere in the classroom threatened to frustrate the communicative purpose of the first task (Task 7b), since the learners slipped into English or their mother tongue at the merest hint of difficulty. It is also likely that the learners experienced difficulty to choose the direction the conversation between the manager and the customer should take because of their poor proficiency level in Afrikaans. Then again, I might have confused effect with cause, or cause with effect. Another explanation may be that learners' proficiency levels are so low, because they have never had to practise Afrikaans conversation (cf. Shaalukeni, 2000).

Nonetheless, I indicated in my diary and the report (Appendix E) that once the learners had settled down, they tackled task 8 with more interest, resulting in slightly more acceptable task performance, but definitely not as good as in the previous dialogues in lesson 7. Although learners were not allowed to prepare the whole interaction in task 8 (other than was the case previously in task 7b), there was actually a slight improvement in their dialogues.

I recorded in my diary that I was quite surprised that a number of learners attempted a conversation with me in Afrikaans after class, as I had experienced the lesson as difficult and disappointing. My feelings about the lesson are captured in my diary: '*Ek is skoon moeg en moedeloos gespook vandag!*' On their way out I praised a female and male learner on their dialogue. Immediately, a male learner remarked that he

liked Afrikaans, and that he speaks Afrikaans to his Grandfather at home (this was confirmed by his answers on the questionnaire). Three female learners enquired whether I was going to have some tea, and two male learners tried to persuade me to buy a box of Quality Street chocolates from them, even attempting to negotiate the deal in Afrikaans.

REFLECTION

In order to evaluate the materials employed during the lesson against the criteria, one should guard against being influenced by the discouraging learning setting. This lesson suffered mainly because of the negative school setting, which affected the learners' attitude and motivation. Again valuable teaching time was lost due to unforeseen circumstances and the disorganised school set-up.

I must admit that the unsettled atmosphere during the lesson also had an effect on me, and I struggled with feelings of dismay and despair. How can it be that the mere absence of a principal can bring this degree of disruption to a school? Or was this merely a normal reaction to an otherwise authoritarian setting? And what should be the appropriate reaction on the part of an individual teacher who intended to act responsibly and with the welfare of the learners at heart? What did this mean for me? Were there also authoritarian tendencies still present in my own teaching, even though I was trying my best to become a facilitator of learning? I somehow felt that this self-reflection was a useful tool not only for guiding my efforts in putting together the intervention programme and the development of appropriate materials, but also to serve as basis for the improvement of my own teaching practice.

Both Tasks 7b and 8 provided interactive opportunities, and included the information gap principle. Provision was made for the learners to deal with language functions and to practise the target language. All four language skills were integrated in both tasks. Authenticity as a criterion again proved to be problematic, as discussed in lesson 7. Although the first communicative task (Task 7b) was disappointing, the learners improved slightly in the second task (Task 8). The fact that the conversation with the friend was more successful than the scenario with the shop manager can probably be attributed to the fact that the learners could relate more to talking to a friend than to a person who is their senior, i.e. that the former appeared a little more realistic to them.

Nonetheless, some learners were merely following instructions and engaged in the tasks because they were compelled to do so, and not because they were motivated to learn from them. Consequently, my evaluation of this lesson is fairly unsatisfactory, as reflected in Table 6.8, mainly due to the unsettling atmosphere at the school that day.

Table 6.8 Lesson 8: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience		x	
Exposure to reading, writing, speaking & listening	Integrate all four language skills	x		
Realism	Authenticity		x	
Vocabulary development	Language use	x		
Grammar	Language use	x		
Sentence construction	Language use		x	
Communicative	Information gap		x	
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety & novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive	x		
Understanding of instructions		x		
Instruction time			x	
Physical arrangement			x	
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

It was unfortunate that after the positive outcome of lesson 7, the implementation of communicative tasks during lesson 8 did not meet my expectations. Since I viewed the materials, which had been designed to reflect the stipulated criteria, as appropriate, and the experience the learners gained with these types of tasks as useful, I had anticipated a similar positive outcome and evidence of progress. But, again the significance of learner variables and the context in which language teaching takes place were eminently evident.

6.4.9 Cycle nine: Intervention, Lesson 9

PLANNING

The very nature of action research requires that one should always refine and amend one's activities in the classroom. In addition, one should also consider all factors that affect classroom conditions, and should explore alternative ways of teaching that engage learners actively (Weideman, 1998: 27). Given the positive outcome and evidence of progress with dialogues, it would be appropriate to continue along the same route. However, since the school holidays were due to start the following day, I anticipated that the learners may be in a lighter mood and perhaps not eager to concentrate in class, which in turn might affect the learning setting negatively. Therefore, I contemplated starting the lesson with a type of activity that would probably suit the situation better. Hence, I decided to change my strategy and to start the lesson with the singing of Afrikaans songs, as a non-threatening, low-stress activity, in the hope of eliciting a more positive attitude among the learners, and raising their motivation, before concluding the lesson with a more stressful natural conversation.

My decision to use songs in this lesson was based on research findings. Research has emphasised the place of music and chants in periphery learning and their role in the language class in establishing an enjoyable and stress-free environment, while vocabulary is practised (Woodward, 2001: 116; Weideman, 2002a: 58-60). Additional benefits mentioned by Mongiat (1993: 56) are that pronunciation, functional language use and concentration are enhanced in a pleasurable way.

I decided to include typically uncomplicated, enjoyable Afrikaans songs. These songs included *Koffie, koffie*, *Ek soek na my Dina*, *Jan Pierewiet* and *My hartjie, my liefie*. A special effort was also made to achieve impact with the materials, because they would provide unconscious exposure to text. The developed materials are not reported here, for lack of space, but are presented in Appendix H, Task 9.

To conclude the lesson, the learners would engage in a role play between a television reporter and a concertgoer about his/her thoughts on the 'concert' they had attended. Since both the 'reporter' and the 'concertgoer' would not know in advance what the

other person's comments would be, this activity would make provision for the information gap principle.

IMPLEMENTATION

Once again assembly took longer than usual and only thirty minutes were left for the lesson. My husband accompanied me and we took a video camera to capture the learners' responses. The learners (only 53 of whom attended) received their materials with enthusiasm and immediately started to read the songs, and it seems likely that the presence of the video camera motivated them to perform. As soon as I started to read the first song, the learners started to read along. The meaning of some words was explained before the singing commenced. The learners participated with zest, and the melodies did not prove too difficult. Surprisingly, one male learner indicated that he wanted to sing a solo (*Ek soek na my Dina*), and after his performance his classmates gave him a round of applause. After another bout of singing, another male learner persuaded some of his friends to perform with him in a group, and then two female learners also volunteered to sing a duet. All of these performances were met with the now familiar praise phrase *Goed, beter, beste!*

With a few minutes left, the lesson was concluded with the role play depicting a television reporter and a concertgoer. After my husband and I did a role play, the learners engaged immediately in the interview activity and a few learners used a rolled up paper as microphone. The interviews went rather well, considering the fact that learners were pushed for time and had no time to prepare their verbal interactions. This situation created the conditions for real communication, since it required those communicating to impart and receive information. When the learners left the class at the end of the period, a male learner spontaneously began singing *Ek soek na my Dina*, and the rest of the class sang along merrily.

OBSERVATION

My diary (Appendix D) and the report (Appendix E) reflect my satisfaction with the most enjoyable lesson so far, and the fact that the learners participated eagerly. Once again the observer was not impressed and watched the activities with resentment. In contrast, some of the other teachers responsible for Afrikaans in the lower grades at

the school came along to observe the merriment. One even asked me to visit her class afterwards to observe her learners' recitals.

I indicated in my diary and the report that I felt the interviews at the end of the lesson went rather well, considering the fact that learners still struggled to express themselves in Afrikaans. I believe that the positive atmosphere in the classroom encouraged the learners to be more willing to attempt the communicative task and negated their fear of losing face.

REFLECTION

The nature of this lesson contributed to restore a healthy atmosphere in the classroom and I was satisfied that the objectives were met successfully, as reflected in Table 6.9.

Table 6.9 Lesson 9: Assessment

	Criterion	Satisfactory	Unsatisfactory	No
MATERIALS				
Choice of materials	Beliefs: language learning	x		
Tasks	Personal experience	x		
Exposure to reading, writing, speaking & listening	Integrate all four language skills		x	
Realism	Authenticity	x		
Vocabulary development	Language use	x		
Grammar	Language use	x		
Sentence construction	Language use	x		
Communicative	Information gap	x		
Language functions	L	x		
AFFECTIVE STRATEGIES				
Achieve impact	Variety & novelty	x		
Reduce anxiety	P	x		
Boost self-confidence	P	x		
Encourage risk-taking	P	x		
Enhance motivation	P	x		
Attitude change	P	x		
CONSTRAINTS				
Pair and group work	Interactive	x		
Understanding of instructions		x		
Instruction time			x	
Physical arrangement		x		
REFLECTION ON LESSON				
Reflect stipulated criteria		x		
Overall rating of lesson		x		

The materials achieved impact through novelty, attractive presentation, and appealing content. Furthermore, the materials (songs and interview) covered most of the stipulated criteria (excluding writing skills), as indicated in Table 6.9. I was pleased that the singing influenced the atmosphere in class positively and that the learners once again displayed a more positive attitude. Actions to be revised, however, included attention to integrate all four language skills and provision for further information gap activities.

Once more, time was lost due to unforeseen circumstances, and proved to be a constraint in this intervention. Despite careful planning, the limited teaching time nearly caused the lesson to become only a singing lesson, instead of a dialogue activity introduced with singing.

But what was the learners' perception about the singing during the lesson? From the learners' point of view, they liked the singing immensely, as illustrated in Figure 6.19.

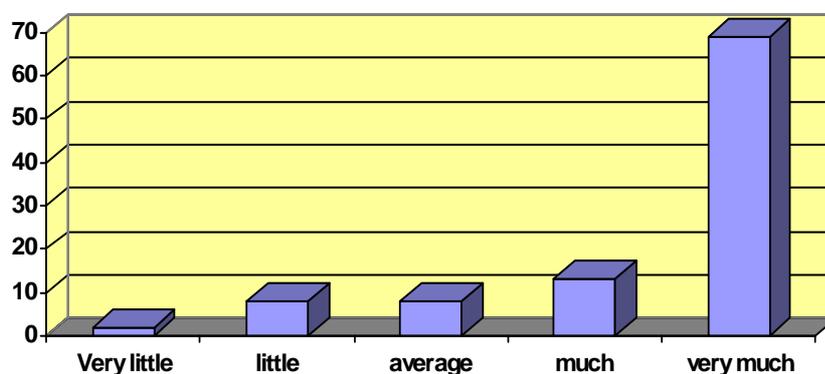


Figure 6.19 Evaluation of singing lesson

Sixty nine percent of the learners indicated in the questionnaire that they liked the singing *very much*, in sharp contrast to *much* (13%), and the 8% of *average* and *little*. Only 2% learners indicated that they *did not like* the singing.

SUMMARY

Considering the progress that was made to introduce communicative tasks during the lessons, especially during lessons 7-9, an interesting picture unfolds.

In the questionnaire at the end of the intervention programme (Appendix F) the learners were asked to air their feelings about their improvement in speaking skills (question 3), how they had enjoyed the dialogues between themselves and a friend (question 8), as well as to what extent they had enjoyed communicating in Afrikaans during the classes (question 9). Figure 6.20 shows the learners' answers (average scores) to these questions.

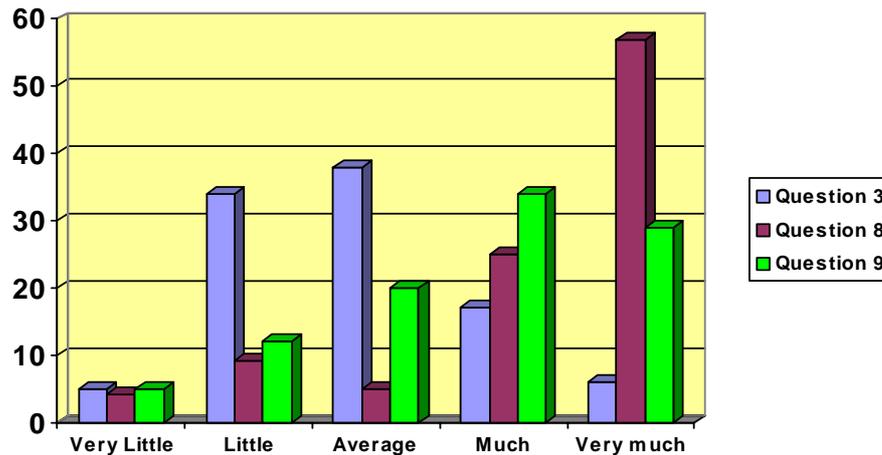


Figure 6.20 Communicative improvement: learners' perceptions

Most of the learners indicated that they liked the dialogues *very much* (57%), with 25% of the learners enjoying them *much*, and 5% indicating *average*, while 9% of the learners enjoyed them *little*, and only 4% mentioning *very little*. In comparison, when asked about the extent to which they enjoyed the communicative nature of the classes, 29% of learners mentioned that they enjoyed them *very much*, 34% of learners enjoyed them *much*, *average* as a response was 20%, *little* 12%, while only 5% of the learners indicated that they enjoyed these activities *very little*.

The learners were also quite realistic about the improvement of their speaking skills: only 6% of the learners indicated *very much*, 17% *much*, 38% of the learners viewed that their improvement was *average*, whereas 34% of the learners mentioned that there was only *little* improvement, and 5% of the learners pointed to *very little* progress. In other words, although the learners enjoyed the communicative nature of the classes, they acknowledged the fact that their ability to speak Afrikaans did not improve dramatically.

Unfortunately the following lessons did not match my expectations, since unforeseen circumstances necessitated the cancellation of a number of the classes, and left me with the feeling that I was not able to complete the intervention programme as I had planned.

6.4.10 Intervention: Lesson 10

The first scheduled intervention after the school holidays was cancelled, because of riots in the vicinity of the school. Since the lesson did not take place, I will in this section not discuss the planned communicative task that emphasised the information gap principle. I have, nonetheless, included it in Appendix I.

6.4.11 Intervention: Lesson 11

The Afrikaans teacher called the classes off, since the learners’ portfolios needed to be finalised. However, she inquired about the possibility of getting some materials which learners could complete if time allowed. I decided to provide her with materials which the learners could complete on their own (Task 11a, Task 11b & Task 11c). Special arrangements were made to deliver the photocopied materials to her at the school, and a few learners did manage to complete these tasks.



SOEK DIE WOORDE
Omkring die onderstaande woorde in die raaisel

S	P	A	G	H	E	T	T	I	I
K	A	A	S	Y	N	O	W	Y	N
A	S	R	O	O	I	K	O	O	L
A	T	T	U	I	E	B	R	L	E
P	A	A	S	P	E	R	S	I	E
V	A	P	O	T	S	O	I	E	I
L	R	P	A	M	P	O	E	N	E
E	B	E	E	N	E	D	S	T	R
I	E	L	E	K	K	E	R	S	S
S	I	S	P	I	N	A	S	I	E

- * SPAGHETTI
- * BROOD
- * ROOIKOOL
- * OLIE
- * UIE
- * SPEK
- * POT

- * AARTAPPELS
- * ASPERSIE
- * SKAAPVLEIS
- * PAMPOENE
- * PASTA
- * LEKKERS
- * SPINASIE

- * BEEN
- * WORSIES
- * WYN
- * SOUS
- * KAAS
- * AARBEI
- * ASYN

Figure 6.21 Word puzzle: Task 11a

Since I was not actively involved in the completion of these tasks, the implementation, observation and evaluation of the materials were not possible. However, a few examples of learners' answers are given to highlight their command of Afrikaans.

In Task 11a (Figure 6.21), the learners had to circle the words in the puzzle, as well as identify the two words supplied in the grid, but not written underneath. Even this simple exercise was not performed faultlessly. One learner (Grade 3, improved to Grade 4, and matriculated with symbol F), for example, wrote 'eierse' instead of 'eiers', and another learner (Grade 3, improved to Grade 4, matriculated with symbol F) was not able to recognise the word 'vleis', but thought 'lientsi' was the appropriate missing word.

In Task 11b, the learners had to follow the instructions to discover what the man says.

TREK DOOD EN ONTDEK DIE BOODSKAP

Wat dink die vet man? Lees die instruksies en vind uit.
Skrap (trek dood) die volgende in die blokke hieronder:

- 5 beroepe (occupations)
- 5 dinge om te doen (things you can do)

SLAGTER	LOOP	EK
LEES	VLIEëNIER	IS
SLAAP	NOG	TIKSTER
BAIE	RY	SKRYWER
DRYWER	HONGER	SPRING



.....

Kies twee of meer woorde in die blokke hierbo en maak twee sinne met die woorde wat jy gekies het.

1.....

2.....

This activity also proved to be difficult, since only two learners were able to give the correct answer (*Ek is nog baie honger*). Most of the learners wrote '*Ek is baie honger*' because they did not read the instructions properly (or probably failed to understand them), so the word '*nog*' was also scratched out along with the other words. The sentence constructions were once again unsatisfactory, as illustrated by the following

two examples. In Example A the poor comprehension and vocabulary of the female learner (Grade 4, matriculated with symbol GG) are obvious, while in Example B the learner (Grade 4, improved to Grade 6, matriculated with symbol E) performed better, except for the incorrect spelling of 'boeke'.

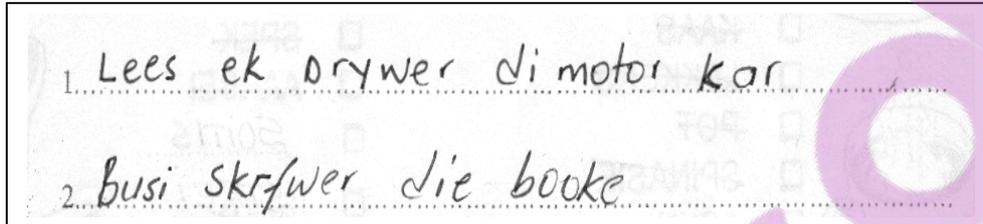


Figure 6.23 Task 11b: Example A

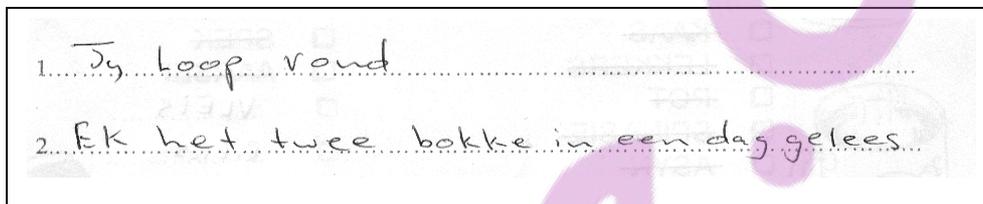


Figure 6.24 Task 11b: Example B

Task 11c was a little bit more challenging, since the learners had to supply the dialogues in the different pictures (shown in Appendix I). In all of the examples it is clear that the learners' sentence constructions are inadequate for Grade 12. Some interesting answers depicting typical mistakes made by many learners follow:

Most of the learners made spelling mistakes similar to those of the learner in Example A (Grade 3, improved to Grade 4, matriculated with symbol F): 'as' (is) and 'leker' (lekker).

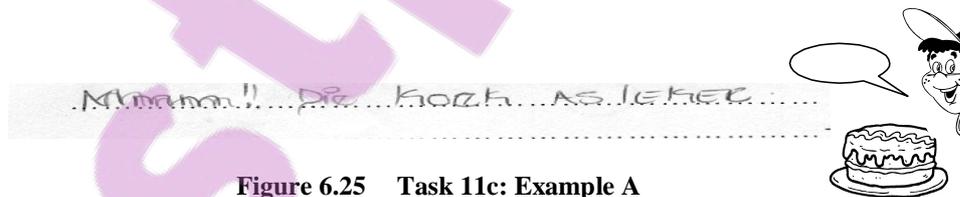


Figure 6.25 Task 11c: Example A

Although Example B came from the learner (Grade 6, improved to Grade 7) who received a symbol C for Afrikaans in matric, his poor sentence construction is obvious, as well as his incorrect use of 'kyk' instead of *lyk*.

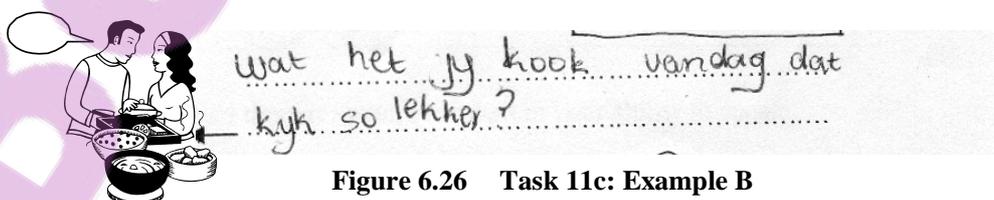


Figure 6.26 Task 11c: Example B

The learner (Grade 3, improved to Grade 4, matriculated with symbol F) in Example C tried to convey the message that food makes you grow, but struggled with the spelling of 'jelle' (*julle*); and 'et' (*eet*).

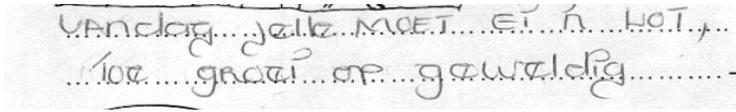


Figure 6.27 Task 11c: Example C



In Example D, the female learner (Grade 5, improved to Grade 6, matriculated with symbol E) did rather well, although her effort was not faultless. Interesting is the correct use of the double negative form in Afrikaans 'Ek het nie geld nie'.



Figure 6.28 Task 11c: Example D

In example E the learner (Grade 4, improved to Grade 5, matriculated with symbol F) made similar mistakes as the other learners with the following words: 'as' (*is*); 'koos' (*kos*) and 'maal' (*mal*).

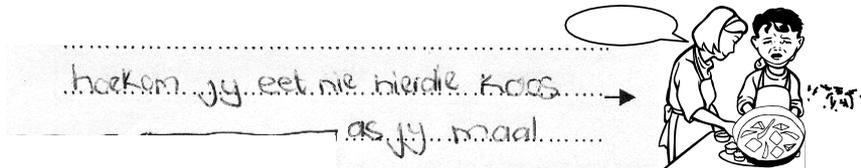


Figure 6.29 Task 11c: Example E

Although the proficiency level of the learner in Example F was only average at Grade 2 level (matriculated with symbol F), his effort is better than those of the other learners with higher proficiency levels. The use of the word 'bewus' is rather remarkable, considering his poor proficiency level. It was interesting to note that most of the learners indicated that there was soup in the bowl and all learners spelled 'soep' (*sop*) in the same way.

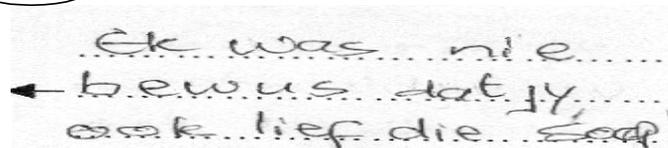


Figure 6.30 Task 11c: Example F

6.4.12 Intervention: Lesson 12

With the length of time that had elapsed between the last lesson and this one, it was going to be difficult to continue where we left off, and to add to this difficulty, the two researchers of TSA responsible for this project had arranged for photographs to be taken on the day that this lesson was scheduled. Since I was not sure whether there would be any time available for teaching, I approached this lesson differently. Therefore this discussion will also be different from those of the previous intervention lessons.

I decided on an interview, since the learners were familiar with this type of task, and decided on the topic of a newspaper reporter's interview with a man/woman who had been stranded on an island for a time. Three pictures would be shown to the learners (Figure 6.31, Task 12a; 12b and 12c), and they then would have to choose one picture they could best relate to. After the interviews, and time permitting, each learner would have to write a short newspaper article to practise his/her writing skills, especially sentence construction.



Figure 6.31 Tasks 12a; 12b; 12c

Time constraints were yet again the major issue. Besides the envisaged photo shoot, assembly took twenty minutes. As soon as the lesson commenced, the photographer and his assistant arrived to set up their equipment. With all the activity going on in the classroom it was understandable that the learners were distracted and that the class activity of interviews was not priority number one. However, a few learners did

manage some sort of verbal interaction, but regrettably the writing of the article had to be dropped. Although the topic of the pictures might have been far-fetched, the learners came up with interesting and humorous remarks, probably based on television and movie storylines. Admittedly, the conversations were a combination of English, a few Afrikaans words and mimicry. In contrast to the disappointing lesson, the photo shoot went very well and the learners' enjoyment with the latter event was for them a positive experience.

This lesson concluded the intervention programme, since the following week's lesson had to be cancelled, because the English teacher was taking the learners on an excursion. Furthermore, the aggregate examination was due to start the following week, and the *EVAT* post-test to ascertain the success of the programme was also scheduled during that week.

SUMMARY

To conclude the discussion of the implementation of the developed materials, and the action research undertaken, it is vital to reflect on the structure or organisation of the syllabus for the intervention programme. Critical reflection on the structuring of the learning programme revealed some explicable, but apparently haphazard choices of materials.

Firstly, it is evident that the required proficiency level for the materials developed and activities implemented during the lessons varied constantly: some tasks might have been too easy, while others turned out to be too demanding and probably too advanced for the learners' proficiency levels. I must admit that the magnitude of the proficiency dilemma (as discussed in Chapter 5, section 5.2.1), the learners' negative attitude and lack of motivation (as indicated in Chapter 4, section 4.6 and Figure 5.8), as well as the educational and social contextual factors (Chapter 4, sections 4.4 and 4.5) were overwhelming, and directly influenced and affected the planning of the intervention lessons, and also the use of appropriate materials and methods.

Consequently, the rationale for employing one kind of task over another was mostly tied up with affective variables (to reduce learners' anxiety levels, to elicit a more

positive attitude among the learners, and to raise their motivation). In addition, the less than favourable educational setting (seating arrangements, crowded classroom, time constraints), and the fact that the learners had no experience with communicative tasks, contributed to my decision to introduce pair and group work more gradually.

Secondly, reflection on my teaching raises the question whether, in adopting a communicative approach during the intervention programme, I have not perhaps fallen victim to conflicting approaches. Although most of my deliberate choices of materials, methods and techniques were backed up by valid arguments, as well as by practical and theoretical considerations, I must admit that there were situations where I mixed traditional styles of teaching with current methods. Thus, adopting an eclectic approach occasionally, may have led to results contrary to those I was striving for. Weideman (2002a: 64-67) argues that one of the dangers associated with an eclectic approach is that the effect of an innovative technique is diluted when “mixed with other (potentially contradictory) ones”, and advises that one should rather “push the method to its limits”, than “diluting the new”. In hindsight, it would have been better to follow a more structured organisation of the syllabus and to exploit the communicative tasks to their full potential by introducing pair and group work earlier in the programme. All of these issues will be explored in greater depth in the next chapter.

6.5 CONCLUSION

This chapter contains the narrative of the action research which was carried out in this study. This cyclical process informed me about the future actions I would have to take. The chapter focussed on the implementation of the developed materials, the modifications tried out, and the effect of their implementation in the classroom, their success, and their appropriateness to the learners’ needs, as well as to the learning process. All materials have been evaluated in terms of the listed theoretical criteria as set out in Chapter 5, and all lessons have been evaluated by using an assessment table developed for the purpose of this study.

In addition, the particular learning environment in the study was examined, and this offered a better understanding of the situation at the school, which illuminated the

barriers that prevented proper implementation of the communicative approach during the intervention programme. Consideration was also given to remedies to be instituted, and to the specific decisions I made regarding the employment of certain tasks and techniques.

Chapter 7 will deal with reflection on the results of the intervention programme, and the baseline investigation, aimed at self-reflection, will be discussed. The learners' perceptions of the intervention instruction will also be examined and analysed.

CHAPTER 7

REFLECTION ON THE INTERVENTION PROGRAMME

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CHAPTER 7 REFLECTION ON THE INTERVENTION PROGRAMME**7.1 INTRODUCTION**

This chapter is aimed at self-reflection, and is meant to provide an overview of my understanding and experience of action research as a means of implementing the intervention programme in this study. The results of this research are presented and discussed. The literature points to action research as an appropriate means of helping teachers understand and deal with their teaching. It creates the possibility of forming insights into the workings of their own teaching, and as a method of professional development, it provides a means of integrating theory and practice. Thus, the purpose of the chapter is to reflect on the process of gradual development from fact-finding and analysis about the learning environment, to the design and development of appropriate materials, and the implementation of the developed materials. This reflection will lead to the identification of problem areas, but also create knowledge based on concrete experience, thus permitting some generalisations and enabling the reaching of conclusions.

First, I will review my approach to Afrikaans teaching and learning in the study with the purpose of discussing why the intervention programme may be judged as relatively successful, despite the constraints of limited instruction time and a poor learning environment. The broad argument offered here is that successful change entails the acknowledgement of the significance of affective variables in a CLT approach. Successful CLT thus calls for reviewing the methods and techniques employed, the classroom situation, and the materials used during the intervention.

Secondly, the learners' perception of the intervention programme merits some further consideration in order to shed more light on the effectiveness of the instruction. It may explain that the successful outcome of this endeavour was due to the manner in which the intervention instruction was implemented.

7.2 EDUCATIONAL CONTEXT

We know from the discussions in the previous chapters that there was a distinct difference between my approach to teaching Afrikaans during the intervention and that of the regular Afrikaans teacher at the school in question. The following discussion seeks to identify both the dissimilarities between our teaching styles, and the general factors that might cause teachers to fail to attune their teaching to the needs of their learners.

We first reflect upon the CLT approach during the intervention in contrast to the teacher's generally authoritarian approach.

7.2.1 CLT approach versus authoritarian approach

Since the design of the materials was the core of this project, my view or approach to language teaching was of central importance for justifying the choices and decisions made during the intervention. Thus, the starting point in the process was to establish my own beliefs about language learning and teaching within the CLT approach, and then to strive to design language materials in alignment with those beliefs. This notion is in agreement with the view of Weideman (2003: 42-44). In my view, CLT is one of the most effective antidotes to transmission teaching, and in this respect, there is further congruence between my approach and the action research methodology which I had adopted for investigating the implementation of CLT tasks in the classroom (Chapter 6). In the early 1990's, for example, the employment of an action research methodology was the stimulus for teachers on the Teachers' Action Research Project (TARP) to reconsider their authoritarian approach (cf. Davidoff & Van den Berg, 1990).

We have learned from the discussion in Chapter 3 that Communicative Language Teaching can be justified with reference to a theory of language as communication, and that it is best considered an approach, rather than a method (cf. Richards & Rodgers, 1986: 66; Lewis, 1999: 49). In addition, from the literature review in Chapter 3 it has become clear that CLT came into fashion partly in response to traditional language teaching because researchers saw the need to focus on

communicative proficiency (cf. Hymes, 1971; Richards & Rodgers, 1986: 64). The success of language teaching today is measured by the effectiveness of teaching communication, i.e. by the degree to which learners become communicatively competent in the target language (Weideman, 2002a 29). In order to achieve such competence, a communicative approach thus requires teachers to “make considerable adjustments in their attitudes, language teaching philosophy and actual teaching practice” (Van der Walt, 1990: 37). Combrink (1993: 209) indicates that it is vital to revise one’s teaching approaches and teaching strategies constantly in order to keep up with specific educational needs and social context. Thus, the concept of being proficient in a language has expanded significantly, from a restrictive view to a perspective that is open to social context and interaction (see Chapter 1).

At the school in the study, it was evident that during the intervention the Afrikaans teacher’s belief about language teaching was in sharp contrast to mine. As indicated several times in the previous chapters, and as reflected in my diary (Appendix D), she believed in a teacher-centered approach. The learners were accustomed to be passive participants in the learning environment, because the classroom interaction remained merely teacher-to-learner interaction, with excessive teacher talk and limited learner talk. She was a staunch believer in silence and discipline in the classroom, and therefore disliked the communicative approach and pair work. Because of this perception and her resentment of CLT, she believed that strict discipline should prevail at all times, and she felt that it was necessary for a teacher to remain in charge in the classroom at all times. This predisposition is not unusual, since studies done on the African continent (cf. Shaalukeni, 2000: 85; Tesfamariam, 2000: 122; Weideman, 2001: 11; Weideman, 2002b: 3), and the study among English second language teachers in Greece by Karavas-Doukas (1996) underscore the belief of teachers and parents that there should be silence in the classroom and that strict discipline must exist. The joint recent article of Weideman, Tesfamariam and Shaalukeni (2003) makes it clear that this is not only an African phenomenon. So we can’t blame it on Africanness, blackness or any ethnic or racial grounds. The Greek and other examples make this clear as well.

Obviously, within the communicative approach the teacher’s role has undergone a drastic change, and as a result there may be still some confusion regarding the exact

role of a teacher in a second language classroom. Van der Walt (1990: 30) argues that when a teacher keeps up traditional teaching, namely instructing, it does not serve “any purpose at all”. Although a second language teacher’s role is “extremely complex and demanding”, a teacher remains accountable to the learner, the principal, the education department, the parents, and society for teaching effectively (Van der Walt, 1990: 29-30). A number of variables have implications which relate to this accountability. We first examine the factors that are generally associated with learner involvement and participation.

7.2.1.1 Learner-centered approach

During the instruction that I undertook at the school, the starting point was that the learners are at the center of the learning process and play a more positive role in the learning situation, quite the opposite of what the learners are used to with their regular Afrikaans teacher’s authoritarian teaching approach.

A communicative approach is learner-centered, and therefore requires a paradigm shift not only for teachers, but also for learners, since they must be “engaged-learners” (Thomas, 2003: 28). In line with this, Combrink (1993: 212) claims that in a learner-centered approach a teacher and language materials are secondary to learners’ needs. Although Van der Merwe and Olivier (1997: 33) are in agreement on the significance of a learner-centered approach, they highlight the fact that even though a teacher plays a less dominant role in the classroom, this does not eradicate his/her importance in language teaching. A teacher still has the obligation to provide learners with opportunities for communicative interaction, as well as to supply them with essential materials (Du Plessis & Van Jaarsveld, 1993: 15).

Since the intervention was characterised by a learner-centered approach, it involved understanding and being able to analyse and reflect on the learners’ needs, personality factors, the learning setting and the influence of social factors, in order to achieve the goal of bringing about positive change to the learners’ proficiency in Afrikaans. Among those suggesting the importance of a learner-centered methodology in second language teaching aimed at the learners’ needs are Widdowson (1990: 121); Curry

(1996: 29); Ryuko (1998: 395); Nassaji (1999: 386-403); Celce-Murcia & Olshtain (2000: 229) and Weideman (2002a: 26).

A framework of the learner-centered approach in the study, showing the interrelated and interdependent key components, is illustrated in Figure 7.1. It is worthy of note that a multitude of permutations are possible between the respective elements.

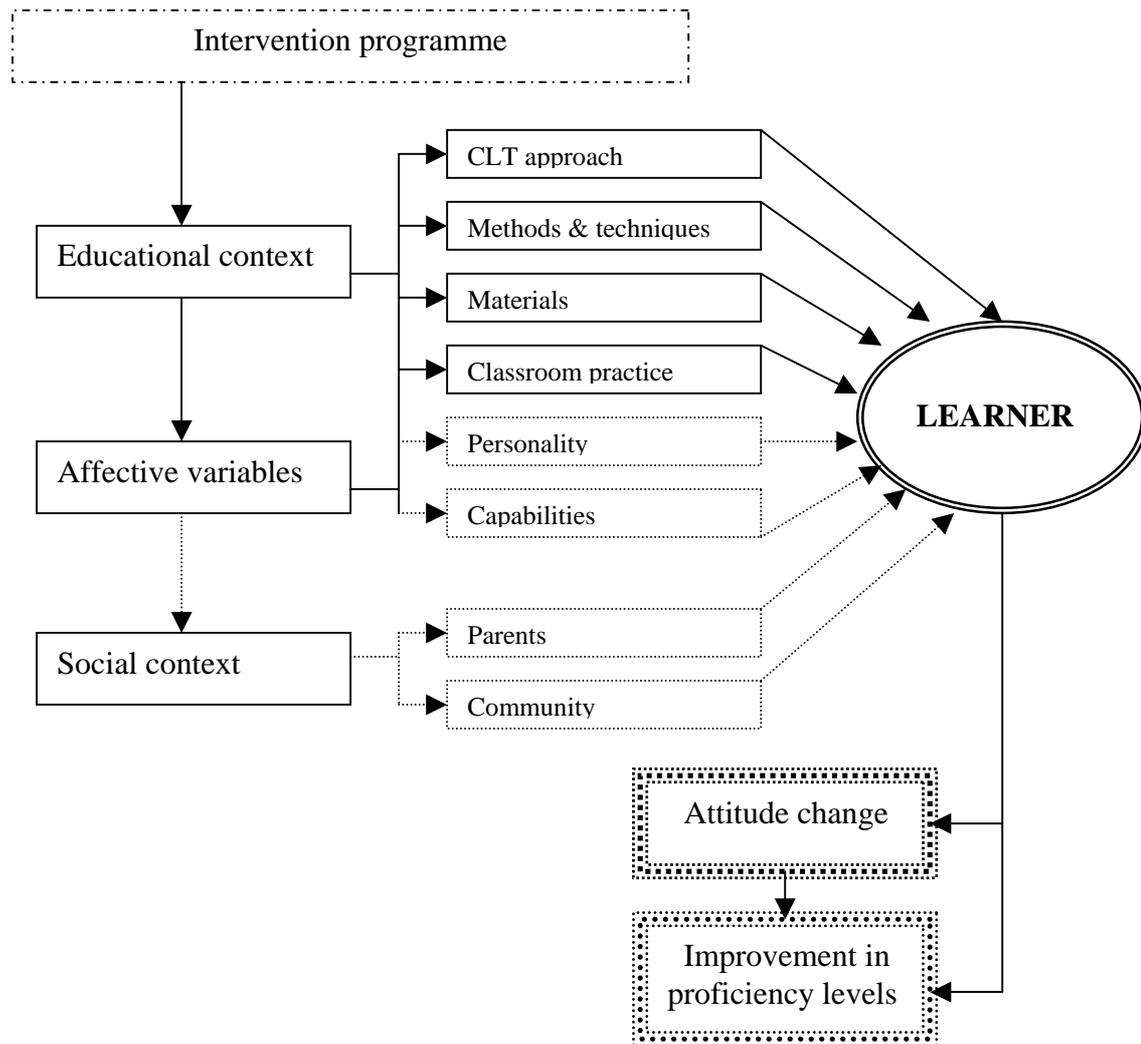


Figure 7.1 Framework of the learner-centered approach

The framework encapsulates the theoretical views on the overall relationship between the learner and the educational and social context, as well as the affective variables. In terms of this point of view, methodology is not the only important factor in successful additional language teaching. Additional language teaching and learning has to give due regard to the contextual setting, since context influences the learning environment. In fact, various researchers (Widdowson, 1990: 121; Curry, 1996: 29;

Ryuko, 1998: 395; Nassaji, 1999: 386-403; Celce-Murcia & Olshtain, 2000: 229; Weideman, 2002a: 26; Weideman, 2002b: 1-11; Bax, 2003: 278-289) not only emphasise the different roles of the learners and teacher in comparison to traditional methods, but also recognise the role of the particular context in which language teaching and learning takes place.

The overall relationship between the learner and the educational and social context, as well as the affective variables present, sets the scene for the action research project being reported on. It not only emphasises the kind of teaching which was necessary to develop the Afrikaans proficiency of the learners, but has also highlighted the more appropriate techniques and methods to accomplish this.

It must be noted that, although social factors (parents and community attitude towards Afrikaans, and opportunities for informal learning) influence additional language learning only indirectly, consideration of these factors during the intervention programme was vital for giving some perspective on the teaching and learning setting. These factors were discussed in detail in Chapter 4, section 4.5. However, the main issue is that because Afrikaans is not spoken on a regular basis in the local community, and the learners therefore have few opportunities to communicate with Afrikaans speaking people, exposure to Afrikaans is limited to the Afrikaans lessons at school. Therefore, the learners had to be provided with as many opportunities as possible during classes to practice communication in Afrikaans.

