Didactization of a youth novel as CALL material for advanced Grade 11– 12 learners of German as a Foreign Language

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Thesis presented in partial fulfilment of the requirements for the degree of Master of Philosophy (Hypermedia for Language Learning) at the University of Stellenbosch

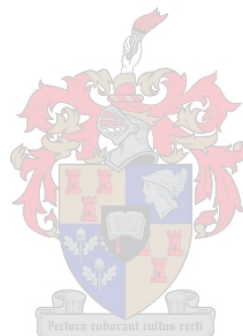Study supervisor: Mrs. R.O. du Toit   April 2006

DECLARATION

I, the undersigned hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature:

Uwe-Michael Peter Bernhard Strack

Date: 10. 03. 2006

ABSTRACT

Currently new teaching and learning paradigms are being called for in response to the ever increasing importance of the electronic media and information technologies, such as computers, in our daily lives and in education.

In Language Teaching the reading of literary texts has received a lack of attention. The application developed for this study is an attempt to address this shortcoming.

The application contains a reading programme which focuses on a German youth novel, *Als aus Janusz Jan wurde* by Herbert Somplatski, as well additional supporting texts, both literary and non-literary, and background information. By integrating this reading material into an interactive multimedia web-based computer application, it is hoped that it can be shown how reading can be made more attractive and effective in FLA (Foreign Language Acquisition).

The application was designed against the background of current and planned South African syllabi for Second Additional Languages and by taking into account modern cognitive-constructivist learning theories, current requirements for multimedia design and CALL (Computer Assisted Language Learning) as well as various reading models and strategies. All these aspects regarding the design of the application and how they affect reading in FLA are discussed in this thesis. In addition a few prognostic suggestions are proposed.

OPSOMMING

Nuwe onderrig- en leerparadigmas word tans gevra in antwoord op die toenemende belangrikheid van die elektroniese media en inligtings-tegnologie, soos byvoorbeeld rekenaars, in ons daaglikse lewens en in die onderwys.

In die taalonderrig het die lees van literêre tekste, minder aandag geniet. Die rekenaar-toepassingspakket wat vir hierdie studie ontwerp is, is 'n poging om hierdie tekortkominge aan te spreek.

Die rekenaartoepassingspakket bevat 'n leesprogram wat konsentreer op op 'n Duitse jeugroman, *Als aus Januz Jan wurde* deur Herbet Somplatski, asook addissionele ondersteunende literêre en nie-literêre tekste en agtergrondmateriaal. Deur die integrasie van hierdie leesmateriaal in 'n interaktiewe multimedia webgebaseerde rekenaartoepassingspakket word gehoop dat dit kan toon hoe lees aantrekliker en effekiewer in FLA (Foreign Language Acquisition) gemaak kan word.

Die rekenaartoepassingspakket is ontwerp teen die agtergromd van huidige en beplande Suid-Afrikaanse leerplanne en met inagneming van moderne kognitiewe en konstruktiwiestiese leerteorieë, en die huidige vereistes vir multimediaontwerp en CALL (Computer Assisted Language Learning) asook verskeie leesmodelle en leesstrategieë. Al hierdie aspekte rakende die ontwerp van die rekenaartoepassingspakket en hoe hulle in lees in FLA neerslag vind, word in hierdie tesis bespreek. Daarbenewens word prognostiese aanbevelings voorgestel.
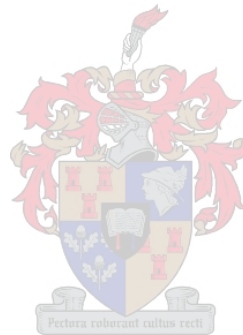
ACRONYMS USED IN THIS THESIS

CAI	Computer Assisted Instruction
CALL	Computer Assisted Language Learning
ER	Extensive reading
FET	Further Education and Training
FL	Foreign Language
FLA	Foreign Language Acquisition
GSAL	German as a Second Additional Language
ICT	Information and Communication Technologies
NCS	National Curriculum Statement
NDE	National Department of Education
OBE	Outcomes-based Education
TELL	Technology Enhanced Language Learning
WCED	Western Cape Education Department

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INTRODUCTION: Computer- mediated reading of literary texts FLA

This thesis and the computer application developed for it is an attempt to address the neglect of reading, in particular of literary texts and even more particularly of the reading of youth literature in the teaching and learning of German in FLA[1] in High Schools in the higher grades. For this reason the target group selected for the application developed for this study is advanced learners of German in Grade 11 and 12, although the application could also be used for first year University students.

The application deals with the youth novel *Als aus Janusz Jan wurde* and the themes "Ausländerfeindlichkeit" (hostility towards foreigners) and "Mobbing" (bullying). A secondary theme is sport, a means by which the hostilty and bullying can be overcome.

In the current communicative approach reading focuses on reading authentic texts. By "authentic texts" must be understood actual texts that one can encounter every day in German life, such as newspaper articles, and not texts specially written for a language-learning course. Literary texts such as poems, short stories and (youth) novels receive less attention, although there is no reason why modern (youth) novels should not be regarded as authentic texts. The many scenes and situations described in such novels could be situations appearing in every day reality. The youth novel *Als aus Janusz Jan wurde* was chosen because it is written in a German that is currently spoken and deals with current (topical) themes such as discrimination, in the form of hostility to foreigners, bullying and sport.

The reading programme developed around the novel *Als aus Janusz Jan wurde* and forming the basis of the application developed for this thesis is developed as an interactive computer-based reading programme. The reason for this is both because of the particular interest that computers have for young people and the increasing importance of the computer in education.

In the subsequent chapters the following will be discussed:

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[1] For a list of the acronyms used in this thesis see the page at the beginning of this thesis.

- Various educational language-learning syllabi and the role they assign to reading in FLA and the particular needs that arise out of this.
- The reading of fictional texts in FLA. This chapter will deal with various reading models and reading strategies as well as the questions: Why is reading neglected in FLA in schools, what is text and what is literacy?
- Reading in CALL (Computer Assisted Language Learning).
- The theoretical framework for the reading programme that forms the basis of the developed application. A number of learning theories that have direct bearing on the reading programme will also be discussed.
- The reading programme contained in the developed application and some textual considerations.
- The technical design issues that have a bearing on the development of the application.
- Alternatives – learners and the deveopment of learning applications.
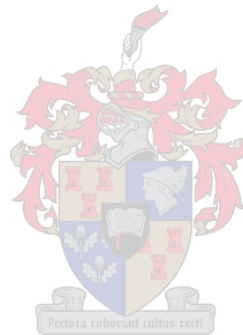
CHAPTER 1: PERCEIVED NEEDS

1.1 Introduction

The current syllabus for FLA, especially German, as well as the new FET syllabus, which is due to be introduced in 2006, were taken mainly in consideration in determining the required learning needs. Although the learning application developed for this study was not developed specifically and only for South African learners. The requirements of the *Zertifikat Deutsch* of the Goethe Institute must also be considered as many Grade 11 and 12 learners in South Africa also prepare themselves for that examination.

1.2 South African Syllabi for teaching a Second additional   language   and   the *Zertifikat Deutsch*

Three syllabi will be discussed and compared in this section:

- The current WCED syllabus for GSAL Grades 10 to 12 (Western Cape Education Department, 1995)
- the new outcomes-based syllabus envisaged for the FET due to be introduced into South African schools in 2006, (Department of Education, 2003).
- On the international level, the *Zertifikat Deutsch* of the Goethe-Institut will also be discussed.

1.2.1   The current WCED syllabus for GSAL Grades 10 to 12

In 1995 the WCED introduced a new syllabus for German Third Language Higher and Standard Grade for Grades 10 to 12. In the new NCS syllabus all foreign languages taught at Government schools are referred to as second additional languages and no longer as third languages. The general aims envisaged by this syllabus were:

> To promote intellectual development by recognizing the profound effect foreign language learning has on the development of the learners' personality, to promote intercultural appreciation and to enable the pupils to participate in basic communication in the target language also with mother-tongue speakers, in day-to-day situations by equipping them with listening, speaking, reading and writing

skills in a communicatively-oriented context. (Western Cape Education Department, 1995: 2)

As regards the developed application the importance of intercultural appreciation also in reading is thus clearly recognized. However, in the list of texts suggestedd to be read, literary texts feature at the bottom of the list.

This syllabus remains in force until the introduction of the new outcomes-based syllabus in the FET band in 2006 [1.].

1.2.2 The new outcomes-based syllabus envisaged for the FET

The new outcomes-based syllabus envisaged for the FET speaks of four learning outcomes (Department of Education, 2005: 12) of which reading and viewing are listed as Outcome 2:

Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts. (Ibid: 13)

However, in the *Learning Programme Guidelines* provided at an in-service-training workshop offered by the South African NDE in April 2005 the importance of reading is assigned a secondary role. With reference to the FET band it states:

Although reading and writing skills are developed at this level, the emphasis is on developing listening and speaking skills. (Ibid: 8)

Reading skills are thus apparently assigned a secondary role. This would, however, appear to be in conflict with the avowed outcomes-based approach as expressed outcome quoted above.

[1.] The final matric examination under this syllabus will be written in 2007.

The importance assigned to reading in the NCS can be deduced from the following statement made under the Outcome Reading and Viewing:

> The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. (Department of Education, 2003c: 21)

Such reading will hardly be possible if reading is not given significant attention in FLA. This syllabus too stresses the importance of cultural values.

> The communicative approach is also taken as the basic approach underlying outcomes-based education (ibid: 9; 10 ff).

Linked to the communicative approach is the text-based approach:

> Communicative language teaching and a text-based approach are familiar to teachers and are the embodiment of an outcomes-based education approach. […] A text-based approach to language learning explores the interaction between the text and the learner. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves reading, viewing and analysing texts to understand how they are produced and how they impact on their audience … . (Ibid: 9)

What is particularly significant in this statement is the importance assigned to devlop "competent, confiden and critical readers". This point will be dealt with in detail in chapter 2 under learning theories and learner autonomy.

The NCS includes in its definition of text "written, oral, audio-visual and multimedia texts" (Department of Education, 2005: 9). Thus the importance of text and hence reading (and viewing) are clearly recognized in OBE. The multimedia reading-programme contained in the application developed for this study provides ample scope for this and is thus appropriate.

In our post-industrial society people are constantly confronted in their everyday lives with texts in a multiplicity of forms (for instance as printed text, graphics, audio-visual or electronic text). Texts communicate messages and information. For such messages and information to be communicated "effectively" (ibid: 11), the recipient must be able to understand and interpret them and be able to pass on such messages and information. Thus a reader of the novel that forms the basis of the developed application must not merely be able to sound the words "Ausländer raus". He or she must also be able to interpret this text within a German socio-cultural, economic and political context and be able to communicate (by way of speaking or writing in the target language) his or her interpretation and not that of the teacher.

In the list of texts itemized in the *Learning Programme Guidelines: Languages* (Department of Education, 2005:11), "stories", that is literary texts, range second last on the list. Unlike in the earlier syllabus (Western Cape Education Department, 1995), however, it specifically states that texts should be authentic and be linked through themes and it includes among texts multimedia-based texts (ibid: 11).

In the 1990s the electronic media, such as computers, had not yet made their appearance in education in South Africa. Thus the inclusion of multimedia-based texts in the reading programme is a further aspect where the new syllabus differs from the old one. It is emphasized in the curriculum statement:

> The new curriculum encourages learners to become familiar with and to use the new technology, such as electronic media. By using new technologies in the language classroom, teachers can better prepare learners for international cross-cultural interaction, which is increasingly required for success in academic, vocational or personal life. (Ibid: 9)

A question whether this is desirable and an improvement on the old syllabus, it is hoped can be answered by this study. However, important in this statement is the stress on "international cross-cultural interaction". Most FLA-learners will become acquainted with the culture of the target language only through texts. Hence a further importance of reading in FLA. The question of "cross-cultural interaction" with referred to in 3.3, 3.5 and chapter 5.

1.2.3 The *Zertifikat Deutsch*

Both the 1992 and 1999 edition of the *Zertifikat Deutsch* emphasize under Learning Aims ("Lernziele") that learners should be able to understand authentic texts as regards their overall meaning ("Gesamtaussage") and/or in detail ("Einzelinhalte") (1992: 15; 1999: 51, 53) Both editions also state that the chosen texts should be theme-related (ibid, 1992: 15; 1999: 21), for instance, everyday themes as "Umwelt", "Reisen", "Berufe" or "Medien" (The environment, travelling, occupations or media). However, they only briefly refer to literary texts and then only to short stories ("Kurzgeschichten", 1992: 25; "Kurzprosa", 1999: 52).

1.2.4 The Draft White Paper on e-Learning

Young people today are growing up with electronic media and information technologies and it is essential that they become acquainted with and adept in the use of these media and technologies. Education authorities worldwide and in South Africa are committed to this end. As a result the South African education authorities in 2003 published a Draft White Paper on e-Learning in which they spell out their aims in regard to "transforming learning and teaching through information technologies" (the cover subtitle of the Draft White Paper on e-learning) (Department of Education, 2003a). It is thus not surprising that the electronic media are changing the educational scene in this country (ibid: 9).
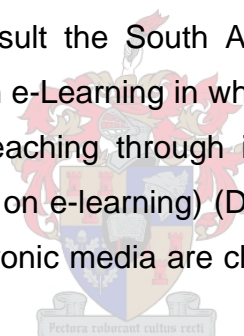
The South African education authorities have committed themselves to making ICT (Information and Communications Technologies) available to all learners and teachers as result of the changes that "arise from shifts in educational goals, and from new concepts in learning and knowledge creation" (ibid) and the belief "that ICTs can enhance educational reform by enabling teachers and learners to move away from traditional approaches to teaching and learning" (ibid) and thereby "improve the quality of learning and teaching" (ibid).

Teachers will, initially at least, so it is hoped, have "access to basic training in ICTs" (ibid: 31). In the second phase of the introduction of ICTs it is envisaged that "teachers are producing digital content of high quality and making it available to other teachers" (ibid: 33) and that by the third phase "all learners and teachers are ICT capable" (ibid).

The logic of this is, however, not quite clear. Surely teachers must first be "ICT capable" before they can produce "digital content of a high quality"?

The White paper does not specify what is contained in the ICTs. Given, however, the ever-increasing workload of teachers, teachers do not have and will not have the time to acquire the expertise to become proficient in working with highly complex specialized programmes and the time to produce applications of the size and complexity of the one developed for this thesis with such programmes. Other problems with the introduction of ICTs on a broad scale for both learners and teachers are for instance the constraints of schools' day-to-day timetables and frequency of access to computer facilities.

1.2.5 Summary

When one considers the learners' needs within the context of the above syllabi, it appears that:

- FLA involves the acquisition of the communicative skills in the order of listening comprehension, oral expression, reading and writing.
- Reading forms an integral part of FLA – even in a communicative approach but does not range as a priority in the teaching and learning programme.
- Fictional texts, in particular texts from the genre "Jugendliteratur" (youth literature), should be included in a reading programme.
- The texts selected should be authentic.
- The new electronic media can no longer be discounted.

1.3 The need for different teaching programmes

Neuner and Hunfeld point out that learning "communicative competence in German as a foreign language" does not mean the same thing in all countries and that the same teaching methods cannot simply be "exported" (2004: 106).

In countries which are far away from the target language and which are culturally different, the following points are, amongst others, considered as problematic:

- The emphasis on aural and oral competencies before reading and writing.

- The one-sided orientation towards "everyday" situations and themes.

- The restriction to everyday texts, i.e. functional texts (for instance menus, newspaper articles or timetables), and to a large extent the exclusion of literary texts.

- The disregard of reference to the learners' own culture ("eigenkulturellen Rahmenbedingungen"). (Ibid: 106)

These problems the developed application tries to address. Although discrimination towards foreigners and bullying are common phenomena, they are not "everyday situations". Literary texts and not functional texts predominate in the developed application and frequent reference is made to South African cultural conditions as the target audience of the application is in the first instance South African.

1.3.1 The need for specific teaching programmes

From the above it can be deduced that each country is unique. Thus teaching programmes and materials cannot simply be imported without adaptation from the country of the target language. Each country must design syllabi for FLA that are appropriate for its specific needs as was done in the case of the German textbook series *Deutsch ZA* [1]. In designing a reading programme for FLA in German for South African learners the choice of a youth novel such as *Als aus Janusz Jan* wurde is particularly appropriate because of its focus on discrimination, a social phenomenon that played and is still playing a significant role in South African society. As regards South Africa therefore, the syllabi, in this instance the new FET-syllabus, spell out quite clearly foreign language teaching and learning orientation required for this country. (Department of Education, 2005:8ff)

1.3.2 The need for greater emphasis on the reading of literary texts

The reading of so-called prescribed literature (that is, the compulsory reading of literary texts for examination purposes) is no longer required. In the current syllabus non-literay texts predominate (Western Cape Education Department, 1995:5). As a result the focus

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[1] The course by Skorge, S. *et al.*, consisting of *ZA Deutsch 8, ZA Deutsch 9* and *ZA Deutsch 10* for the senior phase written between 1988 and 1989 specifically for learners in South Africa (hence the letters ZA in the title) in the then standards 8, 9 and 10 (the present grades 10, 11 and 12).

has shifted away somwhat from literary texts. This is also borne out by a glance at the contents pages of the textbook series *Deutsch ZA*. The new NCS curriculum, however, takes a more balanced view by requiring learners "to develop proficiency in reading and viewing a wide range of literary and non-literary texts" (Department of Education, 2003b:13).

The didactic qualities of literary texts by far outweigh those of non-fiction texts ("Sachtexte"):

> Der fremdsprachliche fiktionale Text schafft beim Leser/Lerner eine Zwischenwelt zwischen seiner eigenen und der (fremdkulturell geprägten) Welt des Textes. Fremdsprachliche literarische Texte können im Unterricht Begeisterung, Engagement und Identifikation (mit Personen, Situationen, Ideen) schaffen. Sie gehen damit über die didaktischen Qualitäten von Sachtexten weit hinaus.
>
> (The foreign language fiction text creates in the reader/ learner an intermediary world between his own and the (foreign culturally shaped) world of the text. Foreign language literary texts can elicit during the lesson excitement, involvement and identification (with characters, situations, ideas). In that they go beyond the didactic qualities of the non-fiction text.) (Neuner and Hunfeld, 2004:120)

In other words literary texts create a particular (foreign) world for readers to interact with and to which they could relate to. This point will be discussed further in 3.12 and 5.5.5.

1.3.3 The need for an interactive, web-based, multimedia reading programme: learning differently

In 1.2 it was stated that the new FET syllabus encourages the use of electronic media.

The electronic media are beginning to play a prominent role in South African education. Many schools have acquired computer centres and an increasing number of learners are receiving computer literacy training. Unfortunately it is the teachers who are lagging behind in this respect. Many have only a basic knowledge of word processing and restrict themselves to typed notes and exercises to be printed out. As a result

computer-integrated subject teaching is still a rarity in South African schools. This is borne out by the Draft White Paper on e-Learning which notes that regarding computer literacy "limited integration into teaching and learning is […] evident" (Department of Education, 2003a: 6).

As far as German is concerned, there are numerous language tutoring resources available to teachers and learners on the Internet. They concentrate, however, mainly on grammar and vocabulary and on providing cultural and historical background information. Custom-designed interactive, web-based multimedia programmes similar to the programme *Ausländerfeindlichkeit: Als aus Janusz Jan wurde* developed for this study at present exist only for mother-tongue speakers, for instance Rilke's *Der Panther* [1.] as well as a programme on *Geschichte der Flucht und Vertreibung der Deutschen aus Polen*[2]. These programmes, however, were produced by mother-tongue learners as class projects and are therefore limited in scope and not necessarily suited to FLA. See chapter 7 for more detail.

Software for foreign language acquisition can be designed in a variety of forms and ways. The application designed for this study was designed for instance in a web-based format because most learners are familiar with the Internet and thus with the functioning of web programmes. Unfortunately there are currently a number of problems regarding the integration of such software into subject teaching. See Chapter 7 for a more in-depth discussion of this point.

1.3.4 Learning by means of interactive, web-based, multimedia programmes

Learning by means of an interactive, web-based, multimedia programme differs from learning in the traditional textbook-based way.

[1.] A project initiated by Claudia Mutter: „Die Unterrichtseinheit zu Rilkes „Panther" will einem Klassiker der deutschen Lyrik eine Art "Sitz im Leben zuweisen", die Lust an und auf Lyrik wecken und die Leselust fördern. Der Computer wird als praktisches Arbeitsmittel eingesetzt, die Auflösung des traditionellen linearen Lesens als Chance aufgegriffen, um Texte in vielfältige Beziehungen zu setzen und für die Interpretation zu nutzen." Obtainable as a Pdf-file. [Online]. Available: http://www.lehrer-online/url/panther [10.09.2005]

[2.] Developed by learners from the Heinrich Heine Gymnasium, Mettmann. [Online]. Available: http://www.hhg-mettmann.de/start.htm [10.08.2005]

Traditional teaching and learning has largely been textbook-based. The teacher was in absolute control and a class was expected to follow passively as one in the book. No distinction was made between fast readers and slow readers, fast learners and slow learners, motivated learners and unmotivated learners. Significant changes in the approach to teaching came about through the introduction of a communicative approach to teaching and the use of the new technologies. Especially the introduction of the computer into education and the consequent discussions about their potential use also in subject integrated teaching on the theoretical basis of cognitive-constructivist learning, has resulted in significant changes being brought about in learning. These changes and particularly cognitive-constructivist learning will be looked at in more detail in the next chapter.
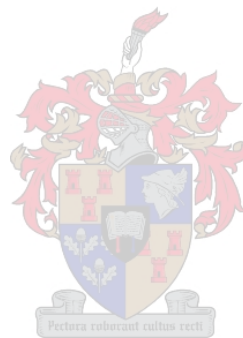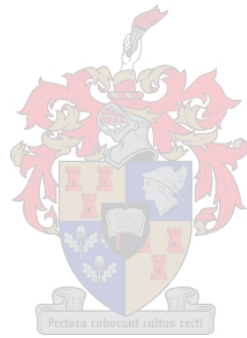
CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Introduction

In Chapter 1 the requirements of the current and future syllabi for language learning were discussed. Any learning programme must, however, be grounded in a theoretical framework. This chapter will discuss the traditional (and in many

cases still practised) approaches to learning followed by a discussion of two interrelated currently accepted theories, the cognitive and constructivist theories

2.2 Theories of learning

2.2.1 Introduction: Paradigm changes

How people learn is a complex process. Over the years there have been many theories. It is not the object of this study to give an all-encompassing historical

review. Only the most recent theories that have a direct bearing on this study and the application developed will be discussed.

Why should there be theories for something, such as learning, that we intuitively engage in every day and simply take for granted? It is precisely because we take for granted learning, a process on which our very survival in our immediate world as well as in a foreign world (for instance as tourists), depends, that we should consider what learning actually is and entails. Hence, too, effective teaching can only take place within a theoretical framework.

In recent years there has been a significant paradigm change that has far reaching consequences on education. In South Africa it has resulted, for instance, in the introduction of the so-called outcomes-based education. As Thissen observes "a prerequisite of every didactic is the paradigm which exists behind it" (2001: 4). In other words, without a paradigm (theory) any didactic would simply be opportunistic. This argument would as a consequence also apply to a didactic module reading such as the developed application. Thissen continues:

> This paradigm, the opinion, of how learning, as well as human understanding and perception, functions, influences the method by which it is taught. […] The

paradigm (theory) also directly determines the manner, the teaching, the didactic, and the lesson. They also determine the attitude of the teacher to the student as well as the attitude of the teacher and the student with regard to the material taught. (Ibid: 4)

Thus reading must be taught within a specific didactic framework. A teacher must ask himself or herself whether he or she wants the learners/ readers to concern themselves merely with the story and its plot or to interact with the text on a socio-cultural and political level or to read the text for linguistic purposes such as acquiring vocabulary and grammar.

2.2.2 Traditional behaviourist-objectivist learning theory

In the traditional teaching and learning environment the teacher is in command. He is a subject specialist and knows and determines what his learners must be taught (Thissen, 2001: 3). He has access to the learning materials and is able to supply his learners with what they need. He also has his particular, in his mind best suited, method(s) of teaching necessary to achieve his goals and the goals expected by the educational authorities. His task is to give instruction and his pupils are there to receive (passively) instruction. He presents his knowledge progressively in small easily "digestible" units. However, although he is aware that his learners are individuals with different capabilities, he directs his teaching at the average learner. He tries to impose and maintain strict order and discipline because only under such conditions, he feels, can effective learning take place. The focus of such teaching and learning is on facts and skills (e.g. reading and writing).

The learner who wishes to achieve, on the other hand, tries to satisfy the teacher and hopes to be rewarded with the desired marks that are usually regarded as the acceptable indicator of how successful his learning and the teacher's teaching has been.

The teaching and learning scenario described above is based on the behaviourist stimulus-response theory of learning and "can be described as objectivist" (Rüschoff, [S.a.] b). In other words, knowledge is reduced to objects that can be passed on from teacher to learner and not as something that learners have generated or constructed

themselves through an active process of involvement and analysis and interpretation. This theory presupposes that "a subject can be categorized and organized into clearly defined units which can be explicitly taught as part of a carefully taught curriculum" (Rüschoff, [S.a.] b) and that knowledge can be transferred form one (the teacher or the text book) to the other (the learner).

Instead of applying such a behaviourist-objectivist approach a new approach has to be found, if the avowed aims of the syllabi discussed above are to be realized. One such approach could be a cognitive-constructivist approach that will be discussed in the next two sections.

