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**The effectiveness of multimedia and computer-assisted
activities in the teaching of Afrikaans as a second
language**

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DECLARATION

I, Irene Basson, do hereby declare that the work contained in this research report is my original work and that I have not previously in its entirety or in part submitted this work to any other university for a degree.

Signature

Date

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ABSTRACT

Teachers are increasingly aware of the technological world in which their students live. They are aware that the use of computers affects the motivation and attitudes of learners. There has also recently been governmental pressure to integrate ICT in the teaching and learning at school level. The question remains how exactly these technologies should be implemented, particularly to aid in the acquisition of a second language.

This study investigates if the use of CALL in the teaching of second language Afrikaans has affected the attitudes and motivation of learners and if it had any effect on the results they achieved. A comparative study was conducted with a group Grade 11 learners in which they completed a series of research tasks that included no technology or computer-related input. The same group was also exposed to lessons with a computer-assisted approach, where a series of comparative research tasks were completed with the use of technology. The group completed reflective questionnaires on the tasks they had completed. The sets of tasks were analyzed and compared to each other and the reflective questionnaires were analyzed and general trends and findings were noted.

The findings in this study suggests that learners respond well to computer-assisted tasks and that there is a marked improvement in attitude and motivation when they are exposed to technology in the second language classroom. Furthermore it is evident that the shift in motivation contributes to an overall improvement of their results, which in computer-assisted tasks are on average 8%-12% higher.

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CHAPTER 1 OVERVIEW OF THE STUDY

1.1 AN INTRODUCTION

CALL (Computer Assisted Language Learning) has been defined as “the search for and the study of applications on the computer in language teaching and learning” (Levy, 1997, p.1) and is now used widely in a variety of instructional situations. CALL in the second language classroom – meaning the integrated use of computers, digital and electronic media and technology in the second language classroom to aid teaching and learning, is a well-researched and wide field, particularly in the study of English as a foreign language. For the purpose of this study CALL is to be considered in its widest possible sense. It incorporates multi-media learning, the use of the World Wide Web and any electronic form of presentation, which is computer-generated.

Teachers are increasingly aware of the technological world in which their students live. They are aware that the use of computers affects the motivation and attitudes of learners. There has also recently been governmental pressure to integrate ICT in the teaching and learning at school level. The question remains how exactly these technologies should be can and should be implemented, particularly to aid in the acquisition of a second language. As background to the study, I have focused briefly on the study of CALL, and then investigated the South African context in which we use ICT in the classroom. The focus in this research report is then particularly on how the attitudes, motivation and learning of Afrikaans as a second language are affected by the use of ICTs in the classroom.

1.2 DEFINITIONS AND TERMS

A few terms will be described and clarified to ensure that the reader understands what is meant by these terms for the purpose of this study.

1.2.1 Moodle

Moodle is the abbreviation for *Modular Object Oriented Dynamic Learning Environment* and it is an open source e-learning software platform, also known as a Course Management System, Learning Management System or a Virtual Learning Environment. According to Wikipedia of December 2011 it had a user base of 72,177 registered and verified sites, serving 57,112,669 users in 5.8 million courses.

Moodle was originally developed to help educators create online courses with a focus on interaction and collaborative construction of content, and is based on a constructivist framework.

Moodle has several features considered typical of an e-learning platform, like assignment submission, discussion forum, files download, grading, online quiz, online news, calendar and wiki spaces. Furthermore it supports many types of plug-ins like word and maths games and graphical themes.

1.2.2 CALL

CALL is the abbreviation for *Computer-assisted Language Learning*. It is the studying and teaching of language through the use of computer applications. CALL embraces a wide range of ICT applications and approaches to teaching and learning second and foreign languages, from the 'traditional' drill-and-practice programs of the 1960s to more recent manifestations such as virtual learning environments, distance learning, interactive whiteboards and mobile-assisted language learning.

CALL puts a strong emphasis on student-centered materials that promote interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process through the use of computers. It can be used to reinforce what has been already been learned in the classroom or as a remedial tool to help learners who require additional support.

1.2.3 Blended approach

A blended learning approach refers to a combination of face-to-face teaching in the classroom and the use of CALL.

1.2.4 Google documents

Google docs is a free cloud computing-document-sharing service. It is a family of Web-based applications from Google that includes word processing, spreadsheet, presentations, forms creation and online storage. It allows for real time collaboration.

1.2.5 Communicative approach

The communicative approach to language teaching is based on creating context for learners so they may use conversational language skills in real life context and so develop their communicative competence. In contrast to previous approaches, where second language speakers were taught grammar rules, the communicative approach is based on exposing learners to the language and encouraging them to communicate in the target language even if grammatical errors occur.

It attempts to link classroom language learning with language activities outside the classroom, and to provide learners with opportunities to use the language in authentic situations and to learn communication through interaction in the target language. The use of authentic texts is an important aspect of this approach.

1.2.6 Technology

Technology is the application of scientific knowledge for practical purposes, especially in industry. For the purposes of this study it is to be understood as "computer technology".

1.2.7 Conventional lesson

For the purpose of this study a conventional lesson means an ordinary, customary poetry lesson which would consist of a teacher reading the poem to a class and then discussing the meaning with them, highlighting terms and imagery and explaining deeper underlying meaning. The lesson would not involve any sort of computer technology or visual stimuli.

1.2.8 Multimedia is a combination of several media, such as video and sound in computer applications.

1.3 THE PURPOSE OF THE STUDY

1.3.1 THE PURPOSE OF THE STUDY

The purpose of this study was to determine whether there is a difference in how well learners achieve in a second language when computer-assisted language learning and teaching has taken place. Is there a difference in measurable skill performance?

,The purpose was further to determine how learners position themselves with regards to computer technology and if instruction with the aid of computers and media has an effect on their attitude and motivation, specifically on their attitude towards the subject Afrikaans as a First Additional Language. Are they less excited if the lessons are presented in a conventional approach to when the lessons are CALL orientated? Might this change in motivation and attitude affect the results achieved?

1.3.2 THE AIM OF THE STUDY

What is the value of a computer-assisted language learning approach? The aim is to **compare** how well students perform when taught certain skills with a computer-assisted approach to when they are taught without technology in a traditional conventional approach. The aim is to further **describe** such differences and to finally **recommend** which skills are suited to teaching with the use of CALL.

The research had focused on a group of Grade 11 learners and explored whether their attitudes, motivation and performance are significantly affected by the use of CALL in the Afrikaans classroom.

1.3.3 RESEARCH QUESTIONS

*Does a Computer Assisted Language Learning approach have an effect on the **attitude and motivation** of learners when acquiring a second language, particularly to the subject Afrikaans?*

1.3.3.1 How do learners **position** themselves in relation to technology? (Do they embrace it? Do they resist it? Do they sidestep it?)

1.3.3.2 How are learners' **attitudes** and **motivation** to the subject **Afrikaans** as a First Additional Language affected by a CALL approach? (Has it been affected in a positive or negative way or is there no difference?)

*Does a Computer Assisted Language Learning approach have an effect on the **results** that learners achieve when acquiring a second language?*

1.3.3.3 Is there **positive difference** in the results achieved when lessons are presented and tasks are executed with a CALL approach? The focus will be on a reading and poetry skills.

1.3.3.4 What would comprise a significant difference in this study?

1.3.3.5 What were the difficulties encountered with the use of technology in the classroom?

1.3.4 ASSUMPTIONS

Second language teaching brings with it a host of underlying principles and conventions and practices assumed for the sake of this study. Different approaches to the teaching of a second language such as the communicative approach have had worldwide acclaim and criticism. For the purposes of this study, however, these approaches to the teaching of a second language are not to be scrutinized and good generally assumed practice will be adopted, implemented and motivated as they are used.

The underlying principles of good second language teaching practices are assumed (such as creating context, developing vocabulary within a certain context, speaking in the language of instruction as a means of creating real context, collaboration and communities of practice). Good practice regarding the teaching of boys are also assumed and maintained throughout the research. These principles are adhered to in all the research tasks and will have no bearing on the investigation. This study has focused on the effect of CALL and a comparative study has been conducted to investigate the difference between lessons taught with the help of technology and those without.

1.4 RATIONALE AND THE SIGNIFICANCE OF THE STUDY

1.4.1 ATTITUDES AND MOTIVATION IN THE STUDY OF AFRIKAANS FIRST ADDITIONAL LANGUAGE

As a second language Afrikaans teacher for the past 17 years, I am interested in the factors that contribute to second language acquisition. In my first teaching experience, I was at a school that had very few resources and very few possibilities with regard to computers and digital technology. Yet, learners did exceptionally well in their ability to acquire a second language. Recently, I have been teaching at St John's College, a school with a wealth of resources and technological support available. Here I have seen how involved and engaged learners are in the digital, electronic world. My interest in this research stems directly from my experience in both these contexts.

The increased availability and use of technology among the youth has changed the face of teaching. Teachers are increasingly aware of the fact that the students in their classes relate to the world in an entirely different way and that technology plays a big role in this. It would be interesting and significant to establish whether a computer-assisted approach has an effect on the motivation and attitudes of the students when they are learning a second language. It will be of particular interest to see if there is a significant change in the attitudes towards Afrikaans as a subject. There seems to be a resistance towards the learning of this language – many students regard it as politically incorrect to study this language, some feel it is a language, which caters for the minority, and they cannot see why it is relevant or useful for them to study this language. In Johannesburg, learners feel that they have very little exposure to the language and they do not have the opportunity to use this language in a real world context.

This study has shed some light on the whether the use of visual material and digital media will shape or significantly change the attitudes and motivation of learners to study Afrikaans. For the sake of the study it will be necessary to explore this aspect, perhaps not fully, but it must be taken into consideration when analyzing the data. The way learners position themselves confidently or fearfully against technology and computers may significantly affect the results they achieve when working with technology. Their motivation and attitude must be described as it may significantly contribute to their results. Learners may achieve better if their attitude and motivation has been heightened by the use of technology. Similarly if uncertainty and fear of technology is inhibiting their performance, it

must be noted for the sake of the study as not to make computer technology the only contributing factor in this study. It will however just be described and documented as possible contributing factors, and will not be fully investigated and analyzed.

1.4.2 CALL AND RESEARCH IN AFRIKAANS AS A SECOND LANGUAGE

The use of computers in teaching and learning in a second language is relatively new, but a fast growing area of research. There has been some research in recent years with regard to CALL in teaching French, Spanish and English as second languages; however, in a South African context it is still in its infancy, particularly in Afrikaans as a First Additional Language. There is a distinct lack of empirical research in the area of CALL for Afrikaans. This research may therefore be useful for teachers of Afrikaans.

1.4.3 THE CONTEXT OF THE STUDY

1.4.3.1 THE SOUTH AFRICAN CONTEXT

The increased availability of computers in South African schools and National Department of Education's publication of the Draft White Paper on e-Education are indications that teachers are beginning to face the challenge of integrating digital technology into the curriculum. However, despite the appeal for teachers to embrace the challenge and to integrate ICT in their teaching, there have been very few, if any, guidelines as to how this may be implemented.

I am therefore interested in exploring not only whether learners' attitudes and interest in the learning material and learning process is significantly better when they are exposed to technology in a teaching environment and to what extent their attitudes change, but also whether they will achieve the same results when they are taught with a computer-assisted approach or not. As a researcher, it is important to determine whether or not this happens; as well, as how it happens or why it does not happen.

In particular, it will be significant to establish that IF the use of technology and the integration of ICT in the Afrikaans curriculum do indeed have an effect, which areas of the language acquisition process and which skills are particularly suited to the use of such an approach and which are not. Is it, for example, a good idea to teach poetry in a traditional manner, but grammar with the use of technology? Do learners respond in the same manner when listening to texts when read to them by a teacher in a traditional method, as when they listen to audio texts on a computer?

The answers to some of these questions will prove valuable for second language teachers who are always looking for the best method in teaching certain skills to learners in a second language environment. With a wealth of resources available to teachers and software proprietors promoting learning material, it is difficult for teachers to discern which skills are indeed better suited to a CALL approach. I hope that my research will shed some light on this matter.

1.4.3.2 THE CONTEXT OF ST JOHN'S COLLEGE

St John's College is a private boys' school situated in the affluent Northern suburbs of Johannesburg. It has been in existence for over 112 years and the pre-preparatory, preparatory and secondary (College) schools exist on the same campus. In the College, there are approximately 700 learners from grade 8 to 12. Before admission to the school, all learners write an Admissions Assessment Examination although only in case of severe problems with basic skills are learners turned away.

The great majority of students speak English as their mother tongue. The classes are relatively small ranging from 15-23 students per class. The school is extremely well resourced. An average classroom for example has an interactive whiteboard, 2 computers, a laptop, television, access to unlimited internet and wireless connections, podcasts, music, etc. Boys all own their own mobile devices that they may use in class to connect to the wireless internet server. Teachers could take an entire class to any of 3 fully resourced computer rooms if they wished to do online questionnaires for example or work on with specific software such as the Adobe Creative Suite. One could also take a set of 30 Apple Mac laptops from the library to the classroom for occasional use. There is unlimited access to photocopying and wireless internet access across the campus. Teachers generally have access to the technology they wish to have, if they motivate and budget for it within their departments.

The resources of the school cast some light on how in touch learners are with technology. A detailed summary on the amount of computers, IT staff, support staff, boys with mobile devices, server size, the student portal and Moodle capabilities, is an indication of their constant exposure to and their reasonable familiarity with technology. The exponential growth of the server size and the devices, as well as the bandwidth capabilities are indicators that it is in fact used extensively and growing annually. (See appendix D)

Part of this study is a survey conducted to establish to which extent the learners in this particular study are exposed to IT per day. The survey has shed light on the context and how 'natural' it is for these learners to be exposed to technology. It has been useful to establish the attitudes associated with technology at the start of the research by means of such a survey and a questionnaire given to the research group.

CHAPTER 2: LITERATURE REVIEW

The literature review focuses on studies in the field of educational technology and CALL, particularly in second language teaching. It is necessary to briefly explore the use of technology in teaching in a wider context and then to focus specifically on the developments in CALL over the past few decades. The literature focusing on the South African context and the empirical research done in terms of integrating ICT successfully into the curriculum will be explored. Finally the theoretical framework of my research will be based on the studies in the use of CALL in teaching a second language focusing on reading, comprehension and literature (particularly poetry) skills.

2.1 THE ROLE OF ICT AND COMPUTERS IN TEACHING

The role of computers in schools has not been uncontested. The one view is epitomized by Seymour Papert in his statement: "I believe that certain uses of very powerful computational technology and computational ideas can provide children with new possibilities for learning, thinking and growing emotionally as well as cognitively" (Papert, 1980: 17). This optimistic view is shared by many leading educationalists. Pea (1985) is of the opinion that human-computer intelligence systems will serve to extend and reorganize what we think of as human imagination, intelligence, problem-solving skills and creativity.

On the other hand, there are many strong criticisms against computers in education. Although there is agreement on the unique power of computers, whether this power will be employed to the benefit or the detriment of education, is still to be determined.

The fact remains, that for the foreseeable future, computers will play a significant role, whether intentionally or unintentionally, throughout education. There are many reasons for this. There is governmental pressure to close the digital divide. There is national pressure to be able to play a part in the global economy as one cannot be 'left behind' and 'switched off' from the rest of the world and its economy. There are personal and social pressures from learners for teachers to interact and be part of their digital worlds and last but not least, pressure from software companies and manufacturers who realise the potential financial gains to be made by persuading teachers and parents that the future of education lies in educational technology. Therefore, the question is not so much – should computers

and educational technology play a role in education, but rather what kind of responsible, educational, valuable roles can computers play in the learning process. Thinking about computers in education should therefore not be thinking about computer programmes and functions, it should be thinking about what is educationally sound good practice.

Plato – in his *Meno* suggests that good teaching is asking the right questions, allowing responses in a permissive atmosphere and giving immediate feedback, leading the learner in the right direction to discover the knowledge that he already holds within himself. This educational approach associated with the ancient Greeks and the Oxbridge system of teaching is significant if we consider that the computer has two fundamental positive points which is crucial to education namely it is personal and it is interactive. The idea being that having a personal computer is like having a personal teacher available permanently and this tutor can interact with you. It creates the idea that instead of being in a class of 30 learners, the learner has individual attention. 'Interactive' means they can promote active learning. It is the only educational tool besides humans that can do that. "In other words, the power of the technology is such that it has the potential to act as an individual tutor, responding to different learner characteristics, thereby providing genuine individualized instruction" (Sewell, 1990: 5). This is the broad assumption and big promise that computers in education hold. By exploring the different educational computer programmes and software that have emerged historically, we can look critically at whether they indeed fulfill this very optimistic promise and whether in fact they have added educational value and have psychological validity.

Vygotsky has argued that in learning or at certain points in cognitive growth, there is what he calls 'the zone of proximal development' (ZPD). This is a point where the child has partly mastered a skill but can act more effectively with the help of a peer or a more skilled adult. Learners can be helped through the zone of proximal development within a suitable socio-cultural environment. Vygotsky felt that instruction is only good when it proceeds ahead of development. Guided instruction is important but the emphasis in interactivity and exploration must be maintained as it awakens those functions which are in a stage of maturing, which lies in the zone of proximal development. (Vygotsky, 1978)

There is a notion that intelligent computers could thus lead a child through the zone of proximal development (ZPD). Just like teachers or more experienced peers can enable a

child to move through the zone of proximal development more rapidly, so too certain software programmes can play that role.

However, Piaget and Vygotsky emphasize the **struggle of learning**. In Piagetian terms the learner 'struggles' to absorb and 'assimilate' dissonant information into existing mental models (schemata) and the resulting cognitive uncertainty (disequilibrium) results in modification (accommodation) of previous understanding. John Seely Brown raises this issue and says that technologies may in fact remove too many of the obstacles in the learning process. He emphasizes that the 'struggle' or the effort required in learning is an essential part of the process. Therefore, technologies should aim not only to enable the learner to arrive at the product, but also very definitely work in the accompanying cognitive activities required for learning. Removing the obstacles may in fact stultify learning "The nature of a stultifying environment is that it removes those 'obstacles' that are the source of learning itself" (Seely Brown, 2000: 19).

Software programmes may encourage active involvement and discovery learning as well as encourage social interactions. They are motivating and facilitate the use of individual strategies. The disadvantages are that they might be overused and concrete experience is always better. There is also no guarantee that learning is taking place. Although learners may seem enthusiastic and engaged, especially when engaged in gaming activity, there is no guarantee that learning is taking place. A teacher is still necessary to guide and control the activity. The question is also begged whether the skills will transfer to non-gaming environments. We should not mistake interaction with construction and learning. Pufall states: "There is a tendency to equate *constructive* with *interactive*. To assume that doing, especially if it is enthusiastic doing, is constructive in the sense of changing the self/world relation...special care is needed." (Pufall, 1988: 19) Significant claims have been made concerning the potential of computers and certain types of software to result in the development of cognitive skills that are characteristic of high level thinking. As educators we have the responsibility to evaluate the validity of such claims.

If we consider the **process** of learning then as essential, rather than the product, then computer technologies can indeed be part of the answer. They can make concrete the meta-cognitive processes that underlie the learning process. It can enhance human creativity and intellectual capabilities. It provides tools for self-reflection, "thereby providing

a lever for cognitive development” (Sewell, 1990: 23) Not only can the child develop an awareness of errors in understanding, but for teachers it provides too a powerful diagnostic tool, important for analyzing remedial action.

For every positive statement about the use of educational technology, many concerns have been raised to counteract them. Striebel (1986) has argued that a technological framework in schools will delegitimize non-technological ways of learning and that by embracing technology, we move away from holistic approaches in which the child’s entire development – intellectual, moral, social and emotional and physical is nurtured.

Indeed, it is also implied that the technologies themselves should incorporate a certain degree of ‘intelligence’ in the sense that it must be appropriate tasks for specific targets encompassing a broad range of styles, knowledge, construction and entertainment. They are what Sewell would call ITSs – Intelligent Tutoring Systems which aim to instruct learners in specific skills in specific subjects, focusing on individual needs, detecting shifts in attention and adopting their teaching style accordingly and present individualised feedback. These ITSs are called good teachers. Despite the advances made in computing and in educational technologies, there is no one system that can provide in all of these areas. Alfred Borke (1985) reminds us that computers are merely means to an end, the end being to assist all students to learn efficiently and effectively. Our decisions should not be made on technological grounds but rather on pedagogical grounds.

We would still need good teachers, to make discerning choices about the specific programmes that are suitable for specific tasks and to mediate and guide the learning through the technologies where appropriate. It is within this framework that the ‘blended’ approach to learning has been formed. Where good teaching practice exists alongside the use of technology and the best pedagogical approach for the learning material is chosen. Herein lie my question: How do we know WHICH tasks are particularly suited to be taught in a conventional manner by a teacher and WHICH tasks and skills benefit from a technological approach?

2.2 DEVELOPMENTS IN CALL

CALL publications have evolved from explanations of computers and software to broad explorations of CALL -based pedagogy for a variety of teaching needs. In this section there will be a brief overview of the historical context CALL and the changing role it has come to play in second language learning.

The first era of CALL can be largely described as the **Behaviourist CALL** practice. As early as the 1950s and more so in the 1960s simple drill and testing programmes were created. (Levy, 1997). The programmes were mostly linear, consisting of simple exercises where the learner was to choose between one or two answers. These programs obviously had their limitations, acknowledged by researchers and teachers. In the 1960s and 1970s more programmes were developed in accordance with structural linguistics and audio-lingual method, a behaviourist model of language learning based on habit formation. (Fotos & Brown, 2004:4) In this era CALL consisted mainly of drill-and-practice exercises and was regarded as a supplement to classroom teaching, rather than a replacement. Although these programmes had their limitations, many are still used today as certain skills such as vocabulary study still benefit from these repetition exercises (which were often self-paced and provided immediate feedback).

By the beginning of the 1980s, behaviourist approaches to language teaching were being criticised and communicative approaches made their way into mainstream educational policies (also in South Africa). The communicative approach also affected CALL methodology and seminal works such as Higgins and Johns' *Computers and Language learning* (1984) and Underwood's *Linguistics, Computers and the Language Teacher* (1984) were published. And thus what we now know as **Communicative CALL** was born. It emphasized the communicative use of language in a holistic context instead of isolated grammatical structures being drilled one at a time. The programmes consisted of language games, cloze tests and puzzles.

In the 1990s a different model of CALL started to develop which allowed a cognitive model of language learning which stimulated motivation, critical thinking, creativity and analytical skills, rather than merely achievement of the correct answer or the passive comprehension of meaning. (Fotos & Brown, 2004:5) The focus was on learners as active participants in the construction of knowledge. Programs such as word processors, desktop publishing programs facilitated learners' use of a second language. From this approach **the**

Integrative CALL arose in the mid 1990s and is still with us today. It is within this framework in which my research will be based. It comprises of the use of the internet, hypermedia, multi-media software, is highly interactive and based on the Vygotskyan socio-cultural model of language learning in which interaction is regarded as essential for the creation of meaning (Warschauer, 1996:12). It hones in on Web-based activities that allow learners flexible, self-paced access to information.

CALL activities include the following:

- * Writing (word processing, text analysis, desktop publishing, blogging)
- * Communicating (e-mail, MXit, chatrooms, MOO, synchronous and asynchronous chat)
- * Multimedia (CD-ROM software for the study of specific skills such as pronunciation)
- * Internet (constructing homepages, web searches, wikis, blogs)
- * Social networking
- * Distance learning
- * Test taking (immediate feedback, varying degrees of difficulty and provide support)

2.3 THE SOUTH AFRICAN CONTEXT

Statistics show that the availability of computers in South African schools has increased. In Gauteng alone the availability in schools have increased from 23,6% in 1998 to 88,5% in 2003 (Lundall & Howell, 2000; Department of Education 2003:12-13). In 2003 the National Department of Education further challenged the integration of ICT in schools by publishing the Draft White Paper on e-Education. The goal of this document was to transform learning and teaching by means of integrating ICT into the curriculum. Although the increased availability of computers and government's commitment to the process are encouraging, the limitations are still huge. There have been no initiatives by the National Education Department to educate teachers on exactly HOW the integration of ICT in teaching and learning should take place.

