Computer-assisted Language Learning for Setswana for beginners: An evaluation of two programmes

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ABSTRACT

The question that this study attempted to answer is: How effective are the Tsenang! and Twenty-Minute-Setswana courses for the acquisition of beginner Setswana measured against the criteria for course evaluation?

Approaches and methods in language teaching were firstly reviewed. This was followed by an overview and comparison of Second Language Acquisition approaches and methods to determine which of them relate to the two courses.

Syllabus design and -types were then discussed. Different models of course design were compared, and the creation of a new model, based on a synthesis of existing models, was suggested.

An overview of the concept of course evaluation followed the course design discussion. Various models of course evaluation were investigated, and the new suggested model was also based on this information.

Thereafter the method of research in the study was discussed in more detail. The data collection and procedures that were followed were explained and described. Various instruments were used. For the practical analysis there were pre- and post-tests, a questionnaire, comments, observations and interviews. For the theoretical analyses an Evaluation Criteria Framework was developed by the researcher, with insight from models of course design and -evaluation.

In the analysis, the questions from the Evaluation Criteria Framework were answered with cross-references to models in the literature study.

It was concluded that, from a pedagogical perspective, the Tsenang! course is a much more functional course than Twenty-Minute-Setswana in every aspect that was explored in this study. Tsenang! is an excellent choice for an interactive Beginner Setswana course. However, it was developed some years ago, in 2003, and has become quite outdated. It is therefore recommended that its software be updated urgently.

Key terms: Course design, course evaluation, Computer-assisted language learning (CALL), language acquisition theories, second language acquisition (SLA), foreign
language acquisition (FLA), effectiveness of CALL courses, Setswana, *Tsenangl*, *Twenty-Minute-Setswana*. 
Die vraag wat hierdie studie probeer antwoord, was: Hoe effektief is die Tsenang! en Twenty-Minute-Setswana kursusse vir die aanleer van Beginner Setswana, gemee aan die kriteria vir kursusevaluering?

Benaderings en metodes van taalonderrig was eerste onderzoek. Dit was gevolg deur ’n oorsig en vergelyking van benaderings en metodes van Tweede-taalverwerwing om te bepaal of aspekte hiervan in die twee kursusse voorkom.

Vervolgens was sillabusontwerpe en -tipes bespreek. Verskillende modelle van kursusontwerp was met mekaar vergelyk, en die ontwerp van ’n nuwe model, gebaseer op die sintese van bestaande modelle, was voorgestel.

’n Oorsig van die konsep, kursusevaluering, het gevolg. Verskillende evalueringsmodelle was ontleed en die nuwe voorgestelde model, het ook informasie hiervan bevat.

Daarna was die navorsingsmetodologie in detail bespreek. Die dataversameling en prosedures wat gevolg was, was verduidelik. Verskeie instrumente was gebruik. Vir die praktiese analyse was daar voor- en na-toetse, ’n vraelys, kommentaar, observasies en onderhoude. Vir die teoretiese analyse het die navorser ’n evalueringskriteria raamwerk ontwerp na aanleiding van insigte uit die kursus- en evalueringsmodelle. Dit het dan gedien as die nuwe voorgestelde model.

Tydens die analyse, was die vrae van die evalueringskriteria-raamwerk beantwoord met kruisverwysings na modelle uit die literatuurstudie.

Uit elke aspek wat geëvalueer was in hierdie studie, was daar uit ’n pedagogiese perspektief afgelei dat Tsenang! ’n baie beter funksionele kursus is as Twenty-Minute-Setswana. Tsenang! is ’n uitstekende keuse vir ’n interaktiewe beginner kursus in Setswana. Aangesien dit in 2003 ontwerp is, is dit egter heelwat verouder. Dit word voorgestel dat die sagteware van Tsenang! dringend opgegradeer moet word.
**Sleuteltermen:** Kursusontwerp, kursusevaluering, rekenaargeassisteerde taalaanleer, taalverwerwingsteorieë, tweedetaalverwerwing, vreemdtaalverwerwing, effektiwiteit van Rekenaargeassisteerde taalaanleer, Setswana, *Tsenang!, Twenty-Minute-Setswana.*
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CHAPTER 1: INTRODUCTION

1.1 Introduction

In this study, two courses for the acquisition of Beginner Setswana – *Tsenang!* and *Twenty-Minute-Setswana* – are evaluated against a set of criteria for course evaluation. Based on this evaluation, differences and shortcomings in the two courses will be identified.

1.2 Problem statement

Communication in South Africa between speakers who use Afrikaans or English as a home language, and those who use an indigenous African language as a preferred language, is still not as open and free as it could be (Neethling, 2008). With the development of technology and easy access to computers and online learning – both at institutions for learning and for individual use – language practitioners have realised the potential of using computers to assist with language learning (Chen & Zhangt, 2013). Moreover, the advantages of computer-assisted language courses appeal to many individuals, and in particular to those who want to learn a language independently.

Regrettably not many computer-assisted language courses developed in South Africa or elsewhere are available for the acquisition of Setswana. One of the first South African attempts to use a computer for Setswana acquisition was developed at the former Potchefstroom University for CHE (now North-West University) in 2003.

The *Tsenang!* course by Pretorius and Berg (2003) saw the light as a result of the *Multitaal* project, which was designed and developed in Belgium. The driving force behind the *Multitaal* initiative was an experienced and dedicated language practitioner, Prof. Lut Baten. In 1997, Baten and Bert De Couter (Catholic University of Leuven, Belgium), together with Daan Wybenga and Gert Jooste (Vista University, South Africa), developed an e-learning platform for foreign language acquisition, titled *Multitaal*. In collaboration with colleagues from various other universities, this authoring tool was used to develop interactive multi-media e-learning courses for various languages and various target groups, such as *Instap!Nederlands* (1999), *Instap!E4B* (2001), *Instap!Afrikaans* (2002),
Tsenang! (2004) and Ngenani! (2004). Although the basic Instap courses were based on a European model, it was adapted for a South African context. The theoretical framework on which Multitaal was designed, used a hybrid approach. Not only does this approach use the best of both worlds in terms of pedagogical tools and methods, but it also accommodates different learning styles and learning strategies (Van Huyssteen, 2006). It seems as if the two courses in question were also designed with a hybrid as well as an eclectic approach. In an eclectic method, various approaches and methodologies to teach language are combined, and different teaching methods are borrowed and adapted to suit the requirements of the learners. Kumar (2013:1) summarizes the eclectic method as “a combination of different methods of teaching and learning approaches”.

Based on that, these approaches manifested in the following content: The Tsenang! course consists of four chapters, with different themes, which are divided into lessons. Specific functions, grammar, skills and lexical items are linked to the lessons. The programme also includes exercises for the assessment of the functions, grammar, skills and lexical items. The final product was licenced and released in 2003. The programme is available on DVD and NWU includes a textbook when the course is taught as a short course.

A new course, Twenty-Minute-Setswana, was introduced in South Africa in 2014. It was developed by Thean Heynecke, who based his course on the UK-based Radio Lingua’s Coffee Break French and Coffee Break Spanish courses. He was assisted by Johan Zerwick, an institutional interpreter at NWU. The only article written on a Coffee Break course, is one by Karlsson Soderstrand in 2015, who was a PhD student at the Lund University in Sweden at the time. The article involved an evaluation of the Coffee Break French course. The Twenty-Minute-Setswana course consists of 23 chapters which are included in a textbook, accompanied by various DVDs. The textbook introduces new Setswana words and phrases, and gives grammar notes at the end of each chapter. There is a DVD for the lessons, one for vocabulary recall, and two bonus lesson DVDs. This course is also taught alternatively NWU as a short course by NWU.

These two courses are both CALL courses: computer-assisted language learning (CALL) is defined as “the search for study of applications of the computer in language teaching and learning” (Levy, 1997:1). CALL embraces a wide range of information and communications technology applications and approaches to the teaching and learning of
foreign languages, which differs from the traditional drill-and-practise programmes that were used earlier. These two programmes are both taught by NWU as short courses for the acquisition of Setswana for beginners.

In second and foreign language acquisition, language acquisition is underpinned by the theory of the nature of language as well as an underlying theory for the acquiring of a foreign language (Richards & Rodgers, 2014:20 – 28).

The theory of the nature of language implies that language is a very complex phenomenon and is studied from the perspective of many different disciplines (Richards & Rodgers, 2014:22). In their book, Richards and Rodgers (2014) review seven models of language that have influenced language teaching methods and approaches. Applicable models for the study are discussed in Chapter 2.

The underlying theory for the acquiring of a foreign language implies that although specific theories of the nature of language may provide the basis for a particular teaching method, all methods reflect, either explicitly or implicitly, a theory of language learning (Richards & Rodgers, 2014:25). Research on second language acquisition has led to the development of a rich and diverse set of theories to explain how languages are learned. Richards & Rodgers (2014:22), further state that language is a very complex phenomenon and is studied from the perspective of many different disciplines. A number of different theoretical views of language and the nature of language proficiency inform current as well as less recent approaches and methods in language teaching (see 2.1 and 2.1.1)

The question that is relevant to this study, is whether these two courses differ in terms of the nature of language and the underlying theories for the acquisition of language. It is apparent that they do indeed differ. These two courses were developed twelve years apart. In that time, as technology evolved, there were many developments in the CALL field. The language models and views that were discussed in the previous paragraphs appear in both of these courses. Based on the table of contents it seems that Tsenang! is presented in a more structured order overall than Twenty-Minute-Setswana. This statement will be described in the Evaluation Report in Chapter 7 (see 7.3.2).

The question arises of how software programmes for CALL in Setswana may be evaluated, given that Setswana differs fundamentally and structurally from European
languages. An important requirement for any course is that it should achieve its aims, and therefore these courses should be evaluated. The effectiveness of the two courses has not yet been determined through research. Through insights gained from methods of course design, course evaluation and SLA theories and approaches, it will be possible to evaluate these two courses. The purpose of evaluation is to collect information systematically in order to indicate the worth or merit of a programme (Weir & Roberts, 1994:4). The evaluation is determined by the method that is selected. Bax (1997:239) points out that language programme evaluation, when used sensitively and fairly, and when accessible to all the parties involved, can be a useful mechanism for productive change.

This study focuses on (1) theories of course design and (2) evaluation criteria for CALL. Lynch (1996) also refers to the need to evaluate the effectiveness of a teaching and learning programme. Any teaching and learning situation is dynamic and needs to be improved constantly through critical analysis and evaluation of the content and methods used in the course. This will ensure that the course remains relevant and of high quality. In addition, second language acquisition (SLA) theories, approaches and methods are also fundamental for this study. For example, Van Patten and Williams (2008:9-12) provide an overview of SLA theories, identifying nine prominent points in the form of theories, models and frameworks. In terms of the post-method era, Richards and Rodgers (2014) identify approaches such as using a core set of theories and beliefs; a variety of interpretations; individual application; and prescriptions and techniques concerning language teaching. They also mention that the nature of methods is linked to specific claims and practices, and that it determines what and how to teach. Methods are seen as a rich resource of activities and are relatively fixed in time, with little scope for individual interpretation (Richards & Rodgers, 2014). As far as the evaluation criteria for CALL courses are concerned, Chapelle (2004), Lasnier (2000), the Department of Education on Prince Edward Island (2008) and Brown (1989) are used as a starting point. In 2004, Chapelle proposed a set of six general evaluation criteria for determining the appropriateness of a given CALL task to support language acquisition. These criteria are reprised in an evaluation study by Jamieson, Chapelle and Preiss (2005:94). Lasnier, Morfeld and Borneto (2000) started with the examples of good practice in the design and evaluation of language learning materials in Europe, in the form of a Quality Guide. For the purpose of this study, the design stage is the most relevant. Although the quality guide
was developed for German, Italian and English (thus for European languages), it gives an overview of the different aspects that have to be considered when programmes/materials are being planned and evaluated. It comprises the sectors and sub-categories which are illustrated in Figure 1-1. No evaluation exists for language learning material for African languages, in particular Bantu languages.

![Diagram of design stage of learning process]

**Figure 1-1:** Elements of the design stage of the learning process

In 2008, the Department of Education of Prince Edward Island, Canada, produced a guide for the *Evaluation and Selection of Learning Resources*. It pointed out that when a DVD/video programme was evaluated the visual component became even more important. Narration, sound effects and music are all factors to be considered. The medium is meant to engage its audience and should keep their interest throughout its presentation. Today's students are sophisticated and demanding visual consumers.
This guide also groups the criteria for evaluating learning resources under the four main headings of Content, Instructional Design, Technical Design and Social Considerations. The criteria are intended to encourage evaluators to think critically about the resource and to evaluate some of its detailed aspects. For the purpose of developing the evaluation framework in this study, Table 1-1 of Richards & Rodgers (2014:36) will be taken into account (also see 3.3.4). At the level of design, a method will advocate the use of certain types of teaching activities as a consequence of its theoretical assumptions about language and learning which entails the choosing of activity types. At the level of procedure, the focus is on how tasks and activities are integrated into lessons and used as the basis for teaching which entails the planning of activities. The last level of conceptualisation and organization within a method is referred to as procedure. This entails the performing of activities which are the actual classroom techniques, practices and behaviours (Richards & Rodgers, 2014:35).

### Table 1-1: Elements and sub-elements that constitute a method

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<th>Design</th>
<th>Procedure</th>
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<td>a. The general and specific objectives of the method</td>
<td>a. Classroom techniques, practices, and behaviours observed when the method is used</td>
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<td>b. A theory of the nature of language learning</td>
<td>b. A syllabus model</td>
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<td>f. The role of instructional materials</td>
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Any evaluation of a course is based on the three dimensions of formative vs summative, process vs product and quantitative vs qualitative: A formative evaluation involves gathering information that will be used to improve the programme, while a summative evaluation is used to determine whether a programme is effective; a product perspective
determines whether the goals of the programme are achieved, while a process perspective determines what it is that is going on in a programme that helps to arrive at those goals; a quantitative analysis makes use of test scores, while a qualitative analysis makes use of observation and interviews. Brown (1989) points out that, in order to arrive at a comprehensive evaluation of a programme, all these dimensions need to be included. A qualitative and a quantitative approach can include the formative, summative product and process perspectives.

The problems which guide this study were identified as the following:

- The two Setswana courses in question have never been evaluated before.
- The models for course evaluation were developed mainly for European languages (also see 1.2) and it is unclear to which extent they are applicable to Bantu languages.
- It is not known how effective these two courses are.

1.3 Research aim

The question that this study will attempt to answer is:

How effective are the *Tsenang!* and *Twenty-Minute-Setswana* courses for the acquisition of Setswana measured against the criteria for course evaluation?

The aim of the study is to evaluate the *Tsenang!* and *Twenty-Minute-Setswana* courses in terms of the design elements (Figure 1-1) with specific focus on:

- their content, activities and materials;
- students’ achievement of the course aims and attitudes and experience;
- use of technology;
- any problems related to the course;
- listing similarities and differences; and
- identifying differences and shortcomings in the two programmes.
These elements are similar to those of Lasnier, Morfeld and Borneto (2000).

1.4 Research method

**Literature** in the areas of language proficiency, syllabus and course design as well as course evaluation will be studied and analysed. This study will also explore various language acquisition theories. This will involve a substantial analysis of literature.

The **empirical research** will be based on a mixed-method design, using both quantitative and qualitative research methods. The use of a variety of methods to collect data allows the researcher to validate findings through triangulation, in that the same pattern or example of behaviour is sought in different sources. The use of the process increases the reliability of the conclusions that are reached (Selinger & Shohamy, 1989). See descriptions available in Chapter 5.

In the **quantitative research**, two sets of instruments will apply: a pre- and post-test and a questionnaire. NWU Statistical Support Services proposed that the same test should be written as a pre- and post-test. In the South African context, people often pick up bits of a Bantu language spoken in their region, without acquiring the language. A pre-test-post-test would therefore reveal to what extent the students who enrolled for the courses have indeed acquired the Setswana language. The questionnaire will be developed by the researcher and will be piloted beforehand on the 2017 second intake of students enrolled for the Setswana short course. The questionnaire will contain both closed and open-ended questions regarding Content, Instructional design, Technical design and open-ended questions. A standard Likert scale will be used. The two sets of both tests will be compared to indicate the pre-test-post-test differences. A t-test will apply to determine whether there will be an effect on the students. The effect size recommended by Cohen must be considered in the results. However, it has to be taken into consideration that attempts to prove the impact of educational intervention, such as the possible effect of a programme, are very difficult and controversial. For this reason, the emphasis of this study will be on the qualitative research results, and the results obtained by quantitative means must be considered of supplementary value. Statistical Support Services of NWU will assist with the analysis of the results.
The qualitative research will aim at collecting additional data on the two courses. An analysis will be made of the existing course material of the two courses. This analysis will be based on criteria developed from the survey of the literature. Two focus groups of students will be interviewed separately after they have completed the two courses. This step will be essential in order to adhere to the validity of the study. The purpose of the interviews will be to confirm what information has been derived from the questionnaire and to follow up on findings. After each class the lecturer will write reflective notes on the success of the class or activity. These observations will thus be unstructured and of an open nature. The data collected will be analysed in terms of the evaluation criteria to determine the effectiveness of the two courses. This analysis will lead to a conclusion of differences and shortcomings in the two programmes.

All instruments will have to be submitted to the Ethics Committee for Languages at NWU for ethical clearance. This will be done in two phases:

- Phase 1: Pre-approval of instruments.
- Phase 2: Final approval after instruments had been developed.

Applications would be submitted only after CAD (Committee for Advanced Degrees) approval has been obtained.

1.5 Chapter division

Chapter 1: Introduction:
Orientation, problem and aims

Chapter 2: Applicable SLA theories and approaches

In this chapter, the approaches and methods in language teaching are firstly reviewed. This is followed by an overview and comparison of Second Language Acquisition approaches and methods (current and alternative twentieth century).

Chapter 3: Course design
The chapter briefly discusses syllabus design and types. Different models of course
design are compared, and a new model, based on a synthesis of existing models is
suggested.

Chapter 4: Course evaluation

This chapter provides an overview of the concept of course evaluation. Various models
of course evaluation are investigated, and a new model is developed based on these.

Chapter 5: Method

This chapter discusses the method of research in the study in more detail. The data
collection and procedures that were followed are explained and described.

Chapter 6: Data and data analysis

The theoretical and practical data are discussed.

Chapter 7: Conclusion

This chapter provides a brief conclusion to identify differences and shortcomings.
CHAPTER 2: APPLICABLE SLA THEORIES, APPROACHES AND
METHODS

2.1 Introduction

Richards and Rodgers (2014:3) argue that “the notion of a systematic set of teaching
practices is based on a particular theory of language and language learning”. The method
case in teaching is therefore controversial and has far-reaching consequences, and
the quest for better methods was a pre-occupation of many linguists and teachers
throughout the twentieth century. Richards and Rodgers (2014:15) further point out that
the different teaching approaches and methods that have emerged over time, had
assumptions about how a second language is learned and often had very different
characteristics in terms of goals and preferred teaching techniques. Nevertheless, they
all agreed that if language learning is to be improved, it would have to be done through
changes and improvements in the teaching method. History shows that efforts to improve
the effectiveness of language teaching often focused on changes in teaching methods.
These changes have reflected changes in the goals of language teaching: oral proficiency
became more important than reading comprehension as the goal of language study.
These changes were also reflected in the nature of language and of language teaching.

In this chapter, approaches and methods in language teaching will firstly be reviewed in
terms of the theory of language, the theory of learning and the relationship between the
two. Then an overview and comparison of Second Language Acquisition approaches and
methods (current and alternative twentieth century) will follow, to determine which of them
are applicable to the two courses in question (Tsenang! and Twenty-Minute-Setswana).

2.2 Approaches and methods in language teaching

Edward Anthony (1963:63-67), an applied linguist in the USA, identified three levels of
conceptualisation and organisation, which he termed approach, method and technique.
He uses a hierarchical arrangement. The organisational key is that techniques involve a
method which is consistent with a certain approach. According to Anthony’s model:
• **Approach** is the level at which assumptions and beliefs about language and language learning are specified.

• **Method** is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.

• **Technique** is the level at which classroom procedures are described.

Anthony’s model today still serves as a useful way of distinguishing between different degrees of abstraction and specificity found in different teaching proposals (Richards & Rodgers, 2014:21). According to Anthony (1963:67), *approach* refers to theories about nature of language and language learning that serve as the source of practices and principles in language teaching. In other words, it refers to the “philosophy” or belief system that a method reflects (Richards and Rodgers, 2014:22). For the purpose of this study, the linguistic and psycholinguistic aspects of the approach will be explored.

### 2.2.1 The theory of language

Richards & Rodgers (2014), describe various theories of language. This section provides a brief overview of seven of these theories that have influenced language teaching methods and approaches (also see Appendix A).

#### 2.2.1.1 The Cognitive Model

The Cognitive Model is based on the idea that language reflects properties of the mind. Atkinson (2011:4-5) identifies a number of core features and assumptions of a cognitive view:

- The mind as a computer – the mind is a set of operations that take in input, process it, and produce output.
- Representationalism – the mind stores internal representations of external events.
• Learning as abstract knowledge acquisition – the mind abstracts the rules of the competence that underlies linguistic performance, as proposed by Chomsky’s theory of universal grammar in the 1980s.

The Cognitive Model is the most clearly reflected in the following theories and approaches:

• The Grammar-Translation Method – the idea that the learner has built up knowledge of the principles of language by abstracting its rules through a study that includes grammar and translation-based activities.

• Cognitive-Code Approach – the organisation of language around grammar while allowing for meaningful use and practise of the language.

• The Silent Way.

2.2.1.2 The Structural Model

According to Richard and Rodgers (2014:23), the Structural Model uses the approach that language is a system of structurally related elements for the coding of meaning. The target of the language learning is the mastering of phonological units, grammatical units, grammatical operations and lexical items.

The Structural Model is the most clearly reflected in the following theories and approaches:

• Audio-Lingual Method

• Situational Language Teaching

• Total Physical Response
2.2.1.3 The Functional Model

The Functional Model takes the view that language is the vehicle for the expression of functional meanings and for performing real-world activities. This model is linked to the concept of communicative competence, as defined by Brown (1994:227):

- Communicative competence is that aspect of our competence which enables us to convey and interpret messages and to negotiate
- meanings interpersonally within specific contexts and
- it is the knowledge that enables a person to communicate
- functionally and interactionally.

The Functional Model is especially reflected in the following theories and approaches:
- Communicative movement
- Competency-based language teaching

2.2.1.4 The Interactional Model

The Interactional Model sees language as a vehicle for the realisation of interpersonal relations and for the performance of social transactions between individuals (Richards & Rodgers, 2014:24). Language is seen as a tool for the creation and maintenance of social relations. Interaction has been central to theories of second language learning. Rivers (1987:4) defined the interactive perspective in language education as that “[s]tudents achieve facility in using a language when their attention is focused on conveying and receiving authentic messages”.

The Interactional Model is best reflected in the following theories and approaches:
- Task-based Language Teaching
- Content- and Language-Integrated Learning (CLIL)
2.2.1.5 The Sociocultural Model

Richards and Rodgers (2014:24) argue that knowledge is constructed through social interaction with others and reflects the learner’s customs, beliefs, culture and collaborative activities in which they engage. In the Sociocultural Model the social context is central, and the language is a communicative activity. It is related to the Interactional Model.

The Sociocultural Model is reflected the most in the following theories and approaches:

- Task-based Language Teaching
- Content-based Instruction
- Cooperative Language Learning

2.2.1.6 The Genre Model

In the Genre Model, the texts are the units of discourse that occur in different genres. Norms of language usage, such as business, medicine, literature, etc., are areas of human activities, known as genres.

Feez (1998:5) summarised the main concepts of this model of language as follows:

- Language is a resource for making meaning.
- The resource of language consists of a set of interrelated systems.
- Language users draw on this resource each time they use language.
- Language users create texts to create meaning.
- Texts are shaped by the social context in which they are used.
- The social context is shaped by the people using language.

The Genre Model is reflected primarily in the following theories and approaches:

- Text-based Instruction
• Content-based Instruction

• Content- and Language-Integrated Learning (CLIL)

2.2.1.7 The Lexical Model

Rather than seeing lexis and grammar as discrete, they are viewed as being intrinsically related in this model (Schmitt 2004; O’Keefe, McCarthy & Carter 2007). This model highlights the interrelatedness of grammar and vocabulary and prioritises the role of lexis and lexical chunks or phrases in language.

The Lexical Model is particularly reflected in the following theories and approaches:

• Lexical Approach

• Content-based Instruction

• Content- and Language-Integrated Learning (CLIL)

The brief descriptions above offer a representation of some of the different models of language that are reflected in language teaching methods. However, the models are in nature incomplete, and need to be complemented by theories of language learning. This will be discussed below.

2.2.2 The theory of learning

According to Richards and Rodgers (2014:25) language learning theories account for the cognitive, personal, interpersonal and social processes which learners use in second language learning. Although specific theories of the nature of language may provide the basis for a particular teaching method, as seen above, all methods also reflect a theory of language learning. To explain how languages are learned, research on second language acquisition has led to the development of a rich and diverse set of theories. Different methods draw on different learning theories, and often more than one (also see Appendix A).
2.2.2.1 Behaviourism

According to Behaviourism, learning involves habit formation, repetition and reinforcement (Skinner 1957). This theory was based on the view that learning is a process in which specific behaviours are acquired in response to specific stimuli. Language was taught through extensive drilling and repetition exercises, with a minimum chance of making mistakes. This theory provided the basis for the Audiolingual Method.

2.2.2.2 Cognitive-Code Learning

This view was developed in the 1960s as an alternative to Behaviourism. Richards and Rodgers (2014:26) emphasise that language learning was a cognitive process which depended on both deductive and inductive learning as well as meaningful practise (cognitive processing and mental effort).

The following methods can be linked to Cognitive-Code Learning:

- Situational Language Teaching (Richards & Rodgers, 2014:44) – the PPP procedure: Presentation, Practice, Production

- The Silent Way

2.2.2.3 Creative-Construction Hypothesis

This theory suggests that learning is not simply a question of reproducing input, but a creative process that has common features regardless of the learner’s background. The focus is on communication of meaning rather than a grammatically precise use of language (Richards & Rodgers, 2014:26).

This theory reflects in the following teaching methods:

- Communicative Language Teaching
• Task-based Language Teaching

2.2.2.4 Skill-learning

The Skill-learning theory suggests that complex uses of languages are made up of a hierarchy of skills (integrated sets of behaviours that are learned through practise). Learning involves development from *controlled to automatic processing* (Ortega 2009). Many language teaching methods treat language learning as skill-based learning.

2.2.2.5 Interactional Theory

Central to this view of learning is the concept of negotiation of meaning: learning is an interactive process and it depends on learners working together to achieve mutual understanding. According to Richard and Rodgers (2014:27) this is the modification of input learners receive when they communicate with more advanced learners or native speakers, and the kind of feedback they receive. These processes in a sense “teach” the language, and the role of instruction is to support these interactive processes in the classroom.

Aspects of the Interactional Theory are reflected in:

• Communicative Language Teaching
• Task-based Language Teaching

2.2.2.6 Constructivism

Rather than viewing learning as a passive process and the result a process of transmission, William and Burden (1997) see learning as something that results from the learner’s internal construction of meaning. Constructivism is another learning theory that has had a powerful influence on education and on theories of second language learning. It involves the work of John Dewey and Jean Piaget on child development as well as the work of Lev Vygotsky.
Constructivism emphasises that learners are actively involved in their own process of learning. Richard and Rodgers (2014:27) describe it as a dynamic process that has both cognitive dimensions (as the organiser reorganises new knowledge on the basis of existing knowledge) and social dimensions (as the learner interacts with others and solves problems through dialogue). Learning is student-centred and learning-based, where students ask questions and explore multiple interpretations of meaning, and where the teacher acts as facilitator and guide (restructuring, schema theory, scaffolding).

Constructivism manifests in:

- Communicative Language Teaching
- Community Language Teaching
- Cooperative Language Learning
- Whole Language

### 2.2.2.7 Sociocultural Learning Theory

This theory views language learning as a result from dialogue between a learner and a more knowledgeable person and can be seen as an extension of both constructivism and the interactional theory. Richards and Rodgers (2014:28) summarise this theory as follows:

- The term *sociocultural* means that learning takes place in a particular social setting (e.g. a classroom),
- In which there is interaction between people (teachers and students), objects (texts, books, images), and
- culturally organised activities and events (instructional acts and sequences).

An important part in the sociocultural learning theory is scaffolding (a kind of joint problem-solving activity between teacher and student). Current teaching proposals that play an important role in this scaffolding process, are:
• Task-based Language Teaching
• Content- and Language-Integrated Learning (CLIL)

2.2.2.8 Individual factors

Richards and Rodgers (2014:28) have found that teaching methods often seek to take into account the attributes of individual learners, such as learning-style preferences, affective factors, motivation and learning strategies. The following methods may seek to match some of the above-mentioned attributes:

• Content-Based Instruction
• Natural Approach
• Cooperative Language Learning
• Task-based Language Teaching

2.2.3 The relationship between language theory and learning theory

There are different possible pairings of language theory and learning theory that might work well together. In other words, there often appears to be natural affinities between certain theories of language and theories of language learning.

With respect to language theory, we are concerned with a model of language competence and of basic features of linguistic organisation and language we use. With respect to learning theory, we are concerned with the central processes of learning and of the conditions believed to promote successful language learning (Richards & Rodgers, 2014:29). These principles may or may not lead to a method. Informed by a particular view of language and a particular theory of learning, facilitators and teachers can develop their own teaching procedures. Richards and Rodgers (2014:29) also note that “approach does not specify procedure”.
2.3 An overview and comparison of language learning approaches and methods
(Current and alternative twentieth century)

As mentioned above, an approach describes the nature of the subject matter to be taught, while a method is the procedure for the orderly presentation of the language material. In their book *Approaches and methods in language teaching*, Richards and Rodgers (2014) compare approaches and methods to enable the reader to gain an overview of these theories. A summary of this overview and comparison appears in Appendix A.

2.4 The approach to language learning in *Tsenang!* and *Twenty-Minute-Setswana*

The above overview of different approaches and methods attempted to distinguish which of these were relevant for the two courses *Tsenang!* and *Twenty-Minute-Setswana*.

2.4.1 *Tsenang!*

It was mentioned above that the *Tsenang!* course originated from a computer-based multimedia language learning programme that was developed at the Katholic University Leuven in Belgium, at their Centre for Living Language. This multi-language programme was called *Instap* (“Step Inside”, to learn Flemish). Members of the Department of African languages embarked on a project to develop a multimedia programme for learning Beginner Setswana in an attempt to promote the learning of Setswana among the general public. NWU (previously PU for CHE) obtained the rights to use the computer software to develop learning programmes for selected African languages.

The theoretical background of *Tsenang!* is then basically the same as for the *Instap!* programmes. According to Wybenga (2000:334), *Tsenang!* is based on an eclectic approach, which implies implicit as well as active learning, and therefore the teaching strategy which underlies the programme should be viewed as an approach rather than a method.

The *Tsenang!* course uses a learner-centred approach to language learning. Cairncross and Mannion (2001:157) place the emphasis in language learning on “the need to involve
the learner activity when promoting deep learning. Language is an active process and not passive. To manipulate the content information in a variety of ways, the learners/students will engage in some kind of learning activity that forces them to stay mentally alert. Active learning can be accomplished when students are engaged with the course content through analysing, recalling, restating, interpreting, reflecting, considering, and applying the information (Fisher, 2001:3).

Baten et al. (1998:4-7) ask the following questions with regard to foreign language learning:

- How is a foreign language acquired?
- Where are the learners in the process?
- What is the following step for the learners?
- Which inputs stimulate the progress of the learning?

In answer to the first question, Baten et al. (1998:4) are of the opinion that different learners acquire a second language in the same order and along the same route, but that the distance and rhythm may differ. Different learners progress in different ways. In answer to the second question, Clark (2000:256) points out that learners must be physically active during the process of learning. By consolidating his knowledge through attempting the exercises, the learner determines his own pace. The progress report indicates the learner's pace and progress. With regard to the third question, the learner decides on the following step, based on the results of the exercises that the learner attempted. The learner decides to do revision or to progress to a new lesson. With reference to the fourth question, the SOS approach lies at the centre of Tsenang! (Baten et al. 1998). This involves systematic presentation, order and selection.