As the teacher engaging in this research project, I had the advantage that the learners' strengths and weaknesses, as well as the areas for action, became known to me through the diagnostic assessment at the start of the intervention. The fact that the results indicated that the learners' functional Afrikaans literacy was poor, and that their speaking, reading, writing and listening skills averaged at Grade 4 level, enabled me, amongst other things, to compile and implement the developed learning materials in the way I did, as discussed in Chapter 6.

Along with a learner-centered approach comes the call for active participation of the learners, to which we turn now.

7.2.1.2 The interactive classroom

In an article on language teaching in the new South Africa, Combrink (1993: 209) suggests that in second language teaching a teacher should rather focus on **how** to teach, than on **what** to teach. Therefore, language teaching should be characterised by tasks that teachers endorse and activities in which learners perform (resulting in their active participation) in order to enhance language learning. Hence, the emphasis is on collaborative learning, which requires teachers to be able to act as “facilitators and guides, not just as language experts” (Thomas, 2003: 28). Various researchers (cf. Davidoff & Van den Berg, 1990: 8-27; Brown, 1994: 161-162; Versfeld, 1995: 24; Cook, 1996: 187; Ryuko, 1998: 396; Nassaji, 1999: 386-403; Celce-Murcia & Olshtain, 2000: 231; Weideman, 2002a: 26) hold similar views.

The fact that a teacher needs to play a more passive role in the interactive language teaching class remains problematic for many teachers. They find this role threatening because they feel as if they are not in control, and this may explain their resentment of group work (Van der Walt, 1990: 30-31). Similarly, Du Plessis and Van Jaarsveld (1993: 17) indicate that teachers who dislike communicative activities usually tackle group work with scepticism because they feel it upsets the normal class routine (e.g. when the technique requires moving furniture around). Moreover, these teachers see group work as a threat to class discipline (they may be unsure about how to handle the generation of much more noise than usual). Indeed, the noise level during the lessons was constantly criticised by the regular Afrikaans teacher, as indicated in Chapter 6 and in my diary (Appendix D). In all fairness, though, her aversion of communicative activities might be tied up with the fact that she was concerned that pair and group work would generate so much noise that this would upset the principal, who advocates discipline. Du Plessis and Van Jaarsveld (1993: 17) acknowledge this trepidation, but stress that meaningful communicative tasks are characterised by ‘purposeful noise’ and not disruptive noise, or shouting. Therefore, they argue that a principal should be worried if silence prevails in favour of a ‘healthy hum’ in a language class (cf. also Van der Walt, 1990: 31).

Admittedly, some of the communicative activities during the lessons did generate more noise than a ‘healthy hum’, but discipline was not sacrificed in the process.

Instead, the employment of these communicative tasks enhanced the learners' enthusiasm and contributed to a positive atmosphere in class, which was conducive to learning. The interactive nature of the intervention gave the learners a different perspective on their role in the classroom and forced them to become actively involved and take up responsibility for their own learning.

In the questionnaire at the end of the intervention programme (Appendix F) a few learners stated that the interactive nature of the lessons, in particular, made the lessons more interesting, lively and fun filled. Learners pointed out that through interaction they had learnt "step-by-step", and that they "don't really have to write something immediately" because "we learn most of the things practically". Some learners remarked that the lessons were "very interesting cause everybody takes part in all the activities", and "Because it [sic!] easy to talk and improve your skills". Another learner's positive comments on the benefit of an interactive classroom, are illustrated in the following example:

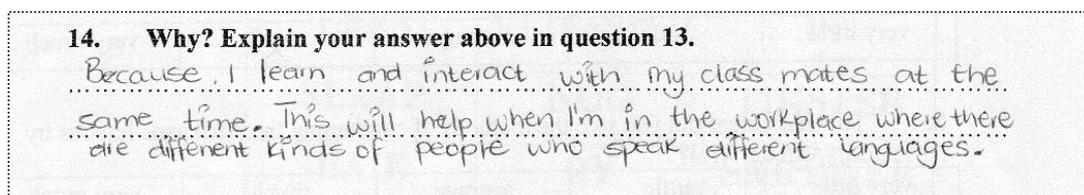


Figure 7.2 Learner's comment: Interactive classroom

7.2.2 Methods and techniques

Since the learners were not familiar with communication and interaction arrangements in the classroom, and must have had the preconception that they need to listen to the teacher, who is expected to do the talking, the methods employed during the lessons I conducted must have caught them by surprise. The introduction of pair and group work during these lessons posed a prominent challenge, since the learners had no experience with these types of activities, and had to be coached into properly employing these techniques for developing their language use. In fact, in hindsight, I should have provided the learners with more opportunities to engage in two-way communication earlier in the programme. It is likely that this would have met their elementary classroom needs sooner (e.g. knowing how to use basic language

functions such as asking, requesting, suggesting, persuading, accepting, refusing, arguing, disapproving). However, despite my failure to engage in two-way communication sooner, the learners responded very positively to the relatively new methods used during the lessons, as will be shown below.

In the questionnaire at the start of the intervention programme (Appendix A) the learners indicated that they found Afrikaans very difficult to learn. As Mongiat (1993: 54-55) rightly points out, learning Afrikaans is quite often an insurmountable problem for black speakers because of the different sounds and syntax compared to their vernacular. This phenomenon becomes even more problematic if the target language is not regularly spoken in the community, as was indeed the case in this study.

How did they feel about the difficulty aspect of learning Afrikaans after the short intervention programme? It is remarkable that most of the learners pointed out that the methods used made the learning of Afrikaans simpler and easier and the language itself more understandable. Evidence of this is the following example:

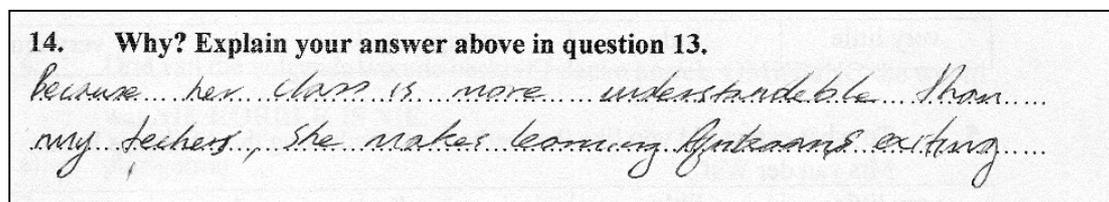


Figure 7.3 Learner's comment on methods used

The focus of second language teaching has shifted considerably during the years, and the different methods or techniques often seem to confuse teachers and hamper successful communicative language teaching. So, for example, the communicative task and its associated information gap technique are viewed as indispensable for successful CLT teaching. Yet, the practice of the information gap technique has not so far taken root in language teaching, because teachers generally misinterpret CLT and they often simply do not understand the information gap concept.

Many studies have been done on group work and the interaction between learners in pairs in classrooms or in simulated classroom contexts, with emphasis on the

information gap technique (cf. Johnson, 1982: 151; Richards & Rodgers, 1986: 22; Prabhu, 1987: 46; Combrink, 1993: 213; McDonough & Shaw, 1993: 164; Mongiat, 1993: 57; Cook, 1996: 187; Van der Merwe & Olivier, 1997: 33; Habte, 2001: 19-20; Liao, 2001: 38-41; Weideman, 2002a: 32; Thomas, 2003: 28). This research has shown that learners benefit more from the opportunity of one-to-one communication where they need to express themselves meaningfully in different situations, than in a teacher-centered whole class environment. Furthermore, a task based on the information gap principle requires learners to listen actively and to react appropriately (Combrink, 1993: 211). Thus, in the process the learner also displays his/her functional proficiency (Greyling, 1989: 40). A further advantage is that a speaker receives immediate feedback from the receiver and can ascertain whether communication was successful (cf. Greyling, 1989: 40; Mongiat, 1993: 55; Combrink, 1993: 211).

There is no doubt that the learners referred to in this study were accustomed to a teacher-centered approach, and were used to repetitive tasks and drilling of grammatical structures. Since these methods provide no opportunity for communication, I realised that in my classes I should create ample opportunities for communication. Furthermore, such communicative tasks should allow the receiver a choice on how to respond or react to the utterances of the sender, as suggested by Combrink (1993: 210). In line with this, Van der Walt (1989: 52) recommends that learners should be provided with an “acquisition-rich environment with (little or) no selection of linguistic content”. However, Weideman (2003: 31) cautions against a rather widespread misconception among teachers that a communicative approach is merely oral work. Likewise, Strydom (1989: 3) correctly warns against the misconception that chatter in class may be viewed as communicative teaching, because effective communicative language teaching tasks require well-informed structuring by a teacher. The argument, then, seems to proceed from the assumption that if a teacher uses interesting and authentic communicative tasks, the learners are provided with an environment conducive for engaging in meaningful conversation (cf. Strydom, 1989: 1-4; Mongiat, 1993: 57). In addition, providing learners with ample opportunities to think and express themselves in the target language not only stimulates their interest, but also influences their attitude towards the language more

positively, resulting in greater enjoyment of their language lessons (cf. Combrink, 1993: 213; Mongiat, 1993: 58).

The information gap technique as a criterion for identifying communicative language teaching came to the fore through a variety of information gap tasks during the intervention programme (as discussed in Chapter 6). The main issue remained the provision of adequate opportunities for communicative interaction in order to reach the objectives of the given tasks.

Several examples in the literature of the practical uses of information gap tasks and communicative activities that rely on them (e.g. word games, board games, charades, role plays, dialogues, reasoning-gap tasks, jigsaw tasks, and so forth) guided the planning of the materials employed in the intervention programme (cf. Van Jaarsveld & Weideman, 1985; Weideman, 1985; Lutrin, 1999; Habte, 2001; Hofmeyr, 2001; Lätti, Gouws, Jooste, Kroes & Van der Merwe, 2001). The diversity of available tasks that utilise the information gap technique enabled me to employ anything from very simple role plays to more advanced dialogues and complex tasks. It is clear from my evaluation of each of the lessons as indicated in the different assessment tables (Chapter 6) that the information gap principle functioned prominently and satisfactorily in the intervention lessons.

Reflection on my teaching during the intervention highlighted the fact that the unsettled atmosphere and the disorganisation at the school at certain times resulted in my decision to revert to traditional grammar teaching. As Van der Walt (1990: 34) correctly points out, grammar instruction is likely (in an ideal scenario) to result therein that the learners will end up with some knowledge about the language, and that this knowledge may well be seen as contributing to the learners' education. But this will happen only if they learn something from the instruction. On the other hand, as Van der Merwe and Olivier (1997: 40) indicate, grammar teaching means nothing if learners cannot (or will not) apply this knowledge in real communication. It is perhaps salutary to note that the tendency of teachers to revert to a teacher-centered approach is not exceptional, even though the learning materials have been clearly designed for learner-centered, task-based activities. Be that as it may, the crux of the matter is that there are some role plays designed for grammar teaching available, and I

should perhaps have focused more on employing those types of tasks, than getting sidetracked by the problematic teaching environment. But the occurrence of traditional solutions even in the teaching style of a seasoned practitioner supportive of CLT concepts and methodology provides a salutary reminder of the difficulty that teachers have of making innovations in language teaching, such as those embodied in CLT, their own (cf. Weideman, Tesfamariam & Shaalukeni, 2003: 75).

Reflection on classroom activities entails not only an understanding of how learning opportunities are created and implemented, but also how the learners perceive them. In this regard, Kumaravadivelu (2003: 290) points out that “such a multifaceted, stereoscopic view” allows a teacher to “get a full picture of the intended and unintended outcomes of classroom events”.

In the questionnaire at the end of the intervention programme (Appendix F) the learners were asked to what extent they enjoyed the Afrikaans lessons (Question 1), as well as to what extent they liked the methods used during the project (Question 5).

Fifty four percent of the learners indicated that they liked the methods employed *very much*, 32% of the learners mentioned *much*, and 14% of the learners viewed the methods as resulting in *average* enjoyment. It is interesting that none of the learners indicated that they enjoyed the methods used *very little*. The above findings are captured in Figure 7.4.

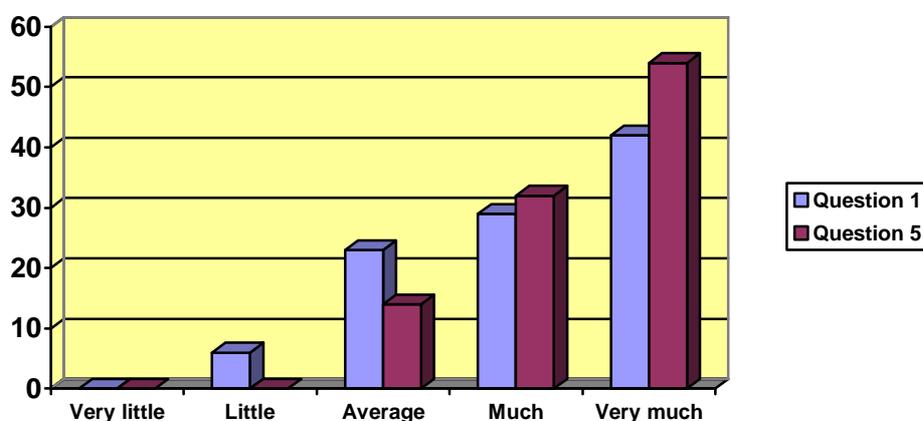


Figure 7.4 Learners' perceptions: Enjoyment and methods used

Regarding their enjoyment of the classes, and by implication also the methods and techniques used, as well as my classroom practice, 42% of the learners enjoyed the lessons *very much*, 29% said *much*, 23% of the learners indicated an *average* enjoyment of the lessons, and 6% of the learners said that they enjoyed the lessons only a *little*. Once again, none of the learners mentioned that they enjoyed the lessons *very little*.

Comments of two learners about their enjoyment of the classes serve as examples:

15. Any comments?
 I enjoys the Afrikaans lessons they were very cool and I especially enjoyed the sing and handouts and I learned a lot, thank you very much.

Figure 7.5 Enjoyment of lessons: Example A

15. Any comments?
 I enjoyed the Afrikaans lessons very much and the teacher Mrs van der Wal was also great, I now like and enjoy Afrikaans more than I did before. If I was given another chance again for the lessons with her, I would Thank you very much! definitely go for them!! Thank you, mevrou!...

Figure 7.6 Enjoyment of lessons: Example B

The emphasis on learner perspectives played an important role in the process of evaluating teaching activities during the lessons. The comments of the learners indicate that they viewed the intervention programme as a valuable endeavour, and acknowledged the significance of the methods used. They suggested that their other language teachers should be encouraged to use these methods, and that more learners could benefit from them. Some verbatim comments of learners support these findings: “Because her methods of teaching are easier and you can grasp the information very quick”; “Because it makes for us to understand the unusual words in Afrikaans”; “I’ve enjoyed being with her. I hope she will do the same to others”; “Although I was not co-operative enough, I hope you will help others too”; “I think this method must be introduced during the early stage of learning so that it will help most student to enjoy

Afrikaans”; “The Afrikaans lessons was not as heard [sic!] I thought it was going to be, but it was very good”.

Moreover, some learners categorically stated that the implementation of these methods was to their advantage, as the following two examples illustrate:

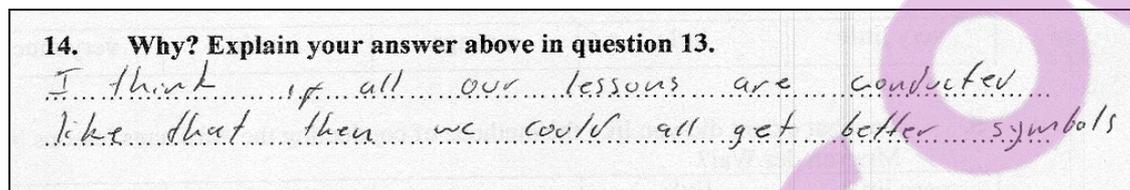


Figure 7.7 Learner’s comment: Significance of methods. Example A

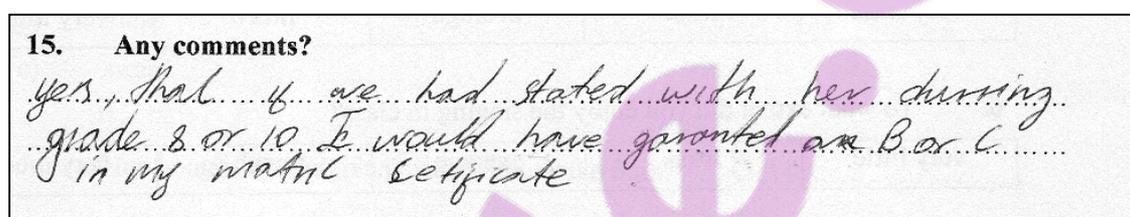


Figure 7.8 Learner’s comment: Significance of methods. Example B

7.2.3 Materials

In order to enhance the Grade 12 learners’ proficiency in Afrikaans during the short intervention process, I had to consider the employment of appropriate and relevant learning material that was in line with a CLT approach. The process of materials selection, collection, reproduction, adaptation, and development can easily become a daunting task, especially for inexperienced teachers. Therefore, a materials writer (teacher) should be conscious of a number of design considerations. These design criteria or statements that describe in ideal terms the basic conditions for developing appropriate and relevant materials were discussed in detail in Chapter 5, section 5.5.1. However, a brief overview of these criteria is necessary here, in order to distinguish between the materials employed during the intervention and those the learners were accustomed to.

Apart from the use of information gap techniques, such as pair and group work, careful consideration had to be given constantly to authenticity in the task-based exercises employed. In communicative language teaching realism plays a significant role, and this explains the emphasis on authentic texts as an important feature of the communicative approach (cf. Johnson, 1982: 19-22; Nunan, 1991a: 279; Van Lier, 1996: 13-14; Tomlinson, 1998b: 13; Habte, 2001: 15-16; Han, 2001: 13; Parry, 2002: 96; Weideman, 2002a: 29-32).

More evidence of the significant role of authentic texts comes from Roets-Hentschel (1989: 25), who claims that if provision is made in second language teaching for realism between teaching and the real world outside the classroom, a teacher moves closer to the ultimate: *non scholae, sed vitae discimus* – not for the school, but for life we learn. In other words, when classroom activities include more realistic situations, these tasks enhance the authenticity of the learning process, learners become more motivated and goal-orientated, and the learning programme is stimulating to learners and teachers alike (cf. Melvin & Stout, 1987: 55; Celce-Murcia & Olshtain, 2000: 196).

Reflection on the implementation of the developed materials during the lessons (Chapter 6) has illuminated the authenticity dilemma in this study. I found that the unique circumstances in which the teaching took place where Afrikaans is seldom spoken outside the classroom, and there are no Afrikaans-speaking friends, made it very difficult and extremely challenging to base content on the ‘real’ world. Therefore, the interpretation of authenticity during the intervention should best be viewed as the interaction between the learners, the material and the context, as well as my use of Afrikaans in the classroom. Researchers who view authenticity similarly are Bachman (1990: 9-10, 316), Widdowson (1990: 44-45), Van Lier (1996: 128), and Celce-Murcia and Olshtain (2000: 195).

In the design of materials for the lessons, consideration was also given to topics that were thought to suit and engage the experience and the interest of the learners. In line with this, Van der Walt (1989: 54) stresses the importance of choosing interesting activities, because “language, thought and concepts develop together”, and therefore learners cannot do things with language that is “outside their conceptual grasp”. Thus,

texts should be selected with a view to their “audience appeal” (Van der Merwe, 1989: 44). Among those who advocate similar views are Strydom (1989: 4); Nunan (1991a: 279); Mongiat (1993: 57); Wlodkowski (1993, 158); Van der Merwe & Olivier (1997: 34) and Kumaravadivelu (2003: 230).

A considerable amount of research has focussed on integrating all four language skills as a prerequisite for a CLT approach (cf. Genovese, 1990: 6; Combrink, 1993: 212; McDonough & Shaw, 1993: 202; Weideman, 2002a: 96; Weideman, 2003: 31; Kumaravadivelu, 2003: 225-231). Despite the emphasis on the integration of the four language skills in CLT, Jacobs (1991: 4) found in his research that teachers still view listening skills as less important than writing, reading and speaking skills. Van der Merwe (1989: 43), furthermore, reports that reading is neglected in additional language teaching, and argues that reading develops linguistic knowledge, provides extensive exposure to language usage, and that if reading is made enjoyable, it will enhance learners’ motivation to interact with the text, which ultimately will improve their reading ability.

A good deal of attention was paid to integrate the four language skills in the materials for the intervention. Since language skills (reading, writing, speaking, and listening) are rarely used in isolation in daily life, it is vital to integrate them in language materials. And as Kumaravadivelu (2003: 228) points out, language skills are “essentially interrelated and mutually reinforcing”. In fact, the separation of skills is a “remnant of a bygone era and has very little empirical or experiential justification” (Kumaravadivelu, 2003: 226).

Proponents of communicative teaching also advocate the various uses or functions of language that relate to the real language (‘L’) needs (Roberts, 1982), of learners (cf. also Genovese, 1990: 5; Van der Walt, 1990: 29; McDonough, 2001: 293; Weideman, 2002a: 45; Weideman, 2003: 32). According to Kumaravadivelu (2003: 26-27), the assumption is that learner-centered methods are those that are “principally concerned with language use and learner needs”, and therefore language is best learned when the learners’ focus is on “understanding, saying and doing something with language”, than on linguistic features. Therefore, learner-centered methods seek to provide opportunities for learners to engage in meaningful activities both inside and outside of

class. During the lessons I planned it was thus vital that learners understand how to use basic language functions, such as interpretation, expression and negotiation, in order to engage effectively in role plays and dialogues which require these functions. Since language is highly complex and dynamic, the significance of this criterion for materials development is to be found in the fact that acquiring competence in a target language involves not only the ability to understand and produce correct sentences, but also the ability to use the target language in different situations and with various participants (cf. Weideman, 1988: 93; Genovese, 1990: 5; Van der Walt, 1990: 29; McDonough, 2001: 293; Weideman, 2002a: 35; Kumaravidelu, 2003: 26).

A dimension in materials design to ponder in addition to those identified and discussed in Chapter 5 is that of physical format. Since learners were unaccustomed to receiving learning materials developed by their own teacher, I made a special effort to develop and design materials (in the form of handouts) that would elicit the learners' curiosity and could contribute to an environment conducive to language learning. Many researchers have expressed the opinion that the physical appearance of materials is vital to achieve impact, to enhance learners' interest, and to enhance motivation (cf. Nunan, 1991b: 210; Combrink, 1993: 213; Rowntree, 1994: 129; Tomlinson, 1998b: 7-8). Some of the design features researchers view as valuable for language teaching materials are that materials should be interesting, user-friendly, unusual, novel, innovative, creative, and eye-catching. Furthermore, a teacher should attempt to provide learners with a wealth of stimulation from rich and varied materials such as games, charades, stories, songs, rhymes, role plays, dialogues, simulations, discussions, jigsaw tasks, and reasoning gap tasks to avoid over-familiarity and demotivation (cf. Van der Walt, 1989: 55; Genovese, 1990: 3; Combrink, 1993, 213; Mongiat, 1993: 55-56; Van der Merwe & Olivier, 1997: 34; for other examples and reviews of numerous information gap tasks, cf. Van Jaarsveld & Weideman, 1985; Weideman, 1985; Habte, 2001). In addition, I found the use of pictures to clarify unfamiliar concepts valuable. Furthermore, Mongiat (1993: 57) suggests that pictures as supplementary aids in the classroom assist in creating everyday situations in the classroom.

Evaluation of the materials was essential to make pertinent judgements on their appropriateness, and since the learners were the users of the materials, their opinions

and feedback were analysed to bring their perspective on the materials used during the lessons into such an evaluation. Kumaravadivelu (2003: 291) emphasises the importance of learners' perspectives on teaching events, since as "stake-holders of the classroom enterprise, they can bring a unique interpretation of the usefulness of teaching".

In the questionnaire (Appendix F) the learners were asked to what extent they enjoyed the activities on the handouts (Question 7), as well as liked the materials used (Question 10). The learners' answers are given in Figure 7.9.

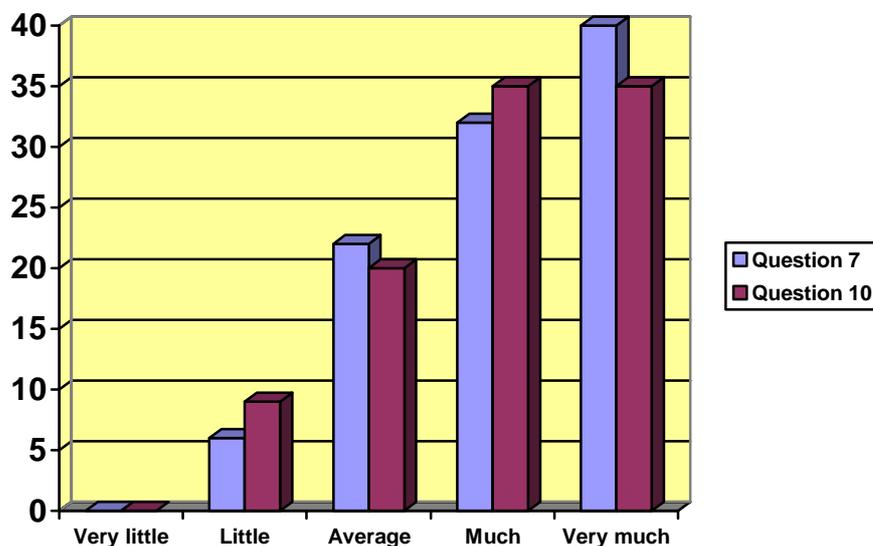


Figure 7.9 Learners' perceptions: Materials used

There is a close correlation between the learners' answers in the two questions, and it appears that the learners liked and enjoyed the tasks and liked the materials. Forty percent of the learners indicated that they enjoyed the activities *very much*, 32% of the learners mentioned *much*, 22% of the learners viewed the activities as *average*, and only 6% of the learners indicated *little*. Regarding Question 10, 35,5% of the learners liked the materials *very much*, 35,5% said *much*, 20% of the learners indicated *average*, and 9% of the learners liked the materials used only *little*.

In the following example relating to Questions 13 and 14 in the questionnaire, a learner especially comments on the benefits of the activities of the materials used in the programme:

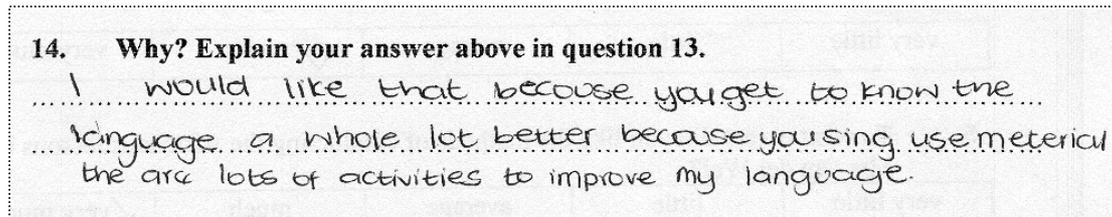


Figure 7.10 Learner's comment: Benefit of materials used

In the questionnaire (Appendix F, Question 13) the learners were also probed about whether they would prefer their regular Afrikaans and English classes to be conducted in a similar manner as the lessons. Figure 7.11 illustrates their answers, and we see that nearly half of the learners (49%) indicated that they would like this *very much*, 29% of the learners indicated *much*, 12% of the learners said *average*, only 8% of the learners mentioned *little*, and 2% of the learners responded by ticking *very little*.

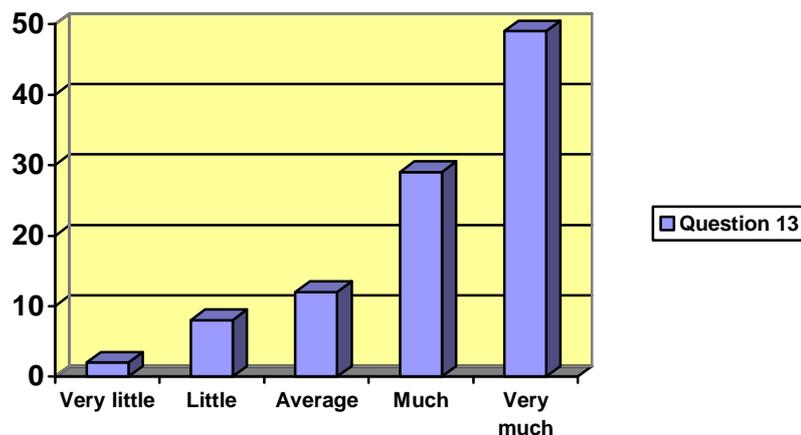


Figure 7.11 Learners' perceptions: Preference for similar language classes

7.2.4 Classroom practice

Since the classroom is the place where major elements of learning and teaching, such as “ideas and ideologies, policies and plans, methods and materials, learners and teachers“ are combined, it is also the place where the “effectiveness of innovative thoughts on teaching is tried and tested” (Kumaravadivelu, 2003: 287). Therefore, the action research undertaken in this study allows me to reflect on classroom input, interaction, and the managerial aspects of classroom activities, as well as the self-analysis and self-evaluation of my teaching.

The shift in our understanding of language teaching has a significant effect on the role of the teacher and his or her classroom practice. The role of the teacher has been a constant topic of discussion in language teaching, since, in classrooms, teachers are the “players who have a direct bearing on shaping and reshaping the desired learning outcome” (Kumaravadivelu, 2003: 6).

Researchers have been trying to pin down the role and function of a teacher through a multitude of metaphors. Some of the various teachers’ roles referred to in the literature are those of artist, attendant, manager, mentor, facilitator, instructor, director, informant, guide, coordinator, planner, developer, controller, psychologist, councillor, advisor, consultant, drama coach, comedian, skills builder, overseer, resource, technician, practitioner, and an authority on mime techniques (cf. Genovese, 1990: 3; Lombard, 1990: 22-23; Van der Walt, 1990: 29-30; Mongiat, 1993: 56; Combrink, 1993: 214; Brown, 1994: 160-161; Kumaravadivelu, 2003: 7). Viewing this extensive list of metaphors, or roles, one can easily see that there may very well be confusion regarding the extremely complex and demanding role of the teacher in the second language classroom.

There is no doubt that a teacher needs to recognise the significance of the teacher’s various roles in CLT. There is merit in each of the different roles because they complement each other, as discussed in Chapter 4, section 4.7.2. The emphasis on communicative activities and tasks calls for a teacher to follow a well-worked out plan which directs and organises his/her teaching in line with a facilitating role (cf. Genovese, 1990: 3; Van der Walt, 1990; Du Plessis & Van Jaarsveld, 1993: 15; Combrink, 1993: 214-215; Mongiat, 1993: 55-57). In this planning a teacher needs to interpret the syllabus which will be influenced by his/her view of language and language learning.

During the short intervention programme under discussion, careful and practical planning was imperative not only for effective classroom practice, but also for the process of designing appropriate materials, guided by a set of key principles. I have made specific and deliberate choices and decisions regarding my role as the teacher, the materials, and the employment of certain tasks and techniques which were in congruence with my beliefs about language learning, framed as these were by the

CLT approach. The discussion in Chapter 6 has made it clear that the intervention programme undoubtedly took place in an extremely complex teaching and learning environment. It provided a salutary reminder that the teaching style of a teacher, even a seasoned practitioner, can be severely influenced by contextual factors. In my particular case, the measure of authority and power I had to change the context also mattered. The difficult instructional context allows such political questions to emerge quite sharply when one reflects on one's own practice. In this case, I had to steer a course between what was practically possible within an authoritarian context, and the demands made upon me for acting in accordance with my own beliefs. I had more power, in other words, to change my own classroom practice than the entire school, and this perhaps highlights one particularly beneficial aspect of doing action research in my own work: it allowed me to see ever more clearly where my powers lay, as an individual professional, to change language teaching, and what their limitations were.

As mentioned above, various researchers have carried out studies on the role and functions of a teacher in the classroom. The kinds of question that have been asked are: What is the profile of a good language teacher? What are the implications of the teacher variables in communicative teaching? How did my teaching during the lessons measure up?

The following part of this section seeks to investigate the characteristics of an interactive language teacher, as well as the features of an interactive classroom, as suggested by various researchers (cf. Strydom, 1989: 2; Roets-Hentschel, 1989: 27-29; Askes, 1990: 6; Larsen-Freeman & Long, 1991: 179; Nunan, 1991b: 190-191; Combrink, 1993: 215; Mongiat, 1993: 56-58; Brown, 1994: 105; Cook, 1996: 129 & 187; Celce-Murcia & Olshtain, 2000: 231; Bourke, 2001: 72; Dernoshok, 2001: 71; Turnbull, 2001: 534; Conteh-Morgan, 2002: 193-194; Weideman, 2002a: 26; 97-103). The compilation of the different traits in Table 7.1 will serve as a guideline to examine my role as teacher and my classroom practice during the intervention. It must be noted that since a number of these teacher variables have already been addressed in more detail in previous chapters (Chapters 3, 4 and 6), the discussion that follows will take the form of a summary.

Table 7.1 Profile of a good language teacher

	FEATURES
Language	<ul style="list-style-type: none"> • Proficient in target language • Speech modification • Uses primarily target language • Encourages participation and interaction • Encourages spontaneous expression • Encourages self-activity • Learners ask questions in target language • Up to date with teaching methods and materials
Qualities	<ul style="list-style-type: none"> • Positive attitude • Motivated • Empathy • Integrity • Enthusiastic • Interested in subject • Competent and enlightened • Organised • Creative • Punctual • Friendly • Applies humour • Patient • Makes jokes • Shows interest in learner as individual • Awareness of cultural diversity
Body language	<ul style="list-style-type: none"> • Uses ample body language • Moves around in class • Smiles a lot • Maintains eye contact with learners • Voice modulation
Classroom	<ul style="list-style-type: none"> • Learner-centered • Relaxed atmosphere • Reduces anxiety • Warm and friendly • Uses variety of activities and visual aids • Gives positive feedback • Excellent class control • Provides atmosphere of acceptance • Provides affluent stimulation • Enhances creativity • Consistent pace of teaching

An important variable in a teaching-learning situation, the teacher is responsible for classroom activities (cf. Roets-Hentschel, 1989:27; Combrink, 1993: 214), and therefore, he/she is the “ultimate determiner of the communicativeness” of a lesson, and whether language learning takes place (Van der Walt, 1990: 37).

According to Van der Walt (1990: 31) the variable which may have the greatest influence on the teaching-learning situation is the teacher’s teaching style. It goes

without saying that every teacher has a certain range of individual variables which are demonstrated in a consistent pattern of behaviour, and reflected in his/her own teaching style. The influence of traits such as a sense of humour, positive outlook, motivation, and creativity on the teaching and learning environment immediately comes to the fore. Indeed, a communicative approach should not be “interpreted rigidly, but should make allowances for individual differences among teachers” (Van der Walt, 1990: 36).

The significance of a sense of humour in the classroom cannot be ignored (cf. Roets-Hentschel, 1989: 29; Mongiat, 1990: 57). In the quest to provide learners with positive experiences, in order to bring about a change in their perceptions of the target language, the play element and humour play an important role (Roets-Hentschel, 1989: 29). However, it is very important that learners should not be allowed to laugh at their classmates, or make fun of their efforts during communicative activities (Mongiat, 1993: 57).

My sense of humour and positive outlook indeed carried me through some trying moments during the classes. It was also noticeable that the learners enjoyed the light-hearted atmosphere, the joking and laughter, as well as the cheerful remarks I made. Some of the verbatim comments of the learners at the end of the intervention programme serve as confirmation of this: “It was lively and full of fun”; “Very interesting and understandable. I’ve enjoyed being with her”; “I really had a good time”; “The class were [sic!] great. I can say if we could have such classes again it will be fun”. On a slightly different note, a learner remarked that their regular teacher “should try to make her presence felt like making jokes and make people to be interested in the lesson”. During the lessons I undertook their own teacher’s body language was portraying her dismay and resentment of the ‘noise’ the communicative tasks generated, she constantly frowned, hardly ever smiled, and regularly reprimanded the learners. At times she was absent or apathetic. Even the evaluator conducting the post-test remarked that the teacher’s apathetic attitude was obvious (Appendix D) and showed in her body language. In fact, the influence of a teacher’s body language on successful teaching is another dimension of classroom practice listed in Table 7.1. Combrink (1993: 214) stresses the importance of a teacher’s body

language and comments that voice modulation should always be in harmony with the verbal message contained in the teacher's utterance.

During my conversations with the regular Afrikaans teacher, she admitted that she was struggling with feelings of anxiety, helplessness, and a loss of motivation. She furthermore criticised the learners and the learning situation (Chapter 4, section 4.4.1.2). All of these factors may be viewed as symptoms of a poor proficiency level. It is worthwhile to remember that a de-motivated, negative teacher influences the learning environment negatively, and all of these negative influences probably must have rubbed off on the learners, and contributed to their negative attitude towards Afrikaans (Chapter 4, section 4.6.1 and Figure 4.2). Askes (1990: 6) has found that de-motivating factors include (any or all of) the following: if a teacher appears to have knowledge but not an understanding of the subject, is not up to date with the latest materials, does not make use of visual aids, progresses at an inconsistent pace, and criticises the subject or even the learners. Conversely, a motivated teacher who is helpful and approachable, patient, has an interest in the subject as well as the learners, broadens learners' interest in the subject, and uses a variety of visual aids, not only inspires learners but also creates a set-up that is conducive for learning (Askes, 1990: 6). Again, a few verbatim comments of the learners capture the essence of their evaluation of my teaching style. It must be noted that the learners' remarks in this Chapter are given exactly as they have written them, including the spelling and grammar mistakes: "I think she is a perfect teacher for language because she is patient with us"; "She is very good. She knows how to communicate with people he is the loudy person". From the remarks of some of the learners they now appear to be more motivated to learn Afrikaans: "Being with you has brought to be the interest to doing Afrikaans. I now enjoying every Afrikaans lesson and I'm willing to work hard to gain Afrikaans knowledge"; "If we can be given the Afrikaans books to read a lot of Afrikaans at class we can understand something"; "I wish she would have started the year with us, we would have been having more understanding of Afrikaans".

As far as creativity is concerned, Genovese (1990: 1) advises that it should be seen as a developmental process, because there is a need to "cultivate and encourage creativity, since this talent has been traditionally ignored in education in general". To stimulate creative behaviour, a teacher should provide opportunities where learners

can explore and experience a variety of tasks and activities, but with the assurance that their attempts will be appreciated (Genovese, 1990: 2). Regarding a teacher's creativity, Genovese (1990: 2) points out that teachers should be aware of their own creative thinking abilities, should constantly produce innovative ideas, and should exploit materials effectively and in novel ways. A language teacher should encourage "original thinking, openness, emotional awareness, self-expression, self-confidence, self-initiative in students and create an atmosphere of mutual respect and mutual freedom of expression" (Genovese, 1990: 2). Since I value originality and creativity, I consistently endeavoured to tap into the learners' creativity in my planning and designing of appropriate, novel and innovative materials.

We now turn to the language a teacher uses in the classroom, since through the use of language a teacher can either succeed or fail to implement his/her plans. It is obvious that I had the distinct advantage of being proficient in Afrikaans in comparison to the regular Afrikaans teacher's proficiency level. Van der Walt (1990: 31) stresses that communicative language teaching demands a high level of proficiency of a teacher because of the unpredictability of the language generated by the use of communicative techniques. Hence, because non-native teachers are afraid to use the target language freely, they rather stick to textbooks than implement meaningful communication in the classroom (Van der Walt, 1990: 31). However, according to Van der Walt (1990: 35), the major problem is a teacher's perception of his/her own proficiency, which can result in a lack of self-confidence in his/her own abilities, and may inhibit performance. Combrink (1993: 215) is in agreement that a teacher preferably should be proficient in the target language, but argues that a dynamic, innovative teacher could overcome the problem by employing teaching methods and techniques which are in line with the learners' needs. The implication of proficiency as a variable is that a teacher should be sufficiently proficient so as to be able to "handle the lessons competently" (Van der Walt, 1990: 35).

