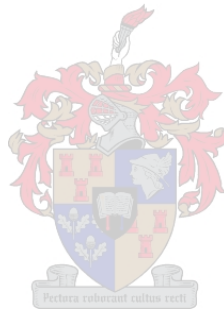


VOCABULARY: IT'S ALL ABOUT WORDS WORKING TOGETHER

An interactive multimedia program to improve Senior Phase English First Additional Language learners' functional vocabulary through an increased understanding of everyday authentic texts and classical and contemporary poetry

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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 _____

DATE _____

ABSTRACT

The continuing decline in Matriculation pass rates is a matter of concern for government, educators, parents and students in South African schools. According to official statistics, only 8% of South Africans are mother-tongue English speakers, yet English is the chief language of learning and teaching in South African schools. Researchers relate the poor pass rate to inadequate proficiency in English of both English First Additional Language learners and some of their teachers. Research has further revealed a significant positive correlation between reading comprehension and academic achievement.

Consensus exists among researchers about the necessity of a basic vocabulary (variously estimated at 2000 to 3000 words and more) for developing the necessary reading comprehension. Theories and approaches regarding the development of vocabulary, however, are sometimes diametrically opposed to one another. Among the most conflicting theories are those which advocate the acquisition of vocabulary by guessing the meanings of words from the context as opposed to those favouring conscious and deliberate vocabulary teaching, which may include lists of words.

The current study briefly investigates underlying problems, theories, methods and approaches to enhancing learners' vocabularies. Conclusions are applied to the development of an interactive, multimedia program for improving learners' functional vocabularies. The content of the program is based on authentic texts and simulations of situations which call for language interaction. This is supplemented with extracts from classical literary works and poetry and entertaining verses which present possibilities for use in vocabulary building.

OPSOMMING

Die voortslepende daling in Matrikulasie-slaagsyfers is steeds 'n bron van kommer vir die regering, opvoeders en leerders in Suid-Afrikaanse skole. Volgens amptelike statistieke is slegs 8% van Suid-Afrikaners moedertaalsprekers van Engels. Nietemin is Engels die hooftaal van onderrig in Suid-Afrikaanse skole. Navorsers trek 'n verband tussen ontoereikende vaardigheid in Engels as eerste addisionele taal van beide leerders en sommige onderwysers en die swak slaagsyfers. Verder dui navorsing op 'n beduidende positiewe korrelasie tussen leesbegrip en akademiese prestasie.

Konsensus bestaan onder navorsers oor die noodsaaklikheid van 'n basiese woordeskat (wat kan wissel van 2000 tot 3000 woorde en meer) vir die ontwikkeling van die noodsaaklike leesbegrip. Teorieë en benaderings met betrekking tot die ontwikkeling van woordeskat is uiteenlopend. Onder die mees teenstrydiges is dié wat die verwerwing van woordeskat deur middel van afleidings van die betekenis van woorde uit kontekste voorstaan, teenoor dié wat bewustelike woordeskatonderrig voorstaan, wat selfs woordelyste mag insluit. Die onderhawige studie ondersoek vlugtig onderliggende oorsake, teorieë en benaderings tot die verryking van leerders se woordeskat. Gevolgtrekkings word aangewend in die ontwikkeling van 'n interaktiewe, multimedieprogram om leerders se funksionele woordeskat uit te brei. Die inhoud van die program is gebaseer op outentieke tekste en simulaties van situasies wat taal-interaksie vereis. Dit word aangevul met uittreksels uit klassieke literêre werke, gedigte en vermaaklike rympies wat moontlikhede bied vir woordeskatontwikkeling.

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Chapter 1

BACKGROUND

This application constitutes an endeavour to make a small, but meaningful contribution towards the limited available stock of interactive CALL programs for ESL teaching use.

1.1 Research rationale: Perceived needs

The introductory chapter of the present study outlines the rationale for developing an interactive, multimedia program to improve the functional vocabulary of English First Additional Language¹ learners in South African schools in the Senior Phase from grade 7 to grade 9. The program is aimed at learners who are exiting the system at the end of the Senior Phase and teachers of ESL in South African schools.

The study was motivated by needs perceived by the researcher for a tool of this nature to aid in stimulating and promoting enhanced vocabulary among ESL learners in South African schools. These needs, which will be detailed individually, are to:

- improve Matriculation performance of learners;
- raise levels of ESL proficiency, particularly in reading comprehension, as English is the chief language of instruction in South African schools;
- stimulate ESL learners to improve their functional vocabulary;

1. The term **English Second Language** and the abbreviation **ESL** to denote English learned as a first additional language are widely used in sources studied during the literature search. They have also been used in the current study, except in direct quotes, where the appellation of the quoted source was adhered to.

- help both ESL learners and inadequately-qualified ESL teachers to build or refresh their understanding of basic aspects pertaining to the characteristics and functioning of English words.

1.1.1 Need to improve Matriculation performance of learners in South African schools

Year after year, educators, parents and other interested parties express concern at the disappointing Matriculation² results achieved in South African schools. Smith (2008) deplores the fact that the pass rate has declined each year since 2004, while Wines (2007) points to the concern shared by parents, academics, the ruling political party and the minister of education as regards the continuing decline:

Parents and academics alike agonize over the pass rate — which, at 65.2 percent this year, is down about a percentage point from 2006, and further from the 73.3 percent success rate in 2003.

The African National Congress, South Africa's ruling party, on Friday called that drop a matter of deep concern, and the education minister, Naledi Pandor, pledged a dragnet to expose schools that 'have begun to decline into complacency and mediocracy.'

(Wines, 2007)

In a statement in Parliament by Naledi Pandor, MP, Minister of Education (2006), on the release of the 2006 Senior Certificate Examination results, several aspects were pointed out which could be considered positive: the fact that the Matric class of 2006 had been the largest Matric class in the last five years; that Umalusi had approved the examinations as having been conducted in accordance with the relevant policies and regulations; that an improvement in the standard of the question papers had been noted. As regards the continued decline in pass rates, however, it had to be conceded that the pass rate did not yet reflect the levels of performance that were envisaged (Pandor, 2006).

2. Henceforth abbreviated to “Matric” the more popular term, to include all Grade 12 learners, irrespective of whether they obtain an endorsement and gain access to further studies or not.

The importance attached to a Matric qualification stems from the fact that it is crucial in determining the future of school leavers upon exiting the system after 12 years' schooling. This was very succinctly expressed by Foxcroft & Stumpf (2005) in their paper presented at the Umalusi³/CHET⁴ Seminar in Pretoria, when they pointed out that Matric results are a widely-used selection tool which provides access to further study in the higher education sector or to a job in the employment market.

Considering the important role played by Matric performance in determining school leavers' futures, it is imperative that the problem of poor Matric achievement be addressed.

1.1.2 Need to raise level of ESL learners' reading comprehension

A major obstacle in the way of improved performance, identified by researchers (Alexander, 2000; Pandor, 2004; Pretorius, 2006; Webb, 2002), is the use of English as medium of instruction in schools where the vast majority of learners are not mother-tongue English speakers.

The fact that English predominates as language of learning in South African schools, in conjunction with inadequate reading proficiency in this language, exacerbates the problem of poor academic achievement. In her speech at the World Conference on Right to and Rights in Education, Naledi Pandor, Minister of Education, regretted the fact that:

Positive outcomes are impacted upon by the current language of learning, which is English for the majority of learners.
(Pandor, 2004)

-
3. Umalusi: The South African Certification Council, a statutory organisation which monitors and improves the quality of general and further education and training in South Africa.
 4. Centre for Higher Education Transformation

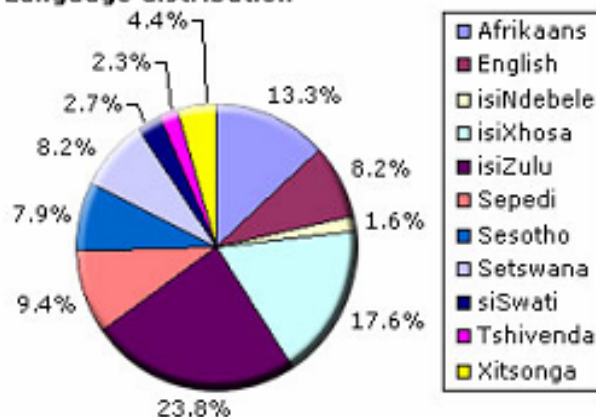
In 1998, inadequate English Second Language proficiency was identified by a governmental research team as a major factor in the poor performance of learners who could not write Matric in their mother tongue (Foxcroft & Stumpf, 2005). They pointed out that most South African learners write Matric in their second language [English]. The low standard of reading comprehension in English cuts across the board of subjects as a major impediment to effective learning, leading to disastrous dropout and failure rates, which affect mainly black students.

2001 census statistics quoted by the **International Marketing Council of South Africa** indicate that only 8.2% of South Africans are English mother-tongue speakers.

Language distribution

According to the 2001 census, isiZulu is the mother tongue of 23.8% of South Africa's population, followed by isiXhosa at 17.6%, Afrikaans at 13.3%, Sepedi at 9.4%, and English and Setswana each at 8.2%.

Language distribution



Home language	Black	Coloured	Indian or Asian	White	Total
Afrikaans	0.7%	79.5%	1.7%	59.1%	13.3%
English	0.5%	18.9%	93.8%	39.3%	8.2%
IsiNdebele	2.0%	0.0%	0.3%	0.1%	1.6%
isiXhosa	22.3%	0.3%	0.1%	0.1%	17.6%
isiZulu	30.1%	0.3%	0.2%	0.1%	23.8%
Sepedi	11.9%	0.1%	0.0%	0.0%	9.4%
Sesotho	10.0%	0.2%	0.0%	0.0%	7.9%
Setswana	10.3%	0.4%	0.0%	0.1%	8.2%
siSwati	3.4%	0.1%	0.0%	0.0%	2.7%
Tshivenda	2.9%	0.0%	0.0%	0.0%	2.3%
Xitsonga	5.6%	0.0%	0.0%	0.0%	4.4%
Other	0.3%	0.2%	3.8%	1.1%	0.5%
Total	100%	100%	100%	100%	100%
	35.42m	3.99m	1.16m	4.29m	44.82m

Fig. 1: Statistics: International Marketing Council of South Africa. 2007.

Most of these learners come from an oral, rather than a reading cultural background. The increasingly complex texts they are required to read and

the unfamiliar topics and issues they are confronted with, are frequently beyond their comprehension and frames of reference (Pretorius, 2000).

Maria (1990), as cited by Coleman (2003), points out that many texts used in ESL teaching in high schools describe experiences which are more common for middle-class English-speaking learners. Coleman contends that South African ESL learners in disadvantaged communities are greatly disadvantaged in this respect, since the customs and values of their cultures differ from those of native English speakers. Coleman names the Batlhaping High School in Taung as a typical example of this. The Setswana-speaking pupils in Batlhaping hear more Afrikaans than English, yet they learn English as a second language and are also taught their other school subjects through medium of English.

1.1.2.1 Revised National Curriculum Statement

In the *Revised National Curriculum Statement: English First Additional Language (2002)*, Chapter 4: Senior Phase, great importance is rightly attached to reading skills.

Study Skills for Lifelong Learning
Learners will develop the study skills necessary for lifelong learning.
They will learn how to:

- read in different ways for different purposes;
- improve their reading speed;
- skim and scan text;
- summarise text;
- use reference sources such as dictionaries, encyclopaedias, and the Internet; and
- take a critical approach to texts and to information..

Note: In Grades 7, 8 and 9, learners will start reading networks.

Table 1: Extract: Revised National Curriculum Statement

The curriculum acknowledges that reading skills are strongly associated with study skills, clearly stating its goal to develop reading skills for lifelong learning. Improving learners' reading speed is also a priority.

Findings by ESL researches point to a strong relationship between reading speed and comprehension. Bell (2001) supports the view held by Broughton et al (1978), Nuttall (1982) and Champeau de Lopez (1993).

Bell (2001) explains the term "reading speed" as follows:

For research purposes reading speed was defined as 'speeds measured in words per minute on selected texts at a level appropriate to the learners'.

Whereas researchers may be unsure of the relationship between reading speed and comprehension, there seems to be little doubt that word recognition speed is an important factor:

a very slow reader is more likely to read with little understanding, as his memory is taxed by the inability to retain information in sufficiently large chunks to progress through a text with adequate retention of the content in the message.

Bell (2001)

The curriculum also prescribes developing learners' ability to skim, scan and summarise texts. This presupposes comprehension and calls for higher levels of reading proficiency, where readers are better at getting the gist of a text.

For each grade, the curriculum statement advocates exposure to the entire spectrum of media – printed, oral, audio-visual, covering a wide variety of text genres.

All the types of texts used in this application, such as news reports, directions, instructions, poems, sound recordings, video, jokes, will be found in the lists supplied in the Curriculum.

1.1.3 Need to improve ESL learners' functional vocabulary

Commenting on the Matric results for his province in 2003, Prof. C.R.M. Dlamini, Chief Executive Officer of the Kwazulu-Natal Department of Education and Culture, described English as a complex language and declared that mastering English vocabulary demanded a great deal of effort and practice (Dlamini, 2003).

Anderson & Freebody, as quoted by Tozcu and Coady (2004), identify vocabulary knowledge as the best predictor of success in both listening and reading comprehension.

Coady is of the opinion that as much as 80% of an average English text consists of no more than 2000 different words (Tozcu and Coady, 2004). Tozcu & Coady (2004) also quote Nation (1983), who claims that initially, the focus of teaching a language should fall on increasing the size of learners' recognition vocabulary, as knowledge of the 2000 most frequently-used words in English will enable learners to understand 75% of the entire text on a typical page.