2.4.2 Twenty-Minute-Setswana

No literature is available on the evaluation or compilation of Twenty-Minute-Setswana. When the Twenty-Minute-Setswana course was compiled, Mr Thean Heyneke (the author of the course) explained in the introduction to the course that the UK-based Radio
Lingua’s *Coffee Break* French and *Coffee Break* Spanish courses were the inspiration for *Twenty-Minute-Setswana*. In a personal interview, Mr Heyneke confirmed that the theoretical background of *Twenty-Minute-Setswana* was the same as that of the *Coffee Break* courses (see Appendix I). The only available material on an evaluation of the *Coffee Break* French course is an article by Karlsson Söderstrand, who was a PhD student at the Lund University in Sweden in 2015, when the article was written. In this article the theoretical background of the course is described as follows:

This is an appropriate approach for interaction with a foreign language. It is learner-centred, in that the learner follows the lessons in order to reach a certain language progression. This course is defined as Computer-Assisted Language Learning (CALL), a discipline which involves the field of the cognitive science of language. According to Söderstrand (2015:30), “[t]he domain of CALL includes all learning mediated by technologies”. In the programme, the acquisition of the language ideally takes place through tasks that focus on meaning.

In the interest of formulating perspectives from instructed SLA in a manner that would guide CALL evaluation, Chapelle (2001:52) defined the following set of criteria:

- Potential for learning a language – the added value of learning that distinguishes a simple tool to practise a language, accompanied by software that teaches the concepts.
- Adaptation to the learner – the software must be adapted to the level of the learners.
- Focus on meaning – the learner’s attention must be drawn to the meaning of the language that is required to perform a task.
- Impact – the activities should develop the learner’s cognitive strategies, so that they can apply them outside the learning activities.
- Authenticity – the contents and activities must be close to an authentic situation.
- Convenience – the software must be easy to use, so that the learner can focus on learning tasks.
As mentioned earlier, these criteria involve an approach, for it describes the nature of the subject matter to be taught.

A provisional analysis of the two courses indicate that they are eclectic in their theory of language, and theory of language learning and teaching-learning method. This will be discussed in Chapter 6 (also see 2.4.1).

2.4.3 Second Language Acquisition Approaches and Teaching Methods relevant to Tsenang! and Twenty-Minute-Setswana

Both these courses were developed for the learning of Beginner Setswana with the help of multimedia. In both courses the same approaches and methods are used, due to the way the course is compiled. The most prominent approaches and teaching methods were discussed above. Approaches and methods which are applicable in these courses, include the Oral approach / Situational Language Teaching, Audio-Lingual Method, Communicative Language Teaching, Content-based Instruction (CBI) and Content- and Language-Integrated Learning (CLIL); Competency-based Language Teaching (CBLT) and Standard-based Instruction; Task-based Language Teaching, and the Lexical Approach (also see Appendix A). Richards and Rodgers (2014:388-399) distinguish the following characteristics for the above-mentioned approaches and methods:

2.4.3.1 Oral approach / Situational Language Teaching

The key characteristics of this approach are that the target language is the language of instruction, the emphasis is on the spoken language, the language is introduced through situations, grammar is seen as sentence patterns, and the basis of teaching is systematically categorised. The classroom activities involve guided repetition and substitution activities (drills, choral repetition, controlled oral-based reading and writing). The teacher is the guide, the expert, or the linguist. The learner is the imitator and the recipient.
2.4.3.2 Audio-Lingual Method

This method is characterised by its limited focus on writing. Language is taught through speaking and teaching focuses on sentence patterns. Repetition and drills lead to habit formation and the focus is on the avoidance of errors and on grammatical accuracy. This method is concerned with teaching the language, and not teaching about the language. The focus is on practice and on how native speakers speak the language, not on how they ought to speak it. Classroom activities involve pronunciation activities, acting out dialogues, patterns drills, repetition-based tasks, and mimicking native-speaker speech. The teacher is the linguist, expert, and provides error correction. The learner is the developing linguist and the imitator.

2.4.3.3 Communicative Language Teaching

The focus here is on meaning and on the functional aspects of the language. The approach is learner-centred and learning takes place by means of direct practise, while the emphasis is on the authenticity of the input. The influences of this approach on current language teaching include a refined balance between fluency and accuracy and a focus on learner autonomy and diversity. Common classroom activities involve activities that focus on fluency, a high degree of tolerance for errors, role plays, and activities focusing on communication. The teacher is the communication facilitator and encourages fluency. The learner is the collaborator and the active communicative participant.

2.4.3.4 Content-Based Instruction (CBI) and Content- and Language-Integrated Learning (CLIL)

The key characteristics include a development of inter-cultural awareness, language learning combined with subject learning, and focus on exchange of information through communication. The influences on current language teaching include an awareness of the student’s real-life purpose for learning the language, and strong awareness of the subject matter. The common classroom activities involve collaborative work, performance-orientated activities, and meaning-orientated activities. The teacher is the
collaborator, needs analyst and the learner-centred facilitator, and has subject and language knowledge. The learner is the collaborative and autonomous learner.

2.4.3.5 Competency-Based Language Teaching (CBLT) and Standard-Based Instruction

The key characteristics of this approach are outcomes that are related to real-life needs, and instruction that is student-centred and individualised. Its influences on current language teaching include real-life objectives, and attention to clear goals and objectives. No specific classroom activities are suggested. The teacher is the needs analyst, identifies and communicates learning objectives, and provides continuous feedback in relation to learning objectives. The learner is the strategic communicator, the active participant in transferring knowledge to new situations, and self-monitors learning against target competencies.

2.4.3.6 Task-based Language Teaching

Key characteristics are a focus on lexis and speaking, and on integration of skills; the use of real-world outcomes; and the use of tasks as core units of planning and instruction. Its influences on the current language teaching include a focus on authenticity, the use of activities with real-world outcomes, and a focus on form combined with meaning-orientated activities. Common classroom activities involve communication activities and collaborative tasks. The teacher provides interactional support and creates authentic meaning based on focused tasks. The learner is the collaborator, the language user, and the risk-taker.

2.4.3.7 Lexical Approach

In this approach, there is much focus on strategies for learners to deal with chunks; and the lexis is central, particularly multi-word units of chunks. The influences on current language teaching include the focus on multi-word chunks and the use of corpora. Common classroom activities involve awareness-raising activities, data-driven learning,
corpora-based activities and text-chunking. The teacher is the language analyst and facilitates discovery-based learning. The learner is the strategic learner, and the discoverer.

2.5 Conclusion

This chapter demonstrates that any language teaching method can be identified in terms of its levels of approach, design and procedure. With reference to the major language teaching approaches and methods, this study intends to draw on what method developers have written, in order to determine the criteria for teaching activities in the Tsenang! and Twenty-Minute-Setswana courses and what claims are being made about learning theory. This will be presented in Chapter 5 according to an Evaluation Criteria Framework.

This chapter does not intend to imply that methodological development proceeds neatly from approach, through design, to procedure. Richards and Rodgers (2014:40) observe that models can develop from the level of approach or from that of procedure. Language learning might attempt to develop a teaching method from it. In the next chapter the concept of Course Design is discussed.
CHAPTER 3: COURSE DESIGN

3.1 Introduction

According to Graves (2001:15), course design is a grounded process in that a course is designed for a specific group of people, in a specific setting, for a specific amount of time and in a specific context. In addition, Dippenaar (2004:45) points out that before a course designer can develop a language proficiency course for a specific group of learners, it has to be determined who the learners are, what their current level of proficiency is, what their communicative needs are, and in what context they will be using the language in question. Only when these questions have been answered, can course objectives be determined and choices made about course content, methods and teaching materials (Richards & Rodgers, 2014:156).

In this chapter, the basic principles of course design will be reviewed and discussed to determine a set of guidelines which can be applied to prepare an Evaluation Criteria Framework for the Tsenang! and Twenty-Minute- Setswana courses. This will be done in order to compare the two courses with course evaluation in Chapter 4 and to implement the report results. The chapter therefore firstly defines what course design implies through product-orientated and process-orientated syllabus designs. Secondly the occurrence of course design in practice will be discussed with reference to various models of Alessi and Trollip, Clark, Lasnier, Morfeld and Borneto. This chapter will also pay attention to the design of a Setswana CALL course for beginners.

3.2 What is course design?

For the purposes of this study it is relevant to define the concept of a “course”. Graves, (2000:3) refers to it as the selection and organisation of material and content to be used for instructional purposes. A course is a programme of study designed for a specific group and selected for a specific period of time. Furthermore, Long and Crookes (1992:30) indicate that course design is often based on some sort of choice of unit around which teaching materials and lessons are organised. These units can be topics or situations, notions, functions, structures, or they can be of a more analytic nature and include a spectrum of task-based designs (Long & Crookes, 1992:27).
Nunan (1988:27) distinguishes between product and process syllabuses. The focus of a product syllabus is on the result of the instruction which learners should gain from knowledge and skills. A process syllabus focuses on the learning experiences. These two syllabus types are briefly discussed, in order to distinguish whether which syllabus characteristics are present in Tsenang! and Twenty-Minute-Setswana. The purpose of the following discussion of syllabus types, is to provide context only and not to do a complete study on them.

3.2.1 Product-orientated syllabus design

Product-orientated syllabuses include items such as vocabulary, lexicon, structure or functions and notions. The most salient of these are the grammatical syllabus and the functional-notional syllabus.

3.2.1.1 The grammatical syllabus

The grammatical syllabus is the most common product-orientated syllabus, where content is selected and graded according to grammatical items (Nunan, 1988:31). The content is built on a list of grammatical items which are introduced one after each other. Nunan (1998:29) explains that language consists of a finite set of rules which can be learned one by one.

Nunan (1998:31) shows that the selection of items and sequences leads to obvious problems: There is no one-to-one relationship between function and form. Although the grammar remains essential in any language situation, this type of syllabus does not cater for the communicative needs of the learner. It does not give the learner sufficient opportunity to use the language, and this can be seen as a disadvantage. The function of a syllabus is not only to correct grammar, but they need to emphasise communicative usage.
3.2.1.2 The functional-notional syllabus

The development of functional-notional syllabuses is another attempt at syllabus design. Nunan (1988:35) and Dippenaar (2004:46) define functions as the communicative purposes for which language is used, while notions are the conceptual meanings expressed through language. Examples of functions and notions are the relationships between units such as sentences, groups, words and morphemes.

Finocchiaro and Brumfit (1983:17) identify the following advantages of the functional-notional approach:

- It provides for the teaching of real-world and everyday language;
- it recognises that the language user has something to say;
- it sets realistic learning tasks;
- it firstly focuses on listening and reading before attempting to speak and write;
- it expresses basic communicative functions;
- it enables teachers to make full use of educational, psycholinguistic and sociolinguistic principles;
- it develops naturally from the existing teaching method;
- it reintroduces cultural, topical and grammatical material and leads to a spiral curriculum;
- it is flexible and involves modules as the basis of design; and
- it provides for the widespread promotion of foreign language courses.

The functional-notional syllabus provides opportunity for communication in the classroom, but functions and notions remain linguistic units of analysis (Markee, 1997:17). Long and Crookes (1992:33) remark that “[w]hatever the unit of syllabus design is, a synthetic syllabus remains product-orientated and static, with units which have to be acquired separately”. The design of this syllabus is linked to the Audio-Lingual method (See 2.4.3.2) and the Communicative Language Teaching approach (see 2.4.3.3).
3.2.2 Process-orientated syllabus design

Dippenaar (2004:47) points out that in process-orientated syllabuses, learners are exposed to language that has not been linguistically graded. This is in contrast to product-oriented syllabuses. Examples of process-orientated syllabuses include procedural, process, and task-based syllabuses.

3.2.2.1 The procedural syllabus

The procedural syllabus is associated with the work of Prahbu and the Bangalore Teaching Project. Prahbu (1987:70) argues that learners acquire a language subconsciously, when their attention is focused on meaning and not on form. The basis of each lesson is not any pre-selection of language items, but a problem or task (Prahbu, 1987:275)

In practice, two tasks are given in class. The first task is a pre-task in which the teacher introduces the language to be used and also demonstrates to the class what to do. The second task is to be performed by the learners. The teacher gives feedback on their answers after they had completed the task. Tasks must focus on meaning and must be intellectually stimulating enough.

Activities are not necessarily determined through a needs analysis given to the learners, but are usually pedagogic tasks. The selection may not be relevant to the learners. Tasks such as calculating distances, using maps and charts, the planning of itineraries and information-gap activities are used.

Long and Crookes (1992:37) criticised the procedural syllabus for failing to include an evaluation component in its design. They also indicate that the grading and sequencing of tasks are very difficult.
3.2.2.2 The process syllabus

“The process syllabus on the other hand uses problem-solving tasks to develop learners’ creativity and innovation and does not pre-select the linguistic content of instruction” (Markee, 1997:20). Content, materials, method and assessment are negotiated between the instructor and the learners. Tasks are given to learners in the form of differentiated, sequenceable, problem-posing activities, which makes the process syllabus similar to the procedural syllabus. Content, materials, method and assessment are negotiated between the instructor and the learners.

Long and Crookes (1992:40) point out that the process syllabus lists only pedagogic tasks and not tasks based on a needs analysis, just like the procedural syllabus. The process syllabus has been criticised for (a) its need of a wide variety of resources and learning materials, (b) its redistribution of authority and power in the classroom and (c) its lack of evaluation procedures. The grading and sequencing of tasks also remain a problem.

3.2.2.3 The task-based syllabus

According to Markee (1997:35) and Long and Crookes (1993:44) task-based language teaching is used as an umbrella term that subsumes the process and the procedural syllabuses by some syllabus designers. Syllabus design has progressed historically from grammatical, functional and notional syllabuses to a more eclectic and task-based approach (Dippenaar, 2004:48). Task-based Language Teaching refers to the use of tasks as the core unit of planning and instruction in language teaching (Richards & Rodgers, 2014:174). Van den Branden (2006) defines task-based teaching as “an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes”.

Prabhu (1987:25), Breen (1887:42), Richards (2014:174), Platt and Weber (1985:289), Long and Crookes (1992:39), Candlin (1987:34) and Nunan (1988:42) have suggested the organisation of a syllabus around tasks. The syllabus is organised around tasks and activities rather than grammatical or lexical items. Tasks can be completed by learners in
groups and activate an immediate need to understand and express meaning (Long & Crookes, 1993:45).

Learners develop an underlying system of the language, often through reorganising it, by using language for completing tasks. When individual learners receive feedback from teachers and make their own hypotheses, they are more successful in acquiring a new language. Learning is learner-driven and not teacher-driven (Skehan, 2002:295; Dudley-Evans & St John, 1998:32). If learners are given planning time before they do tasks and if post-tasks are added, structured tasks based on familiar information produce higher accuracy (Skehan, 2002:293).

Tasks should be determined through needs analyses (Long & Robinson, 1998:15). Something that will lead to collaboration between the individual competences of two learners, is that tasks should promote negotiation of meaning by forcing learners to clarify as they go (Long & Crookes, 1993:15). Van den Branden (2006:4) offers a definition, simpler than the two above-mentioned: “A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language.”

Candlin (1987:33) compiled a list of criteria for selecting tasks. He observes that tasks should:

- draw objectives from the communicative needs of learners;
- allow for different solutions depending on the skills and strategies drawn on by the learners;
- allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures;
- promote sharing of information;
- promote attention to meaning, purpose, negotiation;
- provide monitoring and feedback of the learner and the task;
- provide opportunities for language practise; and
- encourage attention to relevant data.
Linguists such as Bruton (2002:286) criticised the use of tasks, by arguing that not all instances of communication can be converted into tasks. He feels that there is little evidence that tasks as core activities have led to language extensions or correctness of use in oral production, but tasks can be used for oral language practice.

In one of their studies, Lever and Kaplan (2004:61) reported the following benefits of a task-based approach:

- Greater motivation
- Opportunity for repetition without boredom
- Greater curricular flexibility
- Promotion of learning how to learn
- An opportunity for natural error correction
- Promotion of risk taking
- Higher proficiency results
- Increased student satisfaction
- Better programme results

Skehan (2002:295) pointed out that while language-based approaches are teacher-orientated and not very meaningful to the learner, a task-based approach is a learner-orientated approach which emphasis the ways in which the individual needs of the learners can be addressed. Learners can see the utility of tasks as they have immediate relevancy (Nunan, 1993:18). Tasks provide an informal “vehicle” for the presentation of appropriate language samples to learners in a natural way and this is much more beneficial to learners than formal instruction, which seems to have little or no effect on the developmental progress of learners (Long & Crookes, 1993:39).

Dippenaar (2004:50) concluded that a task-based approach is most relevant to the needs of learners: “The needs of the specific group of learners can be addressed and the course can be designed within a specific context.” (Also see Task-based teaching 2.4.3.6).
3.3 Examples of course design in practice

Ngwenya (2001:97) pointed out that designing a course requires the understanding of the mission statement of the university that will be presenting it, the national education policy of the country, a sensitivity to the academic environment, knowledge and appreciation of the relevant subject discipline, an awareness of the abilities and appreciation of the student and an understanding of where available resources may be accessed. These are aspects that need to be considered before a course in a specific curriculum is designed.

Classic models of course design are those devised by Stenhouse (1975), Taba (1962), and Tyler (1949), also including the product-orientated model (see 3.2.1), process-orientated (see 3.2.2), as well as recent models by authors such as Brown, (1995) Nunan, (1988), Graves (2000) and Richards & Rodgers, (2014).

They all identify more or less the same components in course design, although terminology may differ. “These components include setting goals and objectives to determine the planned outcomes of the course, designing a syllabus, selecting content, selecting materials, deciding on methods, the needs of learners and selecting ways to evaluate learners and the course” (Dippenaar, 2004:54).

Three models which are representative of the most common trends in course design, are discussed in the following sections.

3.3.1 Alessi and Trollip's model

Alessi and Trollip (2001:411) proposed three stages in the designing and developing of a course (see Figure 3-1):

- the planning stage;
- the development stage; and
- the evaluation stage.
Dippenaar (2004:55) suggests that this model provides the essential elements of course design and is similar to several models on instructional design specifically developed for training in a variety of areas, but it does not give enough guidance on actual course design, which takes place during the development stage. The elements are listed, without providing sufficient detail.

Figure 3-1: Alessi and Trollip’s instructional design model
(Alessi & Trollip, 2001:411)
3.3.2 The Instructional System Design model (ADDIE)

The Instructional System Design Model (ISD model) is also known as the SAT (System Approach to Training) or the ADDIE model (Analysis, Design, Development, Implement, Evaluate) and is used worldwide in the development of training programmes. The ISD model proposed by Clark (2000:6) is similar to the model by Alessi and Trollip (see Figure 3-2), but provides more detail on developing a course in a specific training area. In this study the model will be referred to as the ADDIE model, as the term ADDIE is indicative of the five steps to be followed.

Figure 3-2 below illustrates the interactive nature of the processes identified in ADDIE for developing a course. It also highlights the importance of evaluation and feedback throughout the learning period. The five steps are ongoing activities which are never static and which are interactive (Clark 2000:7).

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**Figure 3-2: ISD model flow chart**

(Clark, 2000:7)

Clark’s (2000:6) model is discussed below with reference to SLA where necessary.
**Analyse**

In order to gain a complete understanding of the task at hand, all relevant information is gathered. A task inventory must be compiled and must indicate exactly what needs to be done.

**Design**

During this phase, objectives and goals for the course are formulated, and decisions are made on how these will be assessed. To determine whether the objectives were achieved, a course starts with the objectives and ends with tests. The course content will be formed through the designer. All the tasks that the learners should be able to do at the end of the course, are compiled in a task inventory.

**Develop**

This is the phase where materials are developed and the course itself is developed in more detail. Decisions are made on materials, handouts and methods. Existing materials are reviewed and adapted where necessary. Activities that will help students to learn the task, are listed. To ensure that the objectives and goals are met, the course is then validated.

**Implement**

The course is now made available to lecturers and students. It is decided how and where the course will be presented.

**Evaluate**

Each phase is reviewed. To ensure that the outcomes of the course have been reached and to ensure that the learners have acquired the prescribed skills and knowledge, external evaluations are done. Where necessary, the course is redesigned.

Clark (2008:8) argues that this model should not be regarded as concrete and rigid, but rather as a proven method in building a viable training course. Depending on the specific context, modification may be required. He further suggests a constant process of implementation, testing, feedback, evaluation and change which should be repeated constantly to ensure the highest quality.
3.3.3 Lasnier, Morfeld and Borneto’s quality guide

In 2000 Lasnier, Morfeld and Borneto conducted a study, the *European Language Learning Materials Study*, which aimed to give an overview of existing language learning materials for 11 European languages, in order to identify any gaps in the provision of current materials and in order to make suggestions with regard to the production of future materials. The quality guide was used on European languages, however it is used in this study, because a design and evaluation for African languages, in particular Bantu languages, does not exist.

Lasnier, Morfeld and Borneto did a quantitative study on teaching/learning materials which included “Autonomous Learning”, “Audio-visual Materials”, “CALL/TELL”, “Intercultural competence”, materials for “Advanced Learners” as well as support structures for teachers and transparency with regard to objectives, methods and structure of the material. The specific quality criteria were used to develop a SOCRATES/LEONARDO project, entitled “A Quality Guide for the Evaluation and Design of Language Learning and Teaching Programmes and Materials”.

Although the study focuses on both the evaluation and design, in this course design chapter, it is important to look at their indicators for the design stage. The indicators relate to the different aspects and stages of the teaching and learning process (i.e. design, implementation and outcomes) which are described and defined in detail in the above-mentioned *Quality Guide*. For our purpose, the design stage is the most relevant. It gives an overview of the different aspects to be considered when planning and evaluating programmes / materials and it comprises the following sectors:

- **Content specification**: A description of the linguistic and non-linguistic content.
- **Activity specification**: A description of different types of activities for practising and using the language.
- **Organisation**: How the different parts are put together to form a coherent and consistent product.
- **Presentation**: The means used to meet both functional and aesthetic objectives.

Also referred to in Chapter 1, Figure 1-1
Each of these sectors is again divided into sub-categories:

![Diagram of design, content, activities, presentation, organisation]

**Figure 3-3: Elements of the design stage of the learning process**
(Lasnier, Morfeld, Borneto, 2000:6)

### 3.3.4 Richards and Rodgers' procedure model

Richard and Rodgers (2014:35) describe the last level of conceptualisation and organisation in a method as procedure and explain that it “encompasses the actual moment-to-moment techniques, practices and behaviours that operate in teaching a language according to a particular approach or method”. The level of procedure is concerned with how activities and tasks are integrated into lessons and used as a basis for teaching and learning (see Table 1-1, Chapter 1). At the level of design, a method will advocate the use of certain types of teaching activities as a consequence of its theoretical
assumptions about language and learning; whereas the level of procedure is concerned with how these tasks and activities are integrated into lessons and used as the basis for teaching and learning (Richard & Rodgers, 2014:35).

Three dimensions of a method at the level of procedure are identified:

- The use of teaching activities (drills, dialogues, information gap activities, etc.) to present new language and to clarify and demonstrate formal, communicative or other aspects of the target language;
- the ways in which particular teaching activities are used for practising language; and
- the procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences.

Essentially, then, procedure focuses on the way a method handles the presentation, practise and feedback phases of teaching.

Table 3-1 demonstrates the relationship between approach, design and procedure, the final step in implementing a method. Also referred to in Chapter 1, Table 1-1.

**Table 3-1: Summary of elements and sub-elements that constitute a method**

<table>
<thead>
<tr>
<th>Method</th>
<th>Approach</th>
<th>Design</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. A theory of the nature of language</td>
<td>a. The general and specific objectives of the method</td>
<td>a. Classroom techniques, practices, and behaviours observed when the method is used</td>
</tr>
<tr>
<td></td>
<td>- an account of the nature of language proficiency</td>
<td></td>
<td>- resources in terms of time, space and equipment used by the teacher</td>
</tr>
<tr>
<td></td>
<td>- an account of the basic units of language structure</td>
<td></td>
<td>- interactional patterns observed in lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- tactics and strategies used by teachers and learners when the method is being used</td>
</tr>
<tr>
<td></td>
<td>b. A theory of the nature of language learning</td>
<td>b. A syllabus model</td>
<td></td>
</tr>
</tbody>
</table>

41
<table>
<thead>
<tr>
<th>Method</th>
<th>Approach</th>
<th>Design</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>- an account of the psycholinguistic and cognitive processes involved in language learning - an account of the conditions that allow for successful use of these processes</td>
<td>- criteria for the selection and organisation of linguistic and/or subject-matter content</td>
<td>c. Types of learning and teaching activities - kinds of tasks and practice activities to be employed in the classroom and in materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Learner roles - types of learning tasks set for learners - degree of control learners have over the content of learning - patterns of learner groupings that are recommended or implied - degree to which learners influence the learning of others - the view of the learner as a processor, performer, initiator, problem solver, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Teacher roles - types of functions teachers fulfil - degree of teacher influence over learning - degree to which the teacher determines the content of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. The role of instructional materials - primary function of materials - the form materials take - relation of materials to other input - assumptions made about teachers and learners</td>
<td></td>
</tr>
</tbody>
</table>

(Richards & Rodgers, 2014:36)
3.4 Language for specific purposes

Dudley-Evans and St John (1998:3) point out that teaching a second language to a specific group of students with specific needs, constitutes a Specific Purposes course. They used English as an example of such a course. For the purpose of this study, Setswana is used as the language for specific needs.

In *Tsenang!* and *Twenty-Minute-Setswana* the stakeholders are adults who want to learn more about Setswana in order to communicate with mother tongue speakers with whom they work or for whom they lecture. The stakeholders generally feel that learning Setswana, even on a basic level, gives them the opportunity to change attitudes and broaden horizons. These two courses are short courses and were intentionally not developed for academic purposes, but *Tsenang!* is used by NWU as part of their oral component for first year students.

Widdowson (1987:96) emphasises that if the needs of a group of learners can be accurately specified, this specification can be used to determine the content of a language course that will meet those needs. Dudley-Evans and St John (1998:4) observe that a Specific Purposes course design is based on the notion of a “common core” of language and skills that belongs to all academic disciplines. Robinson (1991:3) specifies that a Specific Purposes course is goal-directed, developed from a needs analysis, constrained by a time limit and taught to adults.

Dudley-Evans and St John (1998:121) describe the key stages in facilitating a Specific Purposes course as follows:

- A needs analysis is done;
- the course is designed;
- materials are selected and produced;
- the course is presented;
- and finally the course is evaluated.
These stages are not separate but overlap and are interdependent. The emphasis is on practical outcomes and preparing learners to communicate effectively in the tasks prescribed by their study or work situation.

In their definition, Dudley-Evans and St John describe a Specific Purposes Language course in terms of **absolute** and **variable characteristics** (see Table 3-2).

### Specific Purposes Language Course

#### Table 3-2: The characteristics of a Specific Purposes Course

<table>
<thead>
<tr>
<th>Absolute characteristics</th>
<th>Variable characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A Specific Purposes course is designed to meet the specific needs of the learner</td>
<td>- A Specific Purposes course may be related to specific disciplines</td>
</tr>
<tr>
<td>- A Specific Purposes course makes use of the underlying methodology of the disciplines it serves</td>
<td>- A Specific Purposes course may be used in specific teaching situations and has a different methodology from that of the general language</td>
</tr>
<tr>
<td>- A Specific Purposes course is centred in the language, skills, discourse and genres appropriate to these activities</td>
<td>- A Specific Purposes course is generally designed for intermediate or advanced students, and assumes a basic knowledge of the language system</td>
</tr>
</tbody>
</table>

(Dudley-Evans & St John, 1998:5)

These absolute characteristics are also applicable to the *Tsenang!* and *Twenty-Minute-Setswana* courses. They focus on the learner’s needs, it wastes no time and is relevant to the learner (Strevens, 1988:44). Dudley-Evans and St John (1998:13) describe the role of the Specific Purposes course practitioner as that of teacher, course designer and
materials provider, collaborator, researcher and evaluator. With the above-mentioned evidence, the courses under investigation in this study can be regarded as Specific Purposes courses.

3.5 Conclusion

Graves (2000:9) points out that course design is a work in progress: the course is constantly reshaped after evaluating and re-planning, and any teaching-learning situation is unpredictable.

For the purpose of this study the European Language Learning Materials Study Design model of Lasnier, Morfeld and Borneto (2000:6), which appeared in the European Language Learning Materials Study Design, is applied for the Evaluation Criteria Framework which will be presented in Chapter 5 (see 3.3.3 and also Chapter 1, Figure 1-1). This Study Design model is still current, practical and time-efficient. It was mentioned earlier in this chapter that although the Quality Guide was used for European languages, it is relevant for this study since no design and evaluation criteria exists for courses in African languages, in particular Bantu languages.

Dippenaar (2004:67) concludes that “[d]esigning a course is an interactive and ongoing process, building on the mistakes of the past and constantly improving the course to suit the needs and requirements of learners and employers, and meeting market demands”. In the next chapter the concept of Course Evaluation is discussed.
CHAPTER 4: COURSE EVALUATION

4.1 Introduction

According to Long and Richards (1996:9), programme evaluation is important but difficult work in any field, and language education is no exception. Although many researchers and writers refer to “programme evaluation”, the term appears to be synonymous for what others term “course”. In this study, the term “course evaluation” will be used. There are different views of what program evaluation entails and the purposes of evaluation differ. Scriven (1999:1), for example, regards evaluation as a discipline that is devoted to the systematic determination of merit, worth, or significance. Alderson (1986:5) describes evaluation as “the process of seeking to establish the value of something for some purpose”. As a third example, Lynch (1996:2) defines it as “the systematic attempt to gather information in order to make judgements or decisions”.

In this chapter, the concept of course evaluation is defined and various models of course evaluation are briefly reviewed. Brown (1989:229) maintains that “[t]he purpose of any evaluation is to figure out the purpose of the evaluation and the issues involved in achieving that purpose”. In keeping with Brown, the purpose of the evaluation in this study is to collect information systematically in order to indicate the worth and merit of the programmes *Tsenang!* and *Twenty-Minute-Setswana*, and to compare them to determine their effectiveness as language acquisition courses (see 1.2 and 1.4). This will be done by means of a basic set of principles of course evaluation.

The chapter therefore firstly defines what course evaluation means, and then provides information on when a course should be evaluated. The intricacies of how a course should be evaluated are discussed with reference to quantitative and qualitative evaluation as well as combined quantitative-qualitative evaluations (see 1.4). The importance of evaluation is framed in terms of reliability, validity and practicality. An overview of relevant models for course evaluation is then provided, focusing on the models created by Lynch, Nunan, and Graves and De Vos, among others. These models are scrutinised for overlaps in order to create a model to evaluate *20 Minutes Setswana* and *Tsenang!* for the purposes of this study.
4.2 What is course evaluation?

Brown (1989:223) argues that “language program evaluation is the systematic collection of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency as well as the participants’ attitudes within the context of the particular institutions involved”. In other words, course evaluation is any judgement made on a specific course which can be implemented in order to improve the course. As much information as possible is collected in order to determine the effectiveness and efficiency of a course, resulting in evaluation, decision making and suggestions for redesigning the course in such a way as to achieve the aims of the course more effectively. After any course has been designed and implemented, it should be adapted to the limitations identified in course evaluation (Dippenaar, 2004:68).

4.3 When is a course evaluated?

Brown (1989:229) claims that “the first step in any evaluation is to figure out the purpose of the evaluation and the issues involved in achieving that purpose”. Courses can be evaluated after, during or before presentation, but Lynch (1990) discusses a summative (after) and formative (before and during) approach (see figure 4-1 below and 1.2). The purpose of both summative and formative evaluations is to support decisions about the modification (improvements) of the course. Pre- and post-tests scores are typically used as evidence of course effectiveness and also interviews with the students. They can also be evaluated on subjective and informal data, however, such as those obtained through questionnaires or observation (Richards, 1990:18). Furthermore, it involves aspects such as the appropriateness of the aims and objectives of the course, the usefulness of the syllabus, text and materials, the effectiveness of scheduling and organisation, and selection and use of test instruments (Dippenaar, 2004:69). See Figure 4-1 (Lynch, 1990:34-35). From this figure, it is clear that a course can be evaluated either as a product (summative), or as a process (formative), or as a combination of both.
4.4 How is a course evaluated?