Ideally, a teacher's classroom practice should aim at providing in the learners' language needs. Learners should learn how to use the language, and not only learn about language usage (Combrink, 1993: 213). This also implies that learners should be encouraged to use the target language for asking questions to increase their opportunities of using it (cf. Roets-Hentschel, 1989: 28; Combrink, 1993: 215). CLT

proceeds from the assumption that more rather than less language must be produced. The rationale is that the more language the learner produces, the greater the chances are that the language will develop, i.e. be learned. Mongiat (1993: 56) claims that if teacher talk is adjusted to suit the learners' proficiency level, it increases the learners' concentration, thereby enhancing acquisition. Since issues such as code switching, error correction, constructive feedback, and praise were dealt with in previous chapters (Chapter 4, section 4.7.2 and Chapter 6), it is sufficient to say here that the significance of these aspects was duly considered during the lessons surveyed.

Being a native speaker of Afrikaans, the language I used in the classroom no doubt offered the learners authentic language input. Moreover, I was constantly aware of the importance of teacher talk in line with recommendations of various researchers on speech modification, simplification of language, and manageable, comprehensible input, as discussed in section 4.4.1.2 (cf. Ellis, 1985: 304; Spolsky, 1989: 178; Nunan, 1991b, 190-191; Brown, 1994: 105; Cook, 1996: 129; Dernoshek, 2001: 71; Conteh-Morgan, 2002: 194). During the lessons, bearing in mind the limited time available, the central focus was to provide the learners with as many opportunities as possible to engage in communicative tasks in an anxiety free class setting in order to develop their proficiency in Afrikaans. In this regard, as Bourke (2001: 72) rightly points out, to implement a task-based methodology and employ materials which provide genuine interaction to allow learners to grow in language while providing a stress-free environment, require commitment from teachers.

7.3 AFFECTIVE VARIABLES

The quest in a learner-centered approach to obtain a thorough understanding of the learners' needs resulted in building a profile of the learners (Figure 5.8). This profile contained demographic, cognitive, affective, and learning information that I found useful for the design and development of materials, as well as for employing appropriate methods and techniques that would take into account the diversity among the learners. Since the focus in Chapter 4 was on the influence of affective variables, where a more detailed picture was sketched of the learners' attitudes and motivation, the discussion below naturally leads more to reflection, self-analysis and self-

evaluating, in an effort to help establish the effectiveness of the intervention programme in this regard.

Roets-Hentschel (1989: 27) suggests that interactive second language teaching starts with the teacher and his interactive behaviour, which in turn rests heavily on the affective aspect of empathy. This means that a teacher should make an effort to have compassion with the learners' environment, since this not only reduces emotional barriers like anxiety and uncertainties, but also enhances feelings that they (the learners) are understood (Roets-Hentschel, 1989: 27). Moreover, Roets-Hentschel (1989: 26) argues that it is possible for a teacher to establish rapport with the learners, and to enhance learners' self-confidence if her or his conduct lessens the learners' concerns, uncertainties, and anxiety in the language classroom. Evidently, these are factors that influence language learning indirectly (cf. Spolsky, 1989: 14; Van Lier, 1996: 35-36).

A teacher's teaching style also affects the atmosphere of the classroom, which we now briefly turn to. In light of the learners' poor functional Afrikaans literacy, and because the teaching and learning situation in the classroom was less than favourable, my role as teacher required not only that I establish an interactive classroom through the use of relevant materials, but that I had to strive to create a classroom atmosphere that was conducive to learning.

One cannot discuss classroom atmosphere without reference to the influential work of Krashen on the Affective Filter hypothesis in second language learning (cf. Krashen, 1987: 30-32; Krashen & Terrell, 1995: 37-39). Recognition of the Affective Filter hypothesis entails that a teacher should not only supply comprehensible input, but also encourage a low anxiety situation in the classroom (Krashen, 1988: 38). I present below a few researchers' suggestions to help a teacher to accomplish this.

Combrink (1993: 215) suggests that an ideal classroom should be characterised by a warm and friendly ambience, lots of laughter and a feeling of acceptance. Similarly, Genovese (1990: 3) agrees that a teacher should provide an atmosphere of acceptance, and suggests that an emotionally supportive climate encourages learners to explore, to express, to experiment, and to take risks. What this entails is that a teacher not only

should adhere to a positive teaching approach, but should also strive to establish an enjoyable atmosphere in class, which would serve to reduce learners' anxiety, as well as enhance acquisition (cf. Richards & Rodgers, 1986: 134; Krashen, 1988: 23; Lombard, 1990: 23; Combrink, 1993: 212; Mongiat, 1993: 56; Lessing & De Witt, 1999: 53; Van der Merwe & Olivier, 1997: 40; Conteh-Morgan, 2002: 173; Weideman, 2002a: 61).

The preceding analysis has made it clear just how important affective variables are in the classroom. Throughout the lessons I paid special attention to affective factors, in order to create favourable conditions in the classroom to reduce anxiety and stress. The use of the slogan *Goed, beter, beste* to compliment learners on their achievements, for example, paid off, since it established an enjoyable and relaxed atmosphere, encouraged participation, affirmed their abilities, and raised their self-confidence. A few verbatim remarks of learners highlight their perceptions of the classroom atmosphere: "Mrs van der Wal make you to not feel weak in your Afrikaans"; "We can all understand and to be with a friendly teacher"; "She give you a chance to understand"; "She's a very understanding person especially when it comes to the children who doesn't understand Afrikaans"; "Because she explain to us and we try to co operate with her".

In a second language class learners often struggle with face-to-face communication and may experience feelings of helplessness, foolishness and even humiliation, all of which may lead to anxiety and stress. One accepts that certain activities are more stressful than others. Consequently, teachers are challenged to create a favourable environment in line with the learners' needs by employing methods and techniques such as ice-breakers, stories, songs, rhymes, warm-up exercises, and games to reduce anxiety and stress (cf. Roberts, 1982: 186; Krashen, 1987: 32; Richards & Rodgers, 1986: 134; Krashen & Terrell, 1995: 76-78; Conteh-Morgan, 2002: 173; Weideman, 2002a: 46-51, 58-60; Weideman, 2003: 32-37). In this regard, the stress-index for language methods proposed by Weideman (2002a: 102-103, and discussed in Chapter 4, section 4.3.1.3) proves to be valuable to a teacher for making pertinent decisions on the appropriateness of materials.

We saw in the previous chapter that I successfully utilised a number of methods and techniques (ice-breakers, stories, songs and games) during the implementation of the developed materials (Chapter 6), in order to reduce the learners' anxiety and stress, to increase risk-taking, to improve self-confidence, to capture attention and to enhance motivation. Consequently, by taking the learners' emotional needs into consideration, and by employing such methods and techniques, I was able to create an encouraging learning environment in the classroom, as reflected by the many comments of the learners given in this chapter. Moreover, the successful outcome of the intervention programme (Figures 5.4 and 5.5) may be attributed to the appropriateness of the manner in which the classes were implemented.

7.3.1 Personality

I shall briefly focus on personality since there appears to be a consistent relationship between personality, anxiety, the learning situation, and language proficiency (see Chapter 4, section 4.3.1 for a more comprehensive discussion). It is common knowledge that people vary widely in their personality, and personality variables are interrelated with attitudinal and motivational factors. Traits such as self-confidence, self-esteem, self-efficacy, risk taking, and lack of anxiety encourage a learner's intake, and will result in having a low Affective filter (cf. Dulay, Burt & Krashen, 1982: 75; Richards & Rodgers, 1986: 133; Krashen, 1988: 23-24; Skehan, 1989: 106; Lightbown & Spada, 1993: 28; Brown, 1994: 23; Ehrman, 1996: 144-145 & 150; Larsen-Freeman & Long, 1991: 188; Weideman, 2002a: 56).

At the start of the intervention programme it was obvious that the learners struggled with self-confidence, self-efficacy, self-esteem, and were reluctant to speak Afrikaans. Yet, during the lessons, as the learners' began to view the communicative tasks as interesting, meaningful and reflecting the real world outside the classroom, their willingness to take risks increased and more of them deliberately attempted to use Afrikaans (as indicated in Chapter 6). Van der Walt (1990: 35) rightly points out that second language teaching should "contribute to the development of the learner as a person". In this the selection of relevant materials is vital, and topics should contribute to the positive development of the personality traits mentioned above.

7.3.2 Capabilities

Capabilities involve learners' capabilities in language learning, such as aptitude, learning strategies and learning styles, as well as previous knowledge and experience of the target language. The combination of these factors and their interaction with attitude and motivation may explain the use a learner makes deliberately or automatically of the learning situation, and this in turn may influence a learner's performance in a second language (cf. Spolsky, 1989: 27; McLaughlin, 1990: 172). Without entering into a lengthy discussion of this affective variable, it must be pointed out that the tendency towards learner-centered methodologies in CLT has "strengthened interest in learner individuality", and that "sensitivity to individual learning strategies is now much more fashionable than before" (Lepota & Weideman, 2002: 217). The crux of the matter is that the emphasis on a learner-centered approach requires learners to become active participants in the learning process. They should become increasingly aware of the strategies and tactics they use or may use to improve their learning of the target language. Evidence of this came to light with the comments of two learners at the end of the intervention programme: "I think I must read more Afrikaans books"; "We must practise Afrikaans by talking".

7.3.3 Class and classroom size

Before we turn to the influence of social context, it is vital to examine first some of the constraints of this study. One of the main limitations in this project was that of addressing the problem of a large class in a relatively small classroom. Somehow, a way had to be found to reorganise the configuration of the classroom so that the learners would be able to practise language skills, as well as allow me to pay attention to them individually. Concerning the problem of the large class, the question arose: what are the opinions of language teachers regarding this issue? Moreover, how well can language acquisition take place in a large class?

Researchers have found that teachers do in fact find large classes problematic and for several reasons (cf. Mongiat, 1993: 55; Meyer, 1996: 132-133; Tesfamariam, 2000: 100,113). It is often said that problems raised by large classes involve affective factors such as the difficulty to establish rapport with individual learners, inability to

make eye contact, and becoming acquainted with learners individually (Meyer, 1996: 133). Regarding the influence on effective teaching, teachers complain about having to speak with a louder voice, difficulties with discipline, additional mental and physical effort, movement restriction, distractions, and the tendency to avoid certain complicated but potentially stimulating tasks which may influence the teaching and learning negatively (cf. Mongiat, 1993: 55; Meyer, 1996: 133). However, if a teacher considers a communicative approach for language teaching where the learners are given the opportunity to practise the target language in pair and group work, the above constraints and difficulties can be seen in a new light. Tesfamariam (2000: 100) correctly points out, for example, that the “communicative approach is, in fact, one of the few methodologies or approaches that make sense to use in large classes”.

But perhaps the last word on large classes should be that of the learners since they are better placed than anybody to provide perspective on this matter. What did the learners think of the class size during the lessons? Their views are captured in Figure 7.12.

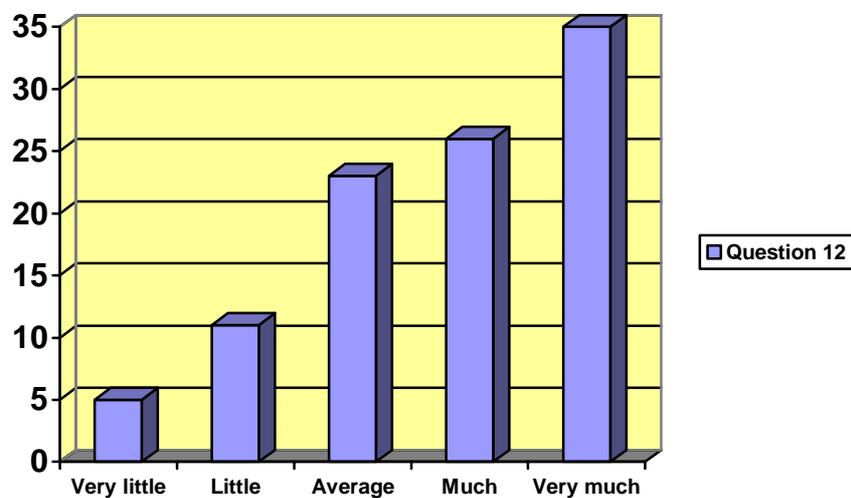


Figure 7.12 Learners' perceptions: Preference for a smaller class

From the learners' responses in the questionnaire at the end of the intervention programme (Appendix F) we learn that 61% of the learners would have preferred the lessons to be conducted in smaller groups (*very much* and *much*), and 23 % of the learners indicated *average*, while only 16% of the learners said that it mattered *little* or *very little* to them. In the light of these findings one may assume that although the

large class was broken up into smaller groups and in pairs with the CLT approach, the learners' dissatisfaction with the class size probably can be attributed to the inconvenience of seating arrangements, distractions, and movement restrictions.

7.3.4 Time constraints

Finally, we briefly turn to the time constraint in the study, since valuable teaching time was lost due to unforeseen circumstances and the disorganised school set-up. The fact that the intervention was limited to only ten lessons, and that the allocated hour for each lesson seldom materialised, obviously influenced the level of attainment. Related factors contributing to my dissatisfaction with the teaching and learning environment were the learners' tendency of arriving late for class, poor class attendance, disorganisation at school, and the physical arrangements in the classroom (Chapter 4, section 4.4.1.1 and Chapter 6). At the end of the intervention programme I was left with the unfortunate feeling that I was not able to accomplish what I had set out to do, mainly due to the limited time available.

But once again, how did the learners feel about the limited time spent on the Afrikaans lessons? It was quite remarkable that many learners indicated in the questionnaire (Appendix F) that they would have preferred to have had more Afrikaans lessons. A few of their verbatim comments (again without corrections to their spelling and grammar) serve as examples: "We sould get more time for Afrikaans lessons"; "Their should be more of these classes to help us improve our Afrikaans"; "We would like to have more Afrikaans lessons with Mrs van der Wal because that was one great teacher"; "I wish you can continue doing what you are doing because it's a good thing"; "The Afrikaans classes were fine and I would have like to have some lessons but it is my last year at this school"; "Yes my comment is that we wish to have some more Afrikaans lesson so that we can improve our Afrikaans".

Analysis of Question 11 of the questionnaire (Appendix F) serves as confirmation of the learners' comments above. An interesting picture unfolds, since 54% of them would have preferred to have more Afrikaans lessons *very much*, 29% said *much*, while 11% of the learners indicated *average*. In sharp contrast, only a small minority

of the learners would have preferred not to have more Afrikaans lessons (*little*: 3% and *very little*: 3%). These results are reflected in Figure 7.13.

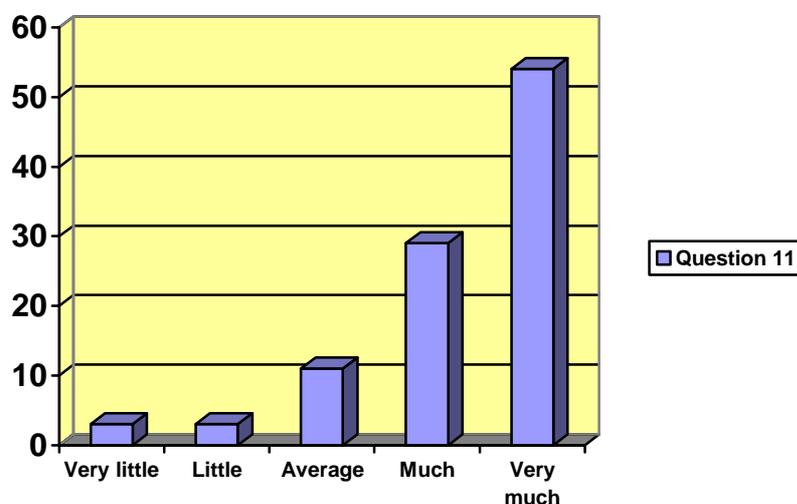


Figure 7.13 Learners' perception: Preference for more Afrikaans lessons

We now turn to the influence of social context.

7.4 SOCIAL CONTEXT

Researchers are in agreement that language learning, especially second language learning and the activities undertaken in the classroom, should be understood in context (cf. Spolsky, 1989: 131; Van Lier, 1996: 35-36; Bax, 2003: 278-289). Likewise, Kumaravadivelu (2003: 238) indicates that “no classroom is an island unto itself” because every classroom is “influenced by and is a reflection of the larger society of which it is a part”. The need to pay attention to the social factors (parents and community attitude towards Afrikaans) during the intervention programme was already discussed in Chapter 4, section 4.5, as well as in the discussion of Figure 7.1 in the beginning of this chapter.

However, a point that needs to be stressed here is that since Afrikaans is seldom spoken in the community (as discussed in Chapter 4, section 4.5.2) the classroom needs to be viewed as a practice area where the learners are provided with ample opportunities to engage in communicative activities. Ideally therefore, the teacher deliberately needs to consider and employ authentic communicative activities. But,

according to Strydom (1989: 2), additional language teaching becomes even more challenging if the teacher responsible for Afrikaans teaching lacks awareness and understanding of cross-cultural differences, as well as proficiency in the target language, as was indeed the case with the regular Afrikaans teacher in this study.

7.5 ATTITUDE CHANGE

Observation during the lessons, as well as the learners' comments at the end (Questionnaire, Appendix F), suggest that the endeavour to pay attention to affective factors during the intervention programme was probably helpful, since it was evident that the learners' attitude towards Afrikaans changed positively (Chapter 4, Figure 4.2). A majority of the learners made remarks reflecting their positive attitude and have thanked me for the classes. The following two learners' comments serve as examples of their attitude change:

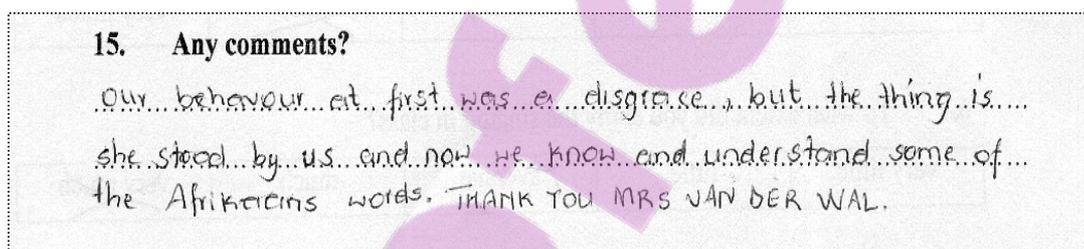


Figure 7.14 Learner's comment: Reflecting attitude change. Example A

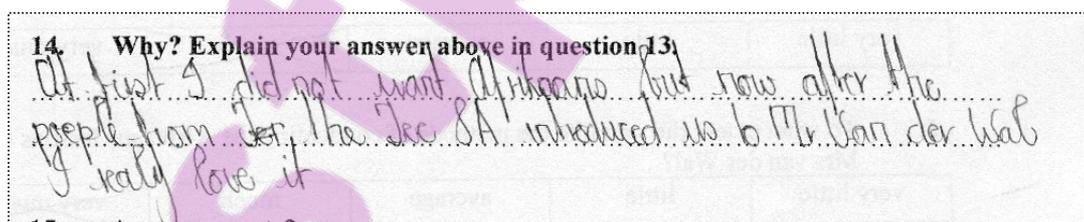


Figure 7.15 Learner's comment: Reflecting attitude change. Example B

Some of the learners' appreciation is reflected in the following verbatim remarks (with spelling and grammar mistakes): "Lessons like these ones must be given to the other leners as well"; "I will like to thank you Mrs van der Wal for Afrikaans lesson"; "Thanks for the lessons, I hope I will pass my Afrikaans exam"; "I think you have been of a help a lot. I think if you can do that for the up coming Grade 12's"; "I would

like to thank her for the lessons she gave to us. I especially really appreciate that very much”; “Keep the good work up Mrs van der Wal”; “I will like to thank you for the great job you have done. Never mind others who took the lessons for granted, but keep it up. I’ll miss you”. The learners’ gratitude made me feel privileged that I could have made some contribution to their learning experience of Afrikaans as an additional language. The following remark by one learner summarises a good number of learners’ comments on the intervention programme.

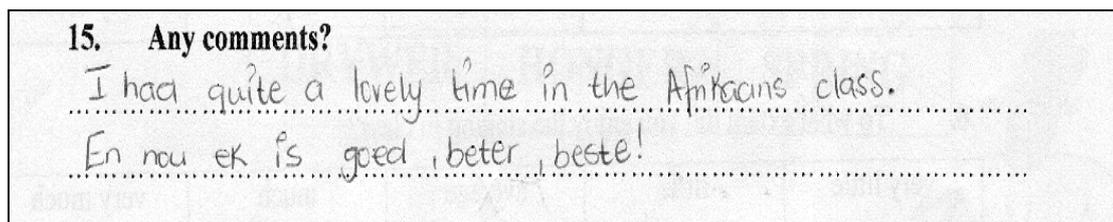


Figure 7.16 Learner’s comment: Reflecting positive attitude change. Example C

7.6 IMPROVEMENT OF PROFICIENCY LEVELS

The results of the post-test diagnostic report presented in Chapter 5 showed that there was indeed a slight improvement in the learners’ proficiency levels. Even the evaluator who conducted the *EVAT* post-test and who was responsible for the analysis and interpretation was astonished with the results in view of the limited time spent on the lessons, as well as the unfavourable teaching and learning set-up at the school (Appendix D). His amazement is captured in his comment: “*Dit is ’n wonderwerk! Ek weet nie hoe jy dit gedoen het nie, maar dit het gewerk*”. He considered my communicative approach and the materials used as the main contributing factors to the relatively successful intervention.

The question arises: Did the learners themselves feel there was an improvement in their proficiency in Afrikaans? In constructing the second questionnaire (Appendix F), I assumed that the learners were not familiar with the concept ‘proficiency’, and therefore used the term ‘understanding’ instead. The learners’ perceptions on the improvement of their understanding of Afrikaans revealed that they were actually realistic about their proficiency, as illustrated in Figure 7.17.

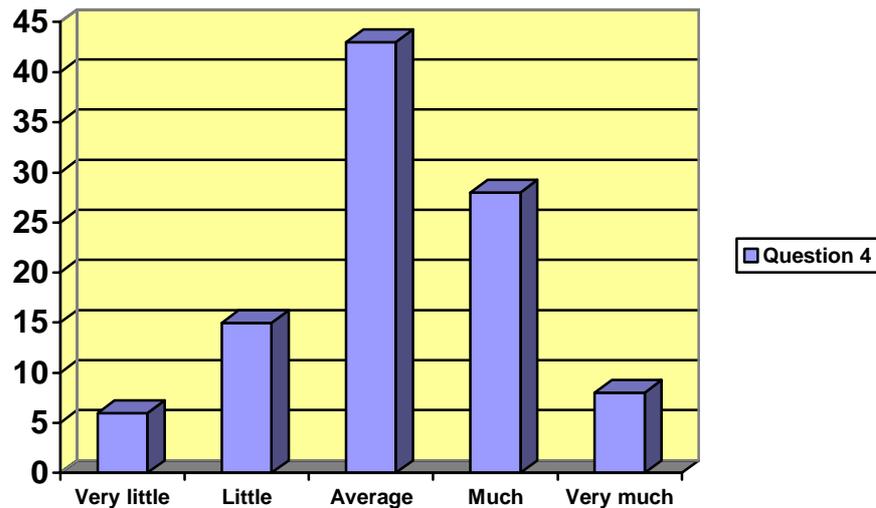


Figure 7.17 Improvement of understanding Afrikaans: learners' perceptions

Only 8% of the learners indicated that their understanding improved *very much*, 28% of the learners said that there was *much* improvement, while 43% of the learners perceived the improvement was only *average*. On the other hand 15% of the learners viewed their improvement as *little*, and 6% of the learners felt that there was *very little* improvement.

7.7 CONCLUSION

This chapter has provided an overview of my understanding and experience of the action research undertaken in this study. The self-reflection done here was a means of helping me form insights into my teaching, and, as a method of professional development, it has provided a means of integrating theory and practice.

The purpose of the reflection on the intervention programme was to discuss the reasons why the lessons may be judged as relatively successful, despite the constraints of limited instruction time, limited space in class and the generally unfavourable conditions. The differences between the regular Afrikaans teacher and myself in our approaches to teaching, the methods and techniques used, and materials employed, were considered and contrasted. It was proposed that a vital factor in the CLT approach during the intervention programme was the recognition of affective variables. It was further suggested that an authoritarian teaching approach would have

been inappropriate and that context plays a significant role in additional language learning. Very pertinent is teachers' resistance to change, and the accompanying unwillingness to change their context. We should perhaps take note that action research is not about making compromises, toeing the line, or accommodating the situation. The adoption of an action research methodology in this study indicates that I have been able to use an instrument that has allowed me to challenge the context or those factors that inhibit change, in order to achieve some transformation.

Finally, the learners' perception of the effectiveness of the methods and techniques, the developed materials, as well as my classroom practice, are indicators of the relative success of the intervention programme.

The very nature of action research requires that one should always refine and amend one's activities in the classroom. Reflection on the action research undertaken in this study has revealed that there is scope for improvement of the designed and developed materials employed during the intervention. Consequently, in the following chapter, Chapter 8, the focus will be on a redesigned set of materials for intensive use over a short period of teaching in a scarce resource and disciplined-challenged teaching and learning environment.

CHAPTER 8

A REDESIGNED SET OF MATERIALS

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CHAPTER 8 A REDESIGNED SET OF MATERIALS**8.1 INTRODUCTION**

The significance of reflection on the action research undertaken in this study has already been noted in Chapter 7. The crucial point is that action research informs and develops a critical theory of education which in turn requires a disposition to think critically about one's own teaching. From what has been said so far, and especially in Chapters 6 and 7, it is clear that one of the major weaknesses of the learning materials employed during the intervention programme was the apparently haphazard choices of topic, task type, or activity. A second possible failure has been the lack of progression of the content and context of the materials from simple to complex. Because of these and other potential shortcomings, the purpose of this chapter is to present a redesigned set of materials for Afrikaans as an additional language for intensive use over a short period of teaching in a scarce resource and discipline-challenged teaching and learning environment.

In this study the designed materials were based on the syllabus specifications of the *Tussentydse kernsillabus vir Afrikaans Tweede Taal, Standaard 10* (Department of Education, 1996; Appendix K). However, the implementation of a new language curriculum in 2003 has a direct bearing on the redesign of materials as proposed in this chapter, since this study of course began, and was completed, under the previous policy dispensation. Thus, the chapter will also focus on the possibility of redesigning and refining additional language materials in line with the newly implemented Grade 12 National Curriculum Statement of the Department of Education. For the purpose of this study, the Department of Education's apparent intention to abolish a syllabus in favour of a national curriculum, and the implications thereof in additional language teaching in South Africa, will not be discussed in depth, even though they may merit separate discussion. However, a brief overview of the teaching perspectives as embedded in the designated syllabus (Appendix K) and the new curriculum may provide some insight to support the redesigning of the materials that I shall propose below.

A discussion of how the redesigned set of materials will be planned follows.

8.2 PLANNING OF THE REDESIGNED SET OF MATERIALS

Designing teaching materials requires from a teacher to realise that there is quite often a considerable difference between the realities of the classroom and the theoretical situation, since “theory remains theory until it is transformed into practice in the melting pot of the classroom” (Bourke, 2001: 68). In other words, a teacher needs to convert theory into practice and vice versa. Bourke (2001: 68) claims that in this two-way process “theory informs practice and practice modifies theory”. Likewise, Kumaravadivelu (2003: 18) maintains that theory and practice “constitute a unified whole”. In a similar view, Carr and Kemmis (1986: 113) suggest that theory is embedded in all practices, and therefore theories are not “bodies of knowledge that can be generated out of a practical vacuum and teaching is not some kind of robot-like mechanical performance that is devoid of any theoretical reflection”. It is generally agreed that practice comprises a set of teaching and learning strategies “adopted or adapted” by a teacher and the learners, in order to attain jointly the desired learning outcomes in the classroom (Kumaravadivelu, 2003: 18). The important point that needs to be recognised, then, is that teachers should be aware of the harmful effects if theory and practice are not seen as integrated. It is, therefore, entirely correct to claim that teachers need to reflect carefully on their classroom practice, so as to find ways to transform their teaching to sustain the realisation of their aims. Davidoff and Van den Berg (1990: 4) sum it up in the following comment:

It is through trying to understand what is happening in our classrooms, and in attempting to find ways to deal with the situations that arise there, that our basic perceptions and approaches to teaching can shift. Then we can begin to think more carefully about what we are doing and why we are doing it.

By their very nature, teaching materials generally are the product of careful and creative planning. A communicative approach requires an abundance of materials (Shaalukeni, 2000: 14), and therefore a teacher acting as a facilitator of language learning should be able to select and grade tasks, follow a well-worked out plan which directs and organises his/her teaching, and also be willing to design appropriate, novel, and innovative materials to enhance his/her classroom practice (Chapter 7, section 7.2.4). However, it is through implementation in the classroom that the

teacher, as materials writer, becomes more informed about their relevance, appropriateness, and effectiveness. Carr and Kemmis (1986: 44) comment that the different kinds of knowledge teachers have and use “will crumble as soon as we begin to think about it seriously as a guide to action; some [knowledge] will be modified, deepened and improved through analysis and active testing”. This statement reflects my experience during the intervention programme. In hindsight, what should I have done differently, and how could the developed materials be improved? The action research undertaken in this study has shown me that there is scope for improvement, not only of the designed materials, but also in the way they may be implemented in the classroom situation.

8.2.1 Parameters for the redevelopment of the materials

But where does one begin? As a start it is beneficial to define the parameters for the redevelopment of the materials. Firstly, the supposition is that: (a) the teaching and learning environment (discipline-challenged as it may have been, as described in Chapter 6); (b) the profile of learners (Chapter 5, section 5.2.2); and (c) lastly and especially factors around the affective variables (Chapter 4), remain the same as during the intervention programme. Secondly, the assumption is made that lessons are also restricted to only ten, except that the duration of each class will be one hour as initially envisaged, and not less. Thirdly, it must be noted that the intention is not to develop a totally new set of materials, but to address the shortcomings of some of the developed materials by looking at them from a different angle. In more practical terms, this means I need to explore alternative ways to arrange, structure, or combine the developed materials, to ensure that the tasks follow a more logical sequence, and that they progress from simple to complex. It is obvious that not all the designed materials may need to be refined, since some of them stood up to the test and in fact may be viewed as sufficiently effective and useful. However, a point worthy of note is that successful materials development is an on-going process, which necessitates continuous monitoring to supply the materials writer with feedback on the effectiveness of the materials. Moreover, the redesigned and refined materials will again be guided by the criteria set for materials development, as discussed in Chapter 5.

Finally, as we have noted above, the materials developed for the intervention were based on the designated syllabus (Appendix K), but the context in which the study was undertaken changed with the implementation of the *National Curriculum Statement Grades 10-12 (General)*. Therefore, particular consideration will be given as to how the developed materials relate to the specifications of the new curriculum (Appendix L).

8.3 THE IMPACT OF THE NEW CURRICULUM ON THE STUDY

What impact does the new curriculum have on this study? As can be expected, the country's diversity is acknowledged within it, and it makes provision for all eleven official languages. In line with the language policy of the Education Department, the learners are now obliged to include at least two official languages as Fundamental subjects, with one at Home language level, and the other at either First additional language, or Home language level. If learners are particularly interested in languages, and to promote multilingualism, further languages may be taken as Core and/or Elective subjects at Home language, First additional language and/or Second additional language levels. We have learned from the previous chapters that Afrikaans is taught as one of three compulsory subjects at the school in question (Chapter 1, section 1.2.1), and the term additional language is used in this study to refer to Afrikaans teaching (Chapter 1, section 1.2.3), since the study was completed under the previous policy dispensation. The new language policy implies that in a learning environment as in this study, Afrikaans may be offered at a Second additional language level and aims at improvement of interpersonal communication.

The purpose of an additional language learning programme remains the preparation of learners for the second-language world beyond the classroom, where they could use the target language as a 'tool' to communicate. In this regard, Savignon (1987: 240) asserts that the strength of a second language curriculum "depends ultimately on the extent to which it reaches out to the world around it". Language is defined by the Education Department as a "tool for thought and communication", and when learners learn to use language effectively it enables them to "think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world" [National Curriculum Statement Grades 10 - 12 (General), 2003: 9]. It is clear,

thus, that the document takes an instrumental view of language. The curriculum requires learners to take responsibility for their own learning and apply their language skills in ever more challenging and complex ways. In taking an instrumental view of language, the new curriculum is similar to the old syllabus. Whether it contains an adequate set of specifications in this regard will be discussed below.

The broader context for such current developments in South African education requires that one considers the role of language learning and teaching in Curriculum 2005. The new language curriculum is of course, firmly part of Curriculum 2005. The new curriculum places a heavy emphasis on text, and the term ‘text-based approach’ is used in it quite frequently. This text-based approach and the learning outcomes proposed in the new curriculum (see Table 8.1) may give rise to some criticism, since the views of language and language learning underpinning the new curriculum are narrow and may lead to misunderstanding among teachers and learners.

From the outset, the new curriculum gives prominence to a text-based approach to language teaching to “enable learners to become competent, confident and critical readers, writers, viewers and designers of texts” [National Curriculum Statement Grades 10 - 12 (General), 2003: 39]. Texts, as the main source of content and context, are categorised as ‘texts used’ and ‘texts produced’ in a functional list that provides teachers with a wide choice of what could be used or produced. The list is not reported here for lack of space, but is given in Appendix M.

Some of the criticism levelled at a text-based approach may be derived from views of language, views of learning and views of teaching. Concerns may be raised whether the post-modern perspective embedded in the new curriculum adequately takes account of second language research and empirical research on conditions for learning. There is the possibility that the prominence given to text in the new curriculum may result in writing and reading as being viewed as more important than speaking and listening, resulting in the under-specification of what needs to be learnt in the latter two, which, in an additional language learning context, are critically important. In a recent article, Ivanič (2004: 220-245) proposes a multi-layered view of language in a framework for identifying discourses of writing in data such as policy documents, teaching materials, and learning materials. The problem with such an

isolating focus on writing (or text production) may impoverish our view of what language teaching must and can accomplish (cf. Ivanič, 2004: 241; cf. also Lillis, 2003: 192-207 for a detailed discussion of approaches to student writing pedagogy).

The newly implemented curriculum consolidates four learning outcomes, namely listening and speaking; reading and viewing; writing and presenting, and language (structures and conventions), as indicated in Table 8.1.

Table 8.1 Learning outcomes

<p style="text-align: center;">Learning outcome 1: Listening and speaking</p> <p><i>The learner is able to listen and speak for a variety of purposes, audiences and contexts.</i></p> <p>The first learning outcome is viewed as central to learning. The emphasis is on learners to understand that speaking and listening are social activities. Because speaking and listening occur in particular contexts and for various purposes and audiences, learners need to recognise and use appropriate oral genres and registers (see Appendix L, Table 8a).</p>
<p style="text-align: center;">Learning outcome 2: Reading and viewing</p> <p><i>The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.</i></p> <p>Through reading and viewing learners need to develop proficiency in reading and writing in a wide range of literary, visual and audio-visual texts, since well-developed reading and viewing skills are not only vital for successful learning, but also for effective participation in society and in the workplace. Key features of texts should be explored to allow learners to recognise how genre and register reflect the purpose, audience and context (see Appendix L, Table 8b).</p>
<p style="text-align: center;">Learning outcome 3: Writing and presenting</p> <p><i>The learner is able to write for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts</i></p> <p>The aim is to provide learners with frequent writing practice across a variety of contexts, tasks and subject fields in order to enable learners to communicate functionally and creatively (see Appendix L, Table 8c).</p>

Learning outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively

Learners need to interact with a variety of texts to identify and explain vocabulary, to correctly apply language structures in sentences and paragraphs, and to develop critical awareness of different connotations, to identify hidden messages embedded in language, and to recognise how language may influence others (see Appendix L, Table 8d).

If one considers the specifications of the new curriculum, it appears that the significance of integration of all four language skills is not prominently advocated. Indeed the suggestion to integrate the four learning outcomes is made only as a passing comment in the document and serves as an example of another related weakness of the new curriculum. One cannot but wonder whether, by neglecting to emphasise strongly the importance of integrated skills, the new curriculum will not once again result in teachers treating all four language skills as separate components of language, especially those teachers who do not take the CLT approach seriously, or resist change. There is no doubt that a considerable amount of research has illuminated the significance of integrating all four language skills, as I have noted in previous chapters, specifically in Chapter 7, section 7.2.3 (cf. also Genovese, 1990: 6; Combrink, 1993: 212; McDonough & Shaw, 1993: 202; Weideman, 2002a: 96; Weideman, 2003: 31; Kumaravadivelu, 2003: 225-231). As the integration of all four language skills is “natural to language communication” (Kumaravadivelu, 2003: 238), it is of paramount importance that even at the second additional language level, teachers should focus on designing and using strategies that integrate reading, writing, speaking and listening to assist learners to engage in meaningful and interactive classroom activities. Otherwise, as Weideman (2002a: 10) warns, teachers “remain caught up in the ways that they were taught, unquestioningly using their own experience as the model for their students”.

In present-day curricula, much importance is usually attached to knowing how to use basic language functions in two-way communication, which entails interpretation, expression and negotiation (cf. Roberts, 1982: 186; Genovese, 1990: 5; Van der Walt, 1990: 29; McDonough, 2001: 293; Weideman, 2002a: 45; Kumaravidelu, 2003: 26-27; Weideman, 2003: 32). In contrast to the designated syllabus (Appendix K), in the new curriculum reference to language functions is sketchy and under-specified, and

serves as an example of another weakness of the new document. The former supplies teachers with an extensive list of language functions, which not only heightens awareness of learners' functional language needs, but also may assist in planning relevant and appropriate communicative activities and materials, whereas the latter only briefly refers to language functions (for a survey see the syllabus in Appendix K, 1996). This is a step backward.

In my opinion it is fair to say that the neglect to illuminate the value of the above mentioned aspects in the National Curriculum Statement may give the false impression that they are not vital facets in additional language learning and teaching, and this may lead to results that fall short of those the curriculum writers envisaged.

More positively, the new curriculum prescribes a very useful six-point scale of achievement to assist with benchmarking the achievement of learning outcomes, and to assist teachers to assess learners and give them an appropriate rating. Six levels of competence are described. The various achievement levels and their corresponding percentages are given in Table 8.2.

Table 8.2 Scale of achievement for the National Curriculum Statement Grades 10-12 (General) (2003: 49)

Rating code	Description of competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

As distinguishing features, these descriptions summarise what is spelt out in the learning outcomes and the assessment standards, and fix the achievement for a particular rating. The competence descriptors also provide a teacher as materials developer with a comprehensive picture of the requirements for designing relevant and appropriate materials in line with their learners' needs. The four competence

descriptions relevant to results of the learners in the pre-test and post-test applied in this study are not reported here for lack of space, but are depicted in Table 8e in Appendix N.

What is relevant here is that the new the scale of achievement (or lack thereof) enhances our understanding of the actual proficiency levels of the learners in this study. In seeking to find justification for specific choices of materials, and to obtain a comprehensible picture of the requirements for the set of redesigned materials, the discussion below seeks to relate the results of both diagnostic assessments to the above rating codes and descriptions of competence.

The analysis of the results of the pre-test and the post-test, reflecting a description of competence, is captured in Figure 8.1. The magnitude of the proficiency dilemma in this study is once again evident. According to the results of the pre-test as illustrated in Figure 8.1, the majority of the learners (82%) fell into the *inadequate competence* category (rating code 1, with marks between 0-29%), 16% of the learners were rated as *partially competent* (rating code 2, with marks 30-39%), and only 2% of the learners were viewed as *adequately competent* (rating code 3, with marks between 40-49%).

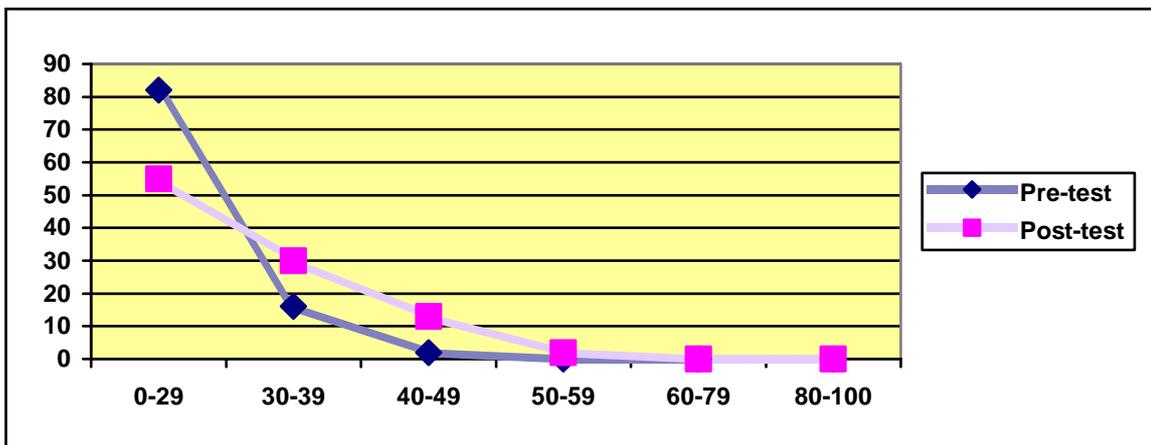


Figure 8.1 Scale of achievement: comparison between pre-test and post-test

After the intervention, as illustrated above, a remarkable improvement is observed in the post-test. The *inadequate competence* rating (marks between 0-29%) drops to 55% of the learners, *partial competence* (marks between 30-39%) improves to 30% of the

learners, *adequate competence* (marks between 40-49%) now comprises 13% of the learners, and 2% of the learners reached the *satisfactory competence* level (ratings code 4 with marks between 50-59%).

The above findings appear to justify the conclusion that the intervention programme, and by implication, the materials employed, explain the successful outcome of the endeavour. Nonetheless, as mentioned at the start of this chapter, reflection on the action research undertaken in this study (Chapter 7) reveals that there is scope for further improvement of the designed and developed materials. Furthermore, the redesigned set of materials attempts to supplement the shortcomings of the text-based approach and the under-specification of the new curriculum. If we turn our focus to the parameters for the redevelopment of the materials, there is, apart from those indicated previously, a number of additional aspects directly derived from the implementation of the materials in the learning environment which need to be addressed as well. We will therefore first consider these additional conditions before presenting the redesigned set of materials.

8.4 ADDITIONAL CONSIDERATIONS

Since the learners had no experience with pair and group work, I have mentioned that I should perhaps from the start have provided them with more opportunities to engage in two-way communicative activities. Therefore, to address this, attention will be given to include more tasks that allow learners to know how to use basic language functions such as asking, requesting, suggesting, persuading, accepting, refusing, arguing, disapproving, etc. The extensive list of language functions in the previous syllabus (Appendix K) will be used as a guideline to assist me in this attempt, since even under the new curriculum this remains important (though under-specified).

Furthermore, the fact that at some stages I reverted to grammar teaching, although undoubtedly triggered by the unsettled circumstances at the school, was at least in part influenced by an observation that the learners were lacking in grammatical knowledge of Afrikaans. In order for them to learn and acquire this knowledge, however, a better and potentially more effective technique than *telling* them or offering explanations may be investigated and attempted. In short, communicative activities and the

associated information gap principle should be exploited to their full potential. Therefore, communicative activities designed for grammar teaching will be considered too.

Action research undeniably empowers a teacher to change, to grow and to improve his/her teaching. Davidoff and Van den Berg (1990: 53) point out that developing a critical understanding of his/her practice enables a teacher to seek alternative solutions, rather than passively accept the circumstances at school or in society. The difference between the previously developed materials and the redesigned or refined materials is mainly the result of the non-availability of newspapers during the intervention programme. The resultant frustration directly caused me to seek alternative ways to solve the problem. Rather than dwelling on the situation, I decided to address the problem by developing two pages depicting a newspaper, as illustrated in Figures 8.2 and 8.3.

Through a compilation of a variety of real newspaper articles, adapted stories and advertisements, word puzzle activities and general information in the constructed 'newspaper' (Figure 8.2 and Figure 8.3) the learners' needs and interests are met, while the learners are provided with a wealth of authentic input. The overwhelming support in the literature for the use of newspapers in the classroom (see Chapter 6, section 6.4.4) contributed to my decision to embark on constructing my own newspaper pages.

The developed newspaper pages not only provide an innovative solution, but also assist me in opening up a number of novel opportunities to employ communicative activities in a scarce resource environment. Clearly, reflection and a critical understanding of the specific situation empowered me as a teacher, and supported my professional growth. Davidoff and Van den Berg (1990: 51) sum up this sentiment in the following way:

Becoming more of an architect of your own classroom activities, trusting your own perceptions more, developing more clearly defined ideas about what you are doing, as well as how you would like to do them, all express growth for teachers.

Johannesburg

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Skool neem streng stappe na prefekfiasko

Drie leerlinge van Sandton staar moontlike skorsing of ontheffing van hul prefekstatus in die gesig nadat hulle die skool se gedragkode verbreek het.

Die leerlinge het blykbaar sonder toestemming die skool tydens skoolure verlaat en na een van die leerlinge se huis gegaan. Hulle het later na die skool teruggekeer en was glo erg onder die invloed van drank.

Die leerlinge is dissiplinêr verhoor en is skuldig bevind aan 'n kategorie drie oortreding van die skoolreëls. – *H. Cupido*

Tieners vas na klopjag

Vyf tieners, een meisie en vier seuns, is verlede week in hegtenis geneem vir die koop en verkoop van gesteelde selfone na 'n polisieklompjag by hul skole.

Na bewering het die leerlinge van twee hoërskole in Gauteng selfone uit ander leerlinge se tasse gesteel. Die selfone is toe onder meer aan verskeie pandjieswinkels verkoop.

Die leerling wat tussen 14 en 18 jaar oud is, verskyn vandeeweek in die landdroshof. – *Zindi Nicol*

Pryswenner



John Kani ontvang sy Naledi-teaterprys vir sy vertolking in *Die waarheid*. Die stuk uit die pen van Kani is met 5 pryse bekroon. – *V Molefe*

Poste

Benoude oomblikke

Twee maats, Fred Sithole en Paul Dlamini het onlangs 'n paar benoude oomblikke beleef toe hulle gedurende die lang naweek gaan kampeer het. Nadat die twee eers lekker geëet het, het hulle die tentjie opgeslaan en gaan slaap. Die wind het skielik erg begin waai en in die storm wat daarna los gebars het, het hul tent in 'n boom gewaai. Gelukkig kon hul in 'n ou murasie daar naby skuil teen die reën en die wind. Fred sê hulle het groot geskrik, maar glimlag nou breed na hul wedervering. – *T Phumo*

700ste Laan



Vinette Ebrahim en Ingrid Paulus het goeie rede om te glimlag. Daar is pas 700 episodes van die sepie waarin hulle speel, 7de Laan verfilm. – *Bladsy 4*

VERKOOPSPERSOON BENODIG

Is jy op soek na geld en status? Is jy entoesiasies, gemotiveerd en 'n harde werker? Eie vervoer en selfoon? Kontak Estelle (021) 763 8470 vir 'n onderhoud

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Kelners benodig 072 755 5874

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Figure 8.2 Developed newspaper: front page

LUZUKO Die swaeltjie



Met sy klein lyfie lyk Luzuko Maseko soos 'n swaeltjie tussen die groot en swaar lywe van sy mededingers. Luzuko is die eerste swart Suid-Afrikaner wat aan 'n Suid-Afrikaanse duikkampioenskap deelneem.

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SPORT



2

Gebruik die letters **t, d, f** of **v** om die blokraaisel te voltooi

Leidrade Af:

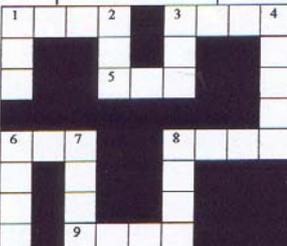
- Kom na vier
- Familie van 'n muis
- Waterdier met skubbe
- As jy iemand dood maak, pleeg jy
- As koffie nie sterk is nie, is dit
- Die manlik van niggie
- Iets wat deel is van 'n tafel

Dwars:

- Maak sodat ons kan braai
- Die kers brand met 'n
- Jy pak jou boeke en klere daarin
- Rym met klein
- Dier waarop jy kan ry
- As jy iets verkeerd doen, is dit 'n ...

KOPKRAPPERS





Omkring die beroepe in die woordblok

a	g	e	n	t	p	o	l	i	s	i	e	m	a	n	b
a	k	x	y	i	n	s	t	r	u	k	t	e	u	r	e
f	o	q	i	o	n	d	e	r	w	y	s	e	r	e	s
r	k	o	n	s	u	l	t	a	n	t	z	a	c	s	t
i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
r	v	b	s	k	r	y	w	e	r	l	p	r	t	r	e
v	e	r	t	e	e	n	w	o	o	r	d	i	g	e	r

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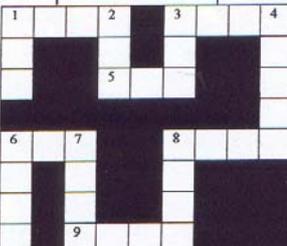
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f	o	q	i	o	n	d	e	r	w	y	s	e	r	e	s
r	k	o	n	s	u	l	t	a	n	t	z	a	c	s	t
i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
r	v	b	s	k	r	y	w	e	r	l	p	r	t	r	e
v	e	r	t	e	e	n	w	o	o	r	d	i	g	e	r

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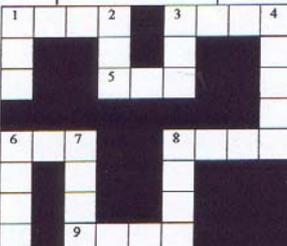
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r	k	o	n	s	u	l	t	a	n	t	z	a	c	s	t
i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
r	v	b	s	k	r	y	w	e	r	l	p	r	t	r	e
v	e	r	t	e	e	n	w	o	o	r	d	i	g	e	r

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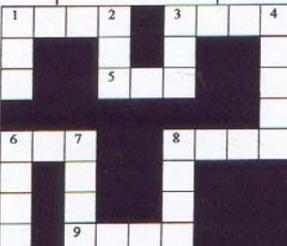
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r	k	o	n	s	u	l	t	a	n	t	z	a	c	s	t
i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
r	v	b	s	k	r	y	w	e	r	l	p	r	t	r	e
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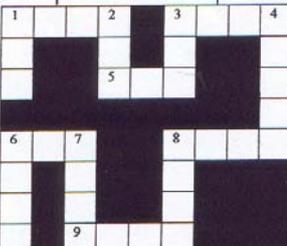
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i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
r	v	b	s	k	r	y	w	e	r	l	p	r	t	r	e
v	e	r	t	e	e	n	w	o	o	r	d	i	g	e	r

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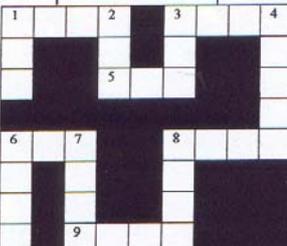
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r	k	o	n	s	u	l	t	a	n	t	z	a	c	s	t
i	v	e	r	k	o	o	p	s	m	a	n	k	w	a	u
g	j	o	e	r	n	a	l	i	s	y	l	t	c	n	u
t	i	k	s	t	e	r	h	k	e	l	n	e	r	g	r
e	b	e	m	a	r	k	e	r	c	x	w	u	y	e	d
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v	e	r	t	e	e	n	w	o	o	r	d	i	g	e	r

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that artistic flair or creativity is essential. It must be noted that, although there might be truth in such claims, it is also true to say that all lesson or task preparations require effort, time and creativity. If availability of a computer or typewriter is a constraint, a teacher can always use appropriate news clippings in their layout to compile the newspaper pages. In my view, in compiling a page or two of one's own newspaper, the "pro's" outweighs the "cons": the teacher determines what the bulk of the 'news' should be; chooses the relevant and appropriate topics reflecting authenticity and reality, as well as the learners' interests and proficiency level; allows the teacher a great deal of flexibility in providing communicative tasks, vocabulary and grammar development. It is also cost effective, since a good amount of information is provided on one sheet of paper, especially if the 'newspaper' is photocopied back to back. Let us now turn to the redesigned and refined materials to illustrate how some of the ideas discussed above can be translated into classroom activities.

8.5 PRESENTING THE REDESIGNED MATERIALS

Apart from using the self-designed newspaper, the idea was to introduce the redesigned materials which reflect *careers* as a theme. The rationale for choosing the topic careers is that Grade 12 learners are aware of the significance of deciding on a career in the near future. In addition, the career theme is one that, in the trial cycles, contributed solidly to the learners' enjoyment and engagement with an actuality in their lives. The use of the theme also provides a binding element, or thread running through the materials, that the initial set lacked, as was evident in its sometimes haphazard progression. Some of the classes, especially at the start of the programme, will begin with an introduction or ice-breaker, followed by some group or pair work activity. Apart from issuing the learners with the 'newspaper', they will also receive additional handouts to provide them with extra activities, and to serve as answering sheets.

8.5.1 Lesson 1

PLANNING

The redesigning of the materials is done within the same parameters that applied during the intervention programme. Therefore, because the need to obtain more

information about the learners remains the same, and because the completion of a Curriculum Vitae does not only provide such information, but also constitutes a novel and interactive introduction to the learning programme, it is considered appropriate to retain this task as part of the initial lesson of the programme. The focus of the class is the topic ‘careers’, and ‘applying for a job’. The topic chosen is relevant and provides the learners with a meaningful activity, in view of the fact that they as Grade 12 learners are aware of the significance of writing a proper CV in the near future.

The same CV (Appendix G) used during the first lesson is presented here, since it constitutes a novel and authentic activity, and also provides individual information about the learners. In view of the learners’ low proficiency level in Afrikaans, the designated CV is a simplified version with headings and the provision of space to add information. However, this time learners will be encouraged to supply the information in sentences to provide them with a proper opportunity to use the target language.

In line with my beliefs about language learning and teaching, the learners need to be actively involved in the learning process. Obviously, some transmission teaching in the form of explaining the requirements of a CV, in order to supply learners with a better understanding of its purposes, is unavoidable. However, to combat a traditional approach, or “transmission of knowledge” (Davidoff & Van den Berg, 1990: 31) the learners need to participate by explaining to a friend sitting next to him/her what a CV is, and what information should be included. By doing so, the learners are given the opportunity to “express their feelings and thoughts about the work they’re engaged in” (Davidoff & Van den Berg, 1990: 32).

I decided to introduce the developed ‘newspaper’ right from the start of the programme, to serve as a source throughout the lessons. Therefore, at this stage each learner receives a copy of *Blitsgids*, the constructed ‘newspaper’, and, to reinforce the career topic their attention is briefly drawn to the various careers or occupations depicted in it. In a subsequent activity another strategy is followed. The learners are coached to participate in pair work, and in order to complete the task, they have to deliberate on the correct answer, ask questions and clarify answers. The first task requires them to identify the different careers in the word puzzle on page two of the newspaper, under the heading *Kopkrappers* (Figure 8.3). Incidentally, the meaning of

the word *Kopkrappers* calls for a brief explanation. In view of the learners' poor proficiency level in Afrikaans, and because affective variables are considered to be a vital factor in this study, it may be helpful to provide the learners with a list of the words they need to identify in the word puzzle. It may reduce anxiety and stress, and enhance their motivation and self-confidence if they are able to spot the words with more ease. The list of 17 careers (Figure 8.4) mentioned in *Blitsgids* may be written on flip chart paper.

Afrigter	Joernalis	Sanger
Agent	Kelner	Skrywer
Akteur	Kok	Tikster
Bemarker	Konsultant	Verkoopsman
Bestuurder	Onderwyseres	Verteenwoordiger
Instrukteur	Polisieman	

Figure 8.4 Careers depicted in word puzzle

RATIONALE

My satisfaction with the implementation of the CV as a novel and interactive introduction to the initial programme indicates that it should be kept as part of the new set of redesigned materials. There is no doubt that it provides the learners with relevant, interesting and authentic input, and is valuable for vocabulary development.

In hindsight, I realise too that the learners should be given more opportunities to communicate in Afrikaans from the very beginning. In this respect, I came to value the following statement of Kumaravadivelu (2003: 101): “One of the aspects of learning to talk in an L2 is talking to learn”. Therefore, an additional meaningful communicative activity, such as the word puzzle, provides a useful learning opportunity from the start.

The question arises as to how the redesigned materials can be justified in terms of the stipulated criteria for materials development (Chapter 5, section 5.5.1), the designated syllabus and the National Curriculum Statement, Grade 12.

In the first instance, as reflected in Table 8.3, the redesigned materials are an improvement on the previously developed materials, since all the stipulated criteria for materials development are met. Although provision is made to integrate all four

language skills, writing is limited to the writing of sentences in the CV. The tasks adequately provide the learners with opportunities to engage in communicative tasks, to experience interpretation, and to become interactive partners in the learning situation. In an attempt to provide learners with opportunities for active participation in this lesson, the challenge is to allow the learners to learn gradually how to participate more actively in the classroom and to actually “wet their appetites for more participation in the future” (Davidoff & Van den Berg, 1990:31).

Table 8.3 Lesson 1: Materials specifications

	Criterion	Satisfactory
MATERIALS		
Choices of materials	Beliefs: language learning	✓
Pair and group work	Interactive	✓
Realism	Authentic	✓
Language use	Vocabulary	✓
Language use	Grammar	✓
Communicative	Information gap	✓
Language functions	L	✓
Tasks	Personal experiences	✓
Exposure to reading, writing, speaking & listening	Integrated	✓
AFFECTIVE VARIABLES		
Achieve impact	Variety & novelty	✓
Reduce anxiety	P	✓
Boost self-confidence	P	✓
Encourage risk-taking	P	✓
Enhance motivation	P	✓
Attitude change	P	✓
SYLLABUS		
Listen and speak	Language functions	✓
Speak and write	Language use	✓
Read and write	Comprehension	✓
CURRICULUM		
Listen and speak	Language use	✓
Reading and writing	Reading & viewing strategies	✓
Writing and presenting	Writing strategies & techniques	✓
Language	Language functions	✓

Regarding the new curriculum, the interactive activities suggested in this lesson make provision for pair work, which requires learners to listen and speak for a variety of purposes. The word puzzle involves the learners in reading and viewing text to obtain a better understanding, or to seek specific information for completing a task. It also provides ample opportunities to use the language appropriately and effectively. The activities reflect an attempt to pay attention to all four learning outcomes, namely

Listening and speaking (learning outcome 1), Reading and writing (learning outcome 2), Writing and presenting (learning outcome 3), as well as Language (learning outcome 4).

How can one ensure that the materials are actually designed to incorporate different facets of second language learning? In an attempt to answer this question I looked at the information on the learning outcomes and the assessment standards (Appendix L) from a slightly different angle and used it as a framework to guide me in my endeavours to plan, redesign or combine relevant and appropriate learning materials. My attempt to develop materials to provide learners with opportunities to address the various objectives in order to meet the specific outcomes is captured in Table 8.4.

Table 8.4 Lesson 1: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate knowledge of different forms of oral communication for social purposes	- initiate & sustain a conversation; - give & follow directions & instructions with accuracy;
* Demonstrate planning and research skills for oral presentations	- organise a range of material by choosing main ideas & relevant details or examples for support; - identify & choose appropriate vocabulary, language structures & formats.
* Demonstrate the skills of delivering and listening to oral presentations	- pronounce words without distorting meaning; - listen & respond to straightforward questions for clarification.
READING AND WRITING	
* Demonstrate various reading and viewing strategies for comprehension and appreciation	- scan texts for specific information; - read/view according to purpose & task; - reread, review & revise to promote understanding.
* Explain the meaning of a range of written, visual and audio-visual texts	- find information & detail in texts.
WRITING AND PRESENTING	
* Demonstrate the use of writing strategies and techniques for first drafts	- use a variety of sentence types, lengths & structures - use logical connectors such as conjunctions, pronouns, adverbs & prepositions to improve cohesion.
LANGUAGE	
* Identify and explain the meanings of words and use them correctly in a range of texts	- spell commonly-used words correctly; - use determiners & prepositions correctly; - use personal, relative, possessive & interrogative pronouns accurately; - form words correctly by using prefixes & suffixes;

* Use language structures and conventions to write sentences and paragraphs	<ul style="list-style-type: none"> - use verb tenses accurately; - recognise the main verb in a sentence; - use simple sentences correctly; - use punctuation correctly & for a range of purposes; - use figurative language appropriately.
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According to the table above, it is clear that the materials designed for lesson 1 may provide the learners with a variety of opportunities to practise Afrikaans. Nonetheless, it must be noted that it does not mean that the mere provision of these opportunities ensures that the learners are able to act accordingly, nor that the specific learning outcomes have already been met, nor that addressing the objectives in one lesson excludes them from inclusion in follow-up lessons. The rationale of Table 8.4 is simply to heighten awareness that a teacher in his/her role as a materials writer could similarly use the practical information contained in Appendix L as a guide to develop a number of relevant and appropriate interactive activities.

8.5.2 Lesson 2

PLANNING

The unique circumstances of this study, and the significance of considering affective variables during the intervention programme, validate the employment of a story as an ‘ice-breaker’ to reduce anxiety in the classroom. Therefore, the class starts with a listening and comprehension task in which the learners listen to a story, and then have to respond by writing their answers down. This provides them with an opportunity to develop their listening, reading, writing and comprehension skills.

The story, an article about Fred and Paul and their camping experience, is read to the learners while the learners follow the storyline as it appears in *Blitsgids* under the heading *Benoude oomblikke* (Figure 8.2). The learners are then instructed to answer the six questions shown in Figure 8.5 on a work sheet. This is followed by a short discussion of the correct answers, which also allows some vocabulary development.

BENOUDE OOMBLIKKE	
Vrae: Beantwoord in sinne	
1. Was Fred en Paul broers?	
2. Wanneer het hulle gaan kampeer?	
3. Wat beteken 'n storm bars los?	
4. Waar was hul tent?	
5. Waar het hulle geskuil?	
6. Wie het die artikel geskryf?	

Figure 8.5 Questions: Task 2a

In the next activity the learners are coached to participate in groups of four, and to engage in social interaction that requires negotiation, persuasion and making suggestions. The first task requires that each of the four members of the group chooses one of the advertisements in the newspaper as his/her text. The four advertisements to choose from are illustrated in Figure 8.6.

<p style="text-align: center;">DIE BOEKWURM</p>  <p>Ons spesialiseer in alle skoolboeke & skryfbehoeftes Bestel per faks/ foon/e-pos Tel: 011-123 321 Faks: 011 – 123 322 boekwurm@mweb.co.za</p>	<p style="text-align: center;">SLIMKOP</p> <p>Verbeter Wiskundepunte! Graad 8-12. Individuele aandag. Bel Joan 083 329 5662</p>	<p style="text-align: center;">Dansskool</p> <p>Ontmoet nuwe vriende. Leer dans. </p> <p>Tel: 011- 777 099</p>
<p style="text-align: center;">KUMALO BESTUURSKOOL</p> <p>K53. Spesiale aanbod: R800 vir 10 lesse. Bel Mike 082- 103 3670</p>		

Figure 8.6 Advertisements

The learners need to look at all the consonants and vowels which appear in their individual advertisement and circle the matching ones on the sketch containing the alphabet provided on the work sheet (Figure 8.7). A vowel and consonant may only be circled once. After completion, each member of the group must in turn name the corresponding letters, while the others write them down in the space provided (Task 2c) next to the vowels and consonant sketch (Task 2b). The learner with the highest number of matching letters is the winner. This will provide an opportunity for the

learners to practise pronunciation and speaking skills. Finally, to expand the written task even further, each learner has to construct two sentences by using words starting with any of the vowels, as well as words starting with the consonants given in one of the four blocks.

b	c	d	h	j	k						
f	g		l	m							
<table border="1" style="display: inline-table;"> <tr> <td>a</td><td>e</td> </tr> <tr> <td>i</td><td>o</td> </tr> <tr> <td>u</td><td></td> </tr> </table>			a	e	i	o	u				
a	e										
i	o										
u											
n	p	q	t	v	w						
r	s		x	y	z						

Boekwurm:

Slimkop:

Dansskool:

Bestuurskool:

1.

2.

Figure 8.7 Matching vowels and consonants: Task 2b and Task 2c

In the following task the focus is on double (long) vowels aa, oe, ie, and uu. Again the learners must search for words with double vowels in their individual advertisements and underline them. Once again, each learner must inform the rest of the group about the words. However, this time they need not write them down, since the speaker must indicate the particular words in the written text while the rest of the group follow the written text. A similar activity follows in which the learners must identify and circle compound words, and then share their findings with their group orally, while they again follow the written text. These activities provide an opportunity to pay attention to dictation and vocabulary development, as well as meaningful communication.

Finally, the learners are given the opportunity to complete the puzzle in the newspaper under the heading *Kopkrappers* (Figure 8.3). As in the previous lesson, the learners have to work in pairs and they once again have to deliberate on the correct answer, ask questions and clarify answers.

RATIONALE

It can be easily seen that the above authentic tasks combine the elements of a purely grammar-focussed instruction with possibilities for meaningful interaction. The different activities were chosen to elicit curiosity and interest and make grammar the topic of classroom communication. Thus, in order to engage effectively in these

authentic tasks, the learners need to communicate and interact, and they have to know how to apply basic language functions such as arguing, persuading, requesting, suggesting, accepting, refusing, and disapproving as suggested in the designated syllabus (Appendix K).

For practical reasons and to avoid repeating the same information indicated in Table 8.3, similar tables will not be presented here, nor in the following lessons. The same applies to the listing of objectives for the redesigned material, as indicated in Table 8.4. However, any additional information will be highlighted. For instance, as indicated in Table 8.5, there is a noticeable increase in opportunities for the learners to use the language through pair and group work, which require learners to listen and speak for a variety of purposes, and to use Afrikaans in a range of texts. Furthermore, reading and comprehension opportunities are maximised by providing the learners with activities to demonstrate various reading strategies.

Table 8.5 Lesson 2: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate knowledge of different forms of oral communication for social purposes	- make prepared & unprepared responses, read aloud; - interact actively in group discussions by expressing own ideas & opinions & listening to & respecting those of others, while engaging with a range of familiar issues.
* Demonstrate the skills of delivering and listening to oral presentations	- use familiar rhetorical devices such as questions, pauses, repetition; - use & respond effectively to voice projection, pace, eye contact, posture & gestures; - demonstrate comprehension of oral texts by making notes, & by retelling & explaining main & supporting ideas.
* Demonstrate critical awareness of language use in oral situation	- recognise manipulative language such as in advertising.
READING AND WRITING	
* Demonstrate various reading and viewing strategies for comprehension and appreciation	- work out the meaning of unfamiliar words in familiar contexts by using knowledge of grammar & contextual clues.
* Explain the meaning of a range of written, visual and audio-visual texts	- give & motivate personal responses to texts.
LANGUAGE	
* Identify and explain the meanings of words and use them correctly in a range of texts	- use gender, plurals & diminutives of nouns correctly; - use adjectives & adverbs correctly; - use increasingly complex compound words.

8.5.3 Lesson 3

PLANNING

The place of music and chants in additional language learning has been discussed in Chapter 6, section 6.3.9, and therefore it should come as no surprise that once again chants are included in this programme. We have learned from the previous endeavour that the materials achieved impact through novelty, attractive presentation, and appealing content. The inclusion of songs earlier in the intervention programme is an attempt to arrange the learning material in a more logical sequence to support progression, and to address affective variables too. However, since the lesson did not include writing skills, I decided to pay attention to this aspect by including a short comprehension activity, followed by the writing of an SMS. Thus, the materials developed for this lesson entail a handout with the comprehension questions, a cell phone activity, an interview task concluding the lesson, and the provision of ample space for writing (Figure 8.8). The songs are photocopied on the back of this page to curb costs.

The article on the front page of the newspaper about the prize winner, John Kani, (Figure 8.2) provides a fitting introduction to the lesson, permits a silent period at the start of the lesson, serves as a comprehension task, and allows learners to practice their writing skills. The lesson therefore starts with the learners reading the article silently and then answering five questions (Figure 8.8, Task 3a) in writing.

<p>Beantwoord die volgende vrae:</p> <ol style="list-style-type: none"> 1. Gee een woord vir iemand wat 'n prys wen. 2. Wat is die naam van die prys wat gewen is? 3. Wie het <i>Die Waarheid</i> geskryf? 4. Wie het die berig geskryf? (joernalis) 5. Gee 'n ander woord vir toeken. 	<p>Antwoorde: ✍</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5
--	--

Figure 8.8 Task 3a

Following a brief revision of the appropriate answers, the learners need to respond to the SMS invitation to attend a recording of *Noot vir Noot* (Figure 8.9, Task 3b). The learners may view the scenario as not too unfamiliar or as farfetched, since as many as 15% of them indicated that they watched the programme (Chapter 4, section 4.7.1).

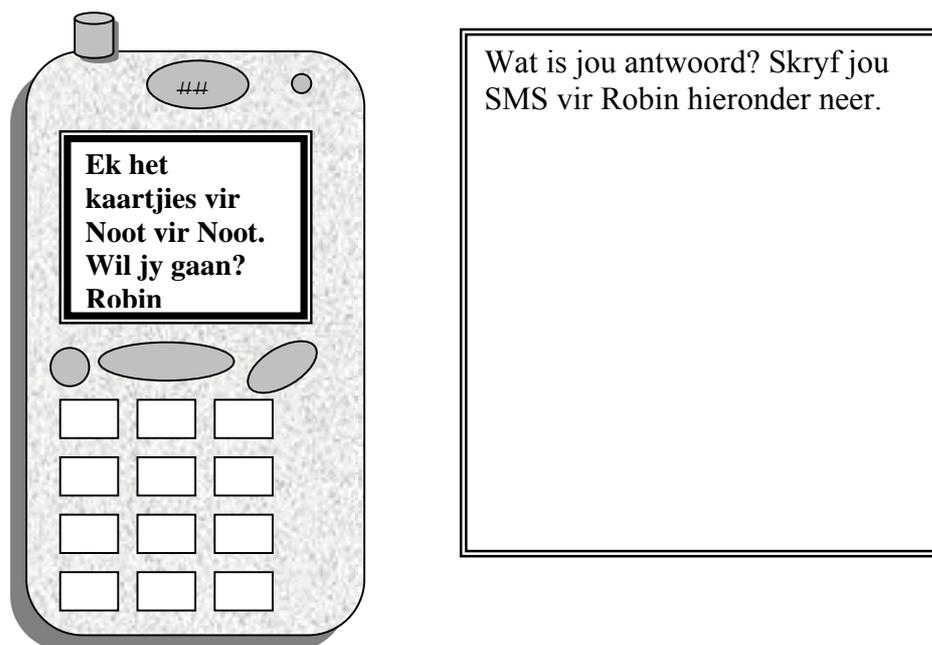


Figure 8.9 Task 3b (Adapted from Van der Wal & Swanepoel, 2003: 112)

The singing of typical, uncomplicated and enjoyable Afrikaans songs follows next. Since the same songs are used as in the original programme, there is no need to report them here, but only to refer to Appendix H, Task 9.

Once again attention is paid to achieve impact with the materials because they would provide subconscious exposure to text. There is overwhelming support in the literature that attention to physical appearance (e.g. interesting, unusual, and user-friendly) is vital to achieve impact to enhance learners' interest, and to enhance motivation (cf. Nunan, 1991b: 210; Combrink, 1993: 213; Rowntree, 1994: 129; Tomlinson, 1998b: 7-8).

To conclude the lesson, the learners should engage in a role play between a television reporter and one of the guests who attended the show. Since learners are inexperienced with dialogue work, the learners playing the reporter's role are allowed to prepare a few questions in the space provided on the handout (Figure 8.10, Task 3c) to reduce their anxiety, and to assist them in playing the role. The interview task makes provision for the information gap principle, since both the 'reporter' and the 'visitor' would not know in advance what the other person will be saying.

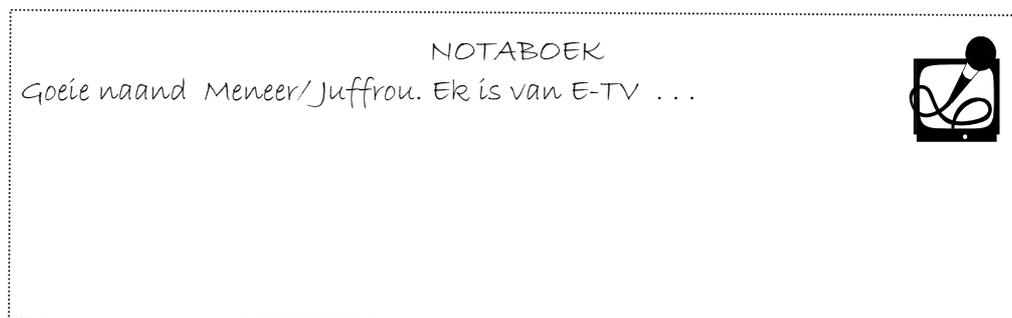


Figure 8.10 Task 3c

RATIONALE

This lesson, by its very nature, relates to all the stipulated criteria for materials development. However, an additional feature of lesson 3 is that the learners are given the opportunity to engage in silent reading before the completion of the comprehension questions reflecting the ‘read and write’ grouping in the syllabus more pertinently. Attention is also given to language functions, such as greeting forms, accepting invitations, polite remarks, and supplying information, since the learners are given the opportunity to engage in dialogue work during the interview. Improvements to the structure of the lesson not only include attention to writing skills, but also increased learner participation.

Regarding the objectives, it is clear that the materials designed for this lesson consolidate all four learning outcomes. I have come to realise that in addition to the previously mentioned objectives in Table 8.5, the materials in lesson 3 pay attention to cultural aspects, and dialogue activities, as indicated in Table 8.6 below.

Table 8.6 Lesson 3: Redesigned materials: objectives

Specific learning outcomes	Objectives Materials provide opportunities for learners to:
LISTENING AND SPEAKING	
* Demonstrate knowledge of different forms of oral communication for social purposes	- comment on experiences.
* Demonstrate planning oral presentations	- prepare effective introductions.
* Demonstrate critical awareness of language use in oral situation	- use appropriate style & register to suit examples of purpose, audience & context; - recognise the relationship between language & culture.

READING AND WRITING	
* Recognise how language and images may reflect and shape values and attitudes	- explain obvious socio-cultural/ political values, attitudes & beliefs; - explain ideas & themes in texts.
WRITING AND PRESENTING	
* Reflect on own work, considering the opinion of others, redraft and present	- consider whether content, style, register & effects are appropriate to purpose, audience & content;
LANGUAGE	
* Use language structures and conventions to write sentences and paragraphs	- use & recognise different sentence structures such as statement & questions.

In view of the country's diversity, and in line with the intention of the National Curriculum Statement to promote multilingualism and intercultural communication, learners are encouraged to acknowledge cultural values, and to nurture linguistic respect and understanding [National Curriculum Statement Grades 10 - 12 (General), Second additional language, 2003: 9]. Therefore, the fact that the learners are provided with the opportunity to engage in the singing of Afrikaans songs may contribute to their cultural awareness and understanding of cross-cultural differences. Research has also supported the important role of using teaching activities and materials in second language learning that illustrate the interconnection of language and culture (cf. Gardner & Lambert, 1972; Brown, 1994; for a survey see Kumaravadivelu, 2003: 267-285).

8.5.4 Lesson 4

PLANNING

During the planning of the redesigned set of materials the recurring consideration was to introduce the various activities in the appropriate sequence in order to make the entire learning and teaching environment logical and coherent. Therefore, in view of the learners' poor proficiency levels and their inadequate vocabulary, I decided to focus on lexis during this lesson, but I obviously based this on a communicative approach.

To start the lesson, the story about *Fikile staan vir geen man terug nie* on page 2 of *Blitsgids*, serves as a comprehension task and simultaneously exposes the learners to authentic input. In order to provide the learners with a variety of different activities, another strategy is followed. This time, the story is read to the learners and they need

to make notes while listening. Afterwards, they have to retell the story to a friend and they are allowed to look at their notes to assist them in the storytelling.

Next, to test the learners' comprehension of the story, they must write their answers down next to the six questions on the handout (Figure 8.11, Task 4a).

Vrae:	
1.	Wat kan Fikile goed doen? Omkring die regte antwoord. a) die bal aan haar voete vaslym b) dribbel c) bewe
2.	Teen wie wil Fikile eendag speel?
3.	Hoe oud was Fikile toe sy begin sokker speel het?
4.	Waar het haar span onlangs gespeel?
5.	Watter span het gewen en wat was die telling?
6.	Hoeveel doele het Fikile aangeteken?

Figure 8.11 Questions: Task 4a

The article, *Banyana trap Angola* extends the topic of soccer, and presents an opportunity for some more reading, comprehension, speaking and writing practice. Learners need to read the story silently, and in view of their proficiency levels a few of the words (e.g. *driekuns*; *afgeransel*; *trap*; *aangeteken*) need to be explained by the teacher. Then, working in pairs, they have to construct their own word puzzle by using any of the words in the article, and in any way they wish, do the layout. In line with the aim of OBE to enable learners to reach their maximum learning potential, the critical outcomes require learners to be able to identify and solve problems and make decisions using critical and creative thinking. Through the employment of the word puzzle activity some consideration is given to this aspect, since learners are allowed to solve problems and to use their creativity. The learners need to use ten words to compile their word puzzle. An example of what is required from the learners is given below in Figure 8.12.

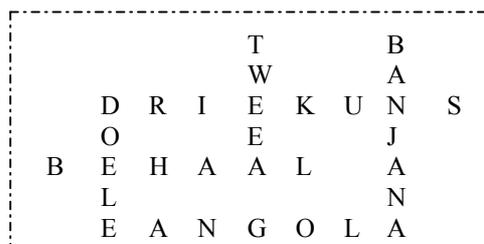


Figure 8.12 Example: Word puzzle

In the next activity, the focus returns to the newspaper, and aligns with my initial intention to provide the learners with opportunities to explore vowels, consonants and linguistic functions. The previously developed newspaper activity (illustrated in Chapter 6, Figure 6.7) is adapted to ensure that the instructions match the information in *Blitsgids*. The handouts provide instructions of the redesigned newspaper activity (as illustrated in Figure 8.13) and space to write down the answers. Once again the learners are working in pairs to improve language functions such as negotiating, suggesting, asking, persuading, and interpretation.

ONDER DIE VERGROOTGLAS

Soek in die koerant die volgende:

- ❖ 'n hoofskrif
- ❖ voorbeelde van verskillende leestekens
- ❖ twee bedrae
- ❖ getalle wat in woorde geskryf is
- ❖ 'n tienletter woord
- ❖ name van mense wat die vokale a, e, of u bevat
- ❖ 'n adres
- ❖ 'n getal hoër as vyftig
- ❖ woorde met dubbel konsonante
- ❖ voorbeelde van figuurlike taalgebruik



Figure 8.13 Newspaper activity: Task 4b

As previously, the heading of the task *Onder die vergrootglas* is used to achieve impact and the concept *ver grootglas* serves as vocabulary development. The explanation of the concept magnifying glass and the portrayal of the detective with the magnifying glass are briefly discussed to enhance learners' understanding that the task entails 'searching' for the correct information in the newspaper.

RATIONALE

Although the first comprehension task excludes reading skills, the follow-up activities focus on the need to integrate all four language skills. Sustained interactive, meaningful tasks as proposed by various researchers (cf. Johnson, 1982: 151; Richards and Rodgers, 1986: 25; Savignon, 1987: 237; Lynch, 1991: 202; Nunan, 1991a: 293; Tomlinson, 1998b: 14-15; Celce-Murcia & Olshtain, 2000: 197) are undoubtedly the essence of this lesson, since they result in understandable, relevant, and interesting exchanges of information, rather than place undue emphasis on

grammatical form. Hence, the primary goal of the redesigned set of materials is to involve the learners in a variety of activities using different kinds of texts, as well as to pay attention to affective variables in an effort to develop their competence.