Furthermore, Nation recommends that effective methods, especially direct vocabulary learning, should be used to teach learners of foreign languages the 2000 most frequently-used words as soon as possible (Tozcu and Coady, 2004).

Referring specifically to second language teaching, Nation and Waring (1995) call for building a minimum vocabulary of 3000 high-frequency words, followed by strategies to understand low frequency words. Nation argues that someone who neither knows enough of the words on a page nor has comprehension of what is being read, cannot easily learn from context. Therefore, the learner needs to know the 3,000 or so high frequency words of the language.

How much vocabulary does a second language learner need?

Clearly the learner needs to know the 3,000 or so high frequency words of the language. These are an immediate high priority and there is little sense in focusing on other vocabulary until these are well learned.

(Nation, 1990)

The low frequency words of the language, however, give such low coverage, that spending class time on actually teaching them is not worthwhile. Only after learners have learned the high-frequency words should the teacher focus on helping them to learn and understand the low-frequency ones. For this, Nation (1995) suggests strategies such as guessing from the context, using word parts and mnemonic techniques to remember words and using vocabulary cards to remember foreign language - first language word pairs.

Perfetti and Lesgold, as quoted by Tozcu & Coady (2004), argue that good readers can recognize a great number of words automatically as sight vocabulary and can, therefore, direct more of their attention toward a higher level, on which they analyze and interpret the text. These researchers point out that, when word recognition is a slow and laborious process for second-language readers, their short-term memory is taxed, so that they cannot benefit from other clues in the text. Tozcu and Coady (2004) quote Perfetti's *verbal efficiency model*, which argues that comprehension is related to word recognition speed and short-term memory.

Findings of the studies mentioned indicate a significant positive correlation between vocabulary knowledge, reading comprehension and academic achievement. Whereas methods and approaches among ESL practitioners and researchers worldwide vary appreciably, it appears that they are unanimous in placing a very high premium on vocabulary as a cornerstone of language learning.

1.1.4 Need to help both learners and teachers of ESL

1.1.4.1 Learners' needs

Although it seems reasonable to assume that all learners of ESL should experience similar language-learning problems to some extent, discourses on the subject highlight special or unique difficulties encountered by English Second Language learners of specific groups or cultures. ESL in the South African context is a case in point.

Webb (2002), who pleads for mother-tongue education, quotes Mühlhäusler's observation that the use of English as language of learning with black students is nothing less than linguistic imperialism. He claims that white, Indian and coloured learners have an unfair advantage over black students, because they are taught in a language they know well. The assumption that all learners of these groups know English "well", however, generalizes their English proficiency. English is not the mother tongue of all white, Indian or coloured learners in South Africa and many of them are faced with obstacles similar to those encountered by black learners. The application accompanying the present study was designed for learners and teachers of all groups named in the **research rationale** who have difficulties with English as a second language.

Concerned educators and researchers identify the employment of better-qualified teachers and more effective teaching methods as the most pressing needs in ESL teaching in South African schools, right from the start of learners' school careers. Mahabeer (2003) deplores the poor skills transmitted to ESL learners in the foundation phase by teachers who are unable to comprehend English texts, pronounce, spell or use words correctly themselves. Findings by ESL researchers and educators such as Stephen (2003), Dlamini (2003) and Monareng (2005) indicate that the same applies to senior phase learners and teachers.

Neville Alexander (2000) points out that, although English is currently the dominant language of teaching in South Africa, most schools are staffed by second- or third-language speakers of English, many of whom are not proficient enough in English to serve as good models for their students. Due to societal factors, both black teachers and learners often lack sufficient exposure to English and teachers frequently revert to their mother tongues during English instruction (Du Plessis, 2006). Learners interviewed by Monareng (2005) also reported that they did not do much English in their class but spoke Sotho instead.

D.F. Stephen (2003) reports that most of the teachers in black schools are under 29 years of age and lacking in experience. In addition to this, 87% of them are under-qualified. Consequently, they fall back on the ineffective, outmoded methods of teaching of which they themselves are products. These methods allow for very little interaction between teachers and students. Stephen (2003) quotes Nyampfene and Letseka (1995), who declare that very little practical application takes place. Thus, a vicious circle of teacher-centred instruction is set in motion, relegating learners to a

passive role. Quoting Barkhuizen (1995), Stephen describes this approach as "*survival teaching*".

...that after paying lip service to the methods taught during training, they proceed 'to teach in the way in which they were taught' thus perpetuating the cycle.

The practice of teaching English through an indigenous black language and then supplying notes and summaries in English to be learned by rote for examinations, deprives them of opportunities for meaningful interaction with the English language.

It is evident that the learners themselves are acutely aware of their teachers' inadequate English proficiency and teaching methods. In interviews with learners, Monareng (2005) found them very critical of their English lessons, calling for specialised teachers for English language teaching and suggesting that their teachers undergo further training. Some complained about constantly being read to by the teacher. They wanted opportunities to participate actively in lessons, incorporating conversations and written work on topics related to their everyday lives and interests such as weekend activities and favourite television programmes. Some even begged for a little humour and fun in their English lessons (Monareng, 2005).

Clearly, from the learners' point of view, the need is for better, more stimulating teaching.

1.1.4.2 Teachers' needs

In his study of the ESL teaching methods, textbooks and typical exercises in grade eleven ESL classes of ten schools in the Goldfields area, R.R. Monareng (2005) expresses concern over the inadequate English language proficiency

of ESL teachers. That this concern is more than justified, is evident from the poor language used in verbatim quotes of answers by teachers interviewed during the study. When asked about the success rate of their teaching practices or programmes, several admitted that they did not have much success, blaming the government, "laxed" teachers and the poor language background of both learners and teachers for the situation (Monareng, 2005). Outcome-Based Education was also mentioned as an obstacle.

Monareng blames inadequate teacher-training programmes for the poor standard of ESL teaching in black schools, adding that teachers were aware of their own inadequacies. Teachers pleaded for in-service training and other related support systems to upgrade and improve their classroom practice, deploring their workload in general and the administrative load in particular.

Stephen (2003) calls for effective bridging courses and warns that the problem of inadequate ESL teaching is unlikely to be resolved before teachers are helped to improve their own proficiency in all language areas, including speaking, writing and reading.

Informal conversations with practising teachers from schools in various parts of the country, however, have led to reservations on the researcher's part about viewing workshops as a panacea. The benefits of a respite from an arduous job and the intellectual stimulation provided by workshops are not to be underestimated but, to be of real value, they will have to offer practical help, which addresses the real needs of teachers at grassroots level. Teachers often have to travel long distances to attend and, in well-run schools, are not only required to arrange for meaningful activities and supervision for their classes during their absence, but also to correct any

work done during this time on their return from the workshops or other training sessions.

Many teachers are not well acquainted with the textbooks in use at their schools, some being unaware of accompanying materials such as teacher guides and audio cassettes. Monareng (2005) found that, in general, audio-visual aids were not used, even when all the necessary equipment was available. In the researcher's experience, reasons for non-use of available audio-visual materials range from ignorance of their existence and problems associated with obtaining permission for their use from persons in control of audio-visual equipment, to lack of expertise and confidence in using the apparatus, especially in the presence of a large group of learners. The gains do not sufficiently outweigh the difficulties involved to motivate the teachers.

1.1.5 Local and cultural pertinence of available material

There seems to be a dearth of indigenously-designed interactive software for ESL learners and teachers in South African schools. Although interactive multimedia products are being generated by language departments at several South African universities (Morgan, 1997), these are aimed chiefly at students at university level. They are not widely advertised and Morgan reports that her list was based mainly on replies to e-mail enquiries.

African Voices publishes a number of audio and interactive programs on CD-ROM for use in teaching or learning Xhosa, Zulu, Sotho and Tswana, such as the interactive *Speak Xhosa with us* and *Speak Zulu with us*. However, few language-directed interactive media programs for ESL seem to have penetrated into ESL classrooms, especially at school level.

Examples and exercises in the interactive, multimedia program that emerged from the current research, include material of South African origin to provide ESL learners with vocabulary that is relevant to their background and experience. Topics were also selected to include material reflecting South African society, interests and everyday life.

1.2 Problem statement

The problem to be addressed in the creation of this interactive, multimedia application is threefold: how to arouse learners' and teachers' interest in building their vocabulary to improve their English proficiency; how to compensate for insufficient opportunity to experience correct English first hand; how to develop greater vocabularies and improve reading comprehension among ESL learners in the senior phase.

1.3 Central theory

The interactive, multimedia program developed in conjunction with the present study was based on the researcher's theory that improving academic results and Matric pass rates calls for a strategy of developing skills upwards, starting with enhanced vocabulary, through improved reading comprehension and ESL proficiency to better academic performance in general and better Matric results in particular. Furthermore, the researcher believes that, in default of adequate exposure to the language, in or outside of the classroom, a stand-alone multimedia program may best serve to enhance the learning and teaching environment of ESL in South African schools.

Coleman (2003) quotes Dillner and Olson (1982), who contend that reading consists of three integrated skills. First on their list is *vocabulary skills*, which help learners to pronounce and attach meaning to written words. Second is *comprehension*, which enables readers to derive meaning from texts. The third aspect is *study skills*, which empower readers to use vocabulary and comprehension skills "efficiently and effectively".

Figure 2 below illustrates the researcher's central theory of upward development from vocabulary knowledge to academic performance.

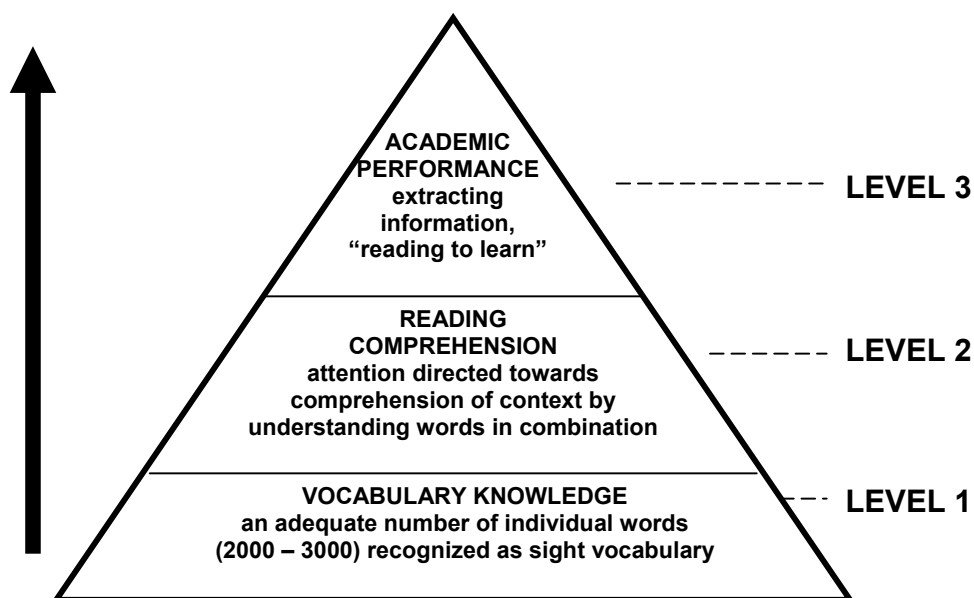


Fig. 2: Academic performance develops upwards from vocabulary

Most of these learners come from an oral, rather than a reading cultural background. The increasingly complex texts they are required to read and the unfamiliar topics and issues they are confronted with, are frequently beyond their comprehension and frames of reference (Pretorius, 2000).

The process begins at level one, with the acquisition of a sight vocabulary large enough to allow automatic recognition⁵ of a sufficient number of individual words in the text. This leaves the reader free to direct his/her efforts at understanding the context in which they appear.

On level two, the reader recognizes the words in their contexts and understands the text. Readers who reach the third (and highest) level, are proficient enough to extract information purposefully from texts, using specific reading skills such as scanning and skimming. More importantly, they are able to select and evaluate information and draw their own conclusions from it. Ambatchew quotes Taylor & Taylor (1983) who see reading as a continuum with four major signposts:

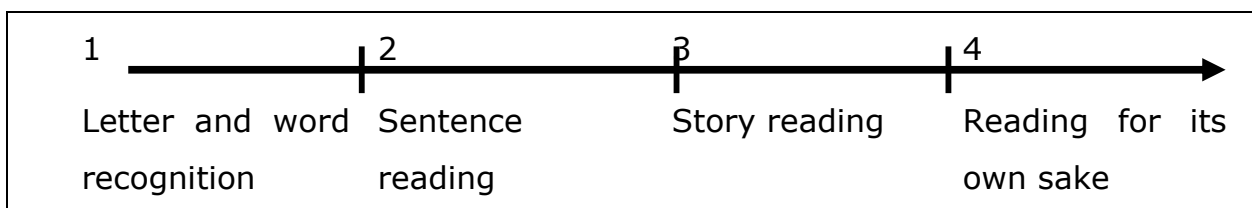


Fig 3: Researcher's representation of Taylor & Taylor's reading continuum

Ambatchew also refers to Greenall & Swan (1986), who break reading down into twelve smaller skills, ranging from extracting main ideas and reading for specific information to understanding writers' styles and evaluating and reacting to a text.

1.4 Purpose of the program

The interactive software application accompanying the current study, was designed to:

5. "**Recognition**" in this sentence implies recognizing the word and its meaning, as opposed to mere decoding.

- contribute towards enriching the learning experience for Senior Phase ESL learners in South African schools;
- support and stimulate the target group's vocabulary development;
- provide a simple, ready-reference tool for learning or verifying existing knowledge regarding the nature, context and function of words;
- lighten the burden of ESL teachers by providing ready-prepared exercises for use in their teaching.

Chapter 2

THEORETICAL FRAMEWORK

2.1 Literature review

A survey of relevant books, printed and electronic journals, conference papers and theses and articles available on the Internet on the subject of ESL, reveals an abundance of research into the value of vocabulary and reading for language acquisition and academic achievement. Angles of approach include:

- wide-ranging studies of second-language acquisition in general (e.g. Larsen-Freeman & Long, 1991. *An introduction to second language research*),
- studies focusing on the importance of adequate vocabulary in additional language acquisition (e.g. Tozcu & Coady, 2004. *Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed*),
- more localised studies (e.g. Pretorius, 2002. Reading ability and academic performance in South Africa: Are we fiddling while Rome is burning?) and
- research undertaken in the interests of a particular subject (e.g. Ferguson, 2003. English language proficiency as a likely predictor of academic performance of first year human resources management students at Technikon Natal).

Reading comprehension, as opposed to mere decoding, is identified as the

key to this correlation. Pretorius (2006) emphasizes the necessity of making the transition from 'learning to read' to 'reading to learn' and points out the benefits of storybook reading to children early in their lives. These benefits include greater vocabularies, general knowledge, conceptual development and aptitude for learning to read and write than that of peers, from the primary school right through to university level.

Findings of numerous researchers, including Larsen-Freeman & Long (1991), Tozcu & Coady (2004), Pretorius (2002) and Ferguson (2003) reveal an indisputable causal relationship between reading comprehension and academic achievement and confirm that vocabulary plays a key role in reading comprehension (Tozcu & Coady, 2004).

2.2 Computer Assisted Language Learning (CALL)

Warschauer (1996) traces the development of CALL through three phases: behaviouristic CALL, communicative CALL and integrative CALL, each subsuming the methods of its predecessor(s). The application developed in conjunction with this study, contains elements of all the following phases.

2.2.1 Behaviouristic CALL: the computer as tutor

This phase was based on the behaviourist theories that prevailed in the 1960's and '70's. These were characterized by repetitive language drills and CALL courseware emerging from this phase is based on the model of the computer as tutor. Its main function was to deliver instructional materials to the student. The enduring advantages of this phase are:

- the benefits of repeated exposure to the same material;
- the computer's capacity for repeated drills and the provision of non-

judgmental feedback;

- individualization, letting learners set their own pace, allowing more class time for other activities.

2.2.2 Communicative CALL: more authentic communication

The communicative approach to teaching formed the basis of this phase, which focused on authentic communication. Warschauer (1996) lists the following characteristics of communicative CALL as expounded by John Underwood (1984), one of its chief advocates:

- more attention to using forms than on forms themselves;
- implicit, as opposed to explicit grammar teaching;
- promotion of students' own utterances, rather than manipulation of prefabricated texts;
- non-judgmental feedback, without congratulatory effects;
- accommodation of a variety of student responses, avoiding feedback that points out errors;
- exclusive use of target language, creating an environment in which the target language feels natural;
- refusal to do anything that a book can do just as well.

Warschauer (1996) quotes Vance Stevens' requirement for all CALL courseware and activities to be based on intrinsic motivation and promote interactivity, both between learner and computer and among learners mutually.

2.2.3 Integrative CALL: hyperlinks and Internet

The last stage of Computer-assisted Language Learning is Integrative CALL

(Lee, 2000). This constituted a shift from a cognitive view to a socio-cognitive view of Communicative Language Teaching, emphasizing real language use in a meaningful, authentic context.

The advent of multimedia computers entailing hypermedia and the Internet represent two important steps toward Integrative CALL (Warschauer, 1998). Hypermedia facilities allow multimedia resources to be linked, so that learners can navigate instructional programs through the click of a mouse. Advantages of hypermedia in language teaching include:

- combining sound and images to create a more authentic learning environment;
- integrating skills such as listening, writing and speaking into a single activity;
- allowing learners to set their own pace, choose their own path, move back and forth, repeat or omit aspects as needed;
- enabling learners to concentrate on the main lesson, while having access to supporting informational materials, such as grammar explanations and glossaries, by means of background links.

Quoting Warschauer & Healey (1998), Lee adds that Integrative CALL attempts not only to integrate the various skills of language learning (listening, speaking, writing, and reading) but also to integrate technology more fully into language teaching.

The interactive, multimedia program developed for this project makes use of images, sound and movement to enhance the presentation of the content and especially to serve as mnemonic aids, involving skills such as listening and reading for comprehension. Learners are free to choose their own paths

through the material, work at exercises and look up grammar explanations without effort in the *knowledge update* section by clicking directly on the button for that section, or with the aid of the *topic finder*.

2.2.4 Stephen Krashen's Acquisition-Learning Hypothesis

According to Stephen Krashen's Acquisition-Learning Hypothesis, acquisition and learning of language are two distinct processes (Freeman & Long, 1991).

2.2.4.1 Second language Acquisition

In this hypothesis, language *acquisition* is described by Krashen as a slow process in which the learner absorbs, or develops, a "feel" for correct language use subconsciously. This occurs through receiving messages which he/she can understand (Comprehensible Input), about something that really interests him/her in situations which do not cause the learner much anxiety.

A matter of concern to the researcher is that learners are surrounded by English language mistakes that appear in public and business signage, notices, advertisements, price labels etc. Examples are given in Appendix 3.

In the current program, the hierarchical structure of the "*knowledge update*" section and the scrolling "*topic finder*" have been designed to encourage the subconscious acquisition of grammar structure. An example of this is the user who frequently looks up "*concord*". The topic finder directs him/her to "*parts of speech*" and thence to "*verbs*", where he/she will find "*concord*" in a drop-down menu. The researcher argues that through repeated use, the path to the information will be absorbed in a more or less subliminal fashion.

2.2.4.2 Second language Learning

Krashen uses the term *learning* to denote the conscious development of knowledge of a language, such as awareness of knowing the rules and learning the language (Freeman & Long, 1991). The user's understanding of his/her information need, purposeful searching, retrieving and noting the information, is a conscious process and, therefore, constitutes *learning* rather than *acquisition*.

2.2.4.3 Affective Filter Hypothesis

Krashen identifies various affective factors which may influence second language acquisition favourably or adversely. Positive affective factors, such as motivation, self-confidence and a low anxiety level, lower the filter, allowing Comprehensible Input to reach the learner's Language Acquisition Device, thus leading to acquisition. Conversely, negative affective factors, such as lack of motivation, low self-esteem and anxiety, serve to raise the learner's "filter" or create a "mental block" that prevents Comprehensible Input from reaching the learner's Language Acquisition Device, thus preventing acquisition (Freeman & Long, 1991).

2.3 Multimedia in ESL

The low standard of English proficiency among Senior Phase learners in South African schools is ascribed to a lack of meaningful out-of-school exposure to English, in combination with being taught by inadequately-qualified teachers (Webb, 2002; Monareng, 2005).

Interactive computer-based programs can serve to compensate to some extent for the lack of opportunities to hear and experience the language used by native or proficient speakers by creating a richer learning environment for

ESL learners than they experience in their average classrooms. Multimedia programs allow text, images, sound, video etc. to be combined to:

- allow users to engage in and interact with the learning program on their own level and at a speed with which each feels comfortable;
- allow users to look up the same information, or do the same exercises, repeatedly without embarrassment until they are confident;
- In addition to these advantages, computer-based programs can provide instant feedback to learners;
- create an authentic, vivid, attractive and multi-sensory language context;
- provide learners with input which is lacking or beyond their reach in their daily lives;
- provide repeated encounters with a word in different sensory forms and contexts, improving the chances of its being understood and remembered;
- "Where the same content is offered in multiple media, it also builds multiple pathways in memory. More routes to the information makes it easier to recall." (Healey, 2000)
- allow for different learning styles, e.g. aspects identified by Rebecca Oxford (2001) as the four dimensions of learning style that are likely to be among those most strongly associated with second language (L2)⁶ learning:

– *Sensory preferences*

This refers to the physical channel through which the learner is best able to benefit from intellectual stimuli (*visual, auditory, kinesthetic* (movement-oriented), *and tactile* (touch-oriented)).

6. L2 refers to second language.

Students with *visual preferences* are comfortable with reading and visual stimuli but find it difficult to concentrate on lectures without visual illustration.

Auditory students are more comfortable with lectures, conversations and oral directions.

Tactile and *kinesthetic* students enjoy movement and using tangible objects.

– *Personality types:*

extroverted vs. *introverted*; *intuitive-random* vs. *sensing-sequential*; *thinking* vs. *feeling* and *closure-oriented/judging* vs. *open/perceiving*.

Extroverts derive most of their energy from the external world and interaction with people.

Introverts draw their energy from the internal world, enjoy working on their own and form fewer friendships than extroverts.

Intuitive-random students are abstract, non-sequential thinkers, who have sudden insights, like to generate theories and new possibilities and prefer to guide their own learning.

Sensing-sequential students, on the other hand, seek facts, specific instructions and consistency.

Thinking students seek the truth, (even when it is unpleasant) strive to be competent, seldom offer praise and may appear detached.

Feeling students value others very personally. They show their feelings more freely, actively display empathy and compassion and want respect for their personal contributions and hard work.

Closure-oriented or *judging* students are serious, hard workers, who are keen to reach clarity and completion and thrive on written information and specific tasks with deadlines.

Open or *perceiving* students prefer to remain open to new perceptions and tend to treat learning less seriously. They dislike deadlines and seem to soak up L2 information more by osmosis than effort.

– *Desired degree of generality*

Global or *holistic* learners focus on the main idea (big picture) and are not overly concerned about fine details.

Analytic students concentrate on details and feel less secure with free-flowing activities.

Oxford emphasizes the value of a balance between generality and specificity for L2 learning.

– *Biological differences*

This dimension pertains to factors such as *biorhythms*, *sustenance*, and *location*.

Biorhythms reflect the time of day when students feel well and are at peak performance level. Some learn best early in the morning, others in the afternoon and yet others in the evening and even through the night, if necessary.

Sustenance refers to the need for food or beverages while learning. Some students do not learn comfortably unless they have a snack or drink in hand, while others find these distracting during their studies.

Location encompasses temperature, lighting, sound, chairs etc., which affect the quality of study. Student needs and preferences differ widely with regards to environmental factors.

2.4 Computer Mediated Communication

The rapid spread of Computer Mediated Communication (CMC) has had a major impact on language teaching by making it possible for language learners to communicate directly and inexpensively with other learners or speakers of the target language. CMC allows for:

- synchronous communication (simultaneous), enabling users to communicate with one another in “real” time, such as in “chat rooms”;
- asynchronous communication (non-simultaneous), in which each user sends messages at his/her own pace and time, as in e-mail;
- one-to-one communication in which only two people take part;
- one-to-many communication, such as bulletin-boards or discussion lists.

In a stand-alone⁷ program on CD or DVD, it is possible to provide for Computer Mediated Communication by including links to websites on the Internet. Such websites may offer chat applications or discussion forums, allowing learners to practise their language skills in real-life communication. However, as using such links requires Internet connection, which is not likely to be freely available soon to the target group for whom the program was designed, a self-contained program was deemed more appropriate for the current purpose.

2.5 Language-teaching approaches

Literature indicates a trend towards mixing approaches and methods in an effort to achieve a balance between an experiential and a more intellectual, reflective level of language learning. The eclectic nature of these upcoming

7. **Stand-alone:** able to operate as a self-contained unit; not dependent on connection to a computer network or other electronic devices.

approaches is reflected in the names coined for them, such as Kumaravadivelu's "postmethod condition" and "principled pragmatism", and Brown's "enlightened eclecticism" (Beale, 2002).

2.5.1 The Communicative Approach

The approach that appears best suited to the needs expressed by learners for active participation in their learning, as well as for incorporating topics based on their experiences and interests is the *Communicative Language Teaching Approach*. It is one of the more influential approaches to second language acquisition (Monareng, 2005) and forms the basis of the present study. Emphasis in this approach is placed on communicative competence.

Finocchario & Brumfit, quoted by Beale (2002), expound the pedagogical principles underlying the *Communicative Approach* as follows:

- Teaching is learner-centred and responsive to learners' needs and interests.
- The target language is acquired through interactive communicative use that encourages the negotiation of meaning.
- Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making.
- There is exposure to examples of authentic language from the target language community.
- The formal properties of language are never treated in isolation from use; language forms are always addressed within a communicative context.
- Learners are encouraged to discover the forms and structures of language for themselves.
- There is a whole-language approach in which the four traditional language skills (speaking, listening, reading, writing) are integrated.

An ESL teaching aid which upholds the basic tenets of the Communicative Approach must therefore take into account the preferences and interests of the learners for whom it is being designed. Furthermore, it should present the learner with authentic texts pertaining to matters of interest with which the target group is familiar. The researcher supports the view held by Nation (2005) that, in order to develop communicative competence, learners must first be equipped with an adequate basic sight vocabulary. Only then can they progress to the level of critical language awareness which Monareng (2005) would have liked to see in the schools he investigated.

In Functional/Communicative teaching approaches, the usefulness of language structures in achieving a communicative purpose determines their selection. The focus is on transmitting and receiving messages and students participate at their own skill and comprehension level.

Canale & Swain's four components of communicative competence have had a great influence on studies of second language use. These are:

- Grammatical competence, which refers to the knowledge required to speak, read and write a language accurately;
- Sociocultural competence, or understanding the rules of social interaction, such as the appropriate form of address or greeting for a particular social context (formal or informal), roles of participants and taking turns to talk;
- Discourse competence, or purposeful use of different types of genres, linking and relating words and sentences meaningfully (cohesion and coherence in language);
- Strategic competence, or compensating for inadequate language proficiency by making adjustments such as paraphrasing, conversation

fillers and comprehension checks to enhance the effectiveness of communication (Beale, 2002).

2.5.2 Integrative CALL

The advent of multimedia computers in the classroom paved the way for *Integrative CALL*, which entails the use of hypermedia. Hypermedia makes it possible to link various media (text, graphics, sound, animation, and video) together so that learners can access them on a single machine. This means that benefit by exposure to media of communication in English navigate their own path simply by pointing and clicking a mouse (Warschauer, 1996).

2.5.3 Constructivist and Cognitive learning theories

Wolff (1996) summarises the similarities between the *Constructivist* and *Cognitive* approaches as follows:

Learning is:

- an active construction process in which both incoming stimuli and available information play a part;
- an autonomous process which the learner carries out independently;
- a process of discovery, constantly moving between formulating and testing hypothesis;
- driven by strategies which may also be needed externally;
- more successful when group work is done;
- enhanced by a rich and authentic learning environment;
- different from individual to individual.

The computer-based learning program created in conjunction with this study, ideally requires the use of earphones, enclosing users in their own private learning environment, where they accept responsibility for learning, as

individuals, at their own speed and along their own paths. Content was chosen to “add on” and make connections to their existing knowledge of topics and discover new ones. An effort was made to enhance their learning environment by exploiting the capabilities of hypermedia.

2.5.4 Post-communicative paradigm shift

Thus far, the ideal language-teaching methodology has proven to be an unattainable linguistic holy grail. Debating the merits of the latest influential approach, as opposed to those of more “traditional language teaching”, continues to occupy researchers, constantly generating new trends and buzzwords. No unifying theory seems likely to emerge in the foreseeable future. The pendulum has been swinging between “traditional” approaches that over-emphasize content and those that over-emphasize processes, such as the Communicative Approach.

Referring to one of their earlier works, Soetaert & Bonamie (n.d.) point out that being able to communicate functionally means being able to communicate about “things”, in other words, about “content”. They quote Devitt (1989) in support of their view:

Communication is not learned through language, but rather the reverse; language is learned through communicating.

They blame the progressive attitude of the Communicative approach towards content and knowledge for “disappearance of a shared knowledge” and favour a combination of content-oriented learning with a constructivist perspective. The term “content-based language learning” covers a growing number of different approaches that view language as a medium for learning content, and content as a resource for learning language.

Wolff described the post-communicative paradigm shift as a shift from

"instructivism" to "constructivism", currently a major trend in teaching. (Soetaert & Bonamie, n.d.)

2.5.5 Top-down, or bottom-up language learning?

Researchers and educators are divided on whether a top-down or bottom-up approach to ESL learning is more effective.

"Top-down" denotes an approach to vocabulary learning from the "top" (texts) down to the individual words. Learners are encouraged to read and listen for the gist of a text or utterance, without being overly concerned about grammar or individual words. They are advised to make use of their own background knowledge, clues gained from intonation and body language of speakers to guess the meaning.

"Bottom-up" indicates the approach where learners start from the "bottom" by learning vocabulary first, then making sense of syntactic units such as phrases and clauses and finally comprehending entire texts (Tozcu & Coady, 2004; Hinkel, 2005)

Bottom-up processing refers to decoding the sounds of a language into words, clauses, sentences, etc. and using one's knowledge of grammatical or syntactic rules to interpret meaning. Top-down processing refers to using background knowledge or previous knowledge of the situation, context, and topic to experience to anticipate, predict, and infer meaning. (Norris, 1995)

Champeau de Lopez (1993) quotes LaBerge and Samuels (1985) who theorize in defence of a bottom-up approach that

Readers who are able to identify words quickly ("automatically") will comprehend better, since they can then devote most of their attention to comprehension, i.e., the meanings and relationships of those words.

Proponents of a top-down model of vocabulary acquisition advocate acquiring

vocabulary through regular silent reading, listening to stories read aloud, frequent conversation with mature language users, watching television and deliberate study of word lists and dictionaries. (Elley, 2004). Deliberate study of word lists and dictionaries is at the bottom of the list of priorities in this approach, which relies heavily on learners' making guesses about the meanings of unknown words from their contexts. It is based on the assumption that learners can "absorb" additional languages in the same way in which they acquire their first language, as claimed by Krashen in his Osmosis Hypothesis (Tozcu & Coady, 2004).

Blachowicz, Fisher and Watts-Taffe (2005) point out that a sound vocabulary program includes "both intentional explicit instruction and scaffolded incidental learning" and advocate teaching specific vocabulary through explicit instruction and use of new words as one of the language teacher's important responsibilities.

Bottom-up protagonists do not call into question the value of exposure to the language situations advocated by the top-down model. However, Beck, McKeown & Omanson posit that multiple exposures to a vocabulary item are needed for its acquisition and studies by Paribakt & Wesche (1997) and Zimmerman (1997) found "direct and positive evidence in favour of explicit vocabulary instruction in an ESL setting" (Tozcu & Coady, 2004).

Nation (2005) points out that the amount of time spent on the deliberate teaching of vocabulary should be balanced against other types of language learning, such as intensive reading, deliberate learning and strategy training, not neglecting meaning-focused input and output and fluency development.

While neither has proved sufficient in itself, both top-down and bottom-up

models have unquestioned merit. Combining them therefore appeared to be the best means of forming a balanced approach.

2.6 Method synergistics

Rodgers (2001) advocates combining elements from various methods based on similar philosophical foundations into a program of instruction, coining the term *Disciplined Eclecticism* to describe this.

In its aims to improve learners' academic skills through clearer expression and better comprehension, the interactive, multimedia program emerging from the present study incorporates elements of Communicative CALL. In its multimedia form, it applies principles of Integrative CALL, combining these with a non-threatening approach and subconscious acquisition as explained by Stephen Krashen (1981). The theoretical framework of this study can, therefore, best be described as a synergy of the methods discussed.

2.7 Standard English: whose standard?

Due to the important role of English as lingua franca⁸ in globalisation, it has been adopted and adapted as an additional language by people of many nationalities. The English Language expert David Crystal claims that non-native English speakers now outnumber native English speakers by a ratio of 3 to 1 (Carla Power, 2007). Penny Silva [n.d.] points out that only three and a half million out of a population of more than forty million South Africans are mother-tongue English speakers, which is less than 9%.

New views on ownership of English and what is termed the "linguistic elitism"

8. **Lingua franca:** A common language used by speakers of different languages to communicate with one another

and "linguistic imperialism" of native speakers are causing much debate in linguistic circles (Patil, 2007). It is clear that the concept of "standard English" has become fraught with sensitivities. Monareng (2005) declares that Standard English does not consist of a set of prescriptive rules and quotes Titlestad's claim that the vocabulary of standard English is the sum total of the vocabulary of all English users worldwide.

Various interpretations attach to the term "standard language". For the purposes of this study, the following exposition by David Crystal was adopted.

...a unified means of communication, and thus an institutionalized norm which can be used in mass media, in teaching the language to foreigners, and so on. Linguistic forms or dialects which do not conform to this norm are then referred to as substandard or (with less pejorative prefix) non-standards---though neither terms is intended to suggest that other dialects lack standard in any linguistic sense.
(Crystal, 1985)

In his inaugural lecture at the Department of English of the Copenhagen Business School, Robert Phillipson advises all English speakers to bear in mind that:

Certainly local Englishes are distinctively different in East Africa, Pakistan or wherever, but their legitimacy is local, not global.
(Phillipson, 2000)

The researcher believes that attempts to strip the English language of all vestiges of its Western European origin for the sake of political correctness, would be in conflict with the communicative approach. Rather than losing authenticity and further impoverishing the learners' encounters with English, texts of local interest were supplemented by drawing on the rich literary legacy left by English writers to illustrate explanations, provide examples for vocabulary instruction and serve as a basis for exercises. Classic texts, such

as extracts from the plays of William Shakespeare and well-known English poems, were included.

2.8 Value of including poetry as a text for exercises

The contribution that learning poetry can make to vocabulary acquisition is greatly underestimated. All too often, poetry is regarded merely as a text for critical analysis or literary interpretation and by nature too impractical for developing communicative literacy (Eur, 2000). In addition, some learners have accumulated unpleasant memories of forced memorisation.

However, factors such as its economy of words, vivid imagery, rhythm and rhyme make poetry easier to memorize than other texts and examples of rhymes used as mnemonic devices to aid learning abound.

Danielson (2000) points out that nursery rhymes are the first forms of poetry that most children encounter, serving as a fun way to learn: to count, the alphabet, new words, prayer etc. She quotes Myers (1994) who found that children who know nursery rhymes have an advantage over those who do not.

Nilsen (2002) describes memorization as good mental exercise which helps students in language learning.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Approach

The intention of this project was not to test, prove or disprove a hypothesis. Rather, the results of research findings emerging from a comprehensive literature search and an informal quantitative survey were drawn on in support of the rationale for creating a practical CALL application to promote vocabulary development in South African schools.

The central theory was that ESL learners' language skills and ultimately, their study skills could be enhanced through a bottom-up approach, leading from improved vocabulary, through a better grasp of syntax, to more effective understanding and use of English.

3.2 Survey

With a view to an analysis of the needs for an interactive multimedia program of the nature that was envisaged, an informal cross-sectional survey was conducted by means of questionnaires. Important considerations for choosing this method of data collection were:

- Questionnaires are a quick, cost-effective manner of gathering data.
- The uniform question presentation in questionnaires makes the data easier to compare.
- Learners were permitted to complete the questionnaires during an ESL lesson under supervision of their teachers, ensuring a good response

rate.

- Respondents could remain anonymous, encouraging more honest answers.

3.2.1 Measuring instrument: adapted Likert Scale

The survey entailed the use of questionnaires based on the Likert-type rating scale, which is a bi-polar method, with positive responses at one end and negative responses at the other end. A five-point scale is most commonly used to measure the extent to which the respondent agrees or disagrees with the statement in the questionnaire. However, more or fewer points are often used (Sclove, 2001). The responses in Fig. 3 below are typical of a five-point Likert scale:

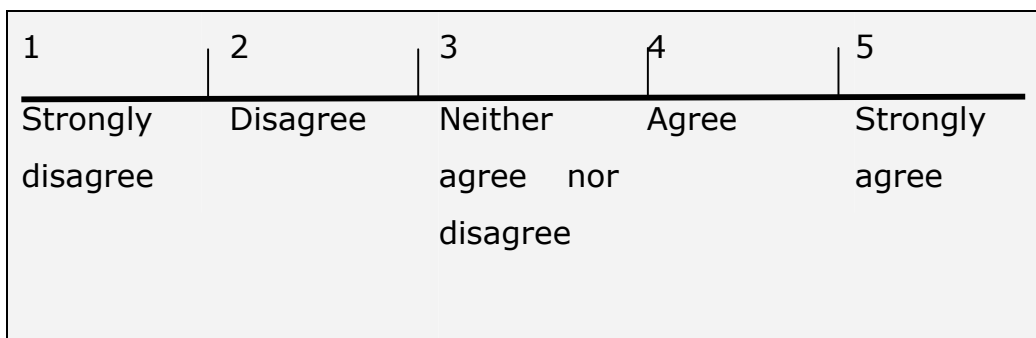


Fig. 3 A typical five-point Likert scale, based on Sclove (2001)

To force a choice, a four-point scale was decided upon for the questionnaires, omitting the neutral middle option. Respondents were asked to supply information or express their views on various aspects regarding ESL teaching or learning in the secondary school.

The terms "strongly disagree" to "strongly agree" were replaced by expressions to suit the questions/requests for information, e.g., frequency of audio-visual use by teachers or reading by pupils called for responses

ranging from "every day" to "never" and teachers' rating of their learners' language skills ranged from "excellent" to "weak". Many questions concerned the importance or usefulness of certain aspects, in which case rating was from "very important" and "very useful" to "not important" and "not useful".

Questionnaires were distributed to a random sample of 96 learners and 10 teachers of ESL in grades eight and nine in five Stellenbosch schools. Three of the schools are multi-racial, whereas two have mainly pupils of mixed racial descent⁹.

3.2.2 Questionnaires for teachers:

The main section (Section A) of the questionnaires for the teachers was designed to provide some insight into their views on: ESL teaching; influencing factors; use of teaching aids; obstacles and perceptions of their learners. Question topics were:

- teachers' experience of teaching ESL;
- importance of various language skills:
vocabulary, spelling, grammar and comprehension etc;
- importance of factors affecting learners' ESL communication skills:
home environment, peer culture, mass media, ESL teaching in school;
- usefulness of various genres/media for developing ESL vocabulary skills:
novels, drama poetry, short stories, mass media (daily press, radio, TV, Internet);
- importance of reasons for teaching poetry in ESL;

9. "**mixed racial descent**" is used here in preference to the term "coloured" , which may be regarded by some as offensive.

exposure to good English poetry, improving vocabulary, improving comprehension, enjoying poetry and responding critically to its aesthetic, cultural and emotional values, other (to be defined by respondents);

- constraints on use of poetry to teach comprehension and vocabulary: unsuitability of poetry for the purpose, unavailability of suitable anthologies, learners' attitude towards poetry, other (to be defined by respondents);
- use of teaching aids in ESL: images, press clippings, sound recordings, motion pictures/videos, computer-based language-learning software, Internet and World Wide Web;
- rating of own learners' ESL skills: spelling, grammar, listening and reading comprehension, idiom, pronunciation; passive vocabulary (understood but not used); active vocabulary (used by learner to express him-/herself); fluency of speech; writing; literary background knowledge.

Section B suggested materials which, in the teachers' opinions, might be helpful in teaching poetry to ESL learners. These were:

sound recordings of poems; pictures with explanations to explain unfamiliar words in poems; a glossary for learners to look up words in; exercises with feedback for learners; other (to be specified by respondents).

3.2.3 Questionnaires for learners

Section A of the learners' questionnaire focused on their: reading backgrounds; habits and attitudes; language learning needs and preferences; use and perceived value of poetry in ESL classes.

Question topics were:

- Leisure activities:
time spent daily on: reading, computer games, sport/outdoor activities, visiting shopping malls, other reasons (to be specified);
- Reading habits:
frequency of reading variety of printed media: newspapers and magazines, school-related reading (setworks, research for assignments);
- Childhood poetry memories:
riddles, rhymes and songs learned from adults (parents, teachers or others), playground rhymes, "learning" rhymes (e.g. to learn alphabet or counting); learning poems off by heart to recite in class, poetry instruction in language classes;
- Sentiments regarding poetry in ESL classes:
Feelings ranging from "my favourite" to "I hate poetry";
- Views on reasons for being taught poetry:
enjoyment of good English poetry, to improve vocabulary and communication skills, to improve comprehension, for critical appreciation, other reasons (to be specified);
- Poetry learning preferences:
hearing poems read, images and emotions evoked by poetry, exploring deeper meanings, learning new words and expressions, studying rhythm, rhyme etc.;
- Means to enhance learners' enjoyment of poetry:
more pictures of aspects mentioned in poems, hearing sound recordings of poems, computer programs with pictures and explanations of words in poems, computer exercises with right/wrong feedback, other means (to be specified).

Section B was intended to gauge learners' knowledge of rhymes, riddles and poems which were once familiar to many learners in South African schools.

- Riddle-guessing and completing "learning" rhymes:
The riddle used was *Little Nancy Etticoat* and the learning rhymes were: *Early to bed...; 30 days hath September...; I before e except after c; one, two, buckle my shoe...;*
- Nursery rhymes: filling in missing words:
Jack Sprat, Old Mother Hubbard, Little Miss Muffet, Georgie Porgie, Little Jack Horner;
- Matching lines and titles of well-known poems:
The forsaken merman (Matthew Arnold), *Abou Ben Adhem* (Leigh Hunt), *Nod* (Walter de la Mare), *The donkey* (G.K. Chesterton), *The highwayman* (Alfred Noyes);
- Matching vocabulary from poems with meanings:
drenched, torrent, accord, vision, scourge, quiver, claret, starve, amber, deride;
- Poems remembered:
Learners were asked to write down titles or first lines of any FIVE poems they could remember.

Chapter 4

RESULTS OF SURVEY

Among the most important insights that emerged from the questionnaires were:

4.1 Teachers' views

- Teachers' experience of teaching English as a Second Language (ESL):
Six of the ten teachers had been teaching for more than five years, 5 of whom more than 10 years, three from two to five years and only one had only one year of teaching experience. This indicated that the majority of the respondents were seasoned ESL teachers, whose judgments were based on substantial experience.

- Importance of various language skills:
All the respondents considered spelling, grammar, comprehension and vocabulary as very important, one adding "critical thinking skills" to the list. This suggests that a learning program aimed at improving learners' vocabulary might contribute towards improving the skills identified by teachers as the most important ones.

- Importance of influencing factors:
Most teachers ranked English teaching in school as the most important influence on ESL development, followed by mass media and then home environment. Peer culture was considered least important. This

ranking seems to favour educational aids which include authentic texts originating from the mass media.

- Usefulness of genres:

The novel was chosen as the most useful genre for developing ESL comprehension and vocabulary skills, followed by mass media and short stories.

Poetry was placed second-last, giving rise to second thoughts on the desirability of an exclusively poetry-based program to help develop ESL learners' vocabulary. The inclusion of authentic texts originating from everyday life, the mass media and literary works might provide valuable opportunities for exposing learners to important, high-frequency words.

- Reasons for teaching poetry:

To nine out of the ten teachers, enjoying poetry and responding critically to its aesthetic, cultural and emotional values was a very important reason for teaching poetry. No responses were entered into the open space provided for "other reasons". Enjoyment in the form of "fun" was not very evident in the responses.

- Obstacles to teaching poetry:

Learners' attitudes to poetry were considered problematic or very problematic in the use of poetry to develop ESL learners' comprehension and vocabulary, followed by unsuitability of poetry for the purpose and unavailability of suitable poetry anthologies. One teacher added time constraints and overloaded syllabi to the list.

- Use of media as teaching aids:

Only two teachers reported using newspaper clippings, brochures and other authentic written material as teaching aids daily and only one used images, e.g. posters, pictures, paintings or overhead projections daily. Nine said they used sound recordings, e.g. cassettes, cd's , movies or video once a month. Nine never used computer-based language-learning software but five used the Internet once a month. This seems to indicate a lack of suitable software rather than a lack of access to computers.

- Availability of audio-visual hardware and software:

Eight out of the ten reported that they found access to and convenience of using audio-visual equipment and facilities encouraging or very encouraging. However, only five found the availability of audio-visual material/software programs with suitable content encouraging or very encouraging, revealing a need for software to enhance ESL teaching.

- Teachers' perceptions of their learners' abilities:

One teacher described his/her learners' spelling, reading and listening comprehension, passive vocabulary and fluency of speech as excellent, but there were only 28 incidences of the rating "good" for the total list of 11 skills, as opposed to 55 incidences of "not very good" and 18 incidences of "weak". Although this might indicate that the learners in one particular group of the sample benefited by more positive influencing factors than learners in the other groups, over-estimation of learners' proficiency by the teacher cannot be ruled out. The balance falls heavily on the more negative side of the scale, exposing

the need for help in several important areas in ESL, such as spelling, reading, vocabulary and comprehension, which are addressed in the interactive multimedia program emerging from the current research project.

- A wish list for supplementing poetry lessons:
All the teachers placed exercises with feedback for learners to practise on at the top of their wish list, with sound recordings of poems for learners to listen to, pictures with explanations to help them understand unfamiliar words in poems and a glossary in which learners can look up explanations to words equally in second place. As regards a glossary, one teacher remarked that a dictionary was adequate and an addition suggested to the list by one teacher was "group work and presentation".

4.2 Learners' views

- Leisure activities:
Sport and outdoor activities took up most of the learners' free time, with 46 of them spending two to three hours and more per day on it, followed by 42 who spent the same amount of time visiting shopping malls, 22 reading and 16 playing computer games. 73 admitted to spending one hour or less daily on reading, 12 of whom saying that they spent no time at all on reading for pleasure.
- Reading habits:
83 of the learners read newspapers and magazines as often as once a week to every day, 70 spent the same amount of time reading material

for school assignments and prescribed books, 66 reading books and articles about hobbies and interests. 30 read novels, biographies, travelogues etc. and 19 read poetry.

- Poetry memories:

70 of the learners remembered learning riddles, nursery rhymes and songs from parents, teachers and others, 68 remembered playground rhymes, while 63 remembered rhymes to help them learn things, such as the alphabet, spelling, etc. 44 remembered rote learning of poetry for recitation in school and 33 remembered poetry as part of language classes in the higher grades. This seems to point to a marked decline in exposure to poetry as learners progress to higher grades.

- Views on reasons for being taught poetry:

Learners were asked to mark all reasons they considered applicable. 66 regarded improvement of vocabulary and communication skills as a reason for being taught poetry, 55 considered the enjoyment of good English poetry as a reason, 49 improved comprehension, 42 enjoyment and critical evaluation. In the open response space, 3 learners named "learning/understanding poetry" as a reason, 1 named improved reading, 1 improved spelling, 1 simply "learning", 1 "to improve their life" and 1 "understand love".

- Sentiments regarding poetry in ESL classes:

48 did not like poetry much, 35 "rather liked" it, 9 described it as their favourite and 4 hated poetry, indicating that more than half the respondents did not enjoy poetry in their ESL classes.

- Poetry learning preferences:
72 learners enjoyed hearing a poem read to them, 70 enjoyed the images and emotions evoked by poetry, 56 like exploring the deeper meaning of poems, 65 liked learning new words and expressions from poems and 45 liked studying the rhythm and rhyme.
- Poetry wish list:
65% said listening to sound recordings of poems would make them like poetry more, 63.5% would like to see more pictures of the things or places the poems were about, 60.4% would like computer exercises that indicated if answers were right or wrong, 56.3% would like computer programs with pictures. Suggestions under "other" included requests for poems to be more exciting, make more sense, teach life lessons and be more modern, e.g. post 2000.

The last five questions were aimed at establishing to what extent ESL learners had been exposed to well-known classic English riddles, nursery and playground rhymes and poems.

- Background knowledge of riddles, rhymes and poems
 - *Riddle:*
In the first question in this section, learners were asked to guess the answer to the rhyming riddle of Little Nancy Etticoat.¹⁰ Though the researcher did not assume that the riddle itself would be familiar to non-mother-tongue English speakers, candles are still commonly used in modern homes, if not as the chief source of light, then very frequently to create a festive or relaxed atmosphere. 9 of the 96

10. "Little Nancy Etticoat, in her white petticoat and her red nose. The longer she stands, the shorter she grows." What is she?

learners guessed correctly (or knew) that the answer was “a candle”, while 3 were able to deduce that “Little Nancy” must be a white object being consumed by red fire and guessed that the answer might be “a cigarette”.

The next four questions focused on rhymes used to help children learn and remember educational concepts. The precept “early to bed...”¹¹ yielded 4 correct answers; a rhyme typically used as a mnemonic to remember the number of days in the different months¹² had 5 correct answers; a rhyme to remember spelling¹³(4 correct answers and a counting rhyme ¹⁴2 correct answers.

– *Nursery rhymes*

The nursery rhyme known to most learners, was “Georgie Porgy” (39.6% correct), followed by “Little Miss Muffet” (29.2% correct) and “One two, buckle my shoe” (2.1% correct answers). For “Jack Sprat” and “Little Jack Horner” there were no correct answers.

– *Recognition of poems often taught in school*

Learners were asked to match a line from each of five poems often found in anthologies for school use: Nod and The forsaken merman were recognized by 32 of the learners, Abou Ben Adhem by 24, The donkey by 21 and The highwayman by 20.

– *Vocabulary from poems*

When asked to match words taken from the poems with their meanings, the results were as follows:

11. Early to bed and early to rise, makes a man healthy, wealthy and wise.

12. Thirty days hath September, April, June and November. All the rest have thirty-one, but February breaks the run by having only twenty-eight. For twenty-nine it has to wait.

13. I before e, except after c.

14. One two, buckle my shoe; Three, four, knock at the door; Five, six, pick up sticks; Seven, eight, lay them straight; Nine, ten, a big fat hen.

POEM	WORD	NUMBER OF CORRECT ANSWERS
Abou Ben Adhem	accord	18.
	vision	16
Nod	drenched	33
The donkey	deride	13
	scourge	12
	starve	55
The forsaken merman	amber	13
	quiver	18
The highwayman	claret	18
	torrent	12

Table 2: words from poems correctly matched with meanings

– *Poems remembered*

Asked to list the titles or first lines of five poems they could remember, all learners listed nursery rhymes, with the possible exception of *The squirrel*, a poem with which the researcher is not familiar. A search through a number of poetry anthologies and on the Internet suggests that, in view of the poetry background reflected by learners' lists of remembered poems (see below), this title is more likely to refer to a poem for younger children, such as *The squirrel* by an anonymous poet than to Humbert Wolfe's poem, *The grey squirrel*. The text of the children's poem, *The squirrel*, is given in **Appendix 5**. A table of the ten best-remembered poems appears below.

POEM REMEMBERED	NUMBER OF LEARNERS
Humpty Dumpty	37
Little Miss Muffet.	18

Jack and Jill	15
Georgie Porgy	14
Itsy bitsy spider [Eensy weensy spider]:	7
Twinkle, twinkle, little star	5
One, two, buckle my shoe	5
One, two, three, four, five, Mother caught a fish alive	2
The squirrel	2
It's raining, it's boaring [pouring]:	2

Table 3: The ten best-remembered titles or first lines from "poems"
(arranged in descending order of familiarity to learners)

The fact that all the "poems" mentioned by these learners are nursery rhymes or rhymes usually taught in the primary school, leads the researcher to conclude that poetry has not featured significantly in their secondary school ESL learning. Furthermore, it seems likely that learners in the target phase would react positively to language instruction and exercises based on more youthful, fun forms of poetry, such as rhymes, limericks and riddles.

4.3 Effect of survey on program design

Results obtained by means of the survey helped to guide the development of the application.

4.3.1 Broadening of focus to include other texts besides poetry

The responses to the first two questions, which related to reading habits and

poetry tastes, revealed considerable indifference on the part of the target group towards reading in general and poetry in particular. It became apparent that, to establish a rapport with the learners, instruction and exercises based on the type of texts they were accustomed to, such as articles from newspapers and magazines, would have to be included in the interactive multimedia program.

This led to the broadening of the program focus to include not only poetry, but texts from as many genres as possible, as recommended in the *Revised National Curriculum Statement: English First Additional Language*, Chapter 4: Senior Phase. It was decided that poetry would still form an important part of the program content, in spite of the fact that teachers named learners' [negative] attitudes to poetry as the chief obstacle in teaching poetry.

Learners' answers suggested that, to them, learning poetry was work rather than pleasure. Their responses to the questions in the second section, aimed at establishing the extent and level of their English poetry knowledge, revealed a rather stunted poetry background, limited chiefly to children's rhymes. To avoid alienating them further through an unduly ponderous approach to the concept of poetry, the researcher resolved to aim for a "fun" approach in the design of the interactive, multimedia program.

4.3.2 Inclusion of sound, images and more modern texts

The positive reactions of learners to possibilities mentioned in the "wish list" seem to indicate that a combination of the features included in the program would be well received by them. Most of them expressed a strong preference for hearing poems read and seeing images of things described in

poems. This favoured the introduction of several sensory forms, such as sound, images and movement into the program, to allow for different learning preferences. Sounds and images are also used to add some humour and interest to the program.

4.3.3 Glossary vs. Topic finder; dictionary skills

A teacher-respondent reacted to the suggestion of a glossary for looking up the meaning of words, "A dictionary is adequate." This led to replacement of the envisaged glossary in the program with a facility for finding help and information on aspects of grammar, style, etc. and the inclusion in the program of a section on the use of dictionaries.

Chapter 5

PROGRAM DESIGN

5.1 Format: a stand-alone program on CD

The program takes the form of a stand-alone *Authorware*¹⁵ application, presented on a compact disc, entitled *Vocabulary: It's all about words working together*.

Major considerations in choosing this authoring program above a web-based application are its built-in facilities for interactive exercises, e.g. text entry, hot object, target area etc. and the ease with which graphic, sound, video and other files and links may be inserted.

5.2 Scope of the application

Emphasis was placed on the promotion of reading comprehension through vocabulary development. A comprehensive study of poetic elements and techniques and critical analysis falls outside the scope of this project.

5.3 Multimedia, Software and Implementation

Although *Authorware* allows Web delivery of programs created with it, a stand-alone format was deemed best suited to circumstances prevailing in South African schools, where the use of computers is on the increase, but Internet access is not yet freely available to all learners, or even teachers,

15. **Authorware:** an authoring software program for creating electronic learning programs for web, online or stand-alone use. It can be used to integrate graphics, sound, animation, text and video into interactive multimedia programs.

who might benefit by interactive multimedia programs.

In order to simulate authentic language situations as closely as possible, the entire spectrum of available multimedia was brought into play, using the following software to create or adapt material:

Paint Shop Pro to edit and enhance graphics and photographs;

Cool Edit/Audition to create and edit sound files;

Windows Movie Maker or Pinnacle for video editing/

Considerations:

- The computer has become an integral part of business and employment on a global scale and advancement in life depends increasingly on mastering computer-related skills.

In today's job market, however, computer skills are a pre-requisite in all professions, and are becoming increasingly important for many unskilled and semi-skilled jobs as well. Computer skills have generally become essential to basic survival in the world.

(Mangena, 2007)

- Compact discs have superseded and become more familiar to users than their predecessors, ranging from gramophone records, magnetic sound tapes and cassettes to colour slides, overhead transparencies, strip films, motion picture reels and video cassettes. Sound, images or a combination of sound, images and motion, as in the case of motion pictures and video cassettes, could be stored for educational use. Each of the forms mentioned required the use of a separate machine and several, such as gramophone records and motion pictures, could be used in a linear fashion only and not conveniently interrupted. The ease with which data in various forms (text, images, sound and motion) can be combined in a computer-related format, allows for great flexibility in design. Even more convenient is the possibility of

accessing information in a random, non-linear fashion.

- Owing to the inconvenience of using traditional audio-visual programs, they were often under-utilized in schools. Monareng (2005) concluded that negative appraisal by teachers of textbooks used for ESL was the result of ignorance regarding components designed to supplement the textbooks.

- In the researcher's experience as a former school teacher and university lecturer, non-use of available audio-visual materials is frequently due to problems related to gaining access to them, transporting, setting up and managing the apparatus involved. With the advent of multimedia computer applications, colleagues who had previously shunned the conventional audio-visual devices seemed to be easily converted to using Powerpoint presentations etc., which they could generate and use independently.

- A compact disk can accommodate all audio-visual components, besides allowing for interaction. Computers are usually set up on a reasonably permanent basis in school laboratories, so that a stand-alone program on a disk need simply be inserted and used without further ado.

5.4 Structure

The program starts with an audio-visual introduction, which can be skipped during subsequent sessions by clicking on the button provided. There are five main sections:

- *using this program*
- *knowledge update*
- *words in action*
- *clever nonsense*
- *topic finder.*

(Please see *Appendix 1* for Sitemap¹⁶)

Most of the teaching/learning content reposes in the two core sections, *knowledge update* and *words in action* and a smaller part in *clever nonsense*. The remaining sections, *using this program* and *topic finder*, are aimed at facilitating access to and use of this material.

An additional button, called *whodunnit* appears at the bottom right-hand side of the screen to acknowledge the contributions of people whose voices were used. The *quit* button closes the program.

No *back* button was provided, as it would simply return the user to the previous screen, in effect removing the latest item from the screen. When a user reaches the end of a section, he/she is given the choice of clicking on another topic in the same section or, clicking on CONTINUE to return to the main menu.

5.5 Navigation

The structure of the content is hierarchical, with menus¹⁷ subdivided to create four levels, leading from general topics at the top to increasingly

16. **sitemap**: diagrammatic chart showing the structure of the program

17. **menus**: lists of topics on which the user can click to find information

specific topics as the user moves to lower levels. The main menu is at the top of the screen, with roll-over boxes¹⁸ that pop up when the mouse pointer is moved over them. These indicate briefly what each section is about



Fig. 4: Main menu with open roll-over box

Menus for levels two and three are placed horizontally below the main menu buttons. Level four items are reached by means of drop-down menus as illustrated in Fig. 5.¹⁹.

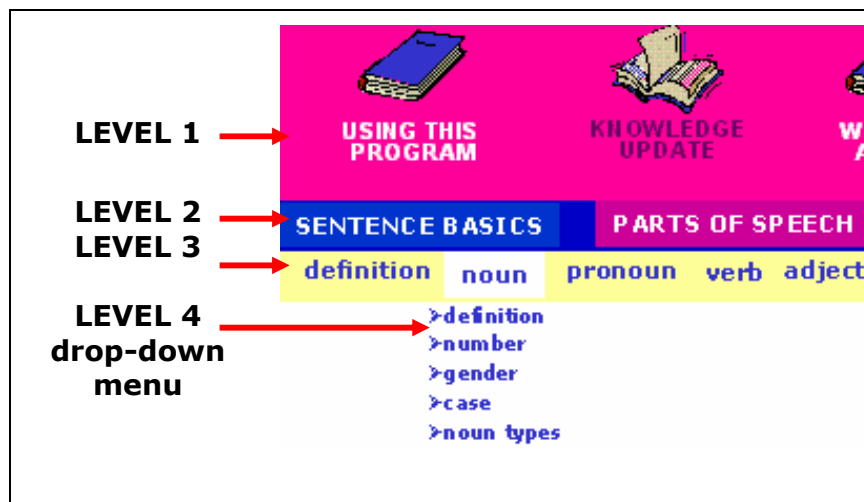


Fig. 5: Menu levels open from top level 1 to 4

5.6 Keeping track

- To help the user keep track of his/her position in the program, the closed "book" icon of the main menu opens when the user clicks on it and remains open until he/she clicks on another main menu button.

18. **roll-over box:** small box containing text or other information, which appears when the mouse pointer is moved over the area.

19. **drop-down menus:** menus that appear as a list below the topic which is clicked on

- For the next two levels, “disable” states of the menu buttons assume a different colour, which remains in place until another menu item is chosen.
- Information appears sequentially on the screen at the click of the mouse on the “continue” button at the bottom of the screen. The same applies to “tip” and “living language quote” frames²⁰ and some of the sounds.
- Additional “audio” and “read” buttons allow users to choose whether they want to listen to some of the sound recordings or read additional information. EXERCISE buttons are included to allow for a choice between hearing the audio or carrying on with the exercise.
- All buttons have an “over” state, which changes colour when the mouse pointer is moved over it, indicating that this is a link.
- “Disable” states are shown by a “book” icon in the main menu, which remains open while the user is in that particular section. On lower levels, the button changes colour. These changes serve to help the user keep track of where he/she is in the program.

5.7 Sound and visuals

Providing text only in a computer-based language-learning program aimed at teenagers would defeat the purpose of an interactive program calling for learner participation. In keeping with the concepts underlying an interactive, multimedia program, therefore, ample use has been made of graphic material, supplemented with sound or animation to draw attention to specific explanations. These effects are intended primarily to serve as mnemonic aids. In the second place, however, they are aimed at providing interest to learners who, on a daily basis, are assailed by a never-ending barrage of

20. “tip” and “living language quote” frames:²⁰ Larger boxes with additional information that appear on the sides of the screen

sensory stimuli vying for their attention. This target group would certainly not be attracted by a program resembling a printed textbook.

"At the dawn of the Twenty-first Century, we find ourselves living in an atmosphere of constant noise and imperative, will-not-be-ignored, stimuli. Our children do their homework - trying to absorb more information than prior generations could even imagine - with the television on, the ipod or CD blaring, the cell phone ringing, and the Internet chat room demanding attention."
(Bola, 2006)

Rather than confront the user with a screen full of information at once, he/she is placed in control of the speed at which the page is read, by means of a "continue" button which allows one sentence of instruction to appear at a time, similar to a Powerpoint presentation.

5.8 Learner autonomy

The program was designed to be as un-threatening as possible. Exercises do not give scores, but encourage users to answer all questions correctly. In including a "reward" message after successful completion of an exercise, it deviates from the Communicative Approach.

Learners using the program choose their own paths through the activities. They progress at their own pace and are given opportunities to decide for themselves whether they want to listen to readings of poems or look up grammar aspects. When they need to make sure of a grammatical concept, they may decide to look it up in the "Knowledge update" section.

5.7 Local and cultural pertinence

Local circumstances, school environments and typical leisure, social and family activities served as the basis for exercises, supplemented by simulations of authentic texts in the form of an invitation, street directions and conversation, as well as global news items.

5.9 Authentic texts

Authentic texts and simulations of real-life situations that necessitate communication were used in the program. The presence of meaningful vocabulary, related to the target group's field of experience, was a criterion.

In accordance with the *Revised National Curriculum* texts in various forms, such as newspaper reports, advertisements, billboards and public notices were used. Although no links to sites on the Internet were included, one exercise simulates²¹ an attachment, which is opened from a simulated e-mail message.

5.10 Main sections of the program

5.10.1 Using this program

This section gives brief instructions for navigating the program to find the required information. The same presentation convention is followed as in the knowledge update section, in that points appear on the screen one at a time,

21. Discrete aspects of grammar are generally too randomly distributed in authentic texts for the latter to lend themselves to intensive practicing of a specific grammar concept, necessitating a certain measure of simulating authentic texts.

illustrated with graphics and animation. A clickable sitemap²² is also situated in this section. This allows users to jump to the second level of the menu by clicking on that particular box in the structure map. From there the user can move horizontally, i.e. to other topics on the same level, or vertically, i.e. to topics on a higher or lower level. The main menu remains available at all times.

Answers or clues to questions are usually provided either in lists on the same screen, or in media files connected to the exercises, such as sound files of telephone conversations, poems read etc. In the final version, the exercises will also be presented in a format which is suitable for printing out and used as class handouts.

5.10.2 knowledge update

The *knowledge update* section has been designed as a reference tool to provide simple, straightforward explanations, illustrated with examples, of basic grammar concepts that have a bearing on vocabulary. This coincides with the first of the four important components of Communicative Competence quoted by Beale (2002). First in Beale's list is grammatical competence, which includes grammar, vocabulary, pronunciation and spelling. Users need only consult this section when they need to find out about a grammatical concept or refresh their memories regarding it.

Grammar instruction is not the prime concern of the program. The rationale for including this section is expressed in the subtitle "It's all about words working together". The ultimate aim of teaching vocabulary is enhanced comprehension and expression, providing for clearer, more vivid

22. **clickable sitemap** : diagrammatic chart showing the structure of the program, which allows users to jump to any section of their choice by clicking on the mouse

communication and critical appraisal of utterances by speakers and writers. Achieving this aim depends on the learner's ability to bring together the most suitable words in the most effective manner. Although a considerable vocabulary is a prerequisite for mastery of a second language, learning a great number of words without regard to their context does not achieve this aim. Gu (2003) argues that direct learning of vocabulary should not rule out contextual learning and quotes McCarthy (1984) who declares that:

"vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language contexts when the need arises."

The convenience of accessing a ready-reference tool, such as the *knowledge update* section in the program, at the click of a button, without interrupting work, is aimed at encouraging its use.

The topics in the *knowledge update* section are: "sentence basics", "parts of speech", "word relations", "style" and "dictionaries".

5.10.2.1 Parts of speech:

This section explains what is meant by the term *parts of speech* and gives a definition explanation and examples of each of the following: *noun, pronoun, verb, adjective, adverb, conjunction, preposition, interjection, articles*.

5.10.2.2 Sentence basics:

A brief overview of English syntax is provided, including a definition of a sentence and explanations, with examples, of full sentences, *main types* (statements, questions, commands, exclamations), *main parts* (subject, predicate, direct and indirect objects and complements), the difference

between *phrases and clauses* and *word order*.

5.10.2.3 Word relations:

This sections explains *synonyms, antonyms, homophones and homonyms* to draw learners' attention to the subtle differences between a variety of words which resemble or differ from one another in various ways. It is aimed at encouraging "deeper" reading and listening by raising awareness of the role played in the quality and effectiveness of texts by careful word selection. Although spelling is not explicitly included in the program, misspellings often constitute using the wrong words. Word relations also lend themselves to word play, such as puns, deliberate malapropisms etc.

5.10.2.4 Style

Topics dealt with in this section are: types of language, literal and figurative language; figures of speech and bias.

Socio-cultural competence is stressed in the Communicative Approach. Using appropriate language and register in communicating with others oils the wheels of harmonious co-existence in a multi-cultural society like that of South Africa. In "types of language" and "register" in the STYLE section, learners are alerted to the importance of using the appropriate language and register to avoid offending their readers or listeners. Explanations are supplemented by hints, such as how to make a polite request, in "tip frames" that appear in the right-hand panel of the screen.

5.10.2.5 Dictionaries

This section focuses on the use of a monolingual English dictionary. Providing explanations of basic dictionary skills such as locating words quickly and extracting the maximum amount of information from dictionary entries.

Effective use of dictionaries is a great advantage to any learner. According to Coady (Tozcu & Coady, 2004), one of the main underlying principles of effective vocabulary teaching is that learners should be provided with both definitional and contextual information about words. Healey (2000) also quotes Coady (1997), who asserts that in the case of L2 learners, this could be related to their often-felt need for dictionary access.

5.10.3 Words in action

The "Words in action" section is the core of the program and makes use of multimedia to familiarize learners with "standard" English²³ as used by different persons in a variety of contexts and forms in real-life situations in South Africa. It is aimed at improving comprehension in functional listening, viewing and reading through exposure to words encountered in authentic, everyday texts, both oral and written. This section has a simple structure, which users should find easy to understand and use.

Some of the exercises included are directly grammar-related, such as an

23. **Standard English:** Various interpretations attach to the term "standard language". In adopting Crystal's exposition, as quoted by Monareng (2005) for the purposes of this study, no offence was intended to persons of other persuasions regarding this matter. .

"... a unified means of communication, and thus an institutionalized norm which can be used in mass media, in teaching the language to foreigners, and so on. Linguistic forms or dialects which do not conform to this norm are then referred to as " substandard" or (with a less pejorative prefix) " non-standard", though neither term is intended to suggest that other dialects lack standard in any linguistic sense."

exercise on noun types or word relations, while others are based on authentic texts.

5.10.4 Clever nonsense

This section encourages enjoyment of the language through rhymes, riddles and tongue twisters, which were devised to amuse and instruct.

Apart from stimulating learners' interest in vocabulary, it is intended to demonstrate to them the pleasure of playing with words. In reporting on his interviews with learners Monareng (2005) mentioned a suggestion by one of the learners that teachers should have some fun with their learners by making jokes and asking them about things that amused them, such as "soapies" and comedies shown on television.

5.10.5 Topic finder

Some of the users for whom the interactive program is intended (ESL learners and teachers who need help) will probably not be proficient enough in English to locate a specific grammar detail by means of a top-down search through the hierarchical structure of the menus unaided. This calls for a tool to help the user to retrieve grammar information on a specific topic quickly.

However, it soon became clear that creating a glossary with enough information to provide for all the multimedia program users' needs would entail exhaustive lexical work far beyond the scope of the present project. In view of the fact that the program includes a section on dictionary use, the researcher reached the same conclusion as a teacher-respondent who remarked on the need for a glossary suggested in the *wish list*:

"...dictionary is adequate".

The initial idea of providing a glossary, linking grammatical terms to their explanations in the program, was abandoned in favour of a scrolling list of terms, arranged alphabetically. Entries were permuted, so that each term appears as a search term. When clicked on, the search term shows the user the path from the appropriate main section, through the subdivisions to the required topic.

It is hoped that, through repeated exposure to the strings of terms in the topic finder when looking up grammar information, the learner will assimilate an awareness of the grammatical context of the term subliminally, as in Stephen Krashen's hypothesis of *Acquisition-Learning*.

Chapter 6 CONCLUSION

6.1 English as international language

The spread of English as a global language of business, politics, science and technology, in combination with its dominance of the Internet, brought in its wake a continually escalating demand for English language skills. *Heinle Publishing*, a division of *Thomson Learning*, declared in announcing its acquisition of the publishing firm *Language Teaching Publications*:

The global ELT²⁴ market, currently estimated upwards of \$15 billion, is one of the fastest growing educational markets in the world.
(ESL/EFL/Learning English, 2007)

An overview of current literature on topics related to the teaching or learning of English reveals on-going debates about the impact that this English dominance may have on society on an equally global scale.

At one end of the spectrum in these debates, concern is voiced about what is seen as cultural and linguistic subjugation of non-English speaking countries by the Western, Anglo-Saxon, Judaeo-Christian culture of core English-speaking countries. Terms such as "linguistic imperialism" and "cultural imperialism" abound in these discourses. Native English speakers' sole ownership of the English language is also being called into question (Crystal, 1985; Webb, 2002; Patil, 2007 and others).

24. ELT: English Language Teaching

Interested parties at the other end of the spectrum accept that English language skills are essential to functioning in the global marketplace and reflect on the realities of teaching English as a second or foreign language. As regards South African schools, teacher training, cultural pertinence of texts,²⁵ scarcity of suitable teaching aids and support are among the most salient points under discussion. Attention is also paid to ESL/EFL²⁶ language teaching approaches and methods and how best to achieve a balance between ESL and the mother tongue in education (Mahabeer, 2003; Coleman 2003; Constantinescu, 2007 and others).

The substance of these debates, as applicable to the teaching of ESL in South African schools, underlies the researcher's investigation into the problems stated in **1.2** of this thesis.

6.2 Explicit vs. implicit vocabulary teaching

The importance of vocabulary and reading comprehension skills to academic achievement seems to go unchallenged, the main point of disagreement being the effectiveness of the top-down approach, advocated by Elley (2004) and others, vs. the bottom-up approach, defended by Tozcu & Coady (2004) and Nation (2005) and others.

Although explicit teaching of vocabulary and grammar is a characteristic of a bottom-up approach, the researcher concludes that it is virtually impossible to use either of these approaches to the exclusion of the other, as a top-down approach without prior vocabulary acquisition does not seem viable. Thus a more desirable approach seems to be one that includes “both

25. **texts**: use here in the broader sense, encompassing all message- or information-bearing media

26. **ESL/EFL**: English as a second language or English as a foreign language

intentional explicit instruction and scaffolded incidental learning” as advocated by Blachowicz, Fisher and Watts-Taffe (2005).

The approach in the interactive multimedia program based on the researcher's findings, cannot, therefore, be classified as truly bottom-up.

6.3 Advantages of technology for language teaching

Hypermedia in computer-assisted language learning allows designers of language-teaching software to address one of the central problems in ESL teaching, to wit, the lack of exposure to correct English in various contexts. The ability to integrate text, sound, images, animation and video clips into instructional programs was used in the interactive vocabulary program to enrich the learners' exposure to English by the inclusion of pictures, sound files, animation and a video.

The interactive facilities provided by *Authorware* make it possible for learners to take a more active part in their learning, thus counteracting teacher-centred instruction in which they assume a passive role. Choosing their own paths through the program provides a measure of autonomy. Instant feedback provides reassurance and encouragement.

6.4 Further research

Further research on the outcome of vocabulary teaching by means of interactive, multimedia programs similar to that emerging from this research could provide interesting insights into effective EFL teaching.

Investigating the possibilities and concomitant pitfalls of including links in a multimedia program on CD to provide learners with opportunities for online

communication via chat forums, e-mail etc. could contribute towards widening the horizons of second-language learners and teachers. Such contact with others in a similar situation can do much to neutralise a sense of isolation among people who feel marginalized through their non-native-speaking status.

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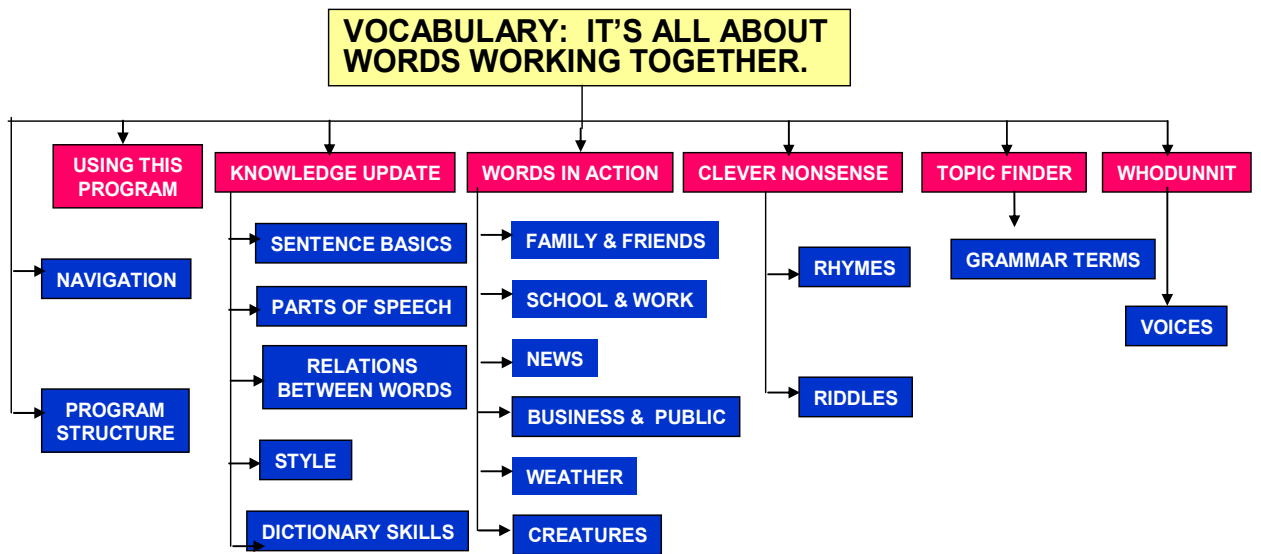
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APPENDIX 1

APPENDIX 1 STRUCTURE OF THE APPLICATION



THE ROLE OF POETRY IN IMPROVING VOCABULARY AND COMMUNICATION SKILLS

IN ENGLISH FIRST ADDITIONAL LANGUAGE: GRADES 7,8 & 9

SECTION A: EXPERIENCE AND EVALUATION

TOTAL NUMBER OF TEACHERS IN SAMPLE: 10

1 Please indicate how many years you have been teaching English as a

First Additional Language.

NUMBER OF YEARS TEACHING ENGLISH

FIRST ADDITIONAL LANGUAGE

1-2	2-5	5-10	10+
1	3	1	5

2 Please indicate how important you consider each of the following First Additional

Language skills.

SKILLS: IMPORTANCE

a. Spelling

b. Grammar

c. Comprehension

d. Vocabulary

e. Other **CRITICAL THINKING SKILLS**

very important	important	of little importance	not important
8	2		
8	2		
8	2		
7	3		
1			

3 How important do you consider the following influences on English First

Additional Language learners' communication skills?

a. Home environment

b. Peer culture

c. Mass media (Radio, TV, daily press etc.)

d. English First Additional Language teaching in schools

e. Other (Please specify on this line.)

FACTORS: SKILL LEVELS

very important	important	of little importance	not important
6	4		
4	6		
7	3		
8	2		

4 How useful do you consider the following genres in developing English

First Additional Language learners'comprehension and vocabulary skills?

a. Novels

b. Drama

c. Poetry

d. Short stories

e. Mass media (e.g. daily press, radio, TV, Internet)

USEFULNESS: GENRES

very useful	useful	less useful	not useful
8	2		
3	7		
4	6		
5	5		
6	4		

5 How important, in your opinion, are the following reasons for teaching poetry to English

First Additional Language learners ?

a. exposing learners to "good" English poetry

b. improving learners' vocabulary

c. improving comprehension

d. enjoying poetry and responding critically to its aesthetic, cultural and emotional values.

e Other

AIMS: IMPORTANCE

very important	important	of little importance	not important
5	4	1	
5	5		
5	5		
9	1		
0			

6 How prblematic is each of the following to you in the use of poetry to develop

English First Additional Language learners' comprehension and vocabulary?

a. Unsuitability of poetry for the purpose

b. Unavailability of suitable poetry anthologies

c. Learners' attitude towards poetry

d. . Other **TIME CONSTRAINTS, OVERLOADED SYLLABI**

POETRY USE: FACTORS

very problematic	problematic	less problematic	not at all problematic
2	1	7	
1	4	5	
3	4	2	1
1			

7 How often do you make use of each of the following teaching aids?

a. Images, e.g. posters, pictures, paintings, overhead projections

b. Newspaper clippings, brochures and other authentic written material

c. Sound recordings, e.g. cassettes, cd's etc.

d. Movies or videos

e. Computer-based language learning software

f. The Internet and World Wide Web

TEACHING AIDS: USE

every day	once a week	once a month	never
1	4	4	1
2	3	5	
		9	1
		9	1
		1	9
		5	5

8 To what extent does each of the following encourage the use of audio-visual aids in

English First Additional Language teaching at your school?

a. Access to and convenience of using equipment and facilities

b. Availability of audio-visual material/software programs with suitable content

c. Help and encouragement from senior staff, authorities

d. Learners' attitudes

e. Other

FACTORS: USE OF TEACHING AIDS

very much	encouraging	very little	not at all
2	6	2	
2	3	4	1
1	5	2	1
4	5	1	
0			

one blank

9 How do you rate the following skills of English First Additional Language learners

in the classes you teach?

- a.** Spelling
- b.** Grammar
- c.** Listening comprehension
- d.** Reading comprehension
- e.** Idiomatic correctness
- f.** Pronunciation
- g.** Passive vocabulary (words understood but not used by the learner himself)
- h.** Fluency of speech
- i.** Active vocabulary (words used by the learner to express him-/herself)
- j.** writing
- k.** literary background knowledge

LEARNER SKILL LEVELS: RATING

excellent	good	not very good	weak
1	1	5	3
	2	7	1
1	2	7	
1	2	5	2
	1	5	4
1	6	3	
1	4	4	1
1	3	3	
	4	5	1
	2	6	2
	1	5	4

three blank

SECTION B: REMARKS AND SUGGESTIONS

10 Which of the following would you find helpful in supplementing your poetry lessons

in English First Additional Language teaching to improve learners' vocabulary?

- a.** Sound recordings of poems for learners to listen to
- b.** Pictures with explanations to help them understand unfamiliar words in poems
- c.** A glossary in which learners can look up explanations to words 1: "DICTIONARY IS ADEQUATE."
- d.** Exercises with feedback for learners to practise on
- E.** Other: GROUP WORK AND PRESENTATION

WISH LIST

7
7
7
10
1

Thank you very much for your co-operation in completing this questionnaire.

THE ROLE OF POETRY IN VOCABULARY AND COMMUNICATION SKILLS:

ENGLISH FIRST ADDITIONAL LANGUAGE, GRADES 8 & 9

TOTAL NUMBER OF LEARNERS IN SAMPLE: 96

APPENDIX 2B: LEARNERS' QUESTIONNAIRE

SECTION A: HABITS, EXPERIENCE, ATTITUDES

1 Please mark in the spaces to the right to show how much time you

spend daily on each of the following

- a. Reading
- b. Playing computer games
- c. Taking part in sport/other outdoor activities
- d. Visiting shopping malls
- e. Other pastimes:

2 How often do you read each of the following?

- a. Poetry
- b. Newspapers, magazines etc.
- c. Material for school assignments, prescribed books
- d. Books and articles about hobbies and interests
- e. Novels, biographies, travelogues etc.

3 Which of the following do you remember learning when you were younger. Please mark all that you can remember.

- a. Riddles, nursery rhymes and songs learnt from parents, teachers or others
- b. Playground rhymes, e.g. "oranges and lemons" or "eeny meeny" etc.
- c. Rhymes/songs to help you learn things, e.g. the alphabet, spelling etc.
- d. Learning poems by heart to say out loud in class
- e. Poetry as part of language classes in the higher grades

LEISURE ACTIVITIES: NUMBER OF LEARNERS

none at all	1 hour or less	2 - 3 hours	3 hours +
12	61	15	7
38	13	11	5
20	30	31	15
17	34	26	17
13	13	13	12

READING HABITS: NUMBER OF LEARNERS

every day	once a week	once a month	never
3	16	31	46
38	45	13	0
29	40	15	10
23	43	21	9
6	24	26	39

POETRY

MEMORIES:

70
63
68
44
33

4 Why do you think learners are taught poetry in language studies?

Please mark all the reasons that you think apply.

- a. To help them enjoy good English poetry
- b. To improve vocabulary and communication skills
- c. To improve comprehension
- d. To enjoy and judge poems critically.
- e. Other reasons. Please explain on this line .REASONS NOT GIVEN

5 Which of these statements best describes your feelings about poetry in English First Additional Language at school?

6 What do you like about English First Additional Language poetry in school?

- a. Listening to a reading of a poem
- b. The interesting pictures and strong feelings it makes me imagine
- c. Exploring the poem's deeper meaning
- d. Learning new words and expressions through it
- e. Studying the rhythm and rhyme etc.

7 Which of the following would make you like poetry in English First Additional Language more? Please mark all the items you would like.

- a. Seeing more pictures of the things or places the poems are about
- b. Listening to sound recordings of poems
- c. Computer programs with pictures and explanations of the words
- d. Computer exercises that tell you if your answers are right or wrong
- e. Other. MUST BE EXCITING; MODERN POEMS; MUST MAKE MORE SENSE; THOSE WHICH TEACH US LIFE LESSONS

**POETRY: PURPOSE
: NUMBER OF LEARNERS**

55
66
49
42
9

POETRY ATTITUDES: NUMBER OF LEARNERS

It's my favourite	I rather like it	I don't like it much	I hate poetry
9	35	48	4

POETRY PREFERENCES: NUMBER OF LEARNERS

like very much	like	don't like much	don't like at all
26	46	21	2
26	44	29	2
23	33	29	8
26	39	23	6
15	30	36	12

**POETRY
WISH LIST**

61
63
54
58
16

SECTION B: BACKGROUND KNOWLEDGE

Test your poetry memory.

8 Write the answer to the riddle below in the space on the right.

a. Little Nancy Etticoat in her white petticoat and her red nose,
The longer she stands, the shorter she grows. What is she?

Fill in the missing words (indicated by ...) in the spaces on the right:

b. Early to bed and early to rise makes a man healthy, ... and wise.

c. hath September, April, June and November ...

d. i before e except

e. One, two, buckle my shoe, three, four

9 Write the main character's name for each of the following rhymes in the correct space on the right.

a. could eat no fat, his wife could eat no lean.

b. went to the cupboard to fetch her poor dog a bone.

c. sat on a tuffet, eating her curds and whey.

d. pudding and pie, kissed the girls and made them cry.

e. sat in a corner, eating his Christmas pie.

10 Please write the number of the poem from the list of titles (1-5)

next to the line which you think is quoted from it.

a. Over the cobbles he clattered and clashed in the dark inn-yard

b. His blind old sheep-dog, Slumber-soon, misses not one of all

c. Children dear, was it yesterday (Call yet once) that she went away?

d. Fools! For I also had my hour; One far, fierce hour and sweet:

e. "I pray thee then, Write me as one that loves his fellow men"

11 The following frequently-used words appear in the above poems.

: NUMBER OF CORRECT ANSWERS

9 CORRECT

NUMBER OF CORRECT ANSWERS

4 CORRECT

5 CORRECT

4 CORRECT

2 CORRECT

CLOZE: NUMBER OF CORRECT ANSWERS

0 CORRECT

1 CORRECT

28 CORRECT

38 CORRECT

0 CORRECT

MATCH LINES & TITLES: NUMBER CORRECT

Title number	List of titles
20	1 The forsaken merman
32	2 Abou ben Adhem
32	3 Nod
21	4 The donkey
24	5 The highwayman

MATCH MEANINGS & WORDS: NO CORRECT

Write the number of each meaning (1-10) next to the correct word.

- a. Drenched
- b. Torrent
- c. Accord
- d. Vision
- e. Scourge
- f. Quiver
- g. Claret
- h. Starve
- i. Amber
- j. Deride

Meaning no.
33
12
18
16
12
18
18
55
13
13

- Meanings**
- 1 red wine
 - 2 feed too little
 - 3 tremble
 - 4 phantom
 - 5 yellow fossil resin
 - 6 whip, punish
 - 7 harmony, agreement
 - 8 soaked, wet all over
 - 9 rushing stream
 - 10 scorn, make fun of

12 In the space provided, please write down the names or first lines of any FIVE poems that you can remember.

10 most common "poems" named, learners' own spelling



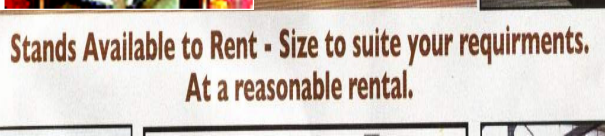
- 1. Humpty Dumpty
- 2. Little Miss Muffet
- 3. Jack & Jill
- 4. Georgie Porgy
- 5. Twinkle, twinkle, little star
- 6. Itsy bitsy spider
- 7. One two, buckle my shoe
- 8. One, two, three, four
- 9. The squirrel
- 10. It's raining, its boaring, the old man is snoring

37
18
15
14
5
7
5
2
2
2

Thank you very much for your help by completing this questionnaire.

APPENDIX 3: Surrounded by errors


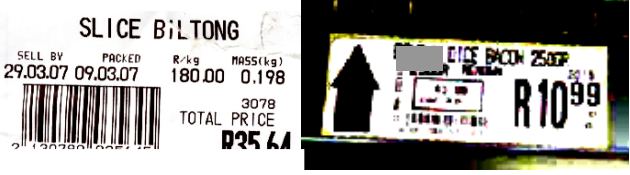
SPELLING

		<p>Price labels, supermarket, Stellenbosch, Misspelling of <u>delight</u> and <u>assorted</u></p>
		<p>Advertisement in brochure distributed to home owners.</p>
	<p>“Suite” instead of <u>suit</u>, <u>e</u> omitted from <u>requirements</u>, “At a reasonable rental” <u>phrase</u> without verb <u>treated as a full sentence</u>.</p>	
<p>Two different misspellings of <u>broccoli</u> for the price of one “brocilli” and “broccoli”.</p>		

CONCORD AND INFINITIVE


<p>The competition is open to all <u>XXXXXXXXXX</u> card holders who <u>resides</u> in South Africa and <u>is</u> over the age of 18 years. Any winner drawn under the age of 18 years will require permission from <u>their</u> legal guardian/parent to accept the prize and for use of <u>their</u> details in any advertising and promotional material.</p> <p>From <i>Terms and conditions</i> of a promotional competition run by a well-known bank.</p>	
<p>Generally clumsy style, faulty concord for <u>reside</u> and <u>are</u>. Wrongly related possessive adjectives “their”, referring to “winner” instead of <u>his/her</u>.</p>	
<p>Concord mistake (“end” instead of <u>ends</u>)</p> 	<p>Superfluous split infinitive (“to” should simply be omitted).</p> 
<p>Durable and costly notices at a Prime building site, beachfront, Strand</p>	

OMITTED PAST PARTICIPLES

 <p>Chain store, Somerset Mall The past participle is often ignored in store notices and on price labels, e.g. the ubiquitous “reduce to clear” instead of reduced at bargain tables.</p>	 <p>Delicatessen departments offer a wide range of participle mistakes, e.g. “slice” biltong, “dice” bacon, “cook” tongue in aspic, “smoke” ham etc., which should be sliced, diced, cooked, smoked.</p>
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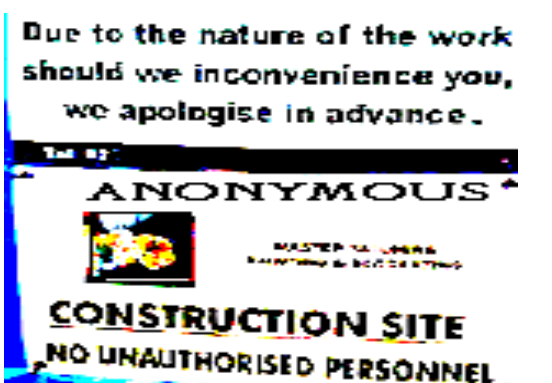

MISPLACED PAST PARTICIPLE

VOCABULARY: WORD CHOICE ERROR

 <p>Erring to the other side, an advertisement in the “vacancies” section of a daily newspaper calls for the services of a “matured” lady instead of a mature one!</p>	<p>Assistant Guesthouse Receptionist Stellenbosch</p> <ul style="list-style-type: none"> General admin duties Guest Relations Communication skills Computer literacy Working shifts and every second weekend on duty Experience beneficent Honest, trustworthy & reliable own transport CV not more than 3 pages 	<p>A _____ vacancy, advising that experience would be “beneficent” instead of “beneficial” or “an advantage”. From a local weekly newspaper.</p>
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University campus, Stellenbosch

STYLE AND VOCABULARY

 <p>Building works, campus, University of Stellenbosch</p> <p>The formerly brief and clear notices at construction and refurbishment sites are making way for a clumsy, pretentious style, usually starting with a subordinate clause. “No unauthorised <u>personnel</u> “ creates the impression that, to the creator of the notice, this means the same as “no unauthorised persons”.</p>	 <p>This official notice, strategically placed at enclosures where gas cylinders are situated, manages to mangle more than one language at a time. “Naked lights” should be naked flames</p>
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AND SO SAY ALL OF US!

!



Die Burger, Wednesday, 29 August 2007. Photo Yunus Mohamed.

If upmarket conference venues, advertisers and cabinet ministers misspell simple words, it is not surprising that the "man in the street" should follow suit.

A demonstrator proudly displays his placard with its misspelt "buses" and adjective "lawless" used in the place of the adverb "lawlessly".

Photographs by the researcher, except where otherwise indicated. Care taken to protect identities of enterprises and advertisers involved where possible.

APPENDIX 4: Officialdom is not exempted.



'Manto's report says beatroute strengthens the commune system in the fight against deceases.'

Cape Times

Thursday, 2 August 2007, p. 5

Spelling errors prove costly for public hospitals

RICHARD DAVIES

Sapa

FAILURE to "saturate" a patient, causing another to suffer "importance" by not referring him to a urologist, and a fractured "fumer" are among the reasons given by Health Minister Manto Tshabalala-Msimang for public hospitals being sued for over R26 million last year.

In a written reply to a parliamentary question, tabled yesterday, she said hospitals around the country had paid out R10.9 million of this total, claimed by patients for negligence or malpractice following incorrect treatment.

Contained within her list of

34 such incidents – including cases where patients suffered injury and pain, and sometimes died – is some equally tragic spelling.

In one case, which resulted in a settlement of R80 000, an "unmonitored psychiatric patient jumped out of hospital window and sustained fractured fumer (sic) and dislocated elbow".

Another reads: "Failure to refer patient to a urologist, resulting in him suffering from importance (sic) and penis being amputated." The man was awarded R465 000.

Yet another public hospital client was "attached (sic) by a psychiatric patient", resulting in a R667 000 settlement.

In one case, which led to a patient bleeding to death, there was a failure by staff "to saturate (sic) patient after delivery of baby".

Tshabalala-Msimang said in her reply that negligence cases were a "rare exception to the usually excellent medical care" given at public hospitals. "In addition, the bare facts and figures cannot be ascribed to a single act or omission, but are the end result of a series of events, none of which are intentional."

Ministerial spokesperson Sibani Mngadi said: "The figures of the incidents is information provided directly by provincial officials." The provinces, he said, were the Eastern Cape and North West.

APPENDIX 5

The Squirrel

The poem below emerged from a search through anthologies and on the Internet as one possibly named to by two learners in their questionnaire as a poem remembered.

The Squirrel

Anonymous

Whisky, frisky,
Hippity hop;
Up he goes
To the tree top!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly
What a tail!
Tall as a feather
Broad as a sail!

Where's his supper?
In the shell,
Snappity, crackity,
Out it fell.

[online] Available:

<http://www.scrapbook.com/poems/doc/1777/33.html> [5 February 2008]