Lynch (1996:40) stresses that no matter what kind of evaluation a researcher use, it must provide for answering the following questions:

- What kind of evidence do I need in order to evaluate a programme?
- What am I assuming about what is necessary to feel confident about my conclusions?

Whether positivistic (qualitative) or naturalistic (qualitative) methods or a combination of these are selected, it should be possible to articulate answers to these questions and thus to define explicitly what counts as evidence for the evaluation.

Traditionally, courses have been evaluated in a summative, positivistic way, making use of quantitative data collection. Lynch (1996:39) points out, however, that the current trend is more towards a combination of both quantitative and qualitative data collection, with a combined summative-formative approach. These aspects are briefly discussed below.
4.4.1 Quantitative evaluation

Brown (1989:231) defines quantitative data gathering as information that is gathered by means of those measures which lend themselves to being turned into numbers and statistics. The quantitative approach is highly formalised and explicitly controlled, with a range that is clearly defined (Dippenaar, 2004:70). De Vos (2001:15) also observes that quantitative research designs require specialised statistical analysis to provide valid and reliable results (see 1.4). Examples of quantitative methods of data collection include test scores, questionnaires, checklists (yes/no responses), indexes, scales (nominal, ordinal, Likert and Turnstone), ranking (students) and rating (graphic, numerical, itemised, comparative, self-anchored).

Lynch (1996:92,93) introduces two basic types of tests that can be applied for the purposes of programme-evaluation: norm-referenced and criterion-referenced tests.

- **Norm-referenced tests** refer to standardised tests. They are usually developed by using large samples of examinees, resulting in published statistical properties that are used for comparison across the groups taking the test (rank-ordering students).

- **Criterion-referenced tests** are designed to be sensitive to instruction. Popham (1978) confirms that this type of measurement emphasises the content validity of the test and selects items for their ability to measure mastery of a well-defined skill or behaviour. In criterion-referenced tests, there is not a widely spread score distribution.

De Vos (2001:77) identifies four different designs in terms of the quantitative approach:

- The first design entails data collection through unstructured or semi-structured interviews, and/or observations – this is a **pre-experimental design** (hypothesis-developing or exploratory).

- In the second type of design, researchers make use of questionnaires and respondents are selected by means of randomised sampling – this is a **quantitative-descriptive design** (survey).
• A third type of design involves data collection by means of index scales or questionnaires which are not necessarily standardised – this is a quasi-experimental or associative design (for example, all the students take the course and write the pre- and post-test, and no control group is used).

• The final type of design is one where there is an experimental group as well as a control group, with students randomly assigned to either of the groups, is a true-experimental design (cause-effect or explanatory). Students are selected from the population under study. Data collection and research can be based on a pre-test and a post-test or only a post-test. The design is a true experiment in that sampling is randomised with a very clear built-in strategy for comparison, and data gathering often uses standardised measures such as indexes and scales.

Dippenaar (2004:71) has found that assessment data, especially in the form of a pre- and post-test, provides the researcher with information on what learners can do that they were not able to do before taking the course. Critics agree that assessment data does not provide information on why some objectives were achieved and others not.

All the above-mentioned designs are data collection methods and designs which can be considered for the study. Factors such as the research design, the circumstances, or the goals of the evaluation are taken into consideration when a data collection method or a design is selected.

4.4.2 Qualitative evaluation

Brown (1989:231) observes that qualitative data gathering – in contrast to quantitative data gathering – uses techniques that do not necessarily lend themselves to being turned into numbers and statistics. It includes meetings, interviews, open-ended questionnaires, observations, discussions, record keeping, feedback (oral, written, individual or group) and journals (see 1.4). Dippenaar (2004:71) explains that the qualitative approach is not as strictly formalised as the quantitative approach and has more of an undefined scope and philosophical mode of operation. However, once the data have been collected, the analysis and interpretation of this data must be approached with the same systematicity and thoroughness required to gather them (Lynch, 1996:107).
Lynch gives basic principles and guidelines that inform the analysis of qualitative data for the purposes of programme evaluation. The correct procedures must be followed:

- Developing a thematic framework;
- organising the data gathering;
- coding the data;
- reducing the data; and
- interpreting the data.

The following aspects are used for successful qualitative data gathering:

### 4.4.2.1 Observations

Observation can be very sensitive, as teachers or course presenters may not want to be observed and may feel threatened (see 1.4). The following **types of participant observation** are identified by Lynch (1996:15) and Dudley-Evans and St John (1998:134):

- **Non-participant observation**: The observer observes from behind a one-way mirror, or uses a videotape recording of a classroom for observation data.

- **Complete participant observation**: The observer already has an established role in the setting, such as when a teacher decides to gather observational data on his/her own class.

- **Active participant observation**: The observer takes on a typical role in the setting, such as joining the class as a student.

- **Moderate participant observation**: The observer alternates between active and passive roles in the setting.
• **Ethnographic observation:** Field notes are used, for example where the observer records judgements, interpretations and his/her own reactions to what is being observed.

Lynch (1996:108-109) compiled a list of questions to serve as an **observation guide**:

• **Who?** – How many participants? What are the individual and group identities?

• **What?** – What are the participants doing? Are there repetitive behaviours? Irregular behaviours? What are the resources used in the activities? How are the activities organised? What is the nature of participant interaction: Roles evident? Status? Content of conversation? Form of language used? Who talks? Who listens?

• **Where?** – What is the physical setting like: sights, sounds, smells, tastes and feelings?

• **When?** – Time of interaction? Length?

• **How?** – What is the interrelationship of events and activities? How is change initiated and managed? What norms and rules can be observed?

• **Why?** – What meanings can be attributed to activities and events?

**4.4.2.2 Interviews**

Lynch (1996:126-129) points out that the aim of an interview is to arrive at the participants’ perspective on the programme, in their own words. Interviews can be recorded, or notes can be taken by the interviewer (see 1.4). Depending on the evaluation goals, the specific evaluation context, and the type of qualitative design chosen for the evaluation, a format for the interview will be required, for example:

• **Structured interview** (informal conversational): The interviewer attempts to engage the interviewee in a natural conversation in which the questions arise more or less spontaneously. This approach puts a premium on discovering the interviewee’s perceptions of the programme in his/her own words.
- **Unstructured interview** (standardised open-ended): The exact wording and order of questions to be asked are determined in advance. Spontaneity and naturalness in the interaction with the interviewee become difficult.

- **Semi-structured interview** (guide): This allows the interviewer to specify a range of questions to be covered in advance, but also allows him/her to formulate the questions of the wording as well as the order for asking them as the interview progresses. The major advantage of this approach is that it combines some of the best characteristics of the two extremes on the structured-unstructured continuum (Lynch 1996:129).

### 4.4.2.3 Journals

During a course, the presenter or the students can keep a journal to record data about their experiences. According to Lynch (1996:137), a log is a highly structured and abbreviated journal. At the end of the course retrospective narratives can be collected from teachers by means of a set of questions designed to guide them.

### 4.4.2.4 Analysing learning material

Qualitative data can be collected by analysing the learning material used in the course to determine its usefulness and relevance. This may be achieved by discussing the success of the course with course presenters and students. Their opinions can provide valuable data.

### 4.4.2.5 Course documents can be studied

This involves gathering all available documentation on the course, such as programmes, official press releases, newspaper articles, advertisements, curriculum descriptions, policy statements, memoranda, organisational charts and correspondence. Lynch (1996:139) states that these documents can all provide valuable information on the course and that data should be checked for quality, completeness and legibility. Data need to be systematised in categories of relevance and coded accordingly, after which it
is reduced by using classification systems such as category systems, typologies and display matrices. This is done by looking for recurring patterns and themes. Data are then interpreted and conclusions are reached (Dippenaar, 2004:74).

Lynch (1992:93) emphasises that qualitative data is incredibly time-consuming to collect and analyse. Alderson and Scott (1992:53-54) furthermore point out that quantitative data are both easier to gather and more amenable to analysis and summary; and that although responses to the more qualitative methods may be good, their open-ended nature makes it more difficult to compare reports of discussions and interviews.

In quantitative research, the design determines the researcher’s choices and actions, while in qualitative research the researcher’s choices and actions will determine the design (De Vos, 2001:80). Again, the choice of the qualitative option for this study depended on the context and circumstances under which the research needed to be done.

4.4.3 A combined quantitative-qualitative evaluation

Some researchers feel that the quantitative and qualitative evaluation methods cannot be combined. De Vos (2001:357) also considers the quantitative approach as being more defined, explicitly controlled and highly formalised than the qualitative approach, where a philosophical mode of operation is accepted and where the procedures are not that highly formalised, and the scope is not clearly defined. However, researchers such as De Vos (2001:358) and Lynch (1996:59) have found that especially when evaluating a course, the best approach is to combine qualitative and quantitative evaluation methods. Lynch points out that recent course evaluation involves describing and analysing the process of the programme, and that there is a move away from research based on the final product only.

Triangulation is important in this process (see 1.4). It refers to the reconciling and gathering of data from several different types of sources, or using different data-gathering techniques. Some researchers describe triangulation as a way of combining the quantitative and qualitative designs (Lynch, 1996:59; De Vos, 2001:359).
4.4.4 Reliability, validity and practicality

Lynch (1996:66) describes validity as “the notion of how we establish the veracity of our findings”. Reliability refers to the internal consistency of programmes and materials (see also 4.5.5 and 5.5.1.2.2). In other words, data collected for research should be checked for reliability, validity and practicality and also factors such as subjectivity and bias, that may influence the results. A distinction is made between positivistic validity and naturalistic validity.

Positivistic validity aims for an objective truth, where one can establish conditions that will allow the evaluator to be certain about his/her conclusions concerning the relationship between the course and the observations of its effect. On the other hand, naturalistic validity concentrates on investigating the phenomenon without attempting to manipulate or control anything (Dippenaar, 2004:75). With regard to positivistic validity, researchers have distinguished between internal and external validity. Internal validity “means being concerned with making accurate inferences about whether the program as it was implemented caused the effect that was measured with the specific program students in the particular program setting being evaluated” (Lynch, 1996:51). Internal validity requires control. External validity is the extent to which the effects caused by the course can be expected to occur in other course contexts. Thus, internal and external validity respectively focus on one of two major concerns: certainty (internal) and generalisation (external).

Lynch (1996:65) defines naturalistic validity as the degree to which the evaluator and the evaluation audience place trust and confidence in the evaluation analysis and conclusions. This perspective concentrates on investigating the course without controlling any variables. Peoples’ experiences will play a role in the consensus on the nature and value of the course. In the specific context it should be practical and logical. Practicality covers a range of issues such as ease of administration, test length, ease of marking, time to conduct, availability of venues and equipment, and availability of suitable reviews (Davies 1999:148).

Any judgement should be as objective as possible. As any evaluation includes an element of the evaluator’s judgement and personality, it is difficult to be completely objective when evaluating anything. Nunan (2001:187) recommends strategies which a researcher can
use to limit bias, such as the use of standardised tests, especially when the researcher needs to compare two different programmes.

The above discussion makes it clear that a course can be evaluated quantitatively, qualitatively or by combining both approaches. In this study, a combination of quantitative and qualitative research designs is used, as this provides a more detailed description of the courses under investigation. Cohen, Manion and Morrison (2018:43) show that the inclusion of both quantitative and qualitative data in a study may offer greater reliability, because a range of elements are included when both approaches are used.

4.5 An overview of relevant models for course evaluation

4.5.1 Lynch

Lynch (1996:3) formulated the Context-Adaptive Model (CAM) for programme evaluation, because in his opinion, “[r]ather for a rigid model to be tested for validity using experimental research design and appropriate statistical techniques, it is meant to be flexible and adaptable”. The steps for evaluating a course are illustrated in Figure 4-2:

<table>
<thead>
<tr>
<th>Step 1 Audience and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2 Context inventory</td>
</tr>
<tr>
<td>Step 3 Preliminary thematic framework</td>
</tr>
<tr>
<td>Step 4 Data collection design/system</td>
</tr>
<tr>
<td>Step 5 Data collection</td>
</tr>
<tr>
<td>Step 6 Data analysis</td>
</tr>
<tr>
<td>Step 7 Evaluation report</td>
</tr>
</tbody>
</table>

Figure 4-2: The Context-Adaptive Model (CAM) (Lynch, 1996:4)
These steps are discussed below:

**Audience and goals**

According to Lynch (1996:5), this step determines the purpose of the evaluation by identifying the audience and goals. Firstly, the *target audience* for whom the evaluation must be done, needs to be identified – this is the client, who has an immediate and central interest in the ultimate findings of the evaluation. The audience includes all those who are potentially interested in the conduct and the results of the evaluation, such as curriculum developers, researchers, funding agencies, teachers, and students.

Identification of the *evaluation audience* will determine the evaluation goals. The goals include why the evaluation is being conducted and what information is being requested. The evaluation goals may differ, depending on the audience. The evaluator must establish either an external or an internal evaluation.

**Context inventory**

This step determines what is being evaluated by compiling a context inventory. The essential features that characterise the course and its settings are one of the critical issues identified by Lynch (1996:5). The CAM addresses this issue with a checklist, or inventory, of potentially relevant dimensions or features that should characterise a programme and its settings:

- Availability of a comparison group in a similar setting.

- Availability of reliable and valid measures of language skills, such as criterion-referenced and/or norm-referenced tests, with program-specific and/or programme-neutral content.

- Availability of various types of evaluation expertise, such as statistical analysis or naturalistic research.

- Timing of evaluation, such as when the course starts and ends and how much time is available for the evaluation.

- The selection process for admitting students into the program, such as random selection, self-selection, or selection according to pre-established criteria.
- Characteristics of the course students, such as, native language and culture, age, sex, socio-economic status, previous education, previous academic achievement, previous experience with the language and culture being taught in the course.

- Characteristics of the course staff, such as job descriptions, experience, availability, competence, and attitude towards the evaluation.

- Size and intensity of the course, such as number of students, classrooms, proficiency/course levels, and number of hours per week/term.

- Instructional materials and resources, available to the course such as textbooks, other instructional media and materials, human resources, and basic office supplies.

- Perspective and purpose of the course such as notions, beliefs, and assumptions concerning the nature of language and the process of language learning expressed in explicitly stated and informally articulated curricular goals.

- The social and political climate surrounding the course, such as perceptions of the course by the surrounding academic and social community, student and community attitudes towards the language and culture being taught in the course, and the relationship of the course's purpose to the larger social and political context.

(Lynch, 1996:5).

Dippenaar (2004:78) expresses the opinion that such an inventory will have to be adapted to the specific context and background of the course being evaluated. According to Lynch, (1996:6), it “can act as an early indicator of the limits of a particular evaluation and will inform decisions during subsequent steps in the evaluation process”.

**Preliminary thematic framework**

In the next step, a preliminary thematic framework has to be compiled. The amount of information resulting from the first two steps of CAM can potentially be overwhelming. The next step would be to organise all this information into a framework. This will narrow down the focus of the evaluation. Lynch (1996:6) argues that “[a] preliminary thematic framework provides a conceptualization of the program in terms of the salient issues and themes that have emerged from the determination of audience and goals and the
elaboration of the context inventory”. This will provide the evaluator with a focus that will guide the collection and analysis of evaluation data.

**Data collection design/system**

The evaluator will now have to decide what data need to be gathered (quantitative, qualitative or both), how this data will have to be collected (which data collections method will provide the most relevant information) and a design must be chosen for the evaluation. Lynch (1996:6) addresses another important issue by stating that the context inventory is extremely useful at this stage for determining the feasibility of certain types of data collection design.

**Data collection and analysis**

Data collection and analysis follow logically from the type of design chosen for the evaluation. Critical issues are the appropriate conduct of data-gathering procedures as well as the interpretation of the results. Lynch (1996:7) advises that in the case of qualitative designs, the evaluator must determine if the assumptions of the design and the statistical models have been met. In the case of qualitative designs, the evaluator must determine if the procedures for data gathering have been portrayed accurately and if alternative interpretations of the data have been pursued. (Refer to Figure 1:2 - Summative Report and Formative Recommendations).

**Evaluation report**

The honest and successful communication of the findings of the evaluation is a critical aspect of this stage. Lynch (1996:9) emphasises that the evaluator must be extremely sensitive to the audience and goals of the evaluation in order to produce a useful final report. The evaluation report may be an informal oral report or a formal written document. Depending on the intended audiences, the evaluator may find it necessary to provide multiple reports that express the evaluation findings in different ways or highlight different types of evaluative information.
4.5.2 Nunan

Nunan (2001:198) proposes similar key questions that need to be dealt with when evaluating a course, such as:

- **What is the purpose of the evaluation?**
  The aims and objectives of the research need to be clarified in the beginning.

- **Who is the audience for the evaluation?**
  Different stakeholders will have different requirements and different purposes. The audience may either know little about the field or be subject specialists, and this will influence the way the research is done.

- **What principles and procedures should guide the evaluation?**
  Before the research is started, a comprehensive set of principles needs to be drawn up. To prevent disagreement later in the research, all stakeholders need to agree on this. Clear statements on the rights and responsibilities of all participants in relation to the data, outcomes and recommendations need to be included in these principles.

- **What tools, techniques and instruments are appropriate?**
  A wide range of techniques and instruments is available, such as the analysis of existing information, tests, questionnaires, observations, interviews, and meetings.

- **How should the data be analysed?**
  The evaluator must determine if the analysis should be statistical, interpretive, or both.

- **Who should carry out the evaluation?**
  The evaluation may be done either by the facilitator of the course or by outsiders.

- **When should it be carried out?**
  It can be done during the presentation of the course (formative) or at the end of the course (summative), or both.

- **What is the time frame and budget for the evaluation?**
  The time frame and budget must be determined in line with the requirements of the funding body.
• **How should the evaluation be reported?**

  The final draft of the report needs to be circulated to the relevant parties to negotiate agreement on the findings of the report, to prevent delays or problems. This can delay the final report and needs to be considered in the final planning.

  Nunan’s ideas incorporate the steps described by Lynch (1996:4).

4.5.3 **Graves**

According to Graves (2000:214), each aspect of the course design can be evaluated and assessed. She identifies similar steps in the evaluation process, which can be seen as a synthesis of the concepts identified in the models outlined above:

• Are the **objectives and goals** appropriate, realistic, achievable and if they should be changed, how will it be done?

• Is the **course content** on the right level, focused enough, comprehensive enough and is it what the students needed?

• Did the **needs assessments** provide enough and/or appropriate information?

• Does the organization of the course flow from unit to unit and is there a sensible progression?

• Are the **materials and methods** interesting enough, on the right level and do students learn enough from them?

• Do students understand how and why they are being assessed in the **learning assessment plan** and do the assessment activities assess what needs to be assessed?

• Is the purpose of the **course evaluation** clear and does it provide useful information?

(Graves 2000:214)
4.5.4 De Vos

De Vos (2001:368) identifies six phases in the evaluation process of any course presented to a group. Although he uses these phases to evaluate social courses, for example, elements of this evaluation can also be applied to evaluation of courses in general. The six phases entail the following:

- According to De Vos (2001:369) the **needs assessment** can be done by tapping into existing sources such as records or annual report or by gathering new information through key informants or surveys.

- An **evaluability assessment** determines whether a course or programme can in fact be evaluated. Aspects to consider would include whether the programme goals are clear, whether the key concepts are defined and whether the treatment has standardised over time.

- **Programme monitoring** determines whether the delivery is consistent with the programme, whether the program is reaching the target group, and whether resources have been expended.

- The **impact assessment** determines if the programme did have the impact it should have had, and if any changes are needed to steer it in the desired direction. Data need to be gathered and analysed to prove this.

- The programme needs to be efficient in terms of **cost-effectiveness** and should promote **cost-benefit studies**.

- The **evaluation** must determine to what extent the programme is **utilised** and if it has an impact on the people involved and future programmes.

De Vos (2001:369) describes the process of evaluation as an interactive process consisting of the following steps:

- Determine what is to be evaluated.

- Identify consumers.

- Gain the cooperation of the staff.
• Specify programme objectives.
• Specify evaluation objectives.
• Choose variables.
• Choose research design.
• Implement measurement.
• Analyse or interpret findings.
• Report or implement results.

4.5.5 Lasnier, Morfeld and Borneto

In chapter 2 the *Quality Guide* of Lasnier, Morfeld and Borneto (2000:2) was used as an example of course design. It is essential to use a quality guide for course evaluation as well. The authors of the *Quality Guide* have compiled examples of good practice which, in their view, possess the following characteristics:

• They correspond to the needs and objectives of the target group.

• Their form and contents are motivating and facilitate access and use for learners and/or teachers.

• They can easily be adjusted to the changing needs of the target group.

• The approach used is appropriate to and consistent with the objectives declared. and encourages the transfer of the learned competences to different contexts

• Non-linguistic aspects such as social and inter-cultural competences are also included.

According to the *Quality Guide*, quality criteria are broad superordinate notions which have been developed by relating widely used concepts of quality in general to current modern language learning and teaching theories. In the context of this contribution,
Lasnier, Morfeld and Borneto (2000:4) is a reference source for the practical work of evaluating the selected materials.

The following criteria for determining quality were developed and defined on the basis of the *Quality Guide*:

- **Relevance**: Relevance refers to the appropriateness of any given material in terms of its matching the needs and objectives of the target group.

- **Transparency**: It describes those features which contribute to facilitating access and use of programmes and materials. In particular, it refers to a clear presentation of contents and activities, to the explicit formulation of learning objectives and to the provision of instruments to diagnose progress, strengths and weaknesses of the learners.

- **Reliability**: This refers to the internal consistency of programmes and materials in so far as stated objectives and actual realisation. It reflects validated methodological premises in the selection of activities, exercises etc. This also implies that the individual phases (i.e. presentation, explanation, practise, exercise, feedback etc.) are consistently inter-related to one another.

- **Integrity**: It refers to respecting and implementing standard requirements with regard to linguistic content and text features. At the linguistic level it means that programmes and materials present models of good, current language usage with correct and sociolinguistically appropriate examples. At a textual level it indicates that programmes and materials respect the integrity and authenticity of the relevant genre in the creation, adoption and adaptation of texts. (This does not imply that only authentic and unedited texts may be presented. It merely implies that texts should be written, edited or simplified in a way which retains the key linguistic features of the original.) In addition, the information presented should be accurate and examples and statements should reflect authentic social behaviour.

- **Practicality**: This implies that activities and exercises can be successfully completed by the learners and that their degree of difficulty corresponds to their language level.

- **Attractiveness**: This principle summarises all the features (user-friendliness, interactivity, variety, aesthetic and emotional appeal) of programmes and materials
which appeal to the learner and therefore contribute to enhancing his/her motivation. This also implies that programmes and materials allow learners to bring their interests, opinions and experiences to bear on the learning process, thereby making it personally meaningful.

- **Flexibility:** It accounts for the individual modes (both cognitive and affective) employed in approaching the teaching/learning process, including grouping in classroom environments. Flexible materials will stimulate learners to make choices, contribute to decisions, and share responsibility for their learning.

- **Awareness:** The principle of awareness applies if programmes and materials help learners to understand how language operates, to focus on how they use language and the way language is used around them, and, finally, to reflect upon what is actually happening in the learning process. In addition, programmes and materials should provide learners with the opportunity to more readily understand their own culture as well as the cultures of other countries and communities, permitting changes in their personal attitude towards them.

- **Generativeness:** This accounts for the open-ended character of programmes and materials which facilitate the transfer of what has been learnt in one context to more general tasks and/or other contexts. As a prerequisite, programmes and materials have to build on previous knowledge (progression) and help learners to relate to, understand and assimilate concepts in a cohesive and coherent manner. In addition, learners are encouraged to develop new concepts and to look at things from a different perspective. The social skills of learners, such as ability to cooperate with others or to develop empathy, are also promoted.

Based on these quality criteria, Lasnier, Morfeld and Borneto (2000:4) developed indicators which consist of hierarchical sets of questions, starting at a more abstract level down to concrete suggestions demonstrating how each indicator can be put into practice.
4.5.6 Prince Edward Island: Evaluation and Selection of Learning Resources

In 2008 the Department of Education of Prince Edward Island in Canada produced a handbook, *Evaluation and Selection of Learning Resources: A Guide*. The purpose of this handbook is to expand upon general criteria for selection of learning resources as well as to expound upon specific selection criteria in the areas of content, instructional design, technical design and social consciousness. The overall goal must be to support the learning outcomes of a curriculum. This guide has forms that appear in the appendices, which are samples to help in an evaluation process. They state clearly that it can be utilized, adapted and/or modified to meet specific needs.

For the questionnaires that were compiled by the researcher for this study, the following were used as examples:

- Appendix A: The print Evaluation form and
- Appendix B: The DVD Evaluation form (Appendices attached)

The guide suggests that when learning resources are selected or evaluated, the following aspects must be considered:

**Content / Format / Design**

Learning resources should:

- support and be consistent with provincial and local program curriculum outcomes;
- be developed by competent authors and producers and meet high standards of quality in factual content and presentation;
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students;

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1 The Department of Education of Prince Edward Island in Canada acknowledges the contributions of the following individuals (consultants, teachers, librarians, principals) toward the development of this document: Judy Davies, Sandra Richardson, Ken Gaudet, Lois Adams, Karen Jollimore, Helen MacKinnon, Ellie Mae Le Clair, Elizabeth Greenan, Myra Thorkelson, Lucille Fontaine and Carol Fitzpatrick.
• have aesthetic, literary, and/or social value;

• have a physical format and appearance suitable for their intended use; and

• be one of a variety of media presentation modes.

Method

Learning resources should:

• be activity-based rather than lecture-based;

• draw students into group and cooperative learning, as well as provide for individual growth;

• promote hands-on activities and an applied approach to learning;

• encourage students to question, think, react, reflect, and decide in ways that develop critical-thinking and decision-making skills; and

• offer choice and flexibility, as appropriate, to meet needs related to individual aptitudes, abilities, learning styles, multiple intelligences, and interests.

Assessment

Learning resources should:

• be supportive of continuous learning by the individual;

• provide for both formative and summative assessment as appropriate; and

• be relevant to the needs of the student.

Social considerations

Learning resources should:

• reflect sensitivity to gender, sexual orientation, and cultural and ethnic heritage;

• promote equality by enhancing students’ understanding of a multicultural and diverse society;
be chosen to help students understand the many important contributions made to our civilization by minority groups and people/groups with a variety of ethnic backgrounds;

be designed to motivate students and staff to examine their attitudes and behaviours, and to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society;

support/promote students’ self-esteem and respect for the self-esteem of others;

recognise the integration of students with special needs (as part of the class);

portray positive role models; and

use language appropriate to the intended audience, and exclude slang, vernaculars, or expletives that detract from meaning.

(PEI, Department of Education, 2008:5,6)

4.1.1. Jamieson, Chapelle and Preiss

Jamieson, Chapelle and Preiss (2005:94) contend that an important consideration pertaining to research method today is the fact that justification of CALL has become less relevant, as computer use has become commonplace for all kinds of instruction, including foreign languages. Today more pressing questions ask for evidence for effective language learning through analysis of software design and learner engagement with learning tasks (Chapelle, 2003). Addressing such questions requires evaluation of CALL in terms of context-specific arguments, supported by rationales and evidence based on theory and research in instructed second language acquisition (SLA). Researchers and teachers agree that evaluation of CALL should ideally inform pedagogical choices about how best to use CALL, but it is not clear how to go about such an evaluation. This study offers an example of a context-based evaluation by means of operational criteria for CALL evaluation and administering the instruments to groups of stakeholders.

In the interest of formulating perspectives from instructed SLA in a manner that would guide CALL evaluation, Chapelle (2005:94) defined a set of criteria, as summarised below:
Criteria for CALL Evaluation

- **Language learning potential**: The degree of opportunity that is presented for beneficial focus on form

- **Meaning focus**: The extent to which learners are directed toward the meaning of the language

- **Learner fit**: The amount of opportunity for engagement with language under appropriate conditions given learner characteristics

- **Authenticity**: The degree of correspondence between the learning activity and target language activities of interest to learners out of the classroom

- **Positive impact**: The positive effects of the CALL activity on those who participate in it

- **Practicality**: The adequacy of resources to support the use of the CALL activity

(Jamieson, Chapelle & Preiss, 2005:94)

Instructed SLA encourages a focus on the linguistic form of language as the need arises in the context of meaning-based instruction. Researchers advocate tasks in which language is used for a realistic purpose, while recognising that language use should be fluent, accurate and complex (Brown, 2000; Crookes & Chaudron, 2001; Larsen-Freeman, 2000; Lightbown & Spada, 1999; Mellow, 2002; Savignon, 2001; Skeehan, 1998). For these reasons, language learning potential, meaning focus, and authenticity are three criteria for CALL evaluation (Chapelle, 2001). Learner fit is included to reflect the ways in which individuals differ, such as age, learning style, and stages of development (Pienemann, 1985). Positive impact is included among the criteria for CALL evaluation in recognition of the importance of the learner’s attitude in language learning as well as the learner’s perceived benefits by participating in activities (Brown, 2000; Bachman & Palmer, 1996; Chapelle, 2001). Jamieson, Chapelle and Preiss (2005:95) also include practicality as a criterion because of the time and money required for the CALL activity.
4.6 Proposed model for *Tsenang!* and *Twenty-Minute-Setswana* course evaluation

According to Alderson and Beretta (1992:274), the evaluation of a language programme will depend on (a) the purpose of the evaluation, (b) the nature of the programme, (c) the individuals involved and (d) the timescales and resources available. There is therefore no single best way for conducting an evaluation. Hubbard (2001:1) explains that evaluation refers to the process of (a) investigating a piece of CALL software to judge its appropriateness for a given language learning setting, (b) identifying ways it may be effectively implemented in that setting, (c) assessing its degree of success and (d) determining whether to continue use or to make adjustments in implementation for future use. We may think of these three stages respectively as selection, implementation, and assessment.

The following model, which is based on a synthesis of the models discussed, is used in this study to evaluate the *Tsenang!* and *Twenty-Minute-Setswana* courses. The model involves three stages of course evaluation (see Table 4-1):

- Planning stage
- Action stage
- Report-back stage

The above-mentioned process is presented in the following table:
Table 4-1: Model for evaluation of the two courses

<table>
<thead>
<tr>
<th>Planning stage</th>
<th>Action stage</th>
<th>Report-back stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the stakeholders?</td>
<td>Collect all the data that are needed</td>
<td>Compare the two courses</td>
</tr>
<tr>
<td>What is the background and the history of the two courses?</td>
<td>Describe and analyse the data</td>
<td>Prepare an evaluation report</td>
</tr>
<tr>
<td>What are the aims of the evaluation?</td>
<td>Draw conclusions from the data</td>
<td></td>
</tr>
<tr>
<td>What elements of the courses will be evaluated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will the evaluation be done?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.6.1 The planning stage

According to Alderson and Beretta (1992:274) the planning stage of an evaluation takes the longest and is the most important. In addition, Dippenaar (2004:83) maintains that all the stages after the planning stage depend on a properly worked out plan. In this stage, Dippenaar (2004:84) asks the following questions:

4.6.1.1 Who are the stakeholders?

The audience is anyone who would be interested in the results of the evaluation: teachers, students, curriculum developers, researchers or funding agencies. The evaluator must firstly determine: (a) who the audience is, (b) for what purpose the evaluation is done, and (c) who will be affected by the outcomes.

4.6.1.2 What is the background and history of the course?

The evaluator should gather as much background information as possible on the course that is to be evaluated. Aspects to take into account should include whether the programme goals are clear and whether the key concepts can be defined. This information can be based on existing sources or can be gained by gathering new insights.
4.6.1.3 What are the aims of the evaluation?

The evaluator must be very clear on what he/she wants to evaluate or achieve. In other words, the aims and objectives of the evaluation need to be clarified.

4.6.1.4 What elements of the courses will be evaluated?

The evaluator has to decide on which elements to concentrate. The following aspects are to be evaluated:

- Course content (level, comprehensive, focused, needs)
- Needs assessment (appropriate information)
- The way the course is organised (logical progression)
- The materials and methods (right level, interesting)
- The learning-assessment plan (how and why)
- The course evaluation (clear purpose)

4.6.1.5 How will the evaluation be done?

The evaluator has to decide (a) what data are needed, (qualitative, qualitative or both), (b) how this data will be collected, and (c) which instruments and techniques to select. The evaluator has to determine how the results will be analysed and also what criteria will be used. After all these aspects have been clearly defined and final decisions taken, the evaluator can move to the action stage.