Regarding the new curriculum, it is noteworthy that the attempt to provide the learners with more opportunities to use the target language reflects the desire to impart some additional skills, especially skimming text to search for relevant information, as indicated in Table 8.7.

Table 8.7 Lesson 4: Redesigned materials: objectives

Specific learning outcomes	Objectives
Materials provide opportunities for learners to:	
LISTENING AND SPEAKING	
* Demonstrate critical awareness of language use in oral situation	- distinguish between fact & opinion; - form opinions & motivate with evidence.
READING AND WRITING	
* Demonstrate various reading and viewing strategies for comprehension and appreciation	- ask questions to make predictions; - skim text for information by reading titles, introductions, first paragraphs & introductory sentences of paragraphs - summarise main ideas in point form or, sentences.
WRITING AND PRESENTING	
* Demonstrate the use of writing strategies and techniques for first drafts	- use main & supporting ideas from the planning process effectively; - identify & use appropriate figurative language, words, descriptions.
* Reflect on own work, considering the opinion of others, redraft and present	- use set criteria to reflect on own & others' writing; - improve coherence & cohesion in overall structure; - sustain own voice competently; - refine word choice & sentence structure & eliminate obvious errors & offensive language.
LANGUAGE	
* Use language structures and conventions to write sentences and paragraphs	- use subject & object correctly; - use active & passive voice for appropriate purposes; - use negative forms correctly.

8.5.5 Lesson 5

PLANNING

The discussion of the significance of a learner-centered classroom practice influenced my decision to continue with a range of interactive activities that require learners to take up responsibility for their own learning. Once again, the task starts with the learners reading silently the article about *Luzuko Die swaeltjie* that appears on page 2 of *Blitsgids*. The story, which does not have an over-familiar content, is used as a

reading and comprehension exercise, as well as to help the learners to engage in self-assessment of their vocabulary. As Kumaravadivelu (2003: 188) rightly points out, making learners aware of what they already know and what they need to know is “crucial for making progress in language learning”.

To obtain maximum benefit from the written text, the story may also be used as an opportunity for communicative purposes in the following task. The learners have to tell a partner what the story is about. The partner, in turn, asks the ‘story-teller’ three questions about the story. Subsequently they switch roles. To promote natural communication, the learners are not allowed to write down any of the questions.

In the follow-up task, the learners receive a page with comprehension questions on the one side, and on the reverse side space is provided for them to draw a grid with an ‘I know’ (✓) and an ‘I don’t know (x) row for the self-assessment activity, as illustrated in Figure 8.14.

✓															
x															

Figure 8.14 Self-assessment activity

During the self-assessment activity each learner places a square of paper (which will be issued) anywhere over the written text of the article of *Luzuko*, and draws an outline of the square. The learners then look at the words in that specific square and assess whether they ‘know’ the word or ‘don’t know’ the word, and indicate this on the grid they have drawn. The purpose of this is to provide the learners with the opportunity to assess their understanding of vocabulary in the article. In order to provide the learners with more practice in sentence construction they need to write two sentences, which they have to construct using words from their ‘I know’ row’. The learners are encouraged to write longer sentences and use more complex sentence structures.

After that, the learners need to read the article once more and then answer the comprehension questions, as below, in Figure 8.15.

Beantwoord nou die volgende vrae:	
1.	Wat is die korrekte afkorting vir Suid-Afrika?
2.	Hoe lank duik Luzuko al? OMKRING die regte antwoord.
a)	'n Jaar en drie maande
b)	Van sy sesde jaar af.
c)	Minder as 'n jaar.
3.	Twee van die volgende woorde beskryf Luzuko korrek. OMKRING die woord wat NIE KORREK IS NIE .
a)	pligsgetrou
b)	klein
c)	swaar
4.	Hoe hoog is die duikplank waarvan Luzuko duik?
5.	Soek die woord in die leesstuk wat die teenoorgestelde is van junior.
6.	Wat is 'n swaeltjie?
7.	Watter EEN woord in die leesstuk vertel vir jou dat Luzuko teruggetrokke en stillerig is?

Figure 8.15 Comprehension questions

Finally, to assist with vocabulary development, it would be advantageous to supply the learners with the correct answers immediately after they had completed the questions. Opportunity for further vocabulary development may also be provided, by instructing the learners to consult a dictionary to find the meaning of the words in their 'I don't know' column. In fact the use of dictionaries to find meanings of words is advocated in the new curriculum and incorporated in learning outcome 4, Language.

RATIONALE

Despite the fact that apparently more emphasis is placed on reading during this lesson, the overall assessment indicates that the tasks meet all the stipulated criteria for materials development. The activities offer valuable opportunities for reading, speaking, listening and writing, and the employment of different techniques gives the learners the opportunity to develop their competence in language use. Regarding the curriculum, the tasks reflect all four learning outcomes of the new curriculum. However, additional features in this lesson are the provision of opportunities to use common abbreviations correctly, and the use of dictionaries. We may conclude that the redesigned materials meet the stipulated criteria for materials development.

8.5.6 Lesson 6

PLANNING

To help learners to participate in their own language learning and shape their own path is the prime focus of this lesson. Therefore, the first task involves the learners actively in the learning process, since they have to compile their own questions for the comprehension activity based on the two articles on the front page of the newspaper, *Skool neem streng stappe na prefekfiasko* and *Tieners vas na klopjag*. The learners, working in pairs, have to read the two articles first, after which they have to draw up four questions and write down both their questions and answers. Following this, the different pairs decide who their opponents will be and pose the questions on one of the articles to the other group. The contestants answer orally, without looking at their questions or the newspaper while answering. The opponents may, however, deliberate on the correct answer. After a group has answered the four questions, the correct answers must be supplied. The groups then switch roles, and the other group assumes the opponent role. Obviously the questions asked will then come from the other article, with the same procedure being followed.

Clearly, the above activity not only encourages learners to use the target language, but also involves a good amount of negotiating, deliberating, accepting, rejecting, explaining, checking, requesting, interrupting, seeking information, stating information, and even congratulating, thereby supplying learners with opportunities to use basic language functions. This activity also integrates all four language skills.

Since the above mentioned tasks set the scene for active participation, and in order to maintain some sort of momentum, I feel it would be a good idea to introduce another type of information gap task at this stage, namely a similar picture game that was successfully implemented during lesson 3 of the intervention programme. The picture cards now reflect the career theme. To recap on the game: the learners use the developed picture cards (Figure 8.16) and explain to their partners what is depicted on their cards without actually using the words on the card. Before they engage in the game they need to fill in the missing letters on their cards, and they are told that they must not show their cards to their partners. The partner may ask questions, or request more explanations in order to try to identify the words on the card. When a correct

answer is given, it is the turn of the other partner to identify the words on the other's card. At the end of the lesson they must use at least two words on their cards to construct two sentences.

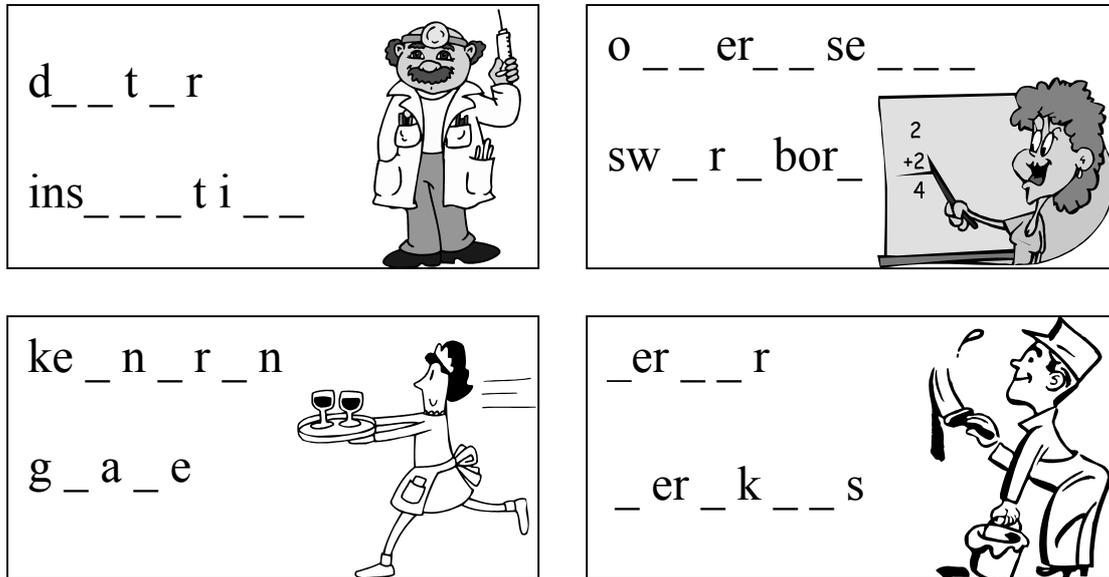


Figure 8.16 Picture cards

RATIONALE

The tasks envisaged in this lesson encourage active and meaningful conversations and are in line with the stipulated design considerations. The tasks are more challenging than those of the earlier lessons, there is progression, and language functions are addressed adequately. Moreover, I would like to think that the topics of the two articles are of particular interest to the learners and therefore provide authentic input. The picture task is a valuable communicative task, since it normally generates lots of talk, is based on the information gap principle, and addresses the 'L' and 'P' criteria.

In terms of the designated syllabus, in addition to the other criteria, the comprehension task also reflects the 'read and speak' criterion, since the task requires the learners to read with understanding, in order to be able to compile appropriate questions. Regarding the new curriculum, it is noticeable that the task which requires the learners to compile their own question, also hones their writing and presentation skills. There is clearly progression, from constructing only simple sentences previously, to now having to employ writing strategies and techniques.

The curriculum specifications enhance a materials writer's understanding of what learners are supposed to be able to do to attain the learning outcomes. Collectively, these tasks should contribute to beneficial results. However, although the ideal situation may be to use these curriculum specifications as a tool for measuring the degree of learning outcome attainment, one should not overlook the reality of the learners' low proficiency levels, which may hamper the effective implementation of the envisaged activities. Therefore, the objective must remain the provision and implementation of rich and varied communicative activities.

8.5.7 Lesson 7

PLANNING

We have learned from reflection on my classroom practice (Chapters 6 and 7) that I was disappointed that I was not able to introduce more information gap principle tasks during the lessons. Therefore, information gap tasks must be included in the set of redesigned materials. There is yet another reason for consideration of this type of communicative activity during the lessons. There is strong evidence in the literature that such tasks are appropriate for low proficiency learners, a category to which the learners in this study belong.

It would be helpful to start the lesson by providing the learners with an activity in which they are provided with the opportunity to experiment with shapes. Obviously, to avoid confusion, the learners' attention will be drawn to the Afrikaans terminology of the different shapes, like *reghoek*, *driehoek*, *sirkel* en *vierkant*. A brief clarification of other unfamiliar words (also drawing attention to architecture as a career choice) may as well be necessary, and will make a contribution to vocabulary development. In the first task (Task 7a) the learners have to draw a picture of a house by following instructions (Figure 8.17). After completion of the drawing, their pictures are compared. This serves not only to establish an enjoyable atmosphere in the classroom, but also provides feedback on whether the instructions were correctly carried out.

Jy is 'n argitek. Teken jou eie prentjie van 'n huis. Volg die instruksies:

- ❖ Teken 'n reghoek vir die mure.
- ❖ Sit 'n driehoek op die reghoek vir die dak.
- ❖ Teken 'n klein reghoek binne-in die groot reghoek vir die deur. (Die reghoek moet op die onderste lyn wees).
- ❖ Teken 'n klein sirkeltjie of kolletjie vir die deurknop.
- ❖ Teken 'n klein vierkant vir die venster links van die deur.
- ❖ Teken 'n klein reghoek op die dak vir die skoorsteen.
- ❖ Teken klein sirkeltjies vir die rook wat by die skoorsteen uitkom.

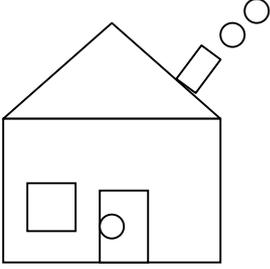


Figure 8.17 Drawing activity: Task 7a

(Adapted from Van der Wal & Swanepoel, 2003: 48)

This task sets the scene for introducing a two-way information gap task in which the learners work in pairs and are required to ask for and provide information which they have in their possession so that each partner is able to complete the task set (Figure 8.18). The idea is that the two partners' diagrams should look alike after they have exchanged descriptions.

A

△		100
	/	□
MAN		

B

	VROU	
○	/	
	555	▭

Figure 8.18 Information gap task

Designing information gap tasks rests on the premise that conditions for real communication require the communicants to impart and receive information (Johnson, 1982: 164). In the above task, the information is divided between the pair of learners in such a way that each partner possesses a part of the information necessary, and needs to seek information from the other partner for completing the task. For example, one learner is in possession of diagram A while the other has diagram B. Since the information is equally distributed, each learner describes and draws an equal number of the missing shapes, words and numbers. In their attempt to discuss and draw what is missing in their diagrams, it is vitally important that the learners should both verbally take part in the deliberations and negotiations, that they should

communicate in the target language, that they should ask the partner for clarification if unsure about something, and that they must not show their diagrams to their partner.

After they have completed the task, they have to compare their diagrams and assess how successful they were in coming up with identical diagrams. Thus, they need to discuss their completed tasks and if their diagrams are not similar, deliberate and examine where they went wrong.

RATIONALE

Providing learners with opportunities to think and express themselves in the target language not only stimulates learners' interest, but also influences their attitude towards the language more positively, resulting in greater enjoyment of language classes (cf. Combrink, 1993: 213; Mongiat, 1993: 58). Research has also highlighted that a task based on the information gap principle emphasises listening skills, since it requires learners to listen actively and to react appropriately (Greyling, 1989: 40; Combrink, 1993: 211; Mongiat, 1993: 55). A valuable contribution to our understanding of information gap tasks is provided in Habte's (2001) study, in which evidence is given of the value of these tasks (cf. also Weideman, 2002c: 18-27). The additional advantage, as Habte (2001) points out, is the cost-effectiveness of their use. They are relatively simple to design, and should be cheap to produce. In a resource-challenged environment, this is a great advantage.

Reflecting on the focus of this chapter, viz. the appropriate redesigning of materials for an intervention programme, I think it would be fair to say that materials that ignore the information gap technique and genuine communication would be neglecting potentially valuable learning opportunities. There is overwhelming support in the literature that information gap type of activities are not only a firm part of a CLT approach, but that they are the most salient factor in raising learners' proficiency levels in the target language (cf. Johnson, 1982: 151; Richards & Rodgers, 1986: 22; Prabhu, 1987: 46; McDonough & Shaw, 1993: 164; Cook, 1996: 187; Habte, 2001: 19-20; Liao, 2001: 38-41; Weideman, 2003: 29). Given the benefits of information gap tasks, there is no doubt that including them in the set of redesigned materials can only contribute to making these materials more learner-centered and interactive.

Information gap activities can be viewed as effective and appropriate for use in the specific learning and teaching environment in this study.

8.5.8 Lesson 8

PLANNING

The value of information gap tasks provides justification for my decision to continue with these types of tasks in this lesson. However, since the redesigned materials are for intensive use of over a short period of teaching, experimenting with different variations of information gap tasks, as Habte (2001) did in his study, is not feasible.

What I would suggest is to provide the learners with the opportunity to design the diagrams themselves. In this lesson the learners therefore work in pairs, and have to plan and figure out how to design diagrams similar to those they had to use in lesson 7. To save time and to overcome the problem of drawing their own sketch, the learners are provided with unfilled diagrams. This time, the partners work together in deciding what shapes, words and figures are going to be filled in on diagram A and diagram B respectively. They are instructed that, similar to the previous task (Figure 8.18), an equal number of shapes, words and numbers must be distributed between the two diagrams, but that they must use different blocks.

Clearly, this task requires the learners to communicate, i.e. to ask, request, clarify, and to negotiate, and calls for a great deal of meaningful learner involvement, which will help to maximise learning opportunities. In this regard, Kumaravadivelu (2003: 49) mentions the significance for a teacher to listen “seriously” when learners speak, and then to build on what they have said. A point to note is that the questions learners ask, or what they say in a class situation, even if not related to the topic at hand, may create learning opportunities not anticipated by the teacher (Kumaravadivelu, 2003: 49). Thus, learners can become joint partners in the learning and teaching activities in the classroom, not only by being allowed to design the diagrams as proposed earlier, but also by utilising the learning opportunities created by them during their involvement in the task.

Subsequently, in the following activity, each pair of learners receives another pair's set of diagrams. Again, the learners are instructed to exchange information with their partners, in order to describe and draw the missing shapes, words and numbers on the diagrams they were given. The same rules apply as in lesson 7. After they have completed the task, they once again have to compare their figures and assess how successful they were, or discuss why their effort was not successful.

It is worthwhile to remember that, since a learner-centered approach is propagated in this study, the designing of the material revolves primarily around language use and learner needs. It is possible, however, that aspects such as the learners' proficiency level, or their anxiety and stress in the classroom situation may prevent the predicted results from being achieved.

8.5.9 Lesson 9

PLANNING

Insights derived from reflection during the action research, contributed to my realisation that accumulated entities systematically arranged from simple to complex, and sequentially presented, are vital to address the shortcomings of the previously developed materials. The further intention is to provide learners with manageable, comprehensible input. I shall also attempt during this lesson to expose the learners to activities that will naturally elicit their curiosity and their interest. Moreover, the tasks are now more explicitly related to the topic of careers, a theme that is carried through the redesigned materials. We also return our focus to the designed newspaper, *Blitsgids*.

The first task involves the job advertisements in *Blitsgids*. First, the learners need to read the six advertisements (Figure 8.2). Then, working in pairs, they have to search for the words that need to be explained, as indicated in Figure 8.19, and underline them in the respective advertisements. After that, they have to discuss what the correct meaning of the words is and circle their choice.

Task 9a aims at integrating all four language skills, pays attention to basic language functions, develops vocabulary, and provides authentic input. The activity also shifts

the attention back to the newspaper and the theme of careers. Although the task includes only six questions, it offers the opportunity for vocabulary development.



WAT IS DIE BETEKENIS?

Lees die advertensies in *Blitsgids* en onderstreep die ooreenstemmende woorde in die advertensies. Besluit nou wat is die korrekte betekenis van die woorde en **omkring** die regte antwoorde hieronder.

1. Kettinggroep beteken:	a) groep mense	b) groep kettings	c) groep winkels
2. Kontak beteken:	a) bel	b) skree	c) klap
3. Beskik beteken:	a) besit	b) verloor	c) verkoop
4. Ondervinding beteken:	a) slim	b) ervaring	c) kry
5. Kommissie beteken:	a) vergadering	b) blyplek	c) geld ontvang
6. Kosmetiekbedryf het te doen met:	a) kos	b) skoonmaakmiddels	c) skoonheidsmiddels

Figure 8.19 Advertisement quiz: Task 9a

The scenario for the next task involves the advertisement, *Naweekwerk*. The learners need to engage in a telephone conversation to apply for the job as waiter/waitress. The conversation must end with the agreement that he/she is invited for an interview the following day, and that a short CV is required. The planning of the task follows from the experience I gained during the implementation of the previously developed materials. Therefore, attention is paid to authenticity. Clearly, the learners can easily relate to the situation where they want to apply for a job as a waiter/waitress to earn pocket money. Moreover, the job could easily require that they have to speak Afrikaans. The benefit of the telephone conversation is that it entails language functions such as courtesy forms, greeting, asking questions, enquiring and making appointments. Again it will be to the learners' benefit to provide them with space on a handout to prepare the conversation (Figure 8.20, Task 9b).



Jy: (skakel die nommer in die advertensie)

Bestuurder: Bergsig Restaurant. Goeie middag.

Jy:

Bestuurder:

Jy:

Bestuurder:

Jy:

Figure 8.20 Dialogue: Task 9b

In the follow-up task the ‘applicants’ realise that they need to practise their Afrikaans before they have their interviews, and therefore they decide to engage in a few vocabulary development activities. So, in the following activity they need to circle the words in the puzzle, as well as identify the two words that are supplied in the grid, but not written below. The same word puzzle as in the original lesson is used, and is given in Chapter 6, Figure 6.21, Task 11a.

The following task pays attention to spelling of words relating to food, involves speaking and writing skills, and provides learners with opportunities to practise language functions in their discussions. The learners work in pairs and have to supply as many words as they can in the different blocks, as long as they are connected to food (Figure 8.21, Task 9c). In each block an example is supplied in order to eliminate confusion. Learners may also be encouraged to use a dictionary. Both partners must write the words they have identified on their handouts to ensure that both learners are actively participating in the activity.

HOEVEEL WOORDE KEN JY:		
??? ???? Wat begin met <u>V</u> : vis	Wat begin met <u>F</u> : foelie	Wat eindig op <u>D</u> : brood
Wat gespel word met <u>ei</u> : vleis	Wat gespel word met <u>y</u> : spesery	Wat gespel word met <u>ui</u> : druuwe

Figure 8.21 Word blocks: Task 9c

RATIONALE

The lesson provides learners with opportunities to develop their listening, speaking, reading and writing skills, and therefore one may assume that the tasks relate to all the stipulated criteria for materials development.

8.5.10 Lesson 10**PLANNING**

I decided to continue along the same path as in the previous lesson. Here the learner as the ‘applicant’ goes for an interview at the restaurant. To start the lesson they need to establish where the restaurant is by rearranging the letters in Figure 8.22, Task 10a.

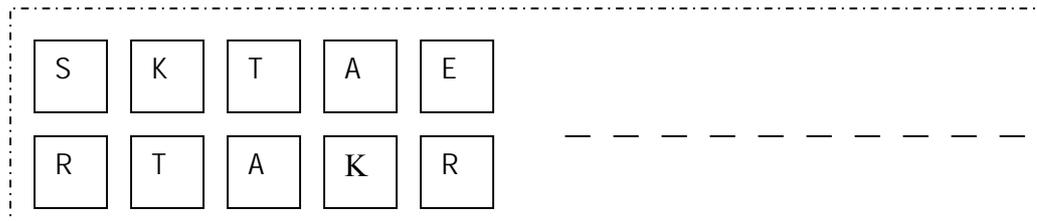


Figure 8.22 Address quiz: Task 10a

It must be pointed out that the topic of this lesson lends itself to employing a number of additional relevant activities. One such task, for example, is based on the possibility of getting lost on the way to the restaurant which provides the opportunity to ask for directions using a simple map (cf. Van Jaarsveld & Weideman, 1985, 30 for a practical example of a similar exercise).

Since a short CV is required, the learners’ attention is drawn next to the requirements of a CV as discussed in lesson 1. They first have to ensure that their CV is up to date. They then engage in the interview activity. In order to reduce the learners’ anxiety, relevant questions to guide the whole process are supplied on an interview card. Provision is made on the handout where one learner (filling the role of the manager as interviewer) needs to act on the information given by another learner as the ‘applicant’ (Figure 8.23, Task 10b).

GROET:	Stel die aansoeker op sy/haar gemak:.....
Het jy jou CV gebring?	
Waar het jy die advertensie vir die werk gesien?	
Waarom stel jy in die werk belang?	
Hoe oud is jy?	
Het jy al vroër as kelner gewerk?	
Waar?	
Vertel my iets meer omtrent jouself.	
Het jy enige vrae?.....	
Ek sal jou later vandag laat weet of jy die werk gekry het. Tot siens. GROET.	

Figure 8.23 Interview: Task 10b

A surprise angle on the anticipated course of this lesson may maintain the learners' interest, and provide additional opportunities to practice Afrikaans. Hence, in order to find out whether the 'applicant' was successful, the learners need to follow instructions to discover what the manager told the 'applicant' later that day (Figure 8.24, Task 10c).

TREK DOOD EN ONTDEK DIE BOODSKAP

Lees die instruksies en vind uit wat sê die bestuurder.
Skrap (trek dood) die volgende in die blokke hieronder:

- 5 beroepe
- 6 dinge om te doen

INSTRUKTEUR	LOOP	JY
LEES	VLIEËNIEER	IS
SLAAP	AANGESTEL	TIKSTER
GELUK	RY	SKRYWER
JOERNALIS	SING	SPRING



.....

Figure 8.24 Task 10c

RATIONALE

The topics and activities in lessons 9 and 10 merely scratch the surface of the type of tasks that can be designed, because the possibilities are endless. The topics may easily be extended further by providing the learners with opportunities to explore menu terminologies, engage in dialogues on serving customers, or handle customers' complaints, and taking customers' orders. In this regard, posters, cartoons or illustrations may be used as well, to elicit learners' interest and to serve as ways of integrating all four language skills. As we have seen from the discussion in Chapter 6, the use of the illustrations (Appendix I, Task 11c) provides the learners with interesting opportunities to comment on the different pictures in the form of dialogues. I would like to suggest that they remain part of the redesigned materials. Moreover, some additional tasks could focus on arrangements for a party to celebrate getting the job, which in itself allows various scenarios to be exploited (cf. also Van Jaarsveld & Weideman, 1985 for a number of examples).

Despite my overall satisfaction with the redesigned tasks and activities, the significance of the integration of theory and practice merits some further consideration. Carr and Kemmis (1986: 9) point out that although a teacher makes "autonomous judgments" about his/her classroom practice, there is little control over

the context within which the practice occurs. It is precisely this aspect that may influence the effectiveness and appropriateness of the redesigned materials. As we have learned from the discussions in previous chapters, the teaching and learning environment in this study was less than ideal, since the influence of affective variables, the time constraints, the limited space in the classroom and the disorganisation at the school may have prevented the full and proper use of the materials. In short, although I have attempted to reduce the perceived limitations of the materials, contextual factors may affect the proper implementation also of the redesigned materials. They are not context-proof. Probably, no design can be.

8.6 CONCLUSION

The purpose of this chapter was to adopt a reflective stance towards the previously developed materials, in order to present a redesigned set of materials for Afrikaans as a second additional language for intensive use over a short period of teaching in a scarce resource and discipline-challenged teaching and learning environment.

The redesigning process was primarily guided by the stipulated criteria for materials development, while the previous syllabus and the newly implemented curriculum gave valuable insights that assisted the process. In addition, the functional text list included in the latest curriculum documentation (Appendix M), enlightened me about what type of text could be included in the redesigned materials, and how to justify the choices made. Some of the texts that have been included in the redesigned materials are newspaper articles, advertisements, dialogues, story-telling, songs, notes, illustrations, puzzles, riddles, posters, and a dictionary.

To what extent the learning and teaching of an additional language learning programme will be effective and successful depends primarily on the learners' proficiency levels, their willingness to participate actively in the activities, contextual factors, and the teacher's classroom practice. The vital factor though, remains that the classroom activities, if properly designed and implemented, can easily lead to profitable integration of the stipulated criteria for materials development. Looked at in this way, it becomes apparent that the main issue remains that a teacher needs to be willing to reflect critically on his/her teaching and, if necessary, be prepared to

change, in order to become a creative and innovative facilitator of language learning, i.e. someone who has the best interest of the learners at heart.

In presenting the redesigned materials I neither suggest that they are superior to other second language teaching materials, nor that they are without any shortcomings. Nonetheless, the suggestion to compile a newspaper containing articles and relevant information, together with the handouts pertaining various activities and tasks may prove valuable in a scarce resource environment. The redesigned materials carry the potential of implementing some interesting, meaningful and authentic activities. They offer a number of options for teachers to design and implement a variety of tasks that are appropriate to the needs and interest of their learners.

CHAPTER 9

SUMMARY AND CONCLUSION

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CHAPTER 9 SUMMARY AND CONCLUSION

9.1 INTRODUCTION

The final chapter of this study attempts to bring together the different issues discussed previously. As we shall see in the discussion below, the most prominent conclusion to be drawn is that the end of this research evidently should mark only the end of a new beginning. This is an important conclusion, since it highlights that although the research described here has come to an end, and the findings suggest that the intervention programme may be judged as relatively successful, the outcome of the study can only be viewed as partially fulfilled if some of the findings, observations, and recommendations are not researched further. The chapter sets out to examine the broad argument offered in this regard as well as the limitations of the study.

The main concern of this study has been to determine the criteria for developing relevant materials to develop the learners' proficiency in Afrikaans during a short intervention programme. Since action research was an appropriate research method for this particular problem, a number of observations made in this respect, as well as the recommendations that have been derived from the findings of this research, will be presented below.

As a point of departure, a brief summary of the intervention programme will be given, in order to establish whether the objectives and the aim of the study were reached.

9.2 SUMMARY OF THE RESEARCH PROCESS

The fact that Afrikaans was one of three compulsory language subjects at a school in the Soweto area motivated two researchers of Technikon South Africa to embark upon an outreach project. The latter entailed an intervention programme to address the lack of Afrikaans language proficiency of the Grade 12 learners at this school. My role as the teacher of this intervention and the consequent development of appropriate and relevant learning material for the intervention programme itself provided the impetus and motivation for this research.

A framework, similar to the one in Chapter 2 (Figure 2.1 and repeated below as Figure 9.1) guides a brief summary of the research process. The significance of the slightly restructured framework is that it attempts to illustrate the relationship between how the study was initially planned and how it was actually conducted. In order to highlight the divergence, it would be useful to first repeat the initial theoretical framework below in Figure 9.1.

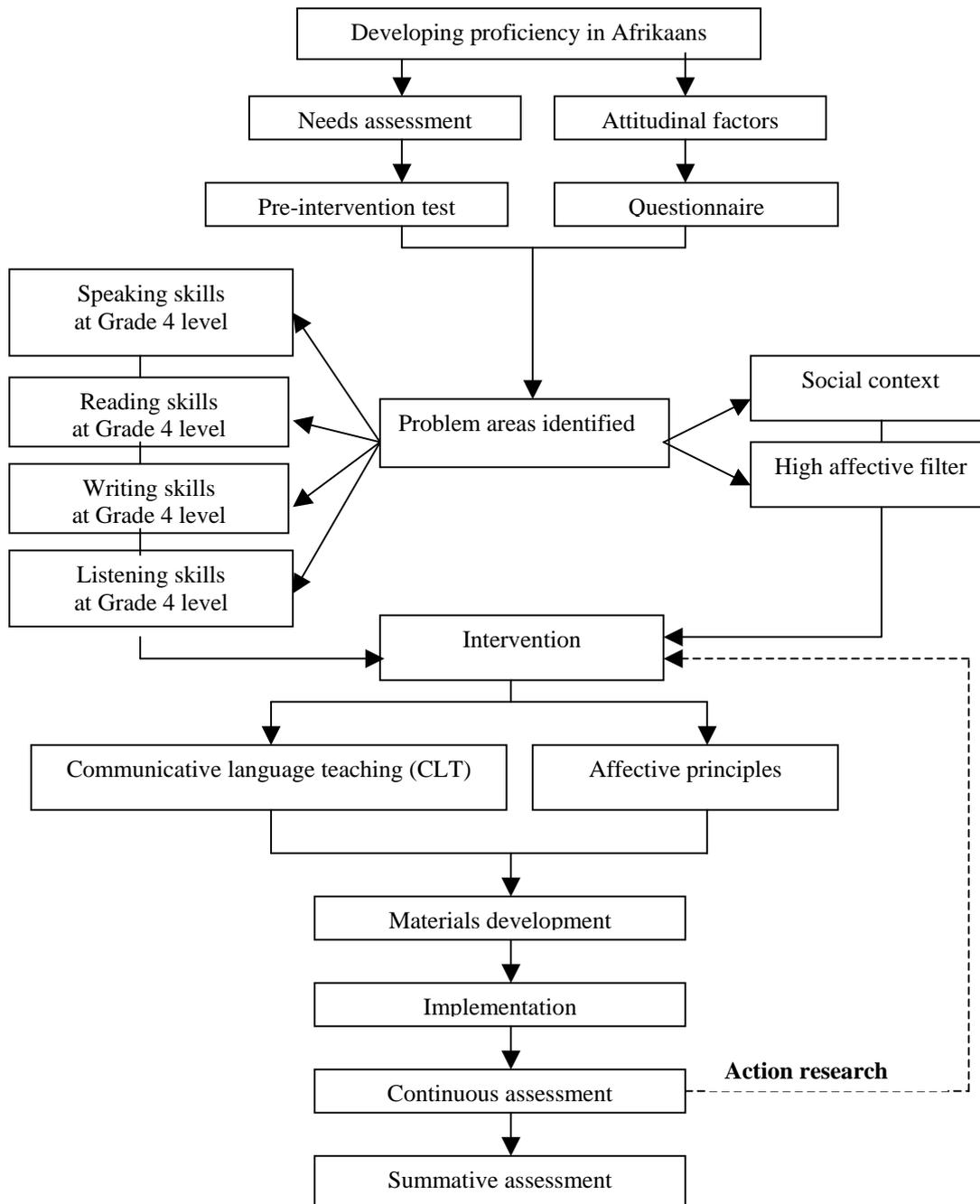


Figure 9.1 Framework of the research process (previously Figure 2.1)

We now consider the framework of the actual intervention programme. The different steps in the research process are outlined in Figure 9.2.

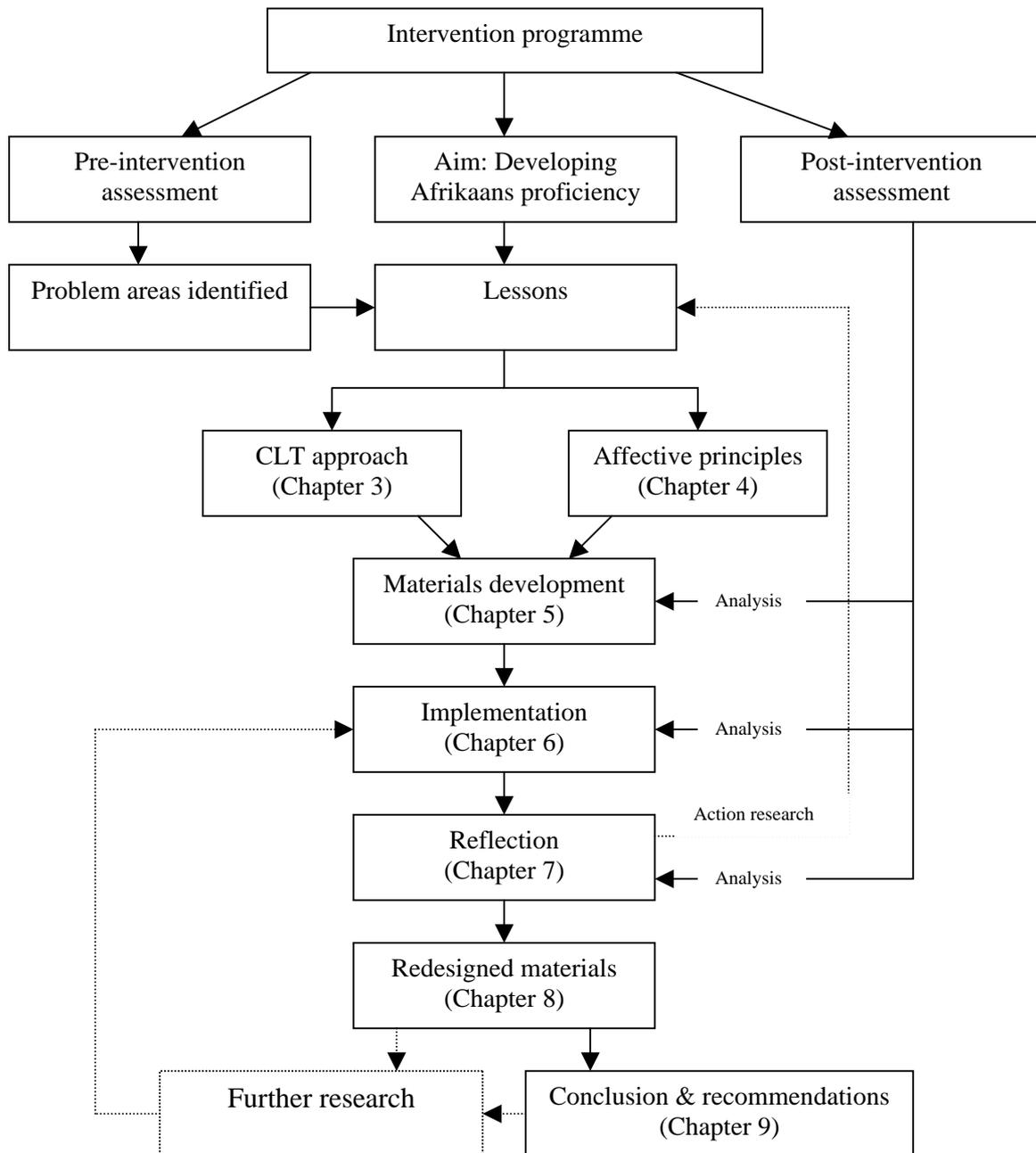


Figure 9.2 Framework of the actual intervention programme

If we compare Figure 9.1 to Figure 9.2, the similarities are quite obvious. Therefore, it must be noted that the discussion below seeks to summarise the research undertaken in this study, and only the most significant adaptations to Figure 9.2 and their justification will be examined.

The intervention programme was limited to ten lessons of one hour per week and took the form of an ongoing action research cycle as reflected in Figures 9.1 and 9.2. The first step of the study (objective 4.1) was to determine the nature of the Grade 12 learners' language proficiency in Afrikaans, and this was accomplished through the use of a pre-intervention assessment. The diagnostic report revealed that the learners' functional Afrikaans literacy was poor, as their speaking, reading, writing and listening skills were, on average, at a Grade 4 level.

From the start of the classes, and from the analysis of the first questionnaire (Appendix A), it became apparent that the influence of affective variables also had to be considered. It was found that the learners disliked Afrikaans, they struggled with negative attitudes and high anxiety levels, lacked self-confidence, motivation, and a willingness to speak Afrikaans. All of these factors influenced the planning, choice and design of appropriate materials, as well as the employment of suitable methods and techniques during the lessons.

The literature survey on the origin and history of Communicative Language Teaching, specifically the four directions in CLT (Chapter 3), served as background and emphasised the kind of teaching necessary to develop proficiency in an additional language. The literature survey also highlighted the more appropriate techniques and methods to accomplish that (reflecting the achievement of objective 1.4.4), and generated useful insights into a number of general considerations that influence the teaching and learning process. Chief among those were the identification of new roles for language teachers, language learners, and the instructional materials.

Chapter 4 took the view of the humanistic direction in CLT further by examining the influence of emotional factors in additional language teaching and learning, and addressed objective 1.4.5. The exploration of conditions necessary for successful learning allowed a better understanding of the learners' needs and ensured a learning-centred approach to facilitate the learning.

The magnitude of the proficiency dilemma in this study, as discussed in Chapter 5 (section 5.2.1), pointed towards the kind of remedies that would be necessary during the intervention, and paved the way for the development of appropriate materials for

the lessons (objective 1.4.2). It was of paramount importance to maximise the use of Afrikaans in the classroom through appropriate classroom practice, teacher-learner interaction and the use of authentic materials that would achieve impact, and supply the learners with frequent exposure to basic language functions.

In order to consider the usefulness of existing materials (objective 1.4.6), an analysis of the learners' proficiency in Afrikaans, as well as some fact-finding about the learners and the resources available, was necessary. The learners' poor functional Afrikaans literacy (section 5.2.1) highlighted the problem that the currently available Grade 12 Afrikaans learning materials did not suit the learners' low proficiency levels. Hence, reviewing the literature on issues such as designing and developing materials helped me to establish an appropriate approach, and to gain an awareness of my role as a materials writer. Furthermore, it assisted me not only in establishing criteria for developing relevant and appropriate materials in general, but also in developing 'tailor made' materials for developing the learners' proficiency in a scarce resource environment (objectives 1.4.3 and 1.4.7).

In the process of materials selection, collection, reproduction, adaptation, and development, it was necessary to relate learning principles and procedure to theory, research methods and classroom practice. Nine design considerations as a set of key principles, or criteria for materials development (section 5.5.1) guided the development of materials during the intervention.