2.4 READING SKILLS AND A MULTIMEDIA APPROACH

Research that has been done on the effectiveness of technology and multimedia in the classroom is mostly experimental, comparative studies. Some studies compared the use of video annotations with picture annotations. One such study by Hanley *et al.* (1995) compares the use of video and pictures to determine which medium is more effective helping learners understand reading comprehension texts. The learners were divided into two groups and given 12 texts each. The one group had short video introductory sessions, while the second group was introduced to the text with pictures. The findings of this study showed that the learners who were exposed to the video clips had a far greater understanding of the text than the second group and that video was far more effective than pictures for developing reading skills as it helped learners to contextualize the language when they have to recall the text they read (Lawrence, 2009).

Another study conducted by Al Seghayer (2001) experimented with the use of graphics and video when reading texts to conceptualise vocabulary. His findings were that video and the integration of media improved concentration and helped with the conceptualization of the written word. In an extensive literature survey of these and other similar studies, Lawrence concludes that "(A)lthough there is inconsistency in the research findings, it seems safe to assume that the use of video and picture annotation has a positive effect on learners' comprehension of the text" (Lawrence, 2009).

2.5 THE PRINCIPLE OF SIGNIFICANT DIFFERENCE

Joy and Garcia (2000) suggest that researchers and instructional designers must be cautious when interpreting results of media comparison studies. Much of the literature purports to have found no significant difference in learning effectiveness between technology-based and conventional delivery teaching. They suggest, however, that the research methodologies and conclusions are often flawed because they are inadequate. They posit that in stead of measuring whether or not media and technology is effective "...the question for all ALL practioners ought to be: "What combination of instructional strategies and delivery media will best produce the desired language outcome for the intended audience?" (Joy & Garcia, 2000)

In a meta-analysis of randomly selected 30 percent of approximately 500 experimental studies, Clark found that 75% of the studies he examined had flaws in the experimental research, mostly because time to task was not recorded, the instructional method was not

controlled and the familiarity with technology and multi-media were not investigated (Clark, 1985).

Ramage (2002) in his literature review of the “No Significant Difference” Phenomenon concludes that while Clark’s criticisms and findings are relevant, in a review of the literature states emphatically: “This review found no study, no evidence of any kind that categorically proves that technology does not impact learning in some way, positively or negatively” (Ramage, 2002). To establish ‘significant difference’ is almost impossible. He posts the question that if we consider learning styles, multiple intelligences, student preferences, teaching style, socio-economic factors, active learning techniques, air temperature, room size, time of day and calorie intake, all of which has been studied as variables to some extent, some generalizations made, always with exceptions and never with absolute certainty. Should studies in the effects of technology be held to a higher standard?

It is within this theoretical framework that this study has been conducted. The research design as set out in chapter 3 draws on these experiments. For this study a comparative research design will also be implemented, and an in-depth analysis of how reading comprehension is affected by the use of multimedia such as video will be done to investigate the findings of Hanley *et al* (1995) and Al Seghayer (2001) as it is applied in the teaching of Afrikaans as a second language. The concerns of Clark (1985) and the research flaws highlighted will also be avoided by investigating the learners’ familiarity with technology, controlling the time to task and by having the same teacher and group to control the instructional method with careful consideration to the research design and the comparative lesson and research task design.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY

3.1.1 RESEARCH GROUP

This research has been conducted with a group of 34 grade 11 learners. A comparative experimental study has taken place over a 4-week period during their regular Afrikaans lessons of 50 minutes per day.

3.1.2 QUANTITATIVE RESEARCH

Quantitative research involves the choosing subjects and data collection techniques of measurable tasks and implementing treatments.

The research has been conducted partly within the quantitative paradigm to investigate if the results that learners achieve when taught with a traditional, conventional approach differ significantly from the results they achieve when taught with a computer-assisted approach to second language learning and teaching.

In this study 2 classes of grade 11 learners, taught by the same teacher, in the same school has been chosen as a convenience sample group. The data collection techniques are the use of surveys, assessment tasks (paper-and-pencil tests) and reflection questionnaires. The quantitative research includes analyzing the marks that learners achieve for each of the tasks.

The strengths of this approach are that it is economical, there are standard questions, tests are easy to score as they are closely aligned to instruction. It uses authentic context as part of their natural learning programme and environment.

The weaknesses are that standardized tests may give a false sense of validity and do not consider learners with reading impairments. Within the questionnaires there is the risk of 'faking and social desirability' and the inability to probe and clarify once learners have answered these questionnaires.

3.1.3 QUALITATIVE RESEARCH

Qualitative research is the inquiry in which researchers collect data in face-to-face situations by interacting with the selected persons in their settings. Qualitative research describes and analyzes people's individual and collective social beliefs, thoughts and perceptions. Although in this study there will be no formal interviews in which data is collected and recorded, the researcher is the teacher and the natural interaction within the classroom situation does give the researcher insight into the social beliefs, thoughts and perception of the subjects.

The research has therefore been partly conducted within the qualitative paradigm to investigate whether there is a significant difference in the attitudes and motivation when taught with a traditional, conventional approach or with a computer-assisted approach to second language learning and teaching. There is a qualitative aspect to the quantitative research that has been conducted with a survey and reflection questionnaires at the end of each task where learners commented on their own motivation, beliefs and thoughts.

3.1.4 RATIONALE FOR SELECTING SKILLS

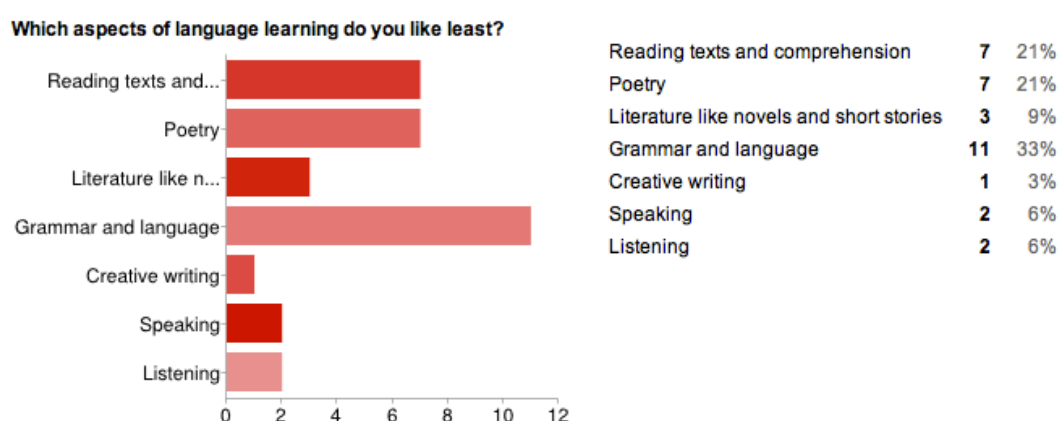
In the Afrikaans second language classroom, specific areas and skills are often taught in very traditional and conventional ways and there has not been much scope in presenting lessons in a different way, as there would be with the oral component of the subject for example. The rationale was to measure if there was a significant difference in the results of **certain skills** when lessons are presented in a non-conventional (and in this case CALL) way. Will technology have any effect on the learning process and will in fact it enhance or detract from learning?

It is important, as we are moving in an increasingly technological world, that learners in the learning process are also exposed to these mediums in the learning environment and feel comfortable with its use in the classroom and the learning process. Equally important would be for them to recognise that some areas of a subject are better suited to be taught through a digital electronic medium, where others are simply not. The task should determine the kind of teaching that takes place, rather than technology dictating the course of action. It is within this blended constructivist framework that the research has been conducted.

The focus in this study will be on reading comprehension and poetry. These two areas of language teaching have traditionally been taught in very conventional ways and it has not seen much innovation, particularly in Afrikaans communities of practice.

When learners were asked which aspects of second language Afrikaans they found most difficult and enjoyed least, the overwhelming response was grammar (33%). The two components which were of equal 'dislike', were reading comprehension and poetry (both 21%). It was therefore clearly a good choice to choose these two aspects as their initial apprehension about these components were the same. (See figure 3.1.4.1)

FIG 3.1.4.1



There is a natural resistance to 'comprehension tests' as learners find the use of new vocabulary in authentic texts difficult and creating meaning from these texts is challenging.

Poetry, particularly in a boys' school and particularly with second language speakers, is equally unpopular with the learners. They find it difficult to understand superficial literal meaning, and to expect them use a second language to construct figurative meaning and philosophical thoughts and to express these thoughts clearly can be very difficult for learners. Selecting these two components of second language teaching would be challenging, as there is already natural resistance to them.

3.2 RESEARCH DESIGN: OUTLINE OF THE RESEARCH TASKS

3.2.1 SURVEY ON THE USE OF TECHNOLOGY

The first research task, for the purpose of this study called the pre-task, is a survey which the 34 candidates had answered and it will draw into question their general exposure to technology, their motivation and attitude towards technology. This is an important part of the research as it examines the learners' ability to navigate their way around technology and has shed some light on whether they felt comfortable using computers, whether they were perhaps inhibited by fear, or whether they were perhaps more motivated. All of these factors have an impact on their results and should be considered.

After this survey a set of 3 tasks were repeated twice for each skill covered (reading comprehension and poetry). The three tasks were the

- i) the conventional lesson
- ii) the CALL lesson
- iii) the reflection questionnaire

3.2.2 CONVENTIONAL LESSON – TEACHING A SKILL WITHOUT THE USE OF TECHNOLOGY

The learners performed a task on a particular skill. This task involved no technology whatsoever and the lesson had been taught with a traditional approach. At the end of the task learners were evaluated on how well they managed to perform the task.

3.2.3 CALL LESSON – TEACHING THE SAME SKILL THROUGH THE USE OF TECHNOLOGY

The second task required teaching the same skill, but this time through the medium of technology. The learners performed a task again, but this time the task involved the use of technology. Extreme care had been taken to ensure that the tasks are comparable in every aspect: the difficulty, the kinds of questions, the length, the required outcomes were designed to be comparative. The same learners, the same teacher and the same skills were tested. The only controlled

variable was the use of computer technology in presenting and performing the task. This task was also evaluated and marked.

3.2.4 REFLECTION QUESTIONNAIRE – REFLECTING ON DIFFERENCE IN ATTITUDE AND SKILL

At the end of the second task the learners were required to reflect on the second task itself, comparing it to the first task, rating their level of confidence, attitude, and the overall manageability of the task. The two reflective papers for each student have been compared and analyzed. The overall success of a student in completing the two tasks have also be assessed and compared.

3.3 RATIONALE FOR A COMPARATIVE STUDY

The rationale for a comparative study is

- * the same homogenous research group
- * the same teacher / researcher presented these lessons
- * measures taken to ensure the set tasks were comparative in the skill they were addressing, degree of difficulty, types of questions, length and required outcomes. Great care has been taken to create tasks that are almost exactly the same – the only controlled variable being the first task was conducted without any technology, whereas the second task was computer-assisted. See the detailed descriptions of the set and the measures taken to ensure accurate comparability in 3.4.

It is therefore the best method to use to ensure that all variables are the same except for the use of technology – thereby isolating the controllable variable that is to be researched.

3.4 DESCRIPTION OF COMPARATIVE RESEARCH TASKS

A learning programme for the four-week period in which the research had been done, had been designed to form a comprehensive programme that learners would be exposed to normally and in this learning programme 8 research tasks had been incorporated. However, for the scope of a research report, not all of these has been incorporated into this report, The tasks relating to reading comprehension and poetry were used and only the 4 research tasks will be outlined here. There was also time allocated for reflection, revision, and other tasks during this time. The learning programme had as an overarching theme “*Media in our lives*” and the aim was to look at different aspects of the media in each of the different tasks.

TABLE 1: OUTLINE OF THE RESEARCH PROGRAMME

LEARNING PROGRAMME: The role of the media in our lives		
Skill	Conventional lesson Without technology	CALL lesson With the use of technology
Reading	Topic: The role of the media	Topic: The role of the media
	Research task 1 Conventional task: Learners read a passage printed on paper on the role that the media plays in our lives. Learners are then required to answer contextual, interpretative and higher order questions in varying degrees of difficulty related to the passage in written form. They had the passage with them as they answered the questions for reference.	Research task 2 CALL task: Learners read a passage of equal length and degree of difficulty, also on the role of the media in our lives, but on a computer screen as a webpage. Learners were required to answer questions in varying degrees of difficulty on the passage in the form of a Moodle quiz. They were allowed to have the text open in a separate tab for reference.

	Learning outcomes: *Learners are able to read and view for understanding Assessment standards: *Learners can scan texts for supporting detail *can infer meaning of unfamiliar words *reread, review and revise *distinguish between fact and opinion *explain the writer's viewpoint and give evidence from the text	Learning outcomes: *Learners are able to read and view for understanding Assessment standards: *Learners can scan texts for supporting detail *can infer meaning of unfamiliar words *reread, review and revise *distinguish between fact and opinion *explain the writer's viewpoint and give evidence from the text
Poetry	Topic: News in the media	Topic: News in the media
	Research task 3 Newspaper article: Loop en val vermoor vir skamele R30 (Uit Beeld) Poem: <i>Loop en Val</i> by Louis Esterhuizen	Research task 4 News video footage of 9/11 on you tube Poem: <i>Foto van 'n man wat val</i> by Joan Hambidge
	Conventional lesson: 1) Introduction: Read and discussed the newspaper article 2) Lesson: Read and discussed the poem. Learners made handwritten notes on their poems as we were discussing.	CALL lesson: 1) Introduction: Learners were shown video footage of the 9/11 disaster as produced by Sky news (captured on youtube). A discussion followed. 2) Lesson: Learners were guided through the poem with a line by line explanation and visual presentation on PowerPoint show. Notes to be made were

	3) Learners answer questions on the poem in written form.	downloaded on Moodle and learners didn't make any handwritten notes. 3) Learners answer questions on the poem in written form.
	Learning outcomes: Learners are able to read and view for understanding and to evaluate critically and respond to a wide variety of texts Assessment standards: * learners can explain how word choices, imagery and sound devices shape mood, meaning and theme *recognize that verse and stanza forms, rhyme, rhythm and punctuation affect meaning *Recognize and explain the effect of a wide variety of figurative and rhetorical language and literary devices such as metaphor, simile, symbol, hyperbole, contrast, sarcasm, irony, satire *give and motivate personal responses to texts	Learning outcomes: Learners are able to read and view for understanding and to evaluate critically and respond to a wide variety of texts Assessment standards: * learners can explain how word choices, imagery and sound devices shape mood, meaning and theme *recognize that verse and stanza forms, rhyme, rhythm and punctuation affect meaning *Recognize and explain the effect of a wide variety of figurative and rhetorical language and literary devices such as metaphor, simile, symbol, hyperbole, contrast, sarcasm, irony, satire *give and motivate personal responses to texts
Language	Topic: Advertising in the media	Topic: Advertising in the media
	Conventional task: Learners are taught the concepts of denotation, annotation, AIDA principle and how it is used in advertising. They then found examples of such advertising material and analyzed the	CALL task: Learners were taught the concepts of gender stereotyping in advertising by means of a short film. Thereafter they were asked to look at and discuss a few visual advertisements

	advertises according to these concepts. A worksheet with relevant questions and language exercises was completed. Examples from magazines were given.	as presented on the interactive whiteboard. The focus was on identifying and explaining the stereotyping that exists. A worksheet with relevant questions and language exercises was completed. Numerous television commercials were presented to build background knowledge.
	Learning outcomes: Learners are able to use language structures and conventions appropriately and effectively and show a critical language awareness Assessment standards: *use simple sentences appropriately and correctly *identify denotation and connotation *identify how language positions the learner by implicit and explicit messages, values and attitudes *identify and challenge obvious bias and stereotyping, emotive, persuasive and manipulative language	Learning outcomes: Learners are able to use language structures and conventions appropriately and effectively and show a critical language awareness Assessment standards: *use simple sentences appropriately and correctly *identify denotation and connotation *identify how language positions the learner by implicit and explicit messages, values and attitudes *identify and challenge obvious bias and stereotyping, emotive, persuasive and manipulative language

3.4.1 THE TECHNOLOGY SURVEY

RESEARCH: PRE-TASK TECHNOLOGY SURVEY

Learners filled out the technology survey in the computer room.

GRADE 11 SURVEY

Please fill in this survey in as much detail as possible. Your input is extremely valuable and will shed some light on the use of technology in the classroom.

How do you feel about lessons that involve some kind of technology? (Technology might include any form of computer use such as interactive whiteboards, video, audio, computer work, mobile phones)

Which of the following statements describes your feelings the best?

- ☐ I absolutely love it. It makes the lessons superb and it makes a huge difference to the way I respond and interact.
- ☐ I generally find these lessons engaging and interesting
- ☐ I find these lessons interesting, but it really depends on the subject.
- ☐ It makes no difference to me whether we are using technology or not.
- ☐ I find the use of technology distracting and irritating and it hinders the learning process.

How do you think other learners respond to technology?

How do you rate your motivation when a lesson includes technology?

1 2 3 4 5 6 7 8 9 10

Worst ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Best

How many hours do you spend in front of the computer per day?

(this does not include time on your mobile phone)

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

How many of these hours do you spend on work or study?

(this does not include time on your mobile phone)

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

How many hours do you spend on your mobile phone?

Do you find computers useful when studying or completing homework?

- ☐ yes
☐ no
☐ occasionally

In an average school day, of 6 lessons, how many lessons are taught with the use of technology?

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

Which subject uses technology as a teaching medium the most?

Does the use of technology in a classroom affect the way you feel about the subject?

Are you sometimes allowed to use your mobile phones in class to participate in the lesson?

often

How often do you use your mobile phone in a lesson to engage on a personal level which has nothing to do with the lesson?

(answer in as much detail as possible)

Do you think teachers should use mobile technology to engage students in their lessons?

(answer in as much detail as possible)

Do you think teachers should use social media to engage students?

(would you like a facebook page where you can get details of your Afrikaans class, for example?)

How many hours do you spend on Facebook per day?**Do you prefer your social networking life (private) and your academic school life to remain separate?****Do you use Moodle at home quite regularly?**

Please explain when, where and how you use Moodle)

Which websites do you frequent the most? List as many as you can. These can include social media site, websites, gaming sites, research sites**Which of the following do you find most interesting in a lesson?**

- ☐ video
- ☐ audio
- ☐ interactive quizzes
- ☐ chatrooms
- ☐ powerpoint presentations
- ☐ interactive whiteboard

Which of the following do you find least interesting in a lesson?

- ☐ video
- ☐ audio
- ☐ interactive quizzes
- ☐ chatrooms
- ☐ powerpoint presentations
- ☐ interactive whiteboard

Which of the following are you exposed to most as a student at school?

- ☐ video
- ☐ audio
- ☐ interactive quizzes
- ☐ chatrooms
- ☐ powerpoint presentations
- ☐ interactive whiteboard

Do you prefer chatting over BBM, IM, Mxit or face to face?

Do you find technology a motivating factor?

- ☐ yes
- ☐ no
- ☐ sometimes

Do you understand work better when you see it visually?

- ☐ yes
- ☐ no
- ☐ makes no difference

Is it easier to read on screen or on paper?

- ☐ on screen
- ☐ on paper

Which aspect of language learning do you enjoy the most?

- ☐ Reading texts and comprehension
- ☐ Poetry
- ☐ Literature like novels and short stories
- ☐ Grammar and language
- ☐ Creative writing
- ☐ Speaking
- ☐ Listening

Which aspects of language learning do you like least?

- ☐ Reading texts and comprehension
- ☐ Poetry
- ☐ Literature like novels and short stories
- ☐ Grammar and language
- ☐ Creative writing
- ☐ Speaking
- ☐ Listening

Which aspects of language learning do you think can benefit from a more technological approach?

- ☐ Reading texts and comprehension
- ☐ Poetry
- ☐ Literature like novels and short stories
- ☐ Grammar and language
- ☐ Creative writing
- ☐ Speaking
- ☐ Listening

Do you think school prepares you well enough for university and the business world in terms of your own ability to work with technology and research, present and create effectively and collaboratively with the use of technology?

(write in as much detail as you like)



If it came down to simple choice: which of the following would you choose?

- ☐ Lesson where technology is used
- ☐ Lesson where technology is not used

Describe one of your favourite lessons where technology was used.



Would you make use of online courses, set up by your teacher, for consolidation and revision on Moodle?

☐ yes

☐ no

Any other comment?

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3.4.2 RESEARCH TASK 1 AND 2

The conventional reading comprehension exercise comprises out of a texts, taken from the Afrikaans magazine *Insig* (June/July 2007). The language of *Insig* magazine is for a sophisticated audience, but in typical magazine style it aims to entertain and inform, it is a 'lighter' read.

The computer-assisted reading comprehension exercise comprises out of two texts, taken from the online version of the Afrikaans newspaper *Beeld* (May 2010). The language of *Beeld* is for a sophisticated audience, but the lighter tone of the second passage aims to entertain as well as inform.

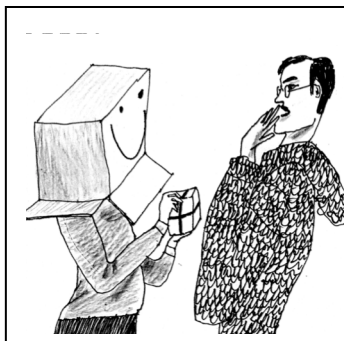
RESEARCH TASK 1

ST JOHN'S COLLEGE

AFRIKAANS 1ste ADDISIONELE TAAL

TEKS 1

Word jy gebreinspoel?



Die advertensiebedryf wil dit nie weet nie, maar verbruikers is besig om horende doof en siende blind te word. Ons is afgestomp vir adverteerders se pogings om ons aandag te kry en ons is meer sinies oor hul beloftes as enige generasie voor ons.

Ons word daaglik aan ongeveer 3000 advertensie-boodskappe blootgestel en navorsing wys dat advertensies in die gedrukte media minder doeltreffend raak. Selfs TV-advertensies het maar 'n 18% sukses. Daarom eksperimenteer al hoe meer advertensie-maatskappye met drastiese nuwe metodes. "Die idee is om dit onmoontlik te maak om advertensies te vermy. Mensen ken die tradisionele vorme van advertensies soos op TV of radio en in tydskrifte. Hulle antisipeer dit en daarom is dit onsuksesvol," sê Tom Himpe, skrywer van die boek *Advertising is dead, Long live advertising*.

Een manier waarop adverteerders jou nou onverhoeds betrap, is deur sluip-advertensies. Toe Sony sy T68i-kamerafoon bekendgestel het, het hy akteurs betaal om in Amerikaanse stede met die foon rond te loop. Elke af en toe moes hulle iemand vra om 'n foto van hulle met die foon te neem. Dan moes hulle 'n geselsie aanknoop oor die foon, sonder om te sê dat hulle deur Sony gehuur is.

Nog 'n voorbeeld is Britse taxi-bestuurders wat betaal word om met hulle passasiers oor sekere produkte te praat. In Kanada werf maatskappye soos Proctor & Gamble en Toyota vrywilligers wat produkte gratis ontvang en op die proef stel. Dan word hulle aangemoedig om hul vriende daarvan te vertel. Jy sal liever jou buurvrou glo oor 'n nuwe gesigroom as 'n radio-advertensie want...wel, jy sal eerder jou buurvrou vertrou, min wetend dat die twee eintlik kop in een mus is.

Om 'n produk te probeer op 'n proefgrondslag, is 'n tegniek wat die webblad trendwatching.com "tryvertising" noem. As jy 'n duur kamer in die Ritz Carlton huur, kry jy die komplimentêre gebruik van 'n Mercedes CLS500. Volgens Ritz Carlton koop dosyne gaste na hul verblyf 'n Mercedes.

Ander maniere is om jou produk aan 'n ander produk te koppel. Die rekenaarspeletjie *CSI: Dimensions of murder* het kredietkaartbedrog deel van die storie gemaak. Nou kry Visa tien minute se blootstelling elke keer as iemand die speletjie speel.

In tradisionele media soos koerante en tydskrifte is adverteerders nie meer tevrede om net advertensies te plaas nie. Die advertensies word nou langs artikels geplaas wat hulle produk ondersteun. So sal Landrover adverteer langs 'n artikel oor 4x4-roetes.