4.6.2 The action stage

Dippenaar (2004:85) points out the following important aspects of this stage:

4.6.2.1 Collect data

Data collection will follow logically after the completion of the planning, based on the chosen design for the evaluation.
4.6.2.2 Describe and analyse data

Gathered data have to be interpreted and conclusions have to be drawn.

4.6.2.3 Draw conclusions from the analysed data

This step will let the evaluator decide whether the course has had the desired impact on the learners and to what extent it should be reviewed.

4.6.3 The report-back stage

Dippenaar (2004:86) identifies the following important steps that must be prepared and implemented in this stage:

4.6.3.1 Prepare an evaluation report

The findings have to be communicated as honestly and clearly as possible to the stakeholders concerned. A report should be compiled and circulated.

Implement report results

The evaluator has to implement the results in a review which can give the stakeholders an indication of the limitations of the course.

4.7 Conclusion

According to Dippenaar (2004:86), evaluation is not a random exercise, but needs to be planned carefully, and “the evaluator needs to act in a professional and responsible way and must be able to prove whatever statements are made in a scientific way supported by the necessary knowledge and skills”. There must be a structure in the evaluation process and a set of principles must be selected. The evaluator of the course needs to determine beforehand exactly what aspects of the course he or she wants to evaluate. Before any judgements (which may influence the course in future) can be made, the data collection and analysis need to be valid and reliable. The evaluator must be able to prove whatever statements are supported by the necessary knowledge and skills. It is a matter of gathering relevant information which can be systemised and logically analysed.
When evaluating a course, the information gathered must be included a report which is useful to all relevant parties. Course evaluation is a very important step in course design. For the purpose of this study the Criteria for CALL Evaluation of Jamieson, Chapelle and Preiss (2005), are applicable for the Evaluation Criteria Framework which will be presented in Chapter 5. In the next chapter the Research Method is discussed.
CHAPTER 5: RESEARCH METHOD

5.1 Introduction

In this chapter, the research method used in this study to evaluate the Tsenang! and Twenty-Minute-Setswana courses, is discussed. In accordance with the suggestions by Lynch (1996:69) and De Vos (2001:77), data were gathered by means of quantitative (positivistic) and qualitative (naturalistic) research. Triangulation of the quantitative and qualitative data collection (mixed-method), as described in chapter 4, was used to provide a more detailed description of the two courses under investigation.

In this and the following chapters, the Tsenang! and Twenty-Minute-Setswana courses are described, analysed and evaluated according to the model proposed in chapter 4, which consists of a planning stage (Chapter 5: Research Methodology), action stage (Chapter 6: Data and Data analysis) and a report-back stage (Chapter 7: Synthesis of findings).

The methodology of this study involves that the two programmes were evaluated on a theoretical and a practical level. The theoretical evaluation was based upon the chapters that preceded chapter 5 and which gave insight into approaches and methods, course design and course evaluation. The practical evaluation involved the results of pre- and post-tests and a questionnaire, which were also informed by the preceding chapters, although focuses much more on practical and physical aspects.

The first stage of the evaluation process, the planning stage (Research Methodology), is discussed below.

5.2 The stakeholders

The owner and first stakeholders of the Tsenang! course is the North-West University, which developed the course. The owner and first stakeholder of the Twenty-Minute-Setswana course is Mr Thean Heynecke. The Tsenang! course was previously used as the Setswana short course at NWU, but it is no longer compatible with the technology of NWU, as NWU Language Laboratory uses Windows 10, and the software of the
programme is outdated. The *Twenty-Minute-Setswana* course is currently used for the Setswana short course at NWU.

Sources of information are also considered as stakeholders. In this case, these sources include the students who enrolled for the courses and the evaluator herself, who was also the facilitator of the two courses in question.

5.3 The background and history of the courses

5.3.1 Tsenang!

The background and history of this course was discussed in chapter 1 of this dissertation.

5.3.2 Twenty-Minute-Setswana

The background and history of this course was discussed in chapter 1 of this dissertation (see Appendix I).

5.4 Aims of the evaluation

The main aim of the evaluation is to determine whether the *Tsenang!* and *Twenty-Minute-Setswana* courses are successful in improving the language proficiency of the students of Beginner Setswana, and whether it fulfils the expectations of the students. This will be done through evaluating their content, activities, materials and use of technology. The evaluation also aims to identify the shortcomings and differences of the two courses.

5.5 Elements of the course that will be evaluated and the methods of evaluation

For the purpose of this study, the aims, course content, course organisation, method, resources and assessment of the two courses in question were analysed. Data were collected from the students and the facilitator (see Table 5-1 below).
Table 5-1: Summary of data-gathering instruments

<table>
<thead>
<tr>
<th>Sources</th>
<th>Research instruments</th>
<th>Description</th>
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<td>Criteria for CALL Evaluation of Jamieson, Chapell and Preiss (2005)</td>
<td></td>
<td>Twenty-Minute-Setswana:</td>
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<tr>
<td></td>
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<td>1 Flashdrive 1 Manual</td>
</tr>
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<td>Pre- and post-tests</td>
<td>Format - 5.5.1.2.1</td>
<td>20 per course = 40</td>
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<td>Questionnaires</td>
<td>Statements evaluated form open-ended questions</td>
<td>20 per course = 40</td>
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<td></td>
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<td>Comments written by students 5.5.1.2.2</td>
<td>20 per course = 40</td>
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<td>Interviews</td>
<td>Informal interviews with students – 5.5.1.3.1</td>
<td>5 per course = 10</td>
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<td></td>
<td>Observations</td>
<td>Observations during 10 classes – 5.5.1.3.2</td>
<td>10 per course = 20</td>
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</tbody>
</table>

5.5.1 Theoretical analysis of the course

According to Dippenaar (2004:86), evaluation is not a random exercise but needs to be planned carefully; there must be structure and coherence in the evaluation process. When questions for the evaluation of the two courses were compiled, the main focus was on combining the models of Lasnier, Morfeld and Borneto (2000:6) (see chapter 3), and Jamieson, Chapelle and Preiss (2005:93) (see chapter 4). Questions from these two models overlap to a large extent, but appear under different headings. The evaluation questions below were adapted and refined from the evaluation questions in the model of Lasnier, Morfeld and Borneto. The headings of this model were used because they generate effective points of discussion in the context of the evaluation of the two courses in question.
5.5.1.1 Evaluation criteria framework for evaluating the designs of *Tsenang!* and *Twenty-Minute-Setswana*

1. **Content**

1.1. **Themes**
   (1) Does the selection of topics take into account the everyday experience of the users?

1.2. **Texts**
   (2) Are texts chosen which reflect the interest of the target group?
   (3) Are texts chosen which reflect the needs of the target group?
   (4) Are appropriate texts used to present language forms in a meaningful context?
   (5) Are appropriate texts selected to practise specific listening skills?

1.3. **Linguistic content**

1.3.1. **General**
   (6) Are the language needs of the target group taken into account during training?

1.3.2. **Vocabulary**
   (7) What has been done to ensure that the choice of linguistic content is relevant for the learners?
   (8) What factors have been taken into account in selecting vocabulary?
   (9) Have the frequency and target context of the vocabulary been taken into account?
   (10) Is vocabulary practised in a systematic way?
   (11) Are vocabulary items stored?
   (12) Are vocabulary items distinguished with regard to their function?
   (13) Are learners introduced to a variety of techniques for vocabulary association and memorisation in order to cater for different learning styles?

1.3.3. **Grammar**
(14) Have frequency and importance been taken into account when grammar was selected?

(15) Is the grammatical progression transparent?

(16) Are grammar rules presented in a comprehensible form?

(17) Are new grammatical structures introduced in context?

(18) Is an appropriate variety of grammar practise activities provided?

1.3.4. Pronunciation

(19) Does the authentic material provide an appropriate variety used for improving pronunciation and intonation?

2. Activities

2.1. Skills

(20) What provision is made for helping the learners to practise skills autonomously?

(21) Are learners encouraged to use the skills outside the classroom?

(22) Are the tasks adequately prepared so that the learners understand what the purpose of the tasks is?

(23) Are the tasks adequately followed up so that the learners understand what the purpose of the tasks is?

2.1.1. Listening

(24) Does the programme provide pre-listening, while-listening and post-listening activities to set a purpose for listening, to check understanding and to evaluate his/her progress?

2.1.2. Speaking

(25) Are activities provided which help the learner to achieve a fluent command of the new language being learned?
2.1.3. **Viewing**  
(26) Does the programme include pre-viewing and post-viewing activities?

2.1.4. **Reading**  
(27) Does the programme include reading activities?

2.1.5. **Writing**  
(28) Are there relevant writing exercises to improve writing skills?

2.2. **Pedagogic tasks**  
(29) Are controlled practice exercises provided which are linked to language?  
(30) Is there fluency practice to aid automaticity?

2.3. **Real-life tasks**  
(31) Is the language presented in a functional context?  
(32) What steps are taken to ensure that real-life tasks help to bridge the gap between classroom practice and real language use?  
(33) Do the tasks simulate language use in the real world?

2.4. **Learning strategies**  
(34) Does the programme encourage learners to try out different learning techniques to find those to suit them best?  
(35) Does the programme introduce learners to self-assessment techniques?

3. **Organisation**

3.1. **Unit design**  
(36) Are learning objectives stated explicitly for each unit?  
(37) Has the organisation of the chapters and lessons been tailored to that context?  
(38) Are there structured steps between presentation, controlled practice and free practice to foster acquisition of new exponents?
Does the use of video sequences or multimedia serve a clearly recognisable purpose in the design of the programme?

**3.2. Assessment**

(40) Is there an assessment for consolidation at regular intervals?

(41) Is there an appropriate balance of assessment activities?

(42) Are there opportunities for self-assessment?

(43) Are the assessment activities effective, user-friendly and easy to understand?

**3.3. Interaction management**

(44) Is there an appropriate balance between individual work and pair work?

(45) Does the emphasis of exercises and tasks encourage cooperation?

**3.4. Syllabus design**

(46) What has been done to ensure that the characteristics of the target group have been adequately taken into account?

(47) Has the relevant learning environment been identified?

(48) Are the learners given an overview of the syllabus as well as the information they need for the purpose at hand?

(49) Is there an explanation of how the organisation of the course serves the achievement of the learning objectives in question?

**4. Presentation**

**4.1. General**

(50) Does the presentation take account of current, relevant, aesthetic and appealing norms and expectations?

(51) Is the programme accessible and practical, can people cope with the level of complexity of the presentation?
(52) Do the media contain studio-quality audio and video recordings?

4.2. Illustrations

(53) Are the illustrations functionally effective and relevant to the learning activities?

4.3. Layout

(54) What steps have been taken to ensure that the layout of the material has a relevant didactic function, and is there a clear link between the different components?

(55) Is the layout designed to contribute to a more effective realisation of the learning objectives?

4.4. Colour and music

(56) Is the integration of music appropriate?

(57) Are the colours used in a consistent way?

4.5. Navigation

(58) Is the software provided with a manual which explains installation and navigation procedures?

(59) Is the installation procedure easy and intuitive?

(60) Is the table of content / menu clear and understandable to the user?

(61) Are all the relevant parts of the material easily accessible in all phases of the learning process?

5.5.1.2 Practical evaluation: Student data

The two groups (one for Tsenang! and one for Twenty-Minute-Setswana) were facilitated separately for 10 periods in a 5-week cycle. The researcher acted as the lecturer. It was necessary to obtain data from the students enrolled for the two courses. The following data were collected:

- Results of the pre-and post-tests
5.5.1.2.1 Pre- and post-tests

One of the instruments used for student data was a pre- and post-test (see 1.4).

Background and origin

Van Dyk and Van de Poel (2015:6) point out that the students of short courses are expected to perform on the receptive level, in other words, “they can understand the main points of clear standard input” and on the productive level, in other words “they can produce simple connected text on work-related topics that are familiar or of personal interest”. This means that in the design process of a language proficiency test for Beginner Setswana, it is important to take into consideration that the focus is on receptive listening and productive speaking. The researcher designed the pre- and post-test on specific connected levels of the two courses (also see Chapter 1).

The pre- and post-test had the following features:

1. Time: a maximum of 45 minutes per test.
2. Number of items: 50 per test.
3. Format: digital with cyclic elements that gradually get more challenging.
4. Multiple choice questions consisting of the following types (1.4.2.1)
   - Translate
   - Fill in missing words
   - How do you say ...
   - Identify pictures
   - Choose the correct word order
Choose the correct sound file

Grammar: Tenses, negatives, morphemes, days of the week

5. Syllabus

- Topic 1: Greeting (Questions 1 – 8)
- Topic 2: Family and work (Questions 1 – 8)
- Topic 3: Shopping (Questions 1 – 9)
- Topic 4: Directions and ordering (Questions 1 – 8)

Procedure

The two enrolled groups, one for Tsanang! and one for Twenty-Minute-Setswana, both did the same pre- and post-test. The purpose was to evaluate the two courses equally. The pre- and post-tests were edited on Google Forms and written when the students entered and exited the course. After completing their respective courses, the students in the two groups repeated the test, but then as a post-test. The two sets of test scores were compared to indicate the pre-test/post-test differences.

Reliability, validity and practicality

Cohen, Manion and Morrison (2018:573) point out that “reliability concerns the degree of confidence that can be placed in the results, which is often a matter of statistical calculation”. Cronbach’s alpha values could be calculated for the pre-test/post-test for reliability, as the test lends itself to this. According to Anastasi (1988:124), Cronbach’s alpha is a measurement indicating the reliability of items in a measuring instrument and are based on the number of items, the total of the variances of the individual items and the variance of the test total in order to determine consistency. The tests worked well in practice and complied with the requirements of practicality. This evidence suggests that the pre-test/post-test is a suitable instrument for indicating the students’ knowledge of the two courses.

The two sets of both tests were compared to indicate the pre-test/post-test differences. A t-test was applied. This was done in order to determine whether the courses had any effect on the students’ language proficiency for Beginner Setswana.
The effect size recommended by Cohen was considered in the results. Cohen (1984:11) uses the following scale for interpreting the d-value:

- If the d-value is less than 0.2, the difference between the two means is small: this is termed a “small effect”.
- If the d-value 0.5, the difference between the two means is medium: this is termed a “medium effect”.
- If the d-value is more than 0.8, the difference between the two means is high and practically significant: this is termed a “large effect”.

Therefore, if two groups’ means do not differ by 0.2 standard deviations or more, the difference is trivial, even if it is statistically significant. NWU Statistical Support Services helped with the verifying of the results. For an example of the pre-test-post-test (see Appendix D)

A Wilcoxon test will also be applied. Cohen, Manion and Morrison (2108:794) point out that “the Wilcoxon test determines whether there was a significant difference in the voting of the two groups on certain variables”. Only the results of the post-test are applicable.

5.5.1.2.2 Questionnaire

A questionnaire was also used as an instrument to collect student data (see 1.4).

Background and origin
The researcher designed a questionnaire for the students enrolled for the two courses to complete it in order to obtain their opinions of the courses in discussion. The students who completed the Tsenang! course and the students who completed the Twenty-Minute-Setswana course received the same questionnaire (also see Chapter 1).

Format
In chapter 4, reference was made to the handbook produced by the Department of Education of Prince Edward Island in Canada in 2008, called Evaluation and Selection of Learning Resources: A Guide (4.5.3). For the questionnaire that was compiled by the researcher for this study, the following content of this guide were used as guidelines:
Appendix A: The print evaluation form and
Appendix B: The DVD evaluation form

All students enrolled for the courses have been requested to write down their expectations of the course during their first class. During the last class of the lectured courses, they were requested to complete a detailed questionnaire on their experiences and assessment of the courses. The questionnaire was developed by the researcher according to guidelines from the above-mentioned Guide, and contained both closed and open-ended questions on the following aspects:

- Content: topics, vocabulary, grammar, tenses, functions, quality standard and satisfaction.
- Instructional design: student engagement, communication skills, extends upon students’ knowledge, independency, creativity, hands-on activities, structure, organization, introduction, development, summary, learning, tools, integration, presentation and interest.
- Technical design: presentation, music and sound effects, narration, support materials, visual effects, animations, graphics, presentation, pacing and complementary mediums.
- Open-ended (qualitative):
  
  1. Social considerations – social value, diversity, attitudes, behaviours, historic information
  2. Student dedication
  3. Rating, recommendations, class attendance, comments and suggestions

A standard Likert scale was used, with the options Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). For an example of the questionnaire (see Appendix E). “The criteria are intended to encourage evaluators to think critically about the resource and evaluate some of its more detailed aspects” (Department of Prince Edward Island, 2008:19).
Procedure
The students were requested to complete the questionnaire to give their opinions on the above-mentioned aspects of the courses.

Reliability
To test the questionnaire’s reliability, the questions were analysed. The questions were already grouped together in categories of Content, Instructional design, Technical design and Open-ended questions.

It was decided to use the constructs proved by the Cronbach alpha scale to be reliable to compare the results from the questionnaires of two courses, using Cohen’s d-value. The purpose was to determine whether there was a difference between the results of the two courses.

General comments and suggestions
Upon enrolling for the respective courses, both groups of students were asked to write down their expectations of the courses. Common trends were identified and discussed.

5.5.1.3 Practical evaluation: Lecturer’s data
The lecturer’s data consist of interviews and observations.

5.5.1.3.1 Interviews
Watts and Ebbutt (1987) and Leshem (2012) found that “the group interview can be cost-efficient, time-efficient and generate a wider range of responses, than individual interviews”. Arksey and Knight (1999:76) suggest that “having more than one interviewee present can provide two versions of events – a cross-check – and one can complement the other with additional points, leading to a more complete and reliable record”. It is also possible to detect how the participants complement, influence, support, agree and disagree with each other. Cohen, Manion and Morrison conclude that when group interviews are conducted, the unit of analysis is the view of the whole group and that a collective group response is being sought, even if there are individual differences. Patton
(1980, 1987) discusses three types of qualitative interview format: the informal conversational interview, the interview guide, and the standardised/open-ended interview; while Lynch (1996) argues that “[a]t the unstructured end of the continuum is the informal conversational interview where the interviewer attempts to engage the interviewee in a natural conversation in which the question arise more or less spontaneously”.

For this study, the researcher chose 2 small group interviews: one group of 5 interviewees for each Setswana course. Lynch (1996) points out that “There are several advantages to conducting interviews with small groups of people. The most obvious advantage is the ability to sample a greater number of people within the same amount of time that one-on-one interviews might take. Another advantage of the group interview is that the participants can question and clarify each other’s responses.”

The same 4 questions were asked to the interviewees of both groups:

- Is this course suitable for a short course for learning Setswana as a beginner?
- What are the strong points of this course?
- What are the shortcomings of this course?
- What are your suggestions, if any, to improve the course?

They were also encouraged to explain their answers. Below are examples of the interviews:
Example: Interviews with the *Tsenang!* students

**Interviewer:** Question 1. Is this course suitable for a short course for learning Setswana as a beginner?

**Interviewee 1:** Yes, I think this course is suitable for a short course for beginners. I liked everything about it.

**Interviewee 2:** I am a teacher and in 2018 I will have a grade 0 class. Although these kids do their school work in English, they are all Setswana mother tongue speakers. I wanted to learn basic Setswana to make communication with them a bit easier. And that is what the course did for me as a beginner. It is now so nice to see the respect the pupils have for me, when I communicate with them even if it is on a very basic level.

**Interviewee 3:** My daily circumstances determines my need. This course was exactly what I needed to learn, basic Setswana as user language. Therefore, I think it is most suitable for learning Setswana as a beginner. In my job I come across many Setswana mother tongue speakers and I enjoyed the content of this course. It now enables me to communicate with them on a basic level.

**Interviewee 4:** I found this course very practical as I can now use the newly learned words and phrases in my work as a matron nurse. I can communicate easier with the care takers under my supervision, even if it is at a very basic level.

**Interviewee 5:** This course is very helpful to a beginner. It is very easy for any person to use the programme. I showed it to my grade 7 sister, and she could easily understand it. Even my grandmother who can barely work with a computer, could easily open the programme and access its contents.

5.5.1.3.2 Observations

For the purpose of this study, the researcher was also the facilitator of the two Setswana short courses and observed her own classes. She kept field notes on classroom activities and the student’s reactions during the classes. These notes included the date and time, number of students and their attendance, content and lesson events, student
participation, questions and uncertainties about the lesson as well as general impressions. These observations were unstructured and of an open nature.

**Example: Observations**

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<tr>
<td><strong>Date:</strong> 19/09/2018</td>
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<tr>
<td><strong>Time:</strong> 18:00 – 20:00</td>
</tr>
<tr>
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</table>

**Content / Lesson events**

Study Guide: Noun classes, Subject morphemes p 1 and 2.

Dialogues: Mo lebenkeleng: Tsala ya me p16, Dumela rra, p16 and 17.

User language test 1.1 and 1.2, p37

Multimedia lesson in the language laboratory: The same dialogues as above

**Student participation**

Students listen to the facilitator’s presentation of the lesson content. At the end of the lesson they complete the user language test with the facilitator’s assistance. In the language laboratory they explore the content of the day’s lesson and try to do the given exercises and repetitions. They receive homework for the next period.

**Questions or uncertainties about the lesson**

The noun classes are difficult to understand and interpret.

**General impressions**

A very lively group of students, very eager to learn. Class procedure went extremely well.

See Appendix H.
5.6 Data analysis method

5.6.1 Study population and biographic information

The two courses were presented separately at NWU. Advertisements were sent out. (see Appendix B). Students entered voluntarily, with an entrance fee of R300pp. Taking reliability and validity into account the courses needed to start with more than 20 students in order to end with a statistical minimum of 20 per class. Classes took place on Mondays and Wednesdays, and Tuesdays and Thursdays. Students entered by choosing the days that suit them best. The biographic profiles of the students were processed after the intake closed and the researcher could verify the information (see 6.3.1 and 6.3.2).

5.6.2 Data for the practical analysis – Student

5.6.2.1 Course evaluation questionnaire (see Appendix E)

Statistics covered the following aspects:

- Frequencies and descriptives;
- General comments and suggestions (positive and negative);
- Reliabilities and
- Independent t-test (see 6.3.3).

5.6.2.2. Formal tests: Pre-and-post-test (see Appendix C and D)

Statistics covered the following aspects:

- Descriptives
- Reliabilities of the pre-test
- Dependant t-test
- Paired sample statistics (see 6.3.4)

5.6.3 Data for the practical analysis - Lecturer

Information was gathered through interviews and observations (see 6.4).
5.7 Conclusion

This chapter, in which the research methodology is explained in detail, reports on the planning stage of the model for evaluating the *Tsenang!* and *Twenty-Minute-Setswana* courses. The next chapter deals with the action stage and it discusses the data that were collected and the data analysis.
CHAPTER 6: DATA AND DATA ANALYSIS

6.1 Introduction

In this chapter, the data collected on the two Setswana courses: Tsenang! and Twenty-Minute-Setswana is described and analysed according to the model formulated in Chapter 5.

As mentioned in the Research Method in Chapter 5, in any evaluation there are stakeholders as well as a background and history of the courses being evaluated. In addition, there are aims for the evaluation. The background, stakeholders and history have already been discussed in 5.2 and 5.3, and this chapter serves to answer to the aim of determining whether Tsenang! and Twenty-Minute-Setswana are successful in improving the language proficiency of students of beginners Setswana and to identify differences and shortcomings between the two programmes.

With regards to the different stages of an evaluation mentioned in 5.1, this chapter serve as the action stage. Data on the following are analysed and described for each course: the course itself, student’s views, lecturer’s opinions, as well as results of the pre- and post-tests and the course evaluation questionnaire.

6.2 Data for the theoretical analysis - Evaluation according to the Evaluation Criteria Framework

6.2.1 Content

6.2.1.1 Themes

(1) Does the selection of topics take into account the everyday experience of the users?

The Oral approach (see 2.4.3.1.) entails that the language must be introduced through situations. In addition, Finocchiaro and Brumfit (1983:17) (see 3.2.1.2), emphasise that
the Functional-notional approach provides for the teaching of real-world and everyday language.

_Tsenang!:_ The developers of this programme “decided on a commercial situation as main theme” (Berg & Pretorius). As a result of this decision, relevant topics are included: In the shop, My new work, Our Family and At the office. These topics provide for teaching of real-world and everyday language as mentioned in the Functional-notional approach. This is very relevant for a language acquisition course because commerce*al and work situations are the places where most interaction between mother tongue speakers and non-mother tongue speakers occur most frequently in everyday life. See diagram 1 for a visual example of the existing four chapters as it appears in _Tsenang!_
Diagram 1:  *Tsenang!* - Chapters

**Twenty-Minute-Setswana:** Relevant topics are presented in 23 lessons: Basic greetings, Making conversation, Family and Plurals, Numbers, Occupation, Likes and dislikes, Vocabulary building, How do you say?, Days and weeks, Directions, The town, Ordering food and drinks, Every day, Camping and outdoors, Shopping, Health and medical, and In the pharmacy. Here the Functional-notional approach also configurates. This is very relevant for a language acquisition course because a commercial and work
situation are the places where the most interaction between speakers and non-speakers occur in everyday life.

6.2.1.2 Texts

(2) Are texts chosen which reflect the interests of the target group?

With regards to texts and interests, the Lexical Approach, (see 2.4.3.7) states that it is important for learners to deal with chunks. These chunks naturally occur in texts, which is why it is important to use texts in which the lexis is central. The units are words and chunks formed by collocations and fixed phrases. Using vocabulary, the learner moves to word groups and then to sentences which occur in dialogues and paragraphs. The Lexical Approach points out the relevance for foreign language learners: dealing with a new language this way, is a central feature of naturalistic language use, which answer to the interest of the target group. In addition, classroom activities for the Audio-lingual method (see 2.4.3.2.) involves acting out dialogues. Furthermore, the Functional-notional approach (see 3.2.1.2) emphasises basic communicative functions which are best introduced through dialogues.

_Tsenang!:_ The texts in the lessons consist of lexis and phrases compiled in dialogue form. The accompanying functions and skills typically include collocate fixed phrases. See Diagram 2 for an example of how a dialogue is presented in the course. The dialogues are the main focus in each lesson as they contribute to the communicative nature of the course, in keeping with the three approaches mentioned above.
Diagram 2: *Tsenang!* – Dialogues

**Twenty-Minute-Setswana:** The texts in this programme appear as words, language phrases and sentences in every lesson. After every three lessons, there is a dialogue with content of the previous three lessons, the “progress page”. See diagram 3 for an example of how a dialogue is presented in the course. The texts are relevant because of the communicative nature of this course.

*Tsenang!* has 18 dialogues in total, and *Twenty-Minute-Setswana* has 7.
Diagram 3:  Twenty-Minute-Setswana – Texts

(3) Are texts chosen which reflect the needs of the target group?

One of the characteristics, of the CBLT and SBI theories (see 2.4.3.5.), is that outcomes are related to real-life needs. To complement this characteristic, (see 2.4.3.4.), the influences of CBI and CLIL in current language teaching include an awareness of the student’s real-life purpose for learning the language and a strong awareness of the subject matter.

_Tsenang! and Twenty-Minute-Setswana:_ In their responses to the questions in the questionnaires, the target groups (the two groups of learners) described a need to learn Setswana on a very basic level so that they could communicate with Setswana-speakers in their work place and in commercial situations. This aspect overlaps with Question 1, as the chosen texts indeed reflect the real-life needs of the target group and their everyday experiences.
(4) Are appropriate texts used to present language forms in a meaningful context?

According to Dirven et al. (1993:3), texts are the best way to “deeply impregnate words in memory”. Therefore, appropriate texts chosen for a course should be presented in a way where they are on the right level for beginners, address contexts and people relate to. The language forms should be easy to remember since they are placed in a meaningful context.

_Tsenang! and Twenty-Minute-Setswana:_ The texts used in these two courses refer to scenarios which are well-known to people and therefore they should be easy to remember and to use in a meaningful context.

(5) Are appropriate texts selected to practise specific listening skills?

_Tsenang! and Twenty-Minute-Setswana:_ The appropriateness of the texts is discussed in Question 4 and includes a discussion on the phrases, sentences and dialogues which are selected to practise specific listening skills according to the relevant themes.

6.2.1.3 Linguistic content

6.2.1.3.1 General

(6) Are the language needs of the target group taken into account during training?

_Tsenang! and Twenty-Minute-Setswana:_ As mentioned under the heading “Texts”, the needs of the target group are to communicate with Setswana speakers in their work place and in commercial situations. The linguistic content of both courses cater for this need. The needs of the target group overlap with Question.3.
6.2.1.3.2 Vocabulary

(7) What has been done to ensure that the choice of linguistic content is relevant to the learners?

Product-orientated syllabuses include items such as vocabulary, lexicon, structure or functions and notions (see 3.2.2.1) to ensure relevance of linguistic content.

_Tsenang! and Twenty-Minute-Setswana:_ This can be answered in connection with Question 6: the linguistic content complements the texts, which complement the themes, which complement the needs of the learners and which work towards relevance for the learners. These two courses are then product-oriented based.

(8) What factors have been taken into account in selecting vocabulary?

Wyner, the author of _Fluent-forever_ (2018), compiled a list of “Your base Vocabulary: The first 625 words”. He provides two lists: a thematic list and an alphabetical list. All the themes that occur in _Tsenang!_ also occur in Wyner’s thematic list. They are:

- People: e.g. monna (man), mosimane (boy), rre (father), mme (mother), etc.
- Beverages: e.g. maswi (milk), metsi (water), etc.
- Food: e.g. borotho (bread), etc.
- Directions: e.g. Go supa tsela (To show the directions), etc.
- Time: e.g. mantsiboa (evening), etc.
- Verbs: e.g. dira (work), tsamaya (walk), etc.
- Adjectives: e.g. thata (a lot / hard), etc.
- Pronouns: e.g. Nna ke (I), Wena o (you), etc.
- Jobs: e.g. morutabana (teacher), etc.
- Numbers: e.g. nngwe (one)
Days of the week: e.g. Labobedi (Tuesday)

In the experience of the researcher, who facilitated both courses, there are a lot of overlapping of lexical items between the two courses, and it seems as if the vocabulary of the courses consists of the threshold items needed for the acquisition of Setswana on a basic level.

_Tsenang!:_ The vocabulary consists of the threshold items needed for the acquisition of Setswana on a basic level. According to Wyner’s list, the selection of the vocabulary and the number of lexical items are sufficient for the acquisition of Setswana on a basic level.

_Twenty-Minute-Setswana:_ For this course there is no indication of how many lexical items appear. This course has the same themes of words from Wyner’s list, but it also includes the following themes:

- Colours: e.g. tshweu (white)
- Body: e.g. molomo (mouth)
- Seasons: e.g. mariga (winter)
- Animals: e.g. kgomo (cow), etc.

(9) **Have the frequency and target context of the vocabulary been taken into account?**

_Tsenang! and Twenty-Minute-Setswana:_ The lexical items are the most frequently used items for the acquisition of Beginner Setswana. This is cleverly done because it is presented in a jargon which uses specific contexts, according to the relevant themes.

(10) **Is vocabulary practised in a systematic way?**

According to the Oral Approach (see 2.4.3.1), the basis of teaching is the systematic categorization of contents including vocabulary. In addition, Richards & Rodgers (2014:23) assume that “language is a system of structurally related elements for the
coding of meaning”. This includes: phonological units (phonemes), grammatical units (clauses, phrases, sentences), grammatical operations (adding, shifting, joining, transforming elements) and lexical items (function and structure words). In that sense, vocabulary and other units should be presented and practised systematically.

Tsenang!: The content is presented in an orderly and systematic way according to the structures of the language mentioned above.

Twenty-Minute-Setswana: The same can be applied for this course, but there is a lack of grammatical operations, which include actions such as adding, shifting, joining and transforming elements.

(11) Are vocabulary items stored?