2.2.3 Cognitive learning theory

Cognitive learning theory takes a new look at the human mind and how it works. Learning, it is argued, does not take place along a chain of stimulus and response in small steps from the simple to the complex. Wolff, for instance, explicitly rejects both progression and systematisation (1996: 549). Effective learning can only take place through insight (von Hammerstein, 2001: [S.p.]) and processing. Indeed as Wolff points out:

> Damit der Mensch in der Welt, die ihn umgibt, überleben kann, muß er die Informationen, die die Umwelt bereitstellt, verarbeiten können. Er ist mit einem Informations-verarbeitungsapparat ausgestattet.
>
> (In order to enable a human being to survive in the world that surrounds him, the information that the world supplies must be able to be processed. He is equipped with an information processing apparatus.) (1996: 544)

Knowledge must be processed and interconnected into a whole instead of being a loose conglomerate of facts or "objects". Learning, and hence understanding, takes place at a point where the inter-relationship within the context of the whole is realized and where it can be linked to already existing knowledge:

> Bei der Verarbeitung von Informationen muss das neue Wissen so verarbeitet werden, daß es im Wissensspeicher mit dem bereits vorhandenen Wissen vernetzt werden kann.

(During the processing of information the new knowledge must be processed in such a way that it can be linked to knowledge already held in storage.) (Ibid: 545).

Learning must thus be seen as an active process of active discovery (Thissen, 2001: 7; Wolff, 1996: 552). As a result cognitive learning theory assigns an important role to mental operations ("mentale Operationen") (Wolff, 1996: 44.) such as logical thinking, imagination and creativity in the learning process, unlike behaviourism, which focuses on objectively observable outside stimuli.

Cognitive psychology, according to Wolff (1996: 546), presupposes that knowledge is stored as organized knowledge or "schemata" composed of knowledge components that are culturally specific and therefore differ from person to person (ibid: 546). Thus there are "schemata" for "dogs" and "restaurants". Our schema of dogs tells all we know about dogs from past experiences, for instance that dogs have four legs, that they bark in a certain way in certain situations and wag their tails in others. Similarly, our schema of restaurants tells us what we have learnt and know from our experiences of having visited various restaurants in the past. Thus when we enter a restaurant we have certain expectations, such as the arrangement of the tables, what kind of food to expect and there are certain conditions regulating our entry, ordering, eating our meal, paying and leaving. Such declarative knowledge (what-knowledge) and procedural knowledge (how-knowledge) (ibid: 546) makes up our knowledge components of the world we live in. The knowledge components are culture-specific and as a result differ from person to person (ibid: 546). As regards the application developed for this study there is in German a specific "Ausländerfeindlichkeits"-schema or a bullying-schema. These schemata may not correspond exactly to those that, for instance, a South African may have. Yet there may be points where they intersect or overlap. Foreign learners such as South African learners learning from the application developed for this study on the themes "Ausländerfeindlichkeit" (which for many Germans is synonymous with racism) and "bullying" can link that knowledge to the schemata they already have as a result of their experiences gained from their own culture.

As learning is a multi-operational cognitive process, it is desirable that all media or as many as possible - visual, aural, oral, including writing - by which learning can take place, be brought purposefully into play. As von Hammerstein puts it:

> Ein gezielter Einsatz aller möglichen Medien ist natürlich die beste Möglichkeit, um über eine möglichst große Bandbreite Informationen an den Lernenden heranzutragen.
>
> (A purposeful utilisation of all positive media is naturally the best means of supplying the learner with as broad a range of information as possible.) (2001: [S.p])

Von Hammerstein furthermore stresses that "jede Information - [muss] auf die beste mediale Vermittlung hin untersucht werden" (ibid).

2.2.4 Constructivist Learning theories

The application developed for this study is grounded not only in cognitive but also in constructivist theory.

According to constructivist theory human beings are self-enclosed, self-organizing information processing systems (Wolff, 1996: 543; Thissen, 2001: 4). People "construct" their understanding of the world they live in. Learning and hence understanding is a process. Knowledge is not taken up ready-made as it is described in a humorous metaphoric analogy called the "jugs and mugs" method, in which the teacher (the jug full of knowledge) "pours" his or her knowledge into the pupils' minds (the mugs) which are then filled automatically with an amount of new knowledge the quantity of which depends on how much the "mugs" were able to take up and how much got spilled.

The human mind, however, is not simply a "jug" to be filled. The way humans learn depends on how the human brain functions. The following observations are taken from Thissen:

- The brain organizes everything that it perceives and permanently interprets it.
- We do not see things how they really are, but only how our mind interprets them.

- There is no objective knowledge in the world, […] but always only our perception of the world.
- Understanding means creating an interpretation that is appropriate for a situation.

(2001: 5)

Thus according to constructivists the perception we have of the world, the reality out there, exists only in our mind.   There is no single objective reality, only mental interpretations or constructs, personal realities and "no one world is more real than any other" (Jonassen, 1991: 29). It could be argued that a tree is a tree, no matter who looks at it. However, when we look at a tree we all see the tree differently. One person may see it in terms of its natural beauty; another person may see it only in terms of potential   firewood. To mother tongue speakers "Ausländerfeindlichkeit" in *Als aus Janusz Jan wurde* will mean something quite different than to a FL-reader, for instance a South African reader who still has memories of Apartheid. As Jonassen stresses:

> An important conclusion from constructivistic beliefs is that we all conceive the external world somewhat differently, based upon our unique set of experiences with that world and our beliefs about those experiences. (1991: 29)
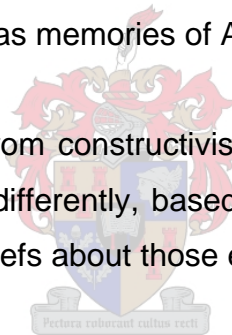
One should add to Jonassen's conclusion that our conception of the external world is also conditioned by the unique nature of the human mind. As a consequence of this and our unique experiences we all live in our own world.

All this has important consequences for reading. "Ausländer-feindlichkeit", "Mobbing", "Deutschland" and even "Reading" mean different things to different people. And thus a teacher cannot foist on his or her pupils one "true" reading or interpretation of the text of *Als aus Janusz Jan wurde* or of any text for that matter - nor can the pupils expect that from the teacher. Meaning has to be constructed by the learners themselves according to constructivist theory. There is never just one (objective) meaning. Meaning is always subjective and individualized.

2.2.5 Communicative language teaching and learning

In pre-industrial times language learning and studying concentrated on text-based language. The focus was on the study of grammar, on translation, and on interpretation. The practice was inherited from the classical humanistic tradition situated in the study of Latin and ancient Greek. With the growth and spread of industrialisation and the development of better forms of communication (for instance the telephone) as well as quicker and more efficient means of transport that made travel more affordable, direct international contact became more common and also changed the way people communicate.

Recently there appeared a change of attitude towards teaching FLA. There was a move away from seeing language merely as a system of forms and rules towards a so-called pragmalinguistics (Neuner and Hunfeld, 2004: 84), that is, learning languages pragmatically for everyday use and not as an exercise of academic study. Language, it was felt, must also be seen in social terms and not just in terms of its linguistic nature. Modern, "living", languages are languages that appear not merely in books, but are used in everyday situations for direct, face-to-face, communication.

Consequently, as Neuner and Hunfeld point out:
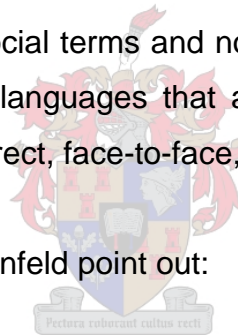
> Um „Alltagssituationen" sprachlich zutreffend und authentisch zu erfassen, genügt es nicht, „Modelldialoge" (zu einem Grammatikpensum) zu entwerfen, man muß vielmehr auch die für die betreffende Situation charakteristischen Lese- und Hörtexte und Schreibanlässe einbeziehen.
> (In order to capture "everyday situations" linguistically both fittingly and authentically, it is insufficient to devise "model dialogues" (for a grammar work schedule). One must rather include characteristic reading and listening texts and writing reasons for the specific situations.) (2004: 98)

As a result reading texts are unfortunately restricted far too much to functional texts, such as newspaper texts, timetables, menus, weather reports, traffic signs and advertisements.

A positive side to this change, however, in FL-teaching and learning was that it became more learner orientated. On the negative side, it could be argued that content and understanding of the text was being neglected, that is that undue attention was given to linguistic aspects such as the acquisition of vocabulary and grammar. Thus Kussler in the preface to his anthology "Textbuch Kurzprosa", a collection of shorter German fictional prose, states that the texts are intended as a "Vertiefung und Erweiterung der im Sprachunterricht vermittelten Fertigkeiten und Kenntnisse" (1992: ix). It is to be asked: "What did students learn? Many practical skills. But, is it possible to be functionally literate without cultural literacy?" (Soetaert, Mottart and Bomamie, 2004: 98). To continue to quote Soetaert, Mottart and Bomanie: "The argument here is that the communicative approach should take into account the cultural aspects of communication and the intercultural dimensions of language use" (ibid). This point will be further discussed in 5.3.

2.3   Learner autonomy

According to cognitive and constructivist psychology, a human being is "ein informationsverarbeitendes System" (an information processing system) (Wolff 1996: 545; Bimmel and Rampillon, 2005: 38) (See the discussion of constructivism). As such it acquires new knowledge through a process of interaction with existing knowledge. New knowledge is always built on old knowledge and only that can be understood that can be connected to already existing knowledge. New knowledge also always implies a restructuring (that is, a changing, expanding and supplementing) of existing knowledge (Wolff, 1996: 548; Bimmel and Rampillon, 2005: 40; Thissen, 2001: 6). This presupposes that learning is an individual and active process that differs from person to person. Knowledge and understanding is hence acquired through an autonomous process. It is the learners themselves, who initiate, direct and organize their learning (Bimmel and Rampillon, 2005: 38).

Bimmel and Rampillon summarize autonomous learning as follows:

Autonome Lernende entscheiden z.B. selbst,
- dass sie lernen wollen,
- wie sie beim Lernen vorgehen,
- welche Materialien und welche Hilfsmittel sie zum   Lernen verwenden,

- welche Lernstrategien sie einsetzen,

- ob sie allein oder mit anderen lernen,

- wie sie ihre Lernzeit einteilen, und

- wie sie kontrollieren, ob sie erfolgreich gelernt haben.

(Autonomous learners decide for instance themselves

- that they wish to learn

- how they will proceed during the learning process

- which materials and aids they will use in the learning process

- which learning strategies they will employ

- whether they will learn alone or with others

- how they will divide up their learning time

- how they control whether they have learnt successfully.) (2005: 33)

These points describe the ideal situation in a cognitive-constructivist learning process. It is, however, restricted by, amongst others, the requirements of the syllabi, the educational system in which learning takes place and teachers who may fear losing control and do not trust learners being able to conduct their learning in a responsible manner and by teachers who still cling to traditional teacher centred teaching methods.

Learning with the application developed for this study enables all the above listed points, characterizing autonomous learning to be realized. For instance learners can choose themselves when to access the programme, at what point they wish to access the programme, which texts they wish to read and which exercises they wish to do. However, as it is an application developed mainly for use in a class context, the teacher may impose some restrictions. For instance the teacher may determine which chapter should be dealt with first.

2.4   Learning theory and reading

From the above discussion it can be concluded that texts read in FLA have a functional role. They are not read merely for pleasure. Including a text such as *Als aus Janusz Jan wurde* in a learning programme is only justified by what learners may be able to learn from it.

In order to read and learn effectively learners must become actively involved in the reading process and construct their own meaning. All knowledge is constructed knowledge through perception and interpretation in the light of prior knowledge and experiences. There is no objective knowledge. It is not the teacher's interpretation of a text that counts, but rather that of the reader, that is, of the learner. In order to achieve this aim learners must be given greater autonomy in the learning process.
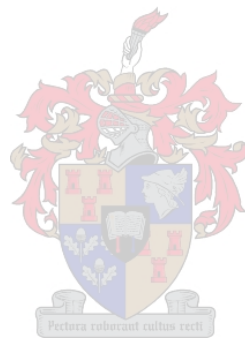
CHAPTER 3: READING OF FICTIONAL TEXTS IN FLA

3.1   Introduction

The first things we read or have read to us as we grow up are stories and every child likes a good story regardless of its practical use. In later life non-fictional texts, such as newspaper articles, letters, menus and adverts, to name a few, play a greater role in our day-to-day lives. Reading as such is often more important than hearing, speaking and writing. Most people today live in cities and as a result are constantly confronted with text in the streets, in shops, in the workplace, at home and at school. Learners acquiring a foreign language have, especially after they leave school, far more opportunities to read (and perhaps to write) in the acquired language than either to hear or speak the acquired language (Kast, 1989:146; Skorge et al, 1988: 17).

3.2   The neglect of reading

Bernd Kast deals with this question in some detail (1989: 146 –147). He refers to various sources that minimize the importance of reading in foreign language acquisition. He came to the conclusion that "mangelnde Substanz" (a lack substance) in many reading texts, the absence or lack of appropriate reading and exercise strategies as well as the order of the skills to be acquired (listening, speaking, reading, writing) "haben das Lesen in die Rolle eines Aschenputtels gedrängt" (have forced reading into the role of a Cinderella) (ibid: 146), that is, into a subservient role. He goes on to point out:
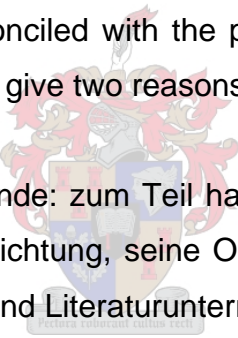
> Alle Gründe jedoch, die das Lesen als eine wenig attraktive und nützliche Fertigkeit hinstellen, sind wenig überzeugend und stehen auf wackligen Beinen. So beginnt man in den letzten Jahren die Frage, welchen Stellenwert das Lesen im fremdsprachlichen Unterricht einnehman sollte, neu zu bedenken.
>
> (All reasons, however, which make reading appear as a less attractive and useful skill are less convincing and stand on shaky legs. Thus one begins to reconsider in recent years the question of what positive value should be assigned to reading in foreign language teaching.) (Ibid: 147)

Rethinking the role of reading in FLA is exactly what the new FET syllabus envisaged for 2006 (see 1.2.2) has done by emphasizing the need for reading in schools, including

the reading of literature. Nevertheless in a comment on a recent Pisa study on reading in German schools the question was still asked with good reason: "Lesen - eine aussterbende Fähigkeit?" (Reading – a dying skill?) (Opgenoorth, [S.a.]). The reading survey conducted for this study at a number of schools in South Africa seem, however, to indicate that this is not the case in South Africa (See 2.13 and Appendix C-1).

Boog and his co-authors explain in the introductory remarks to *Lesespass. Ein literarisches Materialienbuch für die ersten Jahre Deutsch* that they compiled their book because in the beginner stages of learning German as a foreign language literary texts were scarcely dealt with and "schon gar nicht in neuren kommunikativen Lehrwerken" (and not at all in the newer communicative text books)(1989: 4). Although these observations apply to the early FL-learning stage they also apply to later stages (Kast, 1989:148). These observations seem to imply two things: firstly, that learning the target language was very much textbook orientated and secondly, that the inclusion of literary texts in textbooks cannot be reconciled with the precepts of communicative language learning. Boog and his co-authors give two reasons for this:

> Das hat verschiedene Gründe: zum Teil hat sie der kommunikative Ansatz und dessen pragmatische Ausrichtung, seine Orientierung, verdrängt; zum Teil wird behauptet, Spracherwerb und Literaturunterricht sollten getrennt werden.
> (There are differing reasons for this: partly the communicative approach and its pragmatic delivery, its orientation, has displaced it; partly, it is claimed, language acquisition and literature instruction should be separated.) (1989: 4)

Literature and language study need, however, not be separated. Kussler maintains that his anthology of shorter prose also serves as a "Vertiefung und Erweiterung der im Sprachunterricht vermittelten Fertigkeiten und Kenntnisse" (Reinforcement and extension of the skills and knowledge acquired in the language lessons)(Kussler, 1992: ix). Skorge et al*.,* on the other hand*,* distinguish between various forms of reading. For instance, they see analytical reading as "eine Übungstätigkeit zur einprägung von Wortschatz, idiomatischen Wendungen und grammatischen Strukturen" (as an exercise activity for impressing vocabulary, idiomatic expressions and grammatical structures) (1988: 21; 1988b: 17). This supports Kussler's argument and contradicts any argument claiming that reading does not support the development of other skills in FLA, such as

the acquisition of vocabulary and grammar. For these reasons the application developed for this study does not devote itself only to reading, but also to listening as well as viewing and writing and the acquisition of grammar and vocabulary.

3.3   Reasons for reading

Skorge et al. in their introduction to the teachers' guide for *Deutsch ZA 9 Lehrerhandbuch* emphasize:

> Flüssiges Lesen von authenthischen Texten in der Fremdsprache ist in den meisten Fällen das wichtigste Lernziel im Fremdsprachenunterricht, denn viele Schüler werden nach dem Verlassen der Schule wenig Gelegenheit haben, noch oft Deutsch zu sprechen. Das Lesen deutscher Texte ist dagegen für viele auch nach der Schule noch eine wichtige Fähigkeit, […].
>
> (Fluent reading of authentic texts in the foreign language is in most cases the most important learning aim, because many learners will have after leaving school few opportunities to speak German often. The reading of German texts is on the other hand for many still after school an important skill.) (1988: 20)

Reading promotes the acquisition and use of language. The written text is a pragmatic expression of the linguistic system (the lexicon and syntax). When a reader confronts a text he or she enters into a dialogue with the text and reading thereby becomes an act of communication. Learners in FLA often learn the target language in countries far removed for the country of the target language. They only have an opportunity to communicate orally in the target language no more than three to four hours a week. Reading is thus the most frequent form of communication a learner can engage in – with the added advantage that it is the most patient and forgiving form of communication. The reader always has several opportunities of making the communication succeed.

Reading also forms an important function in the cognitive, emotional, creative and social development of a person (Walter, 1999: 1; Kast, 1989: 146). Walter points out that reading "schafft Grundlagen für selbstbestimmtes und selbstorganisiertes Denken, Bewerten und Handeln im privaten, beruflichen und öffentlichen Leben" (creates bases

for self-determined and self-organized thinking, evaluating and acting in private, professional and public life)(1999: 1). As regards reading fiction Walter stresses:

> Lesen schafft Freiräume, entlastet vom Alltagsdruck, vermittelt (vor allem bei poetisch-fiktionaler Literatur) Freude und Vergnügen, fördert Kritik-, Urteils- sowie Entscheidungsfähigkeiten, trägt zum Aufbau persönlicher und kultureller Identität bei, stärkt das Selbstbewusstsein und leistet damit einen Beitrag zur Persönlichkeitsentwicklung.
>
> (Reading creates freedom of space, relieves from everyday pressures, transmits (above all in the case of poetic-fictional literature) joy and pleasure, promotes critical and judgement skills as well as decision making skills, contributes to the development of personal and cultural identity, strengthens self-consciousness and thereby makes a contribution to the development of personality.) (1999: 2)

Walter highlights some significant values of reading of, above all, literary texts, in particular the development of critical skills and the development of personal and cultural identity. And surely one of the best ways to become better aware of the significance of one's own cuture is through comparison with other cultures?

A novel such as *Als aus Janusz Jan wurde* is not intended to be a source of information, although it can provide information discursively. Literary texts are discursive, that is, they move from subject to subject, from situation to situation, without the intention of providing specific direct information as declarative texts such as newspaper or advertising texts do. However, this does not mean that literary text do not contain information. From a literary texts such *Als aus Janusz Jan wurde* and *Landnahme* a reader learns that in Germany certain immigrant children who somehow look and act differently or don't speak German properly become the target of discrimination. For instance, Janusz is mocked for the way he speaks. Also Bernhard (in *Landnahme*) is noticed for the different way he speaks and acts. Literary texts do differ from non-literary texts as Walter rightly points out (1999: 2). They deal mainly with people and life-situations with which the reader can identify or from which he or she can distance him- or herself. They require critical interpretation and give learners the opportunity to "stand between two viewpoints and between two cultures" (Kern,

2000: 46), their own and that reflected in the text. This complies with the requirements of the new FET–syllabus of devepoling learners into critical readers.

Literature is, however, not written in a vacuum. Especially a book such as *Als aus Janusz Jan wurde* requires on the part of, above all, young readers knowledge of specific social, historic and political backgrounds. These are not given in the novel but have to be ascertained from other sources. Literature can thus also become indirectly a source of information by requiring reading of supportive texts, mainly in the form of non-fiction. Thus an understanding of a text cannot be divorced from a context. (Kast, 1989: 33ff)

3.4 What is a text?

Much has up till now been said about reading and text. Yet what is a text?

Text consists not merely of printed words on a page. Text need not be verbal. It was pointed out in 6.2.2.4 that text can also be graphics, pictures, sound and video. Thus a reader of a "page" of *Als aus Janusz Jan wurde* in the application developed for this study "reads" the whole page – the background, the layout, the graphics in the page header and any other non-verbal element that supports the verbal text. Text is also meaning and is thus a semantic unit. Meaning is not a thing in itself but embedded in and determined by a context of situation. The meaning of a text, moreover, is also subject of interpretation and thus also determined by the reader. Each reader constructs his or her own meaning of a text.

According to cognitive-constructivist theory (discussed in Chapter 2) a learner, and hence a reader as learner, brings to the text prior knowledge and experience and on the basis of this prior knowledge and experience constructs new knowledge and hence meaning. This allows one to assume that:

- All knowledge is individual knowledge.
- All meaning is individual meaning.
- All readings are individual readings.
- All readings are based on a process of selection and of making choices.

One may also assume that because existing knowledge is constantly modified by the acquisition of new knowledge:

- Meaning is also constantly modified.
- Each reader reads a text differently.
- Every text becomes a new text through reading.

All this has important implications for reading in FLA. The FL-learners' proficiency in the target language is constantly changing as regards their knowledge of the lexicon, syntax and social and cultural knowledge. Reading becomes a constant process of changing meaning. There are, one could say, as many texts as there are readers. Each reader as he or she constructs his or her own meaning also rewrites the text. This is what Roland Barthes meant by the "writerly" text:

> Why is the writerly our value? Because the goal of literary work (of literature as work) is to make the reader no longer a consumer, but a producer of the text. (1975: 4)

3.5   Literacy and reading

The *Concise Oxford English Dictionary* defines literacy as "the ability to read and write". Literacy is here taken in the sense of being able to decipher a word or text and write a word or text. This is a very narrow view of literacy. As far as reading – and writing - in FLA is concerned, furthermore, literacy is often restricted to narrow linguistic exercises limited to vocabulary and grammatical structures. It does not take cognisance of cognitive-constructivist and socio-cultural aspects of interacting with a text.

A text is not a collection of words bound together by grammatical structures. And when we read we do not just read words and grammatical structures. Nor should we regard reading a text in FLA as merely an exercise in recognizing and practising vocabulary and grammar, although Kussler and Skorge et al. (op. cit. 2.2) acknowledge that texts can also serve such functions. More importantly, literary texts serve as "exemplars of social interaction" (Kern, 2000: 6). One could say that when we read, we do not just read words but also worlds (and in FLA the worlds of the target languages are sometimes very different from our own). Literary texts must be regarded as far more

comprehensive than mere words on a page. Kern gives a very comprehensive definition of literacy:

> Literacy is the use of socially-, historically- and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their context of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic – not static – and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres and on cultural knowledge. (2000: 16)

This broadens reading beyond a linguistic skill to include interpretation, critical thinking and the acquisition of cultural knowledge as well as a focus on discourse (see 3.6). It is in such a wider sense, that text combines a linguistic and socio-cultural dimension, and that the texts included in the developed application must be read. The text of *Als aus Janusz Jan wurde,* as well as the supporting texts (fictional and non-fictional as well as non-verbal text), are intended to place the two themes "Ausländerfeindlichkeit" and "Mobbing" into a multi-faceted perspective that places emphasis particularly on the socio-cultural, economic and political dimensions. For the majority of learners, even if they have the opportunity of visiting the country of the target language, learning the target language and the culture remains what Kern terms a "second order experience" (2000: 45), it is, in other words, only possible through texts. Texts

> […] offer learners the chance to 'stand between two viewpoints and between two cultures'. They can be the locus of the thoughtful and creative act of making connections between grammar, discourse, and meaning, between language and content, between language and culture, and between another culture and one's own. In short, the reading, writing and discussion of texts can lead students to become aware of the complex webs, rather than isolated strands, of meaning in human communication. (Kern, 2000: 46)

Thus texts give direct access to new cultures but also communicates, "speak" in a way, and prompt writing (Barthes, 1975: 4). In a communicative approach, reading, listening,

speaking and writing are interrelated, forming "complex webs" (Kern, 2000: 46). The text "speaks" to the reader, the reader "listens" and in turn speaks to the text – and may be prompted to communicate the message received to someone else. Reading in the developed application therefore involves not merely reading but includes also writing and will, it is hoped, lead to discussion.