If our intention is to become a professional language teacher, an aspect that we have referred to before in this study, the matrix below may shed some more light on achieving such professionalism in terms of materials design and alignment with beliefs of language learning and teaching.

The risk is that if a teacher designs lower quality materials which are loosely aligned with his/her beliefs, their professionalism becomes questionable. If a teacher closely aligns materials design with his/her beliefs, it could work, despite the fact that lower quality materials are designed. On the other hand, it is possible that if higher quality materials are designed which are loosely aligned with his/her beliefs it may just work. However, the ideal would be if a teacher is able to design higher quality materials

which are aligned with his/her beliefs. This may be the best way to go to become a professional language teacher.

The mark of a professional language teacher is to be able to:

design	higher	may just work	will be ideal
	lower quality materials	questionable	could work
		loosely	closely

which are aligned with his/her teaching beliefs

Figure 9.3 Mark of a professional language teacher

One may, in similar vein, examine how professionalism can be measured within the parameters of the ability to design materials and the degree of independence evident in such an undertaking.

Professionalism can be measured by:

the ability to design materials	high	\pm	+
	low	—	\pm
		low	high

with a degree of independence

Figure 9.4 Professionalism and the ability to design materials

The matrix makes it clear that a teacher's professionalism is at stake if he/she has a low ability to design materials as well as a low degree of independence. However, one's chances of being viewed as a professional increase slightly with a low ability to design materials, but with a high degree of independence. On the other hand, a teacher with a high ability to design materials and a low degree of independence relates to a marginal measurement of professionalism. In order to be viewed as a professional language teacher, the ultimate would be to possess a high ability to design materials with a high degree of independence.

The implementation of the materials in the classroom was a crucial stage in the action research undertaken in the study (Chapter 6). The nature of action research allowed me to study my teaching, to identify and address issues or concerns related to the problem, with a possibility of resolving them by creating and implementing a plan of action. The list of factors that influenced the learning situation during the intervention included the general atmosphere of the school setting, the physical arrangements of desks and chairs, and the time available. Without a doubt these factors significantly affected the teaching and learning situation.

The continuous monitoring of the developed materials shed some light on the effectiveness of the materials, and how the designed materials were meeting the stipulated criteria for materials development. It also allowed the reasons for choosing one kind of task over another to be articulated. The overall rating of each lesson was given in a table and the evaluation determined future actions to be taken. The matrix below attempts to explain that a reflective stance towards materials development may result in improved materials. If there is some reflection in an instance where a materials writer loosely aligns the materials with his/her teaching beliefs, it may result in marginal improvement. Some reflection, together with close alignment of one's teaching beliefs may result in positive improvement, whereas substantial reflection, with a loose alignment with one's teaching beliefs also embraces definite improvement of materials. On the other hand, substantial reflection as well a close alignment with one's teaching beliefs ensure significant improvement and better materials.

Improved or better materials are the result of:

reflection	substantial	+	+ +
	some	<u>±</u>	+
		loosely	closely
	to align them	with one's teaching beliefs	

Figure 9.5 Reflection and improved materials

Another way of interpreting this diagram in my own case would be that the reflective stance required by action research is considerably enhanced once the direction of the reflection can be guided by the requirement to bring the materials being tested out, and reflected upon, into alignment with my instructional beliefs.

Reflection on the intervention programme (Chapter 7) provided crucial feedback, and gave me the opportunity to reflect critically on what happened in a particular lesson. It also provided me with insights about the outcomes. A point worthy of note is that these aspects were depicted in Figure 9.1 merely under *Continuous assessment*. In view of the stated significance of reflection on the intervention programme, it was vital to include *Reflection* as a step in the research process in Figure 9.2.

The importance of reflection in an intervention programme is further highlighted by the following matrix which deals with the successful outcome of an intervention programme (even one conducted on a modest scale, such as in this study) in a low average proficiency environment, which also typifies this study. The matrix shows, for example, that little reflection on an intervention programme and a half-hearted attempt by a teacher to secure the trust of the participants, will result in an unsuccessful intervention. If there is little reflection with serious attempts, average success may perhaps be achieved. However, if there is sufficient reflection, but only half-hearted attempts are made, the successful outcome of the intervention may be viewed as average. If, on the other hand, there is sufficient reflection, and serious attempts are made to secure the learners' trust, the conclusion of this study is that it is highly likely that an intervention programme may be judged as relatively successful.

In a low average proficiency environment, even modest scale interventions can work if there is:

	sufficient		
reflection		No	
	little	half-hearted	serious

and there are attempts to secure the trust of the participants

Figure 9.6 The successful outcome of an intervention programme

The final analysis of the efficacy of materials indicated, nonetheless, that there was scope for improvement. This also applied to the way they should be implemented in the classroom. This critical reflection resulted in a redesigned set of materials for Afrikaans as an additional language, as discussed in Chapter 8.

If we reflect on the theoretical framework in Figure 9.1, *Summative assessment* marks the final step in the research process. Unlike formative assessment which “points to the future, summative assessment points to past performance” (Sieborger & Macintosh, 1998: 24), and thus “provides a final snapshot” of a learner’s achievements during the learning programme (Smith & Hurley, 1996: 260). Therefore, I felt that it was necessary to indicate the post-intervention assessment more prominently in Figure 9.2. As Saunders, Lewis and Thornhill (1997: 287) correctly point out, almost all research involves some numerical data, or contains data that could be quantified to help answer the research questions and to meet the objectives. Hence, it was essential to acknowledge data analysis in the study, as reflected in Figure 9.2. The data analysed were obtained from the post-intervention assessment, as well as from the questionnaire (Appendix F), and the results were given in tables and diagrams, which allowed me to compare and correlate, and to indicate learners’ responses and perspectives on the intervention programme in the study.

The post-intervention assessment showed that there was indeed an improvement in the problem areas of vocabulary, dictation, and reading, as discussed in section 5.2.1, thereby supporting stated hypothesis 1.7.4. A second finding is that there was an overall improvement in the learners’ proficiency grade levels (Figure 5.5) and that the average grade of the Grade 12 learners’ proficiency in Afrikaans improved slightly to an average grade of 4/5 (supporting the stated hypotheses in 1.7.1 and 1.7.2). Other findings likewise suggested the probability of the learners’ positive attitude change, as discussed in Chapter 7 (providing [some] evidence of having achieved objective 1.4.5 and supporting hypothesis 1.7.3). Let us extend the latter finding by looking at the following matrix which attempts to show that interventions appear to work when a communicative language teaching approach is employed and affective factors are taken into account.

An intervention appears to work when use is made of a

CLT approach	deliberately	perhaps	definitely
	half-heartedly	doubtful	perhaps
		seldom	frequent
	and there is	attention to affective factors	

Figure 9.7 Influence of approach and affective factors on interventions

If one employs a CLT approach half-heartedly, and seldom pays attention to the influence of affective factors on language teaching and learning, an intervention programme which aims to develop the low proficiency levels of learners may no doubt be unsuccessful. There is a slight possibility that the intervention may work if CLT methods and techniques are half-heartedly employed, but frequent consideration is given to affective factors. However, if one is just a little more committed to use a CLT approach, but neglects to consider affective factors, the intervention may also yield less effective outcomes. It appears, then, that the best results will be obtained if a CLT approach is used deliberately with frequent attention to affective factors.

Finally, Figure 9.2 also gives account of the conclusion and recommendations of the study, as well as the recognition of future research. As suggested in the introduction of this chapter (section 9.1), present findings may possess some generality. I therefore fully realise that the precise extent to which they may be generalised can only be established through further research conducted, ideally in a variety of different settings.

It is clear that the research project has a number of weaknesses, deriving partly from the conditions under which it was conducted, and partly from the time limitations that applied. However, from the results reported, the findings strongly reinforce the conclusions I have reached, and I therefore believe that the objectives of the study were achieved, thereby fulfilling the aim of this research.

At this point, it seems important to comment on some significant observations made, and to present recommendations that have been derived from the findings of this research.

9.3 OBSERVATIONS AND RECOMMENDATIONS

The challenge in this study was to develop the Grade 12 learners' proficiency in Afrikaans during a short intervention programme. The main contention is that Grade 12 learners' academic programme is generally packed with revision, finalisation of portfolios, and preparations for the aggregate examination. It is likely that an intervention programme will be viewed as an encroachment upon the time available for studying, rather than a constructive endeavour. Thus, to ensure more beneficial intervention programmes that equip learners with a functional literacy in a second or additional language, institutions embarking on community outreach projects should preferably concentrate on other, lower Grades than Grade 12, or even on primary school learners.

The above argument may be taken a step forward by noting that outreach projects perhaps should aim to support teachers rather than concentrate only on the learners. One would feel justified in recommending that the great need for support and continuous training of teachers should be recognised and catered for in outreach projects. The emphasis should be on workshops that assist teachers to overcome their insecurity in introducing learner-centered additional language classes, rather than merely attempting to bring about change in the learners' performances through intervention programmes. Doing so may be more beneficial for the overall teaching and learning situation, since teachers would potentially be applying their newly acquired knowledge to their classroom practices to the benefit of all their learners.

Another observation that we can make from the outreach project under discussion is that the regular Afrikaans teacher was forced to play a passive role in the intervention programme. It can be argued that an outreach project would be more beneficial for language teachers if the intervention programme were more participatory and collaborative, and a team-teaching approach were adopted. Rather than limiting the teacher's role to that of observer in the classroom, the teacher should also become

involved in lesson planning, developing relevant materials, and implementing them. The outcomes might then be more rewarding, since the teaching and learning situation in which the action research is being conducted becomes also ‘in-service-training’ for the teacher in which he/she is given the opportunity to take a critical look at her/his teaching, with the possibility to change and improve his/her teaching style, so that the endeavour becomes a more meaningful one for all those involved in it. In line with this, Duke (1990: 281) asserts that although a teaching career exposes a teacher to an “array of formidable challenges”, ranging from predictable to unexpected challenges, a successful teacher is one who is “prepared professionally and personally to confront these challenges and to keep confronting them”.

An additional suggestion that originates from the research is that teachers should also be involved and encouraged to arrange their own workshops to collaborate, discuss problems, plan improvements, share decision making processes, and to motivate one another. It became apparent during the course of this study that the teachers of Afrikaans at the school in question felt unsure about the syllabus, the learning material, teaching methods and techniques, and consequently struggled with feelings of insecurity and loss of motivation. The idea of synergy in teamwork, where the individual qualities of the different teachers are combined, and where the focus is on group assistance, may instigate improvements and facilitate change.

Regarding the viability of the two aforementioned recommendations, viz. in-service training and workshops for teachers to change their teaching, or to reflect on, and improve their teaching methods, there is much to be said about teachers’ resistance to change in language teaching (cf. Shaalukeni, 2000; Tesfamariam, 2000; Weideman, Tesfamariam & Shaalukeni, 2003). Thus, worthwhile as these recommendations might be, one cannot but be doubtful about the successful outcome of these types of endeavours if they do not aim also at changing language teachers’ teaching beliefs.

One of the recurring observations in this study was that affective variables have an enormous influence on language teaching and learning. Thus, without wishing to preempt the significance of a CLT approach, it would be advantageous for teachers to be mindful of the important role that context plays in the additional language learning situation (see Figure 9.7). Insights into the influence of aspects like social context,

educational context, and individual learners' interests, needs, attitude and motivation, may lead to a better understanding of the kind of teaching and instructional materials to be used that are appropriate, and to establish conditions conducive to learning an additional language.

It is fair to say that authenticity, as one of the nine design considerations for materials development (section 5.5.1), provided an additional difficulty in the study. As may be recalled, the unusual circumstances of the educational environment necessitated careful consideration of the meaningfulness and realism of the communicative tasks, activities and role plays used during the lessons. Although the interpretation of authenticity in this study can best be viewed as the interaction between the learners, the material and the context, as well as the way I used Afrikaans in the classroom, a solution to the challenge of providing authenticity was offered in the redesigned set of materials. However, it is fully realised that the precise extent to which the authenticity aspect in the redesigned set of materials (Chapter 8) may be generalised is questionable, and that true authenticity can only be established through further research conducted in a variety of different settings.

The fact that the 86 learners were grouped together in one classroom for the intervention programme presented considerable problems, as we have noted in previous chapters. Admittedly, some of the difficulties encountered with the large class served initially as confirmation of the existing beliefs and perceptions of teachers that a communicative approach is not feasible with large classes. However, both the research literature and my own observations during the intervention programme seem to refute these beliefs and perceptions, to the point where I feel justified in agreeing with Tesfamariam (2000:100) that a communicative approach is in fact the most suitable methodology for large language classes. Underlying this conclusion is the fact that pair and group work provide learners with ample opportunities to practise the target language.

Sometimes designing and producing communicative tasks can be costly and time consuming, and teachers need to realise that it is not always necessary to design and develop new materials, since most commercially produced materials can be successfully adapted to fit the teacher's need for materials. However, in extreme,

problematic teaching and learning environments as experienced in this study, the designing of appropriate, ‘tailor-made’ materials may be necessary. For example, designing a page or two of one’s own newspaper, as proposed in Chapter 8, might prove to be a suitable (though perhaps partial) solution to the problem of providing affordable materials in a scarce resource environment. However, the general value of a self-designed newspaper as teaching material, its practical implications and its usefulness await confirmation in further investigations.

The action research in this study was aimed at improving practices, understandings and situations. Evaluative feedback led to a revamping of the materials. To what extent did the action research also lead to an interaction between practice and theory, that allowed both theory to be enriched, and practice to be further developed? Chief among the observations in this study is that, although an attempt was made to address the shortcomings of the developed materials, the justification for the redesigned set of materials rested on theoretical criteria and the newly introduced *National Curriculum Statement*. It is generally agreed that theory and practice should be integrated and therefore, without proper implementation in the classroom, the effectiveness, relevance and value of the redesigned set of materials in a scarce resource environment may remain debatable. However, it was beyond the scope of this study to evaluate the appropriateness of the redesigned set of materials. The important point that needs to be recognised, then, is that a materials writer cannot disregard or ignore the practical nature of a teaching and learning environment and its influence on the developed materials, which might result in gaps between theory and practice. Therefore, further studies and investigation will be required to ensure validation for the final developed set of materials (Chapter 8), as well as to determine the efficacy of these materials.

If one has to sum up today’s (2004) teaching environment, it is that it is characterized by **change**. The introduction of the *National Curriculum Statement* is an example of such change. With the implementation of this new curriculum, the Department of Education visualises that all teachers and other educators should become “key contributors to the transformation of education in South Africa” [National Curriculum Statement Grades 10-12 (General), 2003: 5]. Unquestionably, this visualisation of the role of teachers in teaching and learning is commendable. However, the point here is

simply whether teachers will use the curriculum to transform their teaching, or whether they will merely fall back into their old ways and beliefs, by resisting change. Critical reflection, as discussed in Chapter 8, section 8.3, has raised a number of issues in this regard. A critical stance towards the significance of the new curriculum in further research might be useful.

Other recommendations regarding the newly implemented curriculum are tied up with the widespread practice of teachers to discard the guiding principles of syllabuses and curriculum in favour of regarding previous year-end examination papers as learning materials or as a ‘handbook’. In fact, this was the case in this study. Apparently the learners hardly ever received other learning material than previous examination papers, and a few handouts about their prescribed book, *Kinders van die aarde*. We have learned from the discussions in the previous chapters (Chapter 4, section 4.4.1.2; Chapter 6, lesson 7 Observation) that the regular Afrikaans teacher felt unsure about the Afrikaans syllabus and therefore opted to structure her lessons and tests on the final National examination papers of previous years. Moreover, it is likely that her interpretation of the syllabus was substantially influenced by her authoritarian approach, as well as her lack of proficiency in Afrikaans (Chapter 7, section 7.2.1 and section 7.2.4), and therefore she probably felt more comfortable to teach the learners *about* Afrikaans, than to provide opportunities for the learners to use the target language (Chapter 7, section 7.2.2).

As we noted above, teachers are often found to be ignorant about the syllabus or curriculum, and plan their teaching activities exclusively around the information contained in these examination papers. They feel that this is justified by the quest for symbols and good matriculation results. So, considerable teaching time is spent on coaching learners in the skills of answering examination papers. Davidoff and Van den Berg (1990: 20) correctly point out that the greatest obstacle in innovative teaching is the “threat of the ever-present exams”. Moreover, teachers are “pressurised to deliver the goods”, a notion that is the trademark of traditional teaching (Davidoff and Van den Berg (1990: 11). The irony of this is, of course, the fact that the emphasis is then more on preparing the learners for better results and symbols (which are seen as a reflection of a teacher’s outstanding teaching abilities), than on providing the learners with opportunities to practice the target language.

Perhaps the reason for this common practice is the fact that examination papers are set the same way year in, year out. This could be an interesting topic for further research and could perhaps be expanded to investigate ways to address the problem of the exclusive use of examination papers as learning material, and suggest alternatives that would combat such practices.

If one considers the learners' pass rate of 73% in Afrikaans during the matriculation examination, one cannot help but express some concern. As pleased as I (as well as the principal) was with this fine achievement, it is somewhat alarming that such an accomplishment was possible in view of the fact that the learners' proficiency levels averaged Grade 4/5 on a standardised literacy test. We have also learned that there was a 100% pass rate in the other language subjects (see Figure 5.7). If we consider the learners' proficiency in English as displayed in some examples given in previous chapters, questions arise also about their language proficiency in English. Obviously, this brings the issue of standards to the fore, which is an ongoing debate in education in South Africa. In a recent article, Van Rensburg and Weideman (2002) highlight the language proficiency dilemma among young South Africans and predict that the situation is likely to worsen. In order to meet the challenge, the situation necessitates consideration to curriculum issues, classroom practices, instructional contexts, teaching and learning materials and beliefs about language learning and teaching (Van Rensburg & Weideman, 2002: 152-164). All of these aspects and their practical implications on language learning and teaching were addressed during the study. I am in agreement with Van Rensburg and Weideman (2002: 160) that the role players most likely to bring a solution are parents, government, and especially learners and teachers because "they have the daunting responsibility of bringing about changes within what is often a negative framework and a set of conditions that is detrimental to learning and teaching".

The study has attempted to show how to design appropriate and relevant teaching materials guided by a set of criteria. Thus, through different action research cycles, the developed materials were scrutinised in terms of the theoretical criteria, implemented in the classroom to establish their effectiveness, and refined to suit the proficiency level of the particular learners. The stipulated criteria proved to be useful and provided the materials writer with guiding principles for the design and

development of appropriate and relevant materials for enhancing learners' proficiency in an additional language. Full comprehension of these mechanisms may add appreciably to our understanding of the process of developing appropriate and relevant materials. Thus, the criteria for developing materials themselves also seem worthy of further, detailed study.

This intervention programme has provided me with an enriching and rewarding experience. My sentiments regarding the action research undertaken in the study are summed up by Carr and Kemmis (1986: 182) in the following way:

Any action research study or project begins with one pattern of practices and understandings in one situation, and ends with another, in which some practices or elements of them are continuous through the improvement process while others are discontinuous (new elements have been added, old ones have been dropped, and transformations have occurred in still others).

I am grateful for what I have learnt from this action research project, which has enabled me to improve my teaching, and my materials design abilities. Mistakes have been made, but lessons have also been learnt in the process. I hope that the knowledge gained through the establishment of a set of criteria for the development of resources and materials for teaching Afrikaans in a scarce resource environment will be applicable to similar contexts.

It is often said that there are those who know and those who don't want to know. If the latter remains the predominant attitude of the majority of teachers, and we prove to be so uninspired, self-centred and resistant to change, there can be no growth and empowerment. But, if language teachers are prepared to take a critical look at their own style(s) of teaching, at their beliefs and their assumptions about learning, and are willing to change accordingly, the knowledge gained constitutes the basis for becoming true professionals.

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APPENDIX A

ADDISIONELE INLIGTING:

❖ Hou jy van Afrikaans?

❖ Waarom?

.....

❖ Is jy tevrede met jou Afrikaanse punte?

❖ Wil jy jou Afrikaanse punte nog verder verbeter?

❖ Waarom?

❖ Lees jy Afrikaanse boeke/koerante?

❖ Verskaf naam/name van die boeke/koerante wat jy lees.

.....

❖ Kyk jy na Afrikaanse televisieprogramme?

❖ Waarom?

.....

❖ Noem die Afrikaanse programme waarna jy graag kyk.

.....

❖ Praat jy Afrikaans by die huis en met wie?

.....

❖ Kan jou ouers Afrikaans praat?

.....

APPENDIX B

EVAT DIAGNOSTIC REPORT**EVAT-BEHOEFTYPEILING**

22 April 2002

Hoërskool X Soweto

K Klankleer D Diktee S Basiese syfervaardigheid 46 Taal en grammatika van ruimtelike oriëntasie	L Leesbegrip SS Sinsluiting WK Woordeskat in konteks TOT Totaal GR Graderingsgraad
--	---

Learner	K	D	S	46	L	SS	WK	TOT	GR
1	3	1	9	3	4	0	0	20	3
2	3	3	6	5	6	1	0	24	4
3	6	4	8	6	9	1	3	37	5
4	5	1	7	4	9	1	0	27	4
5	4	0	8	2	5	0	0	19	3
6	5	1	8	2	10	1	0	27	4
7	2	1	6	7	8	0	0	24	4
8	4	3	9	4	6	0	0	26	4
9	4	0	6	6	7	1	0	24	4
10	8	4	9	10	13	1	0	45	6
11	4	2	6	3	7	1	0	23	4
12	3	0	3	1	6	1	0	14	3
13	4	1	3	4	9	1	0	22	4
14	4	0	7	1	2	0	0	14	3
15	4	2	8	5	3	1	1	24	4
16	1	0	7	1	1	0	5	15	3
17	4	1	7	4	5	1	2	24	4
18	5	1	7	3	6	0	2	24	4
19	3	0	4	1	2	0	0	10	2
20	5	5	6	10	9	2	2	39	5
21	3	1	5	2	2	0	0	13	2
22	2	0	7	5	3	0	0	17	3
23	2	2	5	0	5	1	2	17	3
24	5	3	6	8	10	0	5	37	5
25	3	1	7	4	6	0	1	22	4
26	3	1	6	5	11	0	0	26	4
27	3	0	7	1	6	0	3	20	3
28	4	0	7	2	5	0	1	19	3
29	4	0	8	4	7	0	0	23	4
30	5	1	7	3	7	0	1	24	4
31	5	2	9	3	8	0	1	28	4
32	3	0	7	2	7	1	0	20	3
33	5	1	4	3	6	0	0	19	3
34	4	2	7	6	7	1	5	32	5
35	4	4	6	5	10	0	3	32	5
36	7	6	8	6	16	2	2	47	7
37	4	0	5	3	4	0	0	16	3

Learner	K	D	S	46	L	SS	WK	TOT	GR
38	2	4	5	5	6	0	0	22	4
39	4	1	4	2	8	0	0	19	3
40	6	2	6	6	10	1	0	35	5
41	3	0	8	4	8	0	1	24	4
42	3	0	7	1	3	0	1	15	3
43	4	0	6	3	10	1	1	25	4
44	6	0	4	3	4	0	0	17	3
45	2	3	7	5	1	0	1	18	3
46	3	0	10	3	3	0	0	19	3
47	1	1	7	2	6	0	1	18	3
48	3	0	8	2	5	0	3	21	3
49	3	0	8	3	5	0	0	19	3
50	5	1	8	2	6	0	0	22	4
51	6	1	9	6	1	0	0	23	4
52	5	0	8	3	1	0	0	17	3
53	5	2	8	6	4	1	0	26	4
54	4	0	7	2	5	0	0	18	3
55	3	0	6	4	8	0	4	25	4
56	2	0	7	2	8	0	5	24	4
57	5	5	7	7	7	1	0	32	5
58	4	1	9	8	4	2	1	29	4
59	3	0	7	3	4	0	0	17	3
60	5	2	7	4	7	1	0	26	4
61	4	0	3	3	2	1	0	13	2
62	6	4	9	6	6	1	0	32	5
63	2	0	6	2	7	1	0	18	3
64	3	3	8	9	7	2	0	32	5
65	3	0	6	6	9	0	1	25	4
66	3	0	9	6	10	1	0	29	4
67	2	0	6	3	6	0	0	17	3
68	7	3	8	5	13	1	0	37	5
69	4	2	7	7	3	0	9	32	5
70	4	1	7	4	8	1	5	30	4
71	2	0	5	3	1	0	0	11	2
72	5	0	5	2	4	0	0	16	3
73	2	1	9	5	0	1	0	18	3
74	6	2	8	3	7	0	0	26	4
75	4	1	5	5	5	0	0	20	3
76	5	1	6	6	5	1	0	24	4
77	2	0	6	4	9	0	0	21	3
78	2	0	6	2	7	1	0	18	3
79	4	0	6	4	6	0	0	20	3
80	4	1	5	2	8	0	0	20	3
81	3	2	7	3	7	0	3	25	4
82	5	2	7	6	9	1	1	31	5
83	1	0	7	2	9	0	0	19	3
84	-	-	-	-	-	-	-	-	-
85	-	-	-	-	-	-	-	-	-
86	-	-	-	-	-	-	-	-	-
	4/10	1/10	7/10	4/10	6/20	1/10	1/30	23	4

APPENDIX C

EVAT DIAGNOSTIC REPORT**EVAT-BEHOEFTYPEILING**

14 Augustus 2002

Hoërskool X Soweto

K	Klankleer	L	Leesbegrip
D	Diktee	SS	Sinsluiting
S	Basiese syfervaardigheid	WK	Woordeskat in konteks
46	Taal en grammatika van ruimtelike oriëntasie	TOT	Totaal
		GR	Graderingsgraad

VERGLK Vergelyking tussen twee peilings

Learner	K	D	S	46	L	SS	WK	TOT	GR	Verglk
1	-	-	-	-	-	-	-	-	-	-
2	4	4	7	8	6	0	2	31	5	+7
3	4	8	8	5	10	2	6	43	6	+6
4	8	6	8	4	8	1	5	40	6	+13
5	3	0	8	4	8	0	3	26	4	+7
6	6	2	8	3	7	1	0	27	4	0
7	3	0	7	7	6	1	6	30	4	+6
8	-	-	-	-	-	-	-	-	-	-
9	3	1	7	4	6	1	4	26	4	+2
10	7	5	9	10	12	4	0	47	7	+2
11	4	1	9	4	8	0	2	28	4	+5
12	4	1	5	2	4	0	2	18	3	+4
13	2	0	6	2	5	1	7	23	4	+1
14	3	1	7	2	9	0	6	28	4	+14
15	3	1	7	8	9	1	2	31	5	+7
16	3	0	6	3	3	0	1	16	3	+1
17	2	5	7	5	6	2	9	36	5	+12
18	-	-	-	-	-	-	-	-	-	-
19	4	3	5	0	1	1	3	17	3	+7
20	5	4	7	7	13	2	7	45	6	+6
21	6	1	5	3	6	0	3	24	4	+11
22	2	0	7	1	10	1	3	24	4	+7
23	5	0	6	4	1	1	5	22	4	+5
24	6	1	7	1	5	0	3	23	4	-14
25	6	1	7	5	8	0	5	32	5	+10
26	6	1	8	10	17	0	3	45	6	+19
27	3	0	8	3	10	0	1	25	4	+5
28	3	0	7	2	11	0	3	26	4	+7
29	4	1	7	3	2	0	2	19	3	-4
30	3	5	7	4	10	0	6	35	5	+11
31	-	-	-	-	-	-	-	-	-	-
32	4	0	7	0	4	0	1	16	3	-4
33	-	-	-	-	-	-	-	-	-	-
34	7	6	7	7	14	0	4	45	6	+13

35	7	8	7	8	8	1	3	42	6	+10
36	5	6	9	7	15	4	4	50	7	+3
37	-	-	-	-	-	-	-	-	-	-
38	3	4	5	4	8	0	6	30	4	+8
39	6	0	7	2	6	0	5	26	4	+7
40	-	-	-	-	-	-	-	-	-	-
41	2	0	8	3	3	1	9	26	4	+2
42	4	0	5	1	8	0	10	28	4	+13
43	6	5	4	3	10	1	3	32	5	+7
44	-	-	-	-	-	-	-	-	-	-
45	5	5	6	3	4	0	4	27	4	+9
46	4	4	3	2	7	1	4	25	4	+6
47	1	1	7	2	10	0	6	27	4	+9
48	3	0	9	4	7	0	0	23	4	+2
49	3	1	8	5	9	0	0	26	4	+7
50	-	-	-	-	-	-	-	-	-	-
51	4	1	6	5	10	1	7	34	5	+11
52	4	0	8	5	6	2	2	27	4	+10
53	6	5	9	6	9	0	0	35	5	+9
54	5	0	8	2	8	0	5	28	4	+10
55	6	1	7	2	12	0	3	31	5	+6
56	4	0	6	4	5	0	0	19	3	-5
57	-	-	-	-	-	-	-	-	-	-
58	4	3	8	10	5	2	3	35	5	+6
59	-	-	-	-	-	-	-	-	-	-
60	5	3	9	7	11	1	9	45	6	+19
61	-	-	-	-	-	-	-	-	-	-
62	4	4	6	5	6	1	6	32	5	0
63	3	0	7	2	7	0	2	21	3	+3
64	4	0	9	9	14	1	1	38	5	+6
65	3	0	5	6	5	0	4	23	4	-2
66	-	-	-	-	-	-	-	-	-	-
67	5	0	5	4	6	0	3	23	4	+6
68	3	3	8	9	12	2	2	39	5	+2
69	5	3	9	9	13	0	5	44	6	+12
70	6	6	6	3	8	0	2	31	5	+1
71	3	1	6	2	0	0	3	15	3	+4
72	5	0	5	1	10	0	3	24	4	+8
73	-	-	-	-	-	-	-	-	-	-
74	-	-	-	-	-	-	-	-	-	-
75	3	0	8	3	13	1	3	31	5	+11
76	7	3	7	6	9	1	4	37	5	+13
77	5	0	7	5	6	0	6	29	4	+8
78	-	-	-	-	-	-	-	-	-	-
79	-	-	-	-	-	-	-	-	-	-
80	-	-	-	-	-	-	-	-	-	-
81	4	4	7	3	10	1	2	31	5	+6
82	4	3	6	6	7	2	4	32	5	+1
83	3	0	6	3	9	0	1	22	4	+3
84	3	0	1	5	8	0	3	20	3	-
85	3	0	4	1	3	0	0	11	2	-
86	-	-	-	-	-	-	-	-	-	-
Gemiddeld	4	2	7	4	8	1	4	29	4/5	

APPENDIX D

DIARY

LES 1 25 April 2002

Leerlinge: 84

Gesprek met onderwyseres:

1. Sy noem dat leerlinge nie van Afrikaans hou nie (leerlinge voel hulle het nie Afrikaans nodig nie omdat hul dit nie in alledaagse lewe gebruik nie).
2. Sy sukkel dat leerlinge huiswerke doen.
3. Leerlinge is traag om Portfolios saam te stel.
4. Vorige week het leerlinge baie swak gevaar met 'n toets (punte het gewissel van 1 - 15) (hoogste).
5. Noem leerlinge het nie Afrikaans op Laerskool geleer nie.
6. Onderwyseres baie moedeloos met situasie.
7. Noem Graad 9 is 'n beter groep (Afrikaans op Laerskool gehad).
8. Sy noem dat Taalkunde (woordeskat en reëls) die grootste probleem is.
9. Bespreking na klas: leerlinge nie gewoond om Afr. in klas te praat nie (sy hou nie daarvan nie) en hul wil ook nie Afrikaans praat nie.

Opmerkings:

1. Uitslae van EVAT behoeftepeiling nog nie beskikbaar nie. Besluit op agtergrondinligting te verkry en as inleiding, CV te behandel met leerlinge. Agterop ook my vraelys om houding en motivering te bepaal.
2. Groot groep leerlinge - maak beweging tussen leerlinge moeilik. Kan problematies wees.
3. Afrikaans is baie swak. (Verstaan en praat). Woordeskat is minimaal.
4. CV vorms invul duur bykans 45 minute. Leerlinge verstaan nie basiese Afrikaanse woorde nie.
5. Houding van leerlinge - sommiges heel positief en gee samewerking; ander is weer baie onseker, skepties en onbelangstellend. Aanvanklik slegs onderwyseres genader met vrae/probleme. Later my wel begin vrae vra.
6. Leerlinge geammuseerd en verbaas dat hul wel in die klas mag praat. Tog ook bang en huiwerig omdat hul Afr. so swak is. Sommiges praat egter net Sesotho of Zulu.
7. Dit is 'n enorme taak wat op my wag! Dit sal vasbyt kos om enigsins 'n verandering te kan maak!

LES 2 2 Mei 2002

Leerlinge: 86

Gesprek met onderwyseres:

1. Afrikaans is verpligtend.
2. Sommige leerlinge het slegs vanaf Graad 6 Afrikaanse taalonderrig ontvang – wel ook gevalle slegs 2 jaar gelede (\pm vanaf Graad 10). Ook leerlinge wat Laerskool/of skool bygewoon het in gedeeltes waar Afrikaans nie onderrig word nie.
3. Sy noem weer dat geen “mondeling” in klas plaasvind nie omdat “leerlinge nie wil praat nie”. (Ons gesels oor die situasie en ek verduidelik of sy al ooit as alternatiewe interaksie in pare probeer het. Sy noem dat sy nie dit wil doen nie, en ook nie daarvan hou nie. Sy voel dat leerlinge so maklik sal hand uitruk.
4. Sy praat Afrikaans ook nie heeltemal vlot nie. Sy is taamlik mismoedig.
5. Sy neem notas gedurende les en vra of sy ekstra onderhoudkaartjies kan kry om te gebruik vir Graad 10.
6. 'n Ander Afrikaanse onderwyseres (Graad 5) vra dat ek asseblief op 'n band die letters van die alfabet sal opneem sodat sy die regte uitspraak kan hoor.

Opmerkings:

1. Die skoolhoof gaan praat met leerlinge en verduidelik dat die ekstra klasse tot hul voordeel is en dat hy geen moeilikheid van hul wil hê of sal duld nie. (humoristiese insident: seun klim deur opening in deur; laatkommer word geroskam en leerlinge moet in hul spore trap).
2. Leerlinge is baie stiller, bereid om saam te werk en gee aandag.
3. Leerlinge werk ook beter saam, praat/vra 'n bietjie meer vir hulp.
4. Leerlinge onthou redelik woorde van vorige keer.
5. Vertel storie van Kappie die Houtkapper. Vra 6 vrae wat leerlinge mondeling moet beantwoord. Bespreek en verduidelik antwoorde. Hul geniet die aktiwiteit. Wys op spelling. (Tipe begripstoets, maar leerlinge moet mondeling beantwoord om hul aan te moedig om Afrikaans te praat). Aanvanklik, slegs 'n paar bereid om te antwoord, maar die situasie verbeter later.
6. Verwys weer na vorige les (CV): Vestig aandag op sekere algemene begrippe: bv. die verskil tussen (maklik/moeilik); goeie/interessante; verstaan/ hoor/ praat ens.
7. Behandel die korrekte plasing van werkwoord : Hy is slim. / Die boom was groen. / Die fiets is rooi. (leerling vra betekenis van fiets). Spelling: fiets versus viets – verduidelik.
8. Behandel weer woorde in CV getuigskrifte, verwysings, belangstellings, geslag, kwalifikasies ens.
9. Blaai bord: Advertensie. Sonskyn handelaars. Bespreek betekenis van woorde in advertensie.
10. Blaai bord: Bespreek vereistes vir vakante poste: verteenwoordiger en Boekhouer.

11. Verduidelik hoe die rolspel sal plaasvind. Ek is onderhoudvoerder en onderwyseres is aansoeker. Leerlinge geniet dit baie. Onderwyseres sukkel met die rolspel en is baie op haar senuwees. Tyd te min om onderhoude te doen.
12. Sluit af met idioome / uitdrukkings: *Aanhouer Wen en Tou opgooi*. Leerlinge vind dit nogal interessant. (Verwys na die gebruik daarvan in *Sewende Laan*)
13. Ek het leerlinge van die begin af gekomplimenteer met "Shine, shine, shine", wat hul baie pret verskaf het. Vandag het ek dit verander na "Goed, beter, beste!" Leer hul sommer ook die trappe van vergelyking.
14. Ek vra dat onderwyseres woorde & spelling van lesse wat ek doen, weer so bietjie in klassituasie sal herhaal, maar ek twyfel of sy dit sal doen.

LES 3 9 Mei 2002

Leerlinge: 24

Onderwyseres: Afwesig

Opmerkings:

1. As gevolg van Hemelvaartdag is byna helfte van personeel en leerders afwesig om kerkdienste by te woon.
2. Minder leerlinge in klas bied geleentheid om 'gesprekvoering in pare' te verduidelik en toe te pas.
3. Baie van die leerlinge groet my in Afrikaans met inkom in die klas.
4. Gesels as inleiding oor koue weer wat so skielik gekom het. 'n Paar leerlinge probeer reageer op die opmerking van die weer.
5. Lees 'n storie oor Paul en Fred twee maal. Leerlinge beantwoord 7 vrae skriftelik. Maak baie foute, alhoewel leesstuk baie eenvoudig is.
6. Spel antwoorde op bord en verduidelik menings: Kampeer, vakansie, broers, vriende, tent, opslaan, vuurtjie (uitspraak), vuurhoutjie, aansteek, wind, rukwind, bars 'n storm los, boom, papnat, skuur.
7. Behandel ontkenning (dubbel nie). Moenie verloor nie. Ek het nie geweet nie.
8. Deel kaartjies vir onderhoudvoering uit – verduidelik hoe onderhoudvoering moet plaasvind. Bespreek wat is betekenis van woorde op kaartjie. Wys ook op hoflikheidsaanspreekvorm: jy/ u ens.
9. Onderhoude is krom en skeef, maar almal doen hul bes. Leerlinge vra tog my hulp as hul vashaak. Oor die algemeen is hul positief omtrent die praterij. Merk op dat 2 leerlinge 'n woordeboek het en woorde opsoek. Een van die dogters raak sommer baasspelerig toe haar maat sukkel om haar te antwoord omdat sy in die woordeboek na woorde soek. Sy betig die maat met vingerwysing en "Jy moet praat!"
10. Een leerling spring op en groet maat met die hand. Ander staar grootoog. Toe ek positief reageer op die groetery van die 'onderhoedvoerder', volg die ander ook haar voorbeeld.

11. Op 'n vraag van die onderhoudvoerder – “In watter pos stel u belang?” antwoord die ‘aansoeker’ (hand onder die mus en al kopkrappend) “onderwyser”. Die onderhoudvoerder word onkant gevang en is nou skoon die kluts kwyt. Hy herhaal weer die vraag en kry dieselfde antwoord. (“Information gap” situasie op sy beste, en nie een van die twee weet nou verder!) Ek kon gelukkig die saak beredder: wys die ‘aansoeker’ daarop dat vir die spesifieke ‘pos’ dit slegs gaan oor ‘boekhouer’ of ‘verteenwoordiger’, tot groot verligting van die ‘onderhoudvoerder’, want nou kan hy sy kaartjie gebruik om verdere vrae te stel. (‘aansoeker’ kies toe pos as ‘boekhouer’).
12. Deel prentkaarte uit. Verduidelik dat maat nie mag weet wat op kaartjie is nie. Elkeen kry dan 'n beurt om aan maat te verduidelik wat is die prent, en maat moet dan raai. Leerlinge geniet dit baie en kommunikeer al beter. Groot vreugde indien een reg raai!
13. Kom agter dat alhoewel woorde maklik is en nie uit meer as drie tot vier letters bestaan nie, daar tog leerlinge is wat onseker is oor spelling. Leerlinge vra ook meer geredelik vir my oor korrektheid van spelling van hul prent. In die verbyloop hoor ek twee dogters spook met “cheese”. Ek wys hul daarop dat hul Afrikaans moet praat - die een wat die prent moet beskryf sê toe dat maat haar nie verstaan nie want haar prent is “Naas”! 'n Seun kom ook ewe vinnig van agter in die klas na my toe en vra ewe vertroulik of sy prent dan nou 'n “wiel” of 'n “tyre” is!
14. Leerlinge vul nou die woorde in op hul kaarte. Volgende, indien ek die prent noem wat op hul kaartjie is, moet hul aandui dat hul die prent het. Behandel op dié manier, begrip, luistervaardighede asook spelling.
15. Leerlinge moet met hul 2 woorde 2 sinne maak. Sinne baie swak.
16. Leer nuwe idioom: Bokant my vuurmaakplek
17. Merk op dat leerlinge werklik 'n poging aanwend om met mekaar Afrikaans te praat met die verwisseling na ander klas.

LES 4 16 Mei 2002

Leerlinge: 82

* Koerante weens misverstand nie afgelewer nie.

1. Leerlinge gaan later as gewoonlik na klasse. Leerlinge dra nog tafels en stoele aan en ek kan eers 08:20 met klasgee begin. Leerlinge is onrustig en lawaaierig. Ek merk op dat sommiges nog besig is om te leer vir 'n toets wat later geskryf sou word. Ek wonder of dit nie 'n hopelose saak is nie!
2. Deel TSA lêers uit aan leerlinge. Eerstens is hul verstom en tweedens kan hul nie mooi begryp wat die doel is daarmee nie, want daar is dan nie papier in nie!
3. Lees storie oor *Fikele* en leerlinge moet notas maak. Meisies veral beïndruk met storie. Leerlinge moet nou aan maat die storie vertel. Leerlinge sukkel! Onderwyseres sê dat leerlinge nie die storie “mooi gehoor” het nie. Ek lees

- storie weer. Leerlinge beantwoord 6 vrae skriftelik. Sommiges verkies om mondeling te antwoord in plaas van te skryf. Ek moet hul daarop wys dat dit eerder skriftelik gedoen moet word. Dit gaan redelik goed met die beantwoording. Leerlinge hou van "Goed, beter, beste!" opmerkings en doen mee.
4. Kan nie met koerante in die klas werk soos ek beplan het nie. Moet skielik ander plan maak! Behandel sommer die alfabet. Leer Afrikaanse terme vir klinders en medeklinders. Skryf alfabet op bord. Leerlinge moet medeklinders verskaf. Let op uitspraak. Los doelbewus 'n paar medeklinders uit - 1 leerling kom dit agter. Herhaal proses en vul res in.
 5. Verskaf op bord letters p, s, a, v. Leerlinge moet ± 5 woorde van elkeen maak en neerskryf. Weereens is sommige so gretig dat hul eerder dit uitroep as neerskryf. Vra leerlinge hul voorbeelde en hul verskaf dit met groot vrymoedigheid en entoesiasme. Opvallend dat diegene wat nog nooit in klas gereageer het nie, nou wel meedoen. Ek skep weer moed!
 6. Tweeklanke word op bord geskryf aa, oe, ie, uu. Leerlinge moet nou \pm vyf woorde vorm en neerskryf. Herhaal mondeling hul voorbeelde - dieselfde reaksie as vorige keer. Veral as ek positief reageer op antwoorde, word daar met nog groter entoesiasme woorde verskaf. Die onderwyseres noem aan my dat sy niks daarvan hou as leerlinge so "raas" nie.
 7. Interessant: slegs twee voorbeelde van samestellings deur leerlinge verskaf, nl. personeelkamer en velkaros. Meeste leerlinge in klas weet nie wat lg. beteken nie, en ek verduidelik die betekenis.
 8. Herhaal weer vorige les se vuurtjie en vuurhoutjies / bietjie. Die uitspraak bly maar 'n probleem. Ek voel les tog waardevol - taalvaardighede verbeter, so ook atmosfeer en motivering.
 9. Die hoof vra uit na dissipline en sê dat daar opgetree sal word indien hul nie luister nie.
 10. Die koerantaflewing bly probleme verskaf en maak dit moeilik om lesse daarop te skoei. Sal regtig by TSA mense moet uitvind wat is aan die gang en hoe dit vorentoe die klasgee gaan raak!

LES 5 23 Mei 2002

Leerlinge: 74

1. Leerlinge is besig met 'n toetsreeks en is dus meer geïnteresseerd om nog te leer of huiswerk te doen. Die onderwyseres noem dat mens maar altyd die kinders in die hoeke moet dophou (blyk dus 'n algemene praktyk te wees).
2. Begin van klas - leerlinge baie raserig. Een dogter (voor regs in klas) lees nie begripstoets, maar besig om te leer vir toets. Ek wys haar daarop dat sy moet begin lees. Sy is egter nie lus om gehoor te gee nie. Later terwyl ek iets verduidelik raas die groep en ek maak hul toe stil met "Thula". Dit het 'n verbaasde dog positiewe stilte opgelewer. Hul samewerking daarna was nogal opmerklik!

3. Begripstoets: *Luzuko die swaeltjê*. Leerlinge moet stuk lees, maar sukkel. Party is sommer negatief (juis omdat hul sukkel). Neem lank en onderwyseres sê leerlinge verstaan nie die geskrewe stuk nie en ook nie die vrae nie. Sy sê 'n mens moet altyd verduidelik en hulle voortdurend help.
 4. Leerlinge moet storie aan maat vertel en dan rolle ruil. Leerlinge sukkel regtig baie. Duidelik hul het geen ondervinding in kommunikatiewe take. Leerlinge is baie negatief en knorrig. Sukkel om te lees. Stresvlakke van leerlinge neem toe.
 5. Probeer deur klas beweeg en hulp verleen. Leerlinge wel bereid om vrae aan my te stel. Wend tog pogings aan om hul in Afrikaans uit te druk. Besluit op ander tegniek.
 6. Leerlinge kry elkeen kaartjie om op die leesstuk te plaas en 'n blokkie te trek. Die tabel onder aan bladsy: een kolom word x gemerk en die ander ✓. Leerlinge moet nou al die woorde wat in blokkie voorkom indeel in woorde wat "ek ken" (✓) en "nie-ken-nie" (x). Leerlinge doen gretig mee want dit is anders as gewone klasaktiwiteite. Leerlinge ook glad nie skaam om woorde in die 'ken nie'-kolom te skryf nie. (Woorde wat half, of byna uit blok is, word as binne die blok beskou - heelwat leerlinge vra my daarna uit.
 7. Leerlinge wys graag hul lys van woorde vir my. Roep my selfs nader dat ek daarna moet kyk.
 8. Leerlinge moet nou twee sinne maak met die woorde in 'ken' kolom. Wys hul daarop dat meer as 1 woord uit die lys in 'n sin gebruik mag word. Een dogter roep my vinnig nader om te verneem of haar sin korrek is want sy het 3 woorde in een sin gebruik. Baie in haar skik met haar poging, veral toe ek haar nog boonop prys!
 9. In 'n ander geval vra 'n dogter wat is "visit" in Afrikaans - Sy skryf toe 'kire' en ek skryf die korrekte woord vir haar neer. Baie in haar skik deel sy die nuwe kennis toe met haar maat. Twee ander leerlinge stry oor korrekte voorsetsel en roep my nader: Die water was baie en die huis. Ek help reg en verduidelik. Sy korrigeer dadelik haar sin.
 10. Begripsvrae: leerlinge moet eers weer stuk lees en dan vrae beantwoord. Sukkel om formulering van vrae te verstaan.
 11. Ek stop hul en gee net kortliks aanduidings wat "omkering", "nie korreke nie", "teenoorgestelde" beteken. Moedig hulle aan om hul bes te probeer.
 12. Uiteindelik die beloofde koerante! Nie geweet of dit sal gebeur nie, en dus die les daarsonder beplan. Deel Beeld aan elkeen uit. (Eksamenhulp daarin). Leerlinge baie in hul skik daarmee. Leerlinge toenemend bereid om my te help om goed uit te deel.
 13. Een seun het dadelik sy maat die drankadvertensie in die koerant gewys. Ek merk toe grappenderwys op "O - Nee!" - Hy het dit nogal geniet.
 14. Ek noem aan onderwyseres en skoolhoof dat ek voortaan nie meer tasse en boeke by leerlinge wil toelaat nie, maar dat dit eerder voor in die klas neergesit moet word. Onderwyseres stem saam en sê sy sal toesien dat dit so gereël word.
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LES 6 30 Mei 2002

Leerlinge: 74 (Res besig met 'n Engelse toets)

1. Nie genoeg tafels en stoele in klas. Leerlinge neem lank om nog tafels en stoele in te dra. Al die tasse en ekstra boeke is deur onderwyseres en paar leerlinge voor in die klas gepak. Slegs TSA lêers en skryfgoed op banke. Dit is stukke beter!
2. Begin eers 08:20 met les. Deel hul begripstoets van vorige les uit. Een dogter doen alles in haar vermoë om met my oogkontak te maak sodat sy vir my kan groet (in Afrikaans)
3. Seun (met advertensiebylaag oor drank) het die advertensie weer gebring en wys dit weereens aan maats. Ek gesels toe met hom daarvoor en vra of hy toe iets gaan koop het waarop hy "Nee, Mevrouw" antwoord. Sy maat lag te lekker en sê "Ja, ek dink so, Mevrouw". Ek vra hom hoe oud hy is en hy antwoord "sewentien". Ek sê toe dat hy dan gelukkig nie toegelaat sal word om te koop nie. Hulle geniet die Afrikaanse gesprek baie en ander leerlinge luister belangstellend. Atmosfeer in klas is baie positief.
4. Behandel kortliks begripstoets. Wys prente met swaeltjies asook duikplank en duiker. Verduidelik: 'n Jaar en drie maande = 15 maande. Wys waar betrokke woorde in leesstuk voorkom. By antwoord dat swaeltjie 'n voël is, vra ek hoe dit gespel word en leerlinge het allerhande aanduidings van 'n deelteken. Een seun wys met vingers bokant kop soos bv. horings en 'n ander verwys na reën. Wys ook op beskrywing "duik soos 'n swaeltjie".
5. Bladsye met invulwerk word uitgedeel. Leerlinge baie opgewonde oor die materiaal. Ek noem dat ons vandag speel-speel gaan leer. Leerlinge baie positief. Met heel 1ste oefening het 'n seun (agter in klas) opgestaan en in Afrikaans gevra "Wat ons nou moet doen?" Leerlinge geniet dit dat hy Afrikaans praat.
6. Invul van t of d. Behandel antwoorde. Volgende word f of v ingevul. Gee reël: Die letter v staan nooit aan die einde van 'n woord nie. Baie leerlinge vinnig klaar. Leerlinge sê woord (let op betekenis en uitsprake) en ek skryf op bord. Wanneer korrek, begin leerlinge spontaan met "Goed, beter, beste". Indien verkeerde antwoord, word met oorgawe aangedui dat hy/sy nou verkeerd was. Ietwat luidrugtig, maar gemoedelike samewerking. Sommiges begin sommer vooruit werk. Ek moet leerlinge selfs maan om nie verder in te vul nie, maar te wag.
7. Invul van ei / y / ui verloop so ietwat stadiger - Hul dink so bietjie langer en ek merk dat hul meer foute maak het. (die klein yskas is in die kombuis). Verduidelik die spelling van woorde met die gebruik van die ander woorde in blok bv. "As ek klaar druïwe gepluk het, is my hande vuil"; "Konfyt op die brood"; "As ek te veel aarbeie en druïwe geëet het, kry ek maagpyn (hulle wys sommer spontaan - lyftaal) en as ek maagpyn het is dit eina" - Baie herhaal "eina" met bypassende gesigsuitdrukkings.

8. Volgende aan die beurt is die blokkiesraaisel. Leerlinge werk in pare en mag met mekaar gesels oor die moontlike antwoorde. (Wat dink jy? Hoe spel mens dit? ens.)
 9. Bespreking van antwoorde: Leerlinge doen lustig mee. Leerlinge baie entoesiasties en antwoord graag. Die onderwyseres hou weereens niks van die "lawaaï" nie en staan met 'n suur gesig, maar vra tog na klas 'n voorbeeld van oefening vir haar Graad 10's.
 10. Vra hul moet woordraaisel doen. Daar word vinnig gehoor gegee en die wat beter lees, is vinniger klaar. Ek het vandag baie minder Engels gepraat – leerlinge het vinniger Afrikaanse instruksies gevolg. Leerlinge wat klaar is roep my vinnig nader sodat ek moet kyk of dit reg is.
 11. Een seun sê aan maat in Engels dat die woorde in raaiselblok "the other way round" is – ek help hom om dit in Afrikaans te sê. Probeer dit dadelik herhaal.
 12. Dogters praat van "jaakalas" ek help reg en hul geniet dit. Een seun is bereid om elke woord uit te spreek en aan te dui waar dit voorkom. Kom staan glad voor in die klas.
 13. Verslag van (Pretoria Universiteit) met uitslae word aan die skoolhoof oorhandig. Hy herhaal weer dat die leerlinge baie sukkel met Afrikaans.
 14. Ek vra hom waarom Afrikaans nog as 'n verpligte taal op skool aangebied word. Hy noem dat as gevolg van skool se ontstaan (Militêre basis) was kinders in die skool dié van militêre personeel en van hul was afkomstig van oral oor en veral Namibië. Dus was daar en is daar nog steeds in die onmiddellike omgewing van die skool nie sprake van 'n moedertaal nie. Verder word daar by sy skool (Laer + Hoërskool gekombineer) ook Afrikaans gegee op Laerskoolvlak (tot Graad 6). Sodra leerlinge egter Hoërskool toe gaan (veral top leerlinge) woon hulle ander skole by en nie meer dié in die omgewing nie. Aan die anderkant kom leerlinge van ander skole in die Soweto omgewing weer na sy skool asook van die platteland en die leerlinge het nie op Laerskool Afrikaans gehad nie. Verder is dit die ouers wat aandrang dat Afrikaans behou moet word by die skool want indien hul die kinders wil stuur na ander skole soos bv. Krugersdorpomgewing of Sandton moet hul Afrikaans as vak hê. Die onderwysers by die skool is egter nie so in hul skik met die situasie nie (hy noem dat hul ook maar kyk na hul eie poste). Sotho en Zulu word wel daar aangebied as die derde verpligte taalvak. Hy noem dat die hele taalkwessie by die skool maar problematies is en indien ek of van die ander aan 'n oplossing kan dink ons tog moet help.
 15. Die skoolhoof is altyd baie dankbaar vir die hulp met die Afrikaans en ondersteun die projek. Hy praat en dissiplineer die leerlinge gereeld sodat hul bewus moet wees van die moeite en werk wat ingesit word om die leerlinge te help. Die personeel is ook altyd baie vriendelik en hulpvaardig.
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LES 7 6 Junie 2002

Leerlinge: 78

1. 'n Poging word aangewend om tafels/banke en stoele soos by 'n konferensielokaal te rangskik. Sukkel – hul verstaan nie mooi hoe dit sal werk nie. Daar is egter bietjie meer spasie sodat ek darem op 'n manier meer tussen leerlinge kan beweeg.
2. Deel papiere met telefoonaktiwiteit uit. Verduidelik die 1ste taak: Jou ma bel jou en vra dat jy 'n paar goed/items by die supermark gaan koop. Werk in pare en hul moet besluit op die dialoog en vul woorde/gedagtes in by betrokke spasies. Daar is ook 'n "notaboekie" gedeelte waar die items neergeskryf moet word.
3. Ek en die onderwyseres doen die rolspel. Ek is nogal verbaas dat sy ook maar nie regtig Afrikaans kan praat nie. Maak baie taalfoute en uitspraak nie te goed nie. (Sukkel met sinskonstruksie – werkwoordplasing ens.) Sy is ook baie op haar senuwees.
4. Leerlinge sukkel!! Baie vra hulp met die invul. Eerstens is die aktiwiteit vreemd, tweedens is dit vir hul ongewoon dat hul self moet besluit wat gepraat moet word, derdens verstaan hulle nie wat met die opdrag bedoel word nie. Dan is daar ook diegene wat presies wil weet waar hulle dit moet skryf. Ek kom agter dat hul heel op hul senuwees is om alles korrek te doen.
5. Ek beweeg darem beter as voorheen tussen leerlinge. Twee seuns dui aan dat hul voor in die klas wil "praat". Ek is stom en roep hul dadelik vorentoe. Ek noem dat ek dit gaan opneem op band en dit skrik hul nie af nie. Res van klas luister aandagtig. Daarna is daar dadelik 'n hele paar wat sommer vorentoe kom. Klas luister aandagtig en geniet dit baie. (Meelewend). Daar is ongelukkig tyd vir net 5 pare om voor die klas op te tree. Slegs 1ste gedeelte van aktiwiteite op uitgedeelde papiere gedoen. Vra leerlinge moet dit volgende keer saambring.
6. Onderwyseres noem na klas dat sy verbaas is dat die leerlinge bereid was om so te praat voor hul maats. Sy wys my 'n toets wat sy die vorige week vir die leerlinge gegee het – (Kwazulu Natal vraestel – baie moeilik – leerlinge sou besluit nie hond haaraf gemaak het nie).
7. Noem aan hoof dat leerlinge in Afrikaans gekommunikeer het in klas en hy is heel in sy skik.

LES 8 13 Junie 2002

Leerlinge: 51 (+ 10 laatkommers)

Onderwyseres afwesig – (tandartsafspraak)

1. Baie min leerlinge, hulle sê baie het glo griep.



2. Klas: Tafels en stoele is bo-op mekaar gestapel langs die kante toe ek en ander onderwyseres daar aankom. Ek besluit slegs stoele word in rye uitgepak, met gangetjies langs kante en in die middel. Leerlinge is verward oor rangskikking en ten spyte van my opdrag dat dit net so moet bly, kry hul dit reg om dit te 'herorganiseer' in 'n deurmekaarspul!
 3. Hele skool lyk vandag onordelik (Hoof woon 'n vergadering by en is nie daar nie). Merk op dat daar leerlinge van ander klasse tussen twee klaskamers in die son rondstaan. Leerlinge is baie raserig. Stem saam met navorsers oor invloed van omgewing en affektiewe invloede!
 4. Meeste leerlinge het wel oefeninge van vorige keer daar (die wat afwesig was kyk by maats). Ek verduidelik die volgende aktiwiteit. Leerlinge sukkel om te verstaan. Verduidelik later in Engels – lees opdrag vir hul in Afrikaans. Vertel meer ens.
 5. Leerlinge traag om aan die gang te kom. Sê hul harte is seer oor Bafana Bafana verloor het! 'n Paar probeer wel – res praat dat spoeg spat, behalwe in Afrikaans. Ek wys twee dogters daarop dat hul in Afrikaans moet praat – sy vra so ewe “not even in English?”
 6. Regtig 'n moeilike les en atmosfeer is hopeloos. Leerlinge is nie vandag gretig om voor in klas te praat nie. Die staatsmaker paar (meisie en seun) voor in die klas is bereid, maar wil nie hê ek moet hul gesprek op band neem nie.
 7. Leerlinge vra wel baie vrae en sukkel met woordeskat. Wat is “shopping bag”, “teken”, “go back” ens.
 8. Ek skuif 'n groep dogters wat so baie praat vorentoe en ek begin om pare aan te wys om dialoog te doen. Leerlinge begin stadig saamwerk en wys ook aan wie ek moet vra. Leerlinge se taalgebruik is swak! Ek is skoon moeg en moedeloos gespook vandag!
 9. Volgende aktiwiteit: Hul moet maat vra om hond buite winkel op te pas. Dit gaan nou weer ietwat makliker. Hulle praat en verduidelik aan maat. (Daar is nie geleentheid gegee om op dialoog te besluit nie - Informasie gaping)
 10. Let kortliks op taalfoute en uitspraak. Doen ook bietjie woordeskat, bv. wat is sugar, flour, matches, ens. Leerlinge geniet dit.
 11. Noem dat 'n video volgende keer gebruik gaan word – ongeloof.
 12. Met uitstap komplimenteer ek twee maats oor hul suksesvolle dialoog. Albei verleë, maar tog in hul skik. 'n Ander seun sê toe dadelik dat hy van Afrikaans hou – ek vra of hy dit by die huis praat en hy sê met sy Oupa – wel waar volgens CV inligting.
 13. Groepie dogters buite klas – probeer 'n geselsie aanknoop in Afrikaans – vra of ek gaan tee drink. Twee seuns probeer sjokolade (Quality Street) aan my verkoop. Probeer in Afrikaans onderhandel. Leerlinge se praterij met my in Afr. na klas verbaas my.
 14. Een van Afrikaanse onderwyseresse vra of ek tog nie inligting het oor voorgeskrewe werk vir haar Graad 9 klas nie. (Kinders van die aarde).
-

LES 9 20 Junie 2002

Leerlinge: 53

1. Openiing duur tot 8.30. My man gaan saam vir singery en te help met videokamera. Deel papiere met liedjies uit. Leerlinge begin dadelik lees en tydhou. Leerlinge is baie in hul noppies met videokamera.
2. Ek lees en verduidelik betekenis van sommige woorde. Rugsak - leerlinge weet dit is 'n "backpack". Leerlinge begin dadelik hardop saam lees. Ruurd sing en hul sing saam. Leerlinge geniet dit baie.
3. Ek soek na my Dina - nie te vreemd vir sommige. Sukkel bietjie met My hartjie, my liefie - maar eintlik gaan dit goed. Een van ander Afrikaanse onderwyseresse kom loer in en geniet dit baie, maar Graad 12 onderwyseres is nie so beïndruk met gebeure in klas nie. Ander Afr. Laerskool onderwyseres vra ons moet kom luister na haar klas se voordrag in Afrikaans.
4. Een seun sê hy wil solo sing - Ek soek na my Dina. Daarna vra twee dogters hul wil duet sing, maar hul sing bietjie hoog en res van klas nie so mal daaroor nie, maar leerlinge prys tog al die deelnemers.
5. Sing al 4 liedjies weer deur. Leerlinge reageer goed op al my verduidelikings in Afrikaans. Een seun staan op om 'n paar woorde te sê (hou van die kamera) en praat 'n paar ander om om saam met hom te sing.
6. Na singery: Televisieaanbieder en konsertganger aktiwiteit. Ek verduidelik hul moet 'n onderhoud voer. Ek en Ruurd doen 'n rolspel. Hulle gebruik sommer papier (opgerol) as mikrofoon. Ek beweeg deur en hul praat heel oulik Afrikaans! (Hier en daar, wel wat eerder meer Engels gebruik). vra ook weer wat is sekere woorde in Afrikaans.
7. Leerlinge wil eers tyd hê om dialoog neer te skryf voordat hul voor die videokamera die rolspel doen. Tyd egter te min.
8. Toe hul uit klas loop - begin een seun spontaan sing (Dina) en res sing lustig saam!
9. Baie aangename les!

VAKANSIE Geen klas

LES 10 18 Julie 2002

1. Betogings in omgewing van skool: brandende bande, groot klippe in pad, rook ens. Polisie daar. Ek ry tussen bande verby - ken geen ander pad en hoop vir die beste.
2. Toe ek by skool kom, sê die hoof dat ek nie moes gekom het nie en bied aan dat ek agter hom moet ry om veilig uit die gebied te kom. Les dus afgestel.
3. Ek wou graag kommunikasietaak wat ek opgestel het met leerlinge doen. Was nogal nuuskierig hoe hul dit sou behartig het. Sal kyk om dit volgende keer te doen.

LES 11 **25 Julie 2002**

Les afgestel omdat onderwyseres tyd benodig om portfolios verder te voltooi. Sy stel voor dat materiaal verskaf word wat leerlinge kan invul indien tyd dit toelaat. Tref reëlings om dit daar te kry en vra dat die ingevulde aktiwiteitsbladsye aan my besorg word.

LES 12 **1 Augustus 2002**

Leerlinge: 71

1. TSA navorsers reël vir fotonemery ± 08:30.
2. Hoof sê hul gaan my pla vandag want die Voorsitter kom die leerders toespreek om hul aan te moedig. Klas sal dus heelwat later begin. Hul sal my kom roep by die motor. Leerlinge eers 8.20 in klas.
3. Tema: Verslaggewer (as gevolg van fotonemery). Leerlinge moet kies tussen 3 situasies (prente van persone wat gestrand is op die eiland).
4. Werk in pare. Een is verslaggewer en voer onderhoud met die ander leerling, wat op eiland was. Onderhoude verloop redelik vlot. Leerlinge sukkel tog nog om hul in Afrikaans uit te druk, maar skroom nie om vir my vrae te vra nie.
5. Gedurende les was fotograaf besig met opstelling van toerusting en natuurlik het dit die leerlinge baie meer geïnteresseer. Was maar moeilik om hul aandag by les te hou. Ongelukkig is daar nie tyd vir skryf van artikel nie.
6. Die fotonemery het heel luïdrugtig en entoesiasties verloop. Ook goed ek het daarteen besluit om die vorige kommunikasietaak vandag te doen. Sou nie gewerk het met al die bedrywighede in klas en die min tyd nie.

GEEN KLAS **8 Augustus 2002**

Klas word gekanselleer omdat Engelse onderwyser leerlinge op ekskursie neem. Kon dus weereens nie die kommunikasietaak laat doen nie!! Ook skielik die einde van beskikbare tyd vir klasse. Tyd het ons ingehaal a.g.v. rekordeksamen wat reeds op 12 Augustus 2002 begin.

TOETSAFLEGGING **13 Augustus 2002**

Leerlinge: 66

1. Leerlinge alreeds besig met rekordeksamen. Hoof versoek leerlinge om spesiaal te kom vir die toetsaflegging.

2. Klas in twee groepe verdeel om aflegging te vergemaklik. Vyf en veertig leerlinge lê eerste die toets af, terwyl ek die ander groep (21) moet besig hou in ander klas.
3. Leerlinge vul die vraelys in wat ek opgestel het. 'n Hele aantal leerlinge wil hê dat ek hul kommentaar by die vraelys moet lees, en bedank my vir die hulp wat ek aan hul verleen het gedurende die tyd.
4. Die res van die tyd gesels ek sommer met die groep leerlinge oor hul toekomsplanne, ens. Baie van die leerlinge vra my ook uit oor die portfolios en die nut daarvan. Hul voel dat hul nooit ingelig is waaroor dit alles gaan nie.
5. Groepe ruil. Dieselfde prosedure word weer gevolg. Na afloop van die diagnostiese toetsaflegging noem die assessor aan my dat dit vir hom opvallend was hoe onbelangstellend die onderwyseres die hele aflegging gade geslaan het. Sy was ook nie die hele tyd daar nie. Die lawaai by die skool het hom ook ontstel.
6. Die hoof bedank my weer vir al die moeite en hulp met die aanbieding van die klasse.

SAMEVATTING:

1. Weens te veel onderbrekings en vreemde omstandighede het al die lesse nie plaasgevind nie. Ek voel ietwat onvergenoegd met die situasie.
2. Die gebruik van koerante in die klas het toe ook nooit gebeur nie a.g.v. swak reëlings deur die betrokke partye.
3. Alhoewel onderwyseres nie oortuig kon word dat kommunikasie in die klas noodsaaklik is vir taalvaardigheid nie, het sy egter getrou van die materiaal geneem om met haar ander klasse te gebruik.
4. Tog wel 'n baie insiggewende projek gewees en ek het baie geleer. Wonder en twyfel egter oor die uitslae van 2de toets. Soveel kosbare tyd het verlore gegaan met allerhande onvoorsiene gebeure. Een ding is egter seker, hul punte mag dalk nie veel verbeter het nie, hul houding teenoor Afrikaans is stukke beter!

UITSLAG VAN EVAT TOETSAFLEGGING

15 Augustus 2002

In telefoongesprek met die assessor is hy in ekstase met die uitslae. Hy beskou dit as 'n wonderwerk. Noem ook dat hy nie weet hoe ek dit gedoen het nie, maar erken dat dit gewerk het. Vra of ek diktee gedoen het, want dit wys duidelik. Begrip het ook verbeter, maar sinsbou is nog baie swak. Noem weereens dat die onbelangstellende houding van onderwyseres opvallend was. Verbaas dat daar slegs 10 lesse van 1 uur aangebied is. Noem dat hy navorsing gedoen het omtrent tyd benodig om noemenswaardige verandering te weeg te bring. Noem hy sou graag verskil wou sien indien groepe van 12, twee maal per week vir 'n jaar remediëring kon ontvang. Hy sê dat ek op die regte pad is met die materiaal en die kommunikatiewe aanslag in teenstelling met die onderwyseres se "chalk and talk".

APPENDIX E

REPORT

DATUM: 25-04-2002 Leerders: 84

AKTIWITEITE:

- Curriculum Vitae (vereistes en invul van gegewens op vorms)
- Verskaffing van addisionele inlging:
 - houding teenoor Afrikaans
 - lees in Afrikaans
 - televisieprogramme
 - praat van Afrikaans buite skoolverband
- Spelling van sekere moeilike woorde.

ALGEMENE OPMERKINGS:

- Die personeel is baie hulpvaardig en vriendelik.
 - Leerlinge is baie swak in Afrikaans (verstaan, praat en skryf).
 - Leerlinge gee wel hul samewerking, maar as gevolg van die groot groep is spasie beperk wat kommunikatiewe take en individuele hulpverlening bemoeilik.
-

DATUM: 2-05-2002 Leerders: 86

AKTIWITEITE:

- Begriptstoets: Kort storie, daarna moet leerlinge ses vrae skriftelik beantwoord. Antwoorde word bespreek.
- Aansluiting by vorige les:
 - Hersiening van moeilike woorde in CV asook in vraelys;
 - Behandel plasing van werkwoord in sin;
 - Hersiening van advertensie om vakante pos. Wys op betekenis van woorde.
- Bespreek vereiste van vakante poste.
- Rolspel tussen my en onderwyseres ter verduideliking van onderhoudvoering.
- Sluit af met aanleer van twee idiomatiese uitdrukkinge van toepassing op aktiwiteite van les.

ALGEMENE OPMERKINGS:

- Die hoof het voor die aanvang van die klas die leerlinge die leviete voorgelees wat daartoe gelei het dat leerlinge regtig nie so lawaaierig was nie en baie meer positiewe samewerking gegee het.
- Verblydend dat leerlinge meer vrymoedigheid het om vrae te stel, of selfs te reageer op vrae wat gestel word.
- Leerling onthou wel heelwat van die moeiliker woorde van vorige les.
- Leerling het rolspel tussen my en onderwyseres baie geniet.

- Die hoof, onderwyseres asook leerling sien met dankbaarheid uit na die verskaffing van *Beeld* volgende week.
-

DATUM: 9-05-2002

Leerdere: 24

AKTIWITEITE:

- Beripstoets: Kort storie word vertel (herhaal tweede keer). Leerlinge beantwoord agt vroe skriftelik. Antwoorde word bespreek.
- Aansluiting by vorige les: Deel kaartjies vir onderhoude uit. Behandel vroe.
- Rolspel deur leerlinge (onderhoudvoerder en aansoeker).
- Behandel ontkenning in Afrikaans.
- Prentjie-raai taak. Kaartjies met prente word uitgedeel. Leerlinge werk in pare en beskryf beurtelings watter prente op kaartjie is. Daarna moet leerlinge sinne maak met twee woorde wat op hul kaartjies verskyn.
- Sluit af met twee idiomatiese uitdrukkings.

ALGEMENE OPMERKINGS:

- As gevolg van Hemelvaartdag is byna helfte van personeel en leerlinge afwesig.
 - Alhoewel die werk in pare vir leerlinge vreemd is, het hul met groot entoesiasme die take uitgevoer. Kommunikasie is wel krom en skeef, maar hul geniet die take.
 - Leerlinge is toenemend bereid om in Afrikaans te kommunikeer.
 - Leerlinge se woordeskat is gebrekkig en hul leesvaardigheid en spelling is baie swak.
-

DATUM: 16-05-2002

Leerdere: 82

AKTIWITEITE:

- Begripstoets: Kort storie word vertel. Leerlinge moet die storie dan aan maat vertel. Storie word weer voorgelees, waarna leerlinge ses vroe skriftelik moet beantwoord. Antwoorde word behandel.
- Koerante nie beskikbaar nie en my beplanning word omver gegooi.
- Die alfabet word behandel. Let op uitspraak.
- Leerlingaktiwiteite:
 - Klinkers en medeklinker word verskaf en leerlinge moet telkens minstens vyf woorde neerskryf wat met die letters begin. Leerlinge verskaf mondelings hul voorbeelde.
 - Tweeklanke word verskaf en leerlinge moet weer minstens vyf woorde kan vorm. Leerlinge verskaf voorbeelde mondelings.
- Spelling en betekenis van leerlingvoorbeelde word behandel.

ALGEMENE OPMERKINGS:

- Baie tyd gaan verlore omdat leerlinge later as gewoonlik na die klas gegaan het. Boonop word tyd gemors met indra van tafels en stoele. Begin eers 8.20 met les.

- Algemene onrustigheid opmerklik in die klas. Baie leerlinge ook nog besig om te leer vir 'n toets wat later die dag geskryf word.
 - Verblydend dat leerlinge meer vrymoedigheid het om vrae te stel of selfs te reageer op vrae. Verkaf met groot entoesiasme hul woorde en werk goed saam. Die onderwyseres hou egter nie daarvan dat leerlinge so 'raas' nie.
 - Leerlinge ontvang lêers met dankbaarheid, maar wou weet waarom papier nie ook verskaf word nie.
 - Dit is jammer dat die beloofde koerante nie beskikbaar was vir klaswerk nie.
-

DATUM: 23-05-2002

Leerdere: 74

AKTIWITEITE:

- Leerlinge lees self kort storie en vertel dan eers aan maat waarom dit gaan. Die storie word weer gelees en dan word die vrae skriftelik beantwoord.
- Die min spasie in klas maak my bewegings moeilik om individuele hulp te verleen.
- Leerlingaktiwiteit:
 - Leerlinge trek 'n blokkie op die leesstuk. Elke leerling moet dan die woorde wat in die betrokke blokkie verskyn indeel in kolomme 'ken' en 'ken nie'.
 - Leerlinge kies dan minstens twee woorde in 'ken' kolom om sinne mee te maak.

ALGEMENE OPMERKINGS:

- Leerlinge is besig met toetsreeks met die gevolg dat leerlinge nog aan die leer is, of nog huiswerk wil afhandel. Dit wil voorkom asof dit geen vreemde verskynsel is nie, want die onderwyseres het laat blyk dat veral die leerlinge in die hoeke van die klas altyd dopgehou moet word.
 - Die leesvaardigheid van die leerlinge is swak. Hulle sukkel met eenvoudige leesstukke. Die leerlinge ondervind ook ernstige probleme met die beantwoording van die paar eenvoudige begripvrae. Eerstens verstaan hulle nie wat hul lees nie en tweedens skep die formulering van die begripvrae probleme.
 - Daar is ook opgemerk dat leerlinge se gesindheid teenoor begripstoetswerk negatief is. Die daaropvolgende aktiwiteit is met entoesiasme aangepak en hul het fluks die woorde verdeel in die twee kolomme. Leerlinge was dan ook meer bereid om hulp te ontbied en vrae te vra.
 - Die ken-die-woord aktiwiteit het weer eens uitgewys dat die leerlinge beslis nie op Graad 12 vlak is nie en die bevindinge van die diagnostiese verslag ondersteun.
 - Leerlinge bly oor spesiale bylaag van *Beeld*.
-

DATUM: 30-05-2002 Leerders: 74 (Res besig met Engelse toets)

AKTIWITEITE:

- Leerlinge se antwoorde van vorige les word behandel.
- Leerlinge ontvang elkeen twee bladsye met aktiwiteite. Leerlingaktiwiteite:
 - Die korrekte spelling van woorde deur die invul van d of t; f of v; asook ei, y of ui. Na voltooiing van elke taak is daar gelet op die betekenis van die woorde, asook die korrekte uitspraak.
 - Die woorde in die take word in sinne gebruik om die betekenis verder te verduidelik.
 - Die daaropvolgende taak is die invul van die blokkiesraaisel. Leerlinge mag egter die taak in pare aanpak om meer oefening te verskaf in die gebruik van Afrikaans.
 - Die laaste taak behels die soek van woorde in die woordblok. Weereens werk hul in pare.

ALGEMENE OPMERKINGS:

- Die onderwyseres en paar leerlinge sorg dat die tasse voor in die klas gepak word. Dit het beslis bygedra dat daar meer plek in die klaskamer is.
- Die leerlinge geniet die take en doen gretig mee. Hulle skroom nie om die letter of woord te verskaf nie. Indien hul die korrekte letter ingevul het, word daar met oorgawe en blydschap uitgeroep. Die atmosfeer in die klas het baie verbeter.
- Die onderwyseres voel egter dat die kommunikasie wat so plaasvind te veel “geraas” is en sy noem dat dit haar nie aanstaan nie. Sy verkies dat sy praat en die leerlinge moet luister.
- Die leerlinge was baie positief, het fluks gewerk en selfs vooruit begin werk. Die leerlinge praat toenemend meer Afrikaans in die klas.

DATUM: 06-06-2002 Leerders: 78

AKTIWITEITE:

- Leerlinge ontvang elkeen ’n bladsy met ’n taak van ’n telefoongesprek tussen die ma en die kind. (Die ma versoek die kind om ’n paar items by die supermark te gaan koop).
- Na ’n verduideliking wat die aktiwiteit behels, doen ek en die onderwyseres die rolspel van die telefoongesprek.
- Leerlinge werk in pare en besluit nou hoe die gesprek sal verloop en vul die inligting in. Individuele hulp word verleen en vrae word beantwoord.
- Leerlinge moet nou die dialoog doen. Albei kry die geleentheid om beide rolle te vertolk.
- Tot my verbasing was daar twee leerlinge wat aangedui het dat hul graag hul rolspel vir die klas wou doen. Die res van die klas geniet dit baie en dit lei daartoe dat daar onmiddellik heelwat leerlinge dieselfde wil doen.

ALGEMENE OPMERKINGS:

- Voor die aanvang van die klas is 'n poging aangewend om die tafels en stoele so te rangskik dat beweging tussen leerlinge vergemaklik word.
 - Alhoewel leerlinge die telefoongesprek baie vreemd vind en eers sukkel om te verstaan wat presies van hul verwag word, geniet hul die kommunikatiewe taak baie. Die feit dat ek die telefoongesprekke op band opgeneem het, het hulle nie afgeskrik nie.
 - Die leerlinge formuleer hul vrae toenemend meer in Afrikaans, en poog om meer met mekaar in die klas Afrikaans te praat.
 - Die onderwyseres het haar verbasing uitgespreek oor die leerlinge se bereidwilligheid en spontane deelname aan die telefoongesprekke. Sy bly egter nog skepties oor die “gepraat” in die klas.
-

DATUM: 13-06-2002

Leerders: 51 + 10 laatkommers

AKTIWITEITE:

- Leerlinge werk weer in pare en gebruik dieselfde bladsy met aktiwiteite van vorige les.
- In die eerste taak konfronteer die bestuurder by die supermark die kind met die hond in die winkel. Na die verduideliking wat van hul verwag word, besluit die pare nou hoe die gesprek sal verloop en vul die inligting in. Individuele hulp word verleen.
- Leerlinge sukkel met woordeskat. Hulle vra egter baie meer hulp. Daar is egter 'n negatiewe atmosfeer in die klas en leerlinge is nie gretig dat ek hul poging op band opneem nie. Die gesprekke is egter nie so goed soos in die vorige les nie.
- Die daaropvolgende taak (vra maat om hom/haar te help om die hond buite die winkel op te pas) verloop weer ietwat beter.

ALGEMENE OPMERKINGS:

- Die tafels en stoele was op mekaar gestapel langs die kante van die klas. Ek het besluit dat slegs die stoele in rye uitgepak word, met genoegsame bewegingsruimte daartussen. Leerlinge vind dit baie vreemd en herrangskik dit sommer vinnig.
 - Die leerlinge huiwer al hoe minder om my hulp te ontbied indien hul vashaak.
 - Die hoof en onderwyseres was afwesig. Baie leerlinge was ook afwesig – blykbaar griep.
 - Die skool was oor die algemeen onordelik vandag en die atmosfeer negatief.
-

DATUM: 20-06-2002

Leerders: 53

AKTIWITEITE:

- Sing Afrikaanse liedjies wat op 'n bladsy vir elke leerling gedruk is.