Tsenang!: The lexical items are available in a very functional dictionary with unique comprehensive features which includes translations, morphological indications, a semantic meaning, content examples and an audio function for pronunciation. The storing of vocabulary items is important for revision, self-reflection and self-monitoring. See Diagram 4 for an example of how the dictionary appears in this programme.
Diagram 4:  *Tsenang! – Dictionary*

**Twenty-Minute-Setswana:** The vocabulary items appear in the workbook but are not stored in a list or dictionary.

(12) **Are vocabulary items distinguished with regard to their function?**

The Functional-notional syllabus, one of the most salient designs of the Product-orientated syllabus (3.2.1), provides for the widespread promotion of foreign language courses such as *Tsenang! and Twenty-Minute-Setswana*. This design includes items such as vocabulary, lexicon, structure or functions and notions. In Question 7 it was distinguished that these two programmes are product-orientated based.
Tsenang!: As mentioned in Question 11 above, the vocabulary items appear in the dictionary with morphological explanations and semantic values. It is a very helpful application to be able to instantly relate a lexical item to its communicative function.

Twenty-Minute-Setswana: In the workbook, the vocabulary items appear in columns, firstly in English, secondly in Setswana and in the third column there are notes, where the vocabulary is explained with regard to the function of the words. The layout of the columns can also be seen in Diagram 3 above.

(13) Are learners introduced to a variety of techniques for vocabulary association and memorisation in order to cater for different learning styles?

Tsenang!: Apart from all the functions this programme has to introduce learners to a variety of techniques for association and memorisation, it also has a personal notebook application. (The different learning techniques are mentioned in Question 34). The learner can copy vocabulary to the notebook. The programme then enables the learner to practise the meaning of these copied words, their spelling and pronunciation. This is a very useful application, because the learner can successfully associate and memorise newly acquired lexical items.

Twenty-Minute-Setswana: This programme has a vocabulary recall feature. After listening to a lesson where the two presenters explain the vocabulary in an interview style, the learners can go to the vocabulary recall, where the Setswana speaker says the word and the learner must repeat it. In this programme, viewing, listening and repeating are the only techniques for vocabulary association and memorisation.

6.2.1.3.3 Grammar

(14) Have frequency and importance been taken into account when grammar was selected?

Tsenang! and Twenty-Minute-Setswana: Grammatical structures in Setswana differ vastly from those in English, for instance. The possessive phrase “My pen”, for example, is “Pene ya me” (the pen of mine) in Setswana, as all qualificatives appear to the right of
the head (antecedent). The grammatical structures that appear in this programme most definitely took into account the frequent occurrence of grammatical structures. The most important basic grammar includes, for instance, the various noun classes with their subject and object morphemes, the agglutination of the verb with pre- and suffixal morphemes, personal pronouns such as those for the first, second and third person and the possessive pronouns. The selection was guided by functionality and is presented in accordance with the texts and themes. These grammar items explain structures in the relevant texts and thus aid the learning of Setswana on a basic level. See Diagrams 5 and 6 for examples of the appearances of the noun classes and diagram 7 for an example of how the possessive constructions appears in the Setswana language. Twenty-Minute-Setswana, in contrast, has a very helpful poster with a summary of the Setswana noun classes, their morphemes and particles. See diagram 8 for an overview of this poster.

Diagram 5:  
Tsenang! - Noun classes (1)
Diagram 6:  *Tsenang!* - Noun classes (2)
Diagram 7:  *Tsenang!* - Possessive construction
Diagram 8: Twenty-Minute Setswana – Poster

### Pronouns

<table>
<thead>
<tr>
<th>Category</th>
<th>Noun class</th>
<th>Singular Plural Noun class Prefix</th>
<th>Noun Examples</th>
<th>Subject concord/morpheme</th>
<th>Demonstrative Distance 1</th>
<th>Demonstrative Distance 2</th>
<th>Demonstrative Distance 3</th>
<th>Object concord/morpheme</th>
<th>Adjective particles</th>
<th>Possessive particles</th>
<th>Verb/Relative particles</th>
</tr>
</thead>
<tbody>
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<td>They Ratsa</td>
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</tbody>
</table>

#### Defining Copulative

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Locative

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Participles

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Demonstrative Distance

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Object concord/morpheme

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Adjective particles

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Possessive particles

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

### Verb/Relative particles

- **I Naha**: le
- **You Naha**: le
- **He Ewe**: se
- **She Ewe**: se
- **We Ratsa**: sa
- **They Ratsa**: ba
- **You Plural: Random**: ka

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**TWENTY MINUTE SETSWANA**

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Thabiso Heyeke
(15) Is the grammatical progression transparent?

Dippenaar (2003:155) emphasises that “grammatical competence remains an important element in any course design”. Taking the Grammatical syllabus (3.2.1.1) into account, content should be selected and graded according to grammatical items (Nunan, 1988:31).

**Tsenang!:** Keeping up with the Grammatical Approach, the grammar in this course is presented in a graded manner and in sequence with the chapters of the programmes. The grading entails that the content is built on a list of grammatical items which are introduced one after each other according to difficulty, frequency or complexity. Grammar items start with the basic structure of the noun first, using words for people and objects, for example:

*Motho (human being), Mosimane (boy)*

*These words start with a mo-. It is a class marker or prefix referring to certain nouns.*

It seems to be the easiest vocabulary item to begin with. It then works towards more difficult and more complex structures towards the end of the programme. The main difference between European languages and Setswana is that Setswana nouns are grouped into noun classes based on their prefixes. These prefixes are used to indicate number and are the basis of the agreement system that is prevalent in the language. It helps learners to understand the subject and object agreement morphemes used in Setswana and the way in which they are translated as pronouns in English and Afrikaans in certain conditions.

**Twenty-Minute-Setswana:** This course starts with basic grammar which includes nouns, pronouns, verbs, adjectives, adverbs and prepositions. It is a lot of grammar information for a start. It then immediately moves to using adjectives within a sentence for example:

*Letsatsi+lê+le+ntle (Beautiful day)*

*Noun+adjective particle+noun prefix+ adjective root*

It then introduces the first noun class and the direct verb relative, for example:
Mosimane+y0+o+tl[a+ng (The boy that is coming)

Noun+adjective particle+subject morpheme+verb+”ng”

The grammar progression seems to be too advanced in the beginning of the course and can lead to confusion.

(16) Are grammar items presented in a comprehensible form?

In both programmes the grammar items are presented in a comprehensible form and easy to understand. See diagrams 5,6,7 and 8 for examples of how grammar presentations appear. The layout of the programmes (see 1.2.4.3) also play a role in comprehensible grammar presentation, (Questions 54 and 55).

Tsenang!: In this programme, there is a grammar icon which the learner can choose, with a “bookmark, find where? and exercises” available. This application is very useful and functional because it assists the learner with the learning and understanding of grammatical structures. The grammar icon is illustrated in diagram 10.

Twenty-Minute-Setswana: Each lesson has lesson notes and grammar notes. After learning the new lexical items, the learner can turn to the grammar notes to help them understand the structures. In both courses the grammar notes are very complete. An example of grammar in Twenty-Minute-Setswana is illustrated in Diagram 9.
Diagram 9: **Twenty-Minute- Setswana – Grammar notes**

(17) **Are new grammatical structures introduced in context?**

In both programmes the contexts were chosen to compliment the everyday situations of the chapters. Nunan (1988:31) states that content is selected and graded according to grammatical items. The content is built on a list of grammatical items which are introduced one after each other.

**Tsenang!:** The context of each lesson introduces the grammatical structures used for the lesson. The contexts appear firstly in chapters and then lessons and are graded, as mentioned in Question 15. When the learner opens a new lesson and chooses the explore icon, a grammar bullet appears which describes the grammatical structures and their explanations used in the lesson. This is very useful; it assists the learner in the
understanding of grammatical structures. An example of this application is illustrated in Diagram 10.

Diagram 10: *Tsenang! – Grammar*

**Twenty-Minute-Setswana:** As prescribed by Nunan (1988:31), contents seem to appear not graded. As mentioned in Question 15, the grammar progression seems to be too advanced in the beginning of the course. However, the grammar notes explain the grammar thoroughly. Yet, one of the participants of the course mentioned in her comments in the questionnaire that the grammar was sometimes confusing. It seems as if the grammar information was too much to cope with.
(18) Is an appropriate variety of grammar practise activities provided?

_Tsenang!:_ The programme provides a variety of grammar exercises in the grammar application. For example:

**Noun: Basic structure**

_Give an indication of the class prefixes of the following nouns: (Click on the correct answer)_

_Monna (man) a. mo- b. ba- c. le-

**Words for action**

_Give an indication whether the following words are nouns or verbs: (Click on the correct answer)_

_Lekau a. Noun b. Verb_

These activities are functional; the variety provides the successful learning of new grammatical structures without becoming boring.

_Twenty-Minute-Setswana:_ There are no grammar exercises in this programme.

6.2.1.3.4 Pronunciation

(19) Does the authentic material provide an appropriate variety to be used for improving pronunciation and intonation?

Chapelle (2001:52) (see 2.4.2) explains that the content and activities must be close to an authentic situation. In addition, the Communicative Language Teaching Method (see 2.4.3.3) emphasises the authenticity of the input. Classroom activities for the Audio-lingual method (see 2.4.3.2) involves pronunciation activities, pattern drills, repetition-based tasks, and mimicking native-speaker speech.

The above-mentioned references are embodied in these programmes on the following aspects:
**Tsengang!:** 16 voices are used in the script, providing the learner with audible mother tongue pronunciation and intonation on demand. Each chapter is concluded with a short rhythmic rhyme and Setswana song. It also exposes the learner to a variety of Setswana voices. In the dialogues, one of the speakers, Tshepo, did not very clearly pronounce the words; he swallowed words at the end of sentences. Although learners found this disturbing, it also stresses the importance of improving one’s listening skills as this may also happen in real-life speech. One of the students also mentioned this weakness in her general comments (see Appendix F). The programme also includes an audio function which enables the learners to record their own voices. This is an excellent application and learners can then compare it to the voices of the mother tongue speakers, while at the same time practising intonation and pronunciation.

**Twenty-Minute-Setswana:** Three voices are used in this script, of which two are mother tongue speakers. As mentioned earlier, communication takes place in an interview style, where the author is the learner, and one of the mother tongue speakers is the facilitator. This technique also provides the learner with mother tongue pronunciation and intonation on demand. There are no rhythmic rhyme practise and only one song for the learners, which is not a cultural song, but written and sung by the author in a Western theme. The vocabulary recall mentioned in Question 13 involves the mother tongue speaker saying words, phrases and sentences which the learner can repeat. The layout of the Vocabulary Recall application can be seen in Diagram 11.
6.2.2 Activities

6.2.2.1 Skills

(20) What provision is made for helping the learners to practise skills autonomously?

As prescribed by the Communicative Language Teaching Method (see 2.4.3.3), learner autonomy plays important roles in these courses.

_Tsenang!_ and _Twenty-Minute-Setswana_: With all the above-mentioned functions available in the applications of both programmes, it can be concluded that the programmes deliver user control over the delivery of information. The programmes allow the learner to follow his/her own route through the programmes. This indeed helps the learner to practise skill autonomously. It is also very functional, as the pace of the learning process is determined by the individual learner.
(21) Are learners encouraged to use the skills outside the classroom?

Chapelle (2001:52) (see 2.4.2) notes that impact, as criterion for assessing the relevance of CALL tasks, implies that activities should develop learners’ cognitive strategies, so that they can apply them outside the learning activities.

_Tsenang! and Twenty-Minute-Setswana:_ Taking Chapelle’s view into account, Pretorius and Berg (2003:10) added that to improve in the area of real-life tasks it is expected of the learner to leave the computer and to “practise verbal communicative efficiency in Setswana in any given situation”. However, in an ideal world this is feasible, but in the real world, this cannot be evaluated and the learner must have his/her own motivation to do so.

(22) Are the tasks adequately prepared so that the learners understand what the purpose of the tasks is?

Chapelle (2001:52), (see 2.4.2), places the focus on meaning; the learner’s attention must be drawn to the meaning of the language that is required to perform a task. Characteristics of the Task-based Language Teaching method (see 2.4.3.6) are the use of tasks as core units of planning and instruction. The Functional-notional approach of Finocchiaro and Brumfit (1983:17) (see 3.2.1.2) encourages realistic learning task setting. The CBI and CLIL approaches (see 2.4.3.4) propose common classroom activities that involve performance-orientated and meaning-orientated activities. Both these programmes entail the influence of the above-mentioned approaches and methods. Tasks are the core units of their planning and instruction, they encourage realistic task settings and involve performance- and meaning-orientated activities.

_Tsenang!:_ The _Tsenang!_ programme works according to certain steps. The lesson is the main element in the learning process. As the learner reads through the text he/she has the option to listen to the Setswana text; translations are also available. By a simple click of the mouse, the learner can go to lexical, grammatical or functional items and linguistic skills. The tasks are therefore adequately prepared, and the learners will accordingly understand the purposes of the tasks. This is in line with the above-mentioned
Functional-notional approach which encourages realistic task setting. In Diagram 12, an overview appears of the subjects which initiate the tasks.
Diagram 12: *Tsenang! – Subjects*

**Twenty-Minute-Setswana:** This programme also works according to certain steps. The lesson is the main element in the learning process. Firstly, the learner chooses the lesson. He/she reads through the texts while listening to the presenters going through the content of the lesson and the grammar notes. The learner can then choose to go to the vocabulary recall to practise the new lexical items. *Twenty-Minute-Setswana* only has vocabulary and grammar features to focus on. There are no functions or skills features to choose from, but the tasks are adequately prepared, and the learners will accordingly understand the purposes of the tasks. In Diagram 13, an overview appears of the subjects which initiate the tasks.
Diagram 13: Twenty-Minute-Setswana – Tasks

(23) Are the tasks adequately followed up so that the learners understand what the purpose of the tasks is?

Tseng: In this programme the learner is physically active during the learning process. Through completing the exercises that are linked to each item, the learner can consolidate his/her knowledge. A personal progress report is also included. The interactive nature of the programme is illustrated in Diagram 14. This diagram shows that the tasks are adequately followed up so that the learners can understand what the purpose of the tasks is. Berg & Pretorius (2003:7) note that the “underlying notion in the construction and development of interactive software is to facilitate and provide constant feedback between the user and the machine”.

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Diagram 14: Interactive nature of *Tsenang!* (Berg & Pretorius, 2003:7)

**Twenty-Minute-Setswana:** In this programme the tasks are not followed up through consolidation because of the absence of physical tasks.

**6.2.2.1.1 Listening skills**

(24) Does the programme provide pre-listening and post-listening activities to set a purpose for listening, to check understanding and to evaluate his/her progress?
The Functional-notional approach of Finocchiaro and Brumfit (1983:17) (see 3.1.2.1) firstly focuses on listening and reading, before attempting to speak and write. Therefore, the programme must provide activities to set a purpose for listening. According to the importance of listening in the Functional-notional approach, both programmes set a purpose for listening as follows:

**Tsenang!**: There are four icons at the bottom of the lesson layout, to choose from regarding listening. The first icon enables the learner to listen to the text, with or without the written dialogue, for practising listening comprehension and to form an overview of the content to aid with understanding of the text. The second icon enables the learner to listen to the text, with or without translations on the screen. The third icon enables the learner to just listen to the text and the fourth icon enables the learner to listen and to practise to speak, which gives the learner an effective post-listening activity, as the learner can record his own voice. The programme gives the learner the option to listen to the lessons as many times as possible, moving forwards and backwards as he/she demands. These four applications are thoroughly planned and followed up. It certainly promotes excellent listening skills. The progress report helps the learner to evaluate and manage his/her progress.

**Twenty-Minute-Setswana**: The programme provides pre-listening when the learner has the option to listen to the lesson. Post-listening occurs when the learner chooses the vocabulary recall feature, as indicated in Diagram 11. This feature helps with the understanding of the text. Although there is a progress page after every third lesson, it appears as a dialogue, with no feature to evaluate progress.

6.2.2.1.2 Speaking skills

(25) Are activities provided which help the learner to more or less achieve a fluent command of the new language being learned?

One of the classroom activities of the Communicative Language Teaching Method (see 2.4.3.3) involves activities focussing on fluency with a degree of tolerance for errors; the main focus is on communication. This is embodied in both programmes as follows:
**Tsenang!**: The fourth application mentioned in Question 24 above enables the learner to listen to the Setswana speaker, and to learn to speak out loud by him-/herself. As mentioned in Question 15, the programme also includes an audio function which enables the learners to record their own voices. This is an excellent application because they can then compare it to the voices of the mother tongue speakers, while at the same time practising intonation and pronunciation. This emphasis the consolidation process showed in Diagram 14.

**Twenty-Minute-Setswana**: As mentioned in Question 14, the vocabulary recall feature enables the learner to listen to the mother tongue speaker, and then to repeat the newly learnt lexical items. This is a successful application, but they can only repeat the words, phrases or dialogues; there is not a feature to record their voices to compare it with the voices of the mother tongue speakers.

In both courses, phrases and collocations are practised to help learners achieve fluency in words and morphemes that are pronounced together. “Moruti o a dumela” (The facilitator greets), for example, are pronounced “Moruti wa dumela” and “Basadi ba babedi” (Two women) are pronounced “Basadi bababedi”.

### 6.2.2.1.2 Viewing skills

**Does the programme include pre-viewing and post-viewing activities?**

**Tsenang!**: This answer relate to the layout in Questions 54 and 55 when two icons appear, where the learner can explore the lessons and the learning content of the chapters. This gives the learner an overall idea of what the content of the lessons is as well as what could be expected of him/her. For post-viewing activities, the programme includes a previous-mentioned personal progress report and a notebook. The progress report and the notebook can help the learner to isolate problem areas in his/her learning process, with the focus on solving these problems.

**Twenty-Minute-Setswana**: The learner can easily explore the lessons and the content of the chapters; this can be seen as pre-viewing. No progress report is available in this programme to allow for post-viewing.
6.2.2.1.3 Reading skills

(27) Does the programme include reading activities?

In relation to Question 24, the Functional-notional approach (see 3.1.2.1) emphasizes the importance of listening and reading. Taking this view into account, the two programmes practise reading as follows:

Tsengang!: Every chapter has a number of dialogues, songs and rhythmic practise exercises. The communicative exercises are the main focus point because of the nature of this programme; the texts serve as reading practise.

Twenty-Minute-Setswana: The words, phrases, sentences and dialogues are the texts that serve as reading practise.

The learner’s contact with the language is through reading and listening. However, reading is not the main focus of these programmes, since in a communicative language course, the focus is on speaking while reading is a supplementary skill to assist the outcomes of the course.

6.2.2.1.5 Writing skills

(28) Are there relevant writing exercises to improve writing skills?

Although writing does not form part of the focus of the Audio-lingual Method, it is still one of the main skills of language teaching. Therefore, this question is included, but an over-importance should not be assigned to it.

Tsengang!: Writing skills occur in all four subjects: Vocabulary, Grammar, Functions and Skills. In each of these subjects, the learner has to use writing skills to complete the exercises. In relation to the Audio-lingual method, writing is here also not the main focus of this programme, in a communicative language course the focus is on speaking; writing is a supplementary skill to assist the outcomes of the course. The writing skills include exercises for spelling, filling the gap, completing the sentence, etc.


**Twenty-Minute-Setswana:** There are no writing exercises in this programme.

### 6.2.2.2 Pedagogic tasks

(29) **Are controlled practise exercises provided which are linked to language?**

The Communicative Language Teaching Method (see 2.4.3.3) focuses on learning by doing it through direct practise, as one of its characteristics. Candlin (1987:33) (see 3.2.2.3) presents a list of criteria for selecting tasks. For the purpose of this evaluation, the following can be applicable. Tasks should:

- draw objectives from the communicative needs of learners;
- allow for flexible approaches, offering different routes or procedures;
- promote attention to meaning, purpose, negotiation;
- provide monitoring and feedback; and
- provide opportunities for language practise.

**Tsenang!**: The programme entails twelve types of exercises and variations of exercises. Examples of these exercises include:

- words marked for spelling, meaning, context and pronunciation
- Grammar structures – click on the correct answer
- Complete the sentences
- Identify and type the sound you hear
- Translation

These tasks correlate to the criteria for tasks according to Candlin (1987:33). In line with the answer of Question 6, the linguistic content of *Tsenang!* caters for the communicative and negotiation needs of the learners. Taking into account the twelve types of exercises and variations of exercises, the tasks allow for flexible approaches, offering different
routes and procedures, provide opportunities for language practise and promote attention to meaning and purpose. According to the answer of Question 23, the tasks provide monitoring and constant feedback.

**Twenty-Minute-Setswana:** The only practise exercise available in this programme is the repeating of words, phrases and sentences in the vocabulary recall application and this exercise is not controlled, as it contains no feedback opportunity.

(30) **Is there fluency practise to aid automaticity?**

As mentioned in Question 25, in both courses, phrases and collocations are practised to help learners achieve fluency in words and morphemes that are pronounced together.

**Tsenang!:** Also the icon where the learner can listen to the Setswana speaker and then learn to speak, as well as the communicative rhythmic drills which occur in every chapter are effective activities to aid automaticity. The use of this icon is also mentioned in Question 24.

**Twenty-Minute-Setswana:** The vocabulary recall application, where the learner can listen to the mother tongue speaker and then repeat in order to learn to speak the language, is an effective activity to aid automaticity.

6.2.2.3 Real-life tasks

(31) **Is the language presented in a functional context according to real-life tasks?**

One of the characteristics of the Task-based Language Teaching Approach (see 2.4.3.6) is the use of real-world outcomes; the influences in the current language teaching also involves a focus on form combined with meaning-orientated activities. According to Long and Crookes (1993:39) (see 3.2.2.3), tasks provide an informal “vehicle” for the presentation of appropriate language samples to learners in a natural way. This is much more beneficial to learners than formal instruction which seems to have little or no effect on the developmental progress of learners.
**Tsengang! and Twenty-Minute-Setswana:** Taking the above-mentioned references into account, both programmes made the clever choice of using relevant topics according to real-life tasks, as discussed in Question 1. This shows that the language is indeed presented in a functional context.

(32) *What steps are taken to ensure that real-life tasks help to bridge the gap between classroom practice and real language use?*

**Tsengang! and Twenty-Minute-Setswana:** To improve on the area of real-life tasks it is expected of the learner to leave the computer to go and “practise verbal communicative efficiency in Setswana in any given situation” (Berg & Pretorius, 2003:10). As mentioned in Question 21, in an ideal world this is feasible because real language usage cannot be evaluated and the learner must have his/her own motivation to do so.

(33) *Do the tasks simulate language use in the real world?*

Van den Branden (2006) (see 3.2.2.3) defines Task-based Teaching as an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes.

**Tsengang! and Twenty-Minute-Setswana:** In connection to Van den Branden, the main purpose of these programmes is to facilitate the acquisition of basic Setswana. Tasks are presented in a predetermined fashion in order to simulate real-life events successfully. (See Questions 1, 21 and 32).

6.2.2.4 Learning strategies
(34) Does the programme encourage learners to try out different learning techniques to find those to suit them best?

Skehan (2002:95) (see 3.2.2.3) points out that learning should be learner-driven and not teacher-driven. Cairncross and Manion (2110:157) describe this approach as “the need to involve the learner actively when promoting deep learning”. This means that learners should be encouraged to be actively engaged with different learning techniques.

_Tsenang!:_ In this programme, the active learning takes place by working through a lesson with the choice whether to consult tools/applications at any stage, and then to consolidate the learner’s knowledge by testing it in the assessment exercises (promotes deep learning). “This can be done in the order that the learner desires, as all parts are integrated and accessible at any time by a simple click of the mouse,” according to Pretorius and Berg (2004:4). In other words, the learners can try out different learning techniques to find those that suit them best. One of the successes of this programme is the wide range of techniques that are presented, with the linking of these techniques to the learning approaches. These techniques are implicated in question 13.

_Twenty-Minute-Setswana:_ This programme does not encourage learners to try out different learning techniques to find those to suit them best. Although this programme is learner-centred, its approach is not as eclectic as that of _Tsenang!. _ The Communicative Learning Technique (2.4.3.3) is used here.

(35) Does the programme introduce learners to self-assessment techniques?

_Tsenang!:_ The learner can test/her his knowledge by simply choosing the exercises icon and starting the self-assessment. (See Layout 1.2.4.3 and Questions 54 and 55).

_Twenty-Minute-Setswana:_ There are no formal self-assessment facilities in this programme.

6.2.3 Organisation

6.2.3.1 Unit design

(36) Are learning objectives stated explicitly for each chapter?
Tsengan!: The study guide includes specific outcomes on p. 1, followed by chapter outcomes and learning outcomes for every chapter which should help the learner to measure his/her progress in a structured manner and to motivate him/her to continue.

Twenty-Minute-Setswana: This programme contains no explicitly stated learning objectives for each lesson or for groups of lessons.

(37) Has the organisation of the chapters and lessons been tailored to the context?

Tsengan!: As mentioned in Question 17, the contexts appear firstly in chapters and then in lessons. Every chapter of this programme consists of a number of lessons. Linked to each lesson are related grammatical, lexical, functional and skills items (also mentioned in Question 21). Exercises on these items are also linked to the lessons (also mentioned in Question 22). To indicate how the organisation of chapters and lessons has been tailored to the context, Diagram 15 clearly illustrates the relation between chapters and lessons.
Twenty-Minute-Setswana: As mentioned in Question 1, this programme consists of 23 lessons. After every three lessons there is a progress page with a dialogue. The organisation of the lessons has been tailored to the context. Lesson 13 (“Camping and outdoors”) is not relevant to the South African context for the acquisition of Setswana, where the context is typically commercial situations and the work place. (This was also mentioned in Question 1.) This programme was written according to the example of a European language acquisition course, which focuses on travel situations, among others. See diagram 16 for a layout of the lessons and the tailoring of the chapter and the lessons to the context.
| Lesson 1 | Basic greetings |
| Lesson 2 | Basic greetings continued |
| Lesson 3 | Basic greetings continued |
| Progress page | Lesson 1 – 3 |
| Lesson 4 | Making conversation |
| Lesson 5 | Family and plurals |
| Lesson 6 | Numbers |
| Progress page | Lesson 4 – 6 |
| Lesson 7 | Occupation |
| Lesson 8 | Likes and dislikes |
| Lesson 9 | Vocabulary building |
| Progress page | Lesson 7 – 9 |
| Lesson 10 | How do you say …? |
| Lesson 11 | Days, weeks, etc. |
| Lesson 12 | Directions |
| Progress page | Lesson 10 – 12 |
| Lesson 13 | The town |
| Lesson 14 | Ordering food and drinks |
| Lesson 15 | More about ordering |
| Progress page | Lesson 13 – 15 |
| Lesson 16 | Ordering |
| Lesson 17 | Everyday |
| Lesson 18 | Everyday continued |
| Progress page | Lesson 16 – 18 |
| Lesson 19 | Camping and outdoors |
| Lesson 20 | Shopping |
| Lesson 21 | Shopping continued |
| Progress page | Lesson 19 – 21 |
| Lesson 22 | Health and medical |
| Lesson 23 | In the pharmacy |
| Progress page | Lesson 22 – 23 |

**Diagram 16: Twenty-Minute-Setswana – Lessons**

(38) Are there structured steps between presentation, controlled practise and free practise to foster acquisition of new exponents?
Richards & Rodgers (2014:35) state that at the level of design, a method will advocate the use of certain types of teaching activities as a consequence of its theoretical assumptions about language and learning; whereas the level of procedure is concerned with how these tasks and activities are integrated into lessons and used as the basis for teaching and learning (see 3.3.4). They identify three dimensions of a method at the level of procedure that focus on the way a method handles the presentation, practise and feedback phases of teaching. In addition, according to the Oral approach / Situational teaching (see 2.4.3.1), the following activities are essential:

- **Presentation**: the new structure is introduced and presented.
- **Controlled practice**: learners are given intensive practice in a structure with guidance and control.
- **Free practice**: The students use the structure without any control.

Therefore, according to these sources, structured steps between presentation, controlled practise and free practise are essential to foster acquisition of new exponents.

**Tsenang!**: The interactive nature of *Tsenang!* was discussed in Question 23. The above diagram clearly shows the structured steps which underlie the programme. The presentation is the given lessons with their applications. The controlled practise involves the use of the applications for listening, speaking, reading and writing. Free practise implicates that the learner can move forwards and backwards as many times as he or she demands and also attempting to use the language in the real-world without consulting a programme.

**Twenty-Minute-Setswana**: There are structured steps between presentation, controlled practise and free practise, to foster acquisition of new exponents (also mentioned in Question 21). The presentation is the given lessons. The controlled practise involves working through the lessons by listening to new words, phrases, sentences and dialogues. As mentioned in *Tsenang!*, here free practise also implicates that the learner can move forwards and backwards as many times as he or she demands and also attempting to use the language in the real-world without consulting a programme.
(39) Does the use of multimedia serve a clearly recognisable purpose in the design of the programme?

Chapelle (2001:52) (see 2.4.2,) produced criteria to assess the potential for learning a language. She states that the added value of learning distinguishes a tool to practise a language, accompanied by software that teaches the concepts.

_Tsenang! and Twenty-Minute-Setswana:_ The multimedia that teaches the concepts of the programmes serve a clearly recognisable purpose in their design, as it serves as added value to the programmes according to Chapelle, mentioned above. (See Layout 6.2.4.3). Also look at the outcomes of Questions 54 – 61.

6.2.3.2 Assessment

(40) Is there an assessment for consolidation at regular intervals?

_Tsenang!:_ The interactive nature of _Tsenang!_ caters for consolidation at regular intervals (also see Question 24). As mentioned in Question 43, the effectiveness of the assessment activities in this programme, lies in the feedback that the learners receive.

_Twenty-Minute-Setswana:_ In this programme there is no assessment for consolidation at regular intervals.

(41) Is there an appropriate balance of assessment activities?

_Tsenang!:_ As mentioned in Question 29, the programme differentiates between 12 types of exercises and variations on these.

_Twenty-Minute-Setswana:_ In this programme there are no assessment activities.

(42) Are there opportunities for self-assessment?

_Tsenang!:_ The self-assessment in this programme entails that learners can listen to their own attempts at speaking the language, which are recorded with the “Listen and learn to
speak” application. This encourages the learner to improve his/her attempts at pronunciation and intonation. In addition, “most of the exercises include feedback to enable learners to correct their answers or to improve on their results” (Berg & Pretorius, 2003:10).

**Twenty-Minute-Setswana:** In this programme there are no opportunities for self-assessment.

1. **Are the assessment activities effective, user-friendly and easy to understand?**

**Tsenang!:** Examples and outcomes of the assessment activities were already discussed in Questions 18, 23, 2, 28, 29, 34, 35, 37 and 42. The effectiveness of the assessment activities lies in the feedback that the learners receive, so that they can try to improve on their previous attempts. The applications are user-friendly and easy to understand, and give step by step instructions to complete the assessment exercises successfully.

**Twenty-Minute-Setswana:** In this programme there are no assessment activities.

2. **Interaction management**

1. **Is there an appropriate balance between individual work and pair work?**

**Tsenang! and Twenty-Minute-Setswana:** As mentioned throughout this survey, these two programmes were written for individual learners. Pair work is not included in either programme. Rather, “[t]he interactive software facilitates and provides constant feedback between the user and the machine” (Berg & Pretorius, 2003:7). In the questionnaire, some of the participants reported that they would like to communicate with fellow-students in order to enhance the learning process (See Appendix F).

1. **Does the emphasis of exercises and tasks encourage cooperation?**

**Tsenang! and Twenty-Minute-Setswana:** In neither programme does cooperation between learners take place.
Syllabus design

(46) What has been done to ensure that the characteristics of the target group have been adequately taken into account?

Tsengang! and Twenty-Minute-Setswana: These programmes cannot respond to the characteristics of a specific group, because the potential participants are not a homogenous group, but individuals. However, these two courses include all the steps to ensure the availability of the language for acquisition, in accordance with all the language learning theories that were mentioned in this study.

(47) Has the relevant learning environment been identified?

Tsengang! and Twenty-Minute-Setswana: If the learner uses these courses autonomously, the learning environment can be any place where he/she has access to a computer. The relevant learning environment for a group would be a computer class where the learners can consult the facilitator when needed.

(48) Are the learners given an overview of the syllabus as well as the information they need for the purpose at hand?