Is jy nog bekommerd oor Big Brother? In die moderne wêreld is dit adverteerders wat oral oor jou skouer loer en jou breinspoel sonder dat jy dit besef en wanneer jy dit die minste verwag. Terloops, nadat jy hierdie artikel gelees het, is tien internasionale handelsname opnuut by jou ingeskerp

Verwerk uit **Insig: Junie/Julie 2007**

TEKS 2

ALLES WAT JY WIL WEET

DIE **SEE** SONDER DIE **SUID-OOSTER**

Mens kry nie elke dag net die **lekker** van die lewe nie. Maar nou kan jy – op Sondag, in Sondag. Die nuwe Afrikaanse Sondag-koerant vol lekker leesstof, van celebs en skindernuus tot sepies.

Sondag sal nooit weer dieselfde wees nie!

Beskikbaar vanaf 6 Mei.

Sondag

ALLES WAT JY WIL WEET

Kry Sondag - elke Sondag!

VRAAG 1

Die volgende vrae is op TEKS 1 gebaseer.

- 1.1 Haal een woord aan uit paragraaf 1 wat vir jou sê dat verbruikers nie meer baie **intense aandag** gee aan advertensies nie. (1)
- 1.2 Haal twee opeenvolgende woorde aan wat beteken dat adverteerders jou **vang wanneer jy dit nie verwag nie**. (par. 3) (1)
- 1.3 Haal 'n uitdrukking aan wat beteken dat dat adverteerders en jou buurvrou **saamwerk** om jou te oortuig. (par. 4) (1)
- 1.4 Verduidelik hoekom adverteerders sê dat dit "onmoontlik (is) ...om advertensies te vermy"? (par. 2) (1)
- 1.5 Sê of die volgende stellings **waar of onwaar** is. Haal elke keer aan om jou antwoord te bewys.
 - 1.5.1 Advertensies in die gedrukte media het nog baie impak. (par. 1) (2)
 - 1.5.2 Mense wat die Sony-kamerafoon adverteer het, het erken dat hulle die produk bemark. (par. 3) (2)
 - 1.5.3 Maatskappye soos Proctor en Gamble gee aan mense produkte waarvoor hulle moet betaal. (par. 4) (2)
 - 1.5.4 In die rekenaarspeletjie *CSI: Dimensions of murder* is die misdadigers oneerlik met kredietkaarte. (par. 6) (2)
 - 1.5.5 Hierdie generasie glo die dinge wat adverteerders ons vertel. (par.1) (2)
- 1.6 Verduidelik in jou eie woorde hoekom baie mense 'n Mercedes koop, nadat hulle in die Ritz Carlton tuisgegaan het. (2)

- 1.7 Dink jy dis 'n goeie ding dat adverteerders hierdie nuwe tegnieke gebruik om jou te oortuig om hulle produkte te koop? Hoekom sê jy so? (2)

[18]

VRAAG 2

Die volgende vrae is op TEKS 2 gebaseer.

- 2.1 Watter produk word hier geadverteer? (1)
- 2.2 Is hierdie produk reeds in die winkels? Gee 'n rede vir jou antwoord. (1)
- 2.3 Verduidelik die dubbele gebruik van "Sondag" in die woorde:
op Sondag in Sondag (2)
- 2.4 Watter **belofte** maak die adverteerders oor hul produk? (1)
- 2.5 Gee 'n voorbeeld van **oordrewe taal** uit die advertensie. (1)
- 2.6 Kies elke keer die korrekte word tussen hakies.

"Die see sonder die suid-ooster".

- 2.6.1 Die suid-ooster is 'n wind in die Kaap wat baie hard kan (waai / blaas). (1)
- 2.6.2 Die apparaat met die aan-af-knoppie is 'n (waaier / blaser). (1)
- 2.6.3 'n Mens kan 'n kers (uitwaai / uitblaas). (1)
- 2.7 Noem twee dinge wat jy in die advertensie kan sien. (2)
- 2.8 Voltooi: In Afrikaans word "celebs" sterre of _____ mense genoem. (1)

[12]

Totaal: 30

RESEARCH TASK 2

moodle You are logged in as Irene Basson (Log out)

SJC Moodle LVAfr Quizzes Kinderkoopkrag: Begripstoets Attempt 1 Update this Quiz

Info Results Preview Edit

Preview Kinderkoopkrag: Begripstoets

Start again

Note: This quiz is not currently available to your students

1

Marks: --/1

Kinderkoopkrag

Adverteerders fokus meer as ooit tevore op kinders as 'n koopkrag om mee rekening te hou. Natuurlik nie omdat hulle salarisse verdien nie, maar as 'n wyse om die ouerlike beursie te tap. Navorsing toon dat kinders in hierdie opsig aansienlike mag as verbruikers het en dat hulle invloed beslis nie by die koop van speelgoed, lekkers en ontbytkos vassteek nie.

Dit blyk dat kinders 'n groot sê het as dit kom by duur items soos vakansies, radio's, rekenaars en motors. 'n Onlangse studie in Engeland het daarop gedui dat kinders van twaalf jaar en jonger 'n beslissende rol gespeel het in die keuse van 31% an die vakansiebestemmings, 30% van die soort motor wat gekoop is en 22% van alle rekenaars wat aangekoop is.

Maatskappye besef hoe belangrik dit is om kinders te raak in hul advertensies. Advertensies maak dikwels gebruik van jong tiener-musiek om tieners se aandag te trek. Ander gebruik 'n atmosfeer waarmee kinders of tieners kan vereenselwig.

Die idee is glad nie so nuut nie. Vir jare al sluit adverteerders speelgoed by ontbytkos in. Deesdae kan jy 'n splinternuwe selfoon wen as jou ma Aquafresh koop. Hierdie indirekte koopkrag word nie deur advertensie-maatskappye geïgnoreer nie.

Daar is egter mense wat dink dat kinders misbruik word in die proses om by die ouer of sy of haar tjekboek uit te kom. Dit is oneties, sê hulle, om kinders op hierdie manier te gebruik. Sommige lande gaan selfs so ver as om advertensies tydens kinderprogramme te verbied.

VRAE:

1. Hoekom het kinders aansienlike mag as verbruikers?

Choose one answer.

- ☐ a. Hulle oortuig hulle ouers watter produkte om te koop
- ☐ b. Hulle tap hulle ouers
- ☐ c. Omdat hulle salarisse verdien
- ☐ d. Hulle steek vas by ontbytkos

Submit

2

Drie van die antwoorde is korrek. Watter een is verkeerd?

Marks: --/1

Kinders het 'n invloed op die koop van:

Choose at least one answer.

- ☐ a. rekenaars en speelgoed
- ☐ b. vakansies en motors
- ☐ c. ontbytgraan en lekkers
- ☐ d. aandele en lekkers

Submit

3

Marks: --/1

Watter woord in paragraaf 2 dui aan dat kinders se opinies hulle ouers oortuig om duur items te koop?

Answer:

Submit

4

Kinders kan hulle ouers se menings verander, maar eintlik net oor goedkoop items.

Marks: --/1

Answer:

☐ True☐ False

Submit

5

Kies elke keer 'n woord wat by die beskrywing pas. Kliek op die pyltjie en maak die korrekte keuse vir elke vraag.

Marks: --/4

Adverteerders gebruik dikwels hierdie ding om jonger kinders te beïnvloed.

Choose...

Adverteerders gebruik dikwels hierdie ding om tieners te beïndruk.

Choose...

Wat is 'n ander woord vir 'pap'?

Choose...

Waarmee borsel 'n mens soggens vir 'n vars asem?

Choose...

Submit

6

Watter twee opeenvolgende woorde in paragraaf 1 dui aan dat kinders 'n baie groot invloed het op die produkte wat aangekoop word?

Marks: --/1

Answer:

Submit

7

Watter woord in die laaste paragraaf dui aan dat dit nie moreel is om kinders uit te buit nie?

Marks: --/1

Answer:

Submit

8

Dis 'n onlangse bemarkingsproses om kinders te gebruik.

Marks: --/1

Answer:

☐ True☐ False

Submit

9

Advertensie-maatskappye gebruik indirekte koopkrag tot hulle voordeel.

Marks: --/1

Answer:

☐ True☐ False

Submit

Nando's se kaalbors-reklame bevredig toe nie

Nando's is weer in die sop oor sy bemarking, dié keer oor 'n advertensie waarin vroue met uitgedofte kaal borste paradeer.

Verskeie TV-kykers het by die gesagsliggaam vir reklamestandaarde (ASA) gekla oor dié kitskosplek se reklameflits waarin 'n Suid-Afrikaanse komediant, geklee in 'n tradisionele Afrika-uitrusting, spot dat sommige buitelanders meen alle Afrika-vroue loop heeltid kaalbors rond.

Nando's het onderneem om die advertensie te onttrek en die ASA het dus nie 'n bevinding oor die aanvaarbaarheid daarvan gemaak nie.

Die komediant Chris Forrest sit in 'n restaurant en sê onder meer: "Susters van Mzansi, sommige buitelanders dink mos alle Afrika-vroue loop die heeltid kaalbors rond. Belaglik, ek weet ..."

Daarna loop twee vroue oënskynlik kaalbors langs hom verby en Forrest raai vroue aan om hul bostukke te verwyder vir "ons besoekers".

Aan die einde van die advertensie sê hy Suid-Afrikaners moet besoekers hul For-Four-maaltyd voer om hulle nog meer te bevredig en "Nando's only i-breast, i-best for ama visitors".

Die klaers het gemeen dit is ontoepaslik om die advertensie in gesinstyd uit te saai, dat kinders nie aan kaalborsvroue op TV blootgestel moet word nie en dat die advertensie vroue "vir die visuele plesier van mans gebruik".

Mnr. Sepanta Bagherpour, bemakingsbestuurder van Nando's, het gister gesê die terugvoering oor die advertensie was eintlik baie positief en dit kon ook aan verkope van die maaltyd gemeet word.

"Ons het pret gehad om 'n bietjie te spot met die paar belaglike wanopvattinge wat sommige buitelanders oor Suid-Afrika het." Bagherpour het gesê die advertensie is sedert 23 Mei uitgesaai en Nando's het besluit om dit te onttrek omdat hulle daarmee bereik het wat hulle wou.

Nando's was voorheen in die sop weens 'n advertensie wat sy "Good Karma"-ete geadverteer het en na die Dalai Lama, geestelike leier van Tibet, verwys.



Die advertensie is geplaas nadat die Suid-Afrikaanse regering die Dalai Lama 'n visum geweier het en die klaer het gemeen dit was "beledigend en onverantwoordelik" omdat dit geestelike kwessies gebruik om 'n onderneming te adverteer.

10 Twee van die volgende antwoorde is korrek. Watter TWEE is korrek?

Marks: --/2 Nando's is 'n ...

Choose at least one answer.

- ☐ a. plek vir wegneemetes
- ☐ b. hoenderfabriek
- ☐ c. kosbediening
- ☐ d. kitskosplek
- ☐ e. kuikenplek

Submit

11

Marks: --/1

Kies net een korrekte antwoord: Die probleem met Nando's se advertensie is dat ...

Choose one answer.

- ☐ a. die vroue kaalbors rondloop
- ☐ b. dit met buitelanders spot
- ☐ c. die man 'n tradisionele Afrika-uitrusting dra
- ☐ d. dit 'n reklameflits is

Submit

12

Haal 'n uitdrukking van drie opeenvolgende woorde aan wat bewys dat Nando's groot moeilikheid gehad het omdat hulle die advertensie uitgesaai het.

Marks: --/1

Answer:

Submit

13

Haal een woord aan wat aandui dat Nando's besluit het om die advertensie nie meer verder uit te saai nie.

Marks: --/1

Answer:

Submit

14

Drie van die volgende antwoorde is korrek. Watter EEN is verkeerd?

Marks: --/1

Die redes waarom kykers oor die advertensie gekla het, was ...

Choose at least one answer.

- ☐ a. dit vroue se liggame vir mans se plesier uitbeeld
- ☐ b. dit kitskos as 'n gesondheidsrisiko ophemel
- ☐ c. dit met buitelanders die spot dryf
- ☐ d. dit is gesinstyd uitgesaai is

Submit

15

Watter woord dui aan dat buitelanders verkeerde idees oor Suid-Afrikaners het?

Marks: --/1

Answer:

Submit

16

Die advertensie oor die Dhali Lama het gespot met die wanopvattinge wat mense oor Tibet het.

Marks: --/1

Answer:

- ☐ True
- ☐ False

Submit

Save without submitting Submit page Submit all and finish

Both tasks formed part of the overarching theme of *The media and advertising* and in the lessons prior to both tasks, there were general discussions on the theme. Vocabulary had been used which was found again in both the research tasks (see table below) and a Lingo Bingo game was played where high frequency words and advertising jargon were used over and over again to familiarize learners with these concepts and the vocabulary. (See appendix F for an outline and the wordlist used in the Lingo Bingo game). In the table below these words are also highlighted and it is necessary to understand that the learners did have some prior knowledge of the subject and the vocabulary before they attempted the two research tasks.

The table below is an outline on how comparative the two tasks were without being exactly the same. To ensure this, the focus has been on the context, critical analysis, idiomatic language, high frequency words, length, topic, product names with which they were familiar and visual prompts.

TABLE 2: COMPARABILITY OF RESEARCH TASKS 1 & 2 - TEXTS

	Research task 1: <i>Conventional reading comprehension</i>	Research task 2: <i>Computer-assisted reading comprehension</i>
Topic	i) A critical view on how advertisers target unsuspecting consumers with unconventional advertising techniques ii) An advertisement of the controversial 'Sondag' newspaper	i) A critical view on how children are exploited by advertisers for their secondary persuasive buying power ii) A critical view of the controversial 2010 Nando's advertisement.
Length	485 words	503 words
Type	2 passages	2 passages
Visual prompts	One visual in second text	One visual in second text

Idiomatic language	“horende doof en siende blind (par 1) “afgestomp” (par 1) “kop in een mus” (par 4) “oor jou skouer loer” (par 8)	“die ouerlike beursie te tap” (par 1) “vassteek” (par 1) “in die sop” (par 10)
English words	“celebs” and “try-vertising”	“only i-breast for ama visitors”
Product names	Mercedes, Toyota, Sony,	Nando’s
Statistics	“Ons word daaglik aan 3000 advertensie-boodskappe blootgestel en navorsing wys dat advertensies in gedrukte media minder doeltreffend raak. Selfs TV-advertensies het maar ‘n 18% sukses. (par 2)	“’n Onlangse studie in Engeland het daarop gedui dat kinders jonger as twaalf jaar en jonger ‘n beslissende rol gespeel het in die keuse van 31% van die vakansiebestemmings, 30% van die motors wat gekoop is en 22% van alle rekenaars wat aagekoop is”. (par 2)
Direct speech/quotations	Text 1: Paragraph 2. One sentence, 35 words.	Text 2: Paragraph 9. One sentence, 21 words.
Advertising vocabulary & high frequency words. <i>(Note: words in bold are in both the conventional task and the computer-assisted research task.)</i>	verbruikers, generasie, sinies, aandag, daaglik, doeltreffend, tradisionele, aangemoedig, blootstelling, ingeskerp, maatskappye, navorsing, rekenaar, gratis, ontvang, advertensies, adverteerders, beloftes, nuwe, vermy, bekendgestel, foon, verwag	fokus, navorsing, verbruikers, invloed, rekenaars, keuse, maatskappye, advertensies, aandag, bereik, bemarking, koopkrag, idee, atmosfeer, vereenselwig, nuut, deesdae, selfoon, verskeie, sommige, healtyd, plesier, positief, voorheen, geweier, tradisionele

TABLE 3: COMPARABILITY OF RESEARCH TASKS 1 & 2 - QUESTIONS

Questions were analyzed according to Bloom's taxonomy and in both research tasks the aim was to have the lower and higher order thinking skills more or less equally weighted in the two tasks.

	Research task 1: <i>Word jy gebreinspoel & Sondag</i> Conventional reading comprehension	Research task 2: <i>Kinderkoopkrag en Nando's</i> Computer-assisted reading comprehension
Lower order thinking skills: Knowledge and Comprehension	<i>Identify, understand, recognize, match and interpret vocabulary.</i>	
	Question 1.1, 1.2, 1.3, 1.4 Question 2.1, 2.5, 2.6, 2.7, 2.8 (12 marks) 40%	Question 3, 4, 5, 6, 7 (8 marks) 40%
Medium order skills: Application and Analysis	<i>Organize, compare, analyze, and differentiate meaning.</i>	
	Question 1.5.1 - 1.5.5 Question 2.2, 2.3, 2.4 (14 marks) 47%	Question 1, 2, 8, 9 Question 10, 12, 13, 15, 16 (9 marks) 45%
Higher order skills: Synthesis & Evaluation	<i>Compose, combine, judge, criticize, evaluate, support and adding own opinion.</i>	
	Question 1.6 and 1.7 (4 marks) 13%	Question 11, 14 (3 marks) 15%
Total	30 marks	20 marks

REFLECTION QUESTIONNAIRE ON RESEARCH TASK 1 & 2

REFLECTION QUESTIONNAIRE:

Reflect on the two tasks you have completed: the paper-based comprehension exercise and the comprehension exercise you completed on Moodle. Give as much detail as you can and be honest in your responses. Your contributions are valuable and will help with planning future lessons.

Candidate number

Which of the two begripstoetse did you find easier?

- ☐ The paper-based comprehension exercise
- ☐ The Moodle quiz

Rate the difficulty of the paper-based begripstoets.

1 2 3 4 5 6 7 8 9 10

Worst ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Best

Rate the difficulty of the Moodle Quiz.

1 2 3 4 5 6 7 8 9 10

Worst ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Best

Did you find it problematic to read and scroll up to the online text?

Did you find it problematic to page back to the paperbased text to find answers?

What grade do you think you got for the paperbased begripstoets?

What do you find most difficult when answering begripstoetse?

Did you like to get immediate feedback on the Moodle quiz?

☐ yes

☐ no

☐ don't know

☐ other

Do you have any other comment in comparing the two tasks?

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3.4.3 RESEARCH TASKS 3 AND 4

As the overriding theme of tasks is the role of the *Media in our world*, in these two tasks poems were chosen which were written in response to news events as portrayed by the media. In both tasks, the media article / footage will be discussed and then related to the poem.

The conventional paper-based poetry lesson is on the poem *Loop en val* by Louis Esterhuizen. The poem was written after the poet had read an article in the *Sunday Times* about the former great South African athlete, Matthews Motshwarateu, who had been shot dead in his hometown, an attack apparently motivated by robbery. The irony and tragedy

was that Motshwarateu had only had R30 on him at the time. This event raises many moral and ethical questions about the value of life, crime, apartheid and death.

The computer-assisted poetry lesson is on the poem *Foto van man wat val* by Joan Hambidge. The poet had written the poem after she had seen the iconic photograph of a man jumping from the flaming Twin towers to his death, during the events of 9/11. This photograph portrays a man literally captured in the moment between life and death. Many moral and ethical dilemmas were raised and explored around this picture, particularly about the role of the media and where they should draw the line in publishing pictures of this nature.

RESEARCH TASK 3

NEWSPAPER ARTICLE

Loop en Val killed for a paltry R30

Bob Norris

THE past few days have been emotional ones for the road running world. The death of one of South Africa's all time greats, Matthews Motshwarateu, in a senseless manner, is devastating.

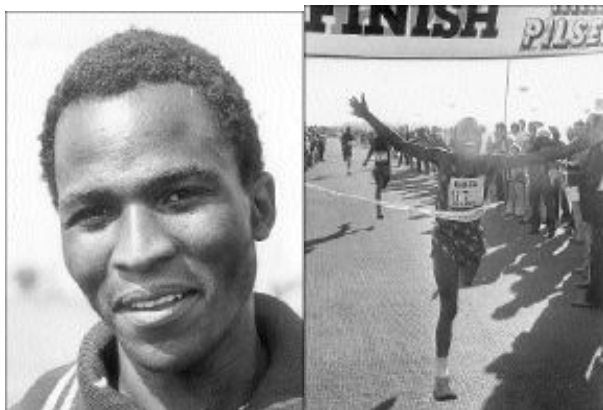
'Loop en Val', as he was affectionately known, was gunned down and robbed of R30 in Soweto and died in hospital days later. On Sunday the Soweto Marathon was run in remembrance of Motshwarateu and it is hoped the tragedy will strengthen the resolve of all our people to eliminate thuggery and crime. Motshwarateu was a humble man despite towering above the sporting world in the late 70s, through the 80s and into the early 90s. He became the first South African to break 28 minutes for 10000m and won numerous track and cross country titles. He was a tough competitor, winning the SA half-marathon and holding the 10km record for some time.

It is difficult to fathom the lack of media coverage of so great an athlete's senseless death. The president of Athletics South Africa, Leonard Chuene, paying tribute to Motshwarateu, who died on his birthday, said the South African athletics fraternity mourned the tragic and untimely death of one of the greatest and finest athletes the world has ever known.

"Had it not been for the evil system of apartheid, Matthews would no doubt have been one of the athletes who would have not only represented our beloved country at the Olympics, but would have done so with distinction. That a hero of the people, and a soldier in the army of good, should have his life usurped by a villain, in such a callous and cold-blooded manner, is a serious indictment on the fabric of our society.

"I believe that by multiplying and intensifying our efforts in creating competition opportunities, particularly in the previously disadvantaged communities, we will go a long way to providing an alternative for the young boys who hijack cars and rob innocent people of their hard-earned means.

"Let us all say with one voice, enough is enough," the president of South African Athletics said.



POEM**Loop en val**

(By aanhoor van Matthews Motshwarateu se dood)

Wie sou ooit kon dink
dat dit só sou wees? Jy wat sóveel rondtes
om die baan triomfantlik kon loop
en val
ongemaklik, die komiek van totale toewyding –
Wie sou ooit die afloop van jou laaste wedloop
só voorsien? Jy wat eens die rekords
en medaljes
amper na willekeur kon verwerf: Neergeskiet
in Molape onderweg na huis
wie het kon dink

op drie-en-veertig sou jy
met vier koeëls in jou lyf roemloos
oor die wenstreep
val

hulpwaarts

kruip

DISCUSSION OF POEM

Loop en val **Apostroof** – direkte aanspreek – sy bynaam omdat hy 'n vreemde hardloopstyl gehad het – gelyk of hy enige oomblik gaan val. Maak dit persoonlik.

(By aanhoor van Matthews Motshwarateu se dood)- huldeblyk aan hom na die verskyning van die koerantberig

Wie sou ooit kon dink **Retoriese vraag**: verstom dat hy so tragies kon sterf

dat dit só sou wees? **Jy** wat sóveel rondtes **Onthou** al die wedlope wat hy gewen het sonder om te val om die baan triomfantlik kon loop

en val **Alleenplasing** sy laaste val – deur vier koeëls getref - dood

ongemaklik, die komiek van totale toewyding – sy hardloopstyl was vreemd, lagwekkend, hy het hard geoef

Wie sou ooit die afloop van jou laaste wedloop wedloop van die lewe

só voorsien? **Jy** wat eens die rekords wat die moordenaar gewen het

en medaljes hy het altyd gewen

amper **na willekeur** kon verwerf: Neergeskiet kontras tussen **selfversekerdheid** en die uiteinde van sy lewe in Molape onderweg na huis

wie het kon dink **Retoriese vraag** word 3 keer herhaal – beklemtoon die onbesonnenheid van moord en die ongeloo

op drie-en-veertig sou **jy** sy ouderdom toe hy gesterf het

met vier koeëls in **jou** lyf roemloos vergete nie meer bekend nie

oor die wenstreep

val nooit weer opstaan nie. Ironie – sy hardloopstyl het laat lyk of hy enige oomblik gaan val maar hy het nie en hy was beroemd. Aan die einde sterf hy deur te val soos 'n onbekende persoon, asof hy niks beteken het nie.

hulpwaarts **Letterlik**: hy is geskiet en kruip op sy hande en knieë

kruip **Figuurlik** – sterf in armoede, het nie genoeg geld om vir sy begrafnis te betaal nie

LOOP EN VAL - AANTEKENINGE

Woordeskat

by aanhoor	<i>upon hearing</i>
ongemaklik	<i>uncomfortably</i>
komiek	<i>comic, funny</i>
toewyding	<i>dedication</i>
willekeur	<i>randomly, pick and choose</i>
verwerf	<i>win, obtain</i>
onderweg	<i>on your way to</i>
roemloos	<i>unknown, without fame</i>
hulpwaarts	<i>towards help</i>

Reëlverklarings

Loop-en-val' was die bynaam van Matthews Motshwarateu, 'n bekende langafstand-atleet in die laat sewentigs. Hy het die bynaam gekry as gevolg van sy vreemde hardloopstyl. Dit het kompleet gelyk asof hy enige oomblik kon val.