3.6   Reading and discourse

When dealing with the issue of reading texts, a distinction should be made between text and discourse. Kern defines text in a very narrow way, as "the concrete, observable language data available for interpretation" (2000: 9). Text can thus be a word or a series of words strung together to form a sentence or a number of sentences and a broader sense text is not merely verbal. In FLA readers of verbal text concentrate on the linear decipherment of the text, that is they try to decipher each word as it appears in the sentence and thereby try to arrive at a meaning of the sentence. However, a sentence is more than the sum-total of its constituent words. That a sentence is above all meaning, is an aspect that is often lost sight of in FLA by an over-concentration on individual words and structures. The over-concentration on individual words instead of trying to create meaning is what distinguishes the skilled from the unskilled reader. The "unskilled reader perceives the text as a chain of isolated words, […] the successful reader encodes, that is, creates meaning, while the unskilled reader exclusively decodes" (Martinez-Lage, in Busch and Terry, 1997: 122).

Inorder to become skilled readers learners should undergo a course on how to read. Discourse thus adds a further dimension to the text. Again Kern provides a useful definition:

> By the more inclusive term 'discourse', I mean text plus the social and cognitive processes involved in negotiating meaning as people produce and interpret these texts. In other words, discourse involves the dynamic realization of texts as expressive or communicative acts. (2000: 9)

Kern thus stresses the need for interactivity. Much of the educational advantages of reading a text such as *Als aus Janusz Jan wurde* would be lost if it were to be read merely as a linguistic exercise. The reader must ask: What does this text really want to

communicate? If therefore one wishes to place greater emphasis on discourse in FLA rather than on mere text, one should select a text which is linguistically within the scope of the FL-learner so that learners do not labour with the language and as a result have their attention drawn away from the discourse. However, texts should not be selected simply on grounds of ease. Thus Krusche stresses:

> Der Lehrer ist ganz auf die Schwächen seiner Schüler fixiert, er tut daher alles, um ihnen eine – allzu – schwere Aufgabe zu erleichtern. Vor allem hält er Ausschau nach „leichten Texten". Dieser Begriff soll hier nicht verwendet werden. Ich weiß nicht, was das ist: ein leichter literarischer Text […]. Texte, die in jeder Hinsicht „leicht" sind (falls es sie gibt), sind ihre Lektüre im fremdkulturellen Unterricht nicht wert: Kein Reiz geht von ihnen aus.
>
> (The teacher is completely fixated on the weaknesses of the learners. He therefore does everything to simplfy for them a – too – difficult task. Above all he looks out for "easy texts". This concept should not be used here. I don't know what that is an easy literary text […]. Texts which in ever respect are "easy" (in case they exist) are not worth reading in foreign cultural teaching. They have no attraction. (1992: 8)

Krusche does not deny that selection should take place. The selection criteria should, however, be different. Every FL-reader has acquired certain reading competencies from reading in his or her mother tongue. Text selection in FLA should take cognisance of these competencies and apply them to reading foreign texts in FLA:

> Ich gehe von der Annahme aus, daß ein Lernender, der eine Fremdsprache sich anzueignen im Begriffe ist, im Verlauf der Aneignung der Muttersprache bereits alle möglichen sprachlichen Fähigkeiten erworben hat. [...]. Auf diese Kompetenzen hin sind Texte auszuwählen und in ihrer Progression so anzuordnen, daß der komplexeren Kompetenz jeweils der komplexere Text begegnet. Ich rücke also den fremdkulturellen Leser mit seinen besonderen Fähigkeiten in den Mittelpunkt dieser didaktisch-methodischen Reflexion und sehe meine Aufgabe als Literaturvermittler vor allem darin, solche Texte anzubieten, die dem fremdkulturellen Leser entgegenkommen, die seiner Rezeptionslage günstig sind.

(I assume that a learner who intends to acquire a foreign language, has acquired in the course of the acquisition of his mother-tongue already all possible linguistic skills. [...] With regard to these competencies texts should be chosen and arranged in their progression so that a more complex competence is met by a more complex text. I therefore shift the foreign language learner into the centre of this didactic-methodological reflection and see my task as transmitter of literatue above all therein to offer such texts which meet the foreign-cultural reader halfway, which are favourable to his level of recetion.) (1992: 9)

Krusche differs in this regard from Wolff who holds that there should be „keine Systematisierung und Progression" (no systematization and progression) (1996: 549).

Als aus Janusz Jan wurde was not written specifically for FLA but for mother-tongue speakers aged 12 years and older. The selection of this text was made for two reasons:

- Linguistically it is within the scope of advanced FL-learners in Grade 11 and 12 as well as first year university students.
- Thematically ("Ausländerfeindlichkeit" and "Mobbing") it is more appropriate to older learners, who are able to read the text discursively or "from the top-down" instead of from the 'bottom-up', that is reading a text as "decoding words rather than a process of interacting intelligently with the text to make sense of it" (Martinez-large, in Bush and Terry, 1997: 122). In this regard competencies acquired from reading in the mother-tongue are utilized.
- The foreign cultural ("fremdkulturellen") aspects of "Ausländerfeindlichkeit" and "Mobbing" are not so foreign to South African learners familiar with discrimination that they cannot relate to them.

On may object that the subsidiary texts included in the application are too difficult for the targeted reader. However, it is not essential to read these texts. Readers may choose to read them or leave them out. Morover they are intended to be read extensively (see 3.11).

3.7   Theories of Reading

A comprehensive theory of reading in a foreign language does not exist according to Westhoff (1995: 25). This does, however, not mean that scientifically verifiable statements about the didactics of reading cannot be made (ibid: 25).

 What then is reading? In the absence of an all-embracing definition, the following quotation from Kern will be taken as a working definition of reading as it should be applied to the developed application. Reading can be understood as

> […] a dynamic interactive process of deriving discourse from text. This process is not a monolithic and uniform one, however. On the one hand, reading is a socially-embedded activity involving reader-author relationships, shared assumptions, and conventions established by discourse communities. It takes place within an immediate context of situation, purpose, task, and social roles, as well as within a larger context of values, beliefs, and attitudes related to literacy and education. On the other hand, reading is an individual and personal activity involving knowledge, imagination, and emotions. (2000: 125)

According to this definition reading can not be equated with merely being able to decode the words on a page. Reading a text is always also reading meaning, hence interpretation. Reading in the above sense is a skill that has to be learnt – and taught (for that reason a page on reading strategies has been included in the developed application.). Readers in FLA must be made aware that reading a foreign text also involves their own prior knowledge and experiences (in other words their schemata and mental models (see 3.8)) and that a text can only be understood, and enjoyed, through active involvement. One of the great disservices done by the so-called prescribed and examination orientated literature was that learners relied heavily on the teacher's notes, that is on the teacher's interpretaion, instead on their own. It cannot be assumed that, if the knowledge and understanding of the texts was going to be examined, there must be a "correct" understanding of the text, namely the teacher's.

What then must FL-learners learn to comply with the above definition? Again a (rather lengthy) quotation from Kern will give an appropriate answer:

They need to learn that reading is not a generic, all-or-nothing affair (as implied in the classic teacher refrain `Either you read it or you didn't!'), but rather a process whose particular product is contingent upon a variety of linguistic, cognitive, and social factors, including culture-specific goals and purposes for reading. They need to learn that reading is a recursive process, in which one can rethink one's interpretation in the light of new knowledge and experience. They need to recognize that the pragmatic rules, of reading shift with the context of situation and purpose that reading a newspaper and reading a poem are very different activities. In learning these things, students will also learn that words and texts are not containers of universally-shared meanings and that communication is not simply a question of information transfer. (2000: 125 – 126)

Thus in the act ofreading a multiplicity of factors come into play. Reading is a multi-faceted concept. Moreover, reading a novel such as *Als aus Janusz Jan wurde* in FLA means something different than when a mother-tongue speaker reads it. A mother-tongue speaker may read it for the story whereas a foreign language reader may read it both for the story and for linguistic reasons (e.g. acquiring vocabulary) and social background.
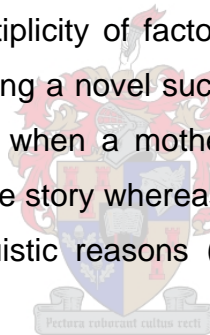
If "reading is a recursive process, in which one can rethink one's interpretation in the light of new knowledge and experience", "Vorerfahrung" (prior experience) or "Vorwissen" (prior knowledge) (Piepho, in Edelhoff, 1985: 32) or own knowledge ("Eigenwissen") (Westhoff, 1987: 76) or background knowledge (in the sense of the German term "Vorentlastung") that a reader brings to reading the text is of paramount importance. Comprehension is greatly facilitated if the reader can relate what he or she reads with what he or she already knows, that is, is able to connect with "dem schon Bekannten" (what is already known) (Edelhoff, in Edelhoff, 1985: 12). As far as *Als aus Janusz Jan wurde* is concerned, it is a book whose themes "Ausländerfeindlichkeit" and "Mobbing" are familiar to most young readers. For the South African reader "Ausländerfeindlichkeit", which many Germans equate not just with discrimination but also with racism, is anything but an unfamiliar theme nor yet a

theme of the past. "Mobbing" or bullying is something every school child has either experienced itself or has at least witnessed. As Piepho (*op. cit.*) puts it:

> Der Lehrtext wird wie eine „Blaupause" auf diejenigen Tatsachen und Zusammenhänge abgetastet, die jeder Schüler spontan und direkt mit Wissens-, Gefühls- oder Erwartungsmomenten verbindet.
> (The text for tuition gets testet like a "blueprint" for those facts and connections that each learner can combine with his knowledge, emotions and expectations.)
> (In Edelhoff, C. (ed.), 1985: 32)

Piepho thus stresses the importance for reading of past knowedge and experiences.

Westhoff sees the reader utilizing two sources ("Quellen") in their process of reading: visual data ("visuelle Daten") and own knowledge ("Eigenwissen"). He emphasizes that "eine verhälnismäßige große Miteinbeziehung von Information aus dieser letzten Quelle [Eigenwissen] unentbehrlich ist, wenn wir mit einem akzeptablen Nutzeffekt lesen können wollen" (a relatively big recourse to information from this last source [own knowledge] is indispensable if we wish to read with an acceptable use effect) (1897: 76). Martinez-Lage also points to "the positive effect of providing students with the necessary background knowledge on increasing the level of comprehension" (in Bush and Terry, 1997: 124) and that "this background knowledge" will facilitate comprehension because, as the reader moves along the text, he or she will recognize lexical items, syntactical patterns, text structure, characters, behaviours, locations, figurative uses of language, and so on" (ibid: 127).

Martinez-Lage uses here the term 'recognizes'. The reason for using this term can be explained by the so-called "schema theory".

3.8   Schema Theory

According to Wolff, as was discussed in 3.2.3, holds that knowledge is stored in the form of schemata (1996: 546). According to Barnett the schema theory is:

> […] a theory that holds that present experiences are interpreted in terms of past experiences and prior knowledge. […] a text does not carry complete meaning in

itself but rather provides guidance to listeners and readers as to how to construct the intended meaning from the knowledge they already have and how to add to that knowledge. (1989: 172)

Or as Kern puts it:

Schemata represent 'typical instances' (i.e. norms) of things and ideas, both concrete and abstract, from the component graphic features of a letter of the alphabet to notions of 'love' and 'democracy'. And they are often embedded within one another in complex hierarchies, such that a 'birthday party' schema might contain a schema for a 'birthday cake', which might in turn contain a schema for 'birthday candles', all of which would contribute to culturally-based stories about what happens at birthday parties for example, that one's wish will come true if one blows out all of the birthday candles with a single breath). Schemata thus help us to make sense of the world around us by allowing us to organize our perceptions into coherent wholes. (Kern, 2000: 32)

A South African reader reading *Als aus Janusz Jan* wurde brings to the text quite specific schemata regarding discrimination in the light of which he interprets "Ausländerfeindlichkeit".
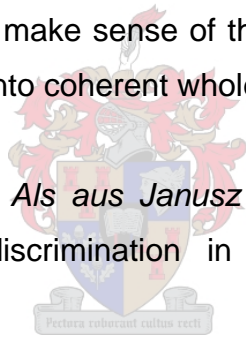
In FLA "cultural schemata" relating to foreign culture are acquired mainly through reading (Kern, 2000: 45).

Every reader brings to the text a set of schemata ("the organisation(s) of knowledge structures or concepts an individual has because of previous experiences" (Barnett, 1989: 172) that he or she can relate to a text's content (themes, events, characters and behaviours) as well as to the "hierarchical rhetorical organisation of the text" (ibid). One of the first scenes In *Als aus Janusz Jan wurde* is the scene where Janusz is being confronted by a group of boys that become his bullies. Most school children have experienced bullying either directly or indirectly and can thus relate their experiences to this scene. The same applies to Janusz' participation in the relay race. On the other hand, foreign readers may have difficulties with the interpretation of the scene where Janusz and his family are our out on a walk and are suddenly confronted with the

Graffiti "Ausländer raus!" (Foreigners out!). When it is made clear (e.g. from the audio file included in the application developed for this study), that to most Germans "Ausländerfeindlichkeit" is synonymous with racism, the reader's interpretation will change since racism is a worldwide phenomenon. Yet even though it is a worldwide phenomenon it is not a unified concept. A South African reader, for instance, will interpret it in terms of ethnicity (skin colour) and against the background of apartheid, whereas to a German "Ausländerfeindlichkeit" as racism engenders largely cultural and in some cases specific historical differences. To a German "Ausländerfeindlichkeit" towards a Pole is not the same as "Ausländerfeindlichkeit" towards a black African immigrant. FL-learners may also find it strange that "Ausländerfeindlichkeit" applies only to some foreigners (e.g. Turks and Poles) and not, for instance, to Scandinavians. Obviously Germans have different schemata for different foreigners.

Schema theory applies not just to text content but also to formal aspects of text. "Different types of texts have different conventional formal schemata" which determine "the reader's ability to recognize textual organisation and to create expectations on the basis of standard rhetorical structure" (Barnett, 1989: 43). The texts included in the application developed for this study include extracts from youth novels, adult novels, poems, songs, caricatures, newspaper articles, book reviews and internet articles that variously define readers' expectations relating to their schemata (schemata relating to the reading of youth novels and adult novels, schemata relating so-called prescribed works as well as schemata relating to themes).

In the following sections the question of reading models and strategies will be considered as these have important implications for the use of the developed application.

3.9   Reading models

3.9.1 Introduction

To the "definition" of reading offered by Kern (op.cit.) we can add the following definition:

an "interactive" process between a reader and a text which leads to automaticity (or reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). (Alyousef, 2005: 144)

The processes mentioned in this definition ('interaction', 'bottom-up' and 'schematic top-down' processes) will be explained in the subsequent sections.

Traditionally reading has been seen as a process of recognizing or decoding first words and then their relation in a sentence. However reading involves not merely the recognition of words and how they fit together in a sentence (see 3.5). Reading is also a process of establishing meaning. This in turn is only possible through certain approaches and processes.

One may distinguish between two main reading approaches: The Reading Components Approach and the Metaphoric Approach (Chun and Plass, 1997: 61). The former sees reading as not only a "simple collection of skills or knowledge" (ibid) but also involving cognitive skills. The latter (the Metaphoric Approach) involves reading in terms of the metaphors 'bottom-up', 'top-down' and 'interactive'. The interactive process is a combination of the bottom-up and top-down process.

3.9.2 Reading components approach

In this approach reading is divided into six components:

a) Automatic recognition skills (recognizing letters, characters and words).
b) Vocabulary and structural knowledge.
c) Formal discourse structure knowledge (knowledge of the genre as, for instance, the youth novel, the short story or the fairy tale).
d) Content/ world background knowledge.
e) Synthesis and evaluation skills/strategies.
f) Metacognitive knowledge and skills monitoring. (Chun and Plass, 1997: 60)

Although the above processes reflect a hierarchical structure, they are not linear (for instance, from the bottom up) but rather rely on the reader's active selection. One section of text may evoke one process to a greater degree than another. Reading in fact does not proceed in strictly ordered stages (ibid: 60).

"Automatic recognition skills" involve recognizing letters, characters and words and requiring little processing by the learner or only lower level processing. This allows for the opportunity to focus on other aspects of the text such as content. No text can exist without content. In the case of young readers, content should, however, be within their grasp and interest, hence the choice of *Als aus Janusz Jan wurde* for the developed application. If necessary there should be sufficient "Vorentlastung". By this term is meant: enough background knowledge should be given to facilitate adequate comprehension (cf. 5.5.7). For instance, in the case of the developed application, it cannot be expected that a FL-learner of German will understand without some assistance why there should such hostility towards a Polish boy and not, for example, towards a Scandinavian boy. Interest in turn is supplied by the familiar themes of bullying and sport.

"Synthesis and evaluation skills" refer to the reader's ability to put the sentence and text components into a logical and meaningful order and the ability to evaluate what is redundant and what not.

"Metacognitive knowledge and skills monitoring" finally involve the knowledge of how to organize textual elements such as content, context and language into a "larger metasystem of meaning" (cf. Chun and Plass, 1997: 60), that is, a system of meaning beyond the immediate meaning of the elements in the text.

3.9.3 The Metaphoric Approach

The second common approach to reading is the metaphoric approach whereby reading is described by means of the three metaphors 'bottom-up processing', 'top-down processing', and 'interactive processing'.
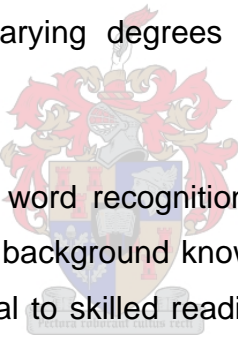
3.9.3.1 The bottom-up process

The bottom-up process is a text-centred process that prioritises textual input. Attention is focused on letters, characters, words and "small chunks of text" (Barnett, 1989:13) with little regard to the reader's extra-textual knowledge (e.g. his or her schematic kmowledge). It is a linear process, moving from the bottom up, that is, from the text to the reader.

3.9.3.2 The top-down process

This model assigns priority to the reader and his or her prior knowledge. It is thus concept and not text driven and relies on reader interpretation. It is also a linear process, moving from "the higher-level mental stages" (Barnett, 1989: 13) of the reader down to the text.

These two processes must, however, not be seen as mutually exclusive, but rather as complementing each other in varying degrees as the text requires. Thus Walter emphasizes:

> bottom-up processes (like word recognition and lexical access) and top-down processes (like integrating background knowledge) proceed in parallel […] Both sorts of processes are vital to skilled reading. The degree to which lower- and higher-level capacities may come into play in this interactive process may well differ, according to the purpose for reading. [S.a.]

3.9.3.3 The interactive process

This approach can be seen as a synthesis of the bottom-up and the top-down approach (ibid). Reading involves neither (a) a purely linguistic analysis nor (b) a reader only matching a text against his or her prior background knowledge. Rather, reading involves a simultaneous complex interaction of component skills (Chun and Plass, 1997: 61). It can be described as a "cyclical" process

> […] in which textual information and the reader's mental activities (including the processing of graphic, syntactic, lexical, semantic, and pragmatic information) have a simultaneous and equally important impact on comprehension. (Barnett, 1989: 13)

Thus the reader makes use not only of his or her prior background knowledge to make an intelligent guess about the content of the text, but relies also on the text itself.

Interaction requires the learner to become actively involved with the presented material by allowing his or her mental models or schemata based on prior knowledge (linguistic and non-linguistic) and experience to interact with the information provided by the presented material (Fenrich, 1997: 177).

All the approaches described in this section can be applied to reading the texts included in the developed application.

3.10 Reading readiness in FLA

A pertinent question is when is a FL-reader ready to deal with a text in the target language. As the application developed for this study is intended for advanced learners this may seem an unnecessary question. It all depends, however, how proficient the learners are in the target language and on the level of difficulty of the text(s). It is, in short, a question of whether difficulties experienced by FL-learners in reading in the target language is in fact a reading problem or a language problem (Chun and Plass, 1997: 62). This question has given rise to two hypotheses:

- The Linguistic Threshold Hypothesis
- The Linguistic Interdependence Hypothesis

The Linguistic Threshold Hypothesis states: "In order to read in a second language, a level of second language linguistic ability must first be reached" (ibid: 62). It depends, however, on what text is involved and on what is expected from the text (ibid). The Linguistic Interdependence Hypothesis asserts that, "reading performance in a second language is largely shared with reading ability in the first language" (ibid; cf. also Krusche, 1992: 8). According to Barnett this applies, however, only to "advanced" foreign language learners (Barnett, 1989: 53), for instance the learners targeted by the application. Barnett also notes that "second language readers with good background (linguistic knowledge as well as literary, cultural, social, political and historic knowledge) read from top down, whereas those with poor knowledge read in a fragmented fashion,

unable to control either language or topic" (ibid: 52). Throughout her discussion Barnett also refers to foreign language readers when speaking of second language readers. Can it thus be assumed that, in the case of the texts included in the developed application, the targeted learners will be able to deal with the texts in the application provided they have developed adequate reading skills in their first language and have reached the necessary linguistic proficiency in the target language?

This question cannot be answered unambiguously. Instead the following two questions must be asked:

- How first language (L1) literate does a second language reader have to be in order to make the second language (L2) work?
- How much second language (L2) does a second language reader have to have to make the first language (L1) reading knowledge work? (Chun and Plass, 1997: 62)

Chun and Plass conclude that there are many "moderating factors" and that:

[…] proficient readers utilize both bottom-up and top-down processing, and that successful comprehension is the result of an interaction and smooth transition between both types of processing. (1997: 62)

Furthermore they hypothesize that "presenting information in multiple modes can facilitate the different types of comprehension processes" (ibid: 62). Nevertheless Barnett (1989: 35) has her doubts about how foreign language learners cope with texts in the target language even though they may be proficient first language readers and can apply their reading skills derived from reading in their first language to the foreign language: "the cultural differences and distance inherent in any target language can make the activation of appropriate schemata difficult" (ibid: 35). A way of overcoming this dilemma is by means of appropriate strategies (Barnett.1989: 36): "knowing about reading strategies is crucial since they are eminently teachable" (ibid: 37). However, Barnett points out:

The ability to use reading strategies in another language may depend to some extent on first language literacy, second/foreign language proficiency, and level of study in the second/foreign language." (1989: 75)

Reading strategies will be discussed in more detail in the next section.

Other aspects that could present difficulties in the reading process are inherent characteristics of the target language. Barnet cites "different patterns of logical reasoning", "syntactic differences" and "dissimilar rhetorical organisation" of texts (Barnett, 1989: 65). Furthermore Barnett points out:

Because the reading process is complex, because readers have varying linguistic proficiency, life experiences, interests and purpose in reading, and because texts differ in structure, audience, author intent, style, and level of language, proficient readers must be able to adapt their approaches (ibid: 65).

It is for this reason that a computer-based reading course has some advantages over a textbook-based course. This issue will be dealt with in Chapter 6.

3.11 Reading strategies

3.11.1   Introduction

In 3.9 the processes underlying reading where discussed and in 3.10 the question of reading readiness in FLA was raised. This section will deal with reading methods and various reading strategies.

3.11.2   Reading methods: analytical and synthetic reading

The way we read a text is determined by our reasons for reading the text. In FLA a reader may, for instance, read a text to gain vocabulary or to become better acquainted with certain grammatical structures. For example Bertolt Brecht's text *Wenn die Haifische Menschen wären* (included in the developed application) is a suitable text for practicing the Konjunktiv ll in German.

Skorge et al. (1988b: 17) distinguish between analytical and synthetic reading. This distinction can determine how a text is read. They describe analytical reading as "eine Übungstätigkeit zur Einprägung von Wortschatz, idiomatischen Wendungen, grammatischen Strukturen, Erkennen von Satzverknüpfung etc" (an exercise activity for impressing vocabulary, idiomatic expressions, recognition of sentence connections etc) (ibid: 17; cf also 3.5). Synthetic reading, on the other hand, "dient der Informationsgewinnung. Es bedeutet unmittelbares, direktes Sinnerfassen ohne Einzelanalyse der Sprachzeichen und Übersetzung" (ibid: 17) (serves the acqusision of information. It means unmediated, direct comprehension of meaning without detailed analysis and translation). In other words, analytical reading consolidates the linguistic aspects of the text whereas synthetic reading serves the acquisition of information without a detailed analysis of the language. Synthetic reading is thus a technique intended to get a quick impression of what the text is about. This is a strategy envisaged for most of the subsidiary or background texts included in the developed application. Skorge et al. (ibid: 17) illustrate methods of reading with the following diagram:
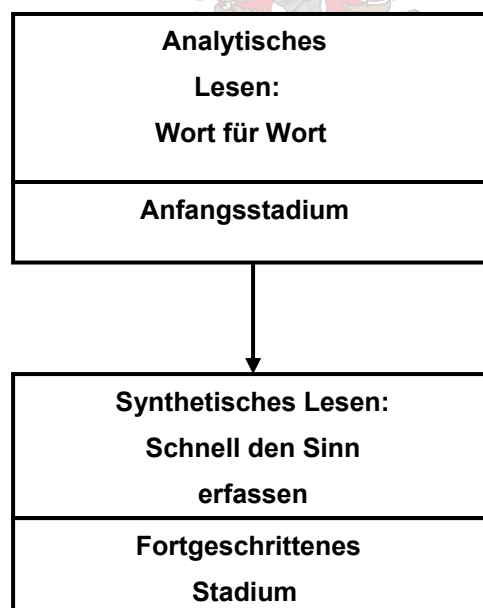
Figure 1. Reading methods. Skorge et al. 1988b: 17

Analytical reading is according to this diagram seen as preliminary to synthetic reading and associated with the beginner stage of reading in FLA. It does not mean, however, that analytical reading is excluded from the advanced stage of FLA ("Fortgeschrittenes Stadium"). Which Skorge et al. also concede (1988b: 17). There is also no reason why synthetic reading should be excluded from the beginner stage ("Anfangsstadium"). The

very first lesson in *Sowieso 1* illustrates a "schnell den Sinn erfassen" (quick way of making sense of a text) technique in the spirit of synthetic reading (Funk et al.1994: 9). Even a beginner can obtain an idea of what a text is more or less about by looking for familiar words such as international words. Analytical reading is very much a text-centred approach, also sometimes called a "bottom-up" approach (cf. Martinez-Lage, in Bush and Terry, 1997: 122 and section 3.9), that turns reading into "a matter of decoding words rather than a process of interacting intelligently with the text to make sense out of it" (ibid: 122). The texts included in the developed application were included not for linguistic purposes (although linguistic purpose was not entirely excluded) but for "interacting intelligently with the text to make sense of it" (ibid). Yet to make sense of a text, that is to ascertain the meaning or rather to give meaning to the text, some, if not all, the linguistic elements of the text have to be understood.