Tsengang!: As mentioned in Question 36, the study guide gives a very effective overview of the syllabus, with outcomes as well. This well-organised guide provides all the information the learners need for the purpose at hand.

Twenty-Minute-Setswana: This programme contains no study guide for an overview of the syllabus or the information that is needed for the purpose at hand.
(49) Is there an explanation of how the organisation of the course serves the achievement of the learning objectives in question?

_Tsenang!:_ As mentioned in Question 36, the study guide also provides an explanation of the organisation of the course, which serves to support the achievement of learning objectives.

_Twenty-Minute-Setswana:_ As mentioned in Question 48, in this programme there is no study guide available on any information in the course.

6.2.4 Presentation

6.2.4.1 General

(50) Does the presentation take account of current, relevant, aesthetic and appealing norms and expectations?

_Tsenang!:_ The _Tsenang!_ programme was launched in 2003. Fifteen years later, it can be said that the presentation has become outdated.

_Twenty-Minute-Setswana:_ The _Twenty-Minute-Setswana_ programme is dated, but a lot more can be done to upgrade the presentation to make it even more appealing.

(51) Is the programme accessible and practical, can people cope with the level of complexity of the presentation?

Chapelle (2001:52) (see 2.4.2) advises that for convenience, the software must be easy to use, so that the learner can focus on learning tasks.

_Tsenang!:_ The presentation of the programme is accessible and practical; the applications explain themselves, and in keeping to Chapelle’s view, the level of complexity is easy to cope with. Baten et al. (1998:4-7) refer to the SOS Approach for learning a foreign language. SOS stands for “systematic presentation, order and selection” (Berg & Pretorius, 2004:4). See diagram 17 below for an illustration of how the
approach of selections, order and systematic presentation are set out in Chapter 1 as an example.

**Lesson 1**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Greeting (acquaintances); Inquiring about well-being (acquaintances)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Words for people and objects; Noun; Basic structure</td>
</tr>
<tr>
<td>Skills</td>
<td>Setswana and Sesotho language family; Distinguishing between different sounds; Syllables and pronunciation; a, ê, i</td>
</tr>
</tbody>
</table>

**Lesson 2**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Greeting (strangers); Asking someone’s name; Asking someone’s surname; Asking how you could be of help; Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Noun; Noun classes</td>
</tr>
<tr>
<td>Skills</td>
<td>Shaking hands; ei, j, ô and o</td>
</tr>
</tbody>
</table>

**Lesson 3**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Help me!; Asking for an item; I have ...; I don’t have ...; Confirmation: Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Class prefix</td>
</tr>
<tr>
<td>Skills</td>
<td>Personal space; s (sh), w, y</td>
</tr>
</tbody>
</table>

**Lesson 4**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Questions in Setswana; Asking the price (How much?); Thank you; Saying goodbye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Noun class mo-ba-; Noun class le-ma-</td>
</tr>
<tr>
<td>Skills</td>
<td>Expression of thanks; g, kg, ny</td>
</tr>
</tbody>
</table>

**Lesson 5**

<table>
<thead>
<tr>
<th>Functions</th>
<th>How are you? (respectful)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Words indicating action; Sentence: basic structure</td>
</tr>
<tr>
<td>Skills</td>
<td>Manner of writing Setswana verbs; ng; u</td>
</tr>
</tbody>
</table>

**Lesson 6**

<table>
<thead>
<tr>
<th>Functions</th>
<th>I and We; It is ...; It is not ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Verb: basic structure</td>
</tr>
<tr>
<td>Skills</td>
<td>Spiritual life; lobola; th; thh; tsh</td>
</tr>
</tbody>
</table>

Twenty-Minute-Setswana: The presentation of the programme is accessible and practical; the applications explain themselves, and the level of complexity is easy to cope with.

(52) Do the media contain studio-quality audio and video recordings?

Tsenang!: There are no video recordings available in Tsenang!, but only audio recordings. They are of a good quality, but as mentioned earlier, they can be improved, as the multimedia programme is outdated (See Question 50).

Twenty-Minute-Setswana: There are no video recordings available in Twenty-Minute-Setswana in the course for adults. Sound waves are displayed for the lessons, grammar and vocabulary recall, with play and pause options. If one chooses the Bonus animation icon, there is a short video for the Abuti syllabus for Foundation phase, but this is rather an advertisement to buy the product. This programme has studio-quality audio recordings, but some participants commented that the speakers spoke too fast and that the author pronounced his words differently than the mother tongue speaker, which learners experienced as confusing and annoying (see Appendix F).

6.2.4.2 Illustrations

(53) Are the illustrations functionally effective and relevant to the learning activities?

Tsenang!: There are only four illustrations – one for each topic. They are relevant, but outdated. The illustrations of the different icons in the layout are functional and relevant to the learning activities. See diagram 1 for an example of an illustration.

Twenty-Minute-Setswana: The only illustrations for this programme are the instructions as they appear in Diagram 13. Other illustrations only appear in the one lesson for the Foundation Phase, but not in lessons for adult students at all. As this programme saw the light relatively recently (in 2015), much more could have been done to enhance it with illustrations.
6.2.4.3 Layout

(54) What steps have been taken to ensure that the layout of the material has a relevant didactic function, and is there a clear link between the different components?

_Tsenang! and Twenty-Minute-Setswana:_ The texts are successfully linked to specific functions (See Questions 2, 7, 12, 13, 20, 28). The icons and symbols are clear and effective (See Diagrams 1 and 13).

(55) Is the layout designed to contribute to a more effective realisation of the learning objectives?

In both these courses, the focal points are highlighted, for example the texts, grammar and functions that consistently appear in colours. The screen layout facilitates all the necessary links.

_Tsenang!_ The layout contains feedback and help. Support is available when it is requested by the learner.

_Twenty-Minute-Setswana:_ This programme has multiple spelling and typing errors in the workbook, which also appears on the screen layout.

6.2.4.4 Colour and music

(56) Is the integration of music appropriate?

_Tsenang!:_ The music that is used for integration are the songs that are available in every chapter. It is very appropriate, as each song complements the specific content of the chapter. The songs are used to give structure to the experience of learning about a specific topic. An introduction song phrase plays when one opens the programme: “Morutio a dumela”, which welcomes the learner to the programme. As this programme is outdated, music can be used more successfully for integration.
**Twenty-Minute-Setswana:** An introduction song plays when one opens the programme, but it is in English. Throughout the programme there are music sequences between applications, which are very effective, appropriate and very lively. As mentioned above, only one song is included in this programme – this is the farm song, which is barely worth mentioning.

(57) **Are the colours used in a consistent way?**

*Tsenang!:* The colours that are used in the layout are mainly blue and red. They are used in a consistent way, for example, the texts appear throughout the programme in red. The colours also help with the navigation process. As this programme is outdated as mentioned in Question 61, even more colours can be applied to the programme.

**Twenty-Minute-Setswana:** Colours are used in a consistent way. Headings for the lessons are in green and headings for the grammar are in blue. Grammar notes use colours like red, blue and green to highlight certain aspects or morphemes. The poster uses a lot of colours in order to group the morphemes and particles.

6.2.4.5 **Navigation**

(58) **Is the software provided with a manual which explains installation and navigation procedures?**

*Tsenang!:* As mentioned in Question 36, *Tsenang!* provides a very useful study guide which explains installation and navigation.

**Twenty-Minute-Setswana:** This programme has an instruction pamphlet in the workbook which explains installation and navigation procedures.

(59) **Is the installation procedure easy and intuitive?**
**Tsenang!:** The installation process is very easy and intuitive. The learner can easily install the programme by simply following the steps in the layout. Help is available in the study guide and as an application on the layout.

**Twenty-Minute-Setswana:** The installation process is very easy and intuitive. The learner can easily install the programme by simply following the steps in the instruction pamphlet.

(60) **Is the table of content / menu clear and understandable to the user?**

**Tsenang!:** The content and menu are very user-friendly and understandable, and help is available in the study guide and as an application on the layout.

**Twenty-Minute-Setswana:** The table of content and the menu are very clear and understandable to the user.

(61) **Are all the relevant parts of the material easily accessible in all phases of the learning process?**

**Tsenang! and Twenty-Minute-Setswana:** As mentioned in Question 51, all the relevant parts of the material are easily accessible in all phases of the learning process; very clear steps accompany the links in each lesson.

### 6.3 Conclusion of Data for the theoretical analysis

Taking into account the Second Language Acquisition Approaches and Methods in Chapter 2 (2.4.3) and the syllabus designs in Chapter 3 (3.2.1 and 3.2.2), that were applicable for **Tsenang!** and **Twenty-Minute-Setswana**, the following can be concluded:

- Grammar exercises in language acquisition courses are very valuable. They can include substitution activities (see 2.4.3.1), performance- and meaning orientated activities (see 2.4.3.4 and 2.4.3.6) and corpora-based activities (see 2.4.3.7). In both courses content is selected and graded according to grammatical items, and
presented as a list of grammatical items which are introduced one after each other (see 3.2.1.1). Grammar in *Tsenang!* is systematically categorized (see 2.4.3.1 and Questions 14 – 18), but in *Twenty-Minute-Setswana* the grammar progression seems to be too advanced in the beginning of the course and can lead to confusion. Grammar exercises appear in *Tsenang!* but not in *Twenty-Minute-Setswana*. As mentioned in 7.2.3.1, a variety of grammar exercises is essential for the successful learning of new structures.

- Prahbu’s view (1987:70) is that learners acquire a language subconsciously, when their attention is on meaning and not on form (see 3.2.2.1). On the other hand, Communicative Language Teaching focuses on meaning and on the functional aspects of the language. Prahbu’s view further entails that activities are not necessarily determined through a needs analysis given to the learners, but are usually pedagogic tasks. The selection may not be relevant to the learners. Neither of these courses are thus in line with Prahbu’s view, because their tasks are based on a needs analysis. *Tsenang!* also has an evaluation component in its design (see 3.2.2.1 and 3.2.2.2), which is also not in line with Prahbu’s view.

- As mentioned in Question 7, these two courses are product-orientated syllabuses. Firstly, they enhance views from the functional-notional syllabus (see 3.2.1.2), where it provides the opportunity for communication, but functions and notions remain linguistic units of analysis. It also provides for the teaching of real-world and everyday language, which gives it a situational focus. Secondly, they focus on task-based teaching (see 3.2.2.3) as an approach in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes (an umbrella term which subsumes the process and procedural syllabuses).

### 6.4 Data of the practical analysis – Student data

#### 6.4.1 Study population

The two courses were presented separately at NWU. Advertisements were sent out and students entered voluntarily, with an entrance fee of R300 pp. *Twenty-Minute-Setswana*
classes took place on Mondays and Wednesdays 18:00-20:00 and *Tsenang*/classes took place on Tuesdays and Thursdays 18:00-20:00. *Tsenang* started with 24 participants and ended with 20. *Twenty-Minute-Setswana* started with 26 participants and ended with 20.

### 6.4.2 Biographic information

Below, a typical biographic profile is presented of the people who participated in the researcher’s study of the two programmes:

Their ages ranged from 18 to 70. Their age on average was 37.58, with a standard deviation of 14.83.

There were 16 males and 34 females. Thus, approximately one third was male and two thirds were female. The reason for the females being more in total than the males, could probably be that the females were in occupations where they frequently had to work with Setswana-speaking people and it would be a benefit to communicate with them in their mother tongue, even on a very basic level.

A wide variety of occupations were represented. The biggest group was students (9), and the second biggest group was teachers (7). This is understandable, because students deal with Setswana-speaking fellow-students, while teachers have to work with Setswana-speaking children in their classes. 5 of the participants were financial officers, who deal with Setswana-speaking customers.

### 6.4.3 Course Evaluation Questionnaire

This was addressed in chapter 5 under the heading “Background and origin” (see 5.2.2.1)

#### 6.4.3.1 Format

This was addressed in chapter 5 under the heading “Format” (see 5.2.2.2).
6.4.3.2 Frequencies and descriptive statistics

Table 6-1: Content

In each of the instances, the following key is applicable:

#1 – Strongly disagree, #2 – Disagree, #3 – Neutral, #4 – Agree, #5 – Strongly agree

<table>
<thead>
<tr>
<th>Content</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 The level of difficulty is appropriate for the intended audience</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>21</td>
<td>13</td>
<td>4,08</td>
<td>0,89</td>
</tr>
<tr>
<td>A2 The topics integrate “real-life” situations</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>25</td>
<td>4,62</td>
<td>0,54</td>
</tr>
<tr>
<td>A3 The content is significant for a short course</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>16</td>
<td>4,10</td>
<td>1,01</td>
</tr>
<tr>
<td>A4 Vocabulary is consistently introduced</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>23</td>
<td>4,53</td>
<td>0,64</td>
</tr>
<tr>
<td>A5 Grammar is consistently explained</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>19</td>
<td>4,40</td>
<td>0,67</td>
</tr>
<tr>
<td>A6 Tenses are explained</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>18</td>
<td>4,20</td>
<td>0,91</td>
</tr>
<tr>
<td>A7 Functions are explained</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>16</td>
<td>4,28</td>
<td>0,72</td>
</tr>
<tr>
<td>A8 The content meets a high standard of quality</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>16</td>
<td>21</td>
<td>4,45</td>
<td>0,64</td>
</tr>
<tr>
<td>A9 The course satisfied my needs</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>14</td>
<td>17</td>
<td>4,15</td>
<td>0,90</td>
</tr>
</tbody>
</table>

In connection with the Content, A2 had a mean of 4.62, A4 had a mean of 4.53 and A8 had a mean of 4.45. These three were the highest scores, which means that the students strongly agreed that the topics integrate real-life situations, that the vocabulary is consistently introduced and also that the content meets a high standard of quality.

The general impression for Content was a score of 4.3, which implies that on average the students agreed with the statements on Content.

Table 6-2: Instructional design

In each of the instances, the following key is applicable:
<table>
<thead>
<tr>
<th>Instructional design</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>B10 The DVD/CD promotes student engagement</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>19</td>
<td>18</td>
<td>4,33</td>
<td>0,76</td>
</tr>
<tr>
<td>B11 The manual promotes student engagement</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>15</td>
<td>4,10</td>
<td>0,94</td>
</tr>
<tr>
<td>B12 The DVD/CD promotes the development of communication skills</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>15</td>
<td>22</td>
<td>4,43</td>
<td>0,78</td>
</tr>
<tr>
<td>B13 The manual promotes the development of communication skills</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>19</td>
<td>22</td>
<td>4,13</td>
<td>0,91</td>
</tr>
<tr>
<td>B14 The DVD/CD extends upon students’ knowledge</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>20</td>
<td>4,43</td>
<td>0,68</td>
</tr>
<tr>
<td>B15 The manual extends upon students’ knowledge</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>17</td>
<td>20</td>
<td>4,40</td>
<td>0,71</td>
</tr>
<tr>
<td>B16 The DVD/CD allows students to work independently</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>30</td>
<td>4,68</td>
<td>0,66</td>
</tr>
<tr>
<td>B17 The manual allows students to work independently</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>22</td>
<td>4,25</td>
<td>1,03</td>
</tr>
<tr>
<td>B18 The DVD/CD encourages student creativity</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>16</td>
<td>12</td>
<td>3,88</td>
<td>1,02</td>
</tr>
<tr>
<td>B19 The manual encourages student creativity</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>16</td>
<td>8</td>
<td>3,58</td>
<td>1,13</td>
</tr>
<tr>
<td>B20 The DVD/CD is activity-based rather than lecture-based</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>11</td>
<td>3,93</td>
<td>0,94</td>
</tr>
<tr>
<td>B21 The manual is activity-based rather than lecture-based</td>
<td>2</td>
<td>7</td>
<td>12</td>
<td>14</td>
<td>5</td>
<td>3,33</td>
<td>1,02</td>
</tr>
<tr>
<td>B22 The DVD/CD provides hands-on activities</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>15</td>
<td>4,00</td>
<td>1,11</td>
</tr>
<tr>
<td>B23 The manual provides hands-on activities</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>15</td>
<td>10</td>
<td>3,73</td>
<td>1,06</td>
</tr>
<tr>
<td>B24 The learning content are well structured</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>22</td>
<td>17</td>
<td>4,38</td>
<td>0,63</td>
</tr>
<tr>
<td>B25 The learning content are well organized</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>18</td>
<td>4,30</td>
<td>0,79</td>
</tr>
<tr>
<td>B26 Topics are clearly introduced</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>23</td>
<td>4,50</td>
<td>0,68</td>
</tr>
<tr>
<td>B27 Topics are clearly developed</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>19</td>
<td>4,40</td>
<td>0,67</td>
</tr>
<tr>
<td>B28 Topics are clearly summarized</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>22</td>
<td>14</td>
<td>4,23</td>
<td>0,70</td>
</tr>
<tr>
<td>B29 The course promotes active learning</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>16</td>
<td>17</td>
<td>4,18</td>
<td>0,90</td>
</tr>
<tr>
<td>B30 Adequate assessment tools are provided</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>20</td>
<td>12</td>
<td>4,05</td>
<td>0,86</td>
</tr>
<tr>
<td>B31 The course allows for integration between the facilitator and the student</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>25</td>
<td>8</td>
<td>3,98</td>
<td>0,73</td>
</tr>
<tr>
<td>B32 The facilitator was helpful in assisting with the explanation of the course content</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>27</td>
<td>4,62</td>
<td>0,67</td>
</tr>
<tr>
<td>B33 The facilitator was effective in the presentation of the course</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>29</td>
<td>4,58</td>
<td>0,81</td>
</tr>
<tr>
<td>B34 The course lived up to my expectations</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td>15</td>
<td>4,13</td>
<td>0,85</td>
</tr>
<tr>
<td>B35 The course increases my interest in Setswana as user language</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>16</td>
<td>21</td>
<td>4,43</td>
<td>0,71</td>
</tr>
</tbody>
</table>
The general impression for Instructional design was a score of 4.2, which means that on average the students agreed with the statements on Instructional design. However, the mean for B21 was 3.33, which was the lowest of all the scores. This indicates that the student’s opinions were neutral on the fact that the manual is activity-based rather than lecture-based.

Table 6-3: Technical design

In each of the instances the following key is applicable:

#1 – Strongly disagree, #2 – Disagree, #3 – Neutral, #4 – Agree, #5 – Strongly agree

<table>
<thead>
<tr>
<th></th>
<th>Technical design</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>C36</td>
<td>Sound volume is appropriate</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>18</td>
<td>18</td>
<td>4.35</td>
<td>0.66</td>
</tr>
<tr>
<td>C37</td>
<td>Quality of sound is appropriate</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>18</td>
<td>18</td>
<td>4.33</td>
<td>0.73</td>
</tr>
<tr>
<td>C38</td>
<td>Narration is effective for instructional purposes</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>23</td>
<td>7</td>
<td>3.75</td>
<td>0.98</td>
</tr>
<tr>
<td>(clarity and gender)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C39</td>
<td>Narration is appropriate for instructional purposes</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>27</td>
<td>6</td>
<td>3.90</td>
<td>0.74</td>
</tr>
<tr>
<td>(clarity and gender)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C40</td>
<td>Music and sound effects are effective for instructional purposes</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>23</td>
<td>11</td>
<td>4.00</td>
<td>0.93</td>
</tr>
<tr>
<td>C41</td>
<td>Music and sound effects are appropriate for instructional purposes</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>22</td>
<td>11</td>
<td>4.00</td>
<td>0.91</td>
</tr>
<tr>
<td>C42</td>
<td>Appropriate support materials (menu) are provided</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>13</td>
<td>4.28</td>
<td>0.55</td>
</tr>
<tr>
<td>C43</td>
<td>Visual effects are used appropriately to highlight a topic</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>19</td>
<td>8</td>
<td>3.70</td>
<td>1.04</td>
</tr>
<tr>
<td>C44</td>
<td>Animations are appropriate</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>16</td>
<td>4</td>
<td>3.30</td>
<td>1.09</td>
</tr>
<tr>
<td>C45</td>
<td>Animations are clear</td>
<td>3</td>
<td>5</td>
<td>12</td>
<td>14</td>
<td>6</td>
<td>3.38</td>
<td>1.13</td>
</tr>
<tr>
<td>C46</td>
<td>Graphics are appropriate</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>3.65</td>
<td>1.10</td>
</tr>
<tr>
<td>C47</td>
<td>Graphics are clear</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>9</td>
<td>3.65</td>
<td>1.12</td>
</tr>
<tr>
<td>C48</td>
<td>Titles are appropriate</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>26</td>
<td>13</td>
<td>4.30</td>
<td>0.52</td>
</tr>
<tr>
<td>C49</td>
<td>Titles are clear</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>26</td>
<td>13</td>
<td>4.28</td>
<td>0.60</td>
</tr>
<tr>
<td>C50</td>
<td>Presentation is logical</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>16</td>
<td>4.25</td>
<td>0.78</td>
</tr>
<tr>
<td>C51</td>
<td>Pacing is appropriate</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>22</td>
<td>8</td>
<td>3.73</td>
<td>1.11</td>
</tr>
<tr>
<td>C52</td>
<td>The resources make effective use of various mediums to complement the course</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>24</td>
<td>12</td>
<td>4.18</td>
<td>0.68</td>
</tr>
</tbody>
</table>
The general impression with regard to Technical Design was a score of 4.0, which implies that on average the students agreed with the statements on Technical Design. However, the average score is lower than for the previous headings. The lowest means are C38 (3.75), C43 (3.70), C44 (3.30), C45 (3.38), C46 (3.65), C47 (3.65) and C51 (3.73). These items respectively stated that narration is effective for instructional purposes (clarity and gender), visual effects are used appropriately to highlight a topic, animations are appropriate and clear, graphics are appropriate and clear, and pacing is appropriate. The means for these items imply that the students’ opinions on these statements tend to be more neutral.

Table 6-4: Social considerations (1)

In each of the instances, the following key is applicable:

#1 – Strongly disagree, #2 – Disagree, #3 – Neutral, #4 – Agree, #5 – Strongly agree

<table>
<thead>
<tr>
<th>Social considerations</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning resources have social value (teaches me to socialise in Setswana)</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>23</td>
<td>14</td>
<td>4.23</td>
<td>0.77</td>
</tr>
<tr>
<td>The course enhances my understanding of a multicultural, diverse society</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>22</td>
<td>12</td>
<td>4.15</td>
<td>0.71</td>
</tr>
<tr>
<td>The course is designed to motivate students to examine their attitudes as citizens in our rainbow nation</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>15</td>
<td>14</td>
<td>4.00</td>
<td>0.93</td>
</tr>
<tr>
<td>The course is designed to motivate students to examine their behaviours as citizens in our rainbow nation</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>17</td>
<td>11</td>
<td>3.90</td>
<td>0.90</td>
</tr>
<tr>
<td>The course provides interesting information on historical Setswana culture</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>16</td>
<td>10</td>
<td>3.36</td>
<td>1.21</td>
</tr>
<tr>
<td>The course provides helpful information on historical Setswana culture</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>14</td>
<td>10</td>
<td>3.63</td>
<td>1.17</td>
</tr>
</tbody>
</table>

The general impression concerning Social Considerations was a score of 3.92, which implies that on average the students agreed with the statements on Social Considerations. However, it is important to take note of the lowest scores.
Table 6-5: Social considerations (2)

In each of the instances the following key is applicable:
#1 – Strongly disagree, #2 – Disagree, #3 – Neutral, #4 – Agree, #5 – Strongly agree

<table>
<thead>
<tr>
<th>Social considerations</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>E59 During the course I deliberately found a native Setswana speaker on whom to test my knowledge</td>
<td>1</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>5</td>
<td>3,23</td>
<td>1,10</td>
</tr>
<tr>
<td>E60 After each classroom session I practised new words and phrases frequently until I could use them with confidence</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>17</td>
<td>8</td>
<td>3,68</td>
<td>0,10</td>
</tr>
</tbody>
</table>

E59 had a mean of 3.2, which implies that the students' opinions tend to be neutral, and that they probably did not deliberately find a native Setswana speaker on whom they could test their knowledge.

Table 6-6: Social considerations (3)

In the following instance, the following key is applicable:
#1 – Excellent, #2 – Very good, #3 – Good, #4 – Fair, #5 – Poor

<table>
<thead>
<tr>
<th>Social considerations</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>F61 What overall rating would you give this course?</td>
<td>15</td>
<td>16</td>
<td>7</td>
<td>2</td>
<td>-</td>
<td>1,90</td>
<td>0,87</td>
</tr>
</tbody>
</table>

16 students were of the opinion that the courses were very good, while 15 students thought they were excellent.

Table 6-7: Social considerations (4)

In the following instance, the following key is applicable:
#1 – Definitely, #2 – Probably, #3 – Not sure, #4 – Probably not, #5 – Definitely not
9 students would probably recommend these courses to other students, and 27 would definitely recommend them.

**Table 6-8: Social considerations (5)**

In the following instance, the following key is applicable:
#1 – 81-100%, #2 – 61-80%, #3 – 51-60%, #4 – Lower than 50%

<table>
<thead>
<tr>
<th>Social considerations</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>F62 Would you recommend this course to other students?</td>
<td>27</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>1.48</td>
</tr>
</tbody>
</table>

37 students had a class attendance of higher than 81%.

**Table 6-9: Social considerations (6)**

F65 – On average how much time did you dedicate daily to the new Setswana content?

The highest scores for this item are summarised as follows:

- 5 students dedicated 1 hour per day
- 5 students dedicated 10 minutes per day
- 4 students dedicated 15 minutes per day
- 2 students dedicated 20 minutes per day
- 4 students dedicated 30 minutes per day
6.4.3.3 General comments and suggestions

*Tsenang!*

Based on the answers of the participants of the *Tsenang!* course, the researcher has identified the following patterns of participants’ feelings about the course:

- **Positive:** The students thought it was brilliant, excellent and an absolutely fantastic course. Some felt it fulfilled their needs and helped them to communicate with co-workers in the work place. The exercises were good and the dictionary function was very helpful. The layout is user-friendly and effective. The rhythm speech was very helpful.

- **Negative:** There was a need for group-based activities regarding the practising of speaking skills. The grammar got more difficult as the course progressed. In the programme, one Setswana speaker was not very clear in his pronunciation, but swallowed his words and made it hard to learn new words and phrases.

*Twenty-Minute-Setswana*

Based on the answers of the participants of the *Twenty-Minute-Setswana* course, the researcher has identified the following patterns of participants’ feelings about the course:

- **Positive:** It is an excellent, recommendable course; students would like a follow-up course; and the improvement of participants’ Setswana knowledge is impressive as the course progresses.

- **Negative:** Inappropriate animations; some grammar parts are confusing. The speech parts are too fast, sometimes difficult to hear and follow, especially the dialogues. There are multiple spelling and typing errors in the workbook. Some participants expressed a need for more visual aids. The author’s pronunciation differs from that of the mother tongue speaker, and participants find this annoying. The author sometimes talks too much about his personal life and participants felt he was boasting – this is of no value to the listener.
Table 6-10: Reliabilities of the course evaluation questionnaire

<table>
<thead>
<tr>
<th>Construct</th>
<th>Items</th>
<th>Cronbach's Alpha</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>A1 - A9</td>
<td>0.84</td>
<td>4.3</td>
<td>0.51</td>
</tr>
<tr>
<td>Instructional design</td>
<td>B10 - B35</td>
<td>0.94</td>
<td>4.19</td>
<td>0.52</td>
</tr>
<tr>
<td>Technical design</td>
<td>C36 - C52</td>
<td>0.92</td>
<td>3.94</td>
<td>0.58</td>
</tr>
<tr>
<td>Social considerations</td>
<td>D53 - D57</td>
<td>0.87</td>
<td>3.91</td>
<td>0.77</td>
</tr>
</tbody>
</table>

A1-A9 are grouped together as the construct “Content”, and B10-B35 are grouped together as the construct “Instructional design”. C36-C52 are grouped together as the construct “Technical design” and D53-D57 are grouped together as the construct “Social considerations”.

Cohen, Manion and Morrison (2018:774) refer to Cronbach’s alpha simply as the alpha coefficient of reliability, and observe that “The Cronbach’s alpha provides a coefficient of inter-item correlations by calculating the average of all possible split-half reliability coefficients. It is a measure of the internal consistency among the items and is used for multi-item, scales.” The Cronbach’s alpha guideline is 0.7 and the absolute minimum is 0.5. With regard to table 6-10, all the topics are 0.84 and above and are deemed reliable. The overall impression of the mean is 4.1, which implies that the students in general agreed with the statements in the topics.

6.4.3.4 Independent t-test

Table 6-11: Group statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>p-value</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content mean</td>
<td>20</td>
<td>4.34</td>
<td>0.51</td>
<td>0.71</td>
<td>0.12</td>
</tr>
<tr>
<td>Tsenang!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>4.28</td>
<td>0.53</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Instructional design mean</td>
<td>20</td>
<td>4.25</td>
<td>0.57</td>
<td>0.49</td>
<td>0.2</td>
</tr>
<tr>
<td>Tsenang!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>4.13</td>
<td>0.48</td>
<td>0.49</td>
<td></td>
</tr>
<tr>
<td>Technical design mean</td>
<td>20</td>
<td>4.11</td>
<td>0.46</td>
<td>0.07</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>N</td>
<td>Mean</td>
<td>Standard Deviation</td>
<td>p-value</td>
<td>Effect size</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----</td>
<td>------</td>
<td>--------------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>3.78</td>
<td>0.65</td>
<td>0.07</td>
<td>0.51</td>
</tr>
<tr>
<td>Social considerations mean</td>
<td>20</td>
<td>4.28</td>
<td>0.55</td>
<td>0</td>
<td>0.91</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>3.55</td>
<td>0.79</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E 59 – During the course I deliberately found a native Setswana speaker on whom to test my knowledge</td>
<td>20</td>
<td>3.65</td>
<td>0.99</td>
<td>0.01</td>
<td>0.8</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>2.8</td>
<td>1.06</td>
<td>0.01</td>
<td>0.31</td>
</tr>
<tr>
<td>E 60 – After each classroom session I practised new words and phrases frequently until I could use them with confidence</td>
<td>20</td>
<td>3.85</td>
<td>0.81</td>
<td>0.27</td>
<td></td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>3.5</td>
<td>1.15</td>
<td>0.27</td>
<td></td>
</tr>
<tr>
<td>F 61 – What overall rating would you give this course?</td>
<td>20</td>
<td>1.8</td>
<td>0.95</td>
<td>0.48</td>
<td>0.21</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>2</td>
<td>0.8</td>
<td>0.48</td>
<td></td>
</tr>
<tr>
<td>F 62 – Would you recommend this course to other students?</td>
<td>20</td>
<td>1.4</td>
<td>0.82</td>
<td>0.57</td>
<td>0.18</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>1.55</td>
<td>0.83</td>
<td>0.57</td>
<td></td>
</tr>
<tr>
<td>F 63 – Rate your own class attendance</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>0.1</td>
<td>0.38</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>20</td>
<td>1.2</td>
<td>0.52</td>
<td>0.1</td>
<td></td>
</tr>
</tbody>
</table>

p-values are reported for completeness’ sake, but it will not be interpreted since an availability sample was used instead of a random sample. As mentioned in chapter 5, 5.5.1.2.1, using the effect size recommended by Cohen (1984:11), the following could be detected:

The effect size for Technical Design was medium (0.51). The Tsenang! group overall gave a rating of 4.1 for Technical Design, which means that on average they agreed with
this statement. The Twenty-Minute-Setswana group rated it 3.8, which tends towards a neutral opinion.

The effect size for Social Considerations was large (0.91). The Tsenang! group rated Social Considerations at 4.3, which means that on average they agreed with this statement. The Twenty-Minute-Setswana group rated it 3.6, which also tends towards a neutral opinion.

The effect size for E 59 was large (0.80). The Tsenang! participants rated this item 3.7, which implies that they agreed with this statement. In other words, they deliberately found a native speaker with whom they could test their knowledge. The Twenty-Minute-Setswana group’s rating for this item was a 2.8, which tends towards a neutral opinion – in other words, they probably did not deliberately find a Setswana speaker with whom they could test their knowledge.

6.4.4 Formal tests

A pre-/post-test was applicable (see 5.2.1.1).

6.4.4.1 Discussion of tests

This was dealt with in 5.2.1.2.