Sub-titel Die digter het hierdie gedig as huldeblyk aan Loop-en-val geskryf toe hy die koerantberig oor sy dood gelees het.

1-3 Die spreker is verstom en sê dat niemand sou kon dink dat Loop-en-val op só 'n tragiese manier aan sy einde sou kom nie. 'n Mens moet dus hier reeds bewus wees van die koerantberig in *Sunday Times* van 11 November 2001 waar vertel word van Loop-en-val se tragiese dood. Die spreker onthou die vele wedlope wat Loop-en-val gewen het nadat hy om en om die baan gehardloop het.

- 4 Die alleenplasing van die woorde 'en val' beklemtoon die laaste val van Matthews Motshwarateu toe hy deur vier koeëls getref is. Hy kon dus triomfantelik keer op keer om die atletiekbaan hardloop, sonder om te val, maar nou kon hy nie die dood suksesvol trotseer nie.
- 5 Sy hardloopstyl was vreemd – dit het ongemaklik gelyk. Mense het dit snaaks en lagwekkend gevind ('komiek'). Ten spyte van sy vreemde hardloopstyl, was hy geweldig toegewyd aan sy sport en hy het baie hard geoefen.
- 6-7 Die vraag in versreël 1 word gedeeltelik hier herhaal. Dit is waarskynlik om die onbesonnenheid van die moord op Loop-en-val te beklemtoon. Die spreker vra wie sou kon dink dat sy 'laaste wedloop' ('n verwysing na die wedloop van die lewe) só sou afloop, dat hy só sou sterf. Waar mense tydens sy atletiek- loopbaan gewoonlik kon voorspel ('voorsien') hoe die wedlope sou eindig, kom die einde van hiërdie wedloop as 'n skokkende verrassing. Die res van versreël 7 is duidelik op die inhoud van die koerantartikel gebaseer, waarin vertel word van Ewald Bonzet se rekords wat deur Loop-en-val verbeter is.
- 8 Saam met al die rekords en oorwinnings was daar natuurlik al die medaljes.
- 9 Dit wil voorkom of Loop-en-val 'na willekeur' oorwinnings kon behaal. Dit impliseer dat hy vooraf kon bepaal dat hy 'n wedloop sou wen, ook dat hy kon kus en keur aan watter byeenkomste hy wou deelneem.
- 10 Reël 9 gaan oor in reël 10 wat vertel waar Loop-en-val doodgeskiet is en dat hy op pad huis toe was.
- 11 Die spreker spreek weer sy verbasing en ongeloof uit wanneer hy weer eens vra wie sou kon dink dat Loop-en-val op hierdie manier sou sterf. Die spreker maak drie keer gebruik van retoriese vrae om sy ongeloof te beklemtoon.
- 12-15 Hy was net drie en veertig jaar oud toe hy gesterf het. Vier koeëls het sy lyf binnegedring. Die woord 'roemloos' impliseer dat hy tydens sy dood feitlik vergete was. Hy was nie

meer 'n bekende atleet nie. Aan die einde van die lewenswedloop hardloop hy nie oor die wenstreep soos gedurende sy loopbaan nie, maar nou val hy oor. Hier word gesinspeel op Loop-en-val se kenmerkende hardloopstyl. Hy het uiteindelik geval en sou nie weer opstaan nie.

- 16-17 Nadat hy neergeval het, kruip die eens beroemde atleet nou om hulp te soek. Die spreker gebruik hier weer 'n retoriese vraag, maar hierdie keer eindig die vraag nie met 'n vraagteken nie. Hierdie woorde verwys ook na die hartseer omstandighede waaronder hy gesterf het – in armoede, met nie eens genoeg geld om vir sy begrafnis te betaal nie.

Inhoud

Die gedig begin by die einde van Loop-en-val Motshwarateu se lewe. Dit is 'n reaksie op die berig van sy dood. Die spreker spreek sy verbystering uit oor die feit dat so 'n talentvolle atleet op so 'n tragiese en wreedaardige wyse moes sterf. Wie sou ooit kon dink dat hierdie atleet met sy komiese hardloopstyl wat soveel rondtes as oorwinnaar afgelê het, sy 'laaste wedloop' so sou voleindig? Hy het gereeld as atleet triomfeer en was 'n baie toegewyde atleet. Dis byna ondenkbaar dat sy jong lewe so sou eindig.

In die gedig word daar drie keer 'n retoriese vraag gevra wat die ongeloof van die spreker oor Loop-en-val se onverwagse dood aandui. Hy kan, nadat hy die koerantberig gelees het, steeds nie glo dat hierdie eens beroemde Suid-Afrikaanse atleet so tragies en as feitlik onbekende gesterf het nie. Die wreedheid van Loop-en-val se dood is ook vir die spreker onwerklik: vier koeëls het sy liggaam binnegedring terwyl hy op pad huis toe was.

'Huiswaarts' word nou 'hulpwaarts' in die gedig. Dit verwys na Loop-en-val se laaste loop voordat hy geval en grondwaarts gestort het. Geen hulp sou sy lewe kon red nie. Die gebruik van die woord 'wenstreep' kry hier uiters ironiese betekenis. Die verwysing na 'n erg beseerde Loop-en-val wat op die grond kruip op soek na hulp, herinner sterk aan die tragiese prentjie van deelnemers aan die Comrades marathon wat verbete na die eindstreep toe kruip om betyds die afsnypunt te haal.

Bespreking

Hierdie gedig is 'n respons op die tragiese nuus van die dood van een van Suid-Afrika se kleurrykste atletiekhelde. Die digter huldig Matthews Motshwarateu vir sy prestasies op die atletiekbaan en spreek die ongeloof uit dat hierdie held op so 'n tragiese en onwaardige wyse moes sterf. Hy sterf op drie en veertigjarige ouderdom 'n wreedaardige dood as 'n bykans vergete en onbekende voormalige atleet.

Die gebruik van **retoriese vrae** in hierdie gedig dui die spreker se eie ongeloof oor die gebeure aan.. Ons vind hierdie **kontras** dwarsdeur die gedig, ook in die kontrasterende stelling dat hy vroeër 'na willekeur' sy lewe kon beheer, terwyl hy aan die einde geen beheer gehad het oor wat met hom gebeur het nie.

Wat die gestorwe atleet soveel meer merkwaardig gemaak het tydens sy kort loopbaan, is die uitsonderlike styl waarmee hy gehardloop het. Ten spyte van 'n baie eienaardige (selfs komiese) hardloopstyl, het hy daarin geslaag om rekords te verbeter en groot name in atletiek uit te stof. Sy bynaam op die atletiekbaan het hy gekry van dié vreemde styl, waar dit gelyk het asof hy enige oomblik sy balans kon verloor en val. Slegs tydens sy 'laaste wedloop' het hy werklik geval toe hy in 'n koeëltreën gesterf het op pad huis toe. 'n Derde dimensie word nou tot sy bynaam bygevoeg: kruip. Die digter maak gebruik van **ironie** wanneer hy woorde soos 'laaste wedloop' en 'wenstreep' gebruik. Daar is geen sprake van 'n wensituasie hier nie. Die wenstreep word dus eintlik die verloorstreep. Hy het reeds baie verloor sedert sy loopbaan geëindig het (roem, geld, aansien); uiteindelik eindig dit dan ook met die verlies van sy lewe in Molape.

Agtergrond en kommentaar

'Loop-en-val' (Matthews) Motshwarateu was in die sewentiger- en tagtigerjare een van Suid-Afrika se kleurrykste atlete. Hy het sy bynaam gekry vanweë sy eienaardige hardloopstyl, wat amper as strompelend beskryf kan word. Hy het lomp en onritmies voorgekom en dit het gelyk asof hy enige oomblik kon val, maar ten spyte daarvan het hy menige bekende langafstandatleet uitgestof. In April 1978 het hy die destydse kampioen, Ewald Bonzet, oortuigend in die 5 000 meter in Stellenbosch geklop. 'n Jaar later verpletter hy Bonzet se Suid-Afrikaanse rekord in die 10 000 meter (weer in Stellenbosch).

In dieselfde jaar waarin hy Bonzet se rekord verbeter het, ontvang Loop-en-val 'n studiebeurs van die Universiteit van Texas en in 1980 stel hy 'n nuwe wêreldrekord in 'n 10 kilometer-padwedloop op toe hy die bestaande rekord met 24 sekondes verbeter.

Nadat sy atletiekloopbaan verby was en terug in Suid-Afrika, voer Loop-en-val 'n sukkelbestaan. Op die ouderdom van 43 jaar sterf hy in 'n koeëlreën in Molape terwyl hy op pad huis toe was. Op daardie stadium was hy so verarm dat sy gesin nie eens vir sy begrafnis kon betaal nie. Voorwaar 'n tragiese einde vir so 'n groot atleet.

Die gedig 'Loop en val' is gebaseer op 'n koerantberig wat op 11 November 2001 in *Sunday Times* verskyn het. Hierdie gedig het op PoësieNet, LitNet verskyn as huldeblyk aan een van Suid-Afrika se groot atlete. In dieselfde jaar verskyn Esterhuizen se bundel *Opslagsomer*. 'Loop en val' is egter nie in dié bundel opgeneem nie, aangesien dit nog nie geskryf was toe die bundel verskyn het nie en tematies ook nie by die res van die gedigte in die bundel tuishoort nie.

VRAE

- 1 Wat het die digter geïnspireer om hierdie gedig te skryf?

_____ (1)

- 2 a Gee 'n voorbeeld van herhaling uit die gedig.

_____ (1)

- b Waarom, dink jy, het die digter van hierdie tegniek gebruik gemaak?

_____ (2)

- 3 In die koerantberig word bloot vertel van die dood van Matthews Motshwarateu.

Hoe maak die digter egter die gebeure meer persoonlik van aard?

_____ (1)

4 Verduidelik telkens in een sin wat die spreker met die volgende woorde bedoel:

a ongemaklik

_____ (1)

b komiek

_____ (1)

c totale toewyding

_____ (1)

5 a Waarna verwys 'jou laaste wedloop' in versreël 6?

_____ (1)

b Wie/Wat was uiteindelik die wenner van hiërdie wedloop?

_____ (1)

6a Haal 'n toepaslike gedeelte van 'n versreël aan wat bewys dat Loop-en-val baie selfversekerd was wanneer hy aan 'n wedloop deelgeneem het.

_____ (1)

b Hoe kontrasteer dit met sy deelname aan die wedloop van die lewe?

_____ (1)

7 Loop-en-val was een van die bekendste atlete wat Suid-Afrika ooit opgelewer het.

Watter enkele woord uit die gedig staan in skerp kontras met hierdie stelling?

_____ (1)

8 Waarom is die gebruik van die woord 'wenstreep' in reël 14 ironies?

(1)



RESEARCH TASK 4

PICTURE



YOUTUBE NEWS FOOTAGE

http://www.youtube.com/watch?v=8Mz0_x7313I

<http://www.youtube.com/watch?v=UVhhu5OjMf8>

POEM**FOTO VAN MAN WAT VAL**

Bo hemel en aarde
vertikaal
hang hy gekruisig deur 'n fotograaf

die man:

Eers 'n naamlose uitroepteken
op die oordeelsdag
toe hy vlug
van die swael en vuur
weg
weg
na 'n bestaan buite tyd
(en pyn)

vele vraagtekens volg
wie was hierdie man?

Die misterie verbreek:
Ons verneem hy was ene Nonberto Hernandez
van Puerto Rico. Dit was sy laaste
werksdag as bakker
en skinker van die lewe.

Maar eintlik was hy 'n engel
wat tydens hierdie Armageddon
die ondraaglike breekbaarheid van lewe
oorwin.

POWERPOINT PRESENTATION

The PowerPoint presentation starts off with a story about a St John's College learner who was killed in the events of 9/11. The learners can relate to this and they know the name as there are medals and a building named after the young man. It then proceeds to go through the poem line by line with visual aids and explanations.

'n Trotse St John's Prep seuntjie



Eerste dag op skool



Laaste dag op skool - nat van die swembad!



Varsity maats



Eerste paar maande in New York



Werk vir Umevoice, 'n maatskappy wat stem-herkennings sagteware ontwikkel



Smoorverlief in Amerika



11 September
2001



Nick was on the 106th floor of the World Trade Center's North Tower setting up a display at a trade show. His colleague had lost his keys before they arrived and went looking for them instead of accompanying Nick to set up the exhibit. "Oh, don't worry about it," Padala recalled Nick saying, "I'll take care of it."

Vermis tussen duisende slagoffers



A man rests his hand on a wall showing photos of missing people outside Bellevue Hospital in New York, September 16, 2001. Family and friends of people missing since the collapse of the World Trade Center have been posting photos of their loved ones.
Photo by Russell Boyce / Reuters

Nicholas Charles Alexander Rowe
(OJ - 1991 Clayton)



1972 - 2001

Die gruwel

The Falling Man

- The Falling Man is the photograph taken by Richard Drew at 9:41:15 a.m., on September 11, 2001 showing one of the many men and women jumping from the WTC towers.
- The photograph provoked feelings of anger in the immediate aftermath of the September 11 attacks, particularly in the United States.

- It ran only once in many American newspapers because they received critical and angry letters from readers who felt the photo was exploitative, voyeuristic, and disrespectful of the dead.
- This led to the media's self-censorship of the photograph, preferring instead to print photos of acts of heroism and sacrifice.

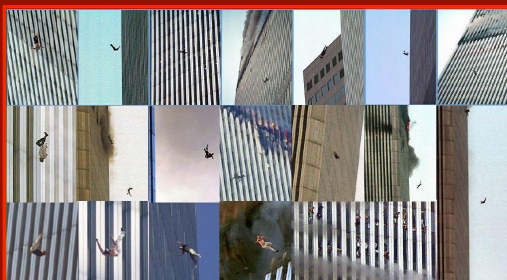
Tydlyn

- 8:45 v.m.: 'n Gekaapte passasiersvliegtuig, American Airlines Vlug 11 vanuit Boston, Massachusetts, tref die Noord-toring van die World Trade Center. Dit skeur 'n enorme gat in die gebou en steek dit aan die brand.
- 9:03 v.m.: 'n Tweede gekaapte vliegtuig, United Airlines Vlug 175 vanuit Boston, tref die tweede Suid-toring van die World Trade Center en ontplof. Beide gebou brand.

Mense in vensters



Die laaste uitweg



Die geboue val



10:05 v.m.: Die Suid-toring sak inmekaar

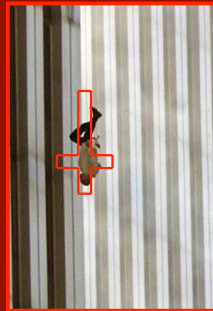


10:28 v.m.: Die Noord-toring sak inmekaar

*Bo hemel en aarde
vertikaal*



hang hy gekruisig



deur 'n fotograaf

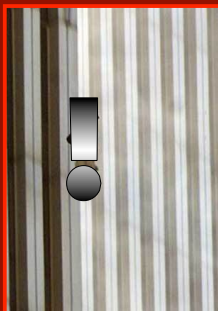


RICHARD DREW
ASSOCIATED PRESS FOTOGRAAF

die man:



*Eers 'n
naamlose
uitroepteken*



op die oordeelsdag



*toe hy vlug
van die swael en vuur*



*weg
weg*



*na 'n bestaan buite tyd
en pyn*

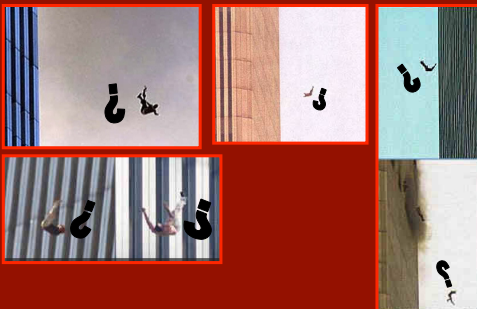
- Die dood = verlossing
- Hy sal geen tyd op aarde meer spandeer nie
- Hy sal geen pyn verder moet verduur nie

vele vraagtekens volg



Wie was hierdie man?

vele vraagtekens volg

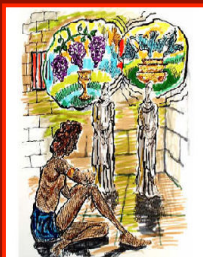


*Die misterie verbreek:
Ons verneem hy was ene Norberto Hernandez*



Norberto Hernandez, a pastry chef from Elmhurst, was an employee of Windows on the World restaurant at the top of Tower One, and had been missing since the attack. According to his family, rescue workers found Hernandez's body several days after the collapse. He was 42, married for 25 years and the father of three children.

sy laaste werksdag as bakker en skinker van die lewe



- Josef in die tronk Gen 40
- Bakker en skinker se drome
- Skinker maak wyn van drie druifwetrosse = sal binne drie dae vrygelaat word
- Bakker dra drie mandjies op sy kop en voëls eet die kos uit die boonste mandjie = hy sal binne drie dae doodgemaak word

sy laaste werksdag as bakker en skinker van die lewe

- Die man word twee karakters
- Die bakker sterf: die man lewe nie meer nie
- Die skinker leef: die man se nagedagtenis leef voort as ons kyk na sy foto



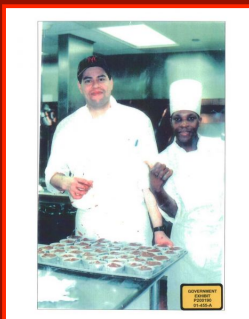
maar eintlik was hy 'n engel

Hy sterf op die aarde, maar word 'n engel wat na die dood voortbestaan

Wat tydens hierdie Armageddon die ondraaglike breekbaarheid van lewe oorwin



Noberto Hernandez, Jonathan Briley



- Jonathan Briley, a 43-year-old sound engineer who lived outside of Manhattan, in Mount Vernon, and worked in the North Tower restaurant, was identified by chef Michael Lomonaco as The Falling Man. According to the documentary he was also identified by his brother in the morgue by his orange t-shirt and shoes.

DISCUSSION:

A visual representation of connected concepts is shown on the interactive whiteboard.

FOTO VAN MAN WAT VAL

Bo hemel en aarde

vertikaal

hang hy gekruisig deur 'n fotograaf

die man:

Eers 'n naamlose uitroepteken

op die oordeelsdag

toe hy vlug

van die swael en vuur

weg

weg

na 'n bestaan buite tyd

(en pyn)

vele vraagtekens volg

wie was hierdie man?

Die misterie verbreek:

Ons verneem hy was ene Nonberto Hernandez

van Puerto Rico. Dit was sy laaste

werksdag as bakker

en skinker van die lewe.

Maar eintlik was hy 'n engel

wat tydens hierdie Armageddon

die ondraaglike breekbaarheid van lewe

oorwin.

CLASS NOTES

FOTO VAN MAN WAT VAL - Joan Hambidge

Die gedig is geskryf na aanleiding van 'n foto wat in Amerikaanse koerante verskyn het. Dit beeld 'n man uit wat grondwaarts tuimel nadat hy uit die World Trade Centre gespring het tydens die gebeure van 11 September 2001. Baie mense wat die skokkende foto gesien het, het gewonder oor die identiteit van die persoon. Met die foto het die Puertoricaan Norberta Hernandez onsterflikheid bereik, 'n grusame herinnering aan wat op daardie dag tragiese dag in die Amerikaanse geskiedenis gebeur het.

Woordelys

hemel - heaven

gekruisig - crucified

uitroepteken - exclamation mark

oordeelsdag - judgment day

swael en vuur - intense heat and sulphur

bestaan - existence

vele - many

vraagtekens - question marks

misterie verbreek - mystery solved

ons verneem - we are told

tydens - during

ondraaglike - unbearable

breekbaarheid - fragility

oorwin - conquer

Reëlverklarings

Titel

Die foto waarna verwys word, is 'n foto wat geneem is tydens die terroriste-aanvalle op die World Trade Centre in New York op 11 September 2001. 'n Man het uit die gebou gespring om homself van 'n vuurdood te red.

Reël 1

'n Mens sê gewoonlik 'tussen hemel en aarde', maar aangesien die man onderstebo val, is sy wêreld letterlik (en figuurlik) omgeswaai. 'Bo hemel en aarde' kan ook beteken dat hy nie meer deel van hierdie wêreld is nie, want hy verlos homself van 'n gewisse dood.

Reël 2

Die man val van bo na onder.

Reël 3

Die feit dat hy 'hang', verwys na sy gestolde val, want op die foto sal hy vir altyd in daardie posisie vasgevang wees. 'Gekruisig' verwys natuurlik na die posisie waarin Christus gekruisig is. Dit kan ook beteken dat hy gekruisig is vir iets wat ander mense verkeerd gedoen het. Die feit dat hy egter deur 'n fotograaf gekruisig is, laat 'n mens wonder oor die etiese kwessie: behoort 'n mens werklik so 'n foto te neem? Is dit nuuswaardig om iemand so af te neem, so te 'kruisig'? Die kruis kan ook verwys na die fokuspunt as 'n mens deur 'n kameralens kyk om 'n foto te neem. Sommige kameras het 'n kruisie reg in die middel en as jy dit in lyn met die voorwerp bring, sal die voorwerp reg in die middel van die foto wees.

Reël 4

Die alleenplasing van hierdie woorde beklemtoon die feit dat niemand op daardie stadium geweet het wie hierdie man was nie. Sy identiteit was onbekend. (Dit het eers later aan die lig gekom dat hy Norberta Hernandez was.) Die alleenplasing van die woorde is ook 'n fisiese verwysing na sy eensame figuur teen die agtergrond van die

Wêreldhandelsentrum. Die dubbelpunt aan die einde van die woorde sê vir die leser dat hierdie man nou verder bespreek gaan word in die gedig.

Reël 5

Die man was eers onbekend; niemand het sy naam geken nie. Die uitroepteken verwys na die posisie van die man se liggaam: hy is vertikaal met sy kop na onder. Die uitroepteken beklemtoon ook dit wat hy besig is om te doen: hy 'duik' na sy dood. Dit beklemtoon ook die gebeure van daardie verskriklike dag.

Reël 6

'Oordeelsdag' verwys na die gevolge van die gebeure van daardie dag. Die onbekende man se laaste dag op aarde het vir hom aangebreek.

Reëls 7-8

Die man se sprong (vlug) was om 'n vuurdood vry te spring. 'Vlug' kan ook daarna verwys dat die man deur die lug 'gevlieg' het.

Reëls 9-12

'weg ...weg' beklemtoon hoe hy al verder van die helse vuur af val. Die dood word egter vir hom 'n verlossing. Hy sal geen tyd verder op aarde hoef te spandeer nie, en geen verdere pyn hoef te verduur nie. Die pyn kan hier na die pyn van 'n vuurdood verwys, maar ook na die emosionele pyn van 'n stukkende wêreld. Die dag se gebeure het tot baie pyn en lyding gelei.

Reëls 13-14

Die vraagteken volg op die uitroepteken van die vorige strofe; toe is sy sprong beklemtoon. Nou volg al die vrae oor hierdie man: wie washy en wat was sy omstandighede?

Reël 15

Uiteindelik word sy identiteit bekend.

Reëls 16-17

Hy was Noberto Hernandez, 'n Spaans-Amerikaner van Puerto Rico.

Reëls 17-19

Hier word die man twee karakters: die skinker en die bakker wie se drome Josef in Genesis 40 uitgele het. Dit is egter ironies dat die bakker uiteindelik dood is en die skinker bly lewe het. Die man is ook dood, maar sy nagedagtenis bly voortleef, veral in die alombekende foto. Sy lewe is dus beeindig, maar dit het tog ander se lewens aangegryp.

Reël 20

Die spreker sê dat die man eintlik 'n engel was wat uit die hemel neergeval het. 'n Mens dink hier aan die Engelse term 'fallen angel'. Iets bo-natuurliks.

Reël 21

'Armageddon' verwys na die plek waar God uiteindelik met die Bose magte sal bots. In die konteks van die gedig verwys dit egter na die nagevolge van hierdie dag se gebeure: die oorlog wat sal volg, die implikasies vir die wêreld. Armageddon kan ook na die oordeelsdag verwys: baie Amerikaners het daardie dag gedink dat die einde van die wereld aanbreek het.