- Leerlinge werk in pare: Een leerling as ‘televisieverslaggewer’ voer ’n onderhoud met ’n ‘konsertganger’ oor haar/sy indrukke van die afgelope ‘konsert’. Die onderhoude verloop redelik, alhoewel die leerlinge nog maar sukkel om hul in Afrikaans uit te druk.

ALGEMENE OPMERKINGS:

- Die leerlinge geniet die singery terdeë en doen lustig mee. Een van die seuns lewer sommer ’n solo en twee dogters is bereid om ’n duet te sing.
- ’n Videokamera word ingespan tydens die les tot groot vermaak van die leerlinge. Die les was beslis meer suksesvol.
- Een van die ander Afrikaanse onderwyseresse kom loer in. Na afloop van die klas moes ek ook gaan luister na haar laerskoolklas se voordrag.
- Tyd bly problematies. Die klas kon eers 8.30 begin a.g.v. langer opening die oggend.

DATUM: 18-07-2002

Betogings in die omgewing van die skool. By my aankoms by die skool het die hoof voorgestel dat ek liewers die gebied verlaat en hy vergesel my tot buite die gebied. Les word dus afgestel.

DATUM: 25-07-2002

Les afgestel omdat onderwyseres tyd benodig om portfolios te voltooi. Bladsye met aktiwiteite word aan haar besorg indien daar leerlinge is wat tyd het om dit in te vul.

DATUM: 01-08-2002 Leerders: 71

AKTIWITEITE:

- Aangesien die TSA navorsers gereël het met die TSA fotograaf vir die neem van fotos, het ek besluit op die tema van onderhoudvoering deur ’n ‘verslaggewer’ met ’n man/vrou wat op ’n eiland gestrand was. Leerlinge moet tussen drie prente wat verskillende situasies skets, kies.
- Leerlinge werk in pare en elkeen kry ’n beurt om beide die ‘verslaggewer’ en die ‘gestrande’ te wees.
- Die onderhoude verloop redelik, alhoewel die leerlinge nog maar sukkel om hul uit te druk. Hulle skroom egter nie om hulp te ontbied nie.
- Die idee was ook dat elke leerling ’n kort berig sou skryf oor die man/vrou op die eiland, maar daar was ongelukkig nie genoeg tyd daarvoor nie. Skoolopening het weer langer geduur (20 minute).

ALGEMENE OPMERKINGS:

- Gedurende die les het die fotograaf bedrywig geraak met die opstel van die toerusting en die leerlinge was veel meer daarin geïnteresseerd.
 - Die leerlinge het die fotonemery heel luidrugtig en entoesiasies benader.
 - Aan die einde van die les is vasgestel dat die laaste klas op 8 Augustus 2002 aangebied sal kan word aangesien die rekord-eksamen reeds op 12 Augustus 2002 begin.
-

DATUM: 08-08-2002 en 13-08-2002

Die navorsers van TSA het met die skoolhoof onderhandel om die diagnostiese toetsing op 8 Augustus af te lê, maar aangesien die Engelse onderwyser 'n opvoedkundige toer vir die leerlinge geskeduleer het, word die aflegging noodgedwonge verskuif na 13-08-2002.

APPENDIX F

QUESTIONNAIRE: PLEASE MAKE A CROSS IN THE APPROPRIATE BLOCK

1. To what extent did you enjoy the Afrikaans lessons by Mrs. Van der Wal?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

2. To what extent do you feel there is an improvement in your ability to read Afrikaans after the project?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

3. To what extent do you feel there is an improvement in your ability to speak Afrikaans after the project?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

4. To what extent do you now have a better understanding of Afrikaans?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

5. To what extent did you like the methods of conducting the Afrikaans lessons by Mrs. van der Wal?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

6. To what extent did you enjoy the singing in class?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

7. To what extent did you enjoy the fill in activities on the handouts?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

8. To what extent did you enjoy the dialogues between you and a friend?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

9. To what extent did you enjoy to communicate in Afrikaans during the class?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

10. To what extent did you like the lesson material (handouts)?

very little	little	Average	much	very much
-------------	--------	---------	------	-----------

11. To what extent would you prefer to have more Afrikaans lessons?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

12. To what extent would you prefer to have the lessons in smaller groups?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

13. To what extent would you prefer your language lessons (Afrikaans and English) to be conducted in the same way as this classes given by Mrs van der Wal?

very little	little	average	much	very much
-------------	--------	---------	------	-----------

14. Why? Explain your answer above in question 13.

.....

.....

15. Any comments?

.....

.....

Thank you very much!

**GOOD LUCK WITH YOUR EXAMS AND I WISH YOU BEST OF
LUCK FOR THE FUTURE!**

APPENDIX G

CURRICULUM VITAE

PERSOONLIKE INLIGTING

NAAM:

ADRES:

TELEFOON:

NASIONALITEIT:

GESLAG:

HUWELIKSTATUS:

GESONDHEID:

GEBOORTEDATUM:

TAAL:

KWALIFIKASIES:

ONDERVINDING:

SPORT, STOKPERDJIES, BELANGSTELLINGS:

GETUIGSKRIFTE:

VERWYSINGS:

APPENDIX H

Remedial intervention: Lesson 2**Task 1****KAPPIE DIE HOUTKAPPER** (own story)

In Sabie is daar 'n houtkapper. Sy naam is Kappie. Hy is baie fluks en werk baie hard. Hy lewer sy kwota gekapte hout elke dag getrou. Maar mettertyd vorder hy nie meer soos voorheen nie en sukkel om sy werk binne 'n dag af te handel. Hy kan later nie meer etenstye neem nie en moet ook saans later werk. Koos, een van die jong houtkappers, sê toe vir hom dat hy miskien sy byl moet skerpmaak. Kappie was baie kwaad en vra “waar moet ek tyd kry daarvoor?” Kappie het nogtans dit gedoen en kon dus weer sy kwota hout lewer.

Vrae:

1. Wat is die beroep van die persoon in die storie?
2. Wat is die persoon se naam?
3. Waar het hy gewoon of gewerk?
4. Wat beteken 'kwota lewer'?
5. Wie het hom raad gegee?
6. Wat moes hy skerp maak?

Task 2a: Job requirements**VEREISTES: VERTEENWOORDIGER**

- ✓ Hou van mense
- ✓ Besik oor 'n bestuurderslisensie
- ✓ Besit 'n motor
- ✓ Hou van rondreis
- ✓ Hou van verkoop

VEREISTES: BOEKHOUER

- ✓ Goed met syfers
- ✓ Verantwoordelik
- ✓ Kan onder druk werk
- ✓ Deeglik
- ✓ Hou by keerdatus

Remedial intervention: Lesson 3**Task 3a****PAUL EN FRED KAMPEER**

Paul en Fred gaan kampeer want dit is vakansie. Hulle slaan hulle tent vinnig op en daarna maak hulle 'n vuurtjie. Nadat die twee vriende geëet het, het hulle gaan slaap. Die wind waai die aand erg en dit is baie koud. Toe hulle vas slaap, bars 'n storm los. Omdat die wind so sterk is, waai hul tent weg. Hulle kry die tent later in 'n boom, maar die tent is papnat. Hulle besluit dat hulle liever in die skuur gaan slaap waar dit veilig en lekker warm is.

(Adapted from Lätti *et al.*, 2001: 160)

Vrae: Beantwoord in sinne

1. Was Paul en Fred broers?
2. Waarom het hulle gaan kampeer?
3. Wat het hulle aangesteek?
4. Hoe weet jy die wind het baie erg gewaai?
5. Waar het hulle die tent gekry?
6. Wat beteken papnat?
7. Watter woord laat jou dink dat hulle op 'n plaas gekampeer het?

Remedial intervention: Lesson 4**Task 4a****FIKILE STAAN VIR GEEN MAN TERUG NIE!**

Fikile Sithole kan so goed dribbel dat mans in hulle sokkerskoene bewe. Hulle weet dis nie maklik om die bal van haar weg te kry nie. Soos die gewilde Doctor Khumalo, kan sy die bal beheer asof dit aan haar voete vasgelym is. Doctor Khumalo is Fikile se held en sy wil eendag teen hom speel.

Die een-en-twintigjarige Fikile het begin sokker speel toe sy ses jaar oud was. Fikile het glad nie vrye tyd nie. Soggens gaan sy skool toe en smiddae oefen sy of kyk saam met haar maats na sokkerwedstryde.

Fikile het baie gehelp om van die Soweto-vrouesokkerklub 'n sukses te maak. Volgens Fikile is die vroue se grootste probleem dat hulle nie 'n liga het om in te speel nie want hulle speel net vriendskaplike wedstryde. Onlangs het haar span op Mbabane in Swaziland gespeel waar hulle die Swazi-span geklop het. Fikile het twee van die doele aangeteken.

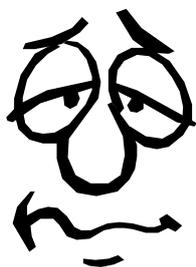
(Adapted from Lätti *et al.*, 2001: 38-39)

Vrae:

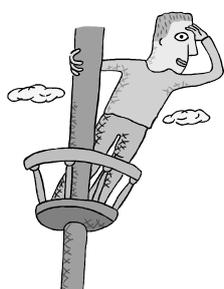
1. Wat kan Fikile goed doen? Kies die regte antwoord
 - a) die bal aan haar voete vaslym
 - b) dribbel
 - c) bewe
2. Teen wie wil Fikile eendag speel?
3. Hoe oud was Fikile toe sy begin sokker speel het?
4. Waar het haar span onlangs gespeel?
5. Watter span het gewen en wat was die telling?
6. Hoeveel doele het Fikile aangeteken?

Remedial intervention: Lesson 9

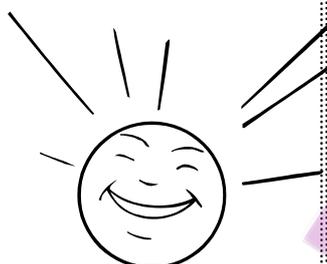
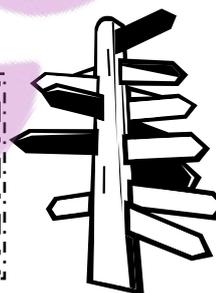
Task 9



Koffie, koffie – anders val ek om
 Koffie, koffie – anders val ek om
 Bly die koffie in my rugsak
 Sal ek hier inmekaar sak
 Koffie, koffie – anders val ek om!



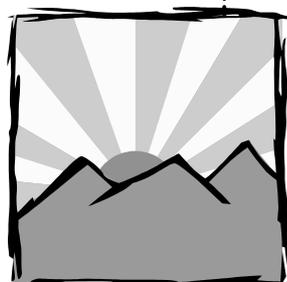
Ek soek na my Dina, my Dina, my Dina
 Ek soek na my Dina – die Dina van my
 O, hier is my Dina, my Dina, my Dina
 O, hier is my Dina – die Dina van my!



Jan Pierewiet, Jan Pierewiet
 Jan Pierewiet, staan stil
 Jan Pierewiet, Jan Pierewiet
 Jan Pierewiet, staan stil
 Goeie môre my vrou –
 Hier is 'n soentjie vir jou
 Goeie môre my man –
 Daar is koffie in die kan



My hartjie, my liefie,
 Die son sak weg, die son sak weg,
 Die son sak weg.
 My hartjie, my liefie
 Die son sak weg
 daar anderkant die blou berge
 en ek wil, ek wil, ek wil
 na my nooientjie gaan vry
 sy is so mooi en so liefies vir my
 en ek wil, ek wil, ek wil
 na my nooientjie gaan vry
 daar anderkant die blou berge



APPENDIX I

Remedial intervention: Lesson 10**A**

		100
	/	
MAN		

B

	VROU	
	/	
	555	

Remedial intervention: Lesson 11

WAT SÊ HULLE?

Wat dink jy sê die mense in elke prentjie? Vul dit in.

.....
.....



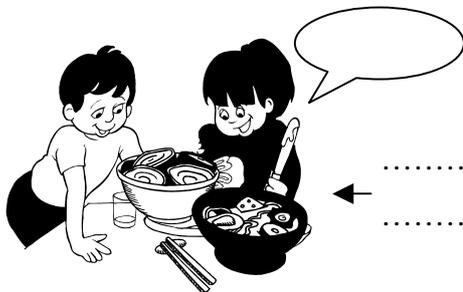
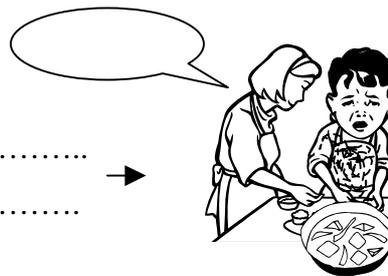
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APPENDIX J

MATRIC RESULTS

Learner	Zulu	Sotho	Eng	Afr	Bio	Eco	Psc	B Ec	Acc	Geo	Math	Hist
1	C		D	F	E		E			F	E	
2	D		D	F	F		H		H	H		
3	C		C	E	F		GG			H	H	
4	E		E	F	F	E		GG				GG
5	E		E	GG		E		EE	F			F
6		E	E	GG		F		GG	F			H
7	C		D	F			H		E	F	H	
8	C		C	F	F			E		H		H
9	E		D	F		F		H	GG			H
10		C	B	C	D		E			E	E	
11		E	E	GG				GG	F	H	H	
12		E	F	F		F		H	F		H	
13		D	D	GG		F		GG	H			GG
14	B		D	F		E		F	F		GG	
15		C	D	F		E		F	F		H	
16	C		D	H	F		F			H	H	
17		E	E	F	F		H			GG	H	
18	C		B	F		E		E	E		H	
19	E		E	GG	H	F		H				GG
20		E	D	E	GG		GG			F	H	
21		D	D	GG	H		F			H	GG	
22		E	E	GG			H		H	H	H	
23		D	D	H		D		F	GG			F
24		E	F	F	H	GG		H				GG
25		E	C	F	F	C		F				GG
26		C	C	E	E		E			F	GG	
27		E	F	GG	GG		GG			H	H	
28	E		F	GG	H		H			H	H	
29	F		E	GG	GG			GG		GG		H
30		E	D	F		GG		F	GG			GG
31	C		C	F	C		E			F	E	
32		D	D	F	F		GG			GG	H	
33	D		D	H	F			F		F		H
34	B		C	F		E		G	F		H	
35	D		A	E		C		D	A		H	
36		D	D	E			F		D	H	H	
37		E	E	H	H			H		H		GG
38	B		B	E		D		D	D		E	
39		D	F	H		F		GG	H			GG
40		C	C	E	D	B		C				E
41		E	E	F	F		F			GG	GG	
42		F	F	GG	H			GG		GG		GG
43		D	C	F				E	F	F		F
44		E	D	F	F			F		F		GG
45	E		E	GG		F		GG	H			GG
46		E	E	GG		F		H	H			H
47		E	E	GG	F		GG			H	H	
48	E		E	GG	GG		H			GG	H	

Learner	Zulu	Sotho	Eng	Afr	Bio	Eco	Psc	B Ec	Acc	Geo	Math	Hist
49		E	C	F	E		F			F	H	
50		D	E	F	F			F		F		F
51	C		D	F	E		H			F	H	
52	D		E	F	GG		H			GG	H	
53	D		E	F		F		GG	F		H	
54	F		F	GG		F		H	H		H	
55	E		D	F		D		E	F			F
56	D		D	GG	F	C		E			H	
57	D		C	F		E		E	H			GG
58		E	D	F	E		H			F	H	
59	C		C	F	F		F			GG	F	
60	C		C	F		C		F	E			F
61	C		C	F	E		F			H	F	
62	D		C	F	E		H			F	F	
63	D		E	GG	GG			GG		GG		H
64		E	D	F			GG		F	F	H	
65	D		D	GG		C		F	F			GG
66	B		C	F	E		E			F	E	
67		F	E	H		F		H	H		H	
68		C	C	E		D		D	B		F	
69	C		C	E	D		D			F	GG	
70		D	E	F	F			H		F		F
71		E	E	F		E		F	H			GG
72	E		E	GG				F	H	F	H	
73	C		D	GG	F		F			H	F	
74	D		D	F	F		GG			H	H	
75		E	F	F		GG		F	F		H	
76		E	D	F		GG		GG	F		H	
77		E	D	F	H		GG			H	H	
78	D		E	GG	GG	F		H				H
79		D	D	F	F			E		F	H	
80		C	D	F	F	E		E			H	
81	E		E	F	GG			H		GG		H
82		D	E	GG		F		F	H			GG
83	D		E	F		F		E	E		H	
84		E	E	GG	F		H			F	H	
85	D		E	GG	GG			GG		GG		H
86		E	E	F	H	E		H				GG
Passed	43	43	86	63	33	35	14	27	23	21	10	8
Failed	0	0	0	23	16	5	18	27	14	28	43	25
Wrote	43	43	86	86	49	40	32	54	37	47	53	33
% Pass	100	100	100	73	67	88	44	50	62	45	19	24

APPENDIX K

**SILLABUS DEPARTEMENT VAN ONDERWYS
UITTREKSELS UIT TUSSENTYDSE KERNSILLABUS VIR AFRIKAANS
TWEEDE TAAL HOËR, STANDAARD EN LAER GRAAD STANDERS 8, 9
EN 10 (P. 1-5)**

**IMPLEMENTERINGSDATUM: STANDERDS 8 EN 9: JANUARIE 1995
STANDERD 10: JANUARIE 1996**

SILLABUS

1. OORKOEPELENDE DOEL

Die doel met hierdie sillabus is om leerders algaande te lei om Afrikaans op 'n spontane wyse te kan gebruik, nie net in sosiale situasies nie, maar ook vir beroepsdoeleindes en persoonlike verryking.

2. ALGEMENE DOELSTELLINGS

Daar word beoog om by leerders die taalvaardighede (begrypend luister, praat, lees en skryf) te koördineer en te bevorder sodat hulle

- in staat sal wees om Afrikaans spontaan as kommunikasiemedium te gebruik; en
- die waarde van Afrikaans as een van die amptelike tale van die land sal besef en sal wil benut.

3. LEERDOELWITTE

3.1 Met doelwitte word hier bedoel die voorafbepaling van wat redelikerwys van leerders verwag kan word om te toon in hoe 'n mate hulle die leerinhoud en taalvaardigheid na afloop van 'n kusus bemeester het.

3.2 Die doel met die redelik gedetailleerde formulering van die doelwitte is tweërlei: dit is nie net 'n aanduiding van wat na afloop van die kursus geëksamineer kan word nie, maar gee ook rigting aan die onderrig – sonder om 'n onderrigmetode voor te skryf. Eksplisiet geformuleerde doelwitte dui ook leeraktiwiteite aan. Hierdie oorkoepelende doelwitte is vir elke standerd aangepas en behoort as rigtinggewend vir onderrig in hierdie fase beskou te word.

3.3 Met inagneming van die algemene doelstellings hierbo genoem, word daar met die onderrig van Afrikaans in hierdie fase gepoog om leerders se taalvaardighede so te ontwikkel dat hulle uiteindelik op gepaste, effektiewe wyse in 'n verskeidenheid taalsituasies sal kan kommunikeer en in staat sal wees om die onderstaande kategorieë te beheers.

3.3.1 Luister en praat

3.3.1.1 Sosiale verhoudings, soos bv.:

- groetvorme: by aankoms en vertrek;
- wanneer mense aan mekaar voorgestel word;
- beleefdheidsvorme
 - navrae oor welsyn: belangstelling, meegevoel
 - verskonings: spyt, goedkeuring, vergifnis
 - vermanings: afkeuring, ontkenning
 - gelukwensing: uitnodigings: aanvaar/van die hand wys; heildronk instel
 - toestemming vra/weier
 - waardering/misnoeë uitspreek
 - verbasing toon
 - teleurstelling uitspreek

- blydskap/hartseer; genoeë/afkeer te kenne gee
- klagtes: gebrek; siekte
- voorkeur gee
- bedoeling interpreteer (stembuiging, liggaamshouding)
- dankbaarheid toon
- verpligting voel
- kommentaar lewer
- onderhoud voer; paneelbespreking; informele debatte
- enige ander gewoontes en gebruike op verkeie sosiale vlakke, in gesprekke wat teen 'n normale tempo gevoer word

3.3.1.2 Inligting vra en verskaf, soos bv.:

- self-identifikasie
 - beskrywing (voorwerpe, situasies, insidente, toestande, omstandighede, persone)
- verduidelinkings vra/gee
 - verslag doen
- rigting beduie

3.3.1.3 Telefoongesprekke

- hoflikheidsvorme
 - boodskappe
 - afsprake
 - instruksies

3.3.1.4 Probleemoplossing

- vrae stel (om inligting in te win)
- afleidings en gevolgtrekkings maak
- samevatting, definisies, kategorisering
- onderskei tussen feite en menings
- feite/besonderhede identifiseer
- verband tussen hoof- en ondersteunende gedagtes

3.3.1.5 Opdragte en versoeke, soos bv.:

- voorstelle maak
 - oorreed, oortuig, verplig
- van advies bedien
- hoflikheidsvorme
- aanbevelings maak

3.3.2 Lees en praat

3.3.2.1 Hardoplees: voorbereid en onvoorbereid

Van die kandidaat sal verwag word om

- die gehoor (wat nie die teks voor hulle het nie) te laat verstaan/volg wat voorgelees word deur helder te artikuleer
- 'n aanvoeling vir die toonaard/trant van die teks wat hulle voorlees te toon deur vertolkend te lees, met die nodige aandag aan liggaamshouding
- volgens die eise van die teks teen 'n gemaklike tempo te lees, met aandag aan korrekte frasering en uitspraak
- die teks korrek te lees, sonder invoeging/weglating/herhalng/omskakeling van woorde
- kommentaar te lewer oor wat hulle gelees het
- vrae te beantwoord en eie standpunte te stel om te toon dat hulle met begrip gelees het

NOTAS

- * Dit word baie sterk aanbeveel dat leerders in 'n klassituasie (voor 'n gehoor) optree. Dis ook wenslik dat leerders in groepies van vyf-ses op 'n keer optree om probleme ten opsigte van tyd, selfbewustheid en kunsmatigheid uit te skakel.

- * Dit is van die grootste belang dat die opdrag/vereistes vooraf onder leerders se aandag gebring word sodat hulle weet wat van hulle verwag word.

3.3.2.2 Praat: voorbereid en onvorbereid

By die onderrig van praatvaardigheid word gelet op

- Inhoud (inkleding; kennis en beheersing van die onderwerp; ordening van gedagtes)
- Aanbieding (tempo, stemkwaliteit, taalbeheersing, uitspraak)
- Hantering van die gehoor (kontak met en gesindheid teenoor die luisteraars; 'n positiewe benadering; geloofwaardigheid)

3.3.2.3 Die massamedia: (die prent, band- en videoopnames, asook die film) kan 'n geleentheid wees om al die bostaande doelwitte in die praktyk toe te pas.

- (a) Ontvangs/waarnemingsaktiwiteite
- Luister-praataktiwiteite
 - Kyk-praataktiwiteite
 - verslag doen, samevatting
 - eie menings lug
- (b) Reproduktiewe en produktiewe aktiwiteite
- Mikrofoongebruik: asemhaling; mond-mikrofoonafstand; artikulasie
 - Teksopvoering
 - Die draaiboek (leerlingaktiwiteit)
 - dramatisering van insidente (met byklanke)
 - dialoë
 - mini-dramas (verwerking van bv. voorgeskrewe dramas en geskikte eenbedrywe)
 - paneelbesprekings
 - sportkommentaar (werklik of denkbeeldig)
 - toepaslike items in par. 3.2.2.1

3.3.3 Lees en skryf

3.3.3.1 Stilleesstoetsing

Die identifisering en samevatting van relevante inligting uit 'n gegewe bron of bronne, soos bv.:

- die verband tussen hoof- en ondersteunende gedagtes
- afleidings en gevolgtrekkings
- eie standpunte ten opsigte van wat gelees is
- onderskei tussen feite en menings, werklikheid en fantasie
- die skrywer se bedoeling
- die herformulering van 'n gedagte deur gebruik te maak van 'n ander sinstruktuur of konstruksie sonder om betekenis te verander.

3.3.3.2 Letterkunde/Leeswerk

Die beantwoording van tekstuele en kontekstuele vrae. Die vrae gaan oor

- die verbande tussen karakters, gebeurtenisse, karakters, en gebeurereekse; hoof-en bykomende temas (prosa)
- woordgebruik (polisemie), assosiasie, uitbouing van die beeld(e), innerlike bou, ontwikkelingsgang (poësie)

3.3.3.3 Skryfstukke wat die volgende uitsluit:

- mededelings wat aansluit by alledaagse omgangsituasies
- die ordening van gegewe feite/inligting tot 'n nuwe eenheid
- die ranskikking van gegewe of eie sinne in konteks
- die hantering van 'n afgebakende (gestruktureerde) onderwerp volgens gegewe voorskrifte
- notas, kort verslae, dialoë, kennisgewings, briewe
- die oordra van eie standpunte/oortuigings aan 'n geïdentifiseerde teikenleser
- kernagtige samevattinge van kort leesstukkies

3.3.3.4 Taalstudie (Taalvrae wat funksioneel in konteks word)

(a) Woordleer

- Selfstandige naamwoorde
- Byvoeglike naamwoorde
- Werkwoorde
- Voornaamwoorde
- Bywoorde
- Voorsetseluitdrukkings
- Spelling
- Afkortings

(b) Sinsleer

- Die sinsoorte
- Die basiese sinstrukture
- Woordorde in die
- enkelvoudige sin
- saamgestelde sin

APPENDIX L

Table 8a Overview of learning outcome 1: Listening and speaking Grade 12

(adapted from National Curriculum Statement Grades 10-12 (General), 2003: 14-19)

LEARNING OUTCOME	ASSESSMENT STANDARDS	We know this when the learner is able to:
The learner is able to listen and speak for a variety of purposes, audiences and contexts	* Demonstrate knowledge of different forms of oral communication for social purposes	<ul style="list-style-type: none"> - comment on experiences, defend a position, make prepared an unprepared responses, read aloud, tell a story; - initiate & sustain a conversation; - give & follow directions & instructions with accuracy; - interact actively in group discussions by expressing own ideas & opinions & listening to & respecting those of others, while engaging with a range of familiar issues; - make a short prepared speech or presentation.
	* Demonstrate planning and research skills for oral presentations	<ul style="list-style-type: none"> - research a familiar topic by referring to a range of sources; - organise a range of material by choosing main ideas & relevant details or examples for support; - identify & choose appropriate vocabulary, language structures & formats; - prepare effective introductions & conclusions; - incorporate appropriate visual, audio & audio-visual aids such as charts, posters, photographs, slides, images, music, sound & electronic media.
	* Demonstrate the skills of delivering and listening to oral presentations	<ul style="list-style-type: none"> - use familiar rhetorical devices such as questions, pauses, repetition; - use & respond effectively to voice projection, pace, eye contact, posture & gestures; - pronounce words without distorting meaning; - demonstrate comprehension of oral texts by making notes, checklists & summaries &/or by retelling & explaining main & supporting ideas; - listen & respond to straightforward questions for clarification.
	* Demonstrate critical awareness of language use in oral situation	<ul style="list-style-type: none"> - use appropriate style & register to suit examples of purpose, audience & context; - distinguish between fact & opinion; - form opinions & motivate with evidence; - recognise the relationship between language & culture; - recognise & challenge motive & manipulative language such as in propaganda & advertising.

Table 8b Overview of learning outcome 2: Reading and Writing Grade 12

(adapted from National Curriculum Statement Grades 10-12 (General), 2003: 20-25)

LEARNING OUTCOME	ASSESSMENT STANDARDS	We know this when the learner is able to:
The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.	* Demonstrate various reading and viewing strategies for comprehension and appreciation	<ul style="list-style-type: none"> - ask questions to make predictions; - skim texts for information by reading titles, introductions, first paragraphs & introductory sentences of paragraphs; - scan texts for specific information; - read/view according to purpose & task; - summarise main ideas in point form, sentences &/or paragraphs; - work out the meaning of unfamiliar words or images in familiar contexts by using knowledge of grammar, contextual clues, sound, colour, design & by using the senses; - reread, review & revise to promote understanding.
	* Explain the meaning of a range of written, visual and audio-visual texts	<ul style="list-style-type: none"> - find information & detail in texts; - explain the writer's &/or character's viewpoint & give some supporting evidence from the text; - explain figurative & rhetorical devices such as metaphor, symbol & contrast & how they affect meaning; - explain the writer's conclusions & compare with own; - interpret a range of graphic texts; - give & motivate personal responses to texts.
	* Recognise how language and images may reflect and shape values and attitudes	<ul style="list-style-type: none"> - explain obvious socio-cultural/political values, attitudes & beliefs in familiar texts such as attitudes towards gender, class, age, power relations, human rights & environmental issues; - explain ideas & themes in texts.

	<p>* Explore key features of texts and how they contribute to meaning (these features should never be dealt with in isolation)</p>	<p>* transactional and creative texts:</p> <ul style="list-style-type: none"> - identify and explain the purpose, structure and language use in texts such as reports, retelling, explanations, descriptions and expositions. <p>* literary texts:</p> <ul style="list-style-type: none"> - explain development of plot and character; - interpret messages and themes and their significance in the text as a whole; - explain how background and setting relate to character and/or theme; - interpret word choices, imagery and sound devices; - explain how rhyme, rhythm and punctuation shape meaning where relevant; - explain the use of dialogue and action. <p>* visual and multi-media texts:</p> <ul style="list-style-type: none"> - explain basic visual and audio-visual techniques such as the use of colour, music, sound, lighting and camera techniques.
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Table 8c Overview of learning outcome 3: Writing and presenting Grade 12

(adapted from National Curriculum Statement Grades 10-12 (General), 2003: 26-31)

LEARNING OUTCOME	ASSESSMENT STANDARDS	We know this when the learner is able to:
<p>The learner is able to write for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts</p>	<p>* Demonstrate the use of writing strategies and techniques for first drafts</p>	<ul style="list-style-type: none"> - use main & supporting ideas from the planning process effectively; - identify & use appropriate figurative language, words, descriptions, colour, placement & sound; - use a variety of sentence types, lengths & structures - employ paragraph conventions such as topic sentence, introduction & conclusion, & logical progression of paragraphs to improve coherence; - use logical connectors such as conjunctions, pronouns, adverbs & prepositions to improve cohesion.

	* Reflect on own work, considering the opinion of others, redraft and present	<ul style="list-style-type: none"> - use set criteria to reflect on own & others' writing; - improve coherence & cohesion in overall structure; - consider whether content, style; register & effects are appropriate to purpose, audience & content; - sustain own voice competently; - refine word choice & sentence & paragraph structure & eliminate obvious errors & offensive language; - show sensitivity to human rights, social, cultural, environmental & ethical issues; - prepare texts for final draft by proofreading & editing; - present final draft.
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Table 8d Overview of learning outcome 4: Language Grade 12

(adapted from National Curriculum Statement Grades 10-12 (General), 2003: 32-37)

LEARNING OUTCOME	ASSESSMENT STANDARDS	We know this when the learner is able to:
The learner is able to use language structures and conventions appropriately and effectively	* Identify and explain the meanings of words and use them correctly in a range of texts	<ul style="list-style-type: none"> - spell commonly-used words correctly; - keep a personal spelling list; - use common abbreviations correctly; - use dictionaries & the thesaurus to find meanings of words; - use gender, plurals & diminutives of nouns correctly; - use the comparative & superlative degrees of adjectives & adverbs correctly; - use determiners & prepositions correctly; - use personal, relative, possessive & interrogative pronouns accurately; - form words correctly by using prefixes & suffixes; - use increasingly complex compound words; - use homophones, homonyms, synonyms, antonyms & one word for a phrase.

	<p>* Use language structures and conventions to write sentences and paragraphs</p>	<ul style="list-style-type: none"> - use verb tenses & verb forms to express time & mood accurately; - recognise the main verb in a sentence; - use conditionals correctly across a range of contexts; - use modals correctly across a range of contexts; - use subject, object & predicate correctly; - use simple sentences correctly & construct acceptable compound & complex sentences by using clauses, phrases, pronouns & conjunctions; - use & recognise different sentence structures such as statement, questions, commands & instructions; - use active & passive voice for appropriate purposes & understand how voice can change meaning; - use direct & indirect speech correctly & for required effect; - use negative forms correctly; - use concord correctly; - use punctuation correctly & for a range of purposes such as to clarify meaning, show grammatical relationships & add emphasis; - use figurative language such as idioms, idiomatic expressions, proverbs appropriately; - translate short paragraphs from target language into home language/language of learning & vice versa.
	<p>* Develop critical language awareness</p>	<ul style="list-style-type: none"> - explain how words can be used with different connotations; - explain how language positions the learner by hidden messages; - identify and challenge bias and stereotyping, emotive, persuasive, manipulative and insensitive language.

APPENDIX M

TEXTS FOR THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10-12
 [National Curriculum Statement Grades 10-12 (General), 2003: 40-41]

TEXT PRODUCED DURING THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10-12 (A selection should be produced tin Grades 10-12)		TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10-12
Transactional Writing: Advertisements Brochures Curriculum Vitae Dialogues Editorials E-mail messages Faxes Formal & informal letters to the press Formal letter of application, requests, complaint, sympathy, invitation Friendly letters Invitation cards Magazine articles Memoranda Minutes & agendas Newspaper articles Obituaries Postcards Reports (formal & informal) Reviews SMS messages	Creative responses: Narrative, descriptive, reflective, discursive, expository and argumentative compositions Responses to literature Reference & informational texts: Directions Instructions Mind-maps Notes Paraphrases Research projects Summaries Oral, visual & multi-media texts: Advertisements Dialogues Flyers Formal & informal speeches Interviews Posters Presentations with graphic/sound effects Research projects	Drama Novel Poetry Folklore Short stories Film study Essays Biographies Autobiographies Further genres to be covered in Grades 10-12 include transactional, reference, creative, visual, audio, audio-visual & multi-media texts. A wide selection of texts must be used in integrated teaching over the three-year period.
Non-compulsory texts for enrichment: dramatisations, story telling, radio & television news, radio & television dramas, panel discussions, own short stories/poems/plays, cartoons, comic strips, jokes, signs etc.		

<u>Transactional texts:</u> Advertisements Brochures Dialogues (written) Diaries Editorials E-mail messages Faxes Flyers Invitations Letters Magazine articles Memoranda Minutes & agendas Newspaper articles Notes Obituaries Posters Reports Reviews Telegrams	<u>Reference texts:</u> Dictionary Encyclopaedia Schedules Telephone directories Textbooks Thesaurus Timetables TV guides <u>Creative texts:</u> Creative texts created by learners Dialogues Diaries Dramatisation Folk songs Folk tales Jokes Literary texts Music Myths & legends Riddles Songs Speeches Story telling	<u>Visual, audio, audio-visual & multi-media texts:</u> Cartoons Charts Comic strips Engravings Graffiti Graphs, diagrams, tables Illustrations Jokes (illustrated), caricatures Music videos Photographs Radio programmes Readings of dramas Readings of novels or short stories Recorded speeches Signs Slide shows Slides Symbols Transparencies TV programmes & documentaries
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APPENDIX N

Table 8e Grade 12 Competence descriptions for second additional language (adapted from National Curriculum Statement Grades 10-12 (General), 2003: 49-63).

Rating scale	LEARNING OUTCOME 1 Listening and speaking	LEARNING OUTCOME 2 Reading and viewing	LEARNING OUTCOME 3 Writing and presenting	LEARNING OUTCOME 4 Language
INADEQUATE	<ul style="list-style-type: none"> * speaks with great reluctance & with lengthy pauses * uses language not conveying maturity, sensitivity & respect * poor vocabulary & language use * hardly communicates intelligibly * poor listening skills * hardly ever identify information when listening 	<ul style="list-style-type: none"> * hardly ever identifies information when reading * shows no insight * hardly ever expresses or motivates own opinions or shows any sensitivity to different views & cultural issues * poor grasp of language * only reads haltingly due to serious reading disabilities 	<ul style="list-style-type: none"> * shows no awareness of suitable language use, or of audience, purpose, context & format * misinterprets topics * uses poor language when writing * only produces writing riddled with errors which impede meaning * shows almost no proof of revision or editing * can hardly improve work despite continuous assistance 	<ul style="list-style-type: none"> * hardly understands or uses any rules & conventions of language * shows only a basic grasp of elementary words & word forms * uses mostly ungrammatical sentences * shows almost no grasp of language structures & vocabulary

PARTIAL	<ul style="list-style-type: none"> * speaks & presents but seldom maintains audience interest * hardly shows cohesion, coherence or uses language that reflects maturity, sensitivity & respect * sometimes conveys a basic message in familiar situations, but meaning is often unclear * listens seldom critically to identify information * experiences difficulty when analysing & explaining even with guidance 	<ul style="list-style-type: none"> * seldom interprets, analyses & explains information correctly & independently * very seldom shows insight or expresses & motivates own opinions * seldom shows sensitivity to different views & cultural issues 	<ul style="list-style-type: none"> * seldom writes & presents texts which are coherent, cohesive, or accurate * seldom shows ability to adapt texts to different audiences, purposes, contexts & formats * develops basic ideas only with assistance, but they are not focussed or consistent * only writes text in which the meaning is sometimes obscured by errors * shows little evidence of revision & editing * needs constant guidance 	<ul style="list-style-type: none"> * very seldom understands rules & conventions of language structures * makes serious errors * seldom identifies, interprets & explains meaning & functions of words & word forms even with guidance * uses only simple sentence structures, seldom for any functional purpose & with many errors * demonstrates hardly any control of grammar & vocabulary
ADEQUATE	<ul style="list-style-type: none"> * speaks with some prompting * maintains audience interest despite hesitations & lapses in coherence & cohesion * shows sometimes awareness of & uses language that reflects maturity, sensitivity & respect * uses reasonably fluent language in familiar communication situations * listens mostly critically to identify information * experiences difficulty when analysing & explaining 	<ul style="list-style-type: none"> * experiences some difficulty in successfully identifying, analysing and explaining information independently * demonstrates a measure of insight * attempts to express & motivate own opinions * shows some sensitivity to different views & cultural issues 	<ul style="list-style-type: none"> * often shows a lack of coherence, cohesion & accuracy when writing * adapts with assistance texts to different audiences, purposes, contexts & formats * develops ideas only with support in any focused or consistent way * attempts revision & editing * needs guidance to overcome errors which sometimes impede meaning 	<ul style="list-style-type: none"> * understands some of the rules & conventions of language structures * makes careless errors * sometimes identifies, interprets & explains with assistance meanings & functions of word & word forms * uses sentence structures, but seldom for any functional purpose & with many errors * demonstrates limited control of grammar & vocabulary

SATISFACTORY	<ul style="list-style-type: none"> * speaks coherently & cohesively with some prompting * succeeds in maintaining audience interest * mostly shows awareness & uses language which reflects maturity, sensitivity & respect * functions mostly fluently in communication situations * listens critically to identify & interpret information * needs assistance when analysing & explaining 	<ul style="list-style-type: none"> * mostly interprets texts when reading * needs assistance when identifying, analysing & explaining information * demonstrates adequate insight * expresses & justifies own opinions * shows reasonable degree of sensitivity to different views & cultural issues 	<ul style="list-style-type: none"> * shows sometimes a lack of coherence, cohesion & accuracy when writing * adapts with assistance texts to different audiences, purposes, contexts & formats * develop ideas in fairly focused & consistent way * revise & edit with assistance writing to produce improved texts 	<ul style="list-style-type: none"> * understands some of the rules & conventions of language structures, but cannot always use them accurately * identifies, interprets & explains with assistance meanings & functions of word & word forms * uses different sentence structures for functional purposes but makes errors * demonstrates reasonable control of grammar & vocabulary
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It must be noted that because the meritorious and outstanding competence ratings are not relevant to the findings of the diagnostic assessments in this study, both are not recorded here.