6.4.4.2 Descriptive statistics pre- and post-test

All the questions were scored as follows: For each question, the correct answers were allocated “1” and incorrect answers were allocated “0”. In the tables below, the mean stands for the percentage of participants who got a specific answer correct. For the descriptive statistics, the focus is on the pre-tests results.
Table 6-12: Topic 1: Greeting

<table>
<thead>
<tr>
<th>Topic 1: Greeting</th>
<th>Pre-test Mean</th>
<th>Standard Deviation</th>
<th>Post-test Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Choose the correct English sentence for the following Setswana sentence: “Dumelang bana”</td>
<td>0,48</td>
<td>0,51</td>
<td>0,70</td>
<td>0,46</td>
</tr>
<tr>
<td>2. Choose the correct Setswana sentence for the following English sentence: “I am also well”</td>
<td>0,44</td>
<td>0,50</td>
<td>0,58</td>
<td>0,50</td>
</tr>
<tr>
<td>3. Translate the following English sentence in Setswana: “Stay well” (singular)</td>
<td>0,50</td>
<td>0,51</td>
<td>0,83</td>
<td>0,39</td>
</tr>
<tr>
<td>4. Translate the following Setswana word in English: “Bagaetsho”</td>
<td>0,62</td>
<td>0,50</td>
<td>0,53</td>
<td>0,51</td>
</tr>
<tr>
<td>5. Choose the correct Setswana word order for the next English sentence: “Where do you come from?”</td>
<td>0,60</td>
<td>0,50</td>
<td>0,80</td>
<td>0,41</td>
</tr>
<tr>
<td>6. Fill in the missing word in the following Setswana sentence: “Leina la gago ke _____?”</td>
<td>0,68</td>
<td>0,47</td>
<td>0,80</td>
<td>0,41</td>
</tr>
<tr>
<td>7. Listen to the pronunciation of the next Setswana words and sentences. In each instance choose the correct English translation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 “Le kae”</td>
<td>0,18</td>
<td>0,39</td>
<td>0,45</td>
<td>0,50</td>
</tr>
<tr>
<td>7.2 “Ga ke itse”</td>
<td>0,90</td>
<td>0,30</td>
<td>0,85</td>
<td>0,36</td>
</tr>
<tr>
<td>7.3 “Re dula mo Tlokwe”</td>
<td>0,40</td>
<td>0,50</td>
<td>0,75</td>
<td>0,44</td>
</tr>
<tr>
<td>7.4 “Ke tla go bona ka moso”</td>
<td>0,66</td>
<td>0,48</td>
<td>0,88</td>
<td>0,34</td>
</tr>
<tr>
<td>8. Choose the correct soundfile of the next two sentences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1. How do you say “Go well (plural)” in Setswana?</td>
<td>0,28</td>
<td>0,45</td>
<td>0,53</td>
<td>0,51</td>
</tr>
<tr>
<td>8.2. How do you say “My name is Thato” in Setswana?</td>
<td>0,26</td>
<td>0,44</td>
<td>0,63</td>
<td>0,49</td>
</tr>
<tr>
<td>8.3. How do you say “Is it fine?” in Setswana?</td>
<td>0,36</td>
<td>0,49</td>
<td>0,53</td>
<td>0,51</td>
</tr>
</tbody>
</table>

For **Topic 1: Greeting**, in the pre-test, 90% of the participants got 7.2 (“Ga ke itse” – I don’t know) correct. It could have been that some of them just guessed the answer, but “Ga ke itse” is a phrase used very frequently, and non-Setswana speakers could have picked it up along the way.
### Table 6-13: Topic 2: Family and work

<table>
<thead>
<tr>
<th></th>
<th>Pre-test Mean</th>
<th>Standard Deviation</th>
<th>Post-test Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 2: Family and work</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Look at the <strong>picture</strong> and identify the person: (Picture of a man)</td>
<td>0,48</td>
<td>0,50</td>
<td>0,83</td>
<td>0,39</td>
</tr>
<tr>
<td>2. Choose the correct Setswana translation for the English sentence: “<strong>Nna ke a ithuta</strong>”</td>
<td>0,74</td>
<td>0,43</td>
<td>0,78</td>
<td>0,42</td>
</tr>
<tr>
<td>3. Translate the following English sentence into Setswana: “<strong>It is not a woman</strong>”</td>
<td>0,38</td>
<td>0,49</td>
<td>0,95</td>
<td>0,22</td>
</tr>
<tr>
<td>4. In which sentence does a <strong>day of the week</strong> occur?</td>
<td>0,58</td>
<td>0,50</td>
<td>0,78</td>
<td>0,42</td>
</tr>
<tr>
<td>5. Choose the correct Setswana word order for the next English sentence: “<strong>Where do you work?</strong>?”</td>
<td>0,50</td>
<td>0,51</td>
<td>0,78</td>
<td>0,42</td>
</tr>
<tr>
<td>6. Fill in the missing Setswana particle in the sentence: “<strong>Ke rata tiro _____ me</strong>” (I like my work)</td>
<td>0,20</td>
<td>0,40</td>
<td>0,58</td>
<td>0,50</td>
</tr>
<tr>
<td>7. Listen to the pronunciation of the next Setswana words and sentences. In each instance choose the correct English translation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 “<strong>Mmemogolo</strong>”</td>
<td>0,52</td>
<td>0,51</td>
<td>0,80</td>
<td>0,41</td>
</tr>
<tr>
<td>7.2. “<strong>Mosadi wa me</strong>”</td>
<td>0,50</td>
<td>0,51</td>
<td>0,90</td>
<td>0,30</td>
</tr>
<tr>
<td>7.3. “<strong>Saena fa tsweetswee</strong>”</td>
<td>0,66</td>
<td>0,58</td>
<td>0,98</td>
<td>0,16</td>
</tr>
<tr>
<td>7.4 “<strong>Ke na le bo-abuti ba babedi</strong>”</td>
<td>0,64</td>
<td>0,49</td>
<td>0,60</td>
<td>0,50</td>
</tr>
<tr>
<td>8. Choose the correct soundfile of the next two sentences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1. How do you say “Karabo wants to play” in Setswana?</td>
<td>0,42</td>
<td>0,50</td>
<td>0,80</td>
<td>0,41</td>
</tr>
<tr>
<td>8.2. How do you say “Yes, the man loves to read the paper” in Setswana?</td>
<td>0,34</td>
<td>0,48</td>
<td>0,68</td>
<td>0,47</td>
</tr>
</tbody>
</table>

For **Topic 2: Family and work**, in the pre-test, 74% of the participants got 7.2 (“**Nna ke a ithuta**” – I am studying) correct. This phrase is not familiar and not often used; so it can be assumed that the participants could have guessed the correct answer.
Table 6-14:  Topic 3: Shopping

<table>
<thead>
<tr>
<th>Topic 3: Shopping</th>
<th>Pre-test Mean</th>
<th>Standard Deviation</th>
<th>Post-test Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the picture to fill in the missing word in the next Setswana sentence: “_____ e tlhoka oli” (Picture of a car)</td>
<td>0,26</td>
<td>0,44</td>
<td>0,65</td>
<td>0,48</td>
</tr>
<tr>
<td>2. Fill in the correct subject morpheme in the following sentence: “Lona _____ reka dijo”</td>
<td>0,26</td>
<td>0,44</td>
<td>0,65</td>
<td>0,48</td>
</tr>
<tr>
<td>3. How would you request to “pay with your card” in Setswana?</td>
<td>0,64</td>
<td>0,49</td>
<td>0,93</td>
<td>0,27</td>
</tr>
<tr>
<td>4. Which Setswana word in the next sentence shows “time” “Mme o ya kwa lebenkeleng gompieno”</td>
<td>0,44</td>
<td>0,50</td>
<td>0,90</td>
<td>0,30</td>
</tr>
<tr>
<td>5. Translate the following English sentence into Setswana: “How can I help you?”</td>
<td>0,46</td>
<td>0,50</td>
<td>0,88</td>
<td>0,34</td>
</tr>
<tr>
<td>6. Which grammar construction in the next Setswana sentence means: “don’t have” “Wena ga o na tshelete go duela peterolo”</td>
<td>0,70</td>
<td>0,46</td>
<td>0,90</td>
<td>0,30</td>
</tr>
<tr>
<td>7. Give the negative of: “Re rekisa nama”</td>
<td>0,22</td>
<td>0,42</td>
<td>0,48</td>
<td>0,51</td>
</tr>
<tr>
<td>8. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1. “Ke a leboga”</td>
<td>0,88</td>
<td>0,39</td>
<td>1,00</td>
<td>0,00</td>
</tr>
<tr>
<td>8.2. “Ke bokae?”</td>
<td>0,54</td>
<td>0,50</td>
<td>0,85</td>
<td>0,36</td>
</tr>
<tr>
<td>8.3. “Ke batla peterolo”</td>
<td>0,50</td>
<td>0,51</td>
<td>0,83</td>
<td>0,39</td>
</tr>
<tr>
<td>8.4. “Mosimane o a reka”</td>
<td>0,24</td>
<td>0,43</td>
<td>0,58</td>
<td>0,50</td>
</tr>
<tr>
<td>9. Choose the correct soundfile of the next two sentences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.1. How do you say “Help me please” in Setswana?</td>
<td>0,60</td>
<td>0,50</td>
<td>0,98</td>
<td>0,16</td>
</tr>
<tr>
<td>9.2. How do you say “Pump the tyres now” in Setswana?</td>
<td>0,56</td>
<td>0,50</td>
<td>0,70</td>
<td>0,46</td>
</tr>
</tbody>
</table>

For **Topic 3: Shopping**, in the pre-test, 88% of the participants got 8.1 (“Ke a leboga” – Thank you) correct. This phrase is very frequently used, and the participants could have heard it previously.
Table 6-15: Topic 4: Directions and ordering

<table>
<thead>
<tr>
<th>Topic 4: Directions and ordering</th>
<th>Pre-test Mean</th>
<th>Standard Deviation</th>
<th>Post-test Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which Setswana morpheme in the following Setswana sentence indicates <strong>future tense</strong>: “Batho ba tla ya ka bese”</td>
<td>0,30</td>
<td>0,46</td>
<td>0,60</td>
<td>0,50</td>
</tr>
<tr>
<td>2. Look at the direction of the arrow in the picture. Which Setswana sentence indicates the correct <strong>turn</strong>? (Picture with an arrow that shows a left turn)</td>
<td>0,18</td>
<td>0,39</td>
<td>0,45</td>
<td>0,50</td>
</tr>
<tr>
<td>3. Translate the following Setswana sentence into English: “Tshela maswi tsweetswee”</td>
<td>0,66</td>
<td>0,48</td>
<td>0,80</td>
<td>0,41</td>
</tr>
<tr>
<td>4. Which word in the Setswana Sentence means “<strong>time</strong>” in English: “Ke nako ya go nwa tee”?</td>
<td>0,62</td>
<td>0,49</td>
<td>0,83</td>
<td>0,39</td>
</tr>
<tr>
<td>5. Translate the following Setswana sentence into English: “Re tla bua gape”</td>
<td>0,68</td>
<td>0,47</td>
<td>0,80</td>
<td>0,41</td>
</tr>
<tr>
<td>6. Which Setswana word in the following sentence means “<strong>near</strong>” in English: “Kereke e gaufi le sekolo”</td>
<td>0,36</td>
<td>0,49</td>
<td>0,90</td>
<td>0,30</td>
</tr>
<tr>
<td>7. Listen to the pronunciation of the next Setswana words and sentences. In each instance choose the correct English translation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1. “Goreng?”</td>
<td>0,18</td>
<td>0,39</td>
<td>0,30</td>
<td>0,46</td>
</tr>
<tr>
<td>7.2. “Galase ya metsi”</td>
<td>0,68</td>
<td>0,47</td>
<td>0,90</td>
<td>0,30</td>
</tr>
<tr>
<td>7.3. “Ke rata kofi”</td>
<td>0,34</td>
<td>0,48</td>
<td>0,70</td>
<td>0,46</td>
</tr>
<tr>
<td>7.4. “Ke eng ka Setswana?”</td>
<td>0,32</td>
<td>0,47</td>
<td>0,78</td>
<td>0,42</td>
</tr>
<tr>
<td>8. Choose the correct soundfile of the next two sentences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1. How do you say “<strong>Go straight</strong>” in Setswana?</td>
<td>0,20</td>
<td>0,40</td>
<td>0,65</td>
<td>0,48</td>
</tr>
<tr>
<td>8.2. How do you say “<strong>Ke tshwerwe le lenyora</strong>” in Setswana?</td>
<td>0,18</td>
<td>0,39</td>
<td>0,58</td>
<td>0,50</td>
</tr>
</tbody>
</table>

For **Topic 4: Directions and ordering**, in the pre-test, 68% of the participants were allocated 5 (“Re tla bua gape” – We will talk again) correct. It is not a very familiar phrase, so they could have guessed the answer. 68% of the participants also got 7.2. (“Galase...
“ya metsi” – A glass of water) correct. “Galase” is a borrowed word and sounds like the English word glass, while “metsi” is a very familiar Setswana word for water.

### Table 6-16: Reliabilities of the Pre-test

<table>
<thead>
<tr>
<th>Topic 1: Greeting</th>
<th>Cronbach’s alpha</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1 – 8.3</td>
<td>0.61</td>
<td>48.92</td>
<td>19.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 2: Family and work</th>
<th>Cronbach’s alpha</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1, 3, 5 – 8.2</td>
<td>0.54</td>
<td>46.40</td>
<td>21.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 3: Shopping</th>
<th>Cronbach’s alpha</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1 – 9.2</td>
<td>0.72</td>
<td>48.46</td>
<td>22.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 4: Directions and ordering</th>
<th>Cronbach’s alpha</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1, 2, 6 – 8.2</td>
<td>0.51</td>
<td>25.75</td>
<td>20.73</td>
</tr>
</tbody>
</table>

| Total                          | 0.85              | 46.64  | 15.91              |

Only the results of the pre-test are used for testing the reliability. The Cronbach’s alpha guideline is 0.7, while the absolute minimum is 0.5. The Cronbach’s alpha from the marked questions that resulted in a score lower than 0.5 were left out. This was the case for Topic 2 and Topic 4. The questions used to form the scale, in accordance to the different topics, are indicated in the table. The average scores, based on the calculated means, were 46% and above, with the exception of Topic 4, which had an average score of 25.75%.

According to the Cronbach’s alpha guideline, all the topics are 0.51 and above and are therefore deemed reliable.

#### 6.4.4.3 Dependent t-test

The aim of the dependent t-test is to do pre- and post-test comparisons.
Table 6-17: Paired Samples Statistics

<table>
<thead>
<tr>
<th>Courses</th>
<th>Pairs</th>
<th>Topics</th>
<th>Mean</th>
<th>N</th>
<th>Standard deviation</th>
<th>P-value</th>
<th>Effect size</th>
<th>P-value</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsenang!</td>
<td>Pair 1</td>
<td>Pre-Test Topic 1: Greeting</td>
<td>48,21</td>
<td>15</td>
<td>19,60</td>
<td>0,00030</td>
<td>1,10</td>
<td>0,0020</td>
<td>0,50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test Topic 1: Greeting</td>
<td>69,74</td>
<td>15</td>
<td>18,03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pair 2</td>
<td>Pre-Test Topic 2: Family and work</td>
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p-values are reported for the sake of completeness, but will not be interpreted since an availability sample was used instead of a random sample.

The overall improvement of the *Tsenang!* participants was 30% and that of the *Twenty-Minute-Setswana* participants was 27%. Thus, the overall improvement of the *Tsenang!* group was 3 percentage points better than that of the *Twenty-Minute-Setswana*.

### 6.5 Data of the practical analysis – Lecturer’s data

#### 6.5.1 Interviews

The same 4 questions were asked for both groups’ interviewees:

- Is this course suitable for a short course for learning Setswana as a beginner?
- What are the strong points of this course?
- What are the shortcomings of this course?
- What are your suggestions, if any, to improve the course?

Participants were also encouraged to explain their answers.
Summary: Question 1 – *Tsenang!*

All the participants agreed that the course was suitable for a short course for learning Beginner Setswana. Some students reported that they had learned Setswana on a basic level to communicate with mother tongue speakers. It was very helpful for beginners and practical to use in a work environment.

Summary: Question 2 – *Tsenang!*

The strengths included the following: Participants could return to the multimedia programme multiple times to practise words and phrases. The extra voice clips with the rhythmical sound patterns were very helpful. The new material was grouped systematically and it was easy to find instructions. The mechanisms of the programme are functional and very user-friendly. In the dialogues, the option to remove the translation and put it back again was very helpful. The course covered basic Setswana as a user language. It includes everything a beginner needs to learn the language.

Summary: Question 3 – *Tsenang!*

The shortcomings included the following: Some students did not have enough time to study new words and phrases at home. The instructions of some exercises were confusing, and students struggled to fill in the correct words. In the multimedia programme, some of the mother tongue speakers' pronunciation was very bad, and it was as if they swallowed the last words of the sentences. One student, however, could not find any shortcomings, but commented that it was an absolutely perfect course.

Summary: Question 4 – *Tsenang!*

Suggestions included the following: More rhythmical sound patterns than those that are already included. Because the course was written and published in 2003, it needs a technological update. The mother tongue speakers’ voices, whose pronunciation are not good, must be replaced with new voices with better pronunciation. Some students had no suggestions and thought the course was excellent and that it satisfied their needs (see Appendix G).
Conclusion of the interviews: *Tsenang!*

Based on the answers of Questions 1-4 for *Tsenang!*, the researcher has identified the following patterns of participants’ feelings about the course:

- **Positive**: a suitable short course, practical, helpful multimedia, sufficient voice clips, systematic, functional, user-friendly, easy to find instructions.

- **Negative**: confusing exercise instructions, bad pronunciation, needs a technological update, replace “old” voices.

**Summary: Question 1 – Twenty-Minute-Setswana**

- Some participants found it suitable as a short course, but others experienced it as overwhelming, with too much information in a short time frame. One student wanted more dialogue.

**Summary: Question 2 – Twenty-Minute-Setswana**

- Participants identified the following strengths: The composition of the course is very good. The sound clips of the mother tongue speaker were very effective. The vocabulary recall was very useful. The basic aspects of the Setswana language were covered. The themes were relevant and the modern technology was pleasant. The poster with the noun classes and their morphemes was useful. *Twenty-Minute-Setswana* is successful as a short course.

**Summary: Question 3 – Twenty-Minute-Setswana**

- Identified shortcomings included the following: It was a lot of information at once, which was overwhelming. Ten classes are a too short period for this course. The noun classes are confusing, and some students needed more guidance. The mother tongue speaker doesn’t keep the same pace throughout the recall sessions. The layout and follow-up of the study material need fine-tuning.

**Summary: Question 4 – Twenty-Minute-Setswana**

- Suggestions included the following: Repetitions must be at a slower pace. There must be more pressure on the students to perform, for a better success rate.
Dialogues must be longer, with multiple sentences. The author could consult other second language acquisition courses to improve this course with better exercises.

- **Conclusion of the interviews: Twenty-Minute-Setswana**

Based on the answers of Questions 1-4 concerning *Twenty-Minute-Setswana*, the researcher has identified the following patterns of participants’ feelings about the course:

- **Positive** – a suitable short course, strong composition, effective sound clips, relevant themes, useful aids.

- **Negative** – overwhelming information, needs: more dialogue, more guidance, fine tuning, slower repetitions, sufficient exercises.

### 6.5.2 Observations

In general, it seemed that the students enjoyed both the *Tsenang!* and the *Twenty-Minute-Setswana* classes. At the beginning of the courses, some of them were quite shy but at the end of the course they seemed to be more confident to speak and were more relaxed. Some students were more outgoing than others, and it influenced the class atmosphere. It was difficult to involve all the students in the oral activity but as the course progressed, their confidence grew. If they were absent they had to do self-study, as there was no time to repeat lessons. It is important to maintain the fun part of language teaching in each classroom session, but classes should also be useful and meaningful. From these notes, problem areas were identified and analysed. In both courses the grammar component seemed difficult. Students battled with the noun classes and the subject and object morphemes. They also found it difficult to understand the possessive construction. English uses the construction *My car*, for instance, but Setswana uses the construction *The car of mine* (see Appendix H).
6.6 Conclusion

The data which have been collected from the two courses will assist the researcher to compare the two courses in an evaluation report (see 7.3). Alderson and Beretta (1992:274) point out that evaluations do not reveal the “one and only truth” about a programme, but rather “a multitude of interpretations subjective to the evaluators, objectives and understandings of the programme” (Dippenaar, 2004:144).
CHAPTER 7: CONCLUSION

7.1 Introduction

The aim of this chapter is to conclude the study and to identify differences and shortcomings in the two programmes. In the proposed model, based on a synthesis of models discussed in chapter 4, this is then the report-back stage. This chapter provides a brief overview of the research questions, the method that was followed and data that were obtained. The major similarities and differences between the two software packages are then highlighted, with the intention to make a recommendation regarding a choice between the systems.

Furthermore, the usefulness and applicability of the Evaluation Criteria Framework that was created, are briefly discussed to illustrate how it could be useful as a tool for evaluating CALL packages in general, and specifically South African Bantu languages packages.

7.2 Overview of the study

The focus of this study has been course design and evaluation, in particular the comparison of the two language courses for the acquisition of Beginner Setswana: Tsenang! and Twenty-Minute-Setswana. Below follows a brief review of the steps that were taken and the theories that were considered to develop the analysis method.

The literature review involved the exploration of second language acquisition theories, course design and course evaluation. Data were gathered by means of triangulation of qualitative and quantitative data. Based on the data, a questionnaire was compiled for the evaluation of the two courses by the students. The researcher designed and compiled a pre- and post-test for determining the students’ progress in the two courses. Student data also included comments on the courses. The lecturer obtained data through interviews and observations. According to the literature study, an Evaluation Criteria Framework was compiled to evaluate the designs of the two courses. Thereafter the two programmes were measured against the Evaluation Criteria Framework in a scientifically
justifiable manner. All the information was compared and similarities and differences were identified.

After data from all the sources had been analysed, conclusions were reached and differences and shortcomings were identified in this chapter as described in the evaluation report below.

7.3 Evaluation report: Evaluation Criteria Framework

Results that were derived from the Evaluation Criteria Framework are summarised below:

7.3.1 Similarities in the evaluation results

7.3.1.1 Content

Texts – Questions 1, 2, 3, 4, 5: Both programmes contain texts which reflect the interest and needs of the target group, both practise specific skills and both present language forms in a meaningful context. In both the selection of topics take into account the everyday experience of the users.

Linguistic content – Question 6: In both courses the language needs of the target groups are taken into account during the course.

Vocabulary – Questions 7, 9, 12: In both courses the choice of the linguistic content is relevant to the learners. In both the vocabulary is practised in a consistent way and the frequency and target context of the vocabulary are considered to be taken into account. The vocabulary items are also distinguished with regard to their function.

Grammar – Questions 14, 16: In both programmes frequency and importance have been taken into account when grammar was selected. Both programmes present grammar items in a comprehensible form.

Pronunciation – Question 19: Both courses contain authentic material and provide an appropriate variety to be used for improving pronunciation and intonation.
The Evaluation Criteria Framework pointed out that for the mentioned questions on Content, no significant differences between the programmes could be identified. The programmes are therefore on par for all practical purposes.

7.3.1.2 Activities

Skills – Questions 20, 21: In both programmes provision is made for helping learners to practise skills autonomously and learners are also encouraged to use the skills outside the classroom.

Listening skills – Question 24: To check understanding and to evaluate their progress, both programmes provide pre- and post-listening activities to set a purpose for listening.

Speaking skills – Question 25: In both programmes, the activities that are provided could be considered to help the learner towards achieving a fluent command of the new language that is being learned.

Viewing skills – Question 26: Both programmes include pre- and post-viewing skills.

Reading skills – Question 27: Both programmes include reading activities.

Pedagogic tasks – Question 30: Both programmes include fluency practise to aid automaticity.

Real-life tasks – Questions 31, 32, 33: In both programmes language is presented in a functional context according to real-life tasks. In both programmes certain steps are taken to ensure that real-life tasks help to bridge the gap between classroom practice and real language use. These tasks simulate language use in the real world.

The Evaluation Criteria Framework pointed out that for the questions on Activities, no significant differences were found between the programmes. The programmes are on par for all practical purposes.
7.3.1.3 Organisation

Unit design – Questions 37, 38, 39: In both programmes the organisation of the chapters and lessons has been tailored to the context. There are structured steps between presentation, controlled practise and free practise to foster acquisition of new exponents. In both programmes the use of multimedia serves a clearly recognisable purpose in the design of the programmes.

Interaction management – Questions 44, 45: In both programmes, pair work is not included and no cooperation between learners take place.

Syllabus design – Questions 46, 47: Neither of the programmes make any provision for the characteristics of a specific group, because it is aimed at individual learners. The relevant learning environment for groups of these courses is a computer class where the learners can consult the facilitator when needed. These programmes can also be used individually, without a facilitator.

The Evaluation Criteria Framework pointed out that for the questions on Organisation, no significant differences were observed between the programmes. The programmes are on par for all practical purposes.

7.3.1.4 Presentation

General – Questions 50, 51, 52: The presentation of Tsenang! is outdated in terms of aesthetic, appealing norms and the integration of music. Although Twenty-Minute-Setswana is a more recent product, it can also be updated in terms of the presentation of the aspects that were identified for Tsenang! Both programmes are accessible and practical, and students can cope with the level of complexity of the presentation. Neither of the programmes contains any video recordings.

Illustrations – Question 53: Both programmes need a technological update regarding their illustrations.

Layout – Questions 54, 55: In both programmes the texts are successfully linked to specific functions; and the icons and symbols are clear and effective. The programmes are designed to contribute to a more effective realisation of the learning objectives.
**Colour and music – Question 57:** In both programmes colours are used in a consistent way to enhance language acquisition.

**Navigation – Questions 58, 59, 60, 61:** In the study guide for *Tsenang!* installation instructions and navigation procedures appear along with many other functions. *Twenty-Minute-Setswana* includes an instruction pamphlet which explains installation and navigation procedures. The installation of both programmes is easy and intuitive. In both programmes the table of content and the menu are easy to understand, and all the relevant components of material are easily accessible in all phases of the learning process.

The Evaluation Criteria Framework for the questions on **Presentation** found no significant differences between the programmes. The programmes are on par for all practical purposes.

### 7.3.2 Differences between the evaluation results

#### 7.3.2.1 Content

For **Content**, the major differences were found with regard to topics, vocabulary, grammar and activities.

*Twenty-Minute-Setswana* was written with a European course as an example, with the result that this course includes topics like camping and the outdoors which have no relevance in the South African learner context. Commercial situations and the work place as contexts for interaction are much more appropriate for South Africa. Although European-centred topics may be interesting to certain learners, such topics do not address the needs of the target group. Topics in *Tsenang!* are therefore more suitable for beginner learners. According to the amount of texts *Tsenang!* has 18 dialogues in total and *Twenty-Minute-Setswana* only has 7.

Furthermore, the wider range of topics does not mean that *Twenty-Minute-Setswana* has a wider range of vocabulary. Unlike *Tsenang!, Twenty-Minute-Setswana* does not have a dictionary function. The *Tsenang!* dictionary application has a variety of functions and *Tsenang!* also introduces learners to a variety of techniques for association and
memorisation, whereas Twenty-Minute-Setswana only provides viewing, listening and repeating. In addition, Tsenang! has a variety of grammar exercises for the successful learning of new structures.

In light of the differences in terms of Content, Tsenang! seems to be a more thorough, useful programme, with the following outstanding features, which are not available in Twenty-Minute-Setswana:

- relevant South-African related topics;
- a very functional dictionary;
- a variety of techniques for association and memorisation; and
- a variety of grammar exercises which provides successful learning of new structures.

The results of the paired-sample statistics of the pre-test pay testament to this. The overall improvement of the Tsenang! participants were 30% while for the Twenty-Minute-Setswana participants it was 27%. The Tsenang! group’s overall improvement was therefore 3 percentage points better than that of the Twenty-Minute-Setswana group.

Data that were gathered through the interviews and the questionnaire also support the following findings about Tsenang!:

- The programme is very practical and could easily be used in the work environment.
- The material is grouped systematically and it is easy to find instructions.
- The dictionary function is very helpful.
- The programme fulfilled the students’ needs.

7.3.2.2 Activities

The major differences regarding Activities relate to the tasks, exercises and learning techniques.
Tsenang! has an interactive nature, which provides constant feedback to the learner. In Twenty-Minute-Setswana, however, tasks are not followed up and consolidated. Writing is included in the Tsenang! exercises and although it is not the main focus, it is a supplementary skill to assist the outcomes of the course. No writing skills are included in Twenty-Minute-Setswana.

Tsenang! entails twelve types of exercises as an example of controlled practise linked to language. In contrast, repeating of words, phrases and sentences are the only types of exercise in Twenty-Minute-Setswana. Tsenang! facilitates self-assessment, whereas Twenty-Minute-Setswana does not.

Although both programmes have an eclectic approach, Tsenang! applies a wider range of techniques than Twenty-Minute-Setswana. Taking these aspects into account, Tsenang! is considered to be a more suitable programme.

With regard to Activities, Tsenang! has the following outstanding features, which are not found in Twenty-Minute-Setswana:

- An interactive nature with constant feedback to the learner
- Supplementary writing skills that appear in the exercises
- Various types of exercises as an example of controlled practise linked to language
- A wider range of learning techniques which enhances its eclectic nature of techniques and approaches

Data collected through the questionnaire also confirms the following positive aspect of Tsenang!:

- Exercises are very functional

### 7.3.2.3 Organisation

For Organisation, the major differences relate to the study guide and assessment activities.
Tsenang! has a study guide with specific, chapter and learning outcomes, explicitly stated for each chapter. This well-organised study guide gives a very effective overview of the syllabus, as well as the information the students need for the purpose at hand. In Twenty-Minute-Setswana there is no study guide available.

Tsenang! has a variety of very functional assessment exercises; while in Twenty-Minute-Setswana there are no assessment activities. The assessment activities which appear in Tsenang! are effective, user-friendly and easy to understand, and they provide opportunities for self-assessment. Furthermore, in Tsenang! there is an appropriate balance of assessment activities and (as mentioned in 7.3.2.2), the interactive nature of Tsenang! provides for consolidation at regular intervals. Taking these aspects into consideration, Tsenang! is more suitable for successful acquisition of the language.

On account of the differences for Organisation, it is concluded that Tsenang! has the following outstanding features, which are not found in Twenty-Minute-Setswana:

- A very helpful study guide which includes various outcomes and an overview of the syllabus
- A variety of very functional assessment exercises

Information gathered during the interviews also confirm the following finding about Tsenang!:

- The option to be able to remove the translation and put it back again is very helpful.

7.3.2.4 Presentation

The major differences regarding Presentation relate to the layout and music.

To ensure that the layout of the material in a programme has a relevant didactic function, the content must be free from gross mistakes. In the workbook of Twenty-Minute-Setswana, there are multiple spelling and typing errors.

In Tsenang! songs are included in every chapter, which give structure to the learning experience and complement the specific content. Twenty-Minute-Setswana contains only
one song, which is barely worth mentioning. However, both programmes can integrate music more successfully.

Fifteen years after it was launched *Tsenang!* is outdated, but although *Twenty-Minute-Setswana* is dated, a lot more can be done to upgrade the presentation to make it even more appealing. Concerning the audio recordings that appear in *Twenty-Minute-Setswana*, the author pronounced his words differently than the mother-tongue speaker, which learners experienced as confusing and annoying.

Taking the differences for Presentation into account, it is concluded that *Tsenang!* has the following outstanding features which makes it superior to *Twenty-Minute-Setswana*:

- No spelling or typing errors appear in the study guide or PC layout of *Tsenang!*
- *Tsenang!* provides a collection of appropriate songs which complement the content.

Information that was gathered from the questionnaire also confirm the following aspect of *Tsenang!*

- The layout is user friendly and effective

7.4 Evaluation report: Descriptive Statistics

Results that were derived from the Descriptive Statistics are summarised below:

7.4.1 Course evaluation Questionnaire

7.4.1.1 Reliabilities of the course evaluation questionnaire

A1-A9 were grouped together as the construct “Content”, and B10-B35 were grouped together as the construct “Instructional design”. C36-C52 were grouped together as the construct “Technical design” and D53-D57 were grouped together as the construct “Social considerations”. The overall impression of the mean is 4.1, which implies that the students in general agreed with the statements in the topics. In other words, students
were satisfied that the contents, instructional designs, technical designs and social considerations of both programmes were able to meet their needs.

7.4.1.2 Independent t-test

The effect size for Technical Design was medium (0.51). The Tsenang! group overall gave a rating of 4.1 for Technical Design, which means that on average they agreed. The Twenty-Minute-Setswana group rated it 3.8, which tends towards a neutral opinion.

The effect size for Social Considerations was large (0.91). The Tsenang! group rated Social Considerations at 4.3, which means that on average they agreed. The Twenty-Minute-Setswana group rated it 3.6, which also tends towards a neutral opinion.

The effect size for E 59 was large (0.80). The Tsenang! participants rated this item 3.7, which implies that they agreed. In other words, they deliberately found a native speaker with whom they could test their knowledge. The Twenty-Minute-Setswana group’s rating for this item was a 2.8, which tends towards a neutral opinion – in other words, they probably did not deliberately find a Setswana speaker with whom they could test their knowledge.

7.4.2 Formal tests

7.4.2.1 Reliabilities of the Pre-test

The Cronbach’s alpha from the marked questions that resulted in a score lower than 0.5 were left out. This was the case for Topic 2 and Topic 4. The questions used to form the scale, in accordance to the different topics, are indicated in the table. The average scores, based on the calculated means, were 46% and above, with the exception of Topic 4, which had an average score of 25.75%. According to the Cronbach’s alpha guideline, all the topics are 0.51 and above and are therefore deemed reliable.

7.4.2.2 Dependent t-test

The overall improvement of the Tsenang! participants was 30% and that of the Twenty-Minute-Setswana participants was 27%. Thus, the overall improvement of the Tsenang!
group was 3 percentage points better than that of the Twenty-Minute-Setswana (see 7.3.2.1).

7.5 Conclusion

The study was guided by the question: How effective are the Tsenang! and Twenty-Minute-Setswana courses for the acquisition of Setswana, measured against the criteria for course evaluation?

Based on the results of this study, it is concluded that from a pedagogical perspective the Tsenang! course is a much more functional course than Twenty-Minute-Setswana in every aspect that was explored in this study. Tsenang! is functional for the acquisition of Beginner Setswana and an excellent choice as an interactive language course. However, Twenty-Minute-Setswana has two features: According to the thematic list for Vocabulary (6.1.3.2) from Wyner (2018), Twenty-Minute-Setswana has four more themes than Tsenang!. Twenty-Minute-Setswana includes a poster which presents grammar aspects as a summary. The poster offers quick access to noun classes (singular and plural) and their prefixes, subject and object morphemes, demonstratives pronouns, adjectives, possessives particles and verbal relative particles; and also the defining, identifying and associate copulative verbs. From practical experience of the researcher who facilitated the course, the students were informed not to look at the poster at the beginning or during the presentation of the course, because it could confuse them. However, some people who are interested in grammar could find the poster helpful.

Based on the findings, this study recommends the application of the Evaluation Criteria Framework that appears in this study for the evaluation of a course for the acquisition of a foreign language.

Tsenang! is an excellent choice for an interactive Beginner Setswana course. However, it was developed some years ago, in 2003, and has become quite outdated (see 7.3.1.4). It is therefore recommended that its software be updated urgently.

Dippenaar (2004:188) concludes that “course design is a flexible process which is never complete, as the course designer has constantly to re-evaluate and re-design”. This implies that the process will never be final.
Although there are existing evaluation criteria frameworks, they were not clear or specific enough to be used for the evaluation of these two courses. The researcher therefore compiled her own evaluation criteria framework, with 61 questions which are very clear and easy to answer. These questions are based on the research from academic resources and intercept a variety of information from language acquisition theories and approaches. This ensures that the evaluation criteria framework is relevant and applicable. It is hoped that lecturers and course designers will find the Evaluation Criteria Framework useful for the evaluation of applicable foreign language courses, especially those for the South African Bantu languages.


Ducate, L. & Arnold, N., eds. 2006. Calling on CALL: from theory and research to new directions in foreign language teaching. San Marcos, TX: CALICO.


Van den Branden 2012. Task-based Language Education. (In Burns and Richards eds. 140-8.)


APPENDIX A: COMPARISON OF APPROACHES AND METHODS

Table 1: Comparison of approaches and methods

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<th>Chapter and method</th>
<th>Key characteristics</th>
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<th>Teacher role</th>
<th>Learner role</th>
<th>Common classroom activities</th>
</tr>
</thead>
</table>
| 1. The Oral approach/ Situational Language Teaching | * Target language is language of instruction  
* More scientific approach to vocabulary selection  
* Emphasis on spoken language  
* Teacher control  
* Language is introduced through situations  
* Automatic use of sentence patterns  
* Grammar seen as "sentence patterns", systematically categorized to form basis of teaching | * Use of PPP (Presentation, Practise, Production)  
* Emphasis on target language as language of instruction | * Guide  
* Expert  
* Linguist | * Imitator  
* Recipient | * Guided repetition and substitution activities  
- drills  
- choral repetition  
- dictation  
- controlled oral-based reading and writing tasks |
| 2. The Audiolingual method | * Little focus on writing  
* Language taught through speaking  
* A focus on sentence patterns  
* Linguistic analysis and contrastive analysis inform syllabus content and sequencing  
* Repetition and drills lead | * Teach the language, not about the language  
* Use of the target language  
* Importance of practice  
* A language is what its native speakers say, not what they ought to say | * Linguist  
* Expert  
* Provides error correction | * Developing linguist  
* Imitator | * Pronunciation activities  
* Acting out dialogues  
* Pattern drills  
* Repetition-based tasks  
* Mimicking native-speaker speech |
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<td></td>
<td>to habit formation</td>
<td>* Focus on avoidance of errors and an emphasis on grammatical accuracy * Teacher control</td>
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<tr>
<td>3. Communicative Language Teaching</td>
<td>* Focus on meaning * Focus on functional aspects of language * Learner-centered * Emphasis on interaction *Learning by doing through direct practise * Emphasis on authenticity of input</td>
<td>* Changes since approach was introduced: - Balance of fluency and accuracy has been refined - Learner autonomy, diversity, and teachers as co-learners now play more important roles * Most characteristics (e.g. authentic communication, pair work and group work) still influence current teaching practice</td>
<td>*Encourages fluency *Communication facilitator</td>
<td>*Collaborator * Active communicative participant</td>
<td>* Collaborative learning through pair and group work; negotiation of meaning * Activities focusing on fluency, with a high degree of tolerance for errors * Role plays * Activities focusing on communication, e.g. jigsaw, task-completion, information-gathering, information-sharing * Information gap, opinion and reasoning activities</td>
</tr>
<tr>
<td>4. CBI (Content-based Instruction) and CLIL (Content and Language Integrated Learning)</td>
<td>* Development of intercultural awareness * Language learning combined with subject learning * Closely tied to learners needs * Focus on exchange of information through communication * Importance of comprehension *Awareness of students’ real-life purpose for learning the language * Strong awareness of subject matter</td>
<td>* Collaborator (with subject teachers) * Needs analyst * Subject and language knowledge; may be materials developer * Learner-centered facilitator</td>
<td>* Collaborative learner * Active creator of knowledge and understanding * Autonomous learner</td>
<td>* Collaborative work *Performance-orientated activities * (Critical) meaning-orientated activities * Discussion activities</td>
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</tr>
<tr>
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| 5. Whole language  | * Integrated skills through collaborative learning  
* Language taught as a whole, not through discrete parts  
* Focus on meaning and authentic language  
* Language learning is experiential learning; learner is at center and takes responsibility  
* Use of literature | * The emphasis on self-directed learning  
* Learning is experiential activity; needs to relate to learners | * Active participant  
* Facilitates learning process  
* Facilitates negotiation with learners | * Collaborator  
* Selector of learning materials and activities  
* Evaluator  
* Self-directed learner | * Collaborative activities, e.g. small-group reading and writing  
* Reading and discussion of literature, use of parallel texts  
* Writing portfolios |
| 6. CBLT (Competency-based Language Teaching) and Standard-based instruction | * Outcomes related to real-life needs; described as overt behaviours and “can do” statements  
* Focus on explicit measurable outcomes  
* Instruction student-centered and individualized | * Real-life objectives  
* The attention to clear goals and objectives  
* The use of standards | * Identifies and communicates learning objectives  
* Needs analyst  
* Provides continuous feedback in relation to learning objectives | * Self-monitors learning against target competencies  
* Active participant in transferring knowledge to new situations  
* Strategic communicator | * No specific activities are suggested |
| 7. Task-Based Language teaching | * Focus on lexis and speaking, and integration of skills  
* Use of real-world outcomes  
* Use of tasks as core unit of planning and instruction | * A focus on authenticity  
* The use of activities with real-world outcomes  
* A focus on form combined with meaning-orientated activities | * Provides interactional support  
* Create authentic meaning-focused tasks  
* Encourages focus on form | * Collaborator  
* Language user  
* Risk-taker | * Communication activities  
* Information gap, jigsaw, problem-solving and other collaborative tasks |
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<tr>
<td>8. Text-Based Instruction</td>
<td>* Explicit teaching of structures and grammatical features * Use of authentic spoken and written texts in their social and cultural context as the main source of input</td>
<td>* The use of explicit focus on different text-types, or genres</td>
<td>* Discourse and conversation analyst * Needs analyst and syllabus designer * Provides scaffolded guidance</td>
<td>* Discourse analyst * Self-monitor</td>
<td>* Analysis of different text-types * Text modelling * Text deconstruction and joint construction</td>
</tr>
<tr>
<td>9. The Lexical approach</td>
<td>* The importance of strategies for learners to deal with chunks * Lexis is central, particularly multi-word units of chunks</td>
<td>* Focus on multi-word chunks * The use of corpora</td>
<td>*Facilitates data-driven and discovery-based learning * Language analyst</td>
<td>* Data and discourse analyst * Strategic learner *Discoverer</td>
<td>* Strategy instruction * Awareness-raising activities * Data-driven learning * Corpora-based activities * Text-chunking</td>
</tr>
<tr>
<td>10. Multiple Intelligences</td>
<td>* Learners have multiple intelligences * Learner differences impact learning and need to be taken into account in teaching * Learners are supported in becoming better designers of their own learning</td>
<td>* Awareness of learner differences * The use of a wide range of classroom learning activities</td>
<td>*Develops students’ multiple intelligences * Supports students’ learning * Orchestrates multi-sensory learning experience</td>
<td>* Works on self-improvement (not only in terms of language) * Designer of his/her own learning</td>
<td>*Multi-sensory activities The use of reality</td>
</tr>
<tr>
<td>11. Cooperative Language Learning</td>
<td>* Focus on collaboration through pair and group work * Teaching of strategies and critical thinking skills</td>
<td>* The importance of pair and group work * The focus on critical thinking skills</td>
<td>* Encourages critical thinking * Structures cooperative tasks * Facilitator * Groups learners</td>
<td>* Active participant * Inter-dependant participant with other learners for learning outcomes</td>
<td>* Peer assessment * Question Matrix-cooperative activities that encourage critical thinking</td>
</tr>
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<td>12. The Natural Approach</td>
<td>*Attention to emotional preparedness for learning * Strong focus on meaning * Lack of explicit instruction on form * Emphasis on input over practice * Receptive before productive skills * Prominence given to vocabulary * View of second language learning as a naturalistic process similar to L1 Acquisition</td>
<td>* The importance of affective factors</td>
<td>*Organizes group work *Structures cooperative tasks</td>
<td>* Facilitates an inclusive social environment</td>
<td>*Cooperative projects and problem-solving * Jigsaw tasks</td>
</tr>
<tr>
<td>13. Total Physical Response</td>
<td>* Focus on providing a stress-free environment for learning</td>
<td>* Greater awareness of learner effect and more explicit</td>
<td>* Controls the language used in the class</td>
<td>* Performer or actor * Listener</td>
<td>* Role plays * Slide presentations * Imperative drills</td>
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</table>
| 14. The Silent Way | * Language learning is seen as discovery learning problem-solving  
* Giving learners as much opportunity to produce language in their own way in the class, is the focus  
* The use of color-coded materials such as pronunciation charts and Cuisenaire rods | * Language-learning as problem-solving and discovery learning  
* Designs carefully constructed teaching sequences  
* Shapes student production with minimal speaking on the teacher's part  
* Presents new language (often non-verbal) | * Makes most decisions relating to learning  
* Director of a stage play in which students are the “actors” | * Collaborator with other learners  
* Discoverer  
* Problem-solver  
* Autonomous, responsible learner | * Guided exercises, followed by practise  
* Pronunciation exercises |
| 15. Community Language Learning | * Learning is a collaborative effort  
* Focus on the whole person and the affective side of learning | * The role of the teacher as an advisor  
* Focus on the whole person and student’s experience of the learning process | * Offers a safe environment  
* Supports learning  
* Counsellor  
* Interprets student messages | * Attentive listener  
* Community member | * Recordings  
* Group work  
* Translation (by the teacher, of student messages)  
* Transcription and analysis |
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<td>* Emphasis on providing a safe environment for learning</td>
<td>* Provides knowledge</td>
<td>* Emphasis on providing a safe environment for learning</td>
<td>* Focus on relaxation</td>
<td>* Create suitable learning environments</td>
<td>* Pseudo-passive receptors</td>
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<tr>
<td>* Teacher-dominant style</td>
<td>* Use of music</td>
<td>* Influence of the unconscious on learning</td>
<td>* Accepts principles of Suggestopedia</td>
<td>* Skilled in acting, singing and psycho-therapeutic techniques</td>
<td>* Accepts principles of Suggestopedia</td>
</tr>
<tr>
<td>* Accepts principles of Suggestopedia</td>
<td>* Skilled in acting, singing and psycho-therapeutic techniques</td>
<td>* Authority</td>
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<tr>
<td>16. Suggestopedia</td>
<td>* Use of music</td>
<td>* Influence of the unconscious on learning</td>
<td>* Emphasis on providing a safe environment for learning</td>
<td>* Provides knowledge</td>
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*(Richard & Rodgers, 2014: 388-399)*
APPENDIX B: ADVERTISEMENT

LEARN TO SPEAK SETSWANA
Now for only R 300.00
Normal price: R 2 700.00
This once in a lifetime opportunity is only available for two occasions:
13 September - 25 October 2017 (Monday and Wednesday classes)
or
14 September - 24 October 2017 (Tuesday and Thursday classes)

These short courses are part of a research project and focus on the most important basic language functions in Setswana. You will learn to communicate in everyday language.

Contact us for more information or for the application form.

PLEASE CONTACT US FOR MORE INFORMATION

Centre for Academic and Professional Language Practice
Frans du Toit Building, Room 219
Desiré Steyn: 018 285 2392
E-mail: desire.steyn@nwu.ac.za
APPENDIX C:  PRE-AND-POST-TEST

Pre-and-Post-test

Pre-Test

Please fill in the following pre-test based on the Setswana short course you are enrolled for. You can be assured that no discrimination will take place and your personal details will be kept safe at all times. Your identification number will only be used to link the results of the tests and the questionnaire, and will not be used in any other regard. Your name, email address and cell phone number will only be used to contact you for further information, if you agree to participate in a student interview.

Course:  Tsenang! / Twenty-Minute-Setswana

Fascilitator:  Mrs. P.J.Aucamp

A. Biographical information

Name:
_________________________________________________________________

Email address:  ______________________________________________________

Cell phone number:  ________________________________________________

Identification number:  ____________________________________________

I agree to be contacted for a student interview:  Yes / No

Age:  _____________ years  Gender:  Male / Female

Occupation:
_________________________________________________________________

B. Explain the reason why you are taking this course.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
C. What do you expect to learn in this short course?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Topic 1  (Greeting)

1. Choose the correct English sentence for the following Setswana sentence: “Dumelang bana”
   a. Goodday men
   b. Goodday children
   c. Goodbye friends
   d. Goodbye girls

2. Choose the correct Setswana sentence for the following English sentence: “I am also well”
   a. Ke teng
   b. Wena o kae
   c. Le nna ke teng
   d. Tsamayang sentle

3. Translate the following English sentence in Setswana: “Stay well” (singular)
   a. Sala sentle
   b. Tsamaya sentle
   c. Salang sentle
   d. Tsamayang sentle

4. Translate the following Setswana word in English: “Bagaetsho”
   a. Foreign people
   b. School children
   c. My mother
   d. My people

5. Choose the correct Setswana word order for the next English sentence: “Where do you come from?”
   a. Wena o tswana kae?
   b. O wena tswana kae?
   c. Kae o wena tswana?
   d. Tswana o wena kae?
6. Fill in the missing word in the following Setswana sentence: “Leina la gago ke?”
   a. eng?
   b. kae?
   c. goreng?
   d. mang?

7. Listen to the pronunciation of the next Setswana words and sentences. In each instance choose the correct English translation.

7.1. “Le kae”
   a. Where are you?
   b. Are you here?
   c. How are you? (Plural: respect)
   d. How are you? (Singular)

7.2. “Ga ke itse”
   a. I don't eat
   b. She doesn't eat
   c. I don't know
   d. He doesn't know

7.3. “Re dula mo Tlokwe”
   a. They read in the library
   b. You eat in Tlokwe
   c. We stay in Potchefstroom
   d. They sit on the chairs

7.4. “Ke tla go bona ka moso”
   a. I will come and see you
   b. We saw you yesterday
   c. I will see it today
   d. I will see you tomorrow

8. Choose the correct soundfile of the next two sentences:

8.1. How do you say “Go well (plural)” in Setswana?
   a. Sala sentle
   b. Tsamaya sentle
   c. Salang sentle
   d. Tsamayang sentle

8.2. How do you say “My name is Thato” in Setswana?
   a. Maina le me ke Thato
b. Leina a me ke Thato  
c. Maina a me ke Thato  
d. Leina la me ke Thato

8.3. How do you say “Is it fine?” in Setswana?  
a. A o siame?  
b. Leina la gago?  
c. A go siame?  
d. Maina a gago?

**Topic 2 (Family and work)**

1. Look at the picture and identify the person: (Picture of a man)  
a. Ke mosadi  
b. Ke monna  
c. Ke ausi  
d. Ke mmemogolo

2. Choose the correct Setswana translation for the English sentence: “Nna ke a ithuta”  
a. I study this  
b. I am studying  
c. To study is easy  
d. To study is difficult

3. Translate the following English sentence into Setswana: “It is not a woman”  
a. Ke mosadi  
b. Ke mosadi  
c. Ga se mosadi  
d. Ke na le mosadi

4. In which sentence does a day of the week occur?  
a. Re tla ya kerekeng ka moso  
b. Re tla ya kerekeng ka koloi  
c. Re tla ya kerekeng go opela  
d. Re tla ya kerekeng ka Latshipi

5. Choose the correct Setswana word order for the next English sentence: “Where do you work?”  
a. Wena o dira kae?  
b. O dira wena kae?  
c. Kae o dira wena?  
d. Wena o kae dira?
6. Fill in the missing Setswana particle in the sentence: “Ke rata tiro _____ me” (I like my work)
a. wa
b. tsa
c. ba
d. ya

7. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:

7.1 “Mmemogolo”
a. My mother
b. Mother is big
c. Grandmother
d. Mother shops

7.2. “Mosadi wa me”
a. My mother
b. My wife
c. My daughter
d. My girlfriend

7.3. “Saena fa tsweetswee”
a. The sign makes a noise
b. The sign is in the road
c. Please fix the sign
d. Sign here, please

7.4 “Ke na le bo-abuti ba babedi”
a. I have two sisters
b. I have two brothers
c. I have three brothers
d. I have three sisters

8. Choose the correct sound file of the next two sentences

8.1. How do you say “Karabo wants to play” in Setswana?
a. Karabo o batla go tshameka
b. Karabo o rata mosadi wa gagwe
c. Karabo o tswamaya toropong
d. Karabo o batla go tsamaya

8.2. How do you say “Yes, the man loves to read the paper” in Setswana?
a. Ee, monna o na le pampiri  
b. Nyaa, monna ga o rate kuranta  
c. Ee, monna o rata go bala kuranta  
d. Nyaa, monna ga o na kuranta

**Topic 3 (Shopping)**

1. Use the picture to fill in the missing word in the next Setswana sentence: “_____ e tlhoka oli” (Picture of a car)  
   a. Lekwalo  
   b. Koloi  
   c. Kgomo  
   d. Bese  

2. Fill in the correct subject morpheme in the following sentence: “Lona _____ reka dijo”  
   a. na  
   b. bo  
   c. lo  
   d. re  

3. How would you request to “pay with your card” in Setswana?  
   a. Nka go thusa ka eng?  
   b. Wena o dira kae?  
   c. E kwa kae banka?  
   d. A nka duela ka karata?  

4. Which Setswana word in the next sentence shows “time” “Mme o ya kwa lebenkeleng gompieno”  
   a. lebenkeleng  
   b. gompieno  
   c. Mme o ya  
   d. o ya kwa  

5. Translate the following English sentence into Setswana: “How can I help you?”  
   a. A nka duela ka karata?  
   b. Nka go thusa ka eng?  
   c. E kwa kae banka?  
   d. Wena o dira eng?  

6. Which grammar construction in the next Setswana sentence means: “You don't have” “Wena ga o na tshelete go duela peterolo”  
   a. ga o na  
   b. tshelete
c. go duela

d. peterolo

7. Give the negative of: “Re rekisa nama”
a. Ga se reke nama
b. Ga re rekisa nama
c. Ga se reka nama
d. Ga re rekise nama

8. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:

8.1. “Ke a leboga”
a. Please
b. Thankyou
c. Yes
d. No

8.2. “Ke bokae?”
a. What is the time?
b. Where are you now?
c. Where do you stay?
d. How much is it?

8.3. “Ke batla peterolo”
a. I buy petrol
b. I want petrol
c. I sell petrol
d. I like petrol

8.4. “Mosimane o a reka”
a. The girl plays
b. The boy plays
c. The girl buys
d. The boy buys

9. Choose the correct soundfile of the next two sentences:

9.1. How do you say “Help me please” in Setswana?
a. Nthuse, tsweetswee
b. Mphe jaanong
c. Ke a leboga
d. Sala sentle

9.2. How do you say “Pump the tyres now” in Setswana?
   a. Tshela peterolo gompieno
   b. Pompa maotwana jaanong
   c. Seteishene sa peterolo
   d. Pompa e robegile jaanong

**Topic 4 (Directions and ordering)**

1. Which Setswana morpheme in the following Setswana sentence indicates future tense: “Batho ba tla ya ka bese”
   a. ba
   b. tla
   c. ya
   d. ka

2. Look at the direction of the arrow in the picture. Which Setswana sentence indicates the correct turn? (Picture with an arrow that shows a left turn)
   a. Tshikela mo molemeng
   b. Tshikela mo mojeng
   c. Thlamalala mo molemeng
   d. Thlamalala mo mojeng

3. Translate the following Setswana sentence into English: “Tshela maswi tsweetswee”
   a. Thank you for the milk
   b. Thank you for the water
   c. Pour in the milk please
   d. Pour in the water please

4. Which word in the Setswana Sentence means “time” in English: “Ke nako ya go nwa tee”?
   a. Ke
   b. nako
   c. nwa
   d. ya

5. Translate the following Setswana sentence into English: “Re tla bua gape”
   a. He will speak with her
   b. He will speak with Gape
   c. We will speak again
   d. He will speak again
6. Which Setswana word in the following sentence means “**near**” in English: “**Kereke e gaufi le sekolo**”

   a. Kereke  
   b. sekolo  
   c. le  
   d. gaufi  

7. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:

   7.1. “**Goreng?**”
   a. Why?  
   b. What?  
   c. Where?  
   d. Who?  

   7.2. “**Galase ya metsi**”
   a. A glass of cooldrink  
   b. A glass of milk  
   c. A glass of water  
   d. My glasses  

   7.3. “**Ke rata kofi**”
   a. I drink coffee  
   b. I like coffee  
   c. I want coffee  
   d. I don't want coffee  

   7.4. “**Ke eng ka Setswana?**”
   a. Do you learn Setswana?  
   b. What is it in Setswana?  
   c. Do you like Setswana?  
   d. Is Setswana important?  

8. Choose the correct soundfile of the next two sentences:

   8.1. How do you say “**Go straight**” in Setswana?
   a. Tshikela  
   b. Thamalala  
   c. Tsamaya  
   d. Tsenya
8.2. How do you say “Ke tshwerwe le lenyora” in Setswana?
   a. Ke tshwerwe ke lenyora
   b. Ke thari gompieno
   c. Ke tswerwe ke tlala
   d. Ka lapile gompienoe

Total: 50
Pre- and-Post-test

Post-test

Please fill in the following post-test based on the Setswana short course you have completed. You can be assured that no discrimination will take place and your personal details will be kept safe at all times. Your identification number will only be used to link the results of the tests and the questionnaire, and will not be used in any other regard. Your name, email address and cell phone number will only be used to contact you for further information, if you agree to participate in a student interview.

Course: Tsenang! / Twenty-Minute-Setswana

Fascilitator: Mrs. P.J.Aucamp

A. Biographical information

Name: ___________________________________________________________

Email address: ______________________________________________________

Cell phone number: _________________________________________________

Identification number: _______________________________________________

I agree to be contacted for a student interview: Yes / No

Age: _____________ years Gender: Male / Female

Occupation: _________________________________________________________

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  a. Ke teng
  b. Wena o kae
  c. Le nna ke teng
  d. Tsamayang sentle

3. Translate the following English sentence in Setswana: “Stay well” (singular)
  a. Sala sentle
  b. Tsamaya sentle
  c. Salang sentle
  d. Tsamayang sentle

4. Translate the following Setswana word in English: “Bagaetsho”
  a. Foreign people
  b. School children
  c. My mother
  d. My people

5. Choose the correct Setswana word order for the next English sentence: “Where do you come from?”
  a. Wena o tswa kae?
  b. O wena tswa kae?
  c. Kae o wena tswa?
  d. Tswa o wena kae?

6. Fill in the missing word in the following Setswana sentence: “Leina la gago ke?”
  a. eng?
  b. kae?
  c. goreng?
  d. mang?

7. Listen to the pronunciation of the next Setswana words and sentences. In each instance choose the correct English translation.

7.5. “Le kae”
  a. Where are you?
  b. Are you here?
  c. How are you? (Plural: respect)
  d. How are you? (Singular)

7.6. “Ga ke itse”
  a. I don't eat
  b. She doesn't eat
c. I don't know
d. He doesn't know

7.7. “Re dula mo Tlokwe”
a. They read in the library
b. You eat in Tlokwe
c. We stay in Potchefstroom
d. They sit on the chairs

7.8. “Ke tla go bona ka moso”
a. I will come and see you
b. We saw you yesterday
c. I will see it today
d. I will see you tomorrow

8. Choose the correct soundfile of the next two sentences:

8.1. How do you say “Go well (plural)” in Setswana?
a. Sala sentle
b. Tsamaya sentle
c. Salang sentle
d. Tsamayang sentle

8.2. How do you say “My name is Thato” in Setswana?
a. Maina le me ke Thato
b. Leina a me ke Thato
c. Maina a me ke Thato
d. Leina la me ke Thato

8.3. How do you say “Is it fine?” in Setswana?
a. A o siame?
b. Leina la gago?
c. A go siame?
d. Maina a gago?

Topic 2 (Family and work)

1. Look at the picture and identify the person: (Picture of a man)
a. Ke mosadi
b. Ke monna
c. Ke ausi
d. Ke mmemogolo

2. Choose the correct Setswana translation for the English sentence: “Nna ke a
ithuta”
   a. I study this
   b. I am studying
   c. To study is easy
   d. To study is difficult

3. Translate the following English sentence into Setswana: “It is not a woman”
   a. Ke mosadi
   b. Ke mosadi
   c. Ga se mosadi
   d. Ke na le mosadi

4. In which sentence does a day of the week occur?
   a. Re tla ya kerekeng ka moso
   b. Re tla ya kerekeng ka koloi
   c. Re tla ya kerekeng go opela
   d. Re tla ya kerekeng ka Latshipi

5. Choose the correct Setswana word order for the next English sentence: “Where do you work?”
   a. Wena o dira kae?
   b. O dira wena kae?
   c. Kae o dira wena?
   d. Wena o kae dira?

6. Fill in the missing Setswana particle in the sentence: “Ke rata tiro ______ me” (I like my work)
   a. wa
   b. tsa
   c. ba
   d. ya

7. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:

   7.1. “Mmemogolo”
   a. My mother
   b. Mother is big
   c. Grandmother
   d. Mother shops

   7.2. “Mosadi wa me”
a. My mother  
b. My wife  
c. My daughter  
d. My girlfriend  

7.3. “Saena fa tweetswee”  
a. The sign makes a noise  
b. The sign is in the road  
c. Please fix the sign  
d. Sign here, please  

7.4. “Ke na le bo-abuti ba babedi”  
a. I have two sisters  
b. I have two brothers  
c. I have three brothers  
d. I have three sisters  

8. Choose the correct sound file of the next two sentences  

8.1. How do you say “Karabo wants to play” in Setswana?  
a. Karabo o batla go tshameka  
b. Karabo o rata mosadi wa gagwe  
c. Karabo o tswamaya toropong  
d. Karabo o batla go tsamaya  

8.2. How do you say “Yes, the man loves to read the paper” in Setswana?  
a. Ee, monna o na le pampiri  
b. Nyaa, monna ga o rate kuranta  
c. Ee, monna o rata go bala kuranta  
d. Nyaa, monna ga o na kuranta  

**Topic 3 (Shopping)**  
1. Use the picture to fill in the missing word in the next Setswana sentence: “_____ etlhoka oli” (Picture of a car)  
a. Lekwalo  
b. Koloi  
c. Kgomo  
d. Bese  

2. Fill in the correct subject morpheme in the following sentence: “Lona _____ reka dijo”  
a. na  
b. bo
3. How would you request to “pay with your card” in Setswana?
   a. Nka go thusa ka eng?
   b. Wena o dira kae?
   c. E kwa kae banka?
   d. A nka duela ka karata?

4. Which Setswana word in the next sentence shows “time” “Mme o ya kwa lebenkeleng gompieno”
   a. lebenkeleng
   b. gompieno
   c. Mme o ya
   d. o ya kwa

5. Translate the following English sentence into Setswana: “How can I help you?”
   a. A nka duela ka karata?
   b. Nka go thusa ka eng?
   c. E kwa kae banka?
   d. Wena o dira eng?

6. Which grammar construction in the next Setswana sentence means: “don’t have” “Wena ga o na tshelete go duela peterolo”
   a. ga o na
   b. tshelete
   c. go duela
   d. peterolo

7. Give the negative of: “Re rekisa nama”
   a. Ga se reke nama
   b. Ga re rekisa nama
   c. Ga se reka nama
   d. Ga re rekise nama

8. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:
   8.1. “Ke a leboga”
       a. Please
       b. Thankyou
       c. Yes
       d. No
   8.2. “Ke bokae?”
a. What is the time?
b. Where are you now?
c. Where do you stay?
d. How much is it?

8.3. “Ke batla peterolo”
a. I buy petrol
b. I want petrol
c. I sell petrol
d. I like petrol

8.4. “Mosimane o a reka”
a. The girl plays
b. The boy plays
c. The girl buys
d. The boy buys

9. Choose the correct soundfile of the next two sentences:

9.1. How do you say “Help me please” in Setswana?
a. Nthuse, tsweetswee
b. Mphe jaanong
c. Ke a leboga
d. Sala sentle

9.2. How do you say “Pump the tyres now” in Setswana?
a. Tshela peterolo gompieno
b. Pompa maotwana jaanong
c. Seteishene sa peterolo
d. Pompa e robegile jaanong

Topic 4 (Directions and ordering)

1. Which Setswana morpheme in the following Setswana sentence indicates future tense: “Batho ba tla ya ka bese”
a. ba
b. tla
c. ya
d. ka

2. Look at the direction of the arrow in the picture. Which Setswana sentence indicates the correct turn? (Picture with a arrow that shows a left turn)
a. Tshikela mo molemeng
b. Tshikela mo mojeng
3. Translate the following Setswana sentence into English: “Thlamalala mