



UNIVERSITY *of the*
WESTERN CAPE

**DIGITAL LITERACY: ICT INTEGRATION IN GRADE 10
ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING**

By

Nonhlanhla Shandu

A full thesis submitted in fulfillment of the requirements for the degree
of

MASTER OF EDUCATION

WESTERN CAPE

University of the Western Cape

Faculty of Education

December 2011

Supervisor: Dr Vuyokazi Nomlomo

Declaration

I, **Nonhlanhla Shandu**, the undersigned, hereby declare that the contents of this thesis constitute my own original work which has not previously been presented to another institution either in part or as a whole for the purposes of obtaining a degree. Where I have used the work of others, I have duly acknowledged and referenced it accordingly.

Signature:



Date:

Acknowledgements

I would like to express my deepest and most sincere gratitude and appreciation to the following people for their invaluable support:

Dr Vuyokazi Nomlomo my supervisor for her professional guidance, motivation, patience, consistent encouragement and unlimited support given to me during the entire process of writing this thesis.

Secondly, Professor Zubeida Desai and the National Research Foundation (NRF) for putting trust in me and the financial support for this project.

More thanks go to the Western Cape Education Department for giving me permission to conduct interviews at Ekukhanyeni High School. I am grateful to the principal, teachers and learners of Ekukhanyeni High School who were willing to participate in this study.

A word of thanks also goes to Gasant Gamiet for patiently sharing his ICT knowledge and expertise for this study.

The family of Fernando and Bonita Trutter for their perseverance, support and understanding during the course of this study.

My children, Nomfundo, ZamaHlubi, Mafuza-Fulele and the entire family for their understanding and support during my academic struggle.

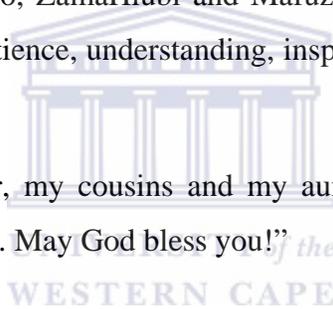
Lastly, Kevin Chaplin and the Church of the Transfiguration (Bellville) for their prayers and to the Almighty God who gave me the grace and strength to cope, and walk this journey with success.

Dedication

I dedicate this thesis to my beloved parents Christina and Emmanuel Shandu. I have nothing to give you to show my sincere appreciation for the kind support you gave me during this academic struggle than to dedicate this piece of work to you. I kindly request you to receive my dedication, as it is a special acknowledgement for the support and encouragement you gave to me from time to time. I love you Mom and Dad.

To my beloved children Nomfundo, ZamaHlubi and Mafuza-Fulele to whom I will always be indebted for their prayers, love, patience, understanding, inspiration and assurance that has made me to believe in this project.

Finally, to my sisters, my brother, my cousins and my aunts for their support and words of motivation. “Thank you very much. May God bless you!”



Abstract

The use of Information and Communication Technology (ICT) both in the General Education and Training (GET) and Further Education and Training (FET) bands is viewed as an innovative tool in enhancing a learner-centered approach to teaching and learning. As a result, a number of schools in rural and urban environments in South Africa have been provided with computers and other digital resources to facilitate teaching and learning. This study investigated the use of ICT in the teaching and learning of English First Additional Language (FAL) at Grade 10 level. It set out to discover digital resources and literacies to which teachers and learners were exposed in the English (FAL) classroom, and how these resources were used to enhance learners' reading and writing skills.

Following a qualitative research design, this study made use of classroom observations and interviews to collect data from teachers and Grade 10 learners. The collected evidence was from a single school which uses Khanya Project ICT materials. The school is located in one of the disadvantaged black townships in Cape Town. The study made use of Second Language Acquisition (SLA) theory and the constructivist theoretical framework to make sense of classroom interaction and the extent to which ICT and other teaching strategies were used to facilitate acquisition of English language skills, particularly reading and writing.

The findings of the study show that there are a number of factors influencing ICT integration in Grade 10 English (FAL). These factors include teachers' and learners' limited access to ICT and digital literacy. Other factors relate to pedagogy and support in the use of ICT in teaching and learning. All the identified factors indicate that there are a number of barriers to ICT integration in English teaching and learning. The study concludes that ICT use has great potential in providing creativity and innovativeness to facilitate language teaching and learning. Given the lack of adequate ICT resources and under-utilization of ICT resources in disadvantaged schools, there is a need to improve teacher and learner access to ICT, especially in disadvantaged schools. This could be done through monitored support and adequate teacher training and active involvement of higher education institutions through teacher training programmes which should prioritize ICT integration in their curricula.

Key Words

Information and Communication Technology (ICT),

Digital Literacy

English

Integration

Additional Language

Teaching

Literacy

Computer Assisted Language Learning (CALL)

e-Education

Further Education and Training

Second Language Acquisition



Acronyms

CA:	Curriculum Advisor
CALL:	Computer Assisted Language Learning
CAPS:	Curriculum and Assessment Policy Statements
CASLA:	Computer Applications in Second Language Acquisition
CAT:	Computer Applications Technology
CD ROM:	Compact Disk Read Only Memory
CMC:	Computer Mediated Communication
DBE:	Department of Basic Education
DVD:	Digital Video Drive
EMDC:	Metro East Education District
EFL:	English Foreign Language
FAL:	First Additional Language
FET:	Further Education and Training
GET:	General Education and Training
HOD:	Head of Department
HL:	Home Language
ICT:	Information and Communication Technology
L2:	Second Language

LITNUM:	Literacy and Numeracy
LOLT:	Language of Learning and Teaching
MTL:	Mother Tongue Language
NCS:	National Curriculum Statement
OBE:	Outcomes Based Education
PIRLS:	Progress in International Reading Literacy Study
SGB:	School Governing Body
SLA:	Second Language Acquisition
SMT:	School Management Team
WCED:	Western Cape Education Department
Www:	World Wide Web
ZPD:	Zone of Proximal Development

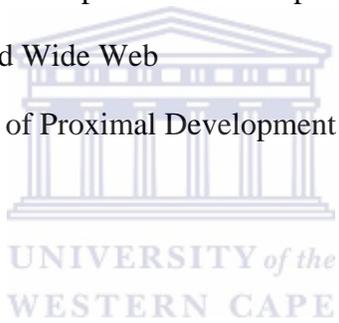


Table of Contents

DECLARATION	i
ACKNOWLEDGEMENTS	ii
DEDICATION	iii
ABSTRACT	iv
KEY WORDS	v
ACRONYMS	vi
TABLE OF CONTENTS	viii
CHAPTER 1: BACKGROUND OF THE STUDY	
1.1 Introduction	1
1.2 Background to the study	2
1.3 Rationale for the study	3
1.4 Research Problem	4
1.5 Research Questions and Objectives	6
1.6 Research Questions	6
1.7 Research Design	7



1.8 Research Methods	7
1.9 Selection of the Research Participants	9
1.10 Significance of the study	9
1.11 Ethical considerations	10
1.12 Definition of key terms	10
1.13 Chapter Outline	12
1.14 Summary	13

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction	14
2.2 Conceptualizing Literacy and ICT	14
2.2.1 Traditional and Modern views of Literacy	14
2.2.2 Literacy in education	16
2.2.3 Multimodal Approach to Literacy	17
2.2.4 Digital Literacy	19
2.3 Digital Literacy: Historical perspective	20
2.4 Access to ICT	22
2.5 ICT and Language Learning	24



2.6 Theoretical Framework	26
2.6.1 Second Language Acquisition Theory	26
2.6.2 Constructivism	27
2.7 Summary	30

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction	31
3.2 Research paradigm	31
3.3 Qualitative Research Design	32
3.4 Research Site	33
3.5 Research Participants	35
3.5.1 Teachers	36
3.5.2 Learners	37
3.6 Data Collection Methods	38
3.6.1 Classroom Observations	38
3.6.2 Field notes	39
3.6.3 Interviews	40



3.7 Teacher Interviews	41
3.7.1 Principal's Interview	42
3.7.2 HOD Interview	42
3.7.3 English Teacher's Interview	43
3.8 Learner Interviews	44
3.9 Ethical Considerations	45
3.10 Limitations of the study	45
3.11 Summary	46

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction	47
4.2 Qualitative Analysis	47
4.3 Presentation of Data	48
4.3.1 Description of English classroom	49
4.3.2 Data from classroom observation	50
4.4 Lessons supported with ICT	50



4.4.1 Lesson A: Use of computers	50
4.4.2 Lesson B: Use of television	54
4.5 Lessons without ICT	56
4.5.1 Lesson C: Transactional Writing	56
4.5.2 Lesson D: Analyzing a Poem	58
4.5.3 Lesson E: Homophones	60
4.6 Key Issues Emerging	61
4.6.1 Pedagogical Strategies	61
4.6.2 Digital Resources in English Teaching and Learning	64
4.6.3 Other Resources used in the English classroom	65
4.6.4 Learner Participation	66
4.7 Summary classroom Observation	67
4.8 Data from Interviews	67
4.9 Teachers	68
4.9.1 The English Teacher	68
4.9.2 Interview with the Head of Department (HOD)	71
4.9.3 Interview with the Principal	73
4.10 Learners' Interviews	74



4.11 Key Issues Emerging from Interviews	75
4.11.1 Available Digital Devices for Grade 10	75
4.11.2 Significance of ICT in Teaching and Learning	76
4.11.3 Support in ICT use	78
4.11.4 Barriers to ICT Integration	79
4.12 Summary of Interviews	80
4.13 Summary and Conclusion	81

CHAPTER 5: RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	82
5.2 Discussion of findings	82
5.2.1 Teachers' and learners' limited access and exposure to digital literacy	82
5.2.2 ICT use encourages active teacher-learner interaction in English lessons	84
5.2.3 Pedagogical strategies influence ICT use and English teaching and learning	84
5.2.4 Intrinsic barriers to ICT integration in English lessons	85
5.2.5 Extrinsic barriers to digital literacy	86
5.3. Implications of ICT integration for English teaching and learning	88

5.4 Conclusion	90
5.5 Recommendations	92
5.5.1 Increase teacher and learner access to ICT	92
5.5.2 Provide sufficient ICT resources to schools	92
5.5.3 Teacher Training and Support on ICT use	93
5.5.4 Curriculum Advisors to support and monitor ICT integration	93
5.5.5 Prioritize ICT use at Grade 10 as a foundation for the FET Phase	94
5.5.6 Improve the teaching of English (FAL) in Grade 10	94
5.5.7 ICT in Teacher Education Programmes	94
5.5.8 Parents as role players in ICT integration	95
5.6 Further Research	95
5.6.1 ICT in Foundation Phase	95
5.6.2 ICT in African Languages	96
References	97



APPENDICES

Appendix A	Letter of Permission	105
Appendix B	Consent Form for the School and Learners	106
Appendix C	Teacher Interviews	107
Appendix D	Lesson A	110
Appendix E	Lesson B	112
Appendix F	Lesson C	117
Appendix G	Lesson D	119



CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction

South Africa is governed by the Constitution of 1996 which was adopted after the country's first democratic elections in 1994. The Constitution values human rights in education as the rights that should be accessed by all South African children. As a result, there have been some changes in the education system with regard to curriculum, language policy and provision of teaching resources in schools. The changes aim at redressing the imbalances of the past and to promote equity and access to basic education.

Literacy and numeracy are the key areas targeted for economic and technological development by the South African National Department of Education. Currently, literacy and numeracy levels of many learners in this country are low, especially in disadvantaged and under resourced schools. The Western Cape Education Department's (WCED's) systemic evaluation results, in particular, indicate that there is no development in Grade 3 and 6 learner's literacy and numeracy skills (WCED, 2006:1). At the national level, the Progress in International Reading Literacy Study (PIRLS, 2006) report shows that Grade 4 and Grade 5 South African learners performed the worst in a comparative study on reading which involved 40 countries. The latest Annual National Assessment (ANA) literacy results show the national average of 35% for Grade 3 and 28% for Grade 6 (DoE, 2010). These results indicate that the majority of South African learners have low literacy levels. As a result, the National Department of Education devised some strategies to improve literacy and numeracy levels in the country. For example, schools have been provided with books to use for reading and other resources such as computers. The use of Information and Communication Technology (ICT) both in the General Education and Training (GET) and Further Education and Training (FET) bands is viewed as an innovative tool in enhancing a learner-centred approach to teaching and learning. As a result, a number of schools in rural and urban environments have been provided with computers to facilitate teaching and learning.

In this study, it is assumed that the integration of ICT with teaching and learning enhances the development of learners' literacy skills and improves communication and interaction between teachers and learners in the classroom. This study investigates how teachers make use of ICT to

enhance learners' reading and writing skills in English First Additional Language (FAL). It focuses on the use of computers and other digital resources used to teach English First Additional Language (FAL) at Grade 10 level in the Further Education and Training (FET) phase. The study was conducted in a school which participated in the Khanya Project initiated by the WCED. The Khanya Project provided most of the Western Cape disadvantaged schools with ICT resources such as computers, computer laboratories, numeracy and literacy software since 2001 with the belief that computers can have a positive impact on literacy and numeracy (mathematics) development (Spencer-Smith, 2011).

1.2 Background to the study

This study is influenced by the White Paper Policy on e-Education of 2004. The Policy promotes the use of ICT for educational purposes regarding curriculum, pedagogy and assessment. Literature around the use of ICT shows that ICT is a viable tool for educational requirements in general (Halvorsen, 2009; Lawrence, 2009; Gudmundsdottir, 2010). Through ICT everyone can access educational information and teachers can make use of it as a useful resource to mediate learning. Both teachers and learners can get useful information, resources and materials that can enhance teaching and learning. Therefore, ICT is regarded as one of the key or innovative tools in the teaching and learning process.

Educationally, South Africa makes use of ICT to strengthen its global connections and to support students' learning, both in primary, secondary and tertiary education. South Africa is committed to make the effective use of ICT in teaching and learning across the curriculum. The telecommunications sector and the Department of Communications have played an important role in addressing the plight of digital divide and bringing the notion of information or digital literacy forward.

Digital literacy is one of progressive ways to enhance language learning and it can be fun to learners. According to Khokanson (2007) digital literacy teaches children how to find, read and evaluate information on line. Similarly, Gudmundsdottir and Jakobsdottir (2009) see the importance and benefits of ICT and digital competence in South African schools. They claim that the South African society and economy are changing and reshaping because of the

information revolution that is taking place through the use of ICT. This indicates that the use of ICT is seen as one of the means of skills development and innovative way of teaching.

Concerning language teaching, Chapelle (2001:3) sees the use of ICT as an innovative tool in enhancing learners' language skills such as reading, speaking, listening and writing. Van Wyk (2006) also believes that teachers empowered with ICT skills are capable of creating rich language learning environments and can reinforce and extend learner's language skills. According to Lawrence (2009: 85) the availability of computers in South African schools means that language teachers are faced with a new and exciting challenge of integrating ICT in their teaching. Furthermore, the use of ICT in South African education is a means of matching with global and transnational standards. For example, the introduction of programmes such as Computer Assisted Language Learning (CALL) and Computer Applications in Second Language Acquisition (CASLA) indicates the country's commitment in developing learners' language and literacy skills (Lawrence, 2009:84; Pandor, 2004). These programmes look at the effective use of software in language teaching and other forms of digital literacies that can be used to enhance language skills. Against this background, this study investigates the use of ICT in developing Grade 10 learners' reading and writing skills in English First Additional Language (FAL).

1.3 Rationale for the study

Firstly, this study seeks to make a contribution towards improving English First Additional Language teaching in a disadvantaged township school. As an English First Additional Language teacher at high school level for more than ten years, it has become clear that the reason behind the high failure rate in Grade 12 is lack of literacy skills amongst learners. Reading and writing skills are primary factors in understanding the content of different subjects as the language of instruction is English. Some learners fail to understand some English questions and others experience difficulties in reading and writing English. This may be attributed to a number of factors such as limited English language proficiency and limited exposure to it. Given that English is the main language of instruction for the majority of learners in this country, it is important that means are taken to improve learners' literacy skills in this language.

Secondly, this study aims at promoting the use of modern technology in the teaching and learning of English First Additional Language in a disadvantaged school. The use of ICT in

South African classroom is an under researched area. This study assumes that the use of ICT may be advantageous to students' learning of an additional language as many young people are interested in digital devices, and some of them like to experiment with ICT. The integration of ICT in teaching and learning may provide both teachers and learners with opportunities to explore how ICT can be used as an effective teaching and learning tool, particularly in language teaching and learning.

Finally, the Grade 10 class has been chosen for the purpose of this study as it is the beginning of the Further Education and Training (FET) Phase. The choice has been influenced by the belief that learners' digital literacy at this level may form a good foundation and influence the development of reading and writing skills in higher grades (Grades 11 and 12) and in tertiary education. Effective use of ICT can empower learners with different skills necessary for economic development after the schooling phase.

1.4 Research Problem

As mentioned above, literacy is one of the areas of concern in South African education. Many learners, particularly from disadvantaged backgrounds lag behind their peers in affluent schools and in other countries in terms of literacy development as stipulated in the PIRLS (2003) report. Low literacy levels in primary education affect many learners' language skills at secondary or high school and tertiary levels. For example, the Senior Certificate or Grade 12 examiners' report says learners scored full marks for simpler questions (Western Cape Department of Education, 2009). Learners struggle to tackle different types of questions from different texts in the language paper and they do not read or follow instructions properly (Van Ster, 2009). The report shows that in literature genres and extended writing, learners' reading and viewing skills are not well developed even though learners have an understanding of the content. One of the recommendations the report makes is the training of teachers so that learners can develop skills of constructing and communicating their thoughts coherently and cohesively (Van Ster: 2009).

Literature on literacy reveals that learners who use English (FAL) as the language of instruction have a challenge in many countries around the world. Similarly, literature on multilingualism and Second Language Acquisition (SLA) show that second language teaching can be improved by integrating digital literacies and computer technologies with language pedagogies (Bano &

Hameed, 2007). Bano & Hameed (2007) point out that literacy is a concept that is developed in children, both in and out of school, through formal and informal learning systems. It is in this regard that there is a need to make use of digital literacy programmes that focus on language teaching and learning and the use of other multimodal literacies.

With the new technology learners write on cellphones and use cellphone language which does not necessarily adhere to linguistic and curriculum needs and principles but could be a good resource in the language classroom. Learners bring these experiences to the classroom (Waller, 2010). Some people take it for granted that the ICT is only for social networking, and ignore its importance in learning. The use of ICT may be fun to many children and allow various modes of communication in the language classroom. ICT use may also enhance learners' language skills such as reading and writing. If learners have developed reading and writing skills, they are likely to comprehend lessons and express themselves clearly in writing.

The White Paper Policy on e-Education is of the view that building digital and information literacy will enable learners to become confident and competent in using technology in their learning. ICT does not replace teachers, but it is a process of taking learners and teachers to explore what can be done with ICT (Government Gazette 2004: 19). With regard to English Additional Language teaching and learning, it is assumed that the use of ICT would be able to address the existing barriers which make it difficult for learners to acquire language skills and proficiency in English (FAL) as it affects their academic performance as it is the main language of instruction. Schools need to have proper infrastructure for teachers and learners to make use of internet for online and web-based language learning. A language teacher could use various strategies and methods by using the material from the World Wide Web (www). The web has different types of resources like audio-visual language programmes that could be taught via e-mail. Another problem is the availability of relevant software and CD-ROMs at schools for improving reading and writing in English (FAL).

According to Ncoyini (2009) computer technology is available in many Western Cape schools; the problem is how it is integrated for effective teaching and learning. As many learners are digitally literate, the integration of ICT in teaching and learning can be part of the solution towards better classroom participation and understanding of subject matter. However, some teachers may not be computer literate to take advantage of the new technology. Thus this study

aims to investigate how the available ICT is used to enhance English (FAL) teaching and learning. It aims at understanding how teachers make use of ICT to support Grade 10 learners' reading and writing skills in English (FAL). It also seeks to identify some challenges experienced by teachers in using ICT as a tool in language teaching.

1.5 Research Questions and Objectives

The primary aim of this study is to investigate how ICT is integrated in English (FAL) teaching at Grade 10 level. The study seeks to identify barriers experienced by both teachers and learners when using computer technology as a tool in enhancing reading and writing skills. The specific objectives of this study are to:

- (i) identify the kinds of digital resources that teachers and learners are exposed to in the English classrooms.
- (ii) observe and describe how teachers and learners make use of ICT in the English (FAL) classrooms.
- (iii) determine the extent to which the use of ICT in English teaching and learning enhances learners' reading and writing skills
- (iv) identify barriers to the use of ICT in English (FAL) teaching and learning.

1.6 Research Questions

This study addresses the following broad research question: How do teachers integrate ICT in the teaching of English First Additional Language at Grade 10 level?

The following sub questions will be used to unpack the main research question:

- What kind of digital resources are Grade 10 teachers and learners exposed to in the English First Additional Language classrooms?
- How do teachers make use of these digital resources to enhance Grade 10 learners' reading and writing skills in English First Additional Language?
- What are the barriers, if any, to the use of ICT in the English First Additional Language classrooms?

- What are the implications of ICT integration for the teaching and learning of English First Additional Language in the Further Education and Training (FET) Phase?

1.7 Research Design

The aim of this study was to elicit data on the effective use of ICT in English (FAL) teaching and learning in a Grade 10 class, in a “previously disadvantaged” school in one of the townships in Cape Town. This study used a qualitative case study research approach. Creswell (2005: 39) defines qualitative research as a type of educational research in which the researcher relies on the views of participants. In a qualitative research the researcher asks broad and general questions, collects data consisting largely of words or text from participants (Creswell, 2005).

As this study followed a qualitative case study design, this enabled me to construct the case out of naturally occurring social situation i.e. the classroom. The main rationale for employing a case study is to have an in-depth investigation on the use of ICT in the English classroom. In this instance, an attempt of using ICT to enhance English L2 teaching and learning was observed and interrogated. In a case study research, evidence is collected from different sources namely; documents, archival records, interviews, direct observation, participant observation and physical artifacts.

The qualitative case study research design was appropriate in this study as it allowed me to observe what was happening in the classroom with regard to ICT integration in English language teaching. I was also able to interact with teachers and learners in order to get an insight of how ICT use affects the teaching and learning process.

1.8 Research Methods

To collect the needed data, this study made use of classroom observations and semi structured interviews. Classroom observations focused on the kind of digital practices that teachers and learners engage in during English L2 teaching and learning in a Grade 10 class. This study collected evidence from a single school which uses Khanya Project ICT resources. Evidence was collected through direct classroom observations and interviews with teachers and learners. I observed how the English (FAL) teacher applied or integrated the available digital resources to improve reading and writing in her lessons and how learners benefited from the use of computer

and other digital technology. I also observed how the teacher made use of the internet and the www and CD-ROMs for English teaching.

During observations I made use of fieldnotes to record the teaching and learning process as part of collecting data. The recordings helped me during the data analysis stage to reflect on teacher and learner classroom practices in order to address the research questions guiding this study.

Data were also collected by means of interviews. The interview format of this research was based upon Punch's (2009: 150) practical aspects of interviewing. According to Punch (2009) there are main issues to be considered when the researcher conducts interviews. The researcher has to know who will be interviewed and why, how many respondents will be interviewed, how many times will each be interviewed, when and for how long will each respondent be interviewed and how will access to the interview situation be organized. As a researcher, I made sure that I took into consideration all of these principles before I conducted interviews.

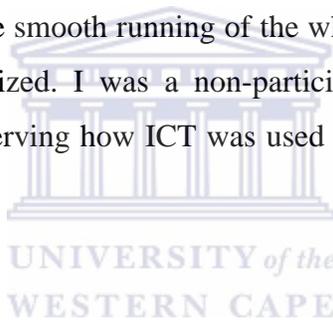
The form of interviews was semi-structured. The reason behind semi-structured interviews was that they would allow learners and teachers to answer questions open mindedly with no right or wrong answers. According to Bless and Higson-Smith (2000:108) semi structured interviews allow the discovery of new aspects of the problem by asking for further explanation from the respondents. The focus of the interviews was to get the respondent's input with regard to the integration of English lesson with ICT.

The classroom observations and interviews were conducted over a period of five weeks. Learners were interviewed based on their reflections of lessons done with computer technology and how often do they go to the computer laboratory for English lessons. The English (FAL) teacher was interviewed on strategies and methods she uses in her lesson plan to integrate reading and writing lessons using computers or any digital device. The Principal and the Head of English were also interviewed in order to get their views on the use of ICT in English teaching. A detailed account of research procedure is discussed in Chapter 3.

1.9 Selection of the Research Participants

The “previously disadvantaged” schools in South Africa are still disadvantaged. Most classrooms are still overcrowded and under resourced which makes it difficult for teachers to give attention to individual learners and to make use of a variety of teaching resources. English is one of the most important subjects at school as it is the language of instruction for all subjects. Grade 10 learners were the participants as the study sought to understand what they learnt in the English (FAL) classroom and how the learning content was integrated with ICT.

The Grade 10 English teacher was also involved in the study. The teacher played a crucial role in the study as she was involved in the design of English (FAL) lesson plans, assessment of reading and written work. The English Head of Department (HOD) who supervises and gives advice on work to be done in class was also involved in the study. The fourth participant was the school principal who is responsible for the smooth running of the whole school and who has to see to it that the digital resources are utilized. I was a non-participant observer throughout the data collection stage as I was only observing how ICT was used to facilitate the teaching of English (FAL) in a Grade 10 class.



1.10 Significance of the study

The study will benefit the Western Cape Education Department (WCED) as it will give recommendations on how ICT can be effectively used in the English (FAL) classroom. Curriculum advisors will also benefit from the study as it should inform them about the best practices in implementing ICT in English (FAL) teaching and learning. Through this study teachers will be able to reflect on their practices in developing learners’ digital literacy in English. They will be able to identify areas where they need to make improvements in the use of digital technology during their English (FAL) lessons. The findings and recommendations of this study have a valuable contribution to the integration of ICT across the curriculum in South African classrooms.

1.11 Ethical considerations

A research application letter was sent to the Western Cape Education Department (WCED) to ask permission to conduct the research study at the selected school. When permission was granted, a meeting with the school management, including the principal was organized to inform them of the purpose of the research and Grade 10 classroom visits to observe English lessons. The observation schedule was according to the participants' convenience to avoid disruptions during teaching time.

A letter of consent was forwarded to the School Governing Body (SGB) to inform them about the research study aims and asking for their permission to conduct the study in their children's classroom in the selected school. The letter outlined what was being investigated, the process of the study and the obligations of the study where the research was going to be conducted. A letter of consent needed to be signed by the parents of all underage participants in the research study. The letter informed all learners of their rights and obligations within the research process as shown in Appendix B.

The memorandum of understanding was that the participating school, the relevant Metro East Education District (EMDC), and the Western Cape Department of Education were entitled to a summary of research findings for future organizational and curriculum planning.

1.12 Definition of key terms

In order to facilitate a common understanding of certain terms used in this study, a brief operational definition of each key term is given below:

English

English is the language used as the Language of Learning and Teaching (LoLT) from the fourth grade in many South African schools. It is the First Additional Language (FAL) or Second Language (L2) to many learners, especially in disadvantaged schools. This study focuses on how Information and Communication Technology (ICT) is used to enhance English (FAL) or (L2) learning in Grade 10 class.

First Additional Language (FAL)

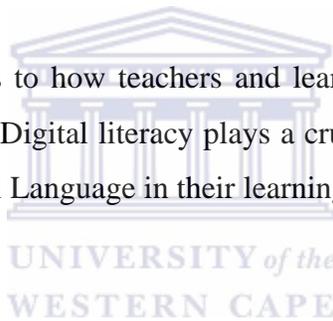
In the South African school curriculum English is taught and learnt as a First Additional Language (FAL) for those learners who do not use it as a home language (HL). In this study, English is used as the First Additional Language (FAL) by Grade 10 learners.

Information and Communication Technology (ICT)

In this study ICT is a teaching tool which could be used in schools by teachers to enhance teaching and learning. It is only possible to use ICT for learning when there are digital resources that learners can use to get information from computers, internet, television, DVDs, radio etc.

Digital Literacy

In this study digital literacy refers to how teachers and learners are able to use technology to communicate and create meaning. Digital literacy plays a crucial role as it could be used by the learners of English First Additional Language in their learning process to understand and analyze images.



Reading

Reading is an interactive process which includes decoding of texts. In this study a learner constructs and makes meaning. With reading learners are able to communicate and share ideas on what they have read. In this study the focus is on how ICT is used as a tool to enhance learners' reading skills.

Writing

Writing is the development of language skill which is referred to as the recording of information. In this study the writing skill of learners is influenced by the development of the reading skills in order for them to write with comprehension and creatively.

1.13 Chapter Outline

The study is organized into five chapters as follows:

Chapter 1

This chapter gives an overview of the study by giving a brief background of how the study was conceived, the research problem, the rationale for the study and the research questions. It also highlights the significance of the study and how the study is organized.

Chapter 2

The second chapter focuses on literature review and theoretical framework informing the study. The literature draws on digital or ICT literacies and their role in language learning, while the theoretical framework focuses on Second Language Acquisition and Constructivism.

Chapter 3

This chapter discusses the research design and methodology. It gives an account of all the research subjects, tools and instruments that were used in data collection, namely classroom observations and interviews.

Chapter 4

The collected data is presented and analyzed in this chapter. This chapter introduces key issues emerging from analyzed data.

Chapter 5

This chapter discusses the findings of the study, draws a conclusion and gives recommendations on the basis of the analyzed data.

1.14 Summary

In summary, this chapter gives a brief background to the study in order to understand the research problem which the study seeks to address. It provides the aims and objectives of the study in relation to the research problem. The research problem is underpinned by research questions based on how ICT is used in the Grade 10 English classroom. The rationale and the significance of the study are discussed in this chapter. An overview of research methods and data collection methods also form part of this chapter.

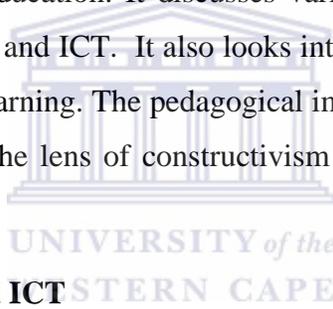
The next chapter reviews literature pertaining to digital literacy and Information and Communication Technology (ICT) in education.



CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The use of digital technology in enhancing English (FAL) learning is one of the important aspects that require an extensive exploration in the field of education. As discussed in Chapter 1 this study investigates the use of digital resources in English teaching and learning in the Grade 10 classroom. This chapter reviews literature which addresses notions of digital literacy development and language learning, particularly learning an additional or second language (L2). As a starting point it conceptualizes literacy in general in order to gain an understanding of what it entails and its significance in education. It discusses various forms of literacy such as new literacies, including digital literacy and ICT. It also looks into the barriers to the implementation of ICT in language teaching and learning. The pedagogical implications of ICT in English (FAL) teaching will be viewed through the lens of constructivism and Second Language Acquisition (SLA) theoretical framework.



2.2 Conceptualizing Literacy and ICT

In this section I discuss different perspectives of literacy in order to get an understanding of how it is perceived in different contexts. The discussion also includes various forms of literacy such as multimodal literacies to get a deeper understanding of the different modes and functions of literacy. This discussion leads to digital literacy and ICT and their significance in education. Below I give the different views of literacy, namely traditional and modern views.

2.2.1 Traditional and Modern views of Literacy

According to the traditional view, literacy addresses reading and writing only. This view is associated with the autonomous model of literacy as it treats literacy as fixed and the same across cultures. The autonomous model does not take into account the socio-cultural perspective that informs the process of reading and writing (Street, 1984). It draws a boundary between the literate and illiterate society as those who are able to read and write are defined as literate and

those who cannot read and write are defined as being illiterate. This model does not take into account other forms of literacy which are acquired in different domains such as the home and surrounding environment.

On the other hand, the modern view refers to literacy as a social practice which takes into consideration people's knowledge and identity (Street, 2006:13). It is associated with the ideological model of literacy or the New Literacy Studies. According to Prinsloo (2005) New Literacy Studies is a study of literacy but in a perspective of literacy as a social practice. The ideological model critiques the traditional view of literacy as reading and writing only. It is more culturally sensitive as it takes into account the local literacy practices that differ from one context to another. This model views literacy as a social practice which takes into consideration people's knowledge and their identity (Street 2006). In other words, literacy is a socially constructed phenomenon which includes people's experiences, culture and their own perspectives. For example, learners come to school with different literacies which should be developed at school. Therefore, literacy is influenced by socio-cultural practices. It involves socio-economic issues that are related to power, race, pedagogy and agency. Therefore, literacy is rooted on historical, cultural as well as power relations within the society (Heath, 1983).

However, the modern view of literacy does not recognize the communicative role of home or informal literacies (Street, 1995). It focuses on school or formal literacy which acknowledges reading and writing skills as well as computer literacy. According to this view school literacy is regarded as dominant, and home or community literacies i.e. literacies that learners bring to the classroom are marginalized. In many societies the home or community literacy is not acknowledged and developed to enrich school literacies. The divide between home and school literacies results in inequality between learners who come from different home backgrounds. For example, children who are exposed to books at home usually benefit from school literacy than children coming from poor families with no books and reading culture. This means that there is a difference in literacy benefits between rich and poor children (Cummins, Browns & Sayers 2007). The literacy divide corresponds with Gudmundsdottir's (2011) experience of digital divide in South Africa i.e. the gap in the use of ICT between poor and affluent schools in South Africa. This gap will be discussed later in this chapter.

2.2.2 Literacy in education

As mentioned above, the New Literacy Studies perceive literacy as a social practice (Street, 1984). It goes beyond the view that literacy is reading and writing only to include different literacies brought by learners to the classroom such as community or local literacy, visual and digital literacies. For example, Kress (2003) sees literacy as a combination of social, economic, communicational and technological factors. These factors have an effect on learners' literacy development as they influence the teaching and learning in different contexts. For example, developed countries have better infrastructure and resources to develop learners' literacy skills than developing countries. As a result, developing countries like South Africa have a literacy crisis in schools. In South Africa, in particular, literacy levels are very low in disadvantaged schools as shown in the PIRLS and ANA results discussed in the previous chapter. As a result, the WCED initiated the Literacy and Numeracy (LITNUM) to improve literacy levels in the Western Cape primary schools. With the implementation of the National Curriculum Statement (NCS) in South African education, the Western Cape Education Department (WCED) has drawn a Literacy and Numeracy Strategy which aims at addressing literacy and numeracy issues from the year 2006 to 2016. In an attempt to promote literacy, the WCED (2006) designed a programme where teachers have to embark on teaching literacy and numeracy as means of improving levels of reading, writing and improving mathematics levels. Among the items in the programme is the use of structured reading programmes that can be used in hard copy with texts or using hybrid approach of hard copy with digital material (WCED:2006).

The WCED Literacy and Numeracy Strategy have specific actions to achieve its goal. One of the actions is that the Khanya Project oversees that all schools in the Western Cape have computer laboratories, to supply primary school laboratories with suitable IT literacy and numeracy programmes for individualized learning and to assist teachers in the use of software. Another action is the use of interactive whiteboards to improve the quality of teaching and learning (WCED Literacy and Numeracy Strategy: 2006-2016). The LITNUM Strategy (2006) suggests that literacy should be taught in context for meaning making. In other words, literacy teaching should take into account the learners' experiences and socio-cultural backgrounds. This study looks at the use of ICT in English second language teaching and learning. In relation to the

above, this chapter reviews literature to demonstrate how the use of digital resources in L2 teaching influence learner -centered approaches in language learning.

Kress (1997:13) stresses the importance of meaning-making in the teaching and learning of literacy. Meaning making should occur within the social and cultural contexts. This idea is supported by Kerfoot (2009:21) who states that in literacy teaching the focus should be more on meaning of what is written than on form. Similarly, Merchant (2007) states that literacy has to communicate meaning through written representation.

With advanced technology, reading and writing are not the only means of communication. Different forms of literacy are emerging (e.g. visual literacy) through the media and ICT. Literacy, therefore, includes different modes of communication such as the ICT. Kist (2005: 5) emphasizes the importance of new literacies such as digital technology in the classroom. New literacies open a room for the learner to think more independently and creatively and have the potential of changing literacy levels and information provision dramatically (Kress, 2003; Kist, 2005; Ncoyini, 2006; Cummins, 2007). The revolution of new literacies including digital literacies aims at addressing the existing barriers which make it difficult for learners to acquire language skills (reading and writing), particularly in English First Additional Language which is the main language of instruction in many South African classrooms.

This implies that literacy teaching should include digital resources which should be linked to real world contexts and promote learner-centered activities (Waller, 2010). Therefore, schools should make use of new technology to develop learners' language and literacy skills. Thus this study investigates how teachers make use of ICT to develop learners' reading and writing skills in English.

2.2.3 Multimodal Approach to Literacy

The multimodal approach to literacy is concerned with the different modes of communication which should be equally treated in the classroom. It takes into account the multiple meanings of the various modes of communication in the teaching-learning process. The various modes may include visual, spoken and written forms of communication. The multimodal approach looks into how people make meaning of the different modes which could be gestures, colour, signs, images,

etc. Multimodality refers to the different modes of literacy such as verbal and visual literacies. In the classroom the multimodal approach to literacy enables us to understand the different ways in which learners make meaning of different texts.

Language is central to multimodal literacy as written language involves different modes of typography and it may occur on different mediums such as a paper or book, slate, stone, etc. According to Kress (1994) the medium in which writing occurs may have different meanings and interpretations. For example, people may have different interpretations of pictures, signs and gestures. Thus there are different texts (multimodal texts) produced through writing.

In the classroom learners engage in different multimodal texts for literacy development. They make use of different forms, modes and materials to make multiple meanings of the learning situation. Some of the texts they use may involve visual images and written language. For example, learners can draw, make signs and gestures or use language for different purposes. According to Kress (1997:9) the multimodal texts are cognitively challenging and this is an indication that the multimodal texts are equally important to facilitate teaching and learning. This means that all modes of communication should be valued in developing learners' literacy skills in the classroom.

As mentioned above, language is regarded as the most important aspect of learning as it involves communication. People express themselves in language to express or communicate their emotions and language is used in different forms in teaching and learning. For instance, it can be used in speech (verbal), writing, reading and in movement (e.g. role play, drama, etc.). However, modes other than speech and writing are often regarded as of little contribution to learning. This implies that most of these different modes are available in the classroom but are not usually acknowledged and recognized as valuable for learning. The multimodal view of literacy, therefore, acknowledges other modes of communication such as gestures, tone of voice, body language, facial expression, etc. as meaningful modes communication (Kress, 1997). The use of multimodal approaches to literacy may lead to multiple meanings. Therefore, it is important to examine how the teachers and learners make sense of the various modes to make meaning of the subject content during teaching and learning.

Nowadays children are surrounded by multimodal literacies, including digital literacies or ICT. They make use of these digital devices to communicate with each other. Some of the children are very creative and adventurous in terms of using new technologies for networking and communication purposes. Waller (2010) sees social networking systems as a key factor in producing multiplicity of meanings as learners make use of cell phone text messaging and use online games to communicate. Digital technologies come with a package of texts that are multifaceted and multilayered which can form part of the school curriculum (Kress, 2003). Castellani & Jeffs (200:60) also support the use of digital resources such as the internet- based textual materials as they are of value for literacy instruction for learners of all ages.

The National Council of Teachers of English (NCTE) (1998-2011:1- 2) states that the use of multimodal literacies has expanded the ways people acquire information and understand concepts. For example, many lessons are now available online with the use of internet. CD-ROMs are also available and the interactive whiteboard can be used for different purposes in learning. The NCTE further adds that the technique of acquiring, organizing, evaluating and creatively using multimodal information should become an increasingly important component of the English Language classroom (National Council of Teachers of English, 1998-2011: 2). This implies that schools should take advantage of the growing interest in ICT use and explore how the ICT can be effectively used to develop learners' literacy skills in the classroom. It is against this background that this study looks into how teachers and learners take advantage of the ICT, particularly computers, as useful teaching and learning resources in the teaching and learning of an additional language (English). In the next sections I discuss the importance of digital literacy in education.

2.2.4 Digital Literacy

According to Halvorsen (2008) there are numerous definitions of digital literacy. Some definitions refer to digital literacy as information literacy, communication literacy, network literacy, computer literacy and Information Communication Technology (ICT) literacy (Halvorsen, 2008:212). Others refer to digital literacy as a means of communication and technological and economic growth. In the context of this study digital literacy refers to an individual's competence or ability to use digital or ICT resources for different functions in the teaching-learning process.

Digital literacy is an extension of the concept of “literacy” which has been used to refer to the ability of reading and writing only in the last century. In the 21st century this concept has assumed new meanings due to advanced technology. Many classrooms are now equipped with technology and many children are digitally literate. Therefore, literacy goes beyond reading and writing only to other forms of literacy such as the computer and technology. The ability to understand and use technology and other digital devices for communicative purposes is referred to as digital literacy (Kavalier & Flannigan, 2006; Bowden, 2008).

Digital literacy encompasses lots of digital devices and other mobile technologies such as computers, wireless laptops, software, the internet, emails, cellphones, MP3 players, etc. (Stockwell, 2010, Kist 2005). It involves knowledge and understanding of technology and how it can be used. It also refers to one’s ability to read and interpret information gained from different digital sources and environments such as the media, which can be in the form of texts, sound and images (Kavalier & Flannigan, 2006; Lawrence, 2009). In other words, digital literacy enables people to create, use and communicate information from multimedia sources. It can be used to develop some skills for communicating information, e.g. analysis, synthesis, evaluation and critical thinking (Kavalier & Flannigan, 2006).

Through the use of technology many people around the world communicate faster and easily. This implies that a digitally literate person can communicate and work effectively with digital devices. According to Halvorsen (2009) digital literacy is expressed in the way one receives, analyzes, reads and understands ICT information. It is also shown in the way people produce information, speak and write. In this study digital literacy refers to teachers’ and learners’ knowledge and understanding of the use of ICT devices and resources in teaching and learning. These devices include computers, interactive white boards, etc. and other devices found in the Grade 10 English classroom where the study will be conducted.

2.3 Digital Literacy: Historical perspective

The use of ICT in education dates back from the 1960s although it is a new phenomenon in Africa as it started in the 1980s (Lawrence, 2009; Halvorsen, 2009; Gudmundsdottir, 2009). It has slowly increased as many organizations, projects and companies took initiatives to bridge the digital divide between the rich and the poor communities.

According to Halvorsen (2009:212) the introduction of computers and ICTs in education can be seen in three phases, namely the mastery phase, application phase and the reflective phase. In many countries in Africa the mastery phase started in the 1980s with the birth of computers. This phase corresponds with the emerging stage of the UNESCO Framework (Gudmundsdottir, 2010:150). In the school context, the emerging stage refers to schools which have just started using computers. This is the beginning stage in the use of ICT for both teachers and learners, and the computers may be used for administrative purposes only.

The application phase dates from the mid 1980s to the late 1990s (Halvorsen, 2009). At this stage there is some understanding of ICT terminology and basic features (e.g. saving data, copying and pasting, etc.). Both Gudmundsdottir (2009:150) and Halvoresn (2009:212) claim that at the application stage the teachers are using ICT in their teaching. This stage also corresponds with the infusion stage of the UNESCO (ICT) Framework (Gudmundsdottir, 2010) when ICT is integrated in teaching across the curriculum. This means that teachers have advanced technological skills and can use ICT confidently in their teaching.

The reflective phase started in the 1990s in Africa (Halvorsen, 2009). At this stage people are aware of ICT and are able to use it in complex or sophisticated ways. This stage requires critical and reflective approaches to the use of ICT. The reflective stage corresponds with the transforming stage of the UNESCO Framework (Gudmundsdottir, 2009:150). At this stage the teachers can use ICT in all the work they do i.e. teaching and administrative work. This reflective stage is the essential part of being digitally literate (Halvorsen, 2009:213).

Prinsloo, (2005) claims that literacy involves historical circumstances in South Africa. It is identified as a resource of European culture in colonial South Africa. In other words it is associated with the dominance of English culture over indigenous cultures. Literacy is also regarded as a social practice which includes digital literacies which add value to reading and writing through the use of computer technology and the internet (Prinsloo, 2005).

Many disadvantaged schools in South Africa are still in the emerging or mastery phase. Some schools got computers as donations and many of the teachers and learners do not have adequate computer skills. In other schools teachers and learners have basic knowledge of computers although they may be literate in other digital devices such as cell phones. In many private and

affluent schools ICT is used by both teachers and learners. This connects with Gudmundsdottir's (2010) study findings on the use of ICT in some Western Cape schools. Her findings show that the use of ICT in South African schools varies. Whilst the well resourced schools (usually ex-Model C schools) make use of ICT successfully, teachers and learners lack computer literacy in many disadvantaged schools. Some teachers have basic computer skills and cannot use ICT in their teaching in the disadvantaged schools (Gudmundsdottir, 2010:169). A similar study by Spencer-Smith (2011) focused on the impact of computer use on Grade 12 Mathematics in disadvantaged schools in the Western Cape. The study findings show that although many schools have been provided by digital resources through the Khanya project, many of the digital resources, particularly computers are not used. Spencer-Smith's(2011) study also indicate that there is no significant difference in Grade 12 learners' Mathematics results before and after the implementation of the Khanya project and one of the factors identified, among many, was that teachers did not make use of the computers for effective teaching.

In the context of this study, the chosen school is one of the disadvantaged with two computer laboratories and other digital devices which were donated through the Khanya project of the WCED. As the resources were donated to support teaching and learning, this study investigates how teachers and learners make use of them in the language classroom. This study seeks to identify teacher and learner ICT competencies and challenges they experience in using ICT in teaching and learning as discussed in Chapter 4.

2.4 Access to ICT

Access to literacy became internationally recognized as a human right since the adoption of the Universal Declaration of Human Rights and its Article 26 in 1948 (UNESCO, 2005) but there are different views on literacy. Although there is a high increase of technology around the world, many people in disadvantaged areas do not have access to technology, i.e. computers and the internet. These people include the uneducated people, the elderly, especially in rural areas and many minority groups (Gudmundsdottir, 2010:147). This results in a gap between those who are having access to the digital devices and those who do not. Gudmundsdottir (2010:147) refers to this gap as the digital divide.

Access to ICT is influenced by factors such as material access, mental access, skills access and usage access. Material access means owning computers or network connections while mental access refers to one's motivation or anxiety to use ICT. Skills access is about having digital competence and opportunities to use ICT (Gudmundsdottir, 2009). According to Bingimlas (2009) lack of infrastructure, lack of confidence and lack of access to resources are all critical components to ICT integration at schools i.e. they may be barriers to ICT integration.

Bingimlas (2009, 237) mentions two types of barriers namely, the extrinsic and intrinsic barriers. Extrinsic barriers have to do with time to make use of ICT, support which is given to teachers for using ICT, resources and training. For example, the socio-economic factors that include the infrastructure pose a challenge to disadvantaged schools which are under resourced. Intrinsic barriers refer to attitudes, beliefs, practices and resistance towards ICT. Some of the teachers can make use of the opportunity and develop their ICT skills to create an environment that will be conducive for learners to use technology in their learning. However, there are those who have not developed confidence in their ICT skills, and thus are not able to use ICT as a resource in their teaching.

Some schools in South African urban communities have now access to computers. There are also many projects and organisations which facilitate the use of ICT in schools. For example, the Khanya Project in the Western Cape aims at facilitating the integration of ICT in many schools in this province (Lawrence, 2009). There are many other ICT projects in different provinces in South Africa e.g. the Telkom Project in the North West and Limpopo Provinces and the MTN Project in KwaZulu-Natal. These projects assist the National Department of Education in its efforts to integrate ICT in schools as stated in the White Paper of e-Education (Department of Education, 2007:4). According to Lawrence (2009:85) the availability of computers in schools does not guarantee successful integration of ICT in teaching and learning. There are no guidelines for teachers on how to implement ICT in their teaching. The other challenge is the cultural and linguistic diversity in many South African classrooms. Most of the digital information is in English which many learners do not understand.

Tinio (2002) states that accessing ICT continues to grow and therefore schools cannot continue to be places of transmission teaching. This implies that technology has arrived to bring about a learner-centered way of teaching and not a teacher-centered approach to teaching and learning. ICT and language education have been viewed as challenging phenomena because they both involve ICT skills and language pedagogy. In the case of this study, teachers should have adequate computer skills and an understanding of additional language pedagogy. If a teacher is not computer literate he/she will not see the possibility or the need of integrating ICT in his/her lessons.

2.5 ICT and Language Learning

Halvorsen (2009:214) claims that language is essential for developing digital literacy skills. Language and digital literacy, therefore, are mutually related as they influence learners' knowledge acquisition. At the same time, knowledge influences awareness and use of ICT and language (Halvorsen, 2009:214). Both language and ICT require two types of competencies: basic competence and user competence. Basic competence implies writing and speaking skills that enable one to express oneself in a familiar language. It also enables the learner to understand the learning content and stimulate creativity and critical thinking skills that allow the learner to communicate meaningfully. On the other hand, user competence shows technical skills acquired to use the computer in collecting information. All these skills require a level of competence in the language used for communication.

The use of computers in language learning dates back in the 1960s as Computer Assisted Language Learning (CALL) in developed countries (Lawrence, 2009; Halvorsen, 2009). CALL refers to the use of computers and other related programmes such as the software, the internet, email, the World Wide Web (www), etc. in second or additional language learning (Lawrence, 2009). In South Africa the use of CALL is still new and the main challenge in its use is whether teachers are able to use it in their teaching. The integration of ICT or digital technology to language teaching is an area that needs to be explored by the majority of language teachers in South Africa.

Transmission modes of teaching are not suitable for language learning. The use of CALL or integration of ICT in language teaching can lead to more interactive and learner-centered approaches. The ICT can be used for a number of activities in the language classroom e.g. reading, pronouncing words, word definitions, dictionaries, etc. These skills can be developed through the use of computer based activities and multimedia. For example, multimedia CDROMs can be used to integrate text, sound, videos and animation which are very useful in language learning. Language learning could be enhanced by the use of digital literacy for improving reading and writing or for learning grammar.

The World Wide Web (www) can also be used to access information in different languages. For example, through the web one can get online newspapers, magazines and video broadcasts, which can be valuable language teaching resources. The online reading activities can enhance learners' reading skills as they explore the web for language learning. A study by Ganderton (1999) cited in Lawrence (2009) shows that the web helps learners in reading as they use hyperlinks to gather information. In this way learners increase their vocabulary as they learn new words and how to use them in sentences.

In second language learning the web exposes the learner to the Target Language (TL) culture (Lawrence, 2009). In other words, through the web the learner gets information on the culture which goes with the language he/she learns. Knowledge of the target language culture is very important in language learning in order to understand what is acceptable or not in the culture of the language one is learning.

Warshcauer (1996) believes that the World Wide Web allows students to get access to authentic materials such as short videos, radio broadcasts, movies, etc. The web can also be used to publish multimedia materials to share with partners in classes or with the general public. However, the use of www for language learning has its disadvantages. According to Mosquera (as cited in Lawrence, 2009: 91) the World Wide Web problems include technical, financial, and time constraints.

With the new literacies, language teachers need to make use of computer laboratories and other available digital resources to enhance reading and writing skills of their learners. The findings on international studies (Kajee: 2006) reveal that ICT influences teaching and learning in a

positive way. The studies confirm that learners communicate and collaborate more extensively in an online environment, and thus, an online environment encourages learner centeredness (Kajee, 2006). However, Govender & Govender (2006) claim that to integrate ICT in teaching is a challenging job. It is one of the aims of this study to identify challenges experienced by teachers and learners in using ICT in English. The data presented in Chapter 4 will enable us to understand if there are or no challenges in ICT integration in English at Grade 10 level.

Sanders and Ayeye (1997) in Kajee (2006) are of the opinion that female students use computers more cautiously than boys but this study will not focus on this issue. They also state that black South African students feel less capable with little computer experience compared to their fellow white students and this will also not be addressed by this study. However, it can be argued that there has been a lot of transformation and development with regard to ICT in South African schools. As mentioned earlier, many schools in the Western Cape have computer laboratories to be used by learners and teachers in the black township schools. It is in this regard that the study investigates the use and integration of digital technology in English language teaching in a black township school in order to contribute new research findings in this area.

In the next section the discussion focuses on the theoretical framework on which this study is premised.

2.6 Theoretical Framework

The study focuses on the integration of language teaching and learning with ICT. It is informed by two theories namely the Second Language Acquisition (SLA) theory and constructivist learning theory. The SLA will enable us to understand how learners learn an additional language while the constructivist theory will inform the study in terms of how learners can make meaning of the new knowledge through ICT. This implies that the constructivist theory will support how ICT can be integrated to language learning to assist learners to understand or learn the second language.

2.6.1 Second Language Acquisition Theory

According to Davies, Bangs, Frisby & Walton (2011) the Second Language Acquisition (SLA) theory is not new to many language teachers. Second Language Acquisition (SLA) is a process

by which a language other than the mother tongue is learnt inside or outside of a classroom (Ellis, 1997:3; 1985:6). SLA can occur naturally (subconsciously) through exposure to the second language (L2) input, or it can take place in a tutored setting or formal instruction (consciously). There are certain factors that may hinder SLA e.g. the quality and amount of exposure to the Target Language (TL) and the linguistic distance between the home language (HL or L1) and the TL. SLA involves the acquisition of phonology, lexicon, grammar and pragmatics of the TL (Ellis, 1985:6). Therefore it is crucial that learners get adequate exposure to the TL.

In SLA the learner develops an interlanguage which influences his/her comprehension and production of the TL. The interlanguage (IL) is a unique abstract linguistic system of grammatical rules that is different from the learner's HL or L1 and the TL (Ellis, 1997:33). Second language learners usually develop some learning strategies to develop their interlanguages (e.g. paraphrasing, coining, L1 transfer and avoidance). Sometimes there are linguistic errors observed in the speech or writing of second language learners such as omissions of certain linguistic structures, overgeneralization, sociolinguistic errors and transfer. These errors indicate that learners create their own rules of the language in learning a second language. These errors show gaps in the learner's L2 knowledge (Ellis, 1985:20). The grammatical errors can fossilize in SLA (i.e. they become a permanent part of the way a person speaks or writes a language). In this study SLA understanding is useful as both the teacher and learners who participated in this study are second language speakers of English. The study investigates how ICT is used to develop learner competence in English which is taught as a second language to them.

2.6.2 Constructivism

According to constructivists, prior knowledge is important in learning as people learn by comparing new knowledge with their prior knowledge in order to come to a new understanding. In a constructivist classroom, the teacher acts as a facilitator of knowledge instead of being a transmitter of knowledge. This means that learners must be given opportunities to explore the learning content through interactive activities. Through mediation and scaffolding, the teachers

must encourage learners to play an active role in acquiring new knowledge. In other words, the teacher must guide the learner to reach his/her potential developmental level.

Yang & Wilson (2006) claim that learning occurs through dialogue and this dialogue occurs between a teacher and a learner, between a learner and a learner and even between a reader and a text. The interaction between the learner and the teacher is scaffolding which entails collaboration between the teacher or more capable peer or adult and the learner. It entails supporting the learner until he/she reaches a stage when he/she can do the tasks without the teacher's or expert's support (Nomlomo, 2007). The teachers should play a vital role in setting up a learning environment which exploits different learning purposes through scaffolding. At the end of the teaching-learning process the learners should take control of their own learning in order to construct new knowledge. This process is associated with Vygotsky's (1978) Zone of Proximal Development (ZPD) which suggests that the learner has two levels of development to the learning task, i. e. what the learner can do or the actual developmental level and what the learner should be able to do in the future or potential developmental level. As the learner interacts with others, he/she progresses from the actual developmental level to the potential developmental level (Nomlomo, 2007; Freeman & Freeman, 1994). The distance between these two developmental levels is referred to as the Zone of Proximal Development (ZPD).

In the South African context many learners find it difficult to acquire English (FAL) proficiency. Although some learners are already exposed to English through the media which includes television, radio, newspapers, cellular phones etc. it is important that English (FAL) learning should be integrated with ICT to which some of the learners have exposure to maximize their learning opportunities. However, many learners in the rural areas have limited exposure to digital resources.

The constructivist approach is appropriate for second language learning. In the context of this study the constructivist learning theory addresses the aspects of language pedagogy and the integration of language learning with ICT. Constructivists suggest that learners should be assisted to construct meaningful knowledge from what they learn. They view learning as an active, creative, and socially interactive process and view knowledge as something children must construct and less like something that can be transferred.

Yang & Wilson (2006: 364) state that the role of the learner in the traditional way of pedagogy has been to receive from the teacher passively and not to participate actively in the teaching-learning process. With the Computer Assisted Language Learning (CALL) approach, the constructivist approach is relevant as it gives some indication on how teachers and learners can be assisted and supported to use ICT in English (FAL) teaching and learning. CALL has various online and offline activities which can be effectively used to support language learning (e.g. CD ROMs, electronic books, short stories). These digital resources can help the learners make meaning of what they learn in the language classroom. They allow learners to take responsibility of their own learning and learners become actively involved as they manipulate the devices in order to get new knowledge.

According to Chapelle (2001: 55) who is an advocate of CALL there is a concept of “Language Learning Potential”. It refers to the extent to which the activity can be considered to be a language learning activity rather than simply an opportunity for language use. The digital activities support language learning and enhance different language skills such as reading, writing, speaking, listening and the use of grammar. The link is that when learners use computer assisted learning (CALL), they are not manipulated and informed by the teacher. In other words, the use of computer forms part of knowledge that the learner is exposed to.

In the South African context teachers are in the middle of communicative and integrative approaches in as far as language teaching is concerned. They find it a challenge to integrate language teaching with computer technology. With the introduction of Outcomes Based Education (OBE) approach to English (FAL) learning, teaching strives to bring about meaning to reading and writing in L2. According to Schlebusch & Thobedi (2004), “the introduction of OBE in South Africa heralds an era of meaningful teaching”. This implies that the OBE curriculum is underpinned by the constructivist paradigm. In this study I will observe ICT integration in English lessons in order to establish whether it promotes or hinders active learning where learners are given opportunities to explore different means of knowledge construction.

2.7 Summary

This chapter has shown that there are different models or views of literacy, i.e. the traditional and modern view. The modern view considers literacy as a social practice which involves a number of activities from different socio-cultural environments. Digital literacy is part of the modern view which perceives ICT or digital resources as vital tools in promoting language and literacy skills.

In this chapter it is shown how people can access ICT by discussing the different phases of access to ICT. The barriers to ICT are also mentioned. The last section of the chapter discusses the theoretical framework which shows that digital literacy needs strong support through various interactive activities in the classroom. This section also discusses how a second language is acquired and how ICT can be used to facilitate language learning. In the next chapter the focus will be on research methodology.



CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents in detail the research tools and methods that were used to collect data to address the research questions stated in Chapter 1. Firstly, it provides information on the research paradigm and design in which this study is premised. Secondly, it describes the research site in order to provide an overview of the school environment and research context. Thirdly, it presents all the research participants and gives an account for their participation in the study. Finally, it describes and discusses the research techniques and procedures used for data collection in order to address research objectives of this study.

3.2 Research paradigm

According to De Vos, Strydom, Fouche & Delpont (2005: 40) the researcher must decide on what paradigm he/she is going to adopt in her/his research in order to keep communication with the reading public clear and unambiguous. In other words, the research paradigm helps to communicate the aims and objectives of the study to the reader.

In light of the above, this study is premised within the interpretive research paradigm. The rationale behind the use of this research paradigm is that it is believed that people interpret the world around them based on the experiences and interactions they have with each other and the wider social systems. In other words, the researcher has to take into consideration people's experiences, their surroundings and networks in interpreting data collected from natural or human environments. This links with Voice's (2004:2) understanding of the world who claims that the world is complex and dynamic and is constructed, interpreted and experienced by people in their interactions with each other and with wider social systems.

Voice (2004) and Henning et al. (2004) maintain that human beings create their own meaning to make sense of the world. Therefore, the role of the researcher is to co-create this meaning when dealing with humans in a research project. They say that the language is central in a qualitative project in order to make meaning of the research situation. The interpretivist approach is of the idea that in any situation knowledge is constructed, and people make their own meanings or interpret situations differently. A good understanding of the research environment and language

is important in making sense of the research data. This implies that language is about making meaning of situations which includes studying mental, social and cultural phenomena with the aim of understanding why people behave in a certain way.

As the study investigates the use of ICT in enhancing (FAL) teaching, the reality of the findings will be based on what the participants think, feel and see. For example, literacy is a universally dynamic phenomenon which affects the wider social system of education. Therefore, the interpretive paradigm enabled me to gain an insight into how teachers and learners understood the role of ICT in developing digital literacy in English lessons. It also allowed me to make sense of the teacher-learner interaction in the classroom and how it related to the research problem under investigation. In relation to the interpretive paradigm, I followed the qualitative research design to explain my data collection methods.

3.3 Qualitative Research Design

According to Babbie & Mouton (2001:270) qualitative research refers to a generic research approach in social research which takes the insider perspective as a point of departure in data collection. The insider perspective in this research means that teachers and learners are part of research community whose experiences, behaviour and actions are important in understanding the world in which they work (i.e. the classroom) as qualitative researchers always make an attempt to study human actions from the perspective of human actors (Babbie & Mouton, 2001). In other words, qualitative research considers natural setting as the main point of departure in terms of understanding and interpreting human activities. In this study the use of digital literacy to enhance English teaching is a social action in that it aims at improving the level of literacy through the use of ICT. This implies that there is human interaction taking place during the teaching and learning process which was captured through the use of the qualitative data collection methods.

There are certain methodologies that go with qualitative research which cannot be used in quantitative research. Dowling and Brown (2010) claim that qualitative research distinguishes itself from the quantitative research in that it is conducted in the natural settings of social actors like schools. Similarly, Norman Denzin, Glaser and Straus cited in Dowling and Brown (2010) mention the naturalistic enquiry or put an emphasis on the natural setting of the actors as one of

the characteristics of qualitative research. The qualitative researcher should be a natural observer in a natural setting with an understanding of how human beings interact and the impact of socio-economic, political and historical factors in their interaction and behavior. As a former English teacher I could put myself in the shoes of the teacher and learners who were observed in order to understand their actions during classroom interaction.

Qualitative researchers study spoken and written representation and are recorders of human experience who use multiple methods and multiple sources of data (Punch, 2009). Several data collection techniques such as observations and interviewing are used in qualitative research. These techniques provide the researcher with a lens which provides a better understanding of the subject being studied. They also give the researcher an opportunity to reflect on the topic and the people that are being studied. They also give the researcher an opportunity of not looking at the topic with a biased eye. For this study, the use of qualitative research method allowed me to understand the meaning of digital literacy and its integration in the English classroom.

The relevance of qualitative research at school is that teaching and learning happen in a natural setting. At school learners interact with teachers and learners also interact with other learners during the learning process. I observed their actions whilst the process of teaching and learning took place and I also made use of interviews to understand some issues which emerged from classroom observations.

3.4 Research Site

In order to maintain anonymity where I conducted research, the school is fictitiously referred to as Ekukhanyeni High School. Ekukhanyeni High School was established in 1999 in a low socio-economic township of Mfuleni in the Western Cape. It starts from Grade 8 – 12 and is a quintile 3 school where learners are exempted from paying school fees. The learners get free food for lunch due to the high rate of unemployment and poverty in the community. Many of the learners walk to school.

The school has a permanent building with concrete walls with reasonable resources. It has 33 teaching classrooms, 2 computer laboratories with 30 computers and one data projector in each laboratory. It also has 1 Biology laboratory, 1 Physical Science laboratory, a library or a TV/media room as it is called.

The table below illustrates the demographic information of teachers, including administrative personnel at school.

Table 1: Teaching and Administrative Staff

No	STAFF	MALES	FEMALES	TOTAL
1	PRINCIPAL			
2	DEPUTY PRINCIPAL	1	1	2
3	HODs	4	5	9
4	TEACHERS	19	24	43
5	ADMIN STAFF	0	2	2
6	CLEANING STAFF	4	1	5
7	SCHOOL LIBRARIAN	0	1	1
8	SECURITY GUARDS	1	2	3

Almost all the learners and teachers in this school are mother tongue speakers of isiXhosa. IsiXhosa is taught as a Home Language (HL) while English is taught as First Additional Language (FAL) and it is also the main language of instruction. In other words learners are taught all the subjects in English (except isiXhosa Home Language) which is their Second Language (L2). The total number of learners enrolled in the school is 1,378. There are 357 Grade 10 learners who all take English as a subject and are taught through all other subjects in English.

There are 7 Grade 10 classes at Ekukhanyeni High School. I chose 1 class as to be part of my study as that would be convenient to me and the teacher as I planned regular classroom visits. The Grade 10 classroom was chosen as it is the beginning of the FET (Further Education and

Training) phase which determines progression to Grade 12. I was curious to find out how ICT was used to teach English in this grade as I believed that the work done at Grade 10 would influence learners' subsequent learning or acquisition of ICT and English skills as they progressed to Grade 12. For the purpose of this study, ten (10) learners were selected from one class of 50 learners to participate in a focus group interview.

The school was selected for the following reasons: Firstly, the learners learn English as First Additional Language (FAL) whilst at the same time it is a language of instruction. Ekukhanyeni High School was an ideal site in terms of observing how ICT facilitated the teaching and learning of this language. Secondly, the school is one of the schools that participated in the Khanya Project of the Western Cape Education Department (WCED) which installed computer laboratories in many disadvantaged schools in the Western Cape. Therefore, the availability of digital resources such as computers, data projector, etc. in this school was one of the selection criteria used to get access to the school.

3.5 Research Participants

In order to facilitate data collection, a research sample was selected. According to Arkava and Lanne (1983:27) cited in Strydom (2005:194) a sample comprises elements of the population that can be included in the study to achieve the aims of the research study. The researcher adopted a convenient and purposive sampling to select research participants. Purposive sampling is synonymous with qualitative research (Palys in Given, 2008:687). It is for this reason that I chose purposive sampling with the aim to include research participants. Singleton et al. (1988:153) in Strydom et al. (2005:202) says that purposive sampling is mainly based on the judgment of the researcher. Hence I included Grade 10 English teacher and learners who could be observed in a natural setting during the process of teaching and learning in the English (FAL) classroom. In addition, the school principal and the Head of Department (HOD) of English were involved in the study to elicit more information about the use of computers in the school for English language learning.

3.5.1 Teachers

The Grade 10 English teacher who provided me with information with regard to the use of ICT in teaching English (FAL) was the key participant in this study. Classroom observations focused on how the teacher interacted with her learners in the English classroom and how she infused ICT in her teaching. In other words, the teacher practices with regard to the strategies she used to teach English were observed in order to address one of the research questions mentioned in the first chapter. The observations included actual teacher practices and how she conducted assessment in the English lesson. The teacher was interviewed in order to get an understanding of data collected through classroom observations.

The Head of Department (HOD) was selected because she provided leadership and support in the teaching and learning of English (FAL). She was selected because she could provide information on the kind of support that teachers and learners need to enhance reading and writing skills in English (FAL) with the use of ICT.

The Principal was selected on the basis that he is the one who manages the school in terms of tuition and supply of resources. He is responsible for decision making and to ensure that teaching and learning occur effectively. It was important to interview him in order to understand the type of support he provides to teachers to make use of new technology in their teaching, especially English teaching and learning in the school.

The teachers' profile is illustrated in Table 2 below:

Table 2: Teachers' Profile

No	Participants	Males	Females	Teaching Experience	Home Language	Qualifications
1	Principal	1	0	17 years	Isixhosa	B.Sc, HDE B.Ed
2	English HOD	0	1	24 years	Afrikaans	Teachers' Diploma
3	English Teacher	0	1	2 years	IsiXhosa	BA, PGCE

3.5.2 Learners

I could not use the entire Grade 10 population. I had to choose a “target population” which is “the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalized” (Bless and Higson-Smith, 2004: 85). I selected ten (10) learners as a sample from a class of 50 learners. The small sample was selected with the understanding that their characteristics could not be generalized (Bless and Higson-Smith, 2004:84) but could give an understanding of classroom realities with regard to ICT use in teaching and learning. In other words, the 10 selected learners had characteristics which were representative of the whole group of Grade 10 learners and they were manageable in terms of getting information from them through interviews. This corresponds with Bless and Higson-Smith's (2004:83) suggestion that if a researcher wants to collect accurate information about a group of people, the best strategy is to examine every single member of the group or to get good conclusions by examining only a portion of the total group.

The aim of interviewing few learners was to find out their views and experiences on learning English through the use of ICT. Learners participated in a focus group interview. The focus group had 5 boys and 5 girls with the average age of 15 and 17 years. It has been mentioned that

their Home Language is isiXhosa and all of them come from a poor socio- economic background.

3.6 Data Collection Methods

This study made use of classroom observations and interviews for data collection. These multiple methods were used for triangulation purposes. Triangulation in research means mixing different methods in order to come up with one conclusion. The purpose of using triangulation method is to synthesize and integrate data from multiple sources. Cresswell (1994:174) in De Vos et al. (2005:361) concurs that in data collection the method which is used by the researcher gets neutralized when it is in conjunction with other data sources and methods. The data collection methods are discussed in detail in the next section.

3.6.1 Classroom Observations

According to the Education Encyclopedia (2011) classroom observations have many valid and important educational purposes. Firstly, classroom observations allow the researcher to observe participants or research subjects in natural settings. This correlates with the characteristics of the qualitative research design discussed in section 3.3 above. Secondly, classroom observations provide more detailed and evidence than any data source in that they focus on what happens naturally or in real settings. Classroom observations enable the researcher to stimulate change and see to it that it takes place.

Data were collected by means of pure observation. Pure observation is different from participatory observation where there is more interaction with the teacher and her classroom practices. With pure observation there is less interaction and potential interference with how the teacher teaches. However, all observations interfere with what is happening in the classroom in terms of how lessons are conducted. I kept this in mind during data collection as I was aware that the teacher would not be comfortable in my presence but I did not interfere with her teaching.

In line with the research questions stated in Chapter 1, classroom observations focused on the kind of digital resources and practices that teachers and learners were exposed to in the English classroom. They also sought to understand how digital technology was used to enhance learners' reading and writing skills in English. The focus was primarily on how teachers and learners

made use of computers and other digital resources such as computers, CD-ROMs, internet video clips, etc. that were available at the school.

Classroom observations were carried over a period of 5 weeks. I observed 2 lessons in 2 days each week. I observed 10 lessons in 5 weeks. My immersion in English lessons enabled me to get an insight into what was happening with English (FAL) teaching and learning when using digital technology. By observing English lessons I also intended to investigate if there were any barriers to the use of digital resources in the classroom.

With regard to observation schedule I had an intention of listing what the learners ought to use during English lessons. In my checklist I included learners' workbooks, pens and learning material which included worksheets, textbooks, ICT material like CD ROMs, work downloaded from the internet, etc. The observations shed light on how and when learners had access to the computer laboratory for English lessons. I also intended to observe how the available ICT related material and computers are used during English lessons. Finally, my observation was on how learners made use of these resources and computers to learn how to read and write.

However, classroom observations have some disadvantages. One of the disadvantages is that the researcher could be tempted to become a participant observer (Henning, van Rensburg, Smit, 2004:82). Participant observation was avoided and the researcher did not participate in the actions of the people in the research setting. Therefore I was not a participant observer but I focused on the everyday natural experiences of the respondents (Strydom, 2005: 276).

In a normal or conventional classroom discourse the teacher does the talking, whereas the digital discourse allows learners to hear another voice, respond to it and make their own decisions without being influenced. Therefore, the nature of this study is of digitally resourced discourse in a classroom that enables the researcher to understand the degree of teacher-centeredness and learner-centeredness when a particular lesson is taught.

3.6.2 Field notes

Gathering fieldwork notes is important in a qualitative study. Thus it is crucial the researcher makes an informed decision about how data is going to be collected. In an empirical study, field

notes signify that the researcher has entered the field and is practically following what is dictated by the research design (Mouton, 2001: 98).

Field notes are a reflection of data source. For example, the data which is collected during classroom observations is recorded as field notes and the information is used later on in the study. I used field notes to record observed events, objects and issues that were seen to be of relevance to the study. Field notes were also used to record learners' participation when they were using digital technology. Writing field notes provide a historical record for the researcher (Mouton, 2001:104). This concurs with Kouritzin (2002:119) statement that:

...when researchers record fieldnotes they also create worldviews based on a priori perceptions and interpretations. To be culturally respectful, researchers in the field need to be concerned with both the cultural artifacts they create and with their inability to “accurately” record everything they see.

The researcher based the information she got from the prior perceptions or assumptions she had when she started her research journey, the researcher was aware of what was already taking place in the Grade 10 English (FAL) classroom.

When taking field notes, researchers have to be sensitive of being biased about the research subjects. In other words it is important that the researcher records precisely what she or he observes at that particular time with no prejudice. I recorded English lessons and all what I saw in the school and classroom environments that would support data collected from the various sources.

3.6.3 Interviews

Interviews are the most frequently used method for data gathering in the qualitative research approach. Babbie & Mouton (2001:249) regard an interview as a social interaction like any other human interactions Interviews involve direct personal contact with the participant who is asked to answer questions relating to the research problem (Bless & Higson-Smith, 2004:105). Babbie & Mouton (2001:289) continue to say:

A qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry but not a specific set of questions that must be asked in

particular words and in a particular order. A qualitative interview is essentially a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent. Ideally, the respondent does most of the talking (Babbie & Mouton, 2001: 289).

Interviews can be structured, semi-structured or unstructured. Unstructured interviews are conducted without using the researchers' prior information and experience about that particular study. On the other hand, semi-structured interviews require the researcher to learn the schedule in advance so that he/she can be able to concentrate during the interview on what the participant is saying and monitor if the schedule topic is covered in the interview questions (Smit et al,1995 in Vos, Strydom, Fouche and Delport (2005:297). In other words, semi-structured interviews can be pre-planned with the participants whilst unstructured can be conducted at any time without preparing the participants.

In this research study semi- structured interviews were used. The reason why I chose semi-structured interviews was for the fact that interviews took place in a school environment and I had to plan my research agenda to suit the participants' time and availability. At school teachers and learners work according to the time-table. Therefore semi-structured interviews should be planned and appointments be made with the respondents in order not to disturb the programme of the school. Therefore there was a time slot provided for each participant.

According to Vos, et al. (2005:295) the researcher should establish a rapport between herself and the participants by being attentive. The researcher must make sure that the participant expresses her ideas freely about a particular issue. For example, the fact that some learners have low proficiency levels in English may lead to their frustration which could impact negatively on the responses they give. Therefore, the researcher has to be sensitive and understand that learners may not express themselves clearly and fluently in a foreign language. In order to avoid confusion and miscommunication during interviews in this study, I conducted the interview in the learners' mother tongue, isiXhosa.

3.7 Teacher Interviews

The interview questions were designed in a way that corresponded with the role of each participant in the school. For example, the questions for the Principal and HOD were mostly

from a management perspective while the questions for the teacher focused on her role as subject teacher (English) in the classroom.

The focus of the interviews with the school Principal was on the role he plays as the leading character in the integration of English with ICT. The focus on the HOD was on the support that teachers get in order to be able to use digital literacy in English teaching. The interview questions for the English teacher were focusing on her experience as a teacher when she is using digital technology as a tool to teach English.

The interviews with the school Principal took place in his office for approximately 30 minutes. The interviews with the HOD of English took place in the Principal's office also for 20-25 minutes. With the English teacher the interviews took place in one of the classrooms during break time for approximately 45 minutes.

3.7.1 Principal's Interview

The questions for the Principal wanted to get his input on his belief generally about the use of computers for English teaching and learning. The focus of this question was based on his personal belief and experience on the use of ICT in teaching and learning as a school principal. Another question focused on his plan as a school principal of encouraging teachers to integrate their subjects with ICT. This particular question aimed at eliciting the future plans of the school with regard to ICT use in teaching across the curriculum. The third question focused on the measures that he had taken as a school principal to support teachers on the use of digital technology or ICT in their subjects. Another question elicited the role he played in addressing the lack of computer literacy skills for English teachers. The last question wanted to know how the Principal saw teachers contributing in a learner-centered way of language teaching and learning. The questions are reflected on Appendix C.

3.7.2 HOD Interview

The interviews with the Head of Department took place in Principal's office for approximately 30 minutes. The same questions were used for the principal and the HOD as they both form part of School Management Team (SMT) even though they head different divisions.

In the first question the HOD was to express her belief and experience on the use of ICT as a tool that can be used to enhance English Additional Language learning. The HOD is expected to lead and guide teachers in the English Department. Therefore, the following question focused on how the HOD planned to encourage English teachers to integrate their lessons with ICT. The HOD also works closely with her colleagues to work out a plan on how to face challenges that might hinder the process of teaching and learning. The next question focused on the measures that have been taken by the HOD in supporting teachers on the use of ICT in English teaching and learning. The next question focused on the role the HOD played in addressing the lack of computer skills among the English teachers. The last asked how the HOD sees English teachers contributing to a learner-centered approach for Second Language Acquisition (SLA). These questions are clearly stated in Appendix C.

3.7.3 English Teacher's Interview

The English teacher worked directly with learners and facilitated the process of language learning and the acquisition of reading and writing skills. She arranged with the English HOD and other members of the management staff to use a computer laboratory for English Grade class 10 in order to get a slot to use the laboratory for learning. The same applied when learners had to go to the media room. The teacher arranged with the school librarian who was in charge of the media room if she wanted to use the media room for English lessons to avoid clashes with other classes.

The interview with the teacher took place in one of the classrooms at the school for about 45 minutes. The first question for the teacher focused on her belief on the use of ICT in English First Additional Language. The next question wanted the opinion of the teacher with regard to what she considered as the strengths and weaknesses in the use of ICT in English teaching.

The other questions focused on how often teacher took her learners to the computer laboratory for English learning and the digital programmes she used in her teaching. The teacher was asked if she has identified any digital resources that learners had found interesting that she could use for teaching. Another question was how the teacher found teaching experiences with and without technology.

Another question asked the teacher how she saw if a learner has improved or not in their reading and writing skills in English. Another question asked about the kind of digital technology that best translated her method of teaching reading and writing. The next question asked the teacher about what she would regard as a barrier in using ICT in her teaching. The last question for the English teacher elicited if she had been successful in her attempts to integrate ICT with English (FAL) teaching. The teacher's interview questions are attached as Appendix C.

3.8 Learner Interviews

In order to collect data from learners, the researcher made use of focus group interviews. The rationale for choosing focus group interview was that interviews could not be conducted with the whole class but a focus group of 10 learners was a manageable number which was not time consuming. The learners were interviewed to understand their role as learners of English. The interview setting was conducive, non-threatening and comfortable as it was conducted in their home language.

A focus group interview is intended at finding an understanding about how people feel or think about an issue, product or service (Vos, Strydom, Fouche and Delpont 2005: 299). As stated earlier, ten Grade 10 learners were interviewed as one focus group. The other rationale for using focus group is that it is time-saving. The overall perspective of the interview was based on the fact that the researcher understood the questions that were relevant for learners in the study (Bless & Higson-Smith 2004:110).

The advantages of using focus groups are that participants are able to discuss the issues in question with each other. One person's ideas may set off the whole string of related thoughts and ideas in another person. Similarly one participant may disagree with and question the remarks of another. When this happens there is an opportunity for the whole group to explore the disagreement in detail, thereby producing a much deeper understanding of the problem. Another important advantage of this technique is that it provides an opportunity for participants to learn from each other and perhaps resolve important dilemmas with which they are confronted (Bless and Higson, 2004:110).

The focus group interviews facilitated communication among learners. Learners were asked to share their perceptions and experiences on the use of ICT for English learning. The researcher had to make the environment for learners conducive for sharing perceptions, points of view, experiences, wishes and concerns without being overpowered by others in a group. The focus group was seated in a circle with the aim of making everyone feel comfortable and have eye contact with fellow learners. The interviews took approximately 45 minutes with the focus group. The questions focused on how learners made use of digital devices to learn English (L2). Data were recorded in order to keep authenticity of information elicited. Data were transcribed for further reference.

3.9 Ethical Considerations

Ethics in research include issues such as confidentiality, consent, risk of harm. etc. According to Polonski (2004:53) ethical considerations play an important role when conducting research, especially if research involves interaction with members of a general community like school community. The aim of following the ethics is to avoid a situation where individuals could make claims of inappropriate behavior which may result to public criticism (Polonski, 2004:53).

I obtained a letter of ethical clearance from the University of the Western Cape after the permission was given by the Western Cape Education Department (WCED) to conduct research at Ekukhanyeni High School. I also sought permission from the principal who contacted the parents for their consent to involve their children through the School Governing Body (SGB).

During data collection, research ethics were adhered to in that I respected all the wishes and requests made by the research participants. I informed them about all the research proceedings and asked for their permission to take field notes and to record their responses. This was done in order to protect them from any harm that might arise during an interview.

3.10 Limitations of the study

Although data collection proceeded successfully, there are limitations which could affect the final results of this study. First, this study made use of a small sample and it focused on English teaching only. Due to this limited sample, the findings of this small sample cannot be generalized

to a wider scale although they may give an insight on whether or not schools make use of ICT resources effectively to facilitate teaching and learning.

Secondly, I was constrained by the school time table in terms of classroom observations. The data presented in this study is based on data collected over five weeks where I observed two lessons a week. As I did not observe English lessons on a daily basis, I might have missed other lessons that could have given me a better picture and understanding with regard to ICT integration in English lessons.

Finally, data collected through interviews might not be a true reflection of what is happening in the English classroom with regard to ICT use. It is possible that respondents might have given answers to satisfy the researcher.

3.11 Summary

The chapter focused on the research design and methodology which the study used and followed to collect data to address the research questions given on the first chapter of this thesis. It discussed research methods that were used for data collection namely classroom observations and interviews. The study samples were drawn from teachers and learners in order to understand how digital literacy was developed in the Grade 10 class. The collected data will be presented and analyzed in the next chapter.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents and analyses data which were collected by means of classroom observations and interviews as discussed in Chapter 3. The first part of this chapter gives a description of the analysis framework which was followed to analyze collected data. The study employed an interpretive analysis framework which corresponds with the qualitative research design which has been described in the previous chapter.

The second part presents and analyses collected data. Data presentation entails the description of events and situations which I encountered and experienced through my classroom observations and interviews.

In order to set a scene of the classroom setting and activities connected to literacy and language development in general, a full description of the Grade 10 classroom where data were collected is given. The description of the classroom setting is followed by data presentation from classroom observations and interviews in order to identify common patterns emerging from the data. Finally, I give a summary of key issues which characterize the data presented in this chapter. In the following section I describe the qualitative analysis framework which underpins data analysis in this chapter.

4.2 Qualitative Analysis

The process of data analysis is a process where the researcher organizes, accounts and provides explanation for data collected (Nomlomo, 2007:237). It is the most crucial stage in qualitative research whereby the researcher has to be skillful and creative in pulling all the common threads of the collected data together. Data analysis determines the authenticity of research findings and if data is well analyzed and interpreted, the results are likely to be meaningful and reliable (Nomlomo, 2007:238).

Qualitative data analysis interrogates and unpacks the data that has been gathered using qualitative techniques (Babbie and Mouton, 2003:490). Qualitative analysis was adopted in order to describe, analyze and interpret the collected data. Qualitative analysis corresponds with the interpretive approach that emphasizes deep interpretive understanding of social phenomena through interaction (Henning et al. 2004:21). In this study data analysis was informed by the qualitative research design and the interpretive research paradigm as discussed in Chapter 3.

In qualitative analysis it is important to develop comprehensive descriptions in order to make meaning of the data. Researchers interpret data in order to explain, understand or to predict what they have observed and heard in order to get its meaning (Dey, 1993: 30). In light of this, I describe classroom data and interviews in order to make meaning of the various observations and utterances from different respondents.

Following the Qualitative Analysis framework, the research questions stated in the first chapter form the basis for issues and/or themes which emerged from presented data. Hennings et al. (2004:107) claim that processed data have no findings until the themes have been discussed and argued to make a point from the research questions. In addition, Gibson & Brown (2009:129) maintain that a theme provides a way of linking diverse experiences or ideas together and of interrelating different examples and features of data.

In light of the above, this chapter seeks to find some common threads and patterns in the data which connect related responses from different sources of data, namely, classroom, observations and interviews. This occurs in the form of themes and categories which represent key features of the data in order to arrive at the research findings discussed in the following chapter.

4.3 Presentation of Data

As I observed English lessons as part of the data collection process, not all the lessons were taught by making use of ICT, hence my discussion includes lessons with and without ICT integration. This has been necessary to give a clear description of classroom practices as they proceeded without bias towards resources used in the classroom other than ICT.

In this section I present data which were collected from classroom observations. Firstly I describe the English classroom where most of the data used in this study were collected. The description of the classroom gives a clear picture of the environment where teaching and learning took place in order to get an understanding of how the classroom setting contributed towards certain practices in the classroom. The description of the English classroom is followed by an explanation of how lessons were taught with or without the use of ICT. I then discuss key issues that have emerged from the lessons that were observed. Thereafter I present data collected from interviews.

4.3.1 Description of English classroom

In my first school observation I saw how lessons took place in the classrooms. When the bell rang for the beginning of each period, the teachers are the ones who went to learners in the classrooms. In other words, there was no class that could be referred to as a language classroom or a Mathematics classroom or a classroom of any special learning area. Each class was utilized for different learning areas in different teaching periods. Learners only moved when they had to go to a computer laboratory, science laboratory or media room.

In order to get information regarding digital literacies and practices, I had to see what resources were available in the English classroom that could be used for English learning with ICT. It came to my attention that some of the English lessons also took place in the media room which was also used as a library and sometimes lessons took place in a computer laboratory.

In the English classroom I saw desks and a chalkboard. There were 50 learners in the class and the desks were arranged in a form of groups. There were no pictures on the wall that could be used as teaching aids or learning material or any other resource that could enhance reading and writing. There were no ICT resources like a computer for the teacher or a laptop or any other digital devices.

In the school there were two computer laboratories, with 30 computers in each laboratory. All the computers were in good state. I was told that the computer laboratories were used for teaching across curriculum. The school library which is also used as media room had books like text books, novels, newspapers and magazines. These books, newspapers and magazines were

meant for learners to read during their spare time. The library had a DVD machine and CD-ROMs which were used during English lessons and for other subjects.

4.3.2 Data from classroom observations

As I spent 5 weeks at the school, I present all the lessons I observed during this period. Although my intention was to find out how Grade 10 teachers integrate ICT in their English lessons, I focused on one Grade 10 English class taught by one teacher in order to study the class in-depth. I sat in her class for 2 days a week as my observation was determined by her personal time table. My observation was that very few of the lessons were presented or taught with ICT. Hence my classroom data presentation is categorized into two: ICT supported lessons and lessons without ICT as presented below.

4.4 Lessons supported with ICT

4.4.1 Lesson A: Use of computers

The lesson I observed in English First Additional Language took place in one of the computer laboratories. The observation aimed at investigating how the teacher made use of multi-media, like computers and the internet to teach Grade 10 learners about advertising. The lesson took approximately 90 minutes. The aim of this lesson was to challenge learners to analyze and interpret any genre on their own. The teacher chose to use multi-media (in this case a computer and the internet) as her learners were familiar with television adverts, and they could relate to some of the lesson aspects and they could easily analyze and interpret them. According to the teacher the aim of the exercise was to introduce learners to the advertising phrases without having to lead them. In doing so, the teacher gave them an opportunity to identify the advert phrases and name them from the video clips they were going to view as part of the lesson.

The teacher started by using a question and answer strategy. She wanted to know what learners knew about advertising. I realized that they knew something but needed more information and scaffolding through explanation. Afterwards the learners got an opportunity to give their own interpretation of the adverts. According to my observations there was a general sense of insight in the way adverts were interpreted by learners during their interaction with the teacher. The learners were asked to identify different adverts they had seen on television or heard on radio.

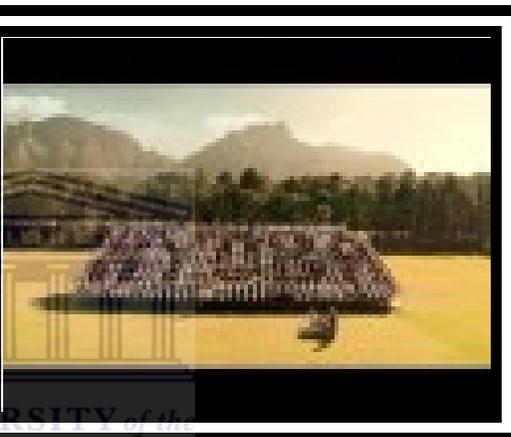
They were also asked to mention the brand logos, slogans and catchphrases they could remember. They made examples of food, shops, cars, banks, etc. For each answer there was a mention of the target audience and the purpose of the advert.

The resources that were used in this lesson included the data projector, the instructor's computer, internet (www), You-Tube and Google, the white board screen, white board marker and a Grade 10 text book titled "Spot On".

Unfortunately, even though computers were available but they were not connected to the internet. Learners therefore did not use the computers, but had to watch a video clip from the screen taken from You-Tube. The teacher used one computer to Google pictures and information on MTN and Vodacom adverts which are illustrated below. The book was used as a resource for the teacher to refer to the chapter about advertising even though she had her own notes on advertising.

While the teacher was asking the learners questions, she demonstrated using the whiteboard to draw and write down the logos and catchphrases the learners had identified. By so doing, the teacher was able to show learners the difference between logos, slogans and catchphrases. The teacher explained that a logo is a recognizable, unique symbol or other device to identify an organization. The slogan is a simple and catchy phrase which accompanies a logo that encapsulates a product's appeal. She supported her lesson by using the MTN and VODACOM examples in case the learners were struggling in identifying their own phrases as shown in the pictures below. She downloaded the following pictures and reflected them on the screen while using the question answer strategy.

I noted that advertising exposed learners to reading and analyzing skills as they analyzed phrases from different logos which are illustrated below. As the researcher I found that it was easier for learners to grasp words from the slogans and catchphrases. When learners saw the pictures and heard the catchphrases they understood better. In other words, the visual and sound aspect of the video clip aided them in understanding the concepts. The teaching method and strategies that were used by the teacher in this lesson allowed more of learner involvement than the teacher. In this lesson learners attempted to discover knowledge on their own while the teacher gave them support to get the answers.



The slogans and catchphrases that were identified by learners in the Vodacom advert were: Telecommunications Giant!, Fall in Love with Red Service!, Summer Loving!, Vodacom South Africa-We've been having it! Similarly, the slogans and catchphrases that were identified in the

MTN advert were: Pep TV and South Africa!, “Go Fall in Love”!, Dance with me!, MTN Ayoba - an official sponsor of the 2010 FIFA WORLD CUP!

Learners identified these as both slogans and catchphrases. They were able to identify the logos of Vodacom easily. However, they were not sure if the “Yebo Gogo!” was a logo, slogan or a catchphrase. The teacher intervened by stimulating them by questions to remember what the difference was between a logo and a slogan. Learners remembered and found the correct answer on their own after they had discussions about the question.

Having learned from their mistakes with Vodacom, learners were able to easily identify the difference between a logo and a slogan. With a catchphrase learners realized that it was the same as the slogan and it is used in an advert for a short time. In her scaffolding the teacher mentioned that the “Ayoba” slogan was popular during the World Cup in 2010 and after that it ended, meaning that products that are being advertised come and go.

The teacher reflected the adverts on the white screen. During this lesson the teacher used a questioning strategy whereby learners were asked to answer questions that were based on the adverts. For example, one of the questions asked the learners if they knew people who used MTN or Vodacom mobile phones and why they chose those brands. They were also asked to work in groups to identify the logo, slogan and catchphrases and had to explain how these were used persuasively to influence the target audience. In other words, the expected outcome of the lesson was to teach learners the persuasive language of adverts and how to use it. When the teacher taught this lesson on advertising using ICT she taught learners about the **AIDA** principle which implies **attracting** people’s attention and keeping their **interest** on that particular product.

The **AIDA** principle is explained as follows:

A – **Attracting** people’s attention with pictures and visuals.

I - keeping **Interest** of prospective buyers with persuasive language

D- Desire - to make people buy what they see on television.

A – prospective buyers must take **Action** and buy the product.

The **AIDA** principle sounded to be a persuasive way to teach the learner on how they should tackle advertising. It captured all the important aspects of advertising which learners might be

able to use in future as a skill. The AIDA principle was a good strategy to scaffold the learners to make sense of the lesson with regard to advertising.

The teacher gave learners written work based on the lesson using the same questioning that she used during the lesson. In this lesson the teacher wanted to assess if learners have understood what has been covered in the lesson. The marking of work was done in class and correct answers were given. To conclude, the lesson was summarized and learners were given homework from the task which was prepared by the teacher. The task wanted learners to write an advert in which they promoted either MTN or Vodacom products. They had to convince and persuade the customer about the quality of the product they were selling. As advertisers, they had to give their contact details.

The teacher and learners were able to make use of the available digital resources at school like the internet for this particular lesson to enhance reading and writing skills. This lesson taught learners how to differentiate between the logo and the slogan or catchphrase. Learners had to read and understand what the slogan said in order to link it with the advert. Learners had to write their own advert where they convinced the customer to buy the product.

4.4.2 Lesson B: Use of television

The second lesson focused on the Direct and Indirect Speech. The aim of this lesson was to teach the learners how to use direct and indirect speech in written work and when making speeches. The teacher planned to use television or a movie scenario in order for the learners to see the difference between the direct and indirect speech.

The lesson took place in the media room which was also used as a library. The room had shelves with books, newspapers and magazines. There were tables with chairs that were arranged to accommodate groups of learners. There were pictures on the wall which were provided by the Department of Education. There was a whiteboard, a television, a DVD player, and a desk for the school Librarian with one computer. The teacher had prepared notes for learners which clearly explained how the sentence changed from direct to indirect (Reported) speech. The notes that the teacher had were photocopied for each learner as a resource. The teacher gave notes to the learners

to refer as she explained the difference between direct and indirect speech. The duration of the lesson was about 90 minutes.

The fact that the lesson was conducted in the media room enabled the teacher to make use of ICT in her lesson. She chose ICT resources for her lesson because she believed that the learners enjoyed going to the media room to watch television. Secondly, she needed to use ICT as a tool to assist learners to understand how direct and indirect speech were used in communication or interaction between speakers. For example, a movie becomes interesting because of a conversation between two or more people and words that are spoken are direct and indirect.

The teacher started her lesson using questioning and explaining teaching strategies. She asked learners if they watched the popular South African television soap opera called GENERATIONS. Many learners raised their hands to show that they watched the soap opera. She then played a short clip, after which she asked them if they could tell what happened in the movie. Spontaneously learners reported to her what was happening. When learners reported to the teacher what they had seen on the movie they spoke in English. Some made mistakes and others were able to give correct answers. Learners who made mistakes gave full sentences but some sentences were not correct in tense.

She taught learners the difference between what was said and what made it to be different when it was reported without changing the meaning in a sentence. She used the text below to explain this difference. The text which was used as resource was given to each learner to refer as the teacher explained. For example, what the teacher read on the notes was the repetition of what she had already mentioned in the beginning of the lesson. The first point she made was the fact that unlike the direct speech, the indirect speech does not use quotation marks. The notes the teacher gave to the learners emphasized how the change of tense occurred when changing from the direct to indirect speech.

One example that can be taken from the notes is when the sentence is in the present continuous tense. In the direct speech the sentence will say: She said, "I'm teaching English online." When the sentence is reported it will say: "She said she was teaching English online." Another example would be on the present perfect continuous tense. In the direct speech the sentence would say: She said, "I've been teaching English for seven years". When the statement is reported it says:

“She said she had been teaching English for seven years.” The teacher made a link of what was said in the video clip, how answers were given, and what was said on the notes.

The notes she gave to learners were in agreement with what she demonstrated earlier on with the television to illustrate the reported speech. The notes on direct and indirect speech are given on Appendix D.

The teacher gave learners an activity where she played a section of the selected movie and the learners would write the actor’s words from direct to indirect speech. For example, part of the activity involved an actor who was introducing himself, saying where he came from. Learners had to report what the actor had said. Learners were also advised to use the notes in order to learn and make use of the vocabulary used in the notes. Learners were required to do this work in groups and volunteers from the groups were asked to write their findings on the whiteboard. One of the answers which were written by a group leader said: “The actor said that his name was Jim and he came from Chicago.” In this lesson mistakes were corrected in class and this allowed the learners to interact with one another and with the teacher. Learners were able to ask questions on what they did not understand in relation to direct and indirect speech.

4.5 Lessons without ICT

Although this study set out to investigate ICT use in English (FAL) teaching, I also recorded lessons which did not make use of ICT. My decision to record these lessons was influenced by the limited teacher and learner access to ICT based lessons. It was also my belief that these lessons were also of significance in understanding how teachers approached their English lessons to develop learners’ language and literacy skills in this language. My observations had implications both for English First Additional Language (FAL) teaching and the extent to which teachers and learners accessed ICT and for what purpose. These implications will be discussed in the next chapter. It is for this reason that I present data where lessons C – E which were taught without ICT. These lessons were on transactional writing, poetry and grammar.

4.5.1 Lesson C: Transactional Writing

The teacher gave learners two activities which were based on short transactional text which was about formal and an informal invitation letter. The lesson was a short piece of writing which was

based on how to write a formal and an informal invitation. Learners were taught about the structure of an invitation letter, how it should look like, its content and the conclusion. Below are examples of texts used in this lesson:

TEXT1

84 **Part 8: Composition**

Shorter transactional texts

Formal invitation

Write the full names of the guests you are inviting.

Write out the occasion, the place or places where it is happening, the date and time. If possible write all this information in one long, formal, full sentence.

Indicate how formally the guests must dress. If the occasion is very formal write 'black tie' as the dress code. This means men must wear a black bow tie (not a long tie), and women then know they must dress in a long beautiful evening dress.

Tell the guests who to reply to, and by when.

If the family holding the wedding cannot afford to pay for all the drinks, they indicate this on the invitation so the guests know to bring some money.

To Beauty and Fredrick Ndebele

You are cordially invited to the wedding of Natasha Millar and Ryan Malan at St Thomas's Church, Rondebosch at 5 p.m. on Saturday 10 September 2010, and to join us afterwards at the Josephine Mill, Newlands for a celebratory dinner.

Dress: black tie *There will be a cash bar.*

R.S.V.P. to Janine Millar on (021) 67-0555 or janny@bigcity.co.za, by 30 July 2010.

UNIVERSITY OF
WESTERN CAPE

TEXT2

Informal invitation

Party invitations are usually more casual than wedding invitations.

Party invitations are often written using little sub-headings.

Let the guest know if he/she must dress up or bring anything.

Write 'Love' or 'From' and your name.

'R.S.V.P.' means 'Please reply.'

Give a number so that the person who is invited can say whether he/she is coming to the party.

Dear Bianca,

I am having a birthday party and I would love you to come.

When: 23 March 2010
Where: 101 Acacia Way, Randburg

Please bring a swimming costume and towel because it's a pool party.

Love Shanaaz

R.S.V.P.: (011) 671122

The expected outcomes of the lesson were to enable the learners to write for different purposes and to differentiate between a formal and an informal invitation. In this lesson there was no use of ICT. The lesson focused on the development of reading and writing skills, whereby the writer of the invitation should be aware of the reader's expectations whether it is a formal or an informal invitation. The development of writing skill in this lesson was based on the learners' ability to write an appealing invitation which is direct and straight to the point.

Learners used their own imagination by listening to what they were told by the teacher using above texts as examples. She questioned them about the difference between formal and informal. Learners tried to give answers and she supported them by explaining the difference. She told them that invitations are not always the same. Some are formal while others are informal.

The teacher did most of the talking in this lesson as she was explaining. The teaching strategies that were used in this lesson were questioning, explanation and demonstration methods to develop learners' skill of writing an invitation letter. As she did the talking she also demonstrated by writing on the board the structure of an invitation letter. The kind of questions the teacher asked wanted the reasons why we should write an invitation or invite people. She then explained to the learners the importance of writing an invitation. She then used Text1 and Text 2 as examples for learners to see the difference between the two. To assess the learners' understanding she gave learners class work. Learners had to write a letter of invitation to a graduation party. They would tell if the invitation was formal or informal. The marking of work was postponed for the following day.

4.5.2 Lesson D: Analyzing a Poem

Another lesson I observed in the Grade 10 classroom focused on a poem. In this lesson I learned that poetry has the potential of developing learners' language skills. When learners do poetry, they learn many language skills such as how to use a dictionary to find the meaning of words. They develop analyzing skills as they interpret and find the meaning of the poem, moving from figurative to literal meaning. In this lesson the teacher used creativity to make the lesson interesting to learners by making it to be more visual by making use of pictures. They could link the pictures they saw with the words in the poem.

The teacher started the lesson by allowing learners to use their listening skills. She told two stories and asked them the moral of each story. Learners had to identify the difference between love and hate. In doing so she was preparing them for the poem they were about to analyze.

Learners were then asked to read a sonnet entitled: “Let me not to the marriage of true minds” by William Shakespeare. Shakespeare’s work is generally challenging to learners of English (FAL) as it uses the language of the 16th and 17th century which needs to be translated to modern English as illustrated on Appendix G.

The teacher put visual pictures on the board which showed wedding rings, love birds with cupid’s sign (sign of two lovers), a beautiful woman with red lips and cheeks, a wall which symbolizes obstacles and a clock which shows that love does not change with time, a star that guides a lost ship, etc. She also had a chart with red hearts and an image of two lovers. The teacher narrated the poem to the learners, always referring to the pictures on the board to explain the theme of the poem to make meaning.

The teacher provided learners with vocabulary and the meaning of words used in the poem.

For example, she explained lines 1-2 like this:

Let me not declare any reason why two, True minded people should not be married.

Line 3: Which changes when circumstances change

Line 6: That sees storms but is never shaken.

Line 7: Love is like a guiding star to every lost ship. In other words, there should be no reason why two people who love each other cannot be allowed to get married. Love does not change because of circumstances and it is never shaken by any storm.

In this lesson learners were encouraged to read with comprehension where they had to make meaning of the poem. This entailed making use of the new vocabulary to show their understanding of the poem. The teacher asked learners to read the poem again at home so that they could write an activity on the following day.

In my assessment, the lesson promoted learner-centered approach. In this lesson the teacher facilitated the learning process and answers came from the learners than the teacher. The poem encouraged the learners to think critically about love as the poet expresses his own view about love. Learners engaged and interacted in discussion about the issue of love which made them to think open-mindedly when they analyzed the poem.

4.5.3 Lesson E: Homophones

The last lesson I observed was a grammar lesson on Homophones (a word having the same sound as another but with different meanings). The lesson took place in a classroom with no computers. Learners were sitting in groups to allow them to discuss in groups when there was a need. The classroom was big with chalkboard, desks and tables. There were no digital resource used in this lesson.

The purpose of the lesson was to introduce learners to sounds. The lesson would give learners knowledge on how to use pun (humorous use of a word to suggest different meanings). Understanding the difference in words and their meanings would help them when they had to do poetry, novel, short stories and any kind of literature and creative writing in Grade 10 up to Grade 12. The teacher used explanation and group work strategies in this particular lesson. She stated that homophones are usually used in literature to stimulate the reader with to think about words that suggest multiple meanings. She explained that it is a word that is pronounced the same as another word but differs in meaning. She gave the following examples:

1. rose (flower) and rose (past tense of rise).

Other examples are words that are not spelt the same but sound the same, e.g.:

2. week (period of 7 days) and weak (easily broken)
3. sheep (a mammal with thick woolly coat) and ship (any large seagoing vessel)
4. tale (narrative story) and tail (hindmost part of an animal)
5. new (recent in origin) and knew (have in the mind or be able to recall)

Learners were asked to choose the correct word from a text, “A call from Auntie”. The teacher wrote the text on the chalkboard. I assumed that the teacher wrote on the chalkboard because she

did not make photocopies because of different reasons; it could be that the photocopy machine was broken. Learners wrote the text as it was and chose or decided in groups on which word was the correct answer. What was not interesting about the lesson was the fact that some learners were struggling to see the text from the chalkboard. The teacher had also brought few dictionaries which made it difficult for all the learners to be involved or to participate in the lesson. At the end of the lesson, learners were asked to swop their books and the work was marked in class.

In this section I have presented data collected by means of classroom observation. The data includes lessons which were facilitated by means of ICT and those that did not make use of ICT. In the next section I discuss common patterns and issues which have emerged from the data presented above, i.e. from the observed lessons.

4.6 Key Issues Emerging

There are five issues emerging from the data presented above. These issues pertain to pedagogy, teaching resources, scaffolding, language skills developed and learner interest and involvement in the lessons I observed. In this section I discuss each of the issues in order to give an analysis of the major or common patterns arising from the data.

4.6.1 Pedagogical Strategies

The most common pedagogical strategy used in all English lessons I observed was the question and answer strategy. For example, in lesson A the teacher made use of the computer. In this lesson different strategies were used. She used a questioning strategy to test their prior knowledge so that she could scaffold them to gain new insight into how adverts worked. She gave learners an opportunity to discuss in groups to discuss logos and catchphrases in the advert. This lesson facilitated learners' language skills because it allowed learners to read, analyze and interpret the information to make meaning of the new lesson. This ties in with Nomlomo's (2007:239) observation that the question and answer method is usually interactive and it is learner-centered as it stimulates learners to think and express their thoughts.

According to my observation, the use of ICT in this lesson facilitated learners' understanding of the lesson as they could see the adverts. The questioning strategy promoted better interaction

between the teacher and learners as they were also asking questions. The learning process was more learner-centered than to hear only the voice of the teacher. However, learners did not get an opportunity to use computers and could not explore how to do their own work using ICT.

The teacher gave support to her learners in this lesson so that they could work independently. The teacher started to give support to learners by making use of digital technology to enable them to visualize the adverts. Secondly, she explained to them why it was important to advertise. Thirdly, she explained the use of catchphrases and logos. Fourthly, she gave them an opportunity to give their own interpretation of what they saw in the adverts of MTN and Vodacom and wrote their own advert. These lesson stages are associated with scaffolding as an important activity in facilitating teaching and learning. According to (Yang & Wilson, 2006:364), literally speaking, scaffolding is a support structure that is erected around a building under construction. When the building is strong enough, the scaffolding can be removed and the building will remain strong and stable. This implies that the teacher scaffolded the learners so that they could be independent.

Similarly, the questioning and explaining strategies were used in lesson B which was taught by means of video clips. In the beginning the explaining strategy made learners to be on the receiving end because there was no input or questions from the side of the learners. Learners appeared to be confused as they did not know the process of changing from direct to indirect speech. However, the lesson started to make sense to them when they had to report what they had just seen on the television screen. In this lesson the power of ICT in language teaching was evident because learners started to show interest and started to engage in group discussions trying to get correct answers.

This implies that learners understand better if audio-visual resources are used to facilitate the teaching and learning process. These resources encourage more learner-talk than teacher-talk and they mediate learning to enable learners to construct new knowledge.

Likewise, in all the lessons which were not facilitated through the use of ICT, the question and answer strategy was dominant. In lesson C the questioning strategy was also used. Learners had a written text for creative writing in this lesson and learners had to use their imagination to understand the difference between formal and informal invitation. In the beginning learners

struggled to give answers when they were asked the difference between formal and informal invitation. This lesson allowed the transmission way of teaching whereby the teacher gave explanation with no input from the learners. The transmission approach to teaching is teacher-centered and it does not align with constructivist view which promotes learner-centered teaching strategies.

In lesson D the teacher made use of visual pictures to explain the content of the poem. She also made illustrations on the chalkboard to emphasize key points relating to the poem. Whilst the teacher was explaining, the learners were quiet but they showed interest in the lesson as she used pictures and drawings to mediate the lesson content. Even though the teacher was explaining, learners were not receiving information passively. They were asking questions about love in the context of the poem. This interaction showed that the use of visual resources can improve learner involvement and they can mediate teaching-learning process effectively, following Vygotsky's notion of mediation.

Other teaching strategies used in the English lessons included demonstrations, explanation and discussion. These strategies were used in conjunction with the question and answer teaching method. However, the teacher spent more time on explanation of the lesson content and that tended to promote teacher-centered than learner-centered teaching method as stated earlier.

Group discussion was also encouraged in one of the lessons. For example, in lesson E the teacher engaged in a conversation with learners about words that sounded the same and the effects of homophones if a person does not know the difference in meaning. Learning took place with no digital technology. Learners were sitting in groups. Group work is an interactive strategy where learners learn collaboratively. In this case learners had to choose and decide on the correct answer or word from the text they were given. In order to do this, they had to sit in groups to discuss and choose the correct answer. Group work encourages learners to explore and discover things on their own. Linked to the theory of Vygotsky (1978) group work enables learners to attain what is called a Zone of Proximal Development (ZPD) especially if they work in collaboration with more capable peers under the guidance of a teacher (2007:240). In Chapter 2 the significance of Vygotsky's theory in teaching and learning is explained. In this case group

work allowed learners to express their ideas in order to gain an understanding of their work. In other words, they made note of language to negotiate meaning of the lesson as suggested by Vygotsky's theory (1978). The teacher opened an opportunity for them to discuss the text and give the correct words. She gave out 5 dictionaries to the groups. Some were debating about answers from the dictionary, whilst others were complaining that they did not see what was written on the board. The teacher could have used PowerPoint presentation if she was to use ICT for the discussion to be open for everyone.

4.6.2 Digital Resources in English Teaching and Learning

The teacher used ICT teaching resources like computer and the internet in lesson A. During this lesson learners did not use ICT as it was the teacher who was using internet to get to the pictures and phrases of MTN and Vodacom. Learners could develop reading, writing, speaking and analyzing skills. The educational potential of technology has more to do with pedagogy than with technology (Cummins, Brown, Sayers 2007:91). The teacher can make use of ICT as a teaching tool but the pedagogical strategies also play an important role in conveying the lesson content.

I observed that learners were very attentive and showed interest when the teacher used ICT. However, the teacher was the only one who used ICT and learners had no access to the computers. In the computer laboratory where the lesson took place there were about 30 computers and 50 learners. The computers could not be used because they were not connected to internet. Although the learners were interested in the computer-assisted lesson, they were not provided with the opportunity to use the computers. The teacher improvised by facilitating a learner-centered and interactive lesson by using a question based approach.

In the other lesson which took place in the media room, the teacher made use of various resources such as the whiteboard for the teacher to write on, the television where learners watched a short video clip for the class activity, a DVD player and notes for learners which explained how a sentence changes from direct to indirect speech. Learners had fun in watching the video clip on the TV screen and they had to report what they had watched. Learners were more involved in this lesson as they were engaged in a number of activities which included

reading the notes that were prepared by the teacher and they had to report on the video clip they watched.

The digital resources that were used promoted learner-centred lessons. From these ICT supported lessons I learnt that the use of ICT alone without interactive pedagogy does not necessarily promote learner-centred teaching approaches. It is crucial that teachers become creative and innovative in using ICT as a tool for effective language teaching and learning. It is also important that learners make use of digital resources themselves to make teaching and learning more meaningful and interesting.

4.6.3 Other Resources used in the English classroom

Some of the lessons were not ICT supported and then took place in a normal classroom. For example, in lesson C the teacher had copies of a short transactional text which related to the formal and the informal invitation. There were desks and a chalkboard. There were no pictures on the wall that could be used as teaching aids or learning material or any other literacy development material. The two texts the teacher gave to learners were the only resources to indicate the difference between the formal and informal invitation. The texts were useful as they gave guidance to learners.

Other resources used in the Grade 10 English classroom included pictures and drawings, in addition to written texts. For example in lesson D, the teacher made use of photocopies of a sonnet, “Let me not to the marriage of true minds”, which were taken from a poetry book. In this lesson the teacher used her creativity by drawing pictures to teach the poem using different colours of chalk and a chart with pictures with red hearts and an image of two lovers. The teacher succeeded in supporting learners even though there was no ICT to support the lesson. The teacher’s creativity enabled learners to visualize the poem and be able to contextualize the phrases in the poem. Learners’ participation in the poem reflected their understanding of the poem. Learners were engaged in a discussion. However, due to limited resources such as dictionaries, some of the lessons were not properly taught. The lesson was learner-centered without ICT as a resource as the teacher was innovative in terms of making use of other teaching resources.

These lessons developed learners' language skills such as reading, speaking and writing. These skills are important in language learning, both as a Home or Additional Language (NCS, 2005). However, more resources could have been used in these lessons to provide learners with sufficient exposure to the language (English), particularly that they used the language in the classroom only. In relation to Krashen's Input Hypothesis discussed in Chapter 2, the learners should be provided with meaningful and comprehensive input which supports language learning or acquisition. The data presented in this chapter, however, indicate that learners had limited input, both in ICT and in language use due to limited resources. Obviously, if the input is limited and impoverished, the output in terms of language development and use would be negatively affected. The input from the teacher has implications for learner involvement and participation in English lessons as discussed in the next section.

4.6.4 Learner Participation

Active learner involvement is one of the important aspects of the teaching-learning process promoted by the current South African curriculum policy (NCS, 2005). If learners are actively involved in lessons, they are able to construct knowledge in meaningful ways. The use of ICT in lesson A gave learners a chance to read with comprehension, analyze the logo catchphrases of the advert and to write persuasive texts on their own. These skills were developed because learners were able to understand what catchphrases mean. They were able to analyze the logos of the adverts by discussing and sharing ideas with others in class.

Learners also worked in groups as they reported on the television scenario. According to constructivists group work which forms part of co-operative learning develops learners' various skills such as speaking, problem-solving and decision-making. Learners select what to focus on as they learn, how that happens depends on the social purposes of the activity (Yang & Wilson, 2006:364). The more learners are involved in their learning process, the better is the output as they construct meaning on their own while getting support from the teacher.

All the lessons developed the learners' listening, reading, writing, speaking and comprehensions skills which were assessed in different ways. The presented data, however, shows that learner

involvement and interest were more in the ICT supported lessons. This shows that ICT integration in lessons could lead to better, active participation by learners with better opportunities for successful learning, especially if they are given an opportunity to use ICT on their own. On the contrary, traditional teaching methods encourage passive learning which is associated with rote learning.

4.7 Summary Classroom Observation

Data from observations aimed at describing what took place in Grade 10 English lessons with regard to ICT integration. Data presentation also aimed at investigating the digital resources and other resources used in the English classroom in order to determine the extent to which they facilitated the development of language skills in English. The teacher's pedagogical strategies were also analyzed.

The lessons that were observed were 5 in total and were conducted in different venues in the school. Out of 5 observed lessons, 2 lessons made use of digital technology or ICT. The first lesson with ICT took place in the computer laboratory and the second lesson was in the media room. The other 3 lessons took place in an ordinary classroom without ICT. All 5 lessons focused on the development of reading and writing skills by means of teaching grammar, creative writing, language development and literature. The teacher used different teaching strategies in each lesson. Learners seemed to be enthusiastic whenever lessons took place in an ICT environment. The learners' participation was not active when lessons were not supported by ICT. ICT integration encourages learner-centred approach which is associated with more learner involvement and active learning.

In the next section I present and analyze data from interviews. The interviews were conducted with teachers and learners as discussed in the previous chapter.

4.8 Data from Interviews

The data presented in this section were collected from different teachers including the Principal, the Head of English and the Grade 10 English teacher. Data from learner interviews are also presented and analyzed in order to identify themes and patterns which correlate with the research

questions and objectives stated in the first chapter of this study. Firstly I present data from teacher interviews.

On my first day of visit to the school I met two of the Grade 10 English teachers and the HOD. After a brief session about the aim of the research study teachers agreed that one teacher was to be involved in the study. The reason behind this arrangement was this teacher confirmed that she sometimes made use of ICT in her lessons. Therefore it was agreed that data should be collected in one Grade 10 class.