Against the background of this distinction one can differentiate between the successful reader and the unsuccessful reader. Martinez-Lage describes the unsuccessful (unskilled) reader as one who "perceives the text as a chain of isolated words, each of which has to be deciphered individually in order to move on with the reading" (ibid: 122). The successful reader, on the other hand, is one who "encodes, that is, creates meaning" (ibid: 122).
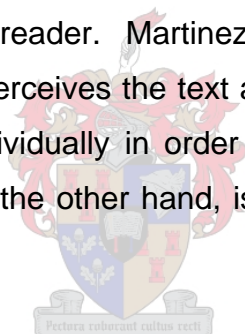
Success in reading also depends on what prior knowledge and background knowledge the reader brings to the text.

3.11.3   Synthetic reading

Since the reading of the texts included in the application developed for this study fall largely into the category of synthetic reading only synthetic reading will be discussed in greater detail in this section. These texts need not be read from the bottom up for linguistic detail or detail of content. In the following what a number of writers have written on the subject will be looked at.

Rampillon makes the following distinctions:

- Überfliegendes Lesen (cursory reading)
- Textverarbeitendes Lesen (text processing reading)

(1985: 86)

Skorge et al. see synthetic reading, as illustrated in figure 2, as comprising:

- Orientating reading
- Cursory reading
- Intensive reading

(1988b: 17ff)
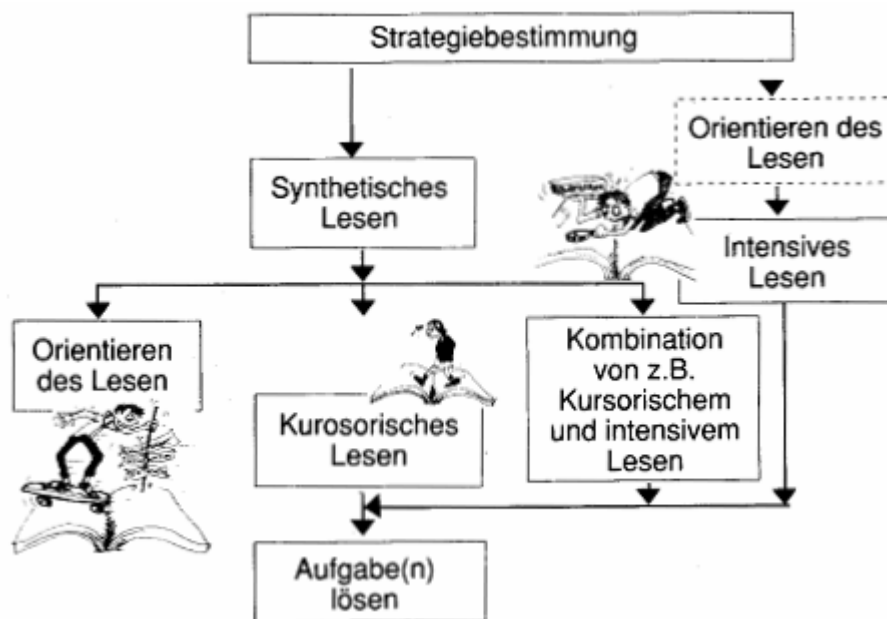
Figure 2. Reading strategies. Source: Skorge et al*.,* 1988:18

Skorge et al*.* thus regard synthetic reading mainly as obtaining an orientation regarding the text through cursory reading. Such cursory reading can, however, lead to intensive reading if certain tasks regarding the text have to be performed.

The division made by Skorge et al. virtually coincides with that of Rampillon. Edelhoff on the other hand distinguishes between "globalem Verstehen", "selektivem Verstehn" and "detailliertem Verstehen" (in Edelhoff, 1985:10). Piepho makes even finer distinctions:

- überfliegendes Lesen (cursory reading)
- suchendes (exploratives) Lesen (exploratory reading)
- analytisches (heuristisches) Lesen (analytical (heuristic) reading)

- kritisches Lesen (critical reading)

- interpretatives Lesen (interpretative reading)

- würdigendes Lesen (appreciative reading)

- vergleichendes Lesen (comparative reading)

- ausbeutendes (expoitatives) Lesen (exploitative reading). (In Edelhoff.1985:36)

All the writers referred to here say the same thing using a different terminology. "Überfliegendes Lesen" and "cursory reading" coincides with "suchendes Lesen" and "reading for orientation". Piepho extends his list to include various other forms of reading. His first two forms nevertheless agree with those of the other writers mentioned.

Other writers on the subject (such as Martinez-Lage (in Bush, M. and Terry, R. 1997: 125) and Kast (1989: 147)) prefer merely the terms 'extensive' and 'intensive' reading.

If we wish to train young readers in reading strategies, going into such details as Piepho does, might be counter-productive. Sometimes simplicity should be preferred above complexity and detail. This is exactly what Funk et al. do in the textbook *Sowieso*. In *Arbeitsbuch I* (Learners' Workbook) they devote a short course to "systematisch Lesen lernen in 10 Schritten" (1994: 79). In this short course they highlight three strategies in terms of three metaphors:

- Express-Strategie (express strategy)

- Schnüffel-Strategie (sniffer-dog strategy)

- Detektiv-Strategie (detective strategy)

These three strategies are also outlined in the application developed for this study. The "Detektiv-Strategie" can be equated with intensive reading and the other two strategies with extensive reading.

Which strategy a reader resorts to depends on what he or she wants to do with the text. As a result a text can be read either extensively or intensively or both. Even individual sections of a text can be read with one strategy or the other.

What the inclusion of a short course on reading into the learners workbook by Funk et al. implies is that reading is a skill that needs to be taught and practised early in FLA in order to develop good and effective reading habits early because, as Rampillon points out: ",Lesetrainierte' Schüler sind selbständig lernende Schüler" (learners trained in reading are autonomous learners (1985: 95). Martinez-Lage also stresses the need for explicit reading instruction (in Bush and Terry, 1997:123 and 124). A course in reading was not included in the developed application. Such a course should be given by the teacher prior to using the application with a class if necessary. It could be given to learners much earlier than grade 11 or 12. As far as the developed application is concerned, a separate detailed trining course in reading was not included. Only the three reading strategies were highlighted. The application was designed for advanced learners in the final stages of their school career and at the beginning of yjeir university career. It can be expected from learners at this level to have developed sufficient skills in reading from reading instruction in their mother tongue. If it is felt that this may not be the case, the teacher could give a course in reading skills prior to using the application.

In the next two sub-sections reading will be discussed only under the two headings extensive and intensive reading.
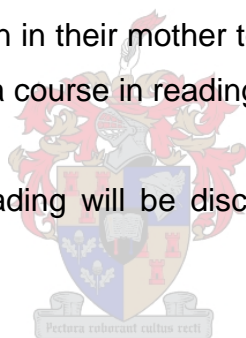
3.11.3.1 Extensive reading

Extensive reading can be equated with synthetic reading. It involves skimming the text for global understanding or scanning for specific information. This is the way most people read a newspaper. The reader is not looking for detailed information, but merely wants to get a broad idea of what the text is about or he or she is looking for a specific detail. For example, if a reader were looking for instances of abusive language used against Janusz in terms of "Ausländerfeindlichkeit" in the text of *Als aus Janusz Jan wurde*, he or she would employ extensive reading. Extensive reading is used mainly when reading long texts or supplementary and supportive texts as the texts included as background in the application developed for this study.

When using extensive or global reading in learning autonomously with authentic texts, misinterpretations and mistakes on the part of the learner must be expected. A precondition is therefore that learners have the courage to make mistakes and have

developed "Selbstvertrauen" (self-assurance) to trust their own "Perspektive" (perspectives) (Boekmann, K., in Wierlacher, A. and Stölzel, G. (eds.). 1996: 268).

A justification for including the large amount of extensive reading text in the application developed for this study is the fact that learners' reading ability as well as overall performance in the target language will improve (Alyousef, 2005: 146).

Brown points out several advantages of extensive reading:

- Extensive reading can play an effective role in developing the components upon which fluent reading and true comprehension depends: a large sight vocabulary; a large general vocabulary; knowledge of how the target language is used; knowledge of various text-types; and increased knowledge of the world in which we live.
- ER in turn discourages over-dependency on dictionaries, as students begin to develop a tolerance for a few unknown words. Once they realize that all new words at each level are carefully contextualized, repeated, and sometimes glossed, they can be weaned off excessive dictionary use.
- ER provides students with opportunities to meet words they have met before. As a result of multiple encounters, all the information about the printed word, e.g. its semantic, syntactic, phonological, and orthographic properties are consolidated into a highly cohesive whole. (Brown, 2000: [S.p.])

Day and Bamford even go so far as to say that, "[e]xtensive reading, apart from its impact on language and reading ability, can be a key to unlocking the all-important taste for foreign language reading among students" (2002:[S.p.]).

However, how far must texts be within the learners' reading competence in the foreign language? Krusche argues that there should be „keine Systematisierung und Progression" (no systematization and progression) (1996: 549), that is, there should be no systematic progress from easy to more difficult. Nevertheless, it may be argued that some texts intended for extensive reading in the developed application are too difficult to be suitable even for extensive reading. An answer to this criticism would be:

- The application was designed for advanced learners.

- It is not intended for self-tuition but to be used within a class context. The teacher must therefore decide whether the language proficiency of the class is adequate enough.

- Extensive reading does not require every word to be understood. It is often sufficient if the reader arrives at a global understanding of the text. For that key words and phrases often suffice. Most of the texts in the application intended for extensive reading are supportive texts. There is thus already a degree of so-called "Vorentlastung" built into the application.

- One of the primary advantages of reading texts in computer application is the freedom of choice that the reader has whether to read the text or not, at what pace he or she wants to read it and by means of what strategies he or she wishes to read it.

As far as FLA is concerned, the value of ER is therefore the acquisiotion of vocabulary as well as developing reader confidence in dealing with difficult texts containing unfamiliar words. Readers need not shy away from a text because it contains difficult and unfamiliar words. The key to coping with texts in ER is to identify keywords.

3.11.3.2 Intensive reading

Intensive reading can be equated with analytical reading. It involves obtaining detailed information from the text. It is mainly a bottom-up approach involving slow reading. It would, however, be wrong to assume that this form of reading focuses only on vocabulary and grammar to the exclusion of the semantic aspects of the text. Rather, the aim is a detailed understanding of the text as a whole.

Intensive reading applies mainly to short texts or sections of longer text. The two forms of reading (extensive and intensive reading) are not mutually exclusive (Walter [S.a.]; figure 2). Once a reader has read a text extensively he or she may want to read it more thoroughly. Then the text can be read more intensively. It all depends on (a) what the intention is or (b) what a reader finds interesting in the text. A text may initially require only extensive reading. At a later stage intensive reading may be required.

Furthermore, in the light of constructivist learning theory and learner autonomy discussed above (in chapter 2), reading should not be prescriptive. The reader should be given the freedom to decide whether a text requires extensive or intensive reading. Of course sometimes, as in the case of some texts included in the application developed for this study, this choice may be limited.

An argument against intensive reading:

> Two major problems with an over-emphasis of traditional, intensive approaches are, that: students become more concerned with the meanings of individual words and sentences rather than the meaning of the text; and they read very little because the process is so painstaking. An unfortunate consequence is that many students go on to associate reading in a foreign language as a pointless struggle, or perpetuated is the myth that: no reading pain, no reading gain. (Brown, 2000: [S.p.])

The developed application therefore includes many texts meant for extensive reading in order to counteract these problems with intensive reading.

3.12   Reading: Identification, projection and critical distance

Als aus Janusz Jan wurde and the comparative text *Landnahme* are dominated by the characters Janusz and Bernhard respectively as well as situations characterized by discrimination and bullying. For a reader reading these two texts the characters and the situations they find themselves in have particular implications as will be discussed in what follows.

Kast relates such recognition of character and behaviour to three forms of reading:

- Identifizierendes Lesen (reading for identification)
- Projizierendes Lesen (reading for projection)
- Distanzierendes Lesen (reading for distancing)
(1989: 168 – 173)

These forms of reading add to the interest factor and can motivate reading. They apply particularly to literary texts. In selecting texts for a reading programme these forms should therefore be taken into consideration.

3.12.1 Reading and identification ("Identifizierendes Lesen")

Readers frequently identify with certain characters and actions or behaviours in a literary text (novel, short story, play or film). Either they would like to be that character themselves or they see themselves and/or their actions and behaviour reflected in a character and his or her actions and behaviour. Thus readers of *Als aus Janusz Jan wurde* and *Landnahme* could see themselves reflected in the Janusz or Bernhard. They could identify with the situations the characters find themselves in and how they deal with them or the actions of these two characters.

3.12.2 Reading and projection ("Projizierendes Lesen")

A reader who has himself or herself experienced bullying for instance could project his or her feelings and desires into Janusz or Bernhard ("I wish I was as fast as Janusz or as strong as Bernhard. Then I would show them!")

3.12.3 Reading and critical distance ("Distanzierendes Lesen")

The reader is in the position of looking in from the outside. He or she is the spectator or the critic, making observations, asking questions, giving comments and suggestions. Why does Janusz allow himself to be treated like that? Running away is no solution? Isn't Bernhard's way of handling the situation a better solution? What about me, what would I have done?

3.13 Reading survey

3.13.1 Aim of the survey

The intention of the reading survey was to try to ascertain the reading habits in GSAL as well as how teachers structured their reading programme as regards GSAL. The survey was directed at school learners in Grades 10 – 12, in other words learners who are currently in the senior secondary phase of their school education, from nine different schools as well first year students of German at the University of Stellenbosch. Only the first two questions on the questionaires applied to reading in general. All the

other questions applied to reading in the target language, in this case German. The data of six teachers, 120 learners and 16 students was captured.

3.13.2   Problems encountered with the survey

- Not all the schools contacted responded. This made the captured data rather small in quantity.
- The number of learners taking German as a foreign language in the senior grades has declined in recent years. In addition not all schools contacted submitted returns.
- It took two months to obtain a response from the schools.
- Some of the questionnaires were filled in incompletely.

3.13.3   Evaluation

The combined total of the various sections on the questionnaires are contained in Appendix B-2 (teachers), C-2 (school learners) and D-2 (University students).

All the teachers who responded indicated that the reading of fiction forms a regular part of their teaching programme and is therefore by no means neglected in teaching. Unfortunately reading for linguistic reasons (the acquisition of vocabulary and grammar) still plays a major role. Amongst learners non-literary texts (59%) were preferred above literary texts (41%). The modern youth novel rated highest among the preferred literary genres followed by short stories. 87% indicated thet they occasionally or often read youth novels compared to 83% who preferred short stories followed by poetry 61%. Least popular were plays14%, fairy tales 38% and adult novels 34%. By far the greatest majority (82%) expressed an interest in an interactive multimedia reading programme such as the one contained in the developed application.

An interesting observation was made by the Subject Adviser for German [1.] in 2005 during a grade 12 learner evaluation that, although some teachers showed him with pride the texts they had read with their learners, there were Matric candidates who had read not a single German (youth) book ("Matric-Kandidaten" who had read "kein

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[1.] Communicated to all teachers teaching German to matric learners in schools under the Western Cape Education Department.

einziges deutsches (Jugend)Buch und kein einziges deutsches Gedicht gelesen hatten"). This appears to contradict the findings of the survey which indicated that learners were averse to reading. A surprising finding among the students surveyed was that they still read modern youth novels. However the number of texts read voluntarily in the target language was small. Unfortunately the number of students that responded was so small that it was impossible to draw any significant conclusions about the reading habits of students.

Thus, it appears that there definitely is an interest in the reading of literary texts among both school learners and University students. However the shorter genres, such as short stories and youth novels, are preferred. Because of this interest teachers could maximize on this interest. The interest in a hypermedia formatted reading programme indicates that there is scope for developing such programmes for FLA.
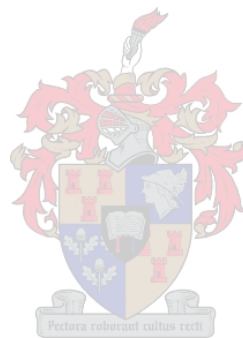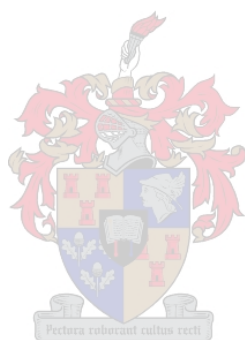
CHAPTER 4: READING AND CALL

4.1   Introduction

Traditionally FLA has to a large extent been textbook based. However, the question must be asked whether textbooks measure up to the demands of amodern teaching and learning methodology founded on cognitive and constructivist principals of learning with authentic texts. Wolff states categorically:

> Lehrwerke haben keine Funktion mehr im Unterricht. An die Stelle von in Lehrwerken aufbereiteten Wissensinhalten sollen authentische Materialien treten, die dem Lernenden eine größere Chance geben, sein eigenes Wissen mit dem angebotenen Wissen verbinden zu können.
>
> (Textbooks no longer have a function in teaching. Knowledge content presented in textbooks should be replaced with authentic texts which give the learner a greater opportunity to combine his own knowledge with the presented knowledge.) (1996: 549).

Surely textbooks can be compiled containing authentic material in such a way as to allow for sufficient interaction between the learners' own knowledge and that presented by the authentic material contained in the textbook? The computer adds a new dimension in language teaching.

4.2   Definition of CALL

Computer Assisted Language Learning may be defined as "the search for and study of applications of the computer in language teaching and learning." (Levy, 1997: 1) It is usually referred to simply by the acronym CALL. In CALL the emphasis should fall on "assisted". The computer should not be seen as replacing the teacher or classroom-based teaching with traditional resources such as print material and the blackboard. The end goal of the computer in CALL is what Bax terms "normalization" (1997: 23). That is, when the use of computers in teaching and learning has become "embedded in everyday practice". In other words, "when computers are used every day by students and teachers as an integral part of every lesson" (Bax, 2003: 23 – 24) as books, pens and paper are at present. Computers in word processing have, of course, already

become "normalised" as successors to the typewriter. However, true integration into the classroom and teaching was still hampered by "teachers' attitudes, administrators' attitudes and timetabling" (ibid: 23). This restriction still applies to most schools in South Africa, except that administrators' attitudes have changed towards greater integration of computers in teaching as can be deduced from the new syllabi for the FET (Department of Education, 2003b) and from the Draft White Paper on e-learning (Department of Education, 2003a).

4.3   The role of the computer in CALL

4.3.1 Introduction

In this section the changes in reading that have been brought about by the introduction of the computer into language learning will be looked at more closely. Traditionally, language learning in FLA has been associated, amongst other things, with learning with and from text(s). Although printed text still plays a dominant role in this regard, electronic text has gained in significance as computers and e-learning have become more widely accessible.

Computers have become ubiquitous in everyday life. As a result Reinking warns that "educators must include electronic forms of reading and writing in their conception of literacy" ([S.a.]) and ask themselves how learners can be prepared to read and write electronically as electronic literacy differs from traditional print-based literacy. He emphasizes:

> The whole idea of electronic literacy may require deep and perhaps disquieting adjustment in our conceptions of literacy, some of which may even be threatening to those with a life-long affinity for printed materials. (Reinking, [S.a.])

This "adjustment" will be discussed more fully in the next section. But what is "electronic literacy"?

> 'Electronic literacy' refers to literacy activities (such as reading, writing, and spelling) that are delivered, supported, accessed, or assessed through computers or other electronic means rather than on paper. (Topping, [S.a.])

Topping, moreover emphasizes that "elctronic literacy is not just an additional component to our existing definition of 'literacy', it has the potential to transform the whole definition" (ibid). For instance one great advantage that electronic text has over printed text is that it "can effect a literal interaction between text and reader" (Reinking, [S.a.]). Regarding text in its broader definition, a large amount of graphics, pictures, sound and video can be included (as has been done in the case of the application developed for this study).

The inclusion of computers in a school-based reading and writing programme also makes sense, considering the fascination young people have for computers. Barr, for instance refers to the "edutainment value" of CALL because the use of graphics, colour, sound and video makes it "eye-catching" (Barr, 2004: 34). It does, however, not mean that electronic forms of reading and writing should replace the traditional modes. Reinking therefore argues that "conventional print-based conceptions of literacy should be expanded to include electronic literacy" [S.a.)]. The youth novel *Als aus Janusz Jan wurde*, that forms the basis of the reading programme is not incorporated in its totality in the application developed for this study in electronic format. Reading large amount of text electronically has certain disadvantageous implications as will be discussed in section 4.3.2.3. Regarding the reading of *Als aus Janusz Jan wurde* electronically only illustrative extracts are incorporated into the developed application. Learners are in fact advised to acquire and read the whole printed text of *Als aus Janusz Jan wurde* before they work with the application. In addition, learners are encouraged to print out the long sections of text included in the developed application. This also applies to their own textual constructions resulting from their interaction with the reading programm, by making use of the printing facilities of the computer.

4.3.2 Print versus digitalized medium

Since Gutenberg's invention of movable type print and the consequent mass production of books, printed books and texts have become an everyday part of our lives.

The well-know newsmagazine Der Spiegel devoted the whole of one of its special editions entitled *Die Zukunft des Lesens* to reading and the computer and makes the comment:

[…] was wäre eine Welt ohne Bücher? Das globale Dorf löst die Gutenberg Galaxis ab

(What would a world be without books? The global village replaces the Gutenberg Galaxy) (Der Spiegel Spezial, 1999:3)

Till now, the print media have not been replaced nor displaced by digital media both because print has a long ingrained tradition and because it still has many advantages over the digital media (Yankelovich et al. In Boyd-Barrett, O. and Scanlon, E.1991: 235). Moreover, Schumacher observes: "Tatsache ist, dass man Computernutzer und Bücherleser nicht in zwei Gruppen trennen kann. Die Jugendlichen, die häufig Bücher lesen, gehören überwiegend auch zu den PC-Nutzern" (It is a fact that can not separate computer users and readers of books into two groups. Those youths who frequently read books are also predominantly PC-users.) [S.a.]. Regarding aesthetic texts, that is literary texts, Schumacher notes:

Ästhetisches Textverstehen lässt sich sicher nicht durch ungelenktes Surfen trainieren […], sondern nur durch gezielte Arbeit am Text, der wegen der besseren optischen Lesbarkeit am besten in gedruckter Form vorliegt. Interpretieren im hermeneutischen Verfahren lassen sich Texte im Internet nicht in der gleichen Form wie gedruckte Literatur; man geht mit ihnen nicht um wie mit Klassikern, schon allein weil sie nur zu geringem Anteil ästhetischer Natur sind und ihre Existenz im Netz oft nicht von Dauer ist. Das Medium kann aber durchaus Gelegenheiten bieten, über Literatur zu kommunizieren und Sekundärinformationen über Werk, Autor und Entstehungszeit zu liefern, die das Textverständnis erhöhen.

(Aesthetic text comprehension surely does not allow itself to be trained through unguided surfing but only through goal directed working on the text, which, because of its better optical readability, is best present in its printed form. Texts do not allow themselves to be interpreted in the hermeneutic manner in the internet in the same way as printed literature; one does not deal with them as with classics, already because they are only to a lesser degree of an aesthetic nature and their existence on the Net is not lasting. The medium can however offer opportunities to communicate about literature and provide secondary

information about the work, the author and date of origin which raises text comprehension.) (Ibid)

Schumacher does not quote any evidence for this observation. It is, however, a known fact that reading on a computer screen differs from reading texts, particularly long texts, in print. Thus reading screen-based text is much slower than print-based text (Nielsen, 2001: [S.p.]) and readers tend to scan screen-based text rather than read intensively (Krug, 2000: 22). Nevertheless, reading printed text and electronic text have much in common (Kern, 2000: 224).

4.3.2.1   Characteristics of paper text

Text on paper differs from electronic text in a number of ways:

- It is static and self-contained.
- Text on paper follows a linear sequence and is divided into blocks surrounded by white margins on pages.
- Text on paper is printed on pages that are bound in such a way that their sequence cannot be altered.
- Readers can only "navigate" from one page to another by flipping through the pages.
- The numbering of the pages makes it easy to find one's way through them.
- Readers can easily discern the length of the text.
- It is "optically" more readable (Schumacher op cit.).

However, readers cannot interact "literally" with a printed text and "a printed text cannot respond to a reader, nor do printed texts invite modification by a reader" (Rainking, [S.a.])