Reëls 22-23

Daar is dubbelsinnigheid in die woorde 'ondraaglike breekbaarheid'. Iets wat 'ondraaglik' is, kan nie verduur word nie, maar 'breekbaarheid' verwys na iets wat maklik kan breek. Die man herinner die leser dus aan die wreedheid van die lewe, maar ook aan die feit dat hy dit kon 'oorwin' omdat hy vir altyd sal voortlewe op die foto. Dit kan ook daarna verwys dat hy die keuse gemaak het om homself eerder te pletter te val as om 'n ondraaglike vuurdood te sterf.

Bespreking

Die gedig is 'n reaksie op 'n foto wat tydens die gebeure by die World Trade Centre in New York geneem is. Die twee toringgeboue is op 11 September 2001 gesaboteer en het kort na mekaar ineengestort. Toe die man op die foto besef dat hy nie die dood kon vryspring nie, het hy waarskynlik na sy dood gespring. 'n Fotograaf het hierdie sensasionele doodsprong op kamera vasgelê. Toe die foto aanvanklik in die koerant verskyn het, het niemand geweet wie die onbekende man was nie, maar later is vasgestel dat hy 'n Puertoricaan, ene Norberta Hernandez, was.

Die laaste oomblikke van Norberta Hernandez word met die kruisiging van Christus in verband gebring. Hierdie man hang ook tussen hemel en aarde en dis asof hy vasgespyker word aan 'n lot wat hy nie kan ontkom nie. Die vraag ontstaan egter wat met so 'n foto bereik wil word. Is dit eties reg om iemand in sy sterwensuur op so 'n wyse vas te vang en te verewig? Is dit regverdig van 'n fotograaf om iemand op so 'n manier te kruisig ter wille van sensasie?

Dis interessant om daarop te let hoe die digter skryfteken-terme gebruik om na die man op die foto te verwys: Eers word hy met 'n uitroepteken (exclamation mark) vergelyk en later met 'n vraagteken (question mark). Die man se liggaamsposisie herinner sterk aan hierdie twee skryftekens - albei tekens het 'n kolletjie onderaan (in die geval van die foto verwys dit na die man se kop wat eerste die grond sal tref). Dit sluit egter ook by die funksie wat hierdie skryftekens vervul: Die 'naamlose uitroepteken' verwys hier na die dramatiese gebeure van die oomblik. Alhoewel die man se identiteit onbekend is, is die omstandighede waarin hy homself bevind, skokkend.

'n Vraagteken lyk soos 'n gekromde uitroepteken (let op die kromming van die man se bene op die foto). Die vraagteken(s) waarna later verwys word, is al die vrae wat op hierdie stadium gevra word, nie net oor wie hierdie onbekende man is nie, maar ook oor die rede en doel van die sinnelose aanval op onskuldige mense. Vele uitroeptekens en vraagtekens was deel van daardie dag se gebeure!

Die spreker se verklaring vir die rede hoekom hierdie man na sy dood spring, is om van 'n pynlike dood van 'swael en vuur' te ontkom. Dis dus 'n desperate paging om na 'n bestaan buite tyd (en pyn) te beweeg. Hy het besef dat die dood onvermydelik was en daarom het hy waarskynlik hierdie dood verkies.

Die verwysings na die oordeelsdag en swael en vuur laat ons besef dat baie mense daardie dag gedink het dis die einde van die wereld. In die voorlaaste strofe word daar na Norberto Hernandez verwys as 'n 'bakker en skinker' is 'n verwysing na die Bybelverhaal

waarin Josef die twee mans se drome moes uitleë (Genesis 40). Albei mans was desperaat om te bly lewe, maar uiteindelik het die bakker gesterf terwyl die skinker bly lewe het. Hernandez is tegelyk skinker en bakker. Hy het sy lewe verloor, maar deur hierdie foto het hy bly lewe. Dit sluit aan by die laaste strofe waar hy 'n engel genoem word ('n wese wat op aarde dood is, maar na die dood voortbestaan). Vir hierdie man word die dood dus 'n verlossing en terwyl hy so deur die lug vlieg, word hy 'n 'engel wat ... die ondraaglike breekbaarheid van lewe oorwin.'

VRAE

- 1 Na watter foto word daar in die titel van die gedig verwys?
 _____ (1)

- 2 Waarom gebruik die digteres nie die uitdrukking 'tussen hemel en aarde' nie? Sê in jou eie woorde.
 _____ (1)

- 3 Watter enkele woord sê dat die man op die foto vasgevang is in sy val?
 _____ (1)

- 4 Gee TWEE moontlike interpretasies vir die woord 'gekruisig' in vers reël 3.

 _____ (2)

- 5 Lewer kommentaar oor die volgende stelling: 'Dit was oneties van die fotograaf om die vallende man op film vas te lê.'
 _____ (2)

- 6 Verduidelik in jou eie woorde waarom die woorde 'die man' alleen staan as 'n strofe.
 _____ (1)

- 7 Watter woord sê dat die man se identiteit nie onmiddellik bekend was nie?
_____ (1)
- 8 a) Wat is die letterlike betekenis van die woord 'uitroepteken' binne die konteks van die gedig?
_____ (1)
- b) Watter figuurlike betekenis kan die uitroepteken hê?
_____ (2)
- 9 Watter woord later in die gedig verwys ook na 'die oordeelsdag' waarvan daar in reël 6 gepraat word?
_____ (1)
- 10 Waarom word die man se sprong as 'n "vlug" beskryf.
_____ (1)
- 11 Waarom, dink jy, staan die woorde 'weg ... weg' onder mekaar geskryf?
_____ (1)
- 12 a) Watter drie opeenvolgende woorde in strofe 3 verwys na die dood?
_____ (1)
- b) Voltooi met een woord: Die dood word vir die man 'n (1)
- 13 Gee een moontlike vraag waarna die 'vele vraagtekens' in reël 13 verwys.
_____ (1)

- 14 In reël 14 word die vraag gevra: 'wie was hierdie man?' Sê volledig wat die uiteindelijke antwoord op hierdie vraag was.
_____ (2)
- 15 Gee 'n sinoniem uit die gedig vir die woord 'raaisel'.
_____ (1)
- 16 Verduidelik kortliks waarom die man met die skinker en die bakker in Genesis 40 in die Bybel vergelyk word.
_____ (2)
- 17 Waarna verwys 'Armageddon' moontlik in die konteks van die gebeure van 11 September 2001?
_____ (1)
- 18 Hoe het die man daarin geslaag om uiteindelik die dood te 'oorwin'?
_____ (1)
- 19 Hoekom, dink jy, is die titel van die gedig so kripties? Hoekom noem die digter dit nie byvoorbeeld: Die foto van 'n man wat val nie?
_____ (1)

Both tasks are comparable in terms of their length, register, both based on news events, both in a free form and both exploring moral and ethical questions. The table below gives an outline on how the poems are comparable and the lessons presented differently.

TABLE 4: COMPARABILITY OF RESEARCH TASKS 3 & 4 - POEMS & LESSON PRESENTATION

	Research task 3: <i>Conventional paper-based poetry lesson on Loop en val (Louis Esterhuizen)</i>	Research task 4: <i>Computer-assisted poetry lesson on Foto van man wat val (Joan Hambidge)</i>
Topic	i) Poem based on a reader's shock after being exposed to the news of a tragic event in the newspaper. ii) Ethical questions around the value of life, apartheid, crime, life and death are explored.	i) Poem based on a viewer's shock after seeing a picture of a man falling out of a window on the 69 th floor of the World trade Centre on 9/11. ii) Ethical questions around the role of the media, terrorism, value of life and death are explored.
Length	87 words	85 words
Type	Free form	Free form
Time	Written and published 2001	Written and published in 2001
Poetic elements	Repetition Irony Paradox Enjambment Isolation Rhetorical question	Repetition Irony Paradox Enjambment Isolation Rhetorical question

	Typography Punctuation Apostrophe	Typography Punctuation Apostrophe Symbolism
Intertextual reference	Reading and discussion of the newspaper article of Matthews Motshwarateu's death 11 November 2001.	Viewing and discussion of the footage as presented by CNN on the day of the WTC attack on 9/11 in New York. (YouTube)
Lesson plan	1) Introduction - The article The newspaper article was handed out and the teacher read it to the learners while they followed on their own texts. A discussion followed where these questions were explored: i) Who was Matthews Motshwarateu? ii) Why was his death so tragic? iii) Why was his life so tragic? iv) Are some people's lives more valuable than others? 2) The poem The poem was then read and more discussion followed:	1) Introduction - the Picture Learners were shown the picture of the falling man projected on the whiteboard screen as they entered the classroom. A discussion followed: i) Who was this man? ii) Why did he jump? iii) What is so striking about the picture? iv) Should the media be allowed to publish pictures of this nature? 2) The poem The poem was then read and more discussion followed:

	v) How does the poem differ from the article? vi) Which one has more impact? vii) What part of the poem is particularly touching? 3) Analysis The poem was then discussed line-by-line, with explanations given and poetic elements explored. Learners made notes on their poems. 4) Answering research task 3 Learners answered questions on the poem and were allowed to refer back to their notes and the class notes handed out.	v) How does the poem differ from the picture and how are they similar? vi) Which one has more impact? Footage of 9/11 Learners were then shown footage of the actual events on 9/11 as presented by CNN. More discussion followed. 3) Analysis - ppt presentation With the help of a PowerPoint presentation the learners were taken through the poem line by line, explanations and visual support were given. 4) Answering research task 4 Learners answered questions on the poem and were allowed to refer back to the class notes and the PowerPoint presentation posted on the learning platform Moodle.
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TABLE 5: COMPARABILITY OF RESEARCH TASKS 3 & 4 - QUESTIONS

Questions were analyzed according to Bloom's taxonomy and in both research tasks the aim was to have the lower and higher order thinking skills more or less equally weighted in the two tasks.

	Research task 3: <i>Conventional paper-based poetry lesson on Loop en val (Louis Esterhuizen)</i>	Research task 4: <i>Computer-assisted poetry lesson on Foto van man wat val (Joan Hambidge)</i>
Lower order thinking skills: Knowledge & Comprehension	<i>Identify, understand, recognize, match and label.</i>	
	Question 1, 2a, 6a, (3 marks) 20%	Question 1, 3, 7, 11, 12a (5 marks) 20%
Medium order skills: Application and Analysis	<i>Organize, compare, analyze, and differentiate meaning.</i>	
	Question 3, 6b, 7 (4 marks) 27%	Question 2, 6, 9, 12b, 14, 15 (7 marks) 28%
Higher order skills: Synthesis and Evaluation	<i>Compose, judge, criticize, evaluate, support and add own opinion.</i>	
	Question 2b, 4, 5, 8 (8 marks) 53%	Question 4, 5, 8, 10, 13, 16, 17, 18, 19 (13 marks) 52%
Total	15 marks	25 marks

REFLECTION QUESTIONNAIRE ON RESEARCH TASK 3 & 4

POETRY REFLECTION QUESTIONNAIRE

Fill out this form in as much detail as you can. Add any notes of your experience and be honest in your responses. Your contributions are valuable and will help with the planning of future lessons.

Candidate number

Which of the two poems did you find more interesting?

- ☐ Foto van 'n man wat val
- ☐ Loop en val

Rate the difficulty of Loop en val.

1 2 3 4 5 6 7 8 9 10

Worst ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Best

Rate the difficulty of Foto van 'n man wat val.

1 2 3 4 5 6 7 8 9 10

Worst ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Best

Comment on the poem Loop en val and the presentation of the lesson

Comment on the poem Foto van 'n man wat val and the presentation of the lesson

Which of the two lessons did you prefer and why?

Do you enjoy watching video clips in class?
☐ yes
☐ no
☐ don't know

Did you enjoy the powerpoint presentation?
☐ yes
☐ no
☐ don't know

Any other comment relating to the two poems?

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SUMMARY:

The research tasks as outlined in this chapter were carefully designed to form part of a bigger theme with multiple tasks in the overarching theme of *Media*. The different tasks were designed specifically and carefully to ensure that the only controlled variable was the use of technology. These tasks were carried out during the 50-minute lessons. For the reading task the paper-based task (task 1) was done first and thereafter the computer-assisted task (task 2). For the poetry task the computer-assisted task was done first (task 4) and thereafter the conventional paper-based activity (task 3) so as to ensure that the sequence of tasks and therefor the prior learning did not affect the outcome of the results.

In the next chapter an outline is given of how the responses were marked and analyzed, and what the data analysis revealed about the use of technology in the Afrikaans classroom.

CHAPTER 4: DATA COLLECTION AND DATA ANALYSIS

The data was collected in the form of written texts in by the end of the four-week period. The online assessments were collected as well as the 3 sets of reflective questionnaires. Not all the work covered in the lesson had produced written data, however, a significant amount of time had been spent on class discussion that, due to the limited scale of this project, will not be formally recorded. This oral component, however, has been partially captured in the learners' reflection papers.

4.1 DATA COLLECTION

4.1.1 DATA COLLECTION OF RESEARCH TASK 1, 2, 3 & 4

Student	Task 1		Task 2		Task 3		Task 4	
	30	%	20	%	15	%	25	%
10579@stjohnschool.co.za	14	47	10	50	5	33	19	76
10580@stjohnschool.co.za	20	67	14	70	11	73	23	92
10659@stjohnschool.co.za	18	60	15	75	8	53	18	72
10660@stjohnschool.co.za	24	80	14	70	11	73	20	80
10664@stjohnschool.co.za	25	83	16	80	8	53	19	76
10670@stjohnschool.co.za	11	37	14	70	5	33	15	60
10672@stjohnschool.co.za	19	63	16	80	11	73	23	92
10703@stjohnschool.co.za	9	30	10	50	2	13	12	48
10724@stjohnschool.co.za	11	37	10	50	9	60	15	60
10725@stjohnschool.co.za	7	23	11	55	8	53	15	60
10756@stjohnschool.co.za	25	83	15	75	10	67	21	84
11452@stjohnschool.co.za	11	67	17	85	12	80	17	68
13824@stjohnschool.co.za	16	53	13	65	10	67	17	68
13845@stjohnschool.co.za	15	50	9	45	4	27	16	64
14697@stjohnschool.co.za	17	57	15	75	1	7	9	36
14704@stjohnschool.co.za	25	83	17	85	9	60	16	64
14710@stjohnschool.co.za	8	27	10	50	5	33	10	40
14712@stjohnschool.co.za	24	80	15	75	13	87	22	88
14718@stjohnschool.co.za	22	73	14	70	6	40	18	72
14725@stjohnschool.co.za	6	20	4	20	2	13	3	12
14729@stjohnschool.co.za	16	53	13	65	7	47	13	52
14742@stjohnschool.co.za	11	37	16	80	8	53	15	60
14757@stjohnschool.co.za	17	57	6	30	6	40	17	68
14767@stjohnschool.co.za	21	70	14	70	9	60	19	76
14777@stjohnschool.co.za	10	63	17	85	4	27	6	24
14778@stjohnschool.co.za	4	13	4	20	2	13	2	8
14811@stjohnschool.co.za	26	87	19	95	13	87	19	76
14826@stjohnschool.co.za	18	60	15	75	11	73	15	60
14857@stjohnschool.co.za	25	83	16	80	8	53	19	76
14860@stjohnschool.co.za	13	43	13	65	8	53	15	60
15280@stjohnschool.co.za	13	43	8	40	4	27	12	48
15282@stjohnschool.co.za	8	27	3	15	4	27	12	48
15316@stjohnschool.co.za	21	70	14	70	6	40	17	68
15406@stjohnschool.co.za	21	70	14	70	6	40	18	72
15419@stjohnschool.co.za	9	30	11	55	6	40	20	80
		55		63		47		63

4.1.2 DATA COLLECTION OF REFLECTION QUESTIONNAIRE: TASKS 1 & 2

Candidate number	Rate the difficulty of the paper-based begripstoets.	Rate the difficulty of the Moodle Quiz.	Did you find it problematic to read and scroll up to the online text?	Did you find it problematic to page back to the paperbased text to find answers?	Do you have any other comment in comparing the two tasks?	What grade do you think you got for the paperbased begripstoets?	What do you find most difficult when answering begripstoetse?	Did you like to get immediate feedback on the Moodle quiz?		Which of the two begripstoetse did you find easier?
1	1	10	No, on line made everything easily accessible.	It does become problematic paging back and forth on the paper based test.		80%	Finding the correct "3 consecutive words" asked.	no		The Moodle quiz
2	3	6	Yes	Yes	I am tired		understanding the passage	no		The Moodle quiz
2	3	6	Yes	Yes	I am tired		understanding the passage	no		The Moodle quiz
3	5	4	Yes	Not really but it's just one of those things.			Understanding the actual questions	yes		The Moodle quiz
4	3	6	No, but it would've been easier if the question you were doing was by the passage.	Yes, it gets irritating and wastes time		70%	Making sense of the passage	yes		The Moodle quiz
5	9	7	Yes. You lose track of where you are and your thought process	Yes. It takes a while to go back and find where you were.	Find it hard to concentrate when reading on a screen.	80%	Moving between questions and the text.	no		The paper-based comprehension exercise
6	3	8	No	Yes	No	40%	Finding the answer i'm looking for and paging back and forth.	yes		The Moodle quiz
7	3	5	No	Yes	I pref ore the online test.	70%	Understanding	yes		The Moodle quiz
8	7	9	Not at all.	Yes, it becomes irritating	No	80%	Couldn't understand the questions. But only Sometimes.	yes		The Moodle quiz
9	7	7	No	No		60%	Answering questions	yes		The paper-based comprehension exercise
10	5	3	No	Yes, a little.	No	60%	Interpreting the view of advertising	yes		The Moodle quiz
11	3	5	Yes	No	The written comprehension was considerably more difficult than the online exercise.	60/ 70%	Trying to understand some words which we haven't heard before.	yes		The Moodle quiz
12	7	9	No	No		70%	Understanding exactly what the questions wants.	yes	You get more confident in knowing when your'e doing well.	The Moodle quiz
13	8	7	No	No		75%	Understanding the underlying meanings.	yes		The paper-based comprehension exercise
14	4			Yes		dont know	Interpretive Questions	other	n/a	
15	6	6	Yes	Nope	It was a bit annoying you couldn't change your answer on moodle	60/ 70%	Not understanding key words	yes		The Moodle quiz
16	5	6	No	Yes	The moodle quiz was much more efficient than the paper based.	70%	Understanding what the question wants from you.	yes		The Moodle quiz
17	3	4	No	Yes		60%	The vocabulary	yes		The Moodle quiz
18	2	6	Yes	Not really		50%	Understanding stories and questions	yes		The Moodle quiz
19	5	3	No	No	They were nice comprehension because I learn t a lot about advertising for e.g.	70% / 80%	Working out what the questions is asking.	yes		The Moodle quiz
20	6	7	I found the text very inaccessible due to having to scroll up.	I did not find it difficult as it is less visually demanding.		75%	Answers are sometimes very vague, yet marking is rigid.	no	it,s bette to get your overoll grade once you've finished.	The paper-based comprehension exercise
21		8	No	No		80%	Staying awake	yes		The Moodle quiz

Candidate number	Rate the difficulty of the paper-based begripstoets.	Rate the difficulty of the Moodle Quiz.	Did you find it problematic to read and scroll up to the online text?	Did you find it problematic to page back to the paperbased text to find answers?	Do you have any other comment in comparing the two tasks?	What grade do you think you got for the paperbased begripstoets?	What do you find most difficult when answering begripstoetse?	Did you like to get immediate feedback on the Moodle quiz?		Which of the two begripstoetse did you find easier?
22	4	4	No, it actually makes slightly easier at times, as it is quick and efficient.	At times yes and at times no because the comprehension may be for from the comprehension. If there are many back to back pages it is difficult to keep track of the pages. When you scroll its only up and down.		40%	Understanding what is being told to you and what is being asked, as there is we may not know the vocabulary for the given task.	yes	as it gives you an idea of what is good or bad, in regards to your progress.	The Moodle quiz
23	3	7	No			40%	The vocab and paging through the paper based test.	yes		The Moodle quiz
25	2	4	Not really	Yes		30% -40%	Understanding the questions asked.	yes		The Moodle quiz
26	1	1	No	Yes	No	20 %	Understanding text	yes		The Moodle quiz
27	5	2	Not problematic just slightly longer	No, I am used to paper			Questions where you have to find one or two specific words. As often there is more than one word that means a similar thing	yes	immediate feedback is nice but not neccecarily after each question.	The paper-based comprehension exercise
28	6	2	Yes	No		60%	Translating the questions	no		The Moodle quiz
29	3	5	No. I prefer doing it on a PC.	Not really we're used to doing it.		60%-75%	My vocabulary needs to improve so my interpretation questions were less good	yes		
30	5	7	Yes	No		60%	Understanding the text and questions	yes		The paper-based comprehension exercise
31	8	4	Yes	Yes		70%	Understanding the questions	yes		The paper-based comprehension exercise
32	5	3	Yes, you cannot make notes on the text.	A little but you can always separate the paper.		60%	Understanding the questions	yes		The paper-based comprehension exercise
33	8	6	No	No	Computer was easier. You can copy and paste and multiple choice.	50%	The language is getting more difficult	yes		The Moodle quiz
34	5	3	No it was very efficient	No		68%	Giving my opinion on questions	yes		The paper-based comprehension exercise
35	8	6	Yes, it was very annoying and time was wasted.	No, it was much more easier and I found it more efficient with paper.		70%	Reading the Text at the beginning and trying to comprehend what the theme is about and then understanding the questions.	yes	it would be very pleasant	The paper-based comprehension exercise
24	1	1	No	Yes	The computer is easier although the actual text was extremely difficult.	10%	The vocab	yes		

4.1.3 DATA COLLECTION OF REFLECTION QUESTIONNAIRE: TASKS 3 & 4

Candidate number	Which of the two poems did you find more interesting?	Rate the difficulty of Loop en val.	Rate the difficulty of Foto van 'n man wat val.	Comment on the poem Loop en val and the presentation of the lesson	Comment on the poem Foto van 'n man wat val and the presentation of the lesson	Which of the two lessons did you prefer and why?	Do you enjoy watching video clips in class?	Did you enjoy the powerpoint presentation?	Any other comment relating to the two poems?
1	Foto van 'n man wat val	10	1	It was a good presentation and storyline-exposing the crime that occurs in RSA, a very good example.	Mind- engaging , it connected on an emotional level.	Foto van 'n man wat val, the slideshow and pictures were pleasurable		yes	
2	Foto van 'n man wat val	4	7	Boring but the story was interesting	Nice, presentation with Nick Rowe caught attention	Foto van 'n man wat val	yes	yes	
3	Foto van 'n man wat val	3	3	We did this poem verbally in class, which is cool.	We did this poem as a power point presentation which was better and were interesting.	Foto van 'n man wat val. More interesting Foto van 'n man wat val.	yes	yes	The poems are and have always been interesting in afrikaans.
4		3	6	Was'nt too interested.	Very.Liked the detail of the lesson and insight. good	as presentation was digital, insightful and interesting.	yes	yes	The foto van 'n man wat val was better.
5	Loop en val	10	8	It was a bit boring. We didn't know about the man in the poem.	Was inreresing to find out about the people who jumped out of the twin towers.		yes	yes	
6	Foto van 'n man wat val	5	6		It was fun because we got to see photo's of the man and watch videos.	Foto van 'n man wat val Because we got to watch videos.	yes	yes	
7	Foto van 'n man wat val	3	3		was interesting	Foto van 'n man wat val.	yes	yes	
8	Foto van 'n man wat val	7	8	Boring	Interesting	Foto van 'n man wat val. Was interesting to see what happened	yes	yes	
9	Foto van 'n man wat val	8	8	Enjoyed the athletics part of it, sport is a good topic. Sad ending was sincere.	Video was touching, I found the poem enlightening. Found the St John's boys story sad, made it more realistic.	Foto van 'n man wat val well thought out lesson and well taught	yes	yes	
10	Foto van 'n man wat val	4	4	It wasn't very interesting seeing as though we haven't heard about it before	Was more interesting and we got to watch videos on You tube about the Twin Towers.	Foto van 'n man wat val Far more interesting topic as it was a world phenomenon.	yes	yes	Very good choices for poems for us to do.
11	Foto van 'n man wat val	5	7	It was very interesting because we had hear of it but not this aspect of it.	It was a very interesting poem. I enjoyed the lesson, the videos and power point presentation	Foto van 'n man wat val. Because I enjoy digitally taught lessons.	yes	yes	
12	Loop en val	8	8	It was interesting as we learn about famous South African who i had never heard of	The power point presentation was great as it gave a lot of back ground information which is important	Foto van 'n man wat val. I t was more interesting as there were more visuals which helps with the understanding and analysis	yes	yes	
13	Foto van 'n man wat val	4	7	Very interesting showing the visual in S.A. presentation was interesting.	Relative poem. Very good presentation showing clips of the actual event.	Foto van 'n man wat val Video clips	yes	yes	Both interesting

Candidate number	Which of the two poems did you find more interesting?	Rate the difficulty of Loop en val.	Rate the difficulty of Foto van 'n man wat val.	Comment on the poem Loop en val and the presentation of the lesson	Comment on the poem Foto van 'n man wat val and the presentation of the lesson	Which of the two lessons did you prefer and why?	Do you enjoy watching video clips in class?	Did you enjoy the powerpoint presentation?	Any other comment relating to the two poems?
14	Foto van 'n man wat val	4	5	It wasn't done on the computer/slideshow, so it was a bit harder to understand	We did this on the slideshow and it became a bit easier to understand, but there was unnecessary information which I wasn't interested in.	None, because the one was harder to understand but only got the info that I need in the second poem it was easier to understand but too much unnecessary information.	yes	yes	
15	Foto van 'n man wat val	7	9	Very traditional. Was explained well with good analysis of the text	The lesson was more open ended and allowed us to explore aspects of the poem not discussed in the brief. The poem was more accessible to our age group.	Foto van 'n man wat val Lesson was less restricting to topic, brooder ideas	yes	yes	Both interesting
16	Foto van 'n man wat val	4	4		Power point was good	Foto van 'n man wat val Was a more interesting story	yes	yes	
17		6	5	Clear explanation Relatively easy poem	Video clips and power point made lesson longer than necessary	Because it was more straight forward	yes	no	
18	Loop en val	6	6	N/A	Cool	None	yes	yes	
19	Loop en val	7	6	Less visual and not as enjoyable	Really enjoyable. Read the poem and saw the clip of what the poem was about.	Foto van 'n man wat val. Foto van 'n man wat val	yes	yes	
20		3	5	Difficult to understand the poem and presentation was confusing.	More depth than previous poem, easier to understand and presentation with power point enjoyable.	Because the power point presentation make everything more interactive and enjoyable.	yes	yes	
21	Foto van 'n man wat val	2	6	Loop en val was harder to understand, presentation was good.	Poem was easier to make out and the presentation was more interesting.	Foto van 'n man wat val. as it was more interactive and I could actually understand what was going on so enjoyed it more	yes	yes	
22	Foto van 'n man wat val	6	7	Alright, not as interesting. Less visual.	Good, Nick Rowe was there so we related to it. Have heard a lot about the Twin Towers attack. More Visual.	Foto van 'n man wat val more interesting and visual with many photos and a video off you Tube.	yes	yes	
23	Loop en val	7	7	Though the man's story was very interesting.	Didn't like the poem because some of the things didn't make sense (Like how the man looked both like a question mark and an exclamation mark)	Loop en val Because I preferred that story.	yes	yes	

Candidate number	Which of the two poems did you find more interesting?	Rate the difficulty of Loop en val.	Rate the difficulty of Foto van 'n man wat val.	Comment on the poem Loop en val and the presentation of the lesson	Comment on the poem Foto van 'n man wat val and the presentation of the lesson	Which of the two lessons did you prefer and why?	Do you enjoy watching video clips in class?	Did you enjoy the powerpoint presentation?	Any other comment relating to the two poems?
24	Foto van 'n man wat val	3	9	The loop en val was only from the book and was not interactive enough. "fell asleep"	The poem of the man that falls was better as we could see what was happening also the animations made it memorable e.g. the man looked like a question mark.	Foto van 'n man wat val The way it was presented was different	yes	yes	I think that I found the poem of the man that falls better as it was something different but will eventually get old and slightly boring.
25	Loop en val	6	6	Loop en val was a poem we could relate to as South Africans but not very interesting and therefore could result as boring.	This was quite interesting as it involved the 9/11 attacks but not really something teenagers look forward to.	Foto van 'n man wat val because we had seen more evidence from the media, from photos to videos	don't know	don't know	
26	Foto van 'n man wat val	3	5	The poem wasn't that interesting because I had never heard about the runner and I'm not interested in running events anyway. It was pretty hectic when you realize that he was shot for R40 so this vowed the poem a little bit.	The poem was interesting because it related to something that affected SJC (Nick Row) it was also interesting finding out who the man was because I had seen the photo before. The poem itself was short and to the point which was good.	Foto van 'n man wat val The presentation was interactive, easy to understand and made use of good apologies	yes	yes	
27	Loop en val	1	1	Good	Good	Its more cheerful than foto van man wat val	yes	yes	
28	Foto van 'n man wat val	4	6	It was ok, but it did not strike me as a very interesting poem. The presentation of the lesson was just like normal poetry stuff.	The poem is brilliant and the powerpoint presentation made it very easy to understand and relate to the poem.	Foto van man wat val - it was just much better and interesting	yes	yes	
29	Foto van 'n man wat val	5	7	Average	Interesting	Foto van 'n man wat val	yes	yes	
30	Foto van 'n man wat val	4	2	i didn't find the poem very interesting. The overall presentation by teacher was good. i understand it all.	The poem was interesting and the presentation was excellent. watching the movie and the slideshow was useful and i really got it. i normally don't get poetry.	Foto van man wat val. It was just interesting and the movie was great and I got it.	yes	yes	
32	Foto van 'n man wat val	5	5		Interesting, learned things I didn't know	Foto van 'n man wat val Because it happened in my time so I can relate to it.	yes	yes	
31	Foto van 'n man wat val	8	2	Was ok	Brilliant and very appealing	I loved Loop en val because I like athletics	yes	yes	
33	Foto van 'n man wat val	7	6	Enjoyed it	Loved it	Liked both	yes	yes	
34	Foto van 'n man wat val	5	5	I understood it well. the class discussion was good.	Was a brilliant presentation which explained it thoroughly and i liked it	Foto van 'n man wat val	yes	yes	

Candidate number	Which of the two poems did you find more interesting?	Rate the difficulty of Loop en val.	Rate the difficulty of Foto van 'n man wat val.	Comment on the poem Loop en val and the presentation of the lesson	Comment on the poem Foto van 'n man wat val and the presentation of the lesson	Which of the two lessons did you prefer and why?	Do you enjoy watching video clips in class?	Did you enjoy the powerpoint presentation?	Any other comment relating to the two poems?
35	Loop en val	5	5	was ok	preferred the computer lesson - the poem was easy to understand	Foto van man wat val. The computer one.	yes	yes	
36	Foto van 'n man wat val	6	5	Was easy and she explained well	Was a lot of detail and it helped	Foto van man wat val More detailed and interesting	yes	yes	I loved Foto van 'n man wat val

4.2 DATA ANALYSIS

4.2.1 DATA ANALYSIS PRE-RESEARCH TASK - TECHNOLOGY SURVEY

4.2.1.1 Exposure to computer technology

Analysis of the data of the technology survey, has shed some light on how learners position themselves with regard to technology. Firstly, the aim was to establish how much exposure the learners have to technology on a daily basis.

FIG 4.2.1.1.1 HOURS SPENT AT THE COMPUTER

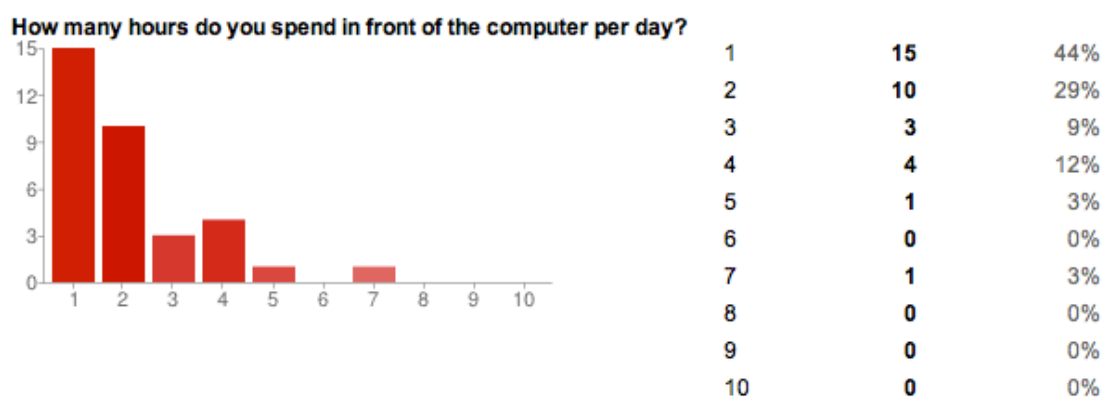


FIG 4.2.1.1.2 HOURS SPENT AT THE COMPUTER FOR WORK PURPOSES

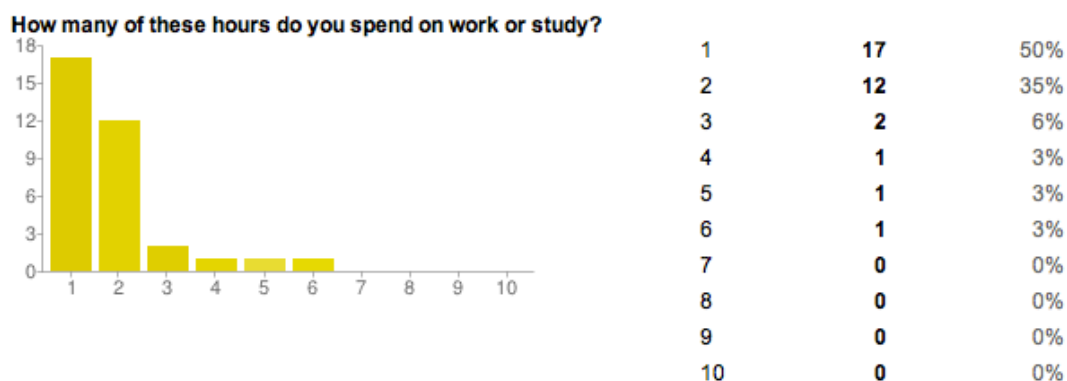
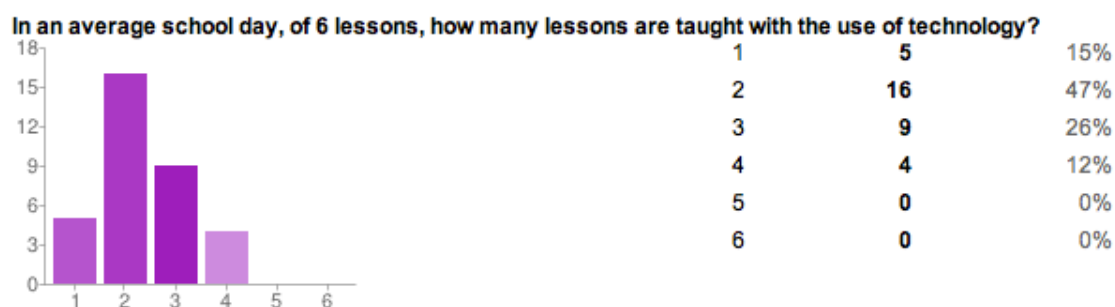


FIG 4.2.1.1.3 LESSONS TAUGHT WITH TECHNOLOGY



From the responses as recorded in Fig 4.2.1.1.1, Fig 4.2.1.1.2 and Fig 4.2.1.1.3 it is evident that most learners spend a couple of hours on the computer daily, half of their time for work-related tasks. Of the 6 lessons per day 73% of the learners responded that they are exposed to technology in 1-3 of the lessons daily. This is a significant part of the school day. It can be deduced that the learners of St John's College are exposed daily to technology by teachers using it in the classroom. Furthermore they use it to complete homework. Technology is a normal course of everyday life.

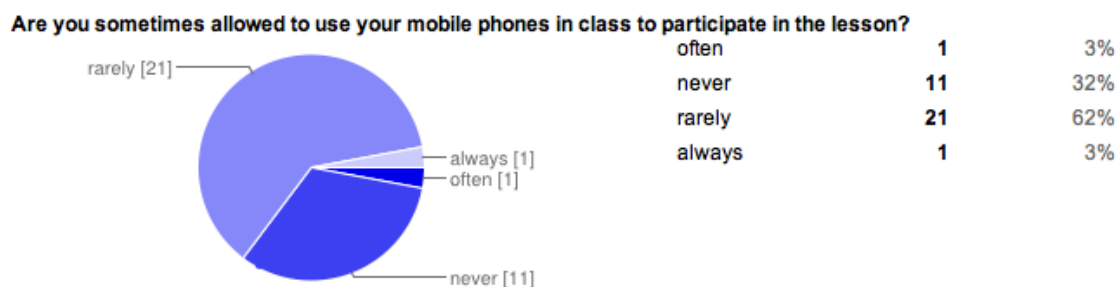
When learners were asked whether they considered themselves to be well equipped to use technology at a university level, the responses were overwhelmingly positive and learners stated that they were exposed to technology on a daily basis.

4.2.1.2 Exposure to mobile technology

Part of the survey also explored the mobile technology. When learners were asked how many hours per day they spend on their mobile phones, the average number was 3 hours.

When asked whether they use mobile phones to participate in lessons 62% said rarely, 32% said never and 3% said often.

FIG 4.2.1.2.1 USE OF MOBILE PHONES



Learners stated that they used their phones to make use of the dictionaries and the calculation functions in class. When learners were asked whether they thought teachers should use more mobile technology in their classes to engage students, most learners responded that it would be too distracting.

4.2.1.3 Exposure to social media

When asked how many hours per day they spend on social media sites such as Facebook, the average was 1 hour. Interestingly, learners responded overwhelmingly in favour of keeping their social media and their school work separate.

Do you prefer your social networking life (private) and your academic school life to remain separate?

yes yes YES yes yes i do yes yes yes Yes yes yes Yes yes Yes Not really. sometimes yes
 YES Not really yes I don't mind except it can be distracting Yes dont know yes yes Yes Yes Yes yes not too
 worried yes parts of them Yes

Do you think teachers should use social media to engage students?

no yes NO yes, most students use Facebook on a regular basis no. i believe in professionalism and intergreting
 social and workj would not be benefial beacase it would interffre with the students private and social life. no yes
 occasionally no. there should be a separate site or website that will be used foe the students and the teacher Yes no,
 moodle is sufficient for that No, i dont see how this will improve anything if the school carries on putting the information on
 moodle. I would prefer not having a group about a afrikaans class on my personal information. No, i do not feel that a
 social network ...

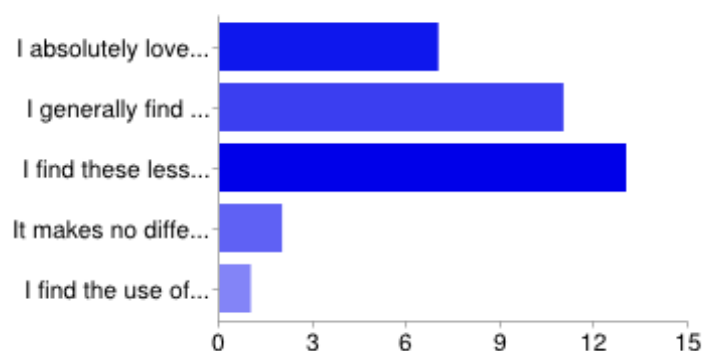
4.2.1.4 Attitude

When analyzing the data of the pre-task which was the technology survey, it is clear that while leaners generally respond positively to the use of technology in the classroom, the

majority of the research group (38%) found lessons where technology is used interesting, but they still find the subject important. It is not an indiscriminate choice. Most learners (91%) preferred some kind of technology in the lesson, 6% said they weren't affected by it at all and one learner found it distracting and hindering in the learning process.

FIG 4.2.1.4.1 ATTITUDE TOWARDS THE USE OF TECHNOLOGY IN LESSONS

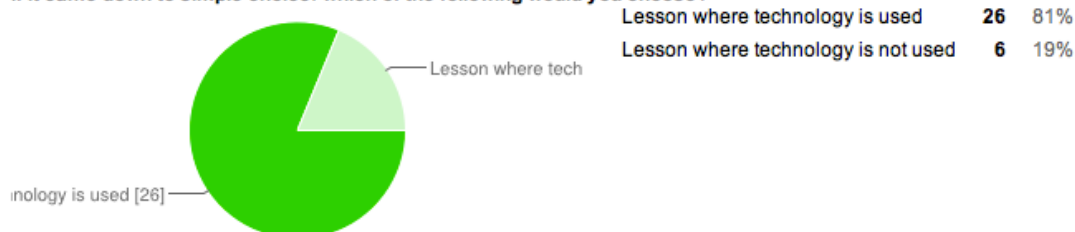
How do you feel about lessons that involve some kind of technology (work, mobile phones)



I absolutely love it. It makes the lessons superb and it makes a huge difference to the way I respond and interact.	7	21%
I generally find these lessons engaging and interesting	11	32%
I find these lessons interesting, but it really depends on the subject.	13	38%
It makes no difference to me whether we are using technology or not.	2	6%
I find the use of technology distracting and irritating and it hinders the learning process.	1	3%

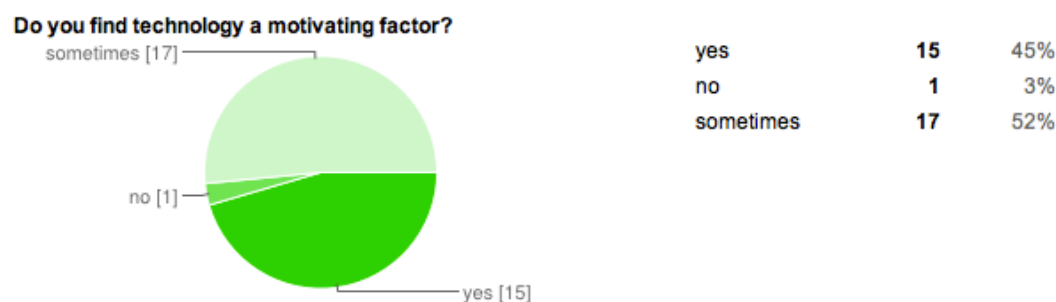
FIG 4 2.1.4.2 ATTITUDE TOWARDS USE OF TECHNOLOGY IN CLASS

If it came down to simple choice: which of the following would you choose?



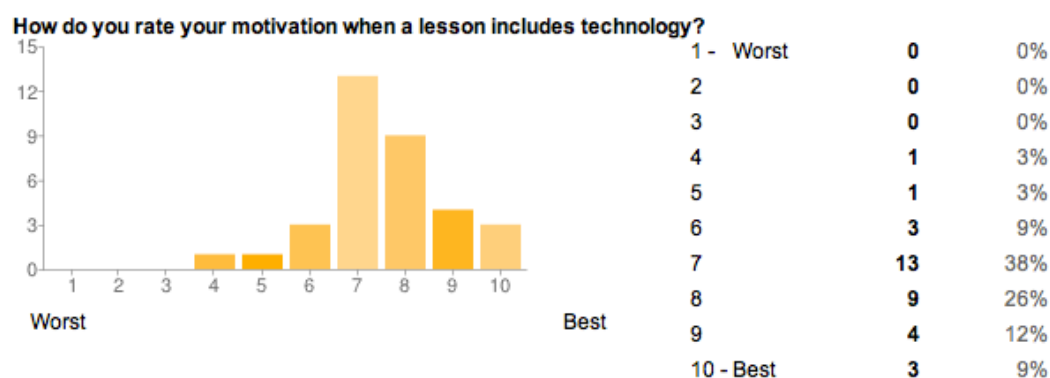
81% of learners in this study would prefer lessons where technology is used (see figure 4.2.1.4.2) and 45% finds it a motivating factor always while 53% finds the use of technology sometimes a motivating factor (see figure 4.2.1.4.3).

FIG 4.2.1.4.3 TECHNOLOGY AS A MOTIVATING FACTOR



Rating their motivation when lessons are presented with the use of technology, most learners rated their motivation high (see figure 4.2.1.4.4).

FIG 4.2.1.4.4 MOTIVATION DURING LESSONS WHICH INCLUDE TECHNOLOGY



4.2.1.5. Aspects of technology

When asked which aspects of technology they found most interesting, learners responded overwhelmingly in favour of video (91%). The visual aspect of learning appeals to them quite strongly. (See fig 4.2.1.5.1 and 4.2.1.5.2) 82% claimed that they had a deeper understanding after watching a video clip. (See figure 4.2.1.5.4)

FIG 4.2.1.5.1 TECHNOLOGY PREFERENCES - MOST INTERESTING

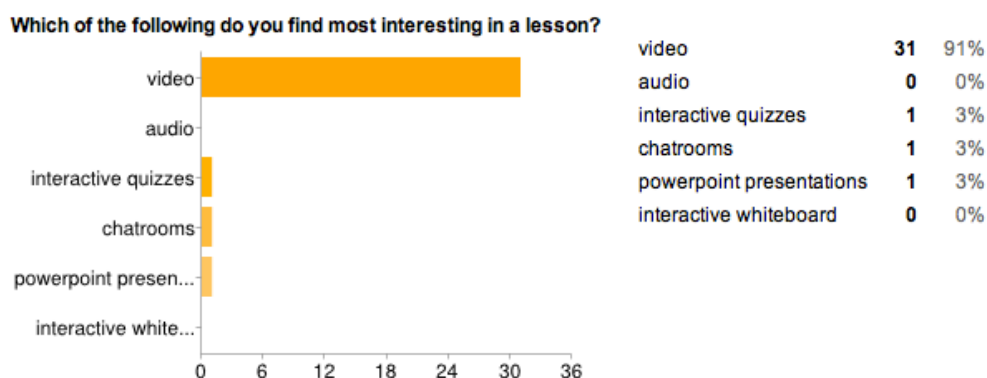


FIG 4.2.1.5.2 TECHNOLOGY PREFERENCES - LEAST INTERESTING

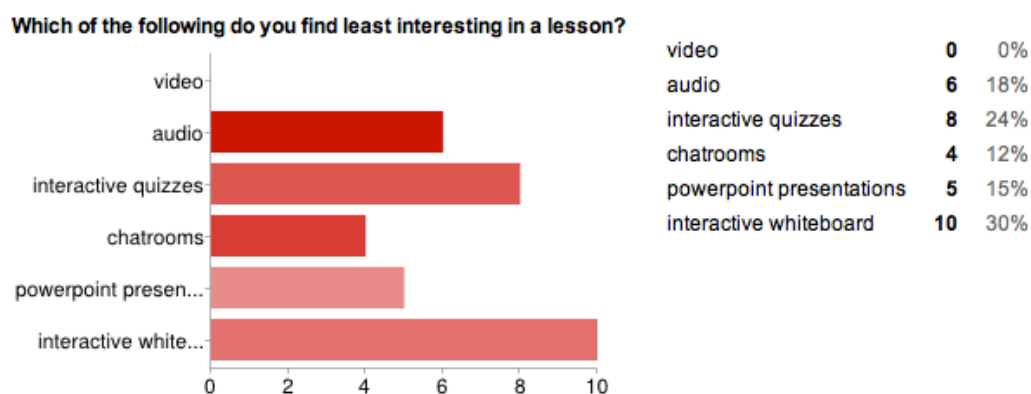


FIG 4.2.1.5.3 EXPOSURE TO TECHNOLOGY PREFERENCES

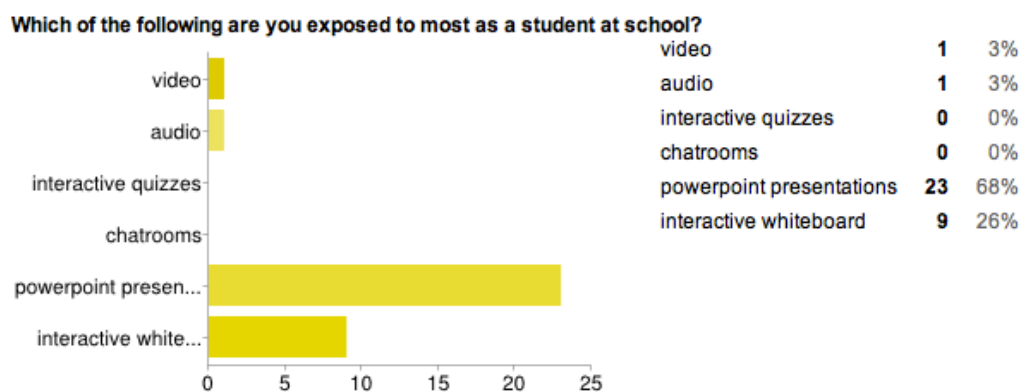
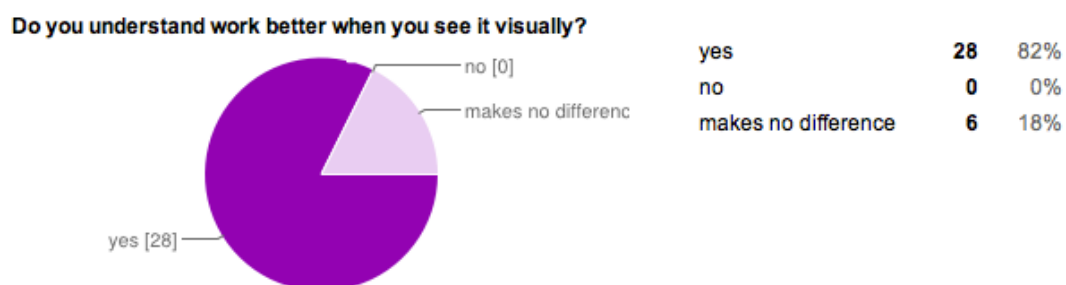


Fig 4.2.1.5.4 VISUAL PRESENTATION AND UNDERSTANDING



This is a significant response, where 82% of learners in the study found the work easier to understand when presented visually. This confirms previous studies on the effect of video and the depth of understanding.

4.2.2 DATA ANALYSIS OF RESEARCH TASK 1 & 2

FIG 4.2.2.1 COMPARISON OF TWO COMPREHENSION TEXTS

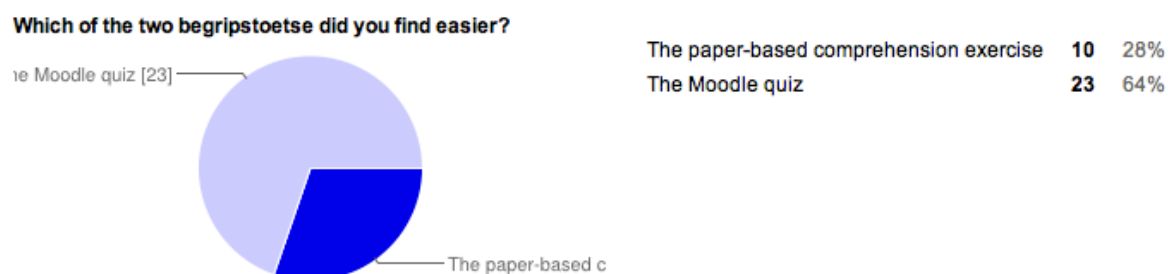
	Research task 1	Research task 2
14811@stjohnschool.co.za	87	95
14704@stjohnschool.co.za	83	85
14857@stjohnschool.co.za	83	80
10664@stjohnschool.co.za	83	80
10660@stjohnschool.co.za	80	80
10756@stjohnschool.co.za	83	75
14712@stjohnschool.co.za	80	75
10672@stjohnschool.co.za	63	80
14718@stjohnschool.co.za	73	70
15406@stjohnschool.co.za	70	70
15316@stjohnschool.co.za	70	70
14767@stjohnschool.co.za	70	70
10580@stjohnschool.co.za	67	70
14826@stjohnschool.co.za	60	75
10659@stjohnschool.co.za	60	75
14697@stjohnschool.co.za	57	75
14777@stjohnschool.co.za	63	85
11452@stjohnschool.co.za	67	85
14729@stjohnschool.co.za	53	65
13824@stjohnschool.co.za	53	65
14860@stjohnschool.co.za	43	65
14742@stjohnschool.co.za	37	70
10670@stjohnschool.co.za	37	70
10579@stjohnschool.co.za	47	50
13845@stjohnschool.co.za	50	45
14757@stjohnschool.co.za	57	30
10724@stjohnschool.co.za	37	50
15419@stjohnschool.co.za	30	55
15280@stjohnschool.co.za	43	40
10703@stjohnschool.co.za	30	50
10725@stjohnschool.co.za	23	55
14710@stjohnschool.co.za	27	50
15282@stjohnschool.co.za	27	15
14725@stjohnschool.co.za	20	20
14778@stjohnschool.co.za	13	20
AVERAGE	55	63

In comparing the results for research task 1 and research task 2 from the outset there is a difference in results of the two tasks. Research task 1 (the paper-based comprehension task) has an average of 55%, whereas the average for the computer-assisted task was 63%. The difference in the students who achieved above 70% was not as high, and there were several cases where they achieved better in the paper-based task.

Similarly, the weaker students, with an average below 50% did not perform particularly better in the computer-assisted task. The group where the most significant change was recorded was within the 'middle' group or the group of average achievers. This group with averages between 50% and 70%, showed an improvement when they attempted the computer-assisted task.

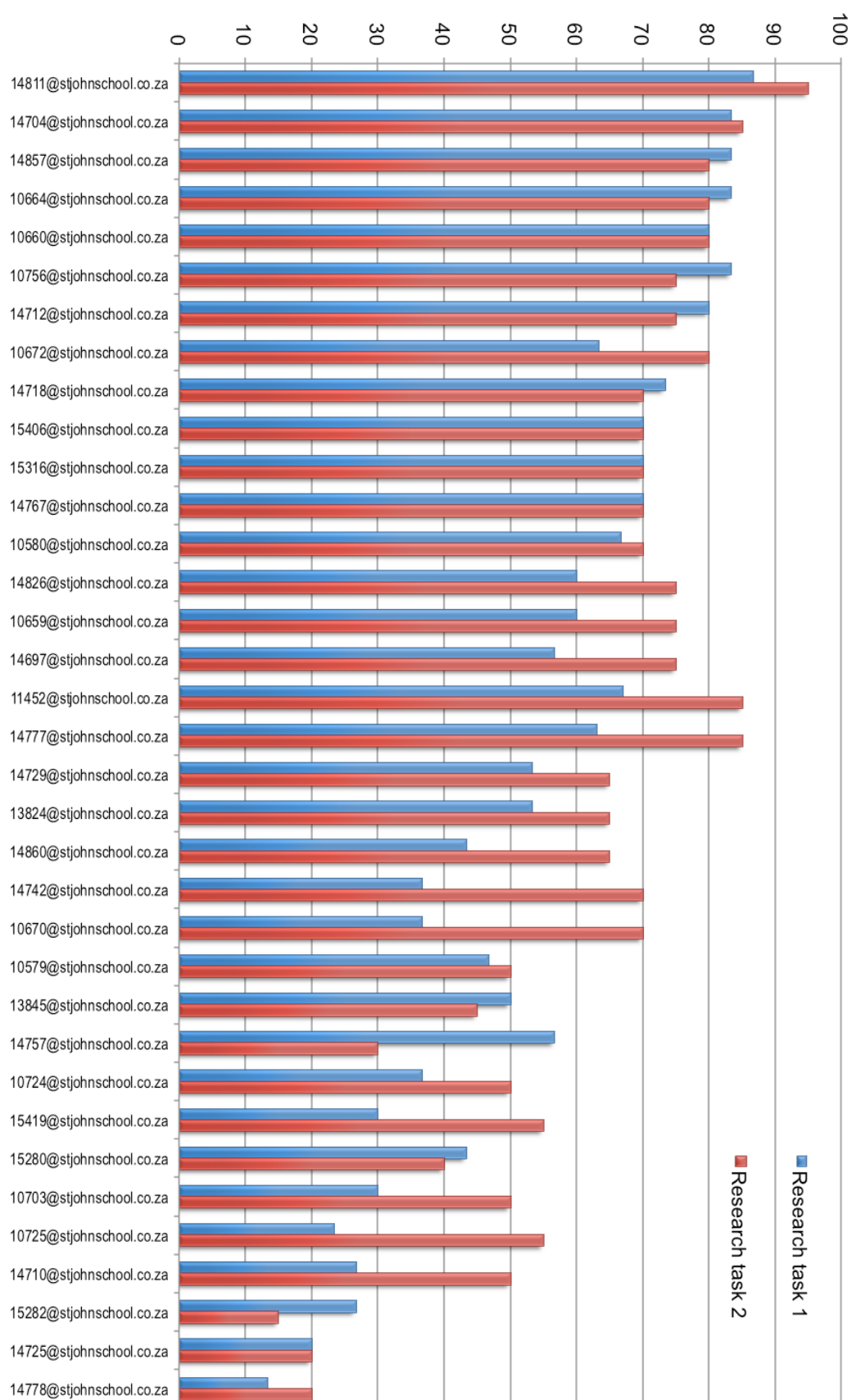
Several factors may have influenced these results. When analyzing the reflection questionnaire based on the two tasks, it is clear that the students enjoyed the computer task more, they were more motivated and their positive attitudes may have had an influence on their performance.

FIG 4.2.2.2 COMPARISON OF TWO COMPREHENSION TEXTS



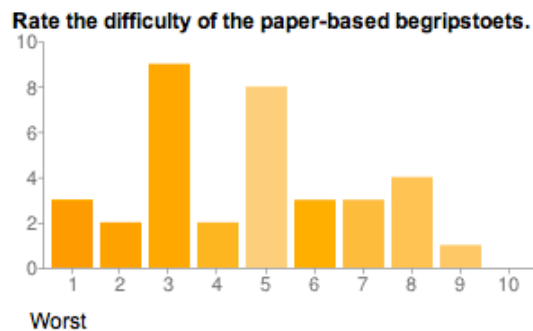
64% of the candidates found the task 2 (the Moodle quiz) easier. (Fig 4.4.2.2) When analyzing the tasks, it has been proven that the level of difficulty is indeed on par, so it is fair to say that the students' perception was that the Moodle quiz was easier. Their perception and attitude may have influenced their ability to achieve.

FIG 4.2.2.3 COMPARISON OF INDIVIDUAL RESULTS TASK 1 AND TASK 2

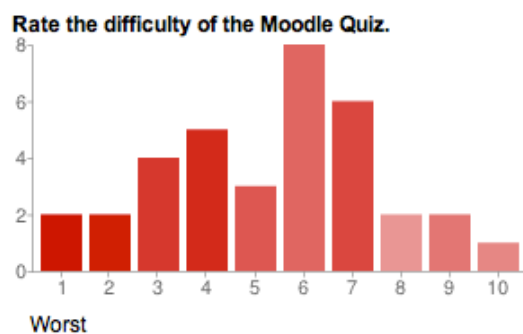


When rating the difficulty of the tasks 67% of the learners graded the paper-based comprehension test (task 1) as difficult, while only 45% of the learners graded the Moodle quiz (task 2) as difficult. (Fig 4.2.2.4)

FIG 4.2.2.4 RATING THE DIFFICULTY OF TWO COMPREHENSION TASKS



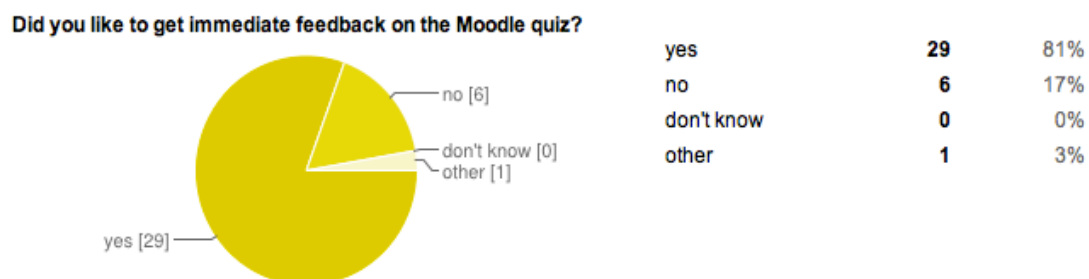
1 - Worst	3	8%
2	2	6%
3	9	25%
4	2	6%
5	8	22%
6	3	8%
7	3	8%
8	4	11%
9	1	3%
10 - Best	0	0%



1 - Worst	2	6%
2	2	6%
3	4	11%
4	5	14%
5	3	8%
6	8	22%
7	6	17%
8	2	6%
9	2	6%
10 - Best	1	3%

It seemed that learners were not affected by having to page back and forth in the paper-based comprehension. 15 learners (42%) found it annoying, and almost the same number of learners, 15 (42%) found scrolling up and down in the computer-based task annoying. One learner did comment that he found it difficult not having paper to make notes while he was doing the Moodle quiz.

FIG 4.2.2.5 RESPONSE TO IMMEDIATE FEEDBACK



Generally the learners responded positively to the immediate feedback they received while answering the Moodle quiz and 81% preferred this (Fig 4.2.2.5). Comments included phrases like “It made me feel confident”.

4.2.3 DATA ANALYSIS OF RESEARCH TASKS 3 & 4

FIG 4.2.3.1 COMPARISON OF RESEARCH TASKS 3 AND 4

	Research task 3	Research task 4
14712@stjohnschool.co.za	87	88
10580@stjohnschool.co.za	73	92
10672@stjohnschool.co.za	73	92
14811@stjohnschool.co.za	87	76
10660@stjohnschool.co.za	73	80
10756@stjohnschool.co.za	67	84
11452@stjohnschool.co.za	80	68
14767@stjohnschool.co.za	60	76
13824@stjohnschool.co.za	67	68
14826@stjohnschool.co.za	73	60
10664@stjohnschool.co.za	53	76
14857@stjohnschool.co.za	53	76
10659@stjohnschool.co.za	53	72
14704@stjohnschool.co.za	60	64
10724@stjohnschool.co.za	60	60
15419@stjohnschool.co.za	40	80
10725@stjohnschool.co.za	53	60
14742@stjohnschool.co.za	53	60
14860@stjohnschool.co.za	53	60
14718@stjohnschool.co.za	40	72
15406@stjohnschool.co.za	40	72
10579@stjohnschool.co.za	33	76
14757@stjohnschool.co.za	40	68
15316@stjohnschool.co.za	40	68
14729@stjohnschool.co.za	47	52
10670@stjohnschool.co.za	33	60
13845@stjohnschool.co.za	27	64
15280@stjohnschool.co.za	27	48
15282@stjohnschool.co.za	27	48
14710@stjohnschool.co.za	33	40
10703@stjohnschool.co.za	13	48
14777@stjohnschool.co.za	27	24
14697@stjohnschool.co.za	7	36
14725@stjohnschool.co.za	13	12
14778@stjohnschool.co.za	13	8
Average	47	63

Fig 4.2.3.1 gives an overview of the marks achieved for the two poetry tasks. When comparing the averages for the two tasks, it is clear that there is a marked difference between the two. Learners on average have achieved much better in the computer-assisted activity. The two tasks were comparative in their difficulty and cognitive levels and this time the computer-assisted task was done prior to the paper-based activity, yet there is an improvement in the computer-assisted tasks.

Learners who achieved above 70% on average showed less improvement in the computer-assisted task. Learners who achieved between 50% and 70% on average were the most affected and showed the most difference in their achievement in the paper-based task and the computer-assisted task.

There are significant factors that had contributed to the marked difference of achievement in the two research tasks. In analyzing the reflection questionnaires of these two tasks, it is clear that the learners enjoyed the presentation of the computer-assisted lesson far more than the paper-based lesson. The levels of motivation and excitement were heightened and this may have influenced their attentiveness. Task 4 had an emotional effect on the learners far more than task 3 did. The use of video had also helped with the conceptualization and the contextualization of vocabulary.

When questioned which of the poems were more interesting, 69% of the learners responded with *Foto van 'n man wat val* and only 22% responded with *Loop en val* (Fig 4.3.2.2.). Three learners were indecisive and no answer was recorded.

FIG 4.3.2.2 ATTITUDE TOWARDS THE POEMS

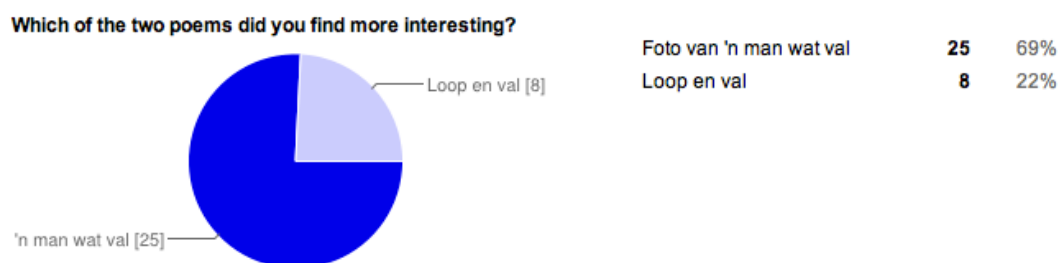
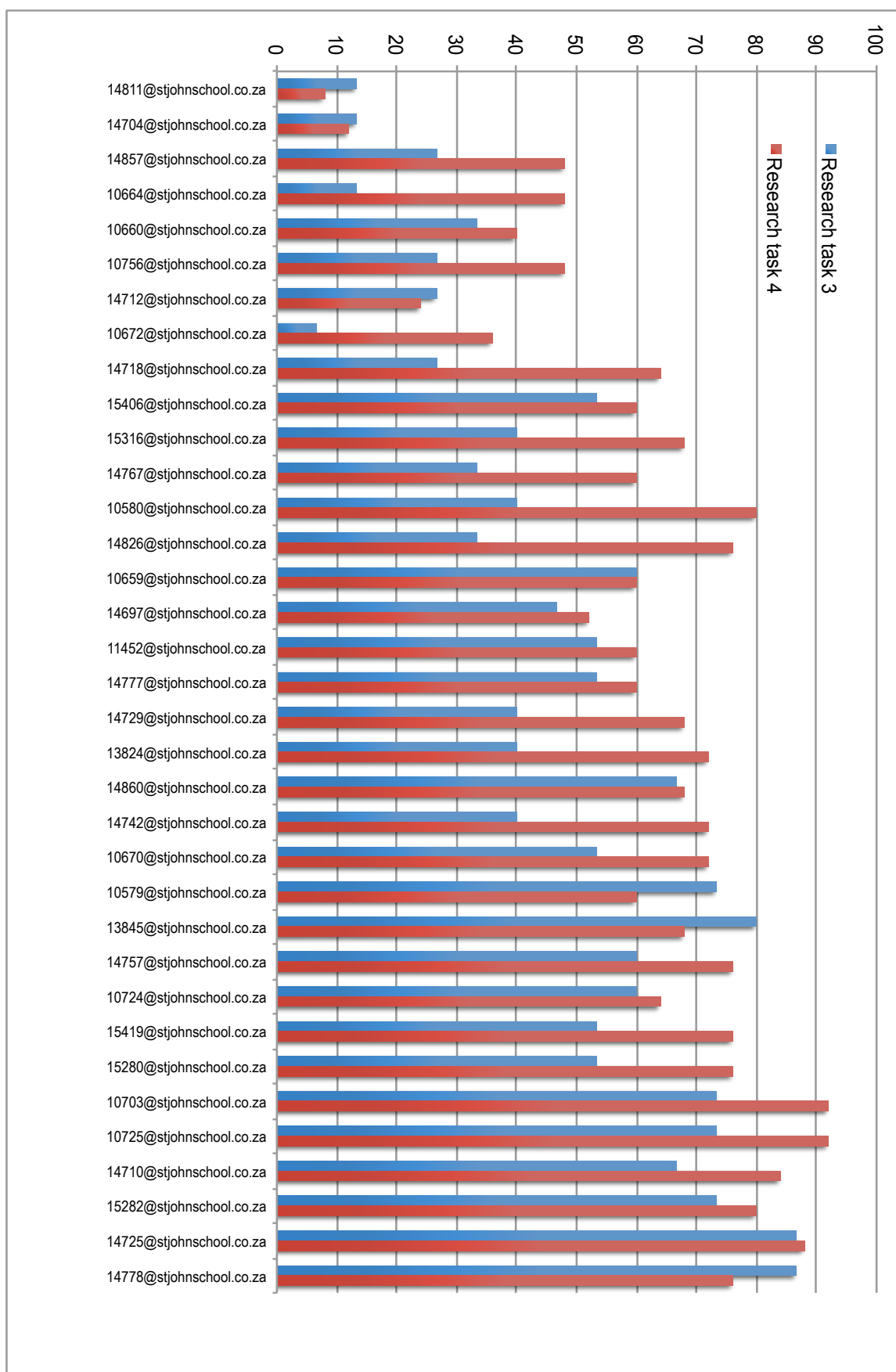


FIG 4.3.2.3 INDIVIDUALS' PERFORMANCE IN RESEARCH TASK 3 AND 4



Learners found the poem *Loop en val* marginally more difficult than *Foto van man wat val*. (fig 4.3.2.4 and fig 4.3.2.5)

FIG 4.3.2.4 DIFFICULTY OF THE POEM LOOP EN VAL

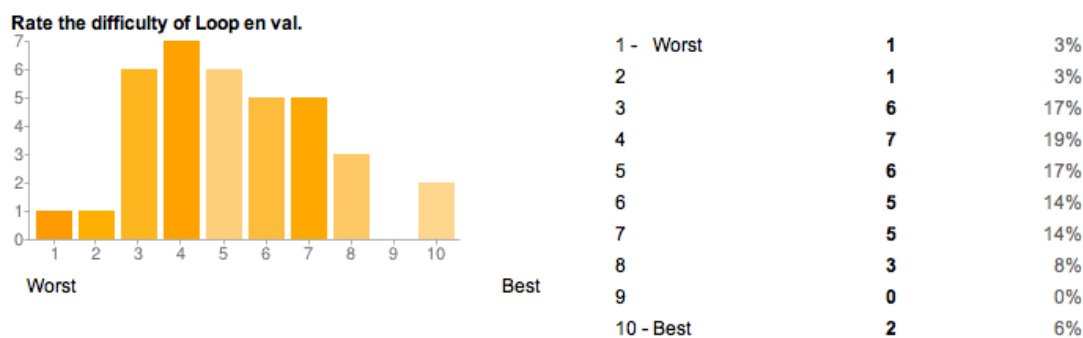
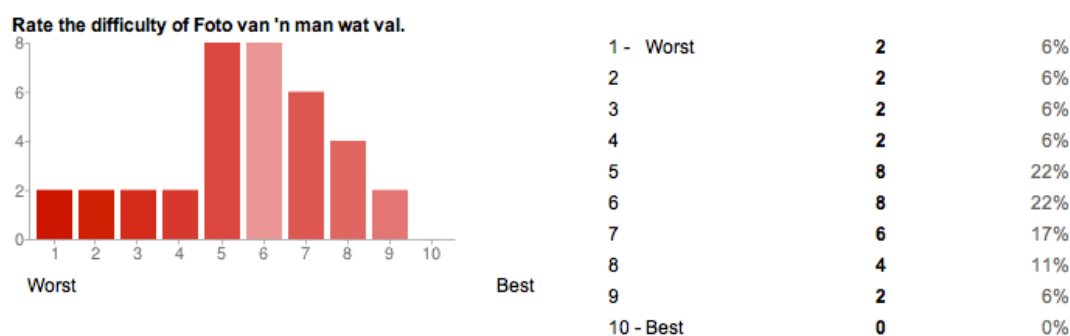


FIG 4.3.2.5 DIFFICULTY OF THE POEM FOTO VAN 'N MAN WAT VAL



When asked to comment on the poem *Loop en val* and the presentation of the lesson, the responses were mixed. Some learners found it boring and a little uninteresting. Others found it very interesting and could relate to the athletics, to the crime situation, and found it a pleasing presentation.

In contrast to this response, the comments on the poem *Foto van man wat val* and on the presentation of the lesson were overwhelmingly positive. Comments included details of the lesson such as the reference to Nick Rowe (an old Johannian student who was killed in the Twin Towers in 9/11). They found it 'mind-engaging' and 'connected to it on an emotional level'. There were words like 'liked the detail', 'enlightening', 'touching', 'sad' and 'emotional'. The responses were emotional and sincere and as any teacher of boys and poetry knows, this is quite unusual for boys to respond to poetry so emphatically.

The emotional response might have affected their ability to answer the questions in more detail and to understand the poem better.

When asked which of the two lessons they preferred, the majority of the learners (70%) choose the *Foto van man wat val* once again. Interestingly many of the learners commented on the fact that it was digital. Phrases like “digital, insightful and interesting” were not uncommon. They responded positively to the questions about videos and PowerPoint presentations. (Fig 4.3.2.6 and fig 4.3.2.7)

FIG 4.3.2.6 ATTITUDE TOWARDS VIDEO

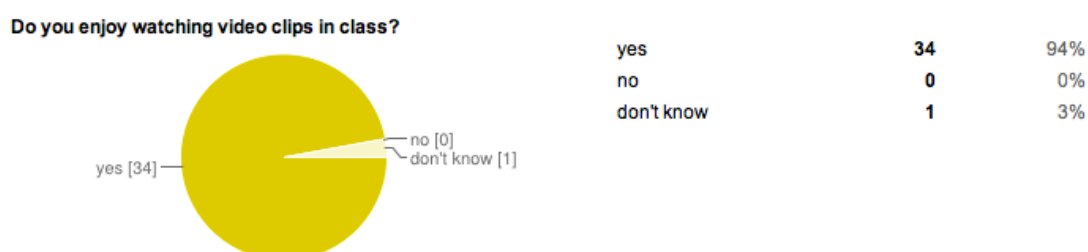
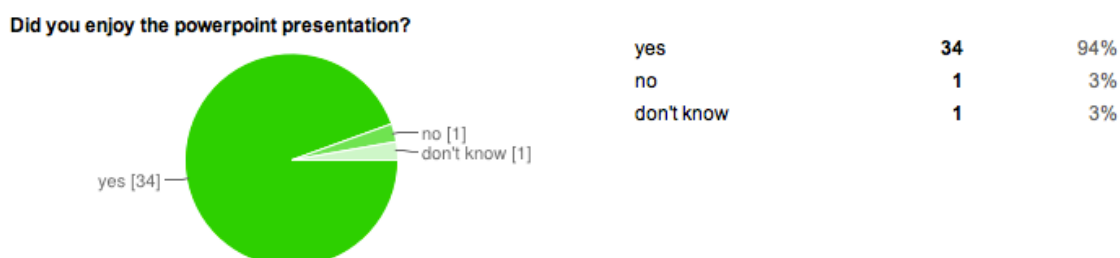
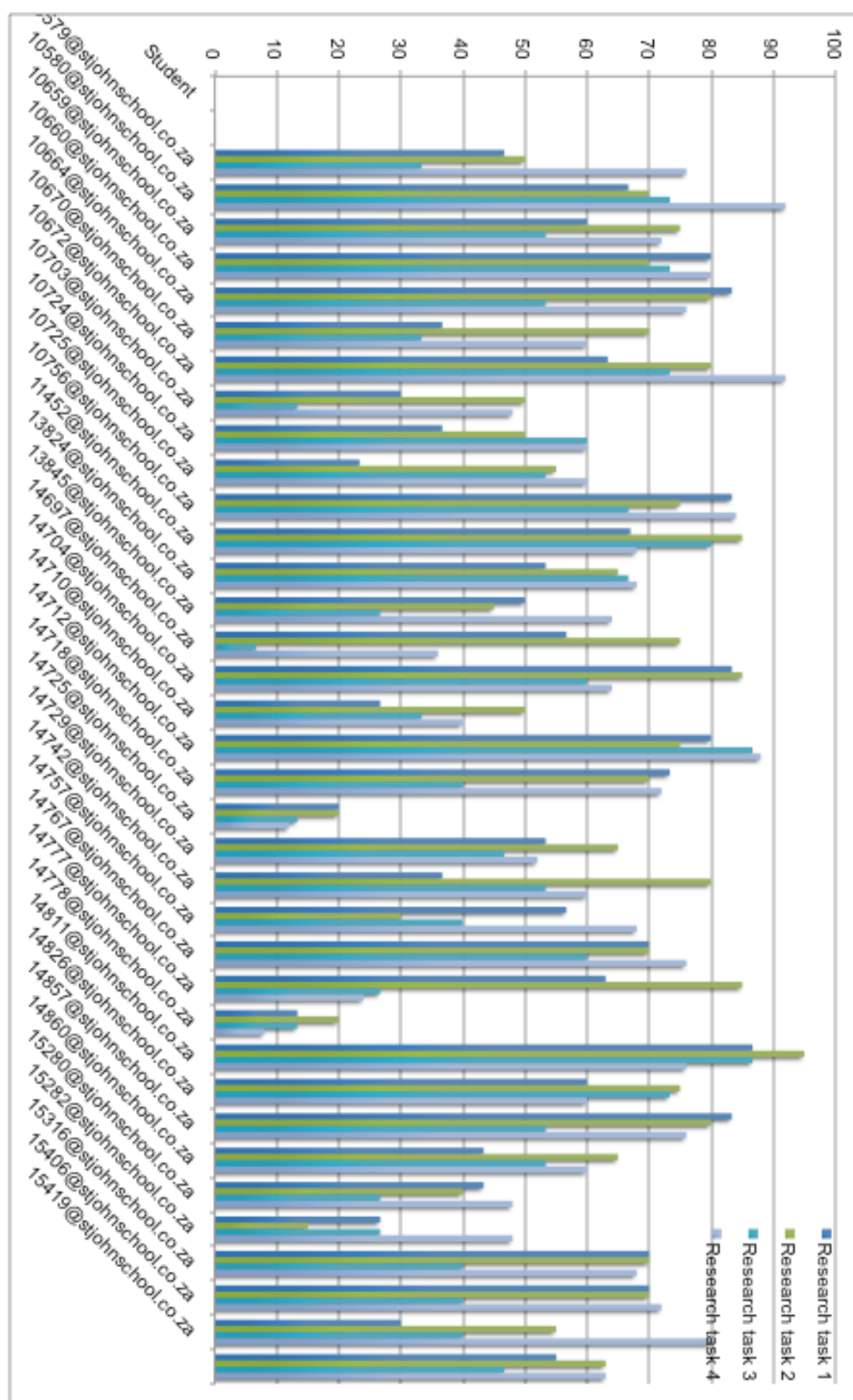


FIG 4.3.2.7 ATTITUDE TOWARDS POWERPOINT PRESENTATIONS



In conclusion, there were marked differences in performance when the learners were exposed to computer-assisted presentation of lessons. The positive response to the multimedia, the level of engagement and interaction had an influence on the motivation and the interest of the learners that may have contributed to the increase in levels of achievement. In the chapter 5 the final conclusions about the research will be discussed and recommendations will be made based on the outcomes of this research.



CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

At the beginning of the research report it was made clear that the main focus of the research would be to ascertain firstly whether the use of technology in the classroom is beneficial to the teaching of a second language and also whether the use of technology has an effect on the motivation and attitudes of the learners in the Afrikaans second language classroom environment.

Research question 1:

Does a Computer Assisted Language learning approach have an effect on the attitude and motivation when acquiring a second language, particularly to the subject Afrikaans?

Conclusion:

From the evidence in the research tasks it is clear that there is a positive shift in most learners attitude and motivation when lessons are presented with the use of multimedia and digital aids. Learners are more engaged, more attentive and interested. They seem to respond to visual prompts and media emotionally, which might have had an effect on their ability to understand the language. Video has a positive effect on their ability to conceptualize and contextualize vocabulary.

Recommendation:

In a second language, although learners might master vocabulary and sentence structure, it is often the emotional attachment to the language, the understanding of finer nuances of the humour or the emotive value of words that remain 'untranslatable' and also mostly unrealized with second language speakers.

The suggestion, albeit not definitive, that technology can enable learners to respond emotionally to their second language is indeed a very exciting one and indeed the proposal for further investigation and research. I would recommend that teachers explore the possibilities which multimedia (and in particular videos) open in this regard to engage learners emotionally in the learning process.

Research question 2:

How do learners position themselves in relation to technology?

Conclusion:

From the initial technology survey which the learners answered, it is clear that the learners in St John's College are very much surrounded by technology all day and that they do not fear or sidestep it. It does not make them nervous or inhibit their performance, on the contrary, they embrace it and they welcome it when it is used in the classroom. The learners use technology for a wide range of activities, yet social media websites are still the most frequently visited sites.

Although there are many opportunities for teachers to make use of technology at a well-equipped school, such as the one where the research was conducted, it seems that learners have a level of frustration that it is still only used infrequently in a small number of subjects such as Geography and Science.

Furthermore, learners are able to distinguish between the hype of technology and the real content that is needed when they learn. They do not simply 'like' a lesson because of the technology - they state emphatically that it depends on the subject matter and how it is taught. The same attitude is present when they state that they still prefer face-to-face conversations to BBM or MXit. They use technology when it suits them to enhance their lives, but they don't feel the need to substitute all of their conventional actions and behaviours with technology for the sake of technology.

Recommendation:

Learners are still interested in the content of the lesson and they don't need technology for them to engage with the material. However, they respond positively to technology when it is used to enhance the material being presented. Teachers should be discerning in their use of technology.

Research question 3:

How are learners' attitudes and motivation to the subject Afrikaans as a First Additional Language affected by a CALL approach?

Learners reacted positively to the use of technology in the Afrikaans classroom. There is resistance to learning the language of Afrikaans as a second language, particularly in Gauteng, and learners see it as a 'have-to' subject with no real value in their lives after school. The use of multi-media to engage learners emotionally through humour and tragedy has had a positive influence on the attitude of learners about Afrikaans.

Recommendation:

This is a subject for further study, with a bigger population universe and a larger sample size and with measurable questionnaires and pre-tasks and post-tasks over a longer period of time to determine whether the results of this study is in fact applicable to a wider spectrum and demographic and not an isolated study within a particular school.

Research question 4:

Does a Computer Assisted Language Learning approach have an effect on the results that learners achieve when acquiring a second language?

Conclusion:

In this study and with this particular small research group, there was a difference in the results learners achieved for the paper-based/conventional tasks and the multimedia/computer-assisted tasks. In this small population universe learners achieved between 8% and 12% better in the tasks that were presented with a CALL approach. This was particularly evident where video was part of the multimedia lesson.

Recommendations for future research

Owing to the scope of a research report, the findings of this report can not be generalized. However, the outcomes show a strong correlation between the use of technology in second language teaching and improved results and further study on this topic would be valuable and beneficial to teachers of Afrikaans second language.

In future, it is recommended that a longitudinal study be done in which:

- the researcher makes use of a bigger research group
- the researcher makes use of random sampling
- the research is broadened to girls and boys and not just to a single sex
- the researcher conducts the study over a wider demographic to incorporate a variety of schools with different socio-economic environments
- the research takes place over a longer period of time in order to measure the significant impact that technology has on the attitude and achievement fully
- the research cover a greater variety of skills, such as reading, listening, speaking, writing to investigate which skills are particularly suited to be taught with a CALL approach.

In conclusion, in my opinion the use of technology in the second language Afrikaans classroom has had a remarkable effect on the learners' attitude and motivation. Their interest and emotional engagement have contributed to improved results with computer-assisted tasks.

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APPENDICES

Appendix A



ST JOHN'S COLLEGE

20 July 2010

TO WHOM IT MAY CONCERN

This letter serves to confirm that Mrs Irene Basson has the permission and full support of the school and the council to conduct research for her Masters in Education degree. She may, with the required permission from the individuals concerned, engage our teachers, parents and students in this research and all the school facilities are at her disposal for this purpose.

We wish her every success and look forward with interest to the results of her research.

Yours sincerely.

Roger Cameron

HEADMASTER

Appendix B



ST JOHN'S COLLEGE

20 July 2010

Dear Grade 11 Parents,

RESEARCH FOR MA (Ed): AFRIKAANS

As part of her research report and dissertation for a Masters Degree in Educational technology, Mrs Irene Basson is undertaking a short research project with the grade 11 group. Mrs Basson has my full support and permission to conduct her research at St John's College. She may, with the required permission from the individuals concerned, engage our teachers and students in this research and all the school facilities are at her disposal for this purpose. She gives details of the research overleaf and seeks your permission and your son's to use work produced during the next term for her research.

Mrs Basson is a well-respected professional Afrikaans teacher, a responsible student and researcher and we are very fortunate to have her conducting research in this field at St John's College. The results of her proposed research will benefit St John's College and its learners and I urge you to support and encourage her in this endeavour.

I am very pleased that St John's College remains at the forefront of this kind of research in our efforts to provide an education of the highest quality. I wish Mrs Basson every success and look forward with interest to the results of her research.

Yours sincerely,

Roger Cameron

HEADMASTER

Appendix C



ST JOHN'S COLLEGE

Grade 11 Parents and Students,

During the course of next term, I would like to teach a module of work consisting of poetry, language and grammar, listening exercises and creative writing as per normal work for the grade 11 boys in the Afrikaans syllabus. I shall, however, be using this module as the basis for a research project which will complete the postgraduate studies in which I am currently involved. The research will focus on the teaching these different skills with and without the use of technology. I would like to research whether students produce significantly different work when taught the same skills with the help of educational technology as without it.

I require permission from you and your son to use his work as data for my written research report. His work will include any written exercises or tasks that are set as part of the module, and might include oral input during the course of class discussion. All students who permit me to make use of their input, will be provided with a pseudonym in order to keep his identity confidential. This is regarded as standard procedure when conducting research of this kind.

Should you or your son wish to decline permission, it will simply mean that I shan't use his work or make any reference to it in my research. This will in no way prejudice his involvement in the normal classroom setting or affect his work in any way. He will still be participating fully in all aspects of the learning process and be assessed in precisely the same manner as all the other grade 11 students.

I wish to make it clear that this research will be conducted on work that they would normally do as a part of course and will in no way affect their results or their learning from the usual. It is really focusing on teaching techniques and looking critically at the teaching

process of a second language to establish from which techniques the learners benefit most.

Once you have discussed this with your son, please fill in and sign the form below, making your choice clear. Should you have any queries, please do not hesitate to contact me.

Irene Basson

PERMISSION FORM

I,..... (learner's full name), voluntarily agree / do not agree to participate in the research that my Afrikaans teacher, Mrs Irene Basson, will be conducting in our classroom.

I thus agree / do not agree to give Mrs Irene Basson permission to use the work I do during this time as data for her research. I understand that if, at any point, I wish to withdraw my permission for her to use my work, I may do so.

.....

SIGNATURE OF LEARNER

.....

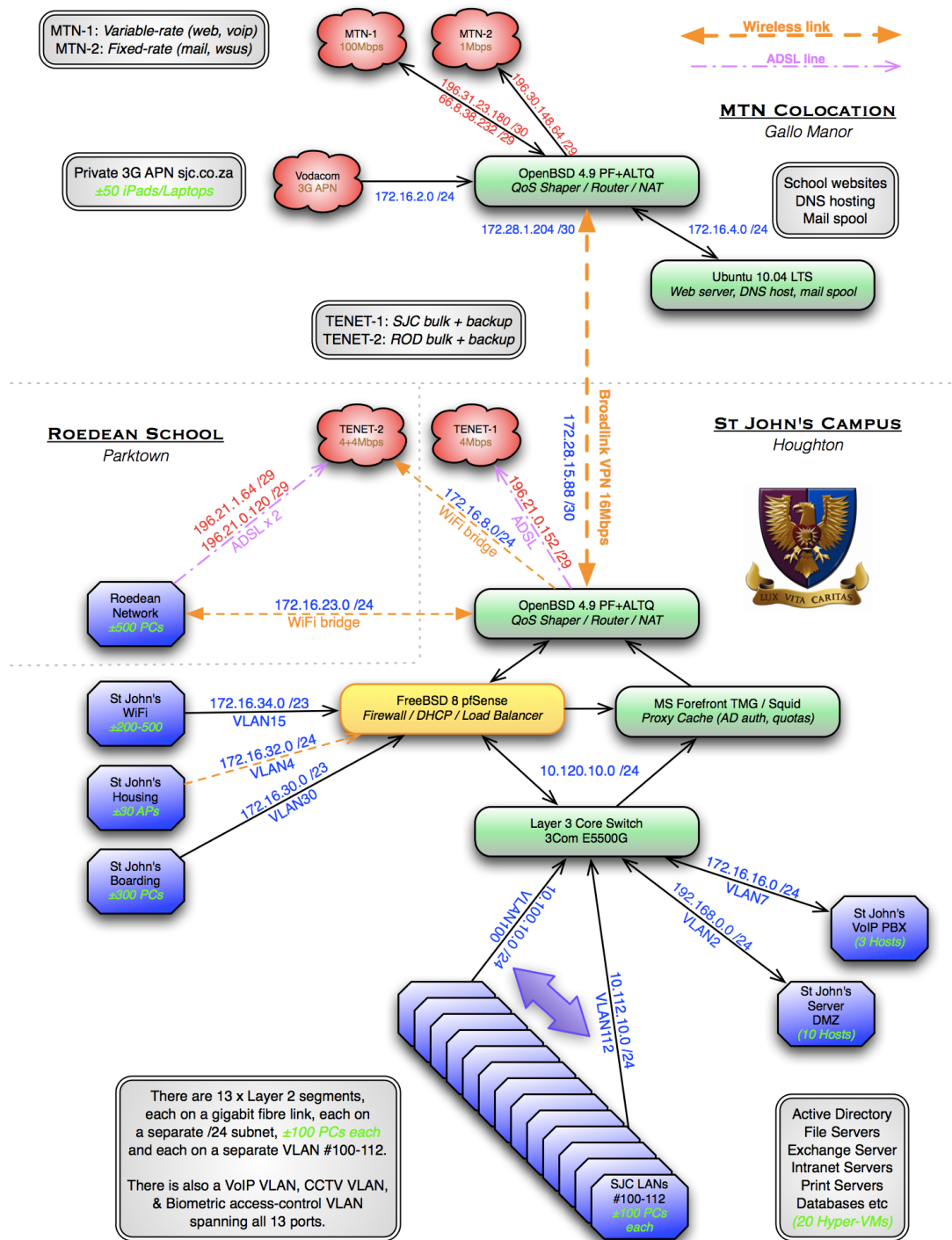
.....

SIGNATURE OF PARENT / GUARDIAN

DATE

Appendix D

St John's College & Roedean School WAN Diagram @July 2011



Peter Henning <henningp@sjc.co.za>
+27 11 645 3160

Appendix E

Item No.	Item Description	Unit	Quantity	Rate	Amount	Remarks
1	...	...	...	...	...	...
2	...	...	...	...	...	...
3	...	...	...	...	...	...
4	...	...	...	...	...	...
5	...	...	...	...	...	...
6	...	...	...	...	...	...
7	...	...	...	...	...	...
8	...	...	...	...	...	...
9	...	...	...	...	...	...
10	...	...	...	...	...	...
11	...	...	...	...	...	...
12	...	...	...	...	...	...
13	...	...	...	...	...	...
14	...	...	...	...	...	...
15	...	...	...	...	...	...
16	...	...	...	...	...	...
17	...	...	...	...	...	...
18	...	...	...	...	...	...
19	...	...	...	...	...	...
20	...	...	...	...	...	...
21	...	...	...	...	...	...
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23	...	...	...	...	...	...
24	...	...	...	...	...	...
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96	...	...	...	...	...	...
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99	...	...	...	...	...	...
100	...	...	...	...	...	...

Appendix F: Lingo Bingo vocabulary game

LINGO BINGO



The aim of this game is to familiarize learners with the vocabulary of theme. On page 3 and 4 of this documents are examples of the bingo cards that are handed out to each learner. Each learner has a different card.

Round 1: The teacher reads words from her list (page 2 of this document) and the learner finds the corresponding word on his card. The first learner to cross out a row, wins the round and a little prize.

Round 2: Learners get new cards, different to the one before. The teacher now uses synonyms for the words on the list, and the learners must first recognize the word before they can find it on their cards.

Round 3: Teacher can use either their home language or a description of the concept for the learners to find the word on their new card.

The repetition in a game-like atmosphere is a good way of familiarizing learners with new concepts and new vocabulary.

ADVERTENSIES

teikenmark	beslis	gesofistikeerd
slagspreuk	beste	tegnologie
logo	splinternuwe	oplossing
kenteken	wonderpil	geleentheid
voetreël	nuwe	taal
kopieskrywer	jongste	grootste
oortuig	innoverende	beeldskoon
oorreed	gratis	silwerskoon
oordrewe	geskenk	gesond
vrese	eerste	perdfrys
behoefte	teleurgesteld	springlewendig
bekende persoon	altyd	glansryke
avant garde	seker	veiligheid
humor	maklik	inligting
groepdruk	doeltreffend	sappig
uitvindings	verrassing	heilsaam
wetenskaplike feite	voortreflik	heerlik
atmosfeer	uitstekend	gevierde
vereenselwig	effektiewe	voordeel
liefde	besonders	nadeel
status	uniek	anders
aanvaarding	geen gelyke	nog nooit tevore
musiek	uitsonderlik	belowe
liedjie	fantasies	glo
woordspeling	smaaklik	gemak
vergelyk	watertand	kies
soortgelyke produk	proe	keuse
produk	oorspronklik	ongelooflike
koper	beter	beskerming
bemaking	heeltemal	dring aan op
advertensie	optimaal	lewenslus
adverteerders	naaste	spotgoedkoop
media	gerieflik	peperduur
gedrukte media	fokus	vryheid
elektroniese media	aandag terk	ontspan
oudio-visuele media	reageer	perfekte
verkopers	jongste	nommerpas
geld bestee	waarborg	webwerf
houding	opwindende	treffende
skep belangstelling	opgewonde	voorreg
begeerte aksie	vars	onophoudelike
insinueer	diens	fees
irriteer	genotvol	aanbod
interessant	moontlik	uitverkoping
indrukwekkend	gehalte	winskopie
definitief	onmiddellike	inkopies
benodig	kwaliteit	treffer

voortreflik	waarborg	atmosfeer	kopieskrywer	behoefte
voetreël	nadeel	beste	insinueer	irriteer
aksie	oordrewe taal	genotvol	seker	aanvaarding
doeltreffend	treffende	uitsonderlik	adverteerders	vergelyk
geleentheid	vinniger	aanbod	reageer	maklik

Sample card

geleentheid	innoverende	beeldskoon	gesond	glansryke
taal	besonders	heerlik	smaaklik	aandag trek
perdfries	liedjie	springlewendig	jongste	opgewonde
vrese	sappig	gevier	perfekte	soortgelyke produkte
skep belangstelling	beste	opwindende	onophoudelik	ongelooflike

inligting	beslis	glansryke	heerlik	fokus
heilsaam	fantasties	gerieflik	gehalte	inkopies
nadeel	status	gemak	altyd	nog nooit tevore
houding	advertensie	belowe	uitstekend	voorreg
kop	verkopers	peperduur	heeltemal	skep belangstelling

Sample card

maklik	jongste	soortgelyke produkte	groepsdruk	vergelyk
doeltreffend	gevier	beeldskoon	gemak	oortuig
kies	glo	verrassend	musiek	gehalte
media	vrese	optimaal	oorreed	nuwe
winskopie	fees	nommerpas	anders	gratis

jongste	ontspan	fantasties	innoverende	nuwe
uitvindings	benodig	smaaklik	bemarking	fokus
liedjie	woordspeling	uitsonderlik	heilsaam	besonders
opgewonde	begeerte	keuse	definitief	seker
gehalte	watertand lekker	peperduur	altyd	doeltreffend

Sample card

beter	sappig	heerlik	peperduur	altyd
reageer	teleurgesteld	waarborg	jongste	beslis
heilsaam	oorreed	oortuig	logo	wetenskaplike feite
geen gelyke	oorspronklik	adverteerders	advertensie	produk
indrukwekkend	gerieflik	genotvol	kopieskrywer	moontlik

Appendix G: Ethics clearance**Wits School of Education**

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za



NUMBER: 406022
Protocol number: 2010ECE163C

Ms. Irene Basson
9 Haley Avenue
PARKHILL GARDENS
1401

Dear Ms. Basson

Application for Ethics Clearance: Master of Education

I have a pleasure in advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

Call in the Afrikaans classroom: skills which benefit from a computer-assisted approach to second language teaching

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

Yours sincerely

M Matsie
Matsie Mabeta
Wits School of Education

Cc Supervisor: Dr. D Lawrence (via email)