4.9 Teachers

4.9.1 The English Teacher

With regard to the importance of ICT in English language teaching, the teacher responded that ICT is a good tool which enables learners to visualize things. She said that learners have more fun when they learn with ICT. It makes the learning process relaxed and learners develop enthusiasm, especially when it comes to English language learning.

According to the English teacher, the strength of ICT in English teaching is that it is an audio-visual tool i.e. learners can see and hear it. She said that learners like things that are technical in this modern world, and the lack of resources is a disadvantage for English L2 especially in disadvantaged schools. These are her words:

It is good learners see things visually even if they have not seen something before they understand better when they see it, and they have more fun which makes them to be more enthusiastic towards learning the English language with ICT. The strength is on the visual and hearing aspect of it; learners like things that are technical in this modern world, and another problem is the lack of resources it is a disadvantage for English L2 especially in “previously disadvantaged” schools

(Interview with Grade 10 English Teacher: 18 May 2011).

The English teacher said that teaching with technology is a very nice experience because learners engage more with visuals as they learn. The pictures make visual literacy a pleasant learning process for learners. She added that with technology learning is not

about the teacher doing the talking all the time, digital devices give the learner another scope.

The teacher said that she had noticed that learners were interested in using computers as digital resources. However, she said that learners had not touched computers during an English lesson. The reason behind this was that not all the computers were connected to the internet except for the one that was used by the teacher. She used a demonstration strategy in order to show them the programmes she used from the computer. Learners, however, listened to other digital resources like radio with learning programmes. They also used Mxit, using a cell phone or a computer. Mxit is a social network where people chat and communicate for various reasons. Some learners write to their friends through Mxit using English as a language of communication though they use slang when they write these text messages.

When the English teacher was asked about the kind of digital technology that would best support her method of teaching reading and writing, she said that PowerPoint Presentation and the internet were appropriate. With regard to internet she said that she could download video clips and worksheets. In that way learners would be able to interact with online programmes that speak and read like the programme in TELEMATICS designed for Grade 12 and also with Google. She went on to say that learners could also look for online dictionary, read and also learn to pronounce English words correctly

According to the English teacher, she sometimes uses digital equipments like the laptop in English lessons. When using her own laptop for PowerPoint presentation in class, she moves around with the laptop to show learners that particular presentation. The digital programmes she uses include software programmes from the mobile phone to the laptop and from the laptop to the mobile phone. Some other digital equipments that are used include phone speakers, data projector, audio CDs, DVD writers, flash drive and external computer hard drive. All the above mentioned equipments are used by the teacher in the class, in the computer laboratory and in the media room to make an English lesson interesting and fun. However, I did not see her using some of these resources during my observation period as she only used a computer, a video clip and a television set.

Regarding learner access to ICT, the English teacher explained that there were no opportunities for learners to explore ICT in the classroom. She said that lack of access to ICT is one of the barriers to learning because learners also wanted to work with computers and other digital devices. If the teacher is the only one using the computer, learners get bored and this may affect the teaching-learning process negatively.

When I had an informal conversation with two Grade 10 English teachers, they said that there was no time given in the school time-table for learners to use and practice ICT use in the computer laboratory. They also confirmed that there was no software available for English Grade 10 to 12. The teacher who sometimes used ICT in her lessons stated that the only digital resource she had used was the use of a CD-ROM in a DVD player to develop learners' listening skills.

The English teacher expressed that to teach without technology is not a nice experience because she has to move around with notes from class to class and write on the chalkboard. She said that with technology a teacher can use a PowerPoint Presentation where she does not really have to photocopy everything. She mentioned that it is good to make use of a computer laboratory because all the equipment is there. Another point she made was to have a worksheets, maybe from the data projector connected to the laptop or to an Interactive Whiteboard if it is available at school.

Concerning assessment in using ICT in English learning, the teacher was of the view that learners could only be assessed through questioning. This strategy would only allow learners to retrieve what was demonstrated to them, and no practical assessment could be done. This is how she responded:

One would have to use the old school method of teaching and compare with the computer technology, it can be picked up in the way of questioning them which will determine the way they respond to questions, I think that would be a standard way of assessing if there is any improvement with the use of technology

(Interview with Grade 10 English Teacher: 18 May 2011).

The above teachers' utterance shows that teaching with ICT is an innovation which could be supported with other teaching strategies to promote used learner-centeredness.

Some of the teacher's responses corresponded with my observation data. For instance, I observed that learners were not given an opportunity to use computers, although the lessons were conducted in the computer laboratory. Apart from the insufficient number of computers to cater for 50 learners, there was no internet connection to facilitate ICT integration in English lessons by involving all learners. Below I present data from the Head of Division (English).

4.9.2 Interview with the Head of Department (HOD)

Earlier on before the interviews, I had an informal conversation with the HOD. She seemed to have expertise on the integration of ICT in English Additional Language. Also, as the Head of the English Department she guided the teachers on how to be innovative in order to develop the learners' level of literacy. She mentioned how she tried to be innovative with her learners of Grade 12.

Her input on how learners were exposed to digital literacy and practices was that she tried other mechanisms to expose Grade 12 learners to video clips that she downloaded from the internet for learning poetry. She mentioned that she finds other alternatives in order to get her Grade 12 learners to the laboratory for English lessons as there was no time given for English in the computer laboratory. As a matter of fact, later on that day after speaking with the HOD I was told by the principal to go and have a look in the computer laboratory. When I got inside I found the HOD with the Grade 12 learners. I could not observe that lesson as I felt that for ethical reasons my study focused on Grade 10 and the use of ICT in English, and observing a Grade 12 lesson would be a breach of agreement with the teachers.

In the actual interview the HOD of English mentioned that ICT has the ability to develop learners' literacy skills. She stated that the only problem was with learner demographics or the big numbers in classes. Classes were overcrowded, and learners could not use the laboratory effectively irrespective of the fact that there was no programme available for Grade 10. She mentioned that there was an "I READ" programme which trained Grade 8 and 9 learners how to read with an understanding and to pronounce words correctly. She stated that the problem still remained with Grades 8 and 9 classes as there were too many learners in a class to use even the "I READ" programme effectively. She went on to emphasize that the resources were limited,

with two laboratories that were used by Grades 8 and 9 learners. They were focusing on Grades 8 and 9 to enhance their reading skills. She said that where it was possible she tried to take learners to the laboratory to show them video clips, but unfortunately the laboratory was always used for Mathematics, Physics, Mathematics Literacy or Computer Application Technology (CAT). It became clear that there was not much time for English lessons to be conducted in the computer laboratory. The limited time was mentioned as a barrier to ICT integration in English.

She mentioned a media room which exposed learners to different digital resources. There were certain lessons that were taught with the aid of DVDs for learners to comprehend better. She continued to say that their school also had TELEMATICS programme for Grade 12 which aimed at improving academic results in all the learning areas. For English First Additional Language the programme covered Paper 1, Paper 2 and Paper 3.

Paper 1 assesses learners' understanding of language use, Paper 2 assesses the knowledge of the prescribed genres in literature and Paper 3 assesses learners' creative writing. With TELEMATICS learners can communicate live with teachers from the studio or they can watch a DVD from a special television screen. She said these were extra facilities that could be integrated to English teaching to help learners improve in reading and writing.

The HOD said that she had taken some measures in supporting teachers on the use of digital resources. She personally trained teachers on computer skills and showed them how to download programmes from You Tube. She has also downloaded programmes for Grade 12 learners to visualize hunting in a poem they watched on the screen. She said that visualizing the poem made it easy for learners to understand and that is why she supported the use of digital resources in English teaching.

In addressing the challenge of lack of computer skills for English teachers, the HOD stated that all teachers had been given an opportunity to go for computer training through the Khanya Project from the WCED. The Khanya Project presented workshops for teachers of all learning areas including English teachers. She added that she had also conducted a workshop for English teachers to equip them with ICT skills for their lessons.

With regard to barriers to the use of ICT, the HOD of English concluded that she believed that computer technology was a tool that would enhance English Additional Language learning

although there were certain problems that hindered the use of ICT at her school. For example, there were too many learners in a class which made it difficult to use the laboratory effectively. Another barrier was the limited number of computers and other resources. There were two computer laboratories with 30 computers each and at the moment they were used by Grades 8 and 9 for literacy skills development. However, she mentioned that it was hoped that there would be a focus on Grades 10-12 referred to as the Further Education and Training (FET) phase in the near future to enhance learners' reading and writing skills. Another barrier she mentioned was that there was not enough time given for English classes to go to the computer laboratory. Therefore, there was a barrier regarding access to the computer laboratory and other digital resources for Grade 10 English.

4.9.3 Interview with the Principal

The Principal's view about ICT was that it plays an important role in English teaching as English is not the mother tongue to learners. ICT would then be of assistance to learners in enhancing and improving their language skills. He continued to say that if learners got adequate language proficiency in English, that would help them with content subjects as they were taught through the English medium in all subjects. Adequate competency in English was likely to improve their final academic results as they did not get sufficient exposure to English.

The school Principal also confirmed the availability of the "I READ" programme which has been mentioned earlier on. He stated that learners were encouraged to attend the library to improve their reading ability and the ability to comprehend what they read. He also mentioned that there was a media room which exposed learners to different digital resources and teachers used DVDs to teach certain chapters in the syllabus. The school also had the TELEMATICS programme for Grade 12 which is an initiative from the Western Cape Education Department (WCED) on the use of ICT. The Principal believed that these extra facilities would help a learner to improve writing and reading skills in English. However, it was unclear if all teachers used the available digital resources.

The Principal confirmed that he had taken some measures to support teachers on the use of ICT in the classroom. He said that starting from the previous term the school had infused a library period for each and every class to go to the library. He said that going to the library exposed

learners to digital literacy because the school had the “I READ” programme and the period for doing Mathematics with computers.

According to the school Principal most teachers at school should be computer literate. He said:

Most teachers must be computer literate because in the beginning of the year the school has an in service training whereby it is expected that each teacher has access to computers for marks capturing and have access to templates that are embedded to the hardware of the computer so that they are able to type their own question papers in specific standard for standardized quality of work. In that way teachers are exposed to computer use.

(Interview with the School Principal)

The Principal maintained that there was a provision for teachers to help them with computer literacy. Teachers ought to make use of these trainings for the integration of subjects with ICT. Although the Principal claimed that digital resources were available at the school, the above response indicates that teachers are expected to be computer literate to be able to use the computers for administrative purposes only. In his response there is nothing mentioned about using computers for English teaching. This raises concerns in terms of the extent to which schools make use of the digital resources supplied by the WCED for effective teaching and learning.

4.10 Learners’ Interviews

Regarding the availability of digital resources at their school, the learners confirmed that there were certain digital devices like TV, radio, DVDs, computers and cell-phones. Some of these digital devices were used for their school work. For example, they said that they were able to learn English words and spelling from what was written on TV. They could read from the TV screen and f the cell phone messages and that helped them to write English better.

Learners saw the importance of digital resources for English learning. Learners said that digital devices helped them to understand work better. For example, with computers they learned how to read and write difficult English words. Digital technology helped them to do their research. For instance if they had been given work or a project to research on by their teachers for other

subjects, they got information from the computers in the library so that they could be able to present in class.

Learners confirmed that during an English lesson they had only watched a movie which was related to comprehension test. They said except for that they used learning with computers mostly for Mathematics and not for English. The learners' response confirmed my suspicion and observation that English teachers made limited use of computers or ICT in their teaching. In a period of 5 weeks of classroom observation in the Grade 10 English, only two lessons were taught by means of ICT. This implies that learners had limited access to ICT although they showed great interest in being taught through ICT.

4.11 Key Issues Emerging from Interviews

There are four issues emerging from the interview data presented above. These issues pertain to the significance of ICT, the available digital devices for Grade 10, support to teachers and learners on the use of ICT and the challenges or barriers to ICT use in teaching and learning. In the following section I discuss each of the issues in order to give an understanding of the major or common patterns arising from the data.

4.11.1 Available Digital Devices for Grade 10

According to the school Principal there were ICT resources available in the school, including the two computer laboratories and the media room to enhance learners' reading and writing skills. However, the Principal mentioned the "I READ" programme which was for Grades 8 and 9 and TELEMATICS for Grade 12. Reporting on her research on ICT use in one of the schools in Cape Town, Gudmundsdottir (2011:60) says:

The majority of learners have isiXhosa as their home language. There were two grade seven classes in the school, each with 49 learners and there were 24 computers in the computer room. In Xolani, the computer use in grade seven was organized through Cami maths with occasional assignments using Microsoft Word. The class used the Internet in only one lesson during the observation of a six-month fieldwork period.

Gudmundsdottir's (2011) observation concurs with my own observation at Ekukhanyeni High School. Although the school was provided with computers, the number of learners was higher

than the number of computers. Learners had very limited time to use the computers for learning English as the computers were mainly used for Mathematics. As mentioned earlier, I observed one lesson conducted through the use of computers during the five weeks of my fieldwork.

The school has an “I READ” programme which is currently used for Grades 8 and 9 to enhance their reading skill. The school also has a programme for Grade 12 which is called TELEMATICS. This programme aims at giving support to Grade 12 learners so that they improve their results in all learning areas through the use of technology.

What transpired from the Principal’s and HOD’s responses was that there was no provision for Grade 10 in terms of ICT programmes and devices. The available digital devices were for Grades 8, 9 and 12 and not for Grade 10. In other words, the enhancement of reading and writing skills through technology was only possible in the above mentioned grades, if at all. Similarly, Gudmundsdottir (2011) had the same experience in another school in Cape Town. This indicates that many schools have access to computers but they are used by certain grades for certain subjects and in most cases they are barely used. This observation corresponds with Spencer-Smith’s (2011) finding that in many disadvantaged schools in the Western Cape the computers are not used for teaching and learning purposes.

4.11.2 Significance of ICT in Teaching and Learning

The teachers that were interviewed including the Principal, HOD and subject teacher regard ICT as an important tool in teaching and learning. The Principal’s point of view was the fact that the learners of Ekukhanyeni speak English as a second language and they are taught through English medium. Their Home Language is isiXhosa; therefore, they need assistance in order to have language proficiency with English. He saw ICT as a significant tool in enhancing reading and writing skills.

Likewise, the HOD fully supported the use of ICT for English First Additional Language. Her motivation was that ICT has the potential to enhance English L2 learning. According to the HOD some digital devices are available in the school but not for Grade 10. For example, the aforementioned “I READ and TELEMATICS” programmes are for Grades 8, 9 and 12.

During an interview with the subject teacher it became clear that ICT is significant in language teaching and learning. According to Nomlomo (2007:239) language is a very important tool as means of communication to enable learners to talk, think, read and write. This indicates that the use of ICT in language learning could strengthen these skills, especially if learners are given opportunities to use them to their advantage. Similarly, the teacher was of the view that with the use of ICT learners could visualize everything and that made them understand better what they were learning, giving them enthusiasm to think, talk, read and write more. Such engagements had a potential to improve the learners' proficiency in English. Chappelle (2010:27) says that research on issues of technology for L2 language learning might help applied linguists to understand how long learners interact and learn many options made available by new technologies.

Learners showed excitement about using ICT for English learning. They mentioned how they used television to learn spelling and vocabulary and the use of cell-phones to write messages. Sometimes when they had a project for other learning areas, they would go to the library to use computers and get information from the Internet. Ncoyini (2006) states that the application of ICT in public libraries have developed services that focus on the needs of the community, like the learner's need to use internet and computers. The provision of ICT to schools is in line with meeting the needs of the school community i.e. teachers and learners.

All the respondents in this study concur that digital technology is a tool which is very important in the teaching-learning process. Each one of them had a different perspective on why ICT is important. The concern of the principal, for example, was related to the fact that learners needed to be proficient in English as a Second Language and that would be possible through ICT. The Head of Department for English also believed that ICT is a tool to enhance English teaching and learning. The subject teacher expressed the visual and cognitive perspective of integrating ICT in teaching. The digital technology that is used by learners at school is mostly available at their homes, and at the public library. In the public libraries there are computers that are used by the public including learners from different schools. Grade 10 learners mentioned that they always made use of these computers for the projects in other subjects such as Mathematics. This is an indication that ICT is associated with Mathematics and Science subjects only.

4.11.3 Support in ICT use

The school Principal arranged with the Western Cape Education Department (WCED) for teachers to be trained on computer skills. He confirms that teachers were trained in order for them to be able to capture marks and have access to school hardware.

The HOD also gives training to English teachers and those of other learning areas. She shows them how to download information and video clips from You Tube. Teachers also get training from the Western Cape Education Department (WCED). However, this training is not related to the integration of subjects with ICT but it is for administrative purposes.

From what was said by the teacher I picked up that she is struggling to make use of ICT for English lessons in the school because there is no time given for English Grade 10 lessons. In order for the teacher to use ICT in class, she makes use of her own laptop in a class that has no ICT material. The subject teacher finds it easy to teach using ICT as she states that learners get more enthusiastic to learn English, when lessons are done with ICT there is more fun. She also gets support from the HOD as the subject teacher.

The school Principal and the HOD, as part of the School Management Team see to it that teachers get trained for computer literacy. However, the Principal manages the training of teachers in general from the WCED while the HOD sees to the training of English teachers for integration of English with ICT.

There seems to be little understanding on what the ICT resources should be used for in the school. The Principal mentioned that teachers had to be trained to capture marks only while the objective of the Khanya project was to train teachers on how to integrate ICT in their teaching. The English teacher confirms that there is no time in the school given for Grade 10 to use the computer lab. This clearly shows that there is insufficient training for teachers to integrate ICT in their teaching. It appears that the Principal expects them to acquire computer skills to capture marks only. This does not address the aims of the White Paper Policy on ICT which put emphasis on the integration of ICT in teaching.

4.11.4 Barriers to ICT Integration

Although the Principal made no mention of barriers to the use of ICT as the school has digital resources which are used for certain grades and subjects, it appears that the training that teachers received was not related to the integration of English First Additional Language with ICT. This implies that insufficient training is one of the barriers to ICT integration in Grade 10 English.

According to the HOD it is not easy to access the computer laboratory as an English teacher at the school. The reason for this is that there are certain subjects like Mathematics, Mathematics Literacy and Computer Applications Technology (CAT) that are meant to use the computer laboratory as a classroom. She says if she wants to use the computer laboratory for Grade 12 learners she must make a special arrangement or find a way of getting in. As an HOD these are the challenges she is faced with in integrating English First Additional Language with ICT in all grades. In her study, Gudmundsdottir (2011:1) looked on the digital divide in South African classrooms and she investigated how increased access to computers may increase opportunities for “previously disadvantaged” learners and worsen the social divides. One of her findings was that these schools did not make adequate use of the computers. In this study, the lack of resources and time to use ICT for English learning is a barrier to the development of digital literacy to improve the level of literacy to learners at Ekukhanyeni High School.

Due to lack of resources and access to digital resources, teaching English L2 is a challenge as learners also struggle with language acquisition. Waller (2010) says that damage has already been made because new literacy studies are not made part of literacy. He is critical of the fact that the approaches to teaching literacy show that teachers teach literacy in isolation and not in context. The above has pedagogical implications for teaching literacy as these approaches promote teacher-centered and transmission way of teaching which is not learner-centred. In this study some of the pedagogical strategies employed by teachers did not promote interaction in terms of allowing learners to work with ICT. This could be attributed to a number of factors such as limited number of computers, lack of internet connection and teachers’ inadequate computer skills.

Learners mentioned that they did not always go to the computer laboratory for English lessons. They went there for Mathematics lessons. However, they said they had used the media room for

one English lesson only. This indicates that learners had very limited access to ICT although they showed interest and enthusiasm in engaging with it.

All the respondents have agreed that there are barriers on the use of ICT for integration with English learning except for the school Principal who does not mention the issue of Grade 10 having limited access as one of the challenges the school is faced with. The HOD mentions the exact subjects that use ICT officially, namely Mathematics, Physics and CAT. The only programme which is available for English is “I READ” which is used by Grades 8 and 9. There is no time allocated for Grade 10 for ICT use except when the HOD finds the laboratory free and she takes her Grade 12 class for English lessons. Learners also agree that they only go to the computer lab for Mathematics lessons only.

All these responses show that there are a number of barriers to the use of ICT at Ekukhanyeni High School. These barriers include limited digital resources, lack of time for ICT lessons, inadequate teacher training and limited access to ICT by Grade 10 learners, particularly in English teaching and learning.

4.12 Summary of Interviews

Interview data involved the subject teacher, the HOD, the Principal and learners. The respondents had similar concerns which include the lack of access to the computer laboratory for English teaching and learning. There were no major differences and contradictions in the interview questions relating to ICT integration in Grade 10 English. Another common ground is the ICT programmes that are used in the school from the WCED which do not include Grade 10 English teaching and learning with ICT.

The observation data that were collected corresponds with the interview data. For example, out of five lesson observations, only one lesson was conducted in the computer laboratory. For that lesson to take place in the computer room, the subject teacher had to make a special arrangement to use the laboratory during the period of a Mathematics teacher who was absent so as to gain access to the laboratory for English lesson. This confirms the fact that English teachers and learners have very limited access to ICT at Ekukhanyeni High School.

4.13 Summary and Conclusion

The chapter focused on the analysis and discussion of data. It analyzed and discussed the data that were collected through observations and interviews. The data on observations were presented first, followed by the interviews using the qualitative thematic analysis. The chapter is supported by qualitative data analysis in order to elicit the findings of the data that were collected in a Grade 10 class on the use of ICT in English L2 teaching and learning. What came out of the key issues in both observation and interview data shows that there is a link between the pedagogical strategies employed by English teachers and the use of ICT in lessons. There are other challenges like lack of resources and access which makes it difficult to integrate ICT with English teaching and learning. The findings of this study will be discussed in the next chapter with recommendations.



CHAPTER 5: RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter I discuss the overall findings of the study which emerged from the data presented and analyzed in the previous chapter. The chapter also draws a conclusion on the basis of the findings which reflects key issues relating to the research problem and questions stated in the first chapter of this study. The main research question addressed is the integration of ICT in the teaching and learning of Grade 10 English First Additional Language. Specifically, the findings address the following broad areas:

- Digital resources to which teachers and learners are exposed in the English (FAL) classroom.
- How the digital resources are used to enhance learners' language skills such as reading and writing.
- Support available to teachers in integrating ICT in teaching English.
- Barriers to the use of ICT in English teaching and learning
- The implications of ICT integration for English (FAL) teaching and learning in Grade 10.

On the basis of the findings, this chapter gives some recommendations on how ICT could be used effectively to facilitate English First Additional Language in disadvantaged schools. It also identifies areas to be explored for further research in ICT and language teaching.

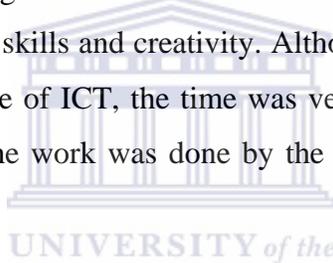
5.2 Discussion of findings

5.2.1 Teachers' and learners' limited access and exposure to digital literacy

As stated in the first chapter of this study, the Western Cape Education Department (WCED) provided some digital resources to schools, particularly disadvantaged schools through the Khanya Project in order to promote the use of technology in teaching and learning. These digital

resources include computers, data projectors and interactive whiteboards (in some schools), television sets, DVDs, etc. The data analyzed in Chapter 4 shows that although these resources are available at Ekukhanyeni High School, both teachers and learners had limited access to them, and do not take advantage of them to facilitate the teaching-learning process. As shown in the data, two English lessons only made use of ICT during the five weeks of my field work at the school. One lesson was taught through a computer, and another lesson was taught through a television and DVD. Although the teacher showed interest in integrating ICT in her teaching, with good ideas and enthusiasm on how to make her lessons exciting to her learners, there was no time for her to implement her innovative ideas. It was taken for granted that the digital resources were to be used for mathematics and science lessons only, and there was no time allotted to other subjects on the timetable.

In both lessons learners did not get a chance to work independently to explore the digital resources and to develop language skills and creativity. Although the learners showed interest in both lessons taught through the use of ICT, the time was very short for learners to gain digital knowledge or literacy. Most of the work was done by the teacher through talk, within a very short space of time.



This finding corresponds with Gudmundsdottir's (2009) claim that access to ICT is influenced by factors such as material access, mental access, skills access and usage access as discussed in the second chapter of this study. The study shows that the school has material access to ICT as there are computers supplied by the Khanya Project, though there are few of them in relation to the school enrollment. There is limited mental, skills and usage access as the majority of teachers have limited digital competence and are not motivated to use ICT in their teaching. The findings of a similar and recent study by Spencer-Smith (2011) show that the availability of computers in some schools involved in the Khanya Project in the Western did not make any difference on learners' academic performance in mathematics. One of the factors which did not have a positive impact on learners' work was that the computers were not used for the purpose that was envisaged by the Khanya Project (Spencer-Smith, 2011).

5.2.2 ICT use encourages active teacher-learner interaction in English lessons

Reading and writing with comprehension are important in developing learners' literacy skills.

In this study the use of ICT encouraged learner participation in lessons A and B presented in Chapter 4. In lesson A which took place in the computer laboratory, learners were able to read and discuss the phrases they saw on the screen. They were able to write their own advert independently. The use of ICT stimulated learners' interest as they could see and could make their own meaning of the lessons. For example, when they watched a DVD they could listen and visualize to the different forms of speech (i.e. Direct and Indirect). They could discuss what they saw with the teacher and with each other. In this way the learners were expressing their own views, and were making sense of what they saw. In their discussion they were making use of language to make meaning of the lesson.

According to the theory of social constructivism children can be assisted to construct meaningful knowledge during teaching and learning through mediation and scaffolding. This means that the teacher becomes a mediator in the teaching process when he/she provides learners with opportunities to make meaning of what they learn. In this study the most common strategy used by the teacher was the question and answer method which promoted interaction between the teacher and her learners. According to Tinio (2002) the use of technology encourages a learner-centered way of teaching and not a teacher-centered approach to teaching and learning. As discussed in Chapter 2 ICT use is associated with interactive teaching instead of transmission teaching.

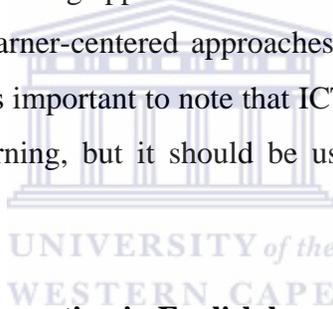
5.2.3 Pedagogical strategies influence ICT use and English teaching and learning

The analyzed data show that the Grade 10 teacher made use of different strategies to teach English. The observed lessons presented in the previous chapter show different language aspects that were taught namely, creative writing (advertisement and letter of invitation), grammar (direct and indirect speech, homophones) and literature (poem). Two of the lessons were taught through the use of ICT and other lessons were taught without ICT.

Although the teacher tried to be creative by making some drawings, some of her teaching approaches were less interactive. For instance, in some cases the teacher gave long explanations

and learners had to keep quiet. When the teacher talks more than the learners in a lesson, this keeps learners passive and they do not use the language to communicate with each other. Learners' language skills develop through listening, speaking, reading and writing. If they are not given a chance to develop these skills, their language learning is impoverished. Learners do not read or write with comprehension when they are not exposed to reading and writing tasks.

The use of ICT teaching brings the difference between traditional or transmission way of teaching and the contemporary or innovative way of teaching. The traditional way of teaching allows the teacher to transmit knowledge to the learner without the active involvement of the learner. This kind of teaching is teacher-centered and is not concerned with the learners' understanding and application of knowledge and skills. On the other hand, interactive teaching allows learners to explore experiment and think creatively and independently. The use of ICT is likely to lead to learner-centered teaching approaches if used creatively and learners are given an opportunity to explore its use. Learner-centered approaches often lead to better understanding and application of knowledge. It is important to note that ICT use should not replace the teacher as mediator and facilitator of learning, but it should be used as a tool to complement other strategies used by the teacher.



5.2.4 Intrinsic barriers to ICT integration in English lessons

The data analyzed in the previous chapter show that only one Grade 10 teacher was interested in using ICT in her teaching, otherwise the other two teachers had never used ICT in teaching English lessons and did not show any interest in using it. The lack of their enthusiasm could be associated with their lack of technological skills, particularly computer skills. The teachers' lack of adequate computer literacy skills can be explained in terms of Halvorsen's (2009) ICT stages, namely emerging, application and reflective stages as discussed in Chapter 2. In the context of this study, most of the teachers at Ekukhanyeni High School are still in the emerging phase of ICT development as computers are used for administrative purposes only e.g. to process learners' marks. There are very few teachers who are at the application phase. Teachers at this stage are aware of the benefits of ICT in teaching and learning and they show interest and enthusiasm in the use of digital resources in their teaching. However, there were few teachers who showed interest in ICT use. Out of three Grade 10 teachers, only one of them showed

interest in ICT use and who made attempts to integrate ICT in her teaching as discussed in the previous chapter. This finding shows that there are intrinsic barriers which impact on the use of ICT in the school. Intrinsic barriers include attitudes, beliefs, practices and resistance towards ICT (Bingimlas, 2009). These barriers could be associated with limited digital literacy and fears or anxiety in using ICT in teaching and learning.

Teachers who use ICT in their lessons give learners an opportunity to explore and develop independent thinking. Language acquisition (first or second), occurs when comprehension of real messages occurs. Krashen's Input Hypothesis theory enables us to understand the relationship between the input and output in teaching and learning. In this study this theory is useful in explaining that teachers' and learners' limited access to ICT impacts on their digital literacy skills. In other words, there is insufficient input or reinforcement for both teachers and learners to explore ICT to develop adequate skills to understand and use the new technology in the teaching-learning process (i.e. output).

5.2.5 Extrinsic barriers to digital literacy

This study also shows that extrinsic barriers have an effect on the integration of ICT in English teaching. In chapter 2 it has been explained that extrinsic barriers include the time available to make use of ICT, resources, teacher training and support in the use of ICT. As there was limited access to the computer laboratory, the teacher who participated in the study reported that she would sometimes use her own laptop for her lessons as she could not get access to the computer laboratory.

Limited digital resources in the school were another barrier to the use of ICT in English. The school has 1378 learners and two computer laboratories. The media room which is also used as the school library has one television set. This means that the infrastructure of the school is not conducive for ICT integration as the available resources are limited to cater for the large learner enrollment of the school.

Apart from using computers, the teachers did not make use of other resources such as television, videos, which were available at school. There was also no time allotted English in computer laboratories and in the media centre for teachers to use these resources. They had to make their

own time to make use of ICT in their teaching. Due to the limited training and support, most of the teachers are not computer literate. If the teachers' level of computer literacy is low, it is unlikely that they would be confident and interested in using ICT in their teaching.

Another finding of the study is that English (FAL) teachers did not get training in using ICT as a teaching tool. According to teachers, they were trained by the Khanya Project at the beginning of the year. They were trained on how to use computers for administrative work i.e. to capture marks. Although the English HOD stated that she gave training to teachers in her department, my observation was that the training made no difference as most of the Grade 10 English teachers were not computer literate except the teacher who was involved in the study. The support that the HOD gave to the teachers in her department was not supported by senior management and the Department of Education. In the interview the Principal of Ekukhanyeni mentioned that teachers got training at the beginning of the year on how to use computers to capture marks. The support that was mentioned by the principal for teachers is for administrative purposes only. This relates to Lawrence's (2009:85) claim that the availability of computers in schools does not guarantee successful integration of ICT in teaching and learning. As there are no guidelines for teachers on how to implement ICT in their teaching, the ICT resources are not used.

The study also found out that there are no ICT programmes for Grade 10 English at the school. The data shows that there is an ICT programme aimed at enhancing reading for Grade 8 and 9 learners only. The programme is offered by the WCED to improve the level of literacy in the General Education and Training (GET) phase. The Western Cape Education Department also has a programme called TELEMATICS which is designed for the Grade 12 learners across subject areas. This finding shows that the WCED made ICT provision for the exit levels of the GET (Grades 1 – 9) and FET phases (Grades 10 – 12). As Grade 10 is the foundation of the FET phase, it is important that the department lays a solid foundation and pays more attention to this grade for better results at Grade 12.

5.3. Implications of ICT integration for English teaching and learning

As a result of advancement on technology in this century, children are exposed to multimodal and digital literacies or ICT. The majority of children are very creative and technologically competent. They make use of digital devices for communication purposes such as Facebook, miXit, text messages, etc. These digital literacies can be useful tools in the language classroom if they are used effectively. They can be used to create multimodal texts to enhance their literacy skills. For example, Waller (2010) and Kress (2003) encourage the use of digital technology in the classroom as it strengthens learners' literacy skills.

The use of ICT in language teaching and learning has implications for learner-centered and active learning (Tinio, 2002). Learning an additional language requires adequate exposure to the target language. The use of ICT in English (FAL) teaching can facilitate learner-centered approaches whereby learners can explore various ways of using the language such as listening, reading and writing. Language teachers have to be creative in designing learning activities that will stimulate learners' use of language. For example, there are many language lessons online. The learners can access these lessons through the use of the internet, CD-ROMs and other digital resources. They can listen to the lessons, watch videos, read instructions and write or produce different texts using ICT. Teachers can design worksheets and different kinds of texts online. However, these online activities can be effective if teachers have adequate computer literacy skills to facilitate this kind of learning. This indicates that the teacher has a key role to play in the ICT implementation.

The use of ICT has become one of the innovative ways of teaching. ICT is used as a tool which enhances language teaching, moving away from the transmission way of teaching and learning to interactive teaching. With ICT use, the language teacher is no longer the main transmitter of knowledge. Learners can access information in various ways. For example, in the lesson on advertising, the teacher used adverts she had downloaded from the internet. This approach gave learners a broader scope to think around what they saw than on what they were told.

Teaching reading and writing using technology is at the centre of digital literacy. For example, teaching reading using a long fictional work or novel online would encourage an open discussion by the participants. According to Liott (2011: 1) the participants on the discussion would gain

confidence as they would have a voice and be able to analyze and interpret long texts. This approach is also useful in developing learners' writing skills as they can exchange what they have written with other learners (Liott, 2011).

There are many ways of using ICT as a tool to teach writing. In an English (FAL) class ICT could be used to teach simple sentences, long and sophisticated sentences, e-mails, articles, postcards, interviews, reports, advertisements, stories, cartoons, poems, etc. With ICT a learner can be able to create their own texts and produce pictures that relate to the text. This allows them an opportunity to write with meaning. Teachers can use a PowerPoint presentation in their lessons. Teachers and learners can also use electronic mail to communicate with learners from other countries. In this way ICT makes writing interactive.

Effective language teaching and learning depends on interactive teaching strategies which allow the learner to explore and learn the target language. All the learners who were taught English as a First Additional Language used English as a medium of instruction in all the subjects, except in their home language, isiXhosa. The learners made use of their home language at home and in the play ground. Given that most of teaching occurs through code switching and mixing in many South African classrooms where the medium of instruction is English (Nomlomo, 2007), this implies these learners had limited exposure to English. Although the school is in a low socio-economic community, most of the learners are exposed to many digital devices at home e.g. mobile phones, television sets, radios, video machines, DVD players, etc. (except computers). If these digital resources are used regularly in the English classroom, exposure to the language could be enhanced as the learners could also access these resources at home to do school work. In other words, as these resources are available to almost all the learners and their use could benefit them in their learning. Teachers need to be creative on how to use them in their teaching as learners are always curious and interested in using digital or ICT devices in their daily communication.

5.4 Conclusion

The National Department of Education in South Africa is divided into Basic Education and Higher Education. The same department has Provincial Departments of Education in different regions of the country. The research study focused on Basic Education in a Grade 10 class in the Western Cape Province. Each provincial government and its Department of Education has a right to decide on how to develop ICT and integrate subjects with ICT. The Western Cape Education Department (WCED) adopted the Khanya Project to build computer laboratories both in primary and high schools in order to improve ICT skills and innovative teaching.

In defining the concept of e-Education, the National Department of Education maintains that ICT should connect learners and teachers to professional support services. The Department seeks to connect learners and teachers to better information through ICT which leads to the effective combination of pedagogy and technology (Government Gazette, 2004).

Based on the above statement, the government has the responsibility to give support to teachers in order to integrate subjects with ICT. The Department of Basic Education (DBE) has made some amendments on Outcomes Based Education (OBE) which was envisioned in the National Curriculum Statement (NCS) to the new type of curriculum. In her budget speech, the Minister of Basic Education says that the Curriculum and Assessments Policy Statements (CAPS) is being implemented to review the National Curriculum Statement. According to the government's plan, the change will start with the Foundation Phase and Grade 10. The amendments will consist of CAPS for each subject (Basic Education: Minister's Budget Speech, 2011).

The implementation of new curriculum goes hand in glove with the implementation of ICT in schools as a means of redress to educational inequalities. This entails access to learning and improving the quality of teaching and learning. However, ICT integration with subjects remains a challenge, particularly in the "previously disadvantaged" schools. According to Guidelines on Teacher Training and Professional Development in ICT (2007), teacher development in ICT should not be in isolation from the teacher's context. ICT skills development for teachers should be part of the teacher development programmes as reflected in the National Policy Framework for Teacher Education and Development. Teacher development in ICT includes the following guidelines:

- A pedagogical dimension, which implies an understanding and application of the opportunities of the use of ICT for teaching and learning in a local curriculum context.
- A technical dimension, which implies an ability to select, use and support a range of ICT resources as appropriate to enhance personal and professional effectiveness; and
- the willingness to update skills and knowledge in the light of new developments

(Adapted by the Guidelines for Teacher Training and Professional Development in ICT of 2007: European Union's T3 Core Curriculum for Telematics in Teacher Training)

The South African government and the National Department of Education have all the policies in place regarding the integration of ICT with subjects. However, the element of digital divide still remains in schools as it has been discussed in the findings of the study that English (FAL) is not making use of ICT due to lack of support, resources and lack of computer skills by teachers, while many rich schools have digital resources. Most learners and teachers in these schools are computer literate, while learners from the disadvantaged schools begin to know more about computers at tertiary level.

According to Gudmundsdottir (2011:2) providing access by either increasing the number of computers and giving learners equal time in the computer room does not automatically lead to increased use. There is a need to prioritize teacher training and motivate or support teachers to make use of ICT in their teaching. The White Paper Policy on e-Education of 2004 supports ICT integration in education and it envisages schools with:

- Learners who utilize ICT to enhance learning;
- Qualified and competent leaders who use ICT for planning and management;
- Qualified and competent teachers who use ICT to enhance teaching and learning;
- Access to ICT resources that support the curriculum; and
- Connections to ICT infrastructure

The implementation of ICT in schools requires teachers to be innovative in their teaching. Teachers should understand that ICT is a teaching tool which has to be utilized for the benefit of

the learner. Teaching with ICT does not mean that the teacher is being replaced and therefore learners do not have to be supported. This means that teachers will have to develop innovative teaching strategies that promote effective language learning.

The findings of this study indicate that the use of ICT has a potential of creating a learner-centered environment which is conducive for language teaching and learning. However, there is a challenge of accessibility, lack of support, resources and computer skills to enhance digital literacy in English (FAL). While the WCED has made efforts to provide digital literacy in disadvantaged schools, there is no proper support and monitoring of their use. The majority of teachers do not show enthusiasm in integrating ICT in their teaching, although the teacher involved in this study showed interest in ICT but lack of time and space was a hindering factor in her teaching. The time has come for teachers in the disadvantaged schools to reach an application stage where they can use ICT in their teaching, with advanced technological skills (Halvorsen, 2009:212).

5.5 Recommendations

In view of the above findings, this study recommends the following as a means of improving ICT integration in English (FAL) teaching and learning:

5.5.1 Increase teacher and learner access to ICT

Given that the WCED makes efforts to provide schools with digital resources, schools should be encouraged to use the resources to facilitate teaching and learning. This means that the schools should go beyond material access whereby they use computers for administrative purposes to skills access whereby they can use computers and other digital resources to access information or knowledge. ICT access should be across the curriculum. In other words, schools should not prioritize mathematics and science only as subjects that can be taught through ICT but should include all the subjects.

5.5.2 Provide sufficient ICT resources to schools

The findings of this study show that there were limited digital resources at Ekukhanyeni High School. The lack of resources had an effect on the use of ICT for teaching and learning purposes.

If the Department of Education (DoE) and the Western Cape Education Department (WCED) promote ICT integration in teaching and learning, adequate ICT resources should be provided.

5.5.3 Teacher Training and Support on ICT use

The Western Cape Education Department (WCED) offers training in various departments including the Curriculum Assessments Policy Statements (CAPS) which is supposed to replace the National Curriculum Statement (NCS) by 2014. In the Planning Calendar of 2011, the WCED offers courses which are said to be optional including ICT. Literacy and Numeracy are among the courses that are included for training (<http://www.wced.wcape.gov.za>). Therefore I recommend that the WCED includes ICT training for language education and curriculum to enable teachers to use ICT for integration with language learning.

Furthermore, I recommend that good support be given to the Senior Management of schools. The Principals as the Heads of the various subjects should be well trained so that they can support teachers and learners in their respective departments. Adequate training of teachers will promote ICT use in schools instead of having ICT resources which are never utilized effectively.

5.5.4 Curriculum Advisors to support and monitor ICT integration

I recommend that the Curriculum Advisors (CA) monitor the progress of teaching and learning with ICT and give support where it is needed. My recommendation emanates from the fact that the CAs work closely with the schools, they plan, organize and have the ability to promote activities that are necessary for implementation. The involvement of CAs will influence the use of ICT in schools as they also provide related training for curriculum related matters.

The role of the Curriculum Advisors is very crucial in the integration of language teaching and learning with ICT. They can work closely with the HODs to support ICT integration in English teaching and learning. This means that they should also be trained in ICT so that they can provide adequate ICT support to the schools they work with.

5.5.5 Prioritize ICT use at Grade 10 as a foundation for the FET Phase

It is my recommendation that Grade 10 be taken seriously as it is the beginning of the FET phase which goes beyond Grade 12 to tertiary education. Grade 10 learners need to make use of ICT in English (FAL) learning as English is the main language of instruction. The challenge they have presently indicates that teachers need ICT to enhance their teaching strategies so as to assist with the development of English language skills. The use of ICT in Grade 10 will help learners to improve their skills and be able to participate in the present world of ICT.

5.5.6 Improve the teaching of English (FAL) in Grade 10

As stated in the first chapter of this study, there are many challenges facing English (FAL) learners in many disadvantaged schools. The Grade 10 results often show lack of certain skills that prevent learners from responding to English questions e.g. comprehension skills. It is clear that many learners are experiencing difficulties with the language which is used as the main language of instruction in other learning areas, except in isiXhosa. If learners get a good foundation in English (FAL) learning at Grade 10 level, it will not only help them to get good results in Grade 12, but it also will help them to learn better at tertiary education level. Thus I recommend that teachers should use pedagogical strategies which promote learner-centeredness so that learners could work independently to make meaning of the lessons. This means that ICT integration should go hand in hand with innovative strategies as its use might not be effective if it is not accompanied by innovative or interactive teaching strategies.

5.5.7 ICT in Teacher Education Programmes

Teacher Education programmes, both pre-service and in-service should have ICT in their curriculum. This means that teachers should be trained on how to use ICT for their classrooms. As some practicing teachers have fears of using ICT, new teachers who join the education system should be able to act as role models in terms of ICT integration in teaching and learning. This implies that current Teacher Education programmes should have ICT as a priority in their curricula.

5.5.8 Parents as role players in ICT integration

In most cases parents are not involved in new education developments. As a result, they lack awareness of issues that affect their children's learning. If ICT is a priority in the 21st century classroom, parents should be made aware and should be trained on how to support their children in ICT use at home. Parental training and involvement in ICT integration could facilitate learning in a non-threatening home environment where children could explore various available digital resources with the support of parents.

5.6 Further Research

As the use of ICT is growing in education, I would suggest more research to be conducted in order to strengthen its use for effective teaching and learning. I recommend the following research areas to be explored in relation to ICT.

5.6.1 ICT in Foundation Phase

Research on the use of ICT in language learning is a global phenomenon. For many children who come from the disadvantaged backgrounds, learning starts only in a primary school. The concept of ICT use in language learning does not start at the FET Phase or Higher Education but starts from the Foundation Phase. The first days of research in ICT around 1982 started in primary schools to teacher education and education advisory centres. According to Robertson (2002) there were increasing signs in the UK around 1980s and 1990s of recognizing the potential of computers to tackle the cognitive aims of education. In South Africa, further research is needed in primary schools to investigate how ICT could be used to enhance learning of young learners. Research in this area could also focus on the development of problem-solving, information skills, creative thought and appropriate attitudes to technology (Robertson, 2002).

5.6.2 ICT in African Languages

African languages are now recognized as official languages in South Africa since the democratic elections of 1994. Some research has been conducted on the linguistic and cognitive benefits of learning in the mother tongue in primary education (Nomlomo, 2007, Holmarsdottir, 2005). ICT research has focused on L2 learning. The integration of ICT in the teaching of African languages also needs attention through research. ICT integration in African languages can focus on primary, secondary and tertiary education as there is generally limited research in African languages.



REFERENCES

Babbie, E. Mouton, J (2001). *The Practice of Social Research*. Oxford University Press. Southern Africa.

Bano, H & Hameed, A. (2007). *The Use of ICT in Developing Reading and Writing Skills in Children with Hearing Impairment*. USA: San Francisco.

Beukes, A. (2004). *The First Ten Years of Democracy: Language Policy in South Africa*. Department of Linguistics and Literary Science. Johannesburg: RAU University.

Bingimlas,KA (2009). *Barriers to Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature*.Eurasia Journal of Mathematics, Science & Technology Education. [Online]. Available <http://www.ejmste.com> ,Accessed 16 February 2011

Bless, C. Higson-Smith,C (2004). *Fundamentals of Social Research Methods*. Juta Education (Pty) Ltd. Cape Town.

Castellani, J. Jeffs, T. (2001). *Emerging Reading and Writing Strategies Using Technology: Teaching Exceptional Children*. Vol. 33, No.5.

Chapelle, Carol A. (2001). *Computer Applications in Second Language Acquisition: Foundations for teaching, testing and research*. Cambridge University Press.

Chapelle, Carol A.(2010). *Research Practice: A look at Issues in Technology for Second Language Learning*. Vol. 14, No.3.

Cook-Gumperz, J. (2006). *The Social Construction of Literacy*. Cambridge University Press.

Creswell, J.W. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. University of Nebraska-Lincoln.

Cummins, J. Brown, K. Sayers, D. (2007) *Literacy, Technology, and Diversity: Teaching for Success in Changing Times*. Pearson Education. Inc.

Davies G. Bangs P. Frisby R. & Walton E. (2011). *setting up effective digital language Acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge.

de Castell, S. Luke, A. Egan, K. (1986). *Literacy, society, and schooling*. Cambridge University Press.

De Vos, AS. Strydom, H. Fouche, CB. Delpont, CSL (2005). *Research at Grass roots*. Van Schalk Publishers, Pretoria.

Department of Basic Education. (2011). *Minister's Budget Speech*. Department of Education. Pretoria.

Department of Education. Government Gazette (2004). *White Paper on e-Education: Transforming Learning and Teaching Through Information and Communication Technologies (ICTs)*. Pretoria.

Department of Education. DoE/Examination Guidelines, (2009). *Languages Examination Guidelines, Grade 12 Literature: Paper2 Home Language and First Additional Language: Paper 1 Section D Second Additional Language*. Pretoria.

Dowling, P. Brown, A (2010). *Doing Research/Reading Research: Re-interrogating education*. 2nd.ed. London and New York. Routledge.

Education Encyclopedia (2011). *Classroom Observation: Purposes of Classroom Observation*. Net Industries [Online] Available <http://education.stateuniversity.com/pages/1835/classroom-observatio.html> Accessed 15 May, 2011

Education in South Africa.(2010) Wikipedia, Free Encyclopedia [Online] Available <http://www.EducationinSouthAfrica.htm>. Accessed 15 May 2011

Ellis, R. (1997). *SLA Research and Language Teaching*. Oxford University Press.

European Computer Driving License/ International Computer Driving License (2008). *Digital Literacy for Education* [Online] Available http://www.teach-ict.com/ecdl_home.html. Accessed 15 August 2011.

Govender, D. Govender, I. (2006). *The Relationship between Information and communications Technology (ICT) Integration and Teachers' Self-efficacy Beliefs about ICT*. Routledge, Unisa Press.

Government Gazette No 26734. (2004) *White Paper on e-Education*. Vol. 470. Pretoria. Republic of South Africa.

Gudmundsdottir, G.B. & Jakobsdottir, S. (2009). *A Digital Divide: Challenges and Opportunities for Learners and Schools on each side*. Germany: Sense Publishers. 173-201.

Gudmundsdottir, G.B. (2010). The use of ICT in South African classrooms and the double literacy trap. In Desai, Z., Qorro, M. & Brock-Utne, B. (eds.). *Educational challenges in multilingual societies*. Cape Town: African Minds, pp. 147 – 172.

Gudmundsdottir, G.B. (2011). *From digital divide to digital opportunities? A 'critical perspective on the digital divide in South African schools*. University of Oslo.

Gush, K. Cambridge, G. Smith, R. (2004). *The Digital Doorway-minimally invasive education in Africa-CSIR*.

Halvorsen, T.A. (2009). Developing digital literacy in Higher Education in Tanzania – In whose language? In Qorro, M., Desai, Z. & Brock-Utne, B. (eds.). *LOITASA: Reflecting on Phase I and entering Phase II*. Dar es Salaam: E & D Vision Publishing Limited.

Henning, E. van Rensburg, W. Smit, B (2004). *Finding Your Way in Qualitative Research*. Van Schaik. Pretoria.

Hindle, D. (2007). *Guidelines for Teacher Training and Professional Development in ICT*. Department of Education. Pretoria [Online] http://www.Education_in_South_Africa.htm.

Jones-Kavalier, B.R. & Flannigan, S.L. (2006). *Connecting the digital dots: Literacy of the 21st century*. EDUCAUSE QUARTERLY. 29(2).

Kajee, L. (2006). *Negotiation, Participation, and the construction of identities and autonomy in online communities of practice: a case study of online learning in English at a university in South Africa*. Doctor of Philosophy Thesis, University of KwaZulu-Natal [Online].

Kerfoot, C. (2009). *Changing Conceptions of Literacies, Language and Development: Implications for the provision of adult basic education in South Africa*. Stockholm University. Sweden.

Kessler, G. (2010). Review of Computer Assisted Language Learning: Critical concepts in Linguistics. *Language Learning and Technology*. Vo1.4, No 3. 14 – 18.

Khokanson (2007). The Connected Classroom. Retrieved January 02, 2010 [Online] <http://khokanson.blogspot.com/2007/09/define-digital-literacy.html>.

Kist.W. (2005). *New literacies in action: Teaching and Learning in Multiple Media*. Teachers College. Columbia University.

Kosub, T. (2011) *Literacy Symposium Panel3: Reading, Writing, & Technology. The iPad and literacy*. Liberal Studies. <http://www.bcit.ca/cas/liberalstudies/events/panel3.shtml> [Online].

Kouritzin, S (2002). *The Half-Baked Concept of Raw Data in Ethnographic Observation*. Canadian Journal of Education. 27. 119-138.

Kress, G. (2003). *Literacy in the New Media Age*. Routledge, New York, NY10016.

Kumar, S S. (2011). *An ICT Based Pedagogy Design for Learning and Teaching of Mother Tongue Languages*. International Conference “ICT for Language Learning” 4th Edition.

Lawrence, C Donovan. (2009). *CALL and the development of reading skills: Bridging the gap between theory and practice*. Journal for Language Teaching, Vol. 43, No1. 85-98.

Liotta, C. (2011). *Literacy Symposium Panel 3: Reading, Writing, & Technology. The perils and pleasures of solitude: discussing novels in an online post-secondary humanities course*. Liberal Studies.<http://www.bcit.ca/cas/liberalstudies/events/panel3.shtml>. [Online].

Marshal, M.N (1996). *Sampling for Qualitative Research*. Oxford University Press. Vol.13, No6.522-525.

McCarty, T. L. (2006). *Language, Literacy and Power in Schooling*. Vol.6, No.1.

Merchant, G. (2007). *Writing the future in the digital age*. Blackwell Publishing, Oxford, UK.

Meurant R.C (2011). *an Overview of Research on the Effects of ICbT and Convergence on SLA*. Winter International Conference on Linguistics in Seoul.

Meurant. R C (2010). *iPad Computing to Foster Korean EFL Digital Literacy*. *International Journal*. Vol. 3, No 4.

Moore, D.M. Dwyer, M. (1994). *Visual Literacy: a spectrum of visual learning*. Educational Technology Publications. Inc. New Jersey.

Moursund, D. Korabiak, K. Mete, N. (2004). *ICT in the Discipline of Reading: Teaching and Learning in the Digital Age*. Reading Team Tern Project.

Mouton, J. (2001). *How to Succeed in your Master's and Doctoral Studies*. Van Schaik Publishers. Pretoria.

National Council of Teachers of English. (2006). *Multimodal Literacies and Technology. A Professional Association of Educators in English Studies, Literacy, and Language Arts*.

National ICT Approaches: Appendix 3. *South African Case Study* [Online] .

<http://www.optinit.org/framework/pages/appendix3Case6.html>. Accessed 04 October, 2010.

Ncoyini, S S.(2006). *The Use of Information and Communication Technologies to Disseminate Information to Users in Public Libraries: A case study of Nyanga Brown Farm and Crossroads Public Libraries*. Master's Thesis. Bellville: University of the Western Cape, South Africa.

Nomlomo, V.S. (2007). *Science teaching and learning through the medium of isiXhosa and English: A comparative analysis of two primary schools in the Western Cape*. PhD thesis. Bellville: University of the Western Cape.

Pandor, N. In Government Gazette (2004). White Paper on e-Education: *Transforming Learning and Teaching Through Information and Communication Technologies (ICTs)*. Pretoria: Department of Education.

Polonski (2004). *Ethical Considerations Chapter 5*, pdf Applications.

President's Information Technology Advisory Committee. (2001). *Using Information Technology To Transform the Way We Learn*. The White House: Washington DC.

Prinsloo, M. (2005). *Studying Literacy as Situated Social Practice: The Application and Development of a Research for Purposes of Addressing Educational and Social Issues in South African Contexts*. Department of Social Anthropology. University of Cape Town.

Progress in International Reading Literacy Study. (2006). [Online]
<http://timss.bc.edu/pirls2006/index.html>

Punch, K.F (2009). *Introduction to Research Methods in Education*. London. Sage.

Robertson, J. (2002). *The Ambiguous Embrace: Twenty Years of IT (ICT) in UK Primary Schools*. British Journal for Educational Technology. Vol.33, No.4. 403-409.

Schlebusch.G &Thobedi.M (2004) *Outcomes-Based Education in the English Second Language Classroom in South Africa*. The Qualitative Report. Vol. 9, No 1.

Spencer-Smith, G. Hardman, J. (2011). *Investigating the impact of computer software on Matric mathematics results in the EMDC East district of Cape Town: a quantitative analysis*. A presentation at the 2011 Kenton Education Association Conference.

Street, B. (2003) *what's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice*. Columbia University. Vol. 5, No 2.

Sunden, S. & Wicander,G. (2006). *Information and Communication Technology Applied for Developing Countries in Rural Context: Towards a Framework for Analyzing Factors Influencing Sustainable Use*. Karlstad University Studies..

The History of CALL Web Exhibition (2006) [Online] http://www.eurocall-languages.org/resouces/history_of_call.pdf

Tinio, V (2002). *ICT in Education. ICT for Development*. United Nations Development Programme, New York.

Tzevelekou,M. Chondroyanni,V. Paschalis, S. (2001). *Computer Assisted Language Learning: A Multimedia Interactive Environment for Teaching Greek as a Second Language*. Network Conference on Learning, Dimotiko Skolio of Spetses. Greece.

Unesco Institute for Life Long Learning. (2007). *Literacy Initiative for Empowerment Life 206-2015*. United Nations Educational, Scientific and Cultural Organization.

van Ster, H. (2009).*Statistics: Per Question Analysis and Examiners' Reports*, WCED NCS EXAMINATIONS , Metro East Education District.

Voice, A (2004). *Introduction to Research Paradigms*. Handout for the Qualitative Research Module

Wanjala, Martin. M. S.Khaemba, Elizabeth. N. Mukwa, C. (2011). *Significant Factors in Professional Staff Development for the Implementation of ICT Education in Secondary Schools: A Case of Schools in Bungoma District, Kenya*. International Journal of Curriculum and Instruction Vol.1 (1) <http://www.muk.ac.ke/ijci/> [Online].

Warshcauer, M. (1996). “*Computer Assisted Language Learning: an Introduction*”. In Fotos S. (ed) *Multimedia Language Teaching*, Tokyo: Logos International, 3-20.

Western Cape Education Department (2006). *WCED Literacy and Numeracy Strategy 2006-2016*. <http://www.wced.gov.za> [Online].

Yang L. & Wilson K (2006). *Second Language Classroom Reading: A Social Constructivist Approach*. Volume, No 3.



APPENDIX A: LETTER OF PERMISSION

Enq: Nonhlanhla Shandu (Ms.)

P O Box 123

Email:mashv@ravemail.co.za

Bellville

Cell: +27723579362

Cape Town

Date.....

Research Title: Digital Literacy: ICT integration in English First Additional Language teaching

To whom it may concern.

My name is Nonhlanhla Shandu. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on the use of Information and Communication Technology (ICT) in the teaching of English First Additional Language in Grade 10. This study seeks to investigate how teachers make use of Information and Communication Technology (ICT) to enhance learners' reading and writing skills in English First Additional Language.

I would like to ask your permission to conduct the research in your school, focusing on one grade 10 class. I will be collecting data through observations of English lessons and interviews with teachers and learners.

I would like to state that the participation of learners, teachers and the school in this study is entirely voluntary. All the participants have the right to withdraw at any stage. The study will ensure that the information given to me will be confidential and will be used for the purpose of the research only. The names of the participants and the school will remain anonymous throughout the research.

I will be looking forward to a positive response from you.

Yours Faithfully,

Nonhlanhla Shandu

APPENDIX B: CONSENT FORM FOR THE SCHOOL AND LEARNERS

Enq: Nonhlanhla Shandu (Ms.)

P O Box 123

Email:mashv@ravemail.co.za

Bellville

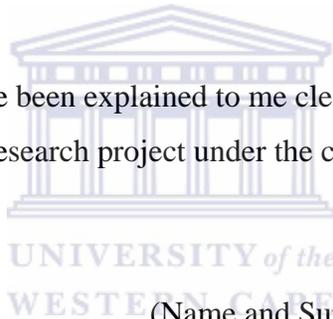
Cell: +27723579362

Cape Town

Date.....

I understand that the school's participation in this study is voluntary and that the school has the right to withdraw from the study at any stage. I am also aware that the information collected from the school will be treated confidentially to protect the identity of the school. I am guaranteed that the findings will be used for research purposes and not to damage the name of the school.

The aims of the research study have been explained to me clearly in a language I understand. I hereby agree to participate in this research project under the conditions mentioned above.



I..... (Name and Surname) hereby give consent to the researcher to conduct research at my school in the grade 10 classroom.

Principal's signature

Date

I..... (Name and Surname) hereby give permission to my child to participate in the research study.

Parent's signature.....

Date

APPENDIX C: TEACHER INTERVIEWS

(Interview Schedule)

Personal Profile for Each Participant (English Teacher)

1. How many years have you taught English Additional Language
2. What qualifications do you hold?
3. What are your major subjects? Up to what level have you done English?
4. What is your gender?
5. What is your Home Language?

Interview Questions (English Teacher)

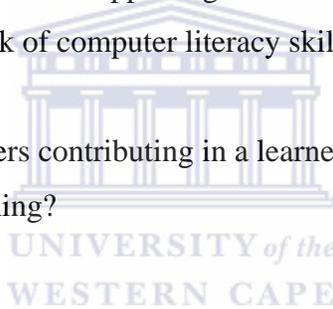
1. What is your belief on the use of ICT in English Additional Language teaching?
2. What do you consider as a strength or weakness in the use of ICT in English teaching?
3. How many times do your classes go to the computer laboratory to use digital programmes for learning?
4. What digital programmes have you used in your English teaching?
5. Have you identified any digital resources that learners might find interesting during learning that you can use for teaching?
6. How do you find teaching with technology?
7. How do you find teaching without technology?
8. How would you assess if a learner has improved or not improved SLA with the use of technology?
9. What kind of digital technology do you think will best translate your method of teaching reading and writing?
10. What would you regard as a barrier in using ICT for teaching?
11. How do you know you have been successful in the integration of ICT with language teaching?

Personal Profile for Each Participant (School Principal)

1. How many years have you taught English Additional Language?
2. What qualifications do you hold?
3. What are your major subjects?
4. What is your Home Language?

Interview Questions (School Principal)

1. What is your experience and belief on the use of computer technology as a tool to enhance English Additional Language learning?
2. How do you plan to encourage teachers to integrate English teaching with ICT?
3. What measures have you taken in supporting teachers on the use of digital resources?
4. How do you address the lack of computer literacy skills (if any) for English teachers in your school?
5. How do you see your teachers contributing in a learner-centered approach or way of language learning and teaching?



Personal Profile for Each Participant (English Head of Department)

1. How many years have you taught English Additional Language ?
2. What qualifications do you hold?
3. What are your major subjects? Up to what level have you done English?
4. What is your Home Language?

Interview Questions (School Management: English Head of Department))

1. What is your experience and belief on the use of computer technology as a tool to enhance English Additional Language learning?
2. How do you plan to encourage teachers to integrate English teaching with ICT?
3. What measures have you taken in supporting teachers on the use of digital literacies?
4. How do you address the lack of computer literacy skills (if any) for English teachers in your school?
5. How do you see your teachers contributing in a learner-centered approach or way of language learning and teaching?

LEARNERS INTERVIEWS

Interview Questions (Learners)

1. What digital devices do you have at home?
2. Do you use these devices for your school work?
3. How do the mentioned devices enhance your English reading and writing skills?
4. Do you think using ICT during your English learning will or helps you to understand better? Explain.
5. What kind of activities have been used in your class with digital technology?
6. Do you think it is important to integrate English teaching and learning with ICT? Explain.

APPENDIX D: LESSON A



Slogans and Catchphrases

Vodacom

1. Vodacom – Telecommunications Giant!
2. Vodacom – Fall in Love With Red Service!

3. **Vodacom – Summer Loving!**
4. **Vodacom South Africa – We’ve been having it!**

MTN

1. **MTN – Pep TV ad South Africa!**
2. **MTN – “Go Fall In Love”!**
3. **MTN – dance with me!**
4. **MTN ayoba – MTN an official sponsor of the 2010 FIFA WORLD CUP!**



APPENDIX E: LESSON B

Direct Speech / Quoted Speech

Saying exactly what someone has said is called Direct Speech (sometimes called quoted speech)

Here what a person says appears within quotation marks ("...") and should be word for word.

For example:

She said, "Today's lesson is on presentations."

or

"Today's lesson is on presentations," she said.

Indirect Speech / Reported Speech

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

For example:

Direct speech	Indirect speech
"I'm going to the cinema", he said.	He said he was going to the cinema.

Tense change

As a rule when you report something someone has said you go back a tense: (the tense on the left changes to the tense on the right):

Direct speech	Indirect speech
Present simple She said, "It's cold."	Past simple > She said it was cold.
Present continuous She said, "I'm teaching English online."	Past continuous > She said she was teaching English online.

Present perfect simple

She said, "I've been on the web since 1999."

Present perfect continuous

She said, "I've been teaching English for seven years."

Past simple

She said, "I taught online yesterday."

Past continuous

She said, "I was teaching earlier."

Past perfect

She said, "The lesson had already started when he arrived."

Past perfect continuous

She said, "I'd already been teaching for five minutes."

Past perfect simple

> She said she had been on the web since 1999.

Past perfect continuous

> She said she had been teaching English for seven years.

Past perfect

> She said she had taught online yesterday.

Past perfect continuous

> She said she had been teaching earlier.

Past perfect

> NO CHANGE - She said the lesson had already started when he arrived.

Past perfect continuous

> NO CHANGE - She said she'd already been teaching for five minutes.

Modal verb forms also sometimes change:

Direct speech	Indirect speech
will She said, "I'll teach English online tomorrow."	would > She said she would teach English online tomorrow.
can She said, "I can teach English online."	could > She said she could teach English online.
must She said, "I must have a computer to teach English online."	had to > She said she had to have a computer to teach English online.
shall She said, "What shall we learn today?"	should > She asked what we should learn today.
may She said, "May I open a new browser?"	might > She asked if she might open a new browser.

!Note - There is no change to; could, would, should, might and ought to.

Direct speech	Indirect speech
"I might go to the cinema", he said.	He said he might go to the cinema.

You can use the present tense in reported speech if you want to say that something is still true i.e. my name has always been and will always be Lynne so:-

Direct speech	Indirect speech
---------------	-----------------

She said her name was Lynne.

"My name is Lynne", she said. *or*

She said her name is Lynne.

You can also use the present tense if you are talking about a future event.

Direct speech (exact quote)	Indirect speech (not exact)
<i>"Next week's lesson is on reported speech", she said.</i>	<i>She said next week's lesson is on reported speech.</i>

Time change

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like *here* and *yesterday* if they have different meanings at the time and place of reporting.

Today	+ 24 hours - Indirect speech
<i>"Today's lesson is on presentations."</i>	<i>She said yesterday's lesson was on presentations.</i>

Expressions of time if reported on a different day	
this (evening)	> that (evening)
today	> yesterday ...
these (days)	> those (days)
now	> then
(a week) ago	> (a week) before
last weekend	> the weekend before last / the previous weekend
here	> there
next (week)	> the following (week)
tomorrow	> the next/following day

In addition if you report something that someone said in a different place to where you heard it you must change the place (*here*) to the place (*there*).

For example:-

At work

"How long have you worked here?"

At home

She asked me how long I'd worked there.

Pronoun change

In reported speech, the pronoun often changes.

For example:

Me

"I teach English online."

You

She said she teaches English online.

Reporting Verbs

Said, told and asked are the most common verbs used in indirect speech.

We use *asked* to report questions:-

For example: *I asked Lynne what time the lesson started.*

We use *told* with an object.

For example: *Lynne told me she felt tired.*

!Note - Here me is the object.

We usually use *said* without an object.

For example: *Lynne said she was going to teach online.*

If said is used with an object we must include *to* ;

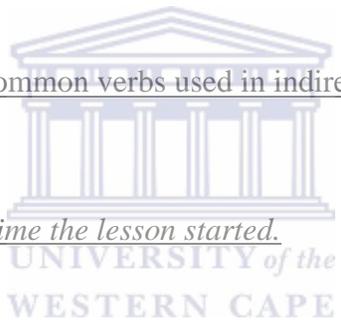
For example: *Lynne said to me that she'd never been to China.*

!Note - We usually use *told*.

For example: *Lynne told me that she'd never been to China.*

There are many other verbs we can use apart from said, told and asked.

These include:-



accused, admitted, advised, alleged, agreed, apologised, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.

Using them properly can make what you say much more interesting and informative.

For example:

He asked me to come to the party:-

He invited me to the party.

He begged me to come to the party.

He ordered me to come to the party.

He advised me to come to the party.

He suggested I should come to the party.

Use of 'That' in reported speech

In reported speech, the word *that* is often used.

For example: He told me *that* he lived in Greenwich.

However, *that* is optional.

For example: He told me he lived in Greenwich.

!Note - That is never used in questions, instead we often use if.

For example: He asked me if I would come to the party.



APPENDIX F: LESSON C

TEXT1

84 Paper 8: Composition

Shorter transactional texts

Formal invitation

Write the full names of the guests you are inviting.

Write out the occasion, the place or places where it is happening, the date and time. If possible write all this information in one long, formal, full sentence.

Indicate how formally the guests must dress. If the occasion is very formal write 'black tie' as the dress code. This means men must wear a black bow tie (not a long tie), and women then know they must dress in a long beautiful evening dress.

To Beauty and Fredrick Ndebele

You are cordially invited to the wedding of Natasha Millar and Ryan Malan at St Thomas's Church, Rondebosch at 5 p.m. on Saturday 10 September 2010, and to join us afterwards at the Josephine Mill, Newlands for a celebratory dinner.

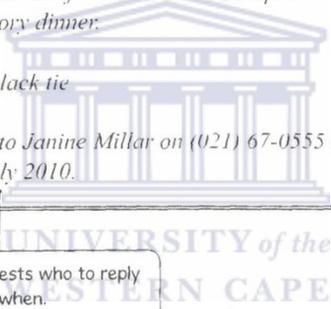
Dress: black tie

There will be a cash bar.

R.S.V.P. to Janine Millar on (021) 67-0555 or janny@bigcity.co.za, by 30 July 2010.

Tell the guests who to reply to, and by when.

If the family holding the wedding cannot afford to pay for all the drinks, they indicate this on the invitation so the guests know to bring some money.



Informal invitation

Party invitations are usually more casual than wedding invitations.

Party invitations are often written using little sub-headings.

Let the guest know if he/she must dress up or bring anything.

Dear Bianca,

I am having a birthday party and I would love you to come.

When: 23 March 2010

Where: 101 Acacia Way, Randburg

Please bring a swimming costume and towel because it's a pool party.

Love Shanaaz

Write 'Love' or 'From' and your name.

R.S.V.P.: (011) 671122

'R.S.V.P.' means 'Please reply.'

Give a number so that the person who is invited can say whether he/she is coming to the party.



UNIVERSITY of the
WESTERN CAPE

APPENDIX G: LESSON D SONNET 116

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come:
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