4.3.2.2   Characteristics of electronic text

Electronic text differs from text printed on paper in a number of ways. Linear text is largely replaced by non-sequential hypertext (However, electronic text can also be linear as, for instance, in an *Authorware* application).   As Topping puts it:"[…] hypertexts can be construed as a large set of parallel texts with many possibilities for strategic movement among them" ([S.a.]). This entails that texts can be accessed in any order readers prefer by means of embedded links. This has the danger that reading can

become dislocated and erratic. It does on the other hand give readers greater personal freedom and choice. At the same time it forces them to become constructively involved in the text instead of following a rigid path set by the teacher and thereby becoming subjected to a reading pre-constructed and imposed by someone else, such as the teacher. Texts can be read both sequentially but they can also be scanned strategically (that is, in a non-sequential manner) for information that is relevant to the reader. Thus reading in a hypertext environment may involve "cognitive reconstruction for personal relevance" (ibid). An added dimension to hypertext and thus electronic text is the inclusion of hypermedia. A major disadvantage of electronic text on the Web is its impermanence, hence the frequent so-called dead links.

4.3.2.3 Disadvantages of reading electronic text on screen:

The disadvantages of reading electronic text on screen is being dealt with first instead of the advantages because writers on the subject of reading electronic text on screen have focused more on the disadvantages than on the advantages. Thus readers seldom read Web pages word for word; instead they scan or skim them. (Nielsen, J. 1997: [S.p.]; Krug, S. 2000: 22). According to Nielsen this is first of all because "all systems have a different impact" and secondly because text on the computer screen is slow to read (Nielsen, 2001: [S.p.]). There are however exceptions such as "news stories, reports or product descriptions" (Krug, 2000: 22). Two reasons why people scan web pages are because they are in a hurry and because not everything in the text is important to them (ibid). People don't usually read text on the Web for pleasure but because they are looking for specific information. People also read electronic text more slowly and often find it a strain on the eyes.

It must be borne in mind that the developed application is not a Web site in the true sense,that is. It is not intended to be published on the internet. It is a reading programme designed in web format because (a) the web format is a very versatile medium, (b) most learners are familiar with working in web format and (c) it is not intended to be published on the Internet with the view of being accessed online. Thus because of the very nature of the programme two of the major objections against using long text (people are in a hurry and people are looking for specific information) don't apply. Walton who makes the following observation supports this:

Nonetheless people do read in depth on the web as well, once they have found the content that meets their needs. Although people complain when they have they have to read long online articles, this is not primarily related to length, but rather to perceived relevance. [S.a.]

It thus all depends on what readers want from the text(s) they read on the screen and a question of getting used to reading on the screen.

There are other reasons why reading text on screen is disadvantageous, screen resolution, blinking, only a small "window" on the text is seen at a time and, to many readers, the still alien nature of on-screen text. However, since most young people (in the more developed parts of the world) have grown up with computers, computers have reached a greater degree of "normalisation" among them.

The alien nature of on-screen text can be overcome as readers become more adapted to reading on-screen and there is an improvement of the quality of screens, for instance through a greater use of LCD screens.

4.3.2.4   Advantages of reading electronic text on screen:

One of the big advantages of electronic text is that it is not static but dynamic. It can easily be changed, edited and linked to other text. Links can be incorporated that give quick and almost unlimited access to a variety of other texts and information (for instance in an electronic library, in dictionaries, encyclopaedias and on the Internet). Links make it also possible to "navigate" easily within a document, especially in a large document. Extensive use was made of these functions in the application developed for this study.

A major advantage of electronic text, apart from traditional face-to-face models, is that it allows for interactivity. Interactivity allows learners a high number of learning interactions and at the same time the opportunity to control their own learning. It also allows immediate feedback. One major advantage is that electronic text can be structured differently than printed text in the form of hypertext. Hypertext is non-linear sequencing of text that "allows information to be organized in multi-linear strands" in which "chunks" of text are linked in "associative webs" (Kern, 2000: 227) which has the

advantage of providing a rich and varied, non-hierachically structured, semantic network in which the "information strands" and "chunks" can be quickly and easily accessed in a non-sequential manner. This may not seem at first an advantage to someone accustomed to the orderly and systematic, that is, hierarchical, structure of printed text. However:

It may be difficult to see the usefulness of alternatively structured text such as hypertext because organizing information hierarchically is a fundamental component of our schema for writing text. When one becomes familiar with the alternative structures that are natural to electronic texts, it is possible to see their utility. (Reinking [S.a.])

Other advantages reading electronic text include:

- Readers can adjust the size of the font and text style in, for instance, a *MsWord* document or the text size in the case of a webpage.
- Chunks of text can be moved around in, for instance, a *MsWord* document.
- Text can easily be copied and printed.
- Text can be stored.
- Texts can be combined with graphics, sound and video, that is with more "symbolic elements" (Reinking, [S.a.]).
- Text can only be viewed in one 'window' at a time. Although this results in making the length of the text not immediately discernable, it does allow the reader to focus on one section of the text at a time. Some may, however, consider this restricted view of the text a disadvantage.

4.4   The computer as a tutor or a tool

Levy (1997: 179) sees in the "tutor" and "tool" roles of the computer a "broad conceptual framework" for CALL, which helps to understand "the diverse range of activities in educational computing" (ibid: 178).

4.4.1.1   The computer as a tutor

The main distinction between the role of the computer as a tutor and as a tool, is that the tutor evaluates and the tool does not (Levy, 1997: 180). In the tutor role is implied

that the computer assumes the central role by taking over from the teacher. A second assumption is that, as a consequence of the first assumption, the teacher is released to concentrate on other tasks such as "spontaneous interpersonal language-using activities" (Garrett, 1988: [S.p.]). These assumptions are, however, misleading. The teacher's presence is often required in a computer-based tutoring situation (for instance where the whole group is involved with an application in a computer centre) for the following reasons:

- Not all learners are equally computer literate and may require assistance from the teacher.
- Individual learners may require additional assistance with the programme/application content.
- The tutoring quality of the programme/application is not necessarily better than the teacher.
- They must maintain order and control as individual pupils may abuse the position of greater learner autonomy implied by the tutor role of the computer.

The role of the teacher is determined by the design of the programme/application. In the case of a well-designed self-contained tutoring programme/application with adequate help instruction on how to use the programme, and depending on the individual learners, the presence of the teacher may become minimal or unnecessary. In the application designed for this study it is made clear on the introductory page that the programme is not designed for self-tuition. On the other hand operating instructions are supplied and, in the case of exercises, feedback is incorporated where necessary. Either immediate or delayed feedback is possible. Delayed feedback occurs, for instance, where the incorporated assignment consists of writing a letter or some other written assignment that the learner sends to the teacher via e-mail or prints out for evaluation. One of the most important roles of the teacher is, however, to set up the computers (by installing the programme/application on the LAN) and preparing the learners prior to using the tutoring programme/application (the process of "Vorentlastung" which has already been referred to several times above). The teacher should also always be present to assist weaker learners with specific problems.

Learning via the computer as tutor in CALL has some distinct benefits. For the learner one of these benefits lies in the computer's flexibility (Levy,1997: 205; Brett, [S.a.]; Kledecka-Nadera, 2001: [S.p.]). The computer as tutor individualizes the learning process. Learners have different learning styles and learn at different paces. The computer's flexible resources can accommodate learners' individual differences. Individual learners can focus on those aspects that interest them or in which they need practice. The freedom of choice gives the learner greater control over his or her learning progress and supports learner autonomy (which was discussed in the section on learning theory in 2.3). Moreover the tutoring function offers greater privacy. Learners' errors are not exposed to the whole class as in the case of a group class situation. This gives weaker and sensitive learners greater self-confidence and a willingness to apply themselves to those learning aspects in which they experience difficulties, without being discouraged by more capable pupils (Kledecka-Nadera, 2001: [S.p.]). In a traditional group situation teachers and peers often become impatient with weaker, and hence slower, learners. This is not the case when using tutoring programmes on the computer. On the other hand, the weaker learner does not become the passive pupil who relies on the (active) teacher "because the computer encourages such [learners] to try and become active" (Kledecka-Nadera, 2001:[S.p.]). The computer is furthermore a very patient and untiring taskmaster ("a tireless workhorse" (Brett, [S.a.])) who does not distinguish between competent and weak learners. In exercises, for instance, no incorrect or half-answers are accepted. On the other hand, answers that have been entered are cleared either on command or when the learner exits the exercise or the application. This enables the learner to redo the exercises at a subsequent stage in order to obtain a better score or redo them as revision. This is very useful when such "tedious tasks as teaching grammar and vocabulary and grammar" are involved and "since learning grammar often involves continual practice, it would require considerable time commitment from staff to correct and asses all practice exercises" (Barr, 2004: 33).

One of the major advantages the computer has over traditional paper textbooks is its ability to integrate multimedia. Brett defines multimedia as follows:

"Multimedia can be defined as the computer-delivered combination of a large range of communications elements – text, sound, graphics, pictures, photographs, animation and moving video." ([S.a.])

Although these elements are not foreign to traditional textbook- based learning (teachers often use overhead projectors and audio-tapes in conjunction with textbooks), the essential difference regarding their integration into a computer based learning environment is that these elements can be combined in one single source:

What multimedia delivers, is the ability to juxtapose these essential learning media, they can now exist in the same space as each other. The power and effectiveness of the adroitly aligned "multi" learning media should be greater than the sum of its individual parts. Most people seem to remember more efficiently what they experience rather than for example what they have just read. Memory is also associated with images, and multimedia provides opportunities to experience language in a variety of media, each of which can serve to reinforce the other. (Brett, [S.a.])

Concerning the term 'multimedia', Pountain points out that "the term is less used than it was a decade ago because so much modern software employs all these elements (especially on web sites)" (Pountain, 2003: 287). Regarding the World Wide Web, and hence web-based programmes/applications, the term 'hypermedia' is more commonly used. For Topping hypermedia "combine on-screen text with static pictures, moving pictures and graphics, and increasingly sound and vision"[…] while also having the organisational features of hypertext." [S.a.]. Hypermedia programmes (often on CD-ROM) typically also offer much faster search and interactivity facilities than regular books" (ibid). Multimedia, or rather hypermedia,

 […] provide a further and more powerful dimension to communication when the control and manipulation of meaningful information is passed into the hands of the learner. The ability to interact with these communication elements via interactive multimedia allows language learners to explore, discover, ponder, search, question answer and receive feedback. (Brett, [S.a.])

The developed application incorporates in one source all the above-mentioned multimedia and hypermedia elements in varying degrees.

Another particular advantage of learning in a computer-based tutoring programme is interactivity. Pountin defines the term 'interactive' as "capable of being controlled or modified by the user" (Pountin, 2003: 223) and "when used of computer software it means that the program undertakes a dialogue with the user, requesting data and replying with answers and further request" (ibid). By this definition the learner becomes an active instead of passive learner. In traditional group classroom situations the learner is all too often reduced to a situation in which he or she merely listens or appears to be listening to the (active) teacher. In the computer as tutor situation these roles are reversed: the learner is active and the teacher becomes, if not entirely, at least partially passive by receding into the background and assuming more the role of a facilitator, free to attend to individual learners and their specific problems.

On the whole learners find learning with multimedia and interactive exercises in a tutoring programme more motivating and attractive than learning from a traditional textbook (Brett, [S.a.]; Kledecka-Nadera, 2001: [S.p.]). Moreover, the opportunity for learners being able to enter their input whenever they want, provides equality of opportunity:
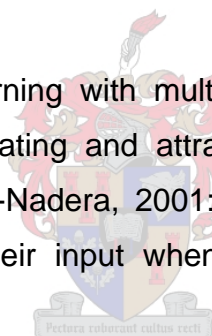
> This would eliminate the tendency of classrooms to have several students who dominate the conversation. Students, who are shy or self-conscious about speaking out loud, especially those in the upper elementary/junior high school, would be more comfortable with a computer screen and would have more opportunities to practise the language. (Chafe, [S.a.])

Thus a well-designed tutoring programme/application can be an important asset in developing interest and motivation as well as language skill and to provide all learners in a class with equal learning opportunities.

4.4.1.2 The computer as a tool

In 6.2.3.1 it was stated that the main distinction between the role of the computer as a tutor and the computer as a tool, is that the tutor evaluates and the tool does not (Levy,

1997: 180). What then does the computer as tool do? If one accepts Pountain's definition of the concept 'tool' in computing, namely, that a tool is "a commonly used shorthand for any frequently used application program or utility" (Pountain, 2003: 450) then even tutoring programmes/applications, as described above, would qualify as tools. A definition of 'tool' as given by Pountain is, however, not what Levy maintains and discusses. Levy makes the following distinction:

> In contrast to the tutor role of the computer, which is to emulate or replace the teacher in some way, the function of the computer as tool is to enhance or improve the efficiency of the teacher or student. (1997: 184)

Levy focuses in his discussion of the computer's role as tool on:

- Word processing (ibid: 184)
- Concordance referencing programs (ibid: 194ff)
- E-mail (ibid: 195)

As other examples of the computer as a tool that are useful in FLA one could cite: Database management, painting and drawing, Inter-net searching, video-conferencing and chat.
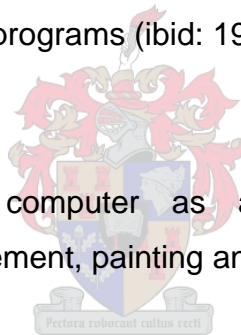
In the tool role in contrast to the tutor role, the computer is "non-directive", that is, guidance is not incorporated as for instance in the case of the developed application that is essentially a tutoring application (although it also incorporates tool functions). Thus in the tool role the teacher may play a far more important role. As the use of the computer in the tool role is largely task-based (completing word processing and e-mail assignments and conducting project orientated Internet information gathering), the teacher is required to give clear and detailed instruction (Levy, 1997: 181).

Whereas previously learners would carry out tasks or assignments by hand on paper, this work can now be done with the aid of the computer which then serves "to augment human capabilities" (ibid: 184). The focus, however, is not so much on the "intervening

mechanisms and devices that allow his to happen" (ibid) but rather in the "picture" or "presentation" on the screen.

The advantages of using computers in the above regard are obvious. Unlike previously in a paper-based document, in a document produced by means of a word processing programme such as *MsWord*, text and graphics can easily be manipulated and corrected. Even sound, video and navigational functions can be incorporated if the document is intended to be viewed via the computer. Thus as a tool the computer is a far greater empowering instrument than the traditional instruments of pen and paper.

The tutor and tool roles need not be separated from one another but can be combined to supplement one another. Thus in the application developed for this study, many of the tasks and assignments can be done also in the form of MsWord documents or e-mails. In addition links to the Internet for the purpose of searching for supplementary information have been incorporated.

4.4.2 Hypertext reading tutorial programmes

With the aid of the above-explained tutor and tool roles of the computer, unique language-tutoring programmes/applications can be developed.

Hypertext is non-linear sequencing of text that "allows information to be organized in multi-linear strands" in which "chunks" of text are linked in "associative webs" (Kern, 2000: 227) as is illustrated in figure 3.
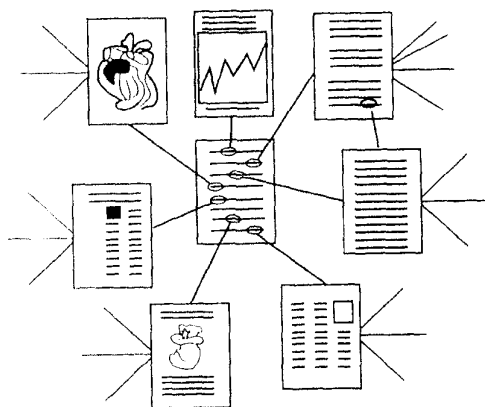

Figure 3. Hypertext structure. Source: Kern, 2000:227

Although one might object that the application developed for this study is not a hypertext structure in the usual definition of the term, it nonetheless does displays hypertext, if by hypertext is understood "making explicit relational links between pieces of information" (Kern, 2000: 228). In the developed application a reader can choose a specific chapter and from its drop-down menu in turn any page desired. As an example one may take the "page" *Typisch Deutsch* in the Chapter *Ausländer*. This page contains an index from which the reader can randomly choose a section and easily navigate back to the index. Where the reader encounters particularly difficult words or concepts, he or she is prompted by means of a link to access the dictionary if desired. Any other "difficult" words can be looked up in the online dictionaries listed in the links-section or where downloading is very slow use must be made of printed dictionaries. Links to alternate texts are provided which in turn contain links to ancillary information or texts. In addition there are links to multimedia files such as sound and video. However, the ramifications in the network structure are not so extensive as to result in the so-called "getting lost in cyberspace". That would be counterproductive from an educational point of view as it could easily confuse and de-motivate a learner.

Hypertext seen in this way is for Kern "a natural way to facilitate the reading of foreign language texts" (ibid). Kern gives as an example a hypertext tutorial on the French writer Guy de Maupassant. This tutorial compares in many ways with the application developed for this study. It is true that Kern's criticism of that tutorial also applies to some extend to the application developed for this study. In that it " reflect[s] the designer's particular choices, based on a particular reading of the text" (ibid). Kern feels that "by providing so much information so easily, such programmes can, in effect, make reading a very one-way process of receiving the fruits of someone else's work" (ibid: 229). However, the application developed for this study (like the programme referred by Kern and used here as a comparison) does comply with all the positive points mentioned by Kern:

- It allows learners to work at their own pace.
- It provides a 'smart' dictionary that picks the contextually appropriate meaning.
- It supplies background reference material on command.
- It offers immediate feedback on the accuracy of the learner's understanding (in the embedded exercise).

- It gives the reader a sense of interaction with the computer and the text.

- It puts the learner in control. (2000: 228 –229)

In addition in hypertext programmes:

- Readers can annotate texts themselves (for, instance, by way of commentating on aspects of the text either directly in text boxes on the specific page or in *MsWord* to which a direct link is provided) as in the case of the developed application.

- Texts can be linked to video and/or sound as well as graphics.

- The Internet can be linked as a resource.

- Learners have the choice to access alternative dictionaries and thus do not miss out on exposure to secondary word meanings.

- It allows for e-mail interaction with peers and the teacher.

Thus the application developed for this study is not what Kern terms a "closed-ended" programme that may "convey […] the idea that reading is about absorbing information, rather than imagining other worlds" (Kern, 2000: 229). It should rather be seen in the light of Boyle's understanding of "cognitive apprenticeship" (Boyle, 1997: 74): "The students are viewed as constructing their understanding within a supportive framework supplied by the teacher" and "the general constructivist themes of situated learning" and "authentic tasks" (ibid).

Thus CALL can provide a useful alternative to traditional, often monotonous teaching and learning by offering an exciting and motivating multi-faceted experience. Particularly the possibilities of interaction are far greater than those offered by print Add to this the ability of including hypertext, multimedia and quick random navigation one has the ingredients of turning often passive learners tinto active learners. The computer allows learners a greater freedom of choice and the ability to control their own learning at the same time it is an untiring task master.

CHAPTER 5: THE PROGRAMME *ALS AUS JANUSZ JAN WURDE* AND TEXTUAL CONSIDERATIONS

5.1   Introduction

The application developed for this study is an interactive, web-based multimedia application (for a definition of the terms, see Chapter 6) based on the theme "Ausländerfeindlichkeit" (hostility towards foreigners). The development of such an application was motivated by the requirements of the new FET syllabus for FLA. There is a secondary theme, namely the theme of "Mobbing" (bullying). Both themes are linked to the youth novel *Als aus Janusz Jan wurde*. In addition a largenumber of additional texts, both fictional and non-fictional, relevant to these themes and prompted by these themes and their similarity to *Als aus Janusz Jan wurde* have been included for comparison and/or as background. Most of these texts are intended to be read extensively, that is in a cursory manner (see Reading Strategies, 5.9). Only the extracts from *As aus Janusz Jan wurde* and those texts for which exercises have been provided need to be read intensively, that is in detail. All the texts are authentic, in accordance with constructivist theory, and unadapted. However, as far as the literary texts are concerned, mainly extracts were given in the application because reading long texts on the screen is slower than reading printed text. Learners are therefore advised in the application to also acquire the full printed version of *Als aus Janusz Jan wurde*.

5.2   Motivation of learners

For FL-learners to be expected to read in the target language, they must be motivated to do so. This means that the content of the text to be read must appeal to them or be made appealing. One way to do this is by presenting them with texts that make reading and hence learning relevant to them. (See 5.3 and 5.4) In support of this one may quote Wolff:

- Die Barrieren zwischen Lernen und Leben müssen abgebaut werden.
- Die Förderung authentischer Interaktion. An die Stelle von in Lehrwerken aufbereiteten Wissen sollen authentische Materialien treten, die den Lernenden

eine größere Chance geben, sein eigenens Wissen mit dem angebotenen Wissen verbinden zu können.

- Die Schaffung einer authentischen und komplexen Lernumgebung.
- Ferner müssen die Hilfen, die insbesondere die neuen Technologien bieten, konsequenter genutzt werden.

(● The barriers between learning and life must be broken down.

● The promotion of authentic interaction. Authentic material, which gives the learner a greater chance to combine his knowledge with the presented knowledge, should take the place of material processed in textbooks.

● The creation of an authentic and complex learning environment.

● **In** addition the assistance which particularly the new technologies offer should be employed with consequence.) (1996: 550ff)

Boyle states: "Rather than the teacher acting as the task master, the teacher serves as a consultant to help students to generate problems which are relevant and interesting to them." (1997: 76)

5.3   The theme "Ausländerfeindlichkeit"

The theme "Ausländerfeindlickeit" (hostility towards foreigners) and the secondary theme "Mobbing" (bullying) were chosen even though they are not themes specifically prescribed by the syllabi mentioned above. However, *The learning Programme Guidelines* specifies:

The language curriculum aims to raise awareness of the positive values of cultural and linguistic diversity and to foster respect for the language and cultures of other people. The Assessment standards for Languages encourage learners to be sensitive to cultural, ethnic, racial, class and gender issues. Learners are encouraged to challenge bias, stereotypes and discrimination in their communities and the world at large. (Department of Education, 2005: 9)

Although the two themes in question can hardly be described as reflecting "positive values", they encourage learners to be "sensitive to cultural, ethnic, racial, class and gender issues" (ibid).

"Ausländerfeindlichkeit" was widespread in Germany in the 1980s and 1990s, especially in eastern Germany, and has still not been routed out despite opposition from both the public and the government. There are currently also numerous websites on the Internet dealing with the issue (cf. the links in the application developed for this study.). "Ausländerfeindlichkeit" is thus still a very topical issue in Germany.

For most Germans "Ausländerfeindlichkeit" is synonymous with racism (cf. The interviews conducted with pedestrians in the streets of Nürnberg included in the application developed for this study.). In the light of South Africa's past, "Ausländerfeindlichkeit" is thus a very topical comparative theme and one with which learners are already familiar with from their country's own history. "Mobbing" (bullying), on the other hand, is a universal problem both in the work place and in schools and thus also a relevant theme with which learners are already familiar. Relevance of theme did, for instance, seldom apply in the previously (up to the 1990s) so-called prescribed literature.

Choosing themes with which learners are already familiar complies with constructivist demands which states "es kann nur das verstanden und gelernt werden, was sich mit bereits vorhandenem Wissen verbinden läßt "(Only that can be understood and learnt that can be connected with already existing knowledge) (Wolff, 1996:548).

5.4   Fictional versus non-fictional texts

FLA-curricula and textbooks for communicative language learning contain mainly texts of an everyday nature, such as newspaper articles, advertisements, timetables and menus. These non-fictional texts may be regarded as functional texts that give learners an insight into and allow them to "function" in the day-to-day life and culture of the target language society. Such texts form an essential part of the learning programme. They both support the learning of linguistic skills, but also go beyond that. They help learners to explore the world of the society of the target language and to relate it to and compare it to their own world.

Fictional (that is, literary) texts, when included in FLA-curricula and in textbooks for communicative language learning, are usually assigned a marginal place and restricted to short texts such as poems, fairytales and examples of shorter prose. This creates the

impression that longer fictional texts, such as youth novels, as for instance *Als aus Janusz Jan wurde*, are less suited to a communicative FLA-programme. There is a belief that the inclusion of literary texts in textbooks cannot be reconciled with the precepts of communicative language learning. Boog and his co-authors give two reasons for this:

> Das hat verschiedene Gründe: zum Teil hat sie der kommunikative Ansatz und dessen pragmatische Ausrichtung, seine Orientierung, verdrängt; zum Teil wird behauptet, Spracherwerb und Literaturunterricht sollten getrennt werden.
> (There are various reasons for this. Partly the communicative approach and its pragmatic purpose have displaced its orientation; partly it is claimed, language acquisition and literature instruction should be separated). (1989: 4)

Walter, however, points out:

> Lesen schafft Freiräume, entlastet vom Alltagsdruck, vermittelt (vor allem bei poetisch-fiktionaler Literatur) Freude und Vergnügen, fördert Kritik-, Urteils- sowie Entscheidungsfähigkeiten, trägt zum Aufbau persönlicher und kultureller Identität bei, stärkt das Selbstbewusstsein und leistet damit einen Beitrag zur Persönlichkeitsentwicklung.
> (Reading creates freedom of space, provides relief from the pressure of everyday life (above all in the case of poetic-fictional literature), and pleasure, promotes critical skills, contributes towards the development of a personal and cultural identity, strengthens self-consciousness and thereby contributes towards personal development.) (1999: 2)

And

> […] das (sich jedem Zeitdruck verweigernde) Lesen literarischer Texte [fördert] eine zumeist eingehendere emotionale und kognitive Auseinandersetzung mit Inhalten. Sie sind in ihrer Intention nicht eindeutig festgelegt und lassen viele Lesearten zu. Dadurch fördern sie in besonderem Maße Fantasie und Mündigkeit, lassen die Leserin und den Leser aktiv an der Sinngebung mitwirken und forcieren kritische Fragestellungen sowie das Denken in Alternativen.

> ([…] the reading of literary texts (which ignores all pressures of time) [promotes] in greater depth an emotional and cognitive argument with contents. They are not clearly defined in their intention and admit many types of reading. In that way they promote particularly fantasy and maturity and allow readers to participate actively in determining meaning and force critical questioning as well as thinking in alternatives.) (Ibid: 3)

Walter's comments are noteworthy as they highlight the importance of "Freude and Vergnügen" (pleasure and enjoyment), of "Kritikfähigkeiten" (critical skills), of "Entscheidungsfähigkeiten" (decision making skills) and of "Fantasie" (imagination), all skills presupposing active involvement.

5.5   Text selections

5.5.1 The novel *Als aus Janusz Jan wurde*

The novel *Als aus Janusz Jan wurde* for this study was chosen because the level of the language used was within the scope of learners and particularly because of its themes. South Africa is also a country with many imigrants. "Ausländerfeindlichkeit", a form of discrimination and in Germany often equated with racism as is made clear in the application, is particularly relevant to South Africa with its long history of discrimination. "Mobbing" or bullying is a universal problem.

Choosing a youth novel as a basis for treating the two themes in question is preferable to the traditional methods of teaching by supplying mere information with the aid of non-fictional material. Young learners find learning by way of stories more appealing than dry factual information (Walter, 1999:2).

The developed application focuses on (a) the encouragement of reading in the target language, especially of youth fiction, (b) raising an awareness of German literature in general and of the themes in question and (c) on reading in an interactive multimedia format. For this purpose the selection of the youth novel *Als aus Janusz Jan wurde* and the other texts included in the application developed for this application appears to be an appropriate one.

5.5.2 Additional fictional Texts

A large number of additional texts, both fictional and non-fictional that are relevant to the two themes in question are included and prompted by these themes and their similarity to *Als aus Janusz Jan wurde.* They have been included for comparison and/or as background. A further reason for their inclusion was to raise an awareness of German literature in general and socio-cultural, economic and political aspects. This complies with constructivist theory. For as Rüschoff points out, "learning must be supported by a rich learning environment" ([S.a.] a). It is true that Rüschoff adds the condition "situated in real life and authentic situations" (ibid). It can be argued that a novel such as *Als aus Janusz Jan wurde* deals with what could be interpreted as "real life and authentic situations". For instance the instances of bullying described in the novel could happen in real life or could be experienced while walking down a street in a city in Germany and being confronted with the graffiti "Ausländer raus", as is described in the novel. Such graffiti are not merely fictitious. "Authentic" (see 5.5.4) could be interpreted as "verifiable", that is verifiable in real life situations. Wolff also suggests "dass die Schüler die Strukturen der fremden Sprache erwerben, weil sie sich mit authentischen Inhalten beschäftigen" (that learners would acquire the structures of the foreign language because they are engaged in authentic contents) (1996: 551). Therefore the linguistic aspects of the text need not be excluded from consideration while engaged in reading.

5.5.3 Non-fictional texts

FLA-learners have to contend with a double problem. Firstly, there is the target language that they are in the process of learning, in other words are not entirely familiar with. Secondly, even literary texts are embedded in (cultural, historic, political and other) contexts that are or may also be foreign to them. These foreign wider contexts have to be elucidated in some way. In the traditional classroom situation this so-called "Vorentlastung" [1] would be done by the teacher who supplies the necessary background information himself or herself by way of printed notes. In the application

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[1] A term for which there is no equivalent in English. It implies providing learners with sufficient background knowledge to be able to cope with relative easy with the txt.

developed for this study, the problem is attempted to be solved by secondary non-fictional texts (many of then also partially annotated).

5.5.4 Authentic texts: a definition

What is meant by authentic texts as demanded by Wolff and Rüschoff (*op. cit.*) is by no means clear-cut, as the following discussion will show.

Boekmann describes authentic texts as follows:

> Es handelt sich nicht um Texte, die speziell für den Sprachunterricht bearbeitet wurden. Authentisch in diesem Sinne sind Texte, die muttersprachlichen SprecherInnen in ihrem „normalen" sprachlichen Alltag begegnen, d.h. Zeitungsmeldungen, Zeitschriftenartikel, Ge-brauchsanweisungen, Romanausschnitte, Hörspiele, Kurzgeschichten, Werbetexte, gesprochene Alltagsdialoge, Radionachrichten, Theaterstücke, Interviews, Vorträge usw.
> (It concerns texts that were not specially reworked for language tuition. Authentic in this case are texts, which mother-tongue speakers encounter in their "normal" everyday language contexts, i.e. newspaper reports, magazine articles, instructions of use, extracts from novels, radio plays, short stories, advertising texts, spoken everyday dialogues, radio news, plays, interviews, speeches, etc.)
> (In Wierlacher and Stötzel, 1996: 265)

Boekmann thus also regards literary texts as authentic texts. So too Edelhoff points out:

> Für die Auswahl von sprachlichen Vorgaben und Kommunikationsanlässen im Fremdsprachenunterricht gilt „Authentizität" als Begriff für das Gebot, von Muttersprachlern verfaßte oder gesprochene Texte zu verwenden anstatt solcher, die im Fremdsprachenausland, meist von Nicht-Muttersprachlern, eigens für den frendsprachenunterricht hergestellt oder bearbeitet werden.
> (As regards linguistic examples and communicative causes in foreign language teaching, authenticity counts as a condition for using texts composed or spoken by mother-tongue speakers instead of those that were composed or reworked

by non-mother-tongue speakers in foreign countries language specifically for foreign language learning. (In Edelhoff, 1985: 7)

Edelhoff differs thus in this regard from Boekmann. Boekmann does not insist, that the "authentic texts" must be composed by mother-tongue speakers. They must merely be texts which mother- tongue speakers are confronted with ("begegnen") in "normal" everyday situations. Hofmann goes a step further: "sie sollten in der Realität vorgefunden sein oder zumindest vorgefunden werden können", in other words, such that they could occur in reality (in Edelhoff, 1985:151). For Hofmann "gilt [dies] insbesondere für fortgeschrittene Lerner" (ibid), in other words, this applies in particular for the target group envisaged for the application developed for this study. Hofmann also specifically states that "literarische Texte sind eine mögliche Form von authentischen Texten" (literary texts are a possible form of authentic texts) (ibid). Although *Als aus Janusz Jan wurde* is a fictional text, the scenes and conditions described in it could happen in reality. Moreover the way the characters in the text speak is the way mother-tongue German speakers would speak in similar situations. This makes *Als aus Janusz Jan wurde* an authentic text.

5.5.5 Authentic texts and intercultural communication

Authentic texts and reading play an important role in intercultural learning (Boekmann, in Wierlacher and Stötzel, 1996: 265).

The new FET syllabus stresses that:

> Through interaction with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews. (Department of Education, 2003b: 10)

A further expected outcome is:

> Learners engage with texts concerning human rights and responsibilities […] and issues linked to race, culture, ideology, class, belief-systems … (ibid: 10).

The *Learning Programme Guidelines* adds to the above the following observation:

> By using new technologies in the language classroom, teachers can better prepare learners for international cross-cultural interaction, which is increasingly required for success in academic, vocational or personal life. (Department of Education, 2005: 9)

It also reiterates a thought already mentioned in the National Curriculum Statement (*op. cit.*):

> The Assessment standards for Languages encourage learners to be sensitive to cultural, ethnic, racial, class and gender issues (ibid: 9).

It can be seen from these extracts that in teaching and learning in the new South Africa intercultural competence is considered to play a pivotal role. A text such as *Als aus Janusz Jan wurde* emphasizes socio-culturally, economically and politically determined issues. Choosing and incorporating it into an interactive multimedia reading programme gives full expression to the intercultural learning focus highlighted in the above extracts.
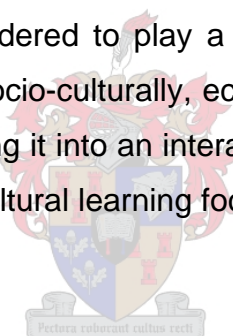
Hofmann insists that:

> Im Sprachunterricht sollten nicht affirmative literarische Texte verwendet werden, sondern solche, in denen Konfliktfelder ausgesucht werden und gesellschaftliche, kulturelle und andere Probleme thematisiert werden.
> (In language tuition affirmative literary texts should not be used, but such in which fields of conflict are identified and social, cultural and other problems are being thematized.) (In Edelhoff, C., 1985: 151).

Thus even texts dealing with negative issues such as "Ausländerfeindlichkeit" and "Mobbing" should not be excluded because, as Apeltauer points out: "Da sich Erfahrungen, Werte und „Weltvorstellungen" der Mitglieder unserer Gesellschaft immer stärker voneinander unterscheiden, wird es auch immer schwieriger, sich problemlos zu verständigen" (Because the experiences, values and "world views" of the members of

our society diverge ever more strongly from one another, problemless understanding becomes more and more difficult) (In Wierlacher, A. and Stölzel, G., 1996: 773).

From the above it is thus clear that intercultural issues form a significant issue in the new FET syllabus due to come into operation in South Africa in 2006. It is particularly significant that the "new technologies" are cited in this regard. Unfortunately it is not precisely stated what is meant by the new technologies.

Borelli speaks of intercultural leaning, or rather an "interkulturelle Pädgogik" (intercultural pedagogy) as a "neues Modell des Lehrens und Lernens" (new model of organization of teaching and learning) (in Wierlacher, A. and Stölzel, G., 1996: 187).

An intercultural education, in which the application developed for this study is regarded as being able to play a significant role albeit a small one, is not only, according to Borelli (ibid), an answer to a change in society and school, but it is also a new way of defining "education" today. It is a didactic-methodological attempt to prepare young people for intercultural co-operation in school, work and leisure as well as a preparation for an intercultural dialog and living together in the world. To quote the original German:

> Interkulturelle Bildung ist nicht nur eine Antwort auf [die] Veränderung im Bereich des Sozialen und der Schule, sondern auch eine neue Art, Bildung zu definieren. Sie ist auch eine didaktisch-methododische Bemühung, Jugendliche auf interkulturelles Zusammenleben in Schule, Arbeit und Freizeit vorzubereiten. Sie vorzubereiten auf den interkulturellen Dialog und auf das Zusammenleben in der Welt.
>
> (Intercultural education is only one answer to the changes in the social context and in school. It is also a new way of defining education. It is in addition a didactic-methodological attempt to prepare young people for intercultural co-existence in school, the workplace and in leisure). (Ibid)

Borelli describes with these statements most pertinently the major goals aimed at with the application developed for this study.

In the South African post-apartheid context of a transition towards forming a harmonious multicultural society, the importance of inter-cultural awareness cannot be underestimated. Underlying the intercultural awareness implicit in the novel *Als aus Janusz Jan wurde* are the dualities that Borelli terms as:

> Identität/Zugehörigkeit und Verschiedenheit/Internationalität, von Universa-
> lismus und Partikularismus (Nationalem), von Pluralismus der Veschiedenheit
> (der Völker) und Kosmopolitanismus […] der Verflechtung von Diversität/
> Differenz/Identität. Kategorien, die […] von dem, was uns empirisch
> „unterscheidet", notwendig auf das Gemeinsame hinweisen.
> (Identity/ belonging and difference/ internationality, from universalism and
> particularism (the national), from the pluralism of difference (of nations), and the
> cosmopolitanism of the intertwining of diversity/ difference/ identity. Categories
> which direct our attention to unity that of necessity "separates" us empirically.)
> (Ibid)

A thematic approach to reading as is exemplified in the application developed for this study allows learners to see themes they can identify with, such as bullying and discrimination, in a culturally different and therefore contrasting context. This helps learners to understand their own life situations and problems better. One could say that the (negative, subversive) theme of "Ausländerfeindllich-keit" foregrounded not only in *Als aus Janusz Jan wurde* but also in, for instance, *Landnahme,* is opposed by the (positive) theme of "Identität/Zugehöriglkeit" (identity/ belonging) (Janusz/Jan). The questions to be asked are: Who is Janusz? Where does he belong? Questions that many South Africans asked themselves in the past and still ask themselves. One should perhaps add to Borelli's triple term "diversity/ difference/identity" the fourth cate-gory "unity".

In communicative FLA intercultural learning plays an important role. One of the first things a FLA-learner learns in German is that there are two ways of addressing people, by means of the informal or familiar "du" and the formal or polite "Sie". This does not always pose a problem as many other languages make similar distinctions. In South Africa, however, Afrikaans speakers are surprised to learn that German children

address their parents with "du" and even address God in prayer with "du", where they would, as a result of the custom in their language, have expected "Sie".

The idea "room to live" cannot today be translated with the word "Lebensraum". The term has become historical-politically tainted as a result of the Nazi ideology of "Lebensraum". In the South African context words such as "native", "homeland", "township" and the Afrikaans word "jong" have all acquired a racial discriminatory connotation as a result of their use in the Apartheid era. The word "apart" (as in "Apartheid") had in South Africa in the Apartheid era a very strong discriminatory meaning. It meant not merely keeping the various racial groups apart or separate. Ideologically it referred to the superior political and social status of the white population over the black population. It has, however, no discriminatory connotation in German. In German it simply means "smart", "attractive" or "chic" and is usually used when referring to clothes and the way people dress.

Apeltauer points out that "Das Phänomen „interkulturelle Kommunikation" wird kaum je thematiesiert" (the phenomenon of "intercultural communication" is scarcely ever thematized) (in Wierlacher, A. and Stölzel, G., 1996: 773). The phenomenon of "intercultural communication" has been thematized in the application developed for this study with the aid of the theme "Ausländerfeindlichkeit", the dominant theme of the reading programme in the application. The reason why intercultural communication is so important is that our society (both South African and German society) has changed. In post-apartheid South Africa the previous barriers to intercultural communication, which still persist to a large extent, have to be broken down. In Germany, too, intercultural communication is a major issue. This is borne out not only in *Als aus Janusz Jan wurde* but also in many of the other texts integrated into the reading progamme in the developed application. Apeltauer, writing in the post-unification period of Germany, "nach der Wende" (after the turning point) as Germans often say, writes:

> Unsere Gesellschaft hat sich in den letzten Jahren verändert. Neben den bekannten Einheimischen gibt es auch immer mehr zugewanderte Minderheiten sowie Sub- und Gegenkulturen. Verstärkt wird diese Heterogenität noch durch die Binnenwanderung, die nach der Wiedervereinigung eingesetzt haben.

(Our society has changed in recent years. Besides the known local minorities, there are also more and more immigrant minorities as well as sub- and anti-cultures . This diversity is intensified by internal migrations which took place after unification.) (Ibid)

Similar imigrations, in the past and in the present, have made South Africa also a multicultural country, a "rainbow" nation, with many of the intercultural problems associated with that (e.g. intergation into the local society). As a result intercultural education is of crucial importance. Apeltauer also observes that: "Gegenwärtig werden Schüler mit solchen Problemen nicht konfrontiert" (at present learners are not being confronted by such problems) (ibid). Yet what the South African education authorities want is precisely this: that learners are confronted with, that is, made aware of, these problems. One of the best ways to achieve this is by way of comparing the intercultural problems in South Africa with those in countries such as Germany. Learners will then be able to obtain a better perspective of their own problems.

What leads to a disturbed intercultural communication is that, when we are confronted by someone who somehow is different, feelings of uncertainty are aroused in us. As Apletauer puts it "daß wir verunsichert werden, weil er sich irgendwie anders verhält, z.B. nicht die gewöhnliche Körperdistanz einhält" (that we are made unsure because he behaves somehow differently) (ibid: 774). Apeltauer elaborates:

Auf der Grundlage solcher „Gefühle des Befremdens" werden wir ihn in die Kategorie „Fremder" einordnen. Wir könnten uns aber auch – mehr oder weniger bewußt – auf deutlich wahrnehmbare Merkmale stützen (z.B. schwarze Haare oder Hautfarbe) und unseren Gesprächspartner darum als „Fremden" kategorisieren. In beiden Fällen werden wir uns dann auf die in unserer Gruppe oder Gesellschaft konventionalisierten Vereinfachungen (Stereotype oder Vorurteile) stützen und automatisch entsprechende Merkmale zuordnen.

(On the basis of such "feelings of strangeness" we will put him in the category of "strange". We could also – more or less consciously – rely on clearly discernible characteristics (e.g. dark hair and skin colour)and categorize our conversation partner as a "strange". In both cases we w will rely on simplifications

conventionalized in our group or society (stereotype or biases) and automatically assign to him corresponding characteristics.) (Ibid)

Such automatic stereotyping, favours, according to Apeltauer "Wahrnehmungsverzehrungen und negatieve Einstellungen" (distortions of observations and attitudes) (ibid), that is, a distortion of perceptions and a development of negative attitudes. This is what happens to Janusz and his Family in *Als aus Janusz Jan wurde* and to Bernhard in *Landnahme*, one of the supportive texts in the developed application. Neither Janusz nor Bernhard are accepted because of such "distortions of perception".

By focusing attention on a theme such as "Ausländerfeindlichkeit" and the underlying theme of "Intercultural Communication" (which leads to "Mobbing", the second theme highlighted in the application developed for this study), an attempt is made to address a past neglect in FLA, which concentrated "vorwiegend auf die Entwicklung sprachsystematischer Fertigkeiten" (on developing predominantly language systematic skills) (ibid: 779).

5.5.6 A rich authentic learning environment

The interactive multimedia format of the developed application lends itself particularly well to developing a rich authentic environment.

With the aid of the large variety of literary and non-literary texts as well as the graphic, sound and video material (cf. Department of Education, 2005: 9) a rich authentic learning environment was created in the developed application. In this regard thus the demands posed by constructivist theory have been met.

5.5.7 Problems arising from the use of authentic text

By definition authentic texts are "von Muttersprachlern verfaßte oder gesprochene Texte" (texts composed or spoken by mother-tongue speakers) (Edelhoff op. cit.) or at least "Texte, die muttersprachlichen SprecherInnen in ihrem „normalen" sprachlichen Alltag begegnen" (texts which mother-tongue speakers encounter or could encounter in their "normal" everyday speech situations) (Boekmann op. cit.). This poses the

question: How much of the text can a FL-learner be expected to understand if the texts are not and should not be specifically written or adjusted for a particular level of FL-learners' language competence in accordance with constructivist demands? One could choose texts that are at a language level that the targeted learners can cope with, as was done in the case of *Als aus Janusz Jan wurde* (see also Appendix A). Hofmann in his 18 "Thesen" applying to appropriateness of texts selected, makes no mention of appropriateness of language level (in Edelhoff, C, 1985: 151 ff). The question of readiness in reading has already been discussed in 3.10.

Every text appears on two levels, the language level (vocabulary and syntax) and the content level. Both are foreign to the learners in FLA. Both therefore pose some problems to FL-learners (see 3.9).

As the application developed for this study has been developed for "advanced" learners, that is, learners who should have at least a fairly good command of the language, so that they could be expected to cope with any authentic texts except perhaps texts from a highly specialized field, for example science or economics. FLA usually deals with texts in everyday situations. FL-learners, however, often feel that they cannot fully understand a text unless they know the meaning of every word in a text in the target language. This is of course an invalid argument. They usually feel quite comfortable with reading an everyday text, literary of otherwise, in their own language without knowing the meaning of every word they encounter in such texts. How much so-called "Vorentlastung" (not just background information but also as regards vocabulary and grammar) should then be given in this regard as no two learners are at the same level of proficiency in the target language? A dictionary has been included in the developed application. It is, however, impossible to include every word encountered in a text. Even the inclusion of every less common word would make the dictionary extremely large and unwieldy. The dictionary provided in the application is limited to explaining words and terms with a very specialized meaning, such as "Ausländerfeindlichkeit", "Spätaussiedler" and "Überfremdung". A link to several online dictionaries and lexicons are, however, provided and all learners using the application are expected to posses a print version of a dictionary.

Manfred Huth suggests that learners be given a preliminary help, a so-called "Vorentlastung", in deciphering a text only to a degree:

> Texte können durch die LehrerInnen für den Unterricht vorentlasten werden … aber nicht immer und nicht bis ins letzte Detail, denn die SchülerInnen müssen sich auch an unbekannten und nicht vorentlasteten Texten ausprobieren können – das ist auch die Spätere-Leserealität.
>
> (Preliminary aid for better comprehension of the texts in lessons can be given by the teacher … but not always and not into the minutest detail because learners must also be able to try out unknown texts without background knowledge – that is also the case in later life.) (2005: [.S.p])

Limiting the amount of "Vorentlastung" (preliminary aid) corresponds to what advocates of constructivist teaching and learning call "entdeckendes Lernen" (learning by discovery), or as Wolff terms it: "ein explorativer Prozeß" (an exploratory process) (1996: 549). Optimal learning can only take place were, as Rüschoff puts it, "learners are placed in a situation where they can explore sources and resources" (2005: [S.p.]). It could, however be argued that these are somewhat optimistic expectations especially when coupled to learner autonomy (see). Rather than "battle" with a text they feel is beyond their comprehension learners may simply "switch the text off". In an electronic/ computer medium this involves a mere click with the mouse button. Learning should, however, not be made so easy that all challenge is removed. On the other hand, learners should be trained in how to deal with difficult texts, for instance by developing proper reading strategies (see 2.11).

Also as far as content is concerned "Vorentlastung" is kept to a minimum. Some texts in the developed application are preceded by an introductory comment, questions focussing attention on aspects of the text or conclusion. On the whole, however, learners are expected to interact with the text with as little assistance as possible. Interactivity will be discussed in more detail in the next chapter (see also the discussion of constructivism, 2.2.4).

5.5.8 Appropriateness of texts

Hofmann (in Edelhoff, 1985 151 – 152) suggests 18 "Thesen" or criteria for selecting appropriate texts. Only the most important ones are referred to here. The full list with their description is given in Appendix A.

Hofmann points out that texts should be, amongst others, not only authentic but also unabridged, varied, topical and take the intellectual level of the learners into consideration. Emphasis should be placed on a thematic rather than on a grammatical approach. Literary texts requiring detailed "Deutschlandkunde" (background knowledge regarding Germany) should be avoided. A counter argument to this point regarding the application developed for this study, is that sufficient background knowledge by way of so-called "Vorentlastung" is given, but not to the extent that the exploratory challenge of acquiring own knowledge is removed.

One criterion not given by Hofmann is: How far can the reader relate to the text? Can he or she perhaps identify with any of the characters, their behaviour or situations they are in? (See 2.12.)
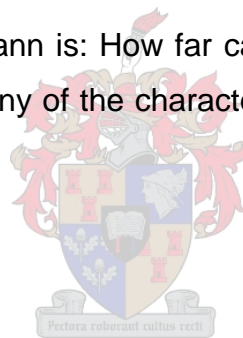
CHAPTER 6 MULTIMEDIA APPLICATIONS: TECHNICAL DESIGN

6.1   Introduction

Multimedia may be defined as: "The combination of sound, still and moving pictures and computer software to produce interactive presentations." (Pountin, 2003: 287) Or: "Multimedia can be defined as the computer-delivered combination

of a large range of communications elements – text, sound, graphics, pictures, photographs, animation and moving video" (Brett, [S.a.]) .

This chapter will focus on some general considerations regarding interface design of multimedia applications as well as a number of specific considerations relating to such applications. Also the design of the application developed for this study will be discussed.

6.2   Design Theory

6.2.1 General considerations

The importance of design has been highlighted by a number of critics. Fechner, for instance, points out: "The success of your multimedia project depends more on the instructional design than on the media or technologies you employ." (1997: 4) The educational aspects take precedence over the technical aspects. However, an application that does not work properly is not only frustrating but also of little use no matter how good its content is.

Richards, on the other hand, observes in a lengthy essay on "redefining literacy in the electronic age" that:

> The need to *select* and *combine* images, words, and increasingly other multimedia components of textuality in electronic media should make us aware that *design* is, and has always has been, a generic if often implicit function of literacy. (2000: [S.p.])

Design and literacy cannot be divorced from one another. See 6.2.2.1 and 6..2.2.4 below for a fuller discussion of this point.

Lynch and Horton (2000: [S.p.]), referring specifically to websites, see Web designers as "information architects and usability engineers" and that "the key to a successful Web site" is a "user-centered design" approach Plass (1998: 35) furthermore points out that, although there are a number of design approaches and models, there are no approaches to design that are specific to FLA, with the result that most interface designers rely more on "intuition and experience than on theory-based models" (ibid). From Plass' discussion the following conclusions can be drawn:

- […] while there exist a number of different approaches and models of user interface design, only a few of these focus primarily on the learning process and the user.
- The existing approaches are either pragmatic and not firmly rooted in the theory of learning, or too complicated to be useful for practitioners of design.
- […] the cognitive approach is the only one that puts both the user and the learning task in the center of the design process, […].
- The user interface of FL multimedia software has to facilitate the development of the particular linguistic and pragmatic skills and competencies that the software application addresses. (1998)
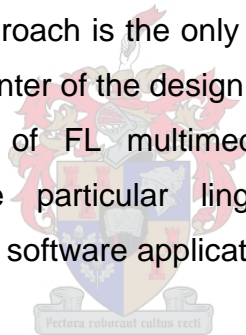
From the above it becomes clear that any interface design must be user-centred and functional and support the underlying cognitive learning process addressed by the software application. The most appropriate approach to this end is the cognitive-constructivist approach. This links up with the cognitive-costructivist learning theories in which the application developed for this study has been grounded. (See Chapter 2.)

6.2.2 Specific considerations

According to Plass interface design may be defined as follows:

Interface design is the process of selecting interface elements and features based on their ability to deliver support for the cognitive processes involved in the instructional activities facilitated by the application. (1998: 38)

Based on the above definition, Plass recommends the following three-step "model" for interface design:

- Select the instructional activity that supports cognitive processes of the competence or skill to be developed.
- Select attributes of the feature.
- Select the design feature. (1998: 38)

(a) Select the instructional activity that supports cognitive processes of the competence or skill to be developed:

This involves selecting instructional materials and methods as well as learner activities to develop specific linguistic and pragmatic competencies determined by various needs-analyses such as the syllabi requirements (see Chapter 1) and learner needs specific to the learning programme involved, in the case of the application developed for this study, reading. In the case of reading, for instance, constructing (new) knowledge by activating prior knowledge. (Plass, 1998: 40)

(b) Select attributes of the feature:

According to Plass this would involve selecting "properties of the design feature that have relevance for the effectiveness of the instruction" (ibid). Such properties include "functionality and visual appearance" (ibid).

(c) Select the design feature:

As a final step the actual "feature and the form of its implementation" (ibid) is selected. Plass is not clear on this point whether he means such features as navigation.

According to Plass therefore the two aspects that are basic to this three-step selection is "functionality and visual appearance", how well the feature works and what the pages look like. Thus the following discussion will focus on screen design, the use of graphics, interactivity, text and multimedia.

6.2.2.1 Screen design

The visual composition of the screen design should be well organized, balanced and visually interesting and show unity (Fenrich, 1997: 211; Lynch and Horton, 2000: [S.p.]; Boyle, 1997:

127). The graphic elements should be consistently and logically arranged, so as to be "conceived as belonging together because they have roles in the context" (Boyle, 1997: 127). According to Lynch and Horton, "graphic design is visual information management" (ibid). There ought to be a well managed and "appropriate balance between attracting the eye with visual contrast and providing a sense of organisation" (ibid) as illustrated in figures 4 and 5.
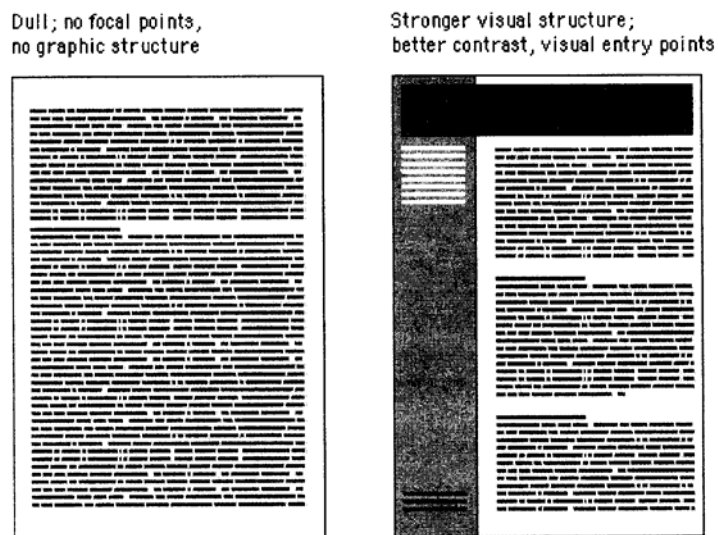
Figures 4 Web page layout: without graphic structure and 5. Web page layout: with graphic structure Source: Lynch and Horton, 2000 [S.p.]

The layout in figure 5 is the layout used in the application developed for this study. Krug also stresses the importance of creating a "clear visual hierarchy" that enables pages to be easily grasped (Krug, 2000: 31). Above all, the page layout should be consistent throughout the site or programme. A consistent layout allows readers to adapt quickly to the application's design and provides them with "a distinct sense of "place" […] and to confidently predict the information and navigation controls across the pages" (Krug, 2000: 31; cf. also Boyle, 1997: 127). This has the added advantage of minimizing searching. Elements such as orientation information, input, presented material, such as text, video and sound, and control options, such as pull-down menus, should be displayed in a simple, consistent and predictable manner from page to page throughout the site or application. (Fenrich, 1997: 220)

6.2.2.2   The use of graphics

According to Fenrich text combined with graphics can increase recall by between 15 to 50 per cent and thereby make learning more effective especially for weaker learners (1997: 139). Graphics also add variety and combine with text to create a strong visual

hierarchy thereby increasing attention and motivation (ibid: 140). Graphics can also be seen as a form of text (Department of Education, 2005: 9).

In the application developed for this study graphics are not always used to illustrate the presented material, such as the text, but have the following functions:

- In the title banner and the individual page graphic headers help to consistently situate the individual pages within the domain as a whole and in particular chapters by providing annotations to the narrative structure. As the user might not access the application via the homepage and "page" through it, as in the case of a printed book, but choose to access the application at any page, pages must give more information than the pages of a book. In fact, "a single Web page may be the only part of a site that some users will see." (Lynch and Horton, 2000: [S.p.])
- The graphics used in the page headers, the navigation bar and the background help to underpin the theme of the application. (See 5.3)

6.2.2.3   Interactivity

Interaction can be induced by requiring the learner to become actively involved with the presented material, for instance, by allowing his or her mental models or schemata based on prior knowledge and experience to interact (that is, become actively involved) with the information provided by the presented material (cf. 2.8 and 2.9.3.3). In this way interaction becomes part of the knowledge construction process. Interaction is also part of perception and therefore an integral part of design. As Boyle points out: "Perception is not a passive process of reflecting the external world […] and is strongly oriented to the perception of patterns." (1997: 124)

Interaction, however, also means providing the learner with control of access, pace and sequence (Fenrich, 1997: 177). Learner control, determined by the ease of navigation through the programme, can improve motivation and attitudes (ibid: 229).

Fenrich, however, stresses:

Interaction requires more than the isolated ability to choose menu items that create a learning path. […] Effective learning requires interaction that stimulates new thinking. Menu-selection programs can provide useful information. Still, students gain real learning when they do something significant with the information that the program provides. (Ibid: 178)

Reading thus involves more than passive reception. It requires interaction, becoming directly involved in the text. One way to achieve this is to answer questions and to make comments and annotations.

6.2.2.4   Text

In this section text will be discussed only in so far as it is a design issue. Other aspects regarding text are discussed in Chapters 3 and 4.

Text can strictly speaking not be divorced from graphics. Graphics such as pictures and illustrations can also be regarded as text. We are reminded of this by the well-known saying that "a picture tells a thousand words".

Text forms an important aspect of the visual composition of the screen. Figures 4 and 5 in 6.2.2.1 above illustrate the varying effect of text layout. A text with no graphic structure as seen in figure 5 appears overpowering and uninteresting, giving readers little incentive to want to read it. On the other hand, text showing a stronger graphic structure and balanced contrast has a more inviting effect. Some critics (for instance Lynch and Horton, 2000: [S.p.]) also advise the "chunking" of text, that is breaking text up into smaller units, often spread over several linked pages to avoid scrolling. "Chunking" is also recommended because reading from a screen is more difficult and hence slower. Chunking can also be achieved by providing a page section index and anchored links or inserting chunks of text within borders into a page, as was done in the developed application.

6.2.2.5   Colour

According to Boyle "text, graphics and colour are the basic elements of multimedia systems" (1997: 163). Colour has the function of adding a pleasing visual effect to the pages (ibid).

A colour background is recommended rather white as white may cause undue glare and eyestrain (Boyle, 1997: 162). Therefore grey is frequently used as a background colour (ibid) as in the case of the application developed for this study.

The choice of colour, however, is largely determined by the nature of the programme (ibid). Colour also has an important informative function in that it assists in the "perception of relevant information" (ibid). For instance the grey background and the grey, black and white of the page on Auschwitz in the developed application are to be seen as suggestive of unfriendliness and hostility.

The choice and use of colour in the application developed for this study will be discussed in 6.3.5.

6.2.2.6   Video, animation and sound

Video, animation and sound can add variety to a programme but should not be used "for the purpose of holding the user's attention" (Lynch and Horton, 2000: [S.p.]), but rather "only when relevant to the message" (ibid). Particularly animations such as java applets seem at first to enliven a page. However, when the same page is accessed several times the animation soon loses its appeal and becomes an irritating distraction.

In the application developed for this study video and sound was used in several instances only to support the verbal text message. Only two animations were incorporated, the one particularly for its informative function. It was also linked to an interactive exercise.

6.3   Design of the Programme "Ausländerfeindlichkeit"

This section will focus on specific design aspects of the application developed for this study. The application has been conceived as an electronic web-based book to be made available on CD-ROM. According to Boyle (referring to the textbook) "the electronic textbook is an extension of the basic textbook format" (1997: 112). He further suggests: "The book format may be used to provide guided-discovery learning environments" (ibid).

In the book format the developed application is structured like a normal (print-format) book with a "front cover" (the homepage), inner title page, chapters and individual pages. As in the case of a traditional book it can be read linearly from cover to cover, chapter by chapter, page by page. However, as in the case of a traditional book the reader has the choice of accessing it at any place and read the chapters and pages at random.

It may be asked: Why then develop a book in electronic format? One answer is the ever-increasing ubiquity of electronic technology and the attraction it has for young readers. Another answer is that the electronic book can offer, through integrated multimedia hypertext and interactivity, more than the traditional book.

6.3.1 Web-based format

In choosing multimedia authoring tools, four main factors should be considered according to Boyle:

- The hardware available for development and delivery
- The nature of the multimedia project
- Price
- The market penetration of the tool

(1997: 139)

The application developed for this study was designed in web-based format in preference to other formats because of

- Ease of authoring
- The versatile and easy to use nature
- The relatively low price of the authoring tool (in this case *Macromedia Dreamweaver*)
- Ease of delivery

Particularly the versatile navigational structure of a web-based format makes it a convenient choice. Moreover, since young users, as in the case of the target group of the application, are familiar with the Internet they should immediately recognize the

format of the application and feel at ease working with it. Other formats, for instance, such as one based on the flow line structure of the authoring programme *Authorware* do not offer the same possibilities.

6.3.2 Screen resolution

Web-based applications can be designed to operate with different screen resolutions. Although the current standard screen resolution is 1024x768 pixels, it is still customary to develop web pages intended for publication on the World Wide Web for a screen resolution of 800x600 pixels. As was stated in the introduction above, the application developed for this study is not intended for online publication but to be made available in CD-ROM format. The application has therefore been designed to run in the current standard resolution of 1024x768 pixels. The reason for this is mainly an aesthetic one. If the application had been designed to run with a screen resolution of 800 x 600 pixels the page content would be drawn towards the centre of the screen with a wide blank border on the left and right when the application was used on a computer with a higher screen resolution.

Full instructions on how to change the screen resolution is given both in a read-me file on the CD as well as on the inside cover of the jewel case. A copy of the application designed to be run with a screen resolution of 800x600 can be made available to users on request.

6.3.3 Browser compatibility

One problem that may be encountered with web-based applications is browser compatibility. This applies often to certain colours and borders but particularly to certain effects, such as rollovers, or animations, such as marquees. Although the application developed for this study has been designed for *Internet Explorer 6* and higher it has also been tested with several other browsers such *Netscape* and *Firefox.* In *firefox* named anchors may pose a problem.

6.3.4 Access

Because the application is not intended to be published online, which would provide direct access to the index page or homepage, an easy access page has been provided. The easy access page, which is kept outside the main folder, is intended for first-time

users and for those users who do not wish to search for the desired page within the main folder. Users who wish to access the programme via a specific page can open the main folder and choose the page desired.

Access to chapters, pages, and exercises is made possible by means of a dropdown menu in a navigation bar at the top of each page as well as a smaller text-based navigation bar at the bottom of each page. Secondary texts and sound and video files may be accessed by means of hotspot buttons located in the left vertical panel. In addition extensive hypertext linking has been provided. The application thus gives ample freedom of choice and movement in accordance with cognitive-constructivist learning theory, particularly as regards learner autonomy.

6.3.5 Page-background

All pages have the same grey background. The reason for choosing a uniform background throughout the application is given on the introductory page of the programme. Janusz, the main character of the book *Als aus Janusz Jan wurde* that forms the focus of the application developed for this study, comes from Eastern Europe. Grey is suggestive of the typical unfriendly and uninviting winter landscape associated with part of Europe. Janusz and his family, as well as Bernhard Haber and his family in the supporting text of *Landnahme,* are the unwanted foreigners for whom, metaphorically speaking, there are only "cold", unfriendly and uninviting prospects in Germany.

There are some differences in the layout of the homepage and the inner title page and between these and the chapter pages.

6.3.5.1 Homepage

The homepage was designed to function like the outer front cover of a traditional book. As such it gives the title of the "book" or application and a brief indication of the nature of the application and who the target audience is.

The centre graphic of the homepage already contains many of the graphic details associated with the themes of the application. The barbs of a barbed wire fence superimposed over the map of Germany and the bright searchlight in the top right

corner is symbolic of the exclusion of foreigners or other undesireable individuals. This exclusion is further emphasized by the opposing pictures of the "mobbing" gang at the top of the graphic and the picture of Janusz at the bottom. Such spatial metaphors have, according to Lakoff and Johnson (1980:16) distinct value connotations. Thus good, high status and virtue is up whereas bad, low status and depravity is down (ibid).

6.3.5.2   Inner title page

This page introduces the book *Als aus Janusz Jan wurde* and the main theme of hostility towards foreigners. The cover of the book is linked by a red line (red symbolizing "danger" and "stop") with Poland, from where Janusz comes, with Germany, the focal point of the theme, in the centre. At the same time the question is raised as to why foreigners are unwelcome in Germany. This is the question to be answered in the subsequent pages.

6.3.5.3   Chapter pages

All the chapter pages are designed uniformly in accordance with standard design principles (cf. 6.2.2.1).

The banner at the head of each page as well as the navigation bar pick up the theme suggested in the homepage (the barbed wire fence intended to keep out foreigners). The banner and the navigation bar repeated uniformly on each page serves to situate the pages within the programme (cf. 6.2.2.2) and thereby indicate to the users that they are still in the same programme as they navigate through the programme. For a similar reason, each chapter page has its own distinctive graphic header.

The broad dark grey band on the left is intended to break the possible dull effect of an unstructured page and to direct the focal point to the centre. The pages obtain thereby a more balanced visual hierarchy (cf. Figures 4 and 5 in 6.2.2.1). This band has the additional function of providing a convenient repository for additional links (for instance to audio or video files and subsidiary text material). The page titles in the form of graphics written in the spiky Matisse font are reflected in the barbs of the barbed wire fence in the page banner and navigation bar.

Pages with rather long texts or several texts are provided with indexes and named anchor links to make intra-page navigation easier. This is a form of chunking.

Although consistency of layout structure is maintained throughout the application, there is sufficient interactivity between text, graphics and text layout by means of, for instance, coloured borders to avoid monotony.

6.3.5.4   Exercises

Most of the exercises can also be done in *MsWord*. This option is provided because this makes it easier to save and/or print the exercises with their answers for future reference as the answers to the exercises appearing in text field or check button format on the web pages will be deleted once the user exits the application. The fact that the answers are deleted provides however an advantage over traditional paper-based exercises. Web-based exercises can be done over and over again.

The default user interface of the exercises constructed with the exercise-generating programme *Hot Potatoes* was adapted by changing the java script. This gave the exercises a more uniform appearance with the other pages of the application.

6.3.5.5   Animations

The question of animations was already raised in the discussion of video and sound (6.2). The question of whether to insert animations or not needs however special attention. Animated gifs and java applets are readily available as well as animation programmes. This might give the impression that a multimedia application may lack something if it does not include animations in its page design.

Graphic animations such as java applets and animated gifs were omitted on purpose. Many computers do not support animations such as java applets and some browsers do not support certain animations such as, for instance, marquees. Moreover, although animations may liven up a page, they soon lose their appeal and may become a distraction and an irritation to viewers. In the application developed for this study only two graphic animations were included. The one is an "explosion" inserted into a poem. This animation is very functional and has a question based on it for the reader to answer. The other one is a dictionary with turning pages. This animation heads the

dictionary page. However the rate of page flipping has been slowed down to a rate that makes it almost unobtrusive to the reader.

6.3.6 Interactivity

Interactivity has also already been referred to in 6.2. Here interactivity is considered with particular reference to the developed application.

The developed application provides a rich and varied textual environment in the form of verbal text, graphics and other multimedia elements as well as multiple navigational interactivity.

Interactivity is, however, not mere navigation, although this too is part of interactivity. Interactivity is rather more an "interaction that stimulates new thinking" (Fenrich, 1997, 178). It must therefore be understood as the reader becoming cognitively and constructively involved with the material provided. This point was amply dealt with in the discussion of cognitive-constructivist theory in Chapter 2 above. Interactivity in terms of cognitive construction is made possible by providing a rich and varied environment with authentic materials (text, graphic, sound and video), easy access to additional information (through hypertext and other navigational links) and the Internet, e-mail communication as well as interactive exercises. All this has been built into the application, thus making it a highly interactive and varied learning programme.

CHAPTER 7: ALTERNATIVES – LEARNERS AND THE DEVELOPMENT OF LEARNING APPLICATIONS

7.1 Introduction

In this brief chapter the following point will be examined:

- Examples of fictional reading applications developed by mother-tongue speakers.

7.2 Examples of fictional reading applications developed by mother-tongue speakers

The reading application developed for this study, was developed by a practicing teacher of German as a foreign language. Several similar applications developed by learners can be found on the Internet. There is for instance a project initiated by Claudia Mutter on Rilke's *Der Panther.* The aim of the project is

> einem Klassiker der deutschen Lyrik eine Art "Sitz im Leben zuweisen", die Lust an und auf Lyrik wecken und die Leselust fördern. Der Computer wird als praktisches Arbeitsmittel eingesetzt, die Auflösung des traditionellen linearen Lesens als Chance aufgegriffen, um Texte in vielfältige Beziehungen zu setzen und für die Interpretation zu nutzen.
>
> ("to give a seat in life" to a classic in German literature, to arouse a pleasure in and a desire for poetry and to promote pleasure in reading. The computer is employed as a practical tool, the dissolution of traditional linear riding is taken as an opportunity to place texts into multiple relations and make use of them for the purpose of interpretation.) (2003: 1)

Another project was a programme on *Geschichte der Flucht und Vertreibung der Deutschen aus Polen* (*History of the flight and expulsion of the Germans from Poland*) developed by learners from the Heinrich Heine Gymnasium, Mettmann. (See 1.3.3 on both these projects).

These and other applications found were on a much smaller and simpler scale and were developed by mother-tongue speakers as class-group assignments and not as learning programmes.

The question of whether the development of similar assignments by FL-learners is practical or not will not be answered here. The reasons why no attempt was made to develop such applications with FL-learners, were that in the specific school available for such an experiment the following factors were found as obstacles:

- The pupils had insufficient computer skills.
- The constraints imposed by the school's timetable.
- Access to the school's computer facilities for computer-integrated subject teaching were restricted to twice in a nine-day teaching cycle.[1.]
- Most of the pupils either resided far away from the school or were engaged in other extra-mural activities after school would thus not have been available after normal school hours.
- The teacher concerned was employed part-time and was therefore not always available.
- There was a large degree of disinterest as a result of lack of knowledge on the part of the school management towards computer-integrated subject teaching.

The school in question is an affluent school with very modern facilities. However, if the computer in its role as a tutor and/or tool is to be integrated into subject teaching, even if only in a supportive role, many changes have to come about. This applies also to many other schools in South Africa. A major step towards changing the current situation at schools is teacher training, not merely to empower them with the necessary skills, but also to convince them of the benefits of computer-integrated subject teaching. Unfortunately producing a multimedia computer applications such as the application developed for this study is not only time consuming but also requires specialized knowledge and skills and can be costly.

[1.] Out of a total of 63 possible periods in a teaching cycle of 9 days only 28 periods were available for computer integrated subject teaching to be divided up among all the subjects taught at the school.

CONCLUSION:

The research conducted into studies conducted on reading, particularly on reading in FLA and in CALL, has revealed that any computer application developed for the purpose of motivating reading in FLA must be embedded in a theoretical framework. Such a theoretical framework must take into account modern learning theories such as cognitive-constructivist learning theory, reading theories and relevant aspects of multimedia design.

In any reading programme authentic texts should be used. Literary texts are also authentic texts. Texts in FLA should not be adapted to the FL-reading readiness level of the learners. If necessary simpler texts should be used. On the other hand, learners should also be confronted with difficult texts and not be encouraged to shy away from such texts, as this is not possible in everyday life situations. Learners should be equipped with proper reading strategies to be able to cope also with difficult texts.

Both the new syllabus contained in the NCS for FET as well as well as various studies researched on reading in FLA revealed the importance of confronting learners via texts with socio-cultural issues on the basis of intercultural comparison. In the light of this the choice of the youth novel *Als aus Janusz Jan wurde* with its themes of "Ausländerfeindlichkeit" (hostility to foreigners} and "Mobbing" (bullying) were an appropriate choice for developing a multimedia reading programme.

The reading programme contained in the application developed for this study is an attempt to show how FL-learners can be motivated to read fiction in the target language (in this case in German). It is hoped that competence in reading in the target language can be achieved by providing a rich and varied interactive learning environment with the focus on authentic texts and giving opportunity for learner autonomy by using the computer in terms of CALL, both as a tutor and a tool.

Unfortunately the number of respondents to the reading survey conducted was too small to allow significant conclusions to be drawn. However from the data obtained from those who did respond revealed that learners in target group of this study liked reading. Almost all (82%) showed an interest in the type of reading programme contained in the developed application.

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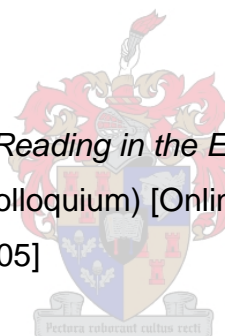
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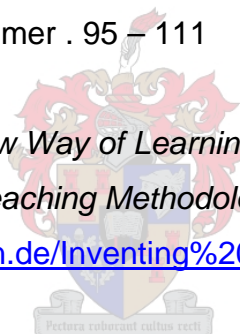
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Appendix A

Hofmann's 18 "Thesen" for integrating literary texts into foreign language teaching

	Thesen	Erläuterung
1.	*Authentizität der Texte:*	Die im Sprachunterricht verwendeten Texte sollten nach Möglichkeit authentisch sein, d.h. sie sollten in der Realität vorgefunden sein oder zumindest vorgefunden werden können. Dies gilt insbesondere für fortge-schrittene Lerner. Literarische Texte sind eine mögliche Form von authentischen Texten.
2.	*Variation von Textsorten:*	Im Sprachunterricht ist auf eine größtmögliche Variation der verschiedenen Textsorten zu sehen. Literarische Texte sind deshalb sinnvoll, weil auch die literarische Kommunikation in die Unterrichtsthematik aufge-nommen werden sollte. Sachtexte allein ermüden auf die Dauer; Phantasie und Kreativität der Schüler werden oft durch literarische Texte besser angeregt.
3.	*Inhaltliche Angemessenheit der Texte:*	Die im Sprachunterricht verwendeten Texte und Textinhalte müssen dem intellektuellen Niveau (auch der Alterstufe) der Schüler entsprechen (z.B. keine Kinderreime für erwachsene Lerner).

4.	*Aktualität der Texte:*	Die im Sprachunterricht verwendeten Texte müssen inhaltlich wie thematisch aktuell sein, d.h. sie müssen für die Lernergruppe relevant und interessant sein. Besonderen Vorzug verdien-en Texte, deren Thematik auch in Deutschland aktuell ist und diskutiert wird (Anstoß zur Diskussion durch Vergleichsmöglichkeiten).
5.	*Kritische Thematisierung von Problemen:*	Im Sprachunterricht sollten möglichst nicht affirmative literarische Texte verwendet werden, sondern solche, in denen Konfliktfelder aufge-sucht werden und gesellschaftliche, kulturelle und andere Probleme the-matisiert werden.
6.	*Provozierende Texte:*	Die Texte sollten den Schüler zu einer Äußerung provo-zieren; unausgewogene (ein-seitige) Texte sind dafür geeigneter als solche, die ein Problem mit allem Für und Wider behandeln. Scheinbar ausgewogene Texte sollten vom Lehrer problematisiert werden.
7.	*Kontrastierung verschieden art-iger Texte zum selben Thema:*	Um die Schüler zu sprachlichen Äußerungen zu den Texten zu motivieren, zur Diskussion anzuregen, kann dasselbe Thema von mehreren ganz unter-schiedlichen Texten her beleuchtet werden. Der Schüler soll sich zu einem der Texte bekennen (Ansatz zur Diskussion in der Gruppe).

8.	*Themenorientierung ,nicht Grammatikorientierung der Texte:*	Literarische Texte sollten themen-, nicht grammatik-orientiert sein; dasselbe gilt für die Behandlung dieser Texte im Unterricht: Literarische Texte sollten nicht zur Einführung neuer Grammatik dienen (auch zur Einübung von Grammatik nur ausnahmsweise). Literarische Texte sollten möglichst in Verbindung mit anderen Textsorten zu einem bestimmten Themenkreis gebracht werden.
9.	*Verzicht auf kulturelles Imponiergehabe:*	Literatur im Sprachunterricht soll - wie der Sprachunterricht überhaupt - nicht die Schüler mit kritikloser Bewunderung für die deutsche Kultur erfüllen wollen. Dem Schüler soll vielmehr klargemacht werden, daß es in der Literatur durchaus um seine eigenen Probleme, um ihn selbst geht, so daß er auch etwas dazu zu sagen hat.
10.	*Deutschlandkunde und Literatur*	Literarische Texte, die gründliche deutschlandkundliche Kenntnisse voraus-setzen, sind für den Sprachunterricht weniger geeignet. Besser sind Texte über Themen und Probleme, die auch dem ausländischen Schüler vertraut sind und die er für sich selbst als relevant und interessant erkennt.
11.	*Bezugnahme auf die Kultur des eigenen Landes:*	Soweit der Text thematisch deutschlandbezogen ist, sollte eine Beziehung hergestellt werden zum eigenen Kulturkreis des Schülers und zu seiner eigenen Interessen-lage.

12.	*Vorurteilsüberprüfung durch deutschlandkundliche literarische Texte:*	Soweit literarische Texte sich mit deutschen Themen, deutscher Geschichte usw. beschäftigen, sollten sie die Schüler dazu aktivieren, ihre Erfahrungen mit und ihre (Vor-)Urteile über Deutschland aufzuarbeiten.
13.	*Texte mit deutlicher Handlungsreihe:*	Für den Sprachunterricht besonders geeignet sind kürzere (Prosa-)Texte mit einer deutlichen Abfolge von Handlungen und Geschehnissen; dies erleichtert den Einstieg in ein Gespräch über den Text.
14	*Ungekürzte Texte:*	Die Texte sollten möglichst ungekürzt gebraucht werden, zumindest aber eine in sich abgeschlossene Texteinheit bilden. Auf keinen Fall sollten die Texte zu bloßen Kostprobensammlungen verkürzt werden.
15.	*Rezeption - Reproduktion – Produktion sprachlicher Äußerungen:*	Auch die literarischen Texte sollten möglichst den methodischen Weg von der Rezeption über die Reproduktion zur Produktion sprachlicher Äußerungen erlauben. Deshalb sollten auch die literarischen Texte soweit wie möglich dem Ziel der praktischen Gebrauchs-wahrscheinlichkeit nahe-kommen. Dies gilt insbesondere für die Grundstufe, wo Mehrzwecktexte besser sind als eindimensional nutzbare Texte.
16.	*Themendiskussion, nicht nur Textinterpretation:*	Eine rein textbezogene Interpretation der literarischen Texte ist im Sprachunterricht falsch (und für die meisten Lerner einer Fremdsprache kaum von Interessse). Die Textinterpretation muß auf eine Diskussion des angesprochenen Themas erweitert werden.

17.	*Lautes Vorlesen und Rezitieren von literarischen Texten durch die Schüler:*	Lautes Vorlesen und Rezitieren von literarischen Texten durch die Schüler ist mit großer Vorsicht zu handhaben.
18.	*Verhältnis von Literatur und Musik:*	Dies sollte nicht auf das Volkslied(-singen) beschränkt werden. Häufig sind Liedformen wie das anspruchs-volle Chanson, auch das politische, aber auch der Schlager im Sprachunterricht ergiebiger, weil textlich und thematisch aktueller und für junge Schüler attraktiver. Beim Kunstlied bietet das Verhältnis von Texten und ihrer Interpretation (Vertiefung oder Verfremdung?) durch den Komponisten einen möglichen Gesprächsansatz.
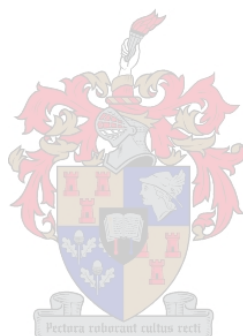
Appendix A-1

Hofmann's 18 Theses for integrating literary texts into foreign language teaching

	Theses	Explanation
1.	*Authentic texts:*	The texts used in language tuition should as far as possible be authentic, i.e. be found i reality or at least able to be found in reality. This applies in particular as regards advanced learners. Literary texts are a form of authentic texts.
2.	*Variation of text types:*	In language tuition one should consider the greatest possible diversity of text types. Literary texts therefore make sense because literary communication should also be included in themes used for tuition. Non-fiction texts alone become teadious in the long term. The learners' imagination and creativity are often better stimulated by literary texts.
3.	*Texts with suitable content:*	The texts used in language tuition and the content of the texts must correspond to the intellectual level (as well as the age level) of learners (e.g. no children's rhymes for adults).
4.	*Topicality of texts:*	The texts used in language tuition must, as regards content and theme, be relevant and interesting to the learner group. Special preference should be given to texts, whose themes are topical in Germany and are topics of discussion there (incenive for discussion through possibilities for comparisons).

5.	*Critical thematization of problems:*	In language tuition do not use, if possible, affirmative texts but rather texts in which areas of conflict are sought out and social, cultural and other problems are thematized.
6.	*Provocative texts:*	The texts ought to provoke learners to make comments. Unbalanced (onesided) texts are more suitable for that purpose than texts which treat texts with all the pros and cons. Apparent balanced texts should be problematized by the teacher.
7.	*Contrasting texts on the same theme:*	In order to motivate learners towards commenting on texts the same theme can be illuminated by quite different texts on the same theme. The learner must accept one of the texts (motivation for group discussion).
8.	*Theme orientation, not grammar orientation of texts:*	Literary texts should be theme and not grammar orientated. The same counts for the treatment of these texts in class: Literary texts should not serve as an introduction to new grammar (also for grammar practice only under special circumstances). Literary texts should if possible be connected with other text types in a partucular theme group.
9.	*Rejection of cultural display:*	Literature in lklanguage tuition - just as language tuition itself – ought not to be intended to fill learners' uncritical admiration. It should rather be made clear to learners that literature deals indeed with his own problems so that he can also express himself regarding them.

10.	*Background to Germany and literature:*	Literary texts requiring a thorough knowledge of Germany are less suitable. Better are texts on themes and problems with which the foreign learner is familiar and which he also recognizes as relevant to himself and as interesting.
11.	*Reference to own culture:*	In so far as the text is thematically linked to Germany a connection to the learner's' own culture and own interests should be etablished.
12.	*Testing of bias through literary texts requiring knowledge of Germany:*	In so far as literary texts deal with German themes, German history, etc., they activate learners to revise their experiences with and their opinions and biases about Germany.
13.	*Texts with a clear plot:*	Particularly suitable for language tuition are shorter (prose) texts with a clear orderly plot and actions. This facilitates the opening of a discussion about the text.
14	*Unabridged texts:*	Texts ought to be used as far as possible unabridged. At least, however, they should form a closed textualunit . On no account should texts be reduced to a mere sample.
15.	*Reception -reproduction – production:*	Literary texts should also allow as far as possible methodological progression from reception via reproduction to production of comments. Therefore literary texts should as far as possible come close to the aim of probable practical use. This applies particularly to the basic level where multi-purpose texts are more useful than one-dimensional texts.

16.	*Theme discussion, not just textinterpretation:*	A purely text orientated interpretation of literary texts is wrong in language tuition (and for most learners of a foreign language scarcely of interest). The textinterpretation must be expanded to a discussion of themes in question.
17.	*Reading aloud and recitation of literary texts by learners:*	Reading aloud and recitation of literary texts by learners must be handled with great precaution.
18.	*Relation of literature and musik:*	This should not be restricted to the (singing) of folksongs. Often the type of song, such as the demanding chanson, also the political one, as well as the pop song is more productive, because textually and thematically more topical and more attractive for young learners. In the case of the Lied the relation between texts and their interpretation (reinforcement or estrangement?) by the composer offer a possible ground for discussion.
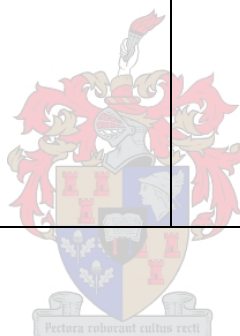
APPENDIX B

Lesen im DaF-Unterricht in den Klassen 10 - 12

Umfrage: LehrerInnen

Bitte kreuzen Sie das Zutreffende an!

1. Ist Lesen ein fester Bestandteil Ihres Deutschunterrichts?

Ja	Nein

2. Haben Sie eine regelmäßige Lesestunde auf Ihrem Unterrichtswochenplan/-zyklusplan?

Ja	Nein

3. Wie viele Stunden lesen Ihre SchülerInnen?

Pro Woche	Pro Unterrichts -zyklus *
	( )

* Bitte geben Sie die Anzahl Unterrichtsstunden pro Zyklus in den Klammern an.

4. Was für Texte werden gelesen?

Sachtexte	Literarische Texte

5. Was lesen Sie im Unterricht?

Literarische Texte 1:

	Nie	Ab und zu	oft
Gedichte			

Kurzgeschichten			
Theaterstücke			
Jugendomane			
Romane für Erwachsene			

5. Literarische Texte 2:
   Lesen Sie mit Ihren SchülerInnen … ?

	Meistens	Ab und zu	Selten
Jugendliteratur			
Erwachsenenliteratur			

6. Die literarischen Texte, die Sie mit Ihren SchülerInnen lesen,sind … Texte.

moderne (20. – 21.Jhrt.)	ältere (19.Jhrt oder früher)

7. Woher beziehen Sie Ihre Texte hauptsächlich?

Aus dem Internet	Kaufen sie	Aus der Schulbib-liothek	Aus Ihrem eigenem Besitz

8. Wenn Sie Lesetexte kaufen. Woher bekommen Sie die Mittel dazu?

Von der Schule	
Von den Eltern	
Aus Ihrer eignenen Tasche	
Die SchülerInnen bringen das Geld auf durch z.B. Kuchenverkäufe in den Pausen	

9. Sind die Texte, die Sie im Unterricht lesen, mit den Vorgeschriebenen Themen verbunden, z.B. mit Reisen, Umwelt, Medien usw. ?

Immer	Ab und zu	Selten

10. Wozu lesen Sie im Unterricht?

Um Aspekte der Unterrichtsthemen zu illustrieren	
Zum Spracherwerb (Wortschatz und Grammatik)	
Zur Unterhaltung	
Für alle drei Aspekte	

11. Würden Sie gern mit themenverbundenen literarischen Texten in einem interaktiven hypertextformat auf dem Computer arbeiten? (In solchem Format würde es links geben zu Wörterbüchern, Lexikons, anderen Vergleichstexten und Hitergrund- informationen. Übungen könnte man sofort auf dem Computer machen und sofort auch Feedback bekommen)

Ja	Nein	Vielleicht,denn es klingt interessant	Weiß nicht, weil ich es noch nie versucht habe

APPENDIX B - 1

Lesen im DaF-Unterricht in den Klassen 10 - 12

Umfrage: LehrerInnen

Bitte kreuzen Sie das Zutreffende an!

1. Ist Lesen ein fester Bestandteil Ihres Deutschunterrichts?

Ja	Nein
6	

2. Haben Sie eine regelmäßige Lesestunde auf Ihrem Unterrichtswochenplan/-zyklusplan?

Ja	Nein
4	2

3. Wie viele Stunden lesen Ihre SchülerInnen?

Pro Woche	Pro Unterrichts-zyklus * ( )
1-2	2 - 3

* Bitte geben Sie die Anzahl Unterrichtsstunden pro Zyklus in den Klammern an.

4. Was für Texte werden gelesen?

Sachtexte	Literarische Texte
6	5

5.Literarische Texte 1:
 Was lessen Sie im Unterricht?

	Nie	Ab und zu	oft
Gedichte		5	
Kurzgeschichten		6	
Theaterstücke	6		
Jugendomane		2	4
Romane für Erwachsene	5		

6. Literarische Texte 2:

Lesen Sie mit Ihren SchülerInnen ?

	Meistens	Ab und zu	Selten
Jugendliteratur	4	2	
Erwachsenenliteratur		2	3

7.Die literarischen Texte, die Sie mit Ihren SchülerInnen lesen,sind … Texte.

moderne (20. – 21.Jhrt.)	ältere (19.Jhrt oder früher)
6	3

8. Woher beziehen Sie Ihre Texte hauptsächlich?

Aus dem Internet	Kaufe sie	Aus der Schulbiblio-thek	Aus Ihrem eigenem Besitz
4	3	0	5

9. Wenn Sie Lesetexte kaufen. Woher bekommen Sie die Mittel dazu?

Von der Schule	5
Von den Eltern	2
Aus Ihrer eignenen Tasche	1

Die SchülerInnen bringen das Geld auf durch z.B. Kuchenverkäufe in den Pausen	0

10. Sind die Texte, die Sie im Unterricht] lesen, mit den Vorgeschriebenen Themen verbunden, z.B. mit Reisen, Umwelt, Medien usw. ?	Immer	Ab und zu	Selten
	5	1	

11. Wozu lesen Sie im Unterricht?

Um Aspekte der Unterrichtsthemen zu illustrieren	
Zum Spracherwerb (Wortschatz und Grammatik)	
Zur Unterhaltung	
Für alle drei Aspekte	6

12. Würden Sie gern mit themenverbundenen literarischen Texten in einem interaktiven hypertextformat auf dem Computer arbeiten? (In solchem Format würde es links geben zu Wörterbüchern, Lexikons, anderen Vergleichstexten und Hitergrund- informationen. Übungen könnte man sofort auf dem Computer machen und sofort auch Feedback bekommen)			
Ja	Nein	Vielleicht, denn es klingt interessant	Weiß nicht, weil ich es noch nie versucht habe
6			

APPENDIX C

Lesen im DaF-Unterricht in den Klassen 10 - 12

Umfrage: SchülerInnen

Bitte kreuzen Sie das Zutreffende an!

1.Lesen Sie gern?

Ja	Nein

2. Lesen Sie gern literarische Texte
 (d.h. Geschichten)?

Ja	Nein

3. Lesen Sie deutsche Texte, ohne dass der Lehrer/ die Lehrerin dazu aufgefordert hat? Also freiwillig?
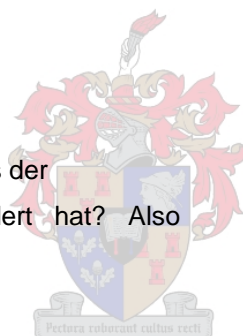
Ja	Nein

4. Was für Texte lesen Sie gern?

Sachtexte	Literarische Texte

5. Literarische Texte: Was lesen Sie ?

Nie	Ab und zu	oft

Gedichte			
Kurzgeschichten			
Theaterstücke			
Jugendomane			
Romane für Erwachsene			
Märchen			

6. Die literarischen Texte, die Sie lesen,sind …Texte.
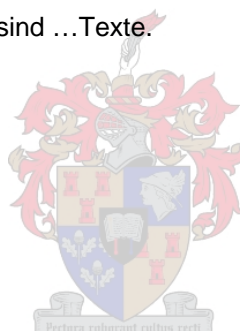
Moderne (2 0.-21.Jhrt.)	ältere (19. oder früher)

7. Woher beziehen Sie Ihre Texte hauptsäch-lich?

Aus dem Internet	Kaufen sie	Aus der Schul-Bibliothek	Aus der Stadt -bibliothek	Aus anderen Quellen

8. Wenn Sie Lesetexte kaufen. Woher bekommen Sie die Mittel dazu?

Von den Eltern	
Aus Ihrem Taschengeld	

Von Verwandten	

9. Sind die Texte, die Sie im Unterricht lesen, mit den Vorgeschriebenen Themen verbunden, z.B. mit Reisen, Umwelt, Medien usw. ?	Immer	Ab und zu	Selten

10. Wozu lesen Sie im Unterricht?

Um Aspekte der Unterrichtsthemen zu illustrieren	
Zum Spracherwerb (Wortschatz und Grammati	
Zur Unterhaltung	
Für alle drei Aspekte	

11. Wann haben Sie zuletzt freiwillig einen literarischen Text auf deutsch gelesen?	Vor ein paar Monaten	Letzten Monat	Letzte Woche

12. Wieviele literarische Texte lesen Sie im Jahr?	1	2	3	Mehr als drei

13. Würden Sie gern mit themenverbundenen literarischen Texten in einem interaktiven hypertextformat auf dem Computer arbeiten? (In solchem Format würde es links geben zu Wörterbüchern, Lexikons, anderen Vergleichstexten und Hitergrundinformationen. Übungen könnte man sofort auf dem Computer machen und sofort auch Feedback bekommen)

Ja	Nein	Vielleicht,denn es klingt interessant	Weiß nicht, weil ich es noch nie versucht habe

APPENDIX C-1

Lesen im DaF-Unterricht in den Klassen 10 - 12

Umfrage: SchülerInnen

Bitte kreuzen Sie das Zutreffende an!

1.Lesen Sie gern?

Ja	Nein
85	32

2. Lesen Sie gern literarische Texte (d.h. Geschichten)?

Ja	Nein
67	52

3. Lesen Sie deutsche Texte, ohne dass der Lehrer/ die Lehrerin dazu aufgefordert hat? Also freiwillig?

Ja	Nein
59	64

4. Was für Texte lesen Sie gern?

Sachtexte	Literarische Texte
73	51

5. Literarische Texte: Was lesen Sie ?

	Nie	Ab und zu	oft
Gedichte	56	63	10
Kurzgeschichten	20	75	24

Theaterstücke	102	14	3
Jugendomane	15	66	38
Romane für Erwachsene	78	25	16
Märchen	74	33	12

6. Die literarischen Texte, die Sie lesen, sind …Texte.

Moderne (20.-21.Jhrt.)	ältere (19. oder früher)
118	17

7. Woher beziehen Sie Ihre Texte hauptsächlich?

Aus dem Internet	Kaufen sie	Aus der Schul-Bibliothek	Aus der Stadt-bibliothek	Aus anderen Quellen
73	34	11	11	72

8. Wenn Sie Lesetexte kaufen.

Woher bekommen Sie die Mittel dazu?

Von den Eltern	117
Aus Ihrem Taschengeld	10
Von Verwandten	9

9. Sind die Texte, die Sie im Unterricht lesen, mit den vorgeschriebenen Themen verbunden, z.B. mit Reisen, Umwelt, Medien usw. ?

Immer	Ab und zu	Selten
59	49	10

10. Wozu lesen Sie im Unterricht?

Um Aspekte der Unterrichtsthemen zu illustrieren	33
Zum Spracherwerb (Wortschatz und Grammatik)	39
Zur Unterhaltung	39
Für alle drei Aspekte	72

11. Wann haben Sie zuletzt freiwillig einen literarischen Text auf deutsch gelesen?

Vor ein paar Monaten	Letzten Monat	Letzte Woche
35	71	7

12. Wieviele literarische Texte lesen Sie im Jahr?

1	2	3	Mehr als drei
25	44	9	43

13. Würden Sie gern mit themenverbundenen literarischen Texten in einem interaktiven hypertextformat auf dem Computer arbeiten? (In solchem Format würde es links geben zu Wörterbüchern, Lexikons, anderen Vergleichstexten und Hitergrundinformationen. Übungen könnte man sofort auf dem Computer machen und sofort auch Feedback bekommen)

Ja	Nein	Vielleicht,denn es klingt interessant	Weiß nicht, weil ich es noch nie versucht habe
97	1	13	7

Appendix D

Lesen im DaF-Unterricht

Umfrage: StudentInnen

Alle Fragen außer die **ersten zwei** beziehen sich auf deutsche Texte..

Bitte kreuzen Sie das Zutreffende an!

1. Lesen Sie gern?

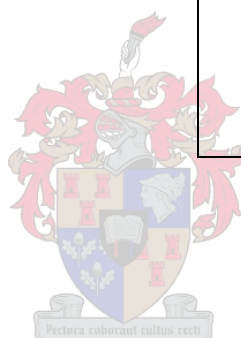| Ja	Nein

2. Lesen Sie gern literarische Texte (d.h. Geschichten)?

Ja	Nein

3. Was für Texte lesen Sie gern?

Sachtexte	Literarische Texte

4. Literarische Texte:
   Was lesen Sie ?

	Nie	Ab und zu	oft
Gedichte			
Kurzgeschichten			
Theaterstücke			
Jugendromane (Sie wollen ja vielleicht einmal DeutschlehrerIn werden)			
Romane für Erwachsene			

Märchen			

5. Die literarischen Texte, die Sie gern lesen,sind
… Texte.

moderne (20. –21.Jhrt.)	ältere (19. oder früher)

6. Woher bezi
ehen Sie
 Ihre Texte
hauptsäch-
lich?

Aus dem Internet	Kaufe sie	Aus der Uni-Biblio-thek	Aus der Stad-biblio-thek	Aus ande-ren Quellen

7. Wenn Sie Lesetexte kaufen. Woher bekommen Sie die Mittel dazu?

Von den Eltern	
Aus Ihrem selbstverdiennten Geld	
Von Verwandten	

8. Sind die Texte, die Sie im Unterricht
lesen, mit den Vorgeschriebenen
Themen verbunden, z.B. mit Reisen,
Umwelt,
 Medien usw. ?

Immer	Ab und zu	Selten

9. Wozu lesen Sie im Unterricht?

Um Aspekte der Unterrichtsthemen zu illustrieren	
Zum Spracherwerb (Wortschatz und Grammatik)	
Zur Unterhaltung	
Für alle drei Aspekte	

10. Wann haben Sie zuletzt freiwillig einen literarischen Text auf deutsch gelesen?

Vor ein paar Monaten	Letzten Monat	Letzte Woche

11. Wieviele literarische deutscheTexte lesen Sie freiwillig im Jahr?

1	2	3	Mehr als drei

12. Würden Sie gern mit themenverbundenen literarischen Texten in einem interaktiven hypertextformat auf dem Computer arbeiten? (In solchem Format würde es links geben zu Wörterbüchern, Lexikons, anderen Vergleichstexten und Hitergrundinformationen. Übungen könnte man sofort auf dem Computer machen und sofort auch Feedback bekommen)

Ja	Nein	Vielleicht, denn es klingt interessant	Weiß nicht, weil ich es noch nie versucht habe

Kommentar (entweder auf deutsch oder afrikaans oder englisch):

Appendix D-1

Lesen im DaF-Unterricht

Umfrage: StudentInnen

Alle Fragen außer die **ersten zwei** beziehen sich auf deutsche Texte..

Bitte kreuzen Sie das Zutreffende an!
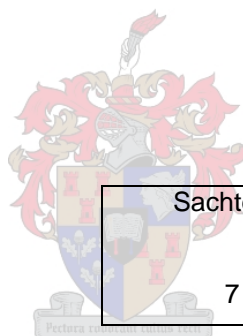
1. Lesen Sie gern?

Ja	Nein
15	1

2. Lesen Sie gern literarische Texte (d.h. Geschichten)?

Ja	Nein
10	6

3. Lesen Sie freiwillig deutsche Texte, ohne dass der Dozent/ die Dozentin dazu aufgefordert hat?

Ja	Nein
8	9

4. Was für Texte lesen Sie gern?

Sachtexte	Literarische Texte
7	9

5. Literarische Texte:
 Was lesen Sie ?
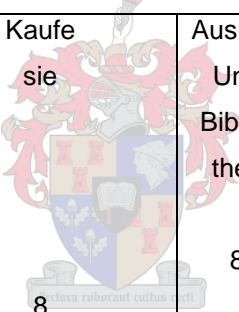
	Nie	Ab und zu	oft
Gedichte	6	7	3
Kurzgeschichten	4	10	2
Theaterstücke	8	7	1

Jugendromane (Sie wollen ja vielleicht einmal DeutschlehrerIn werden)	6	5	5
Romane für Erwachsene	2	7	7
Märchen	7	7	2

6. Die literarischen Texte, die Sie gern lesen,sind … Texte.

moderne (20. –21.Jhrt.) 14	ältere (19. oder früher) 2

7. Woher beziehen Sie Ihre Texte hauptsäch-lich?

Aus dem Inter-net 3	Kaufe sie 8	Aus der Uni-Biblio-thek 8	Aus der Stadt-biblio-thek 4	Aus ande-ren Quellen 4

8. Wenn Sie Lesetexte kaufen. Woher bekommen Sie die Mittel dazu?

Von den Eltern	12
Aus Ihrem selbstverdiennten Geld	6
Von Verwandten	2

9. Sind die Texte, die Sie im Unterricht lesen, mit den Vorgeschriebenen Themen verbunden, z.B. mit Reisen, Umwelt, Medien usw. ?

Immer	Ab und zu	Selten
9	6	1

10. Wozu lesen Sie im Unterricht?

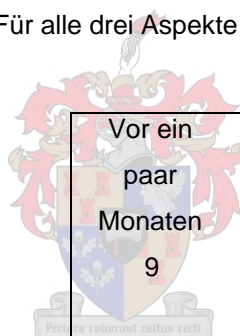|	
Um Aspekte der Unterrichtsthemen zu illustrieren	4
Zum Spracherwerb (Wortschatz und Grammatik)	1
Zur Unterhaltung	4
Für alle drei Aspekte	11

11. Wann haben Sie zuletzt freiwillig einen literarischen Text auf deutsch gelesen?

Vor ein paar Monaten	Letzten Monat	Letzte Woche
9	2	5

12. Wieviele literarische deutscheTexte lesen Sie freiwillig im Jahr?

1	2	3	Mehr als drei
9	2	1	4

13. Würden Sie gern mit themenverbundenen literarischen Texten in einem interaktiven hypertextformat auf dem Computer arbeiten? (In solchem Format würde es links geben zu Wörterbüchern, Lexikons, anderen Vergleichstexten und Hitergrundinformationen. Übungen könnte man sofort auf dem Computer machen und sofort auch Feedback bekommen)

Ja	Nein	Vielleicht,denn es klingt interessant	Weiß nicht, weil ich es noch nie versucht habe
4	5	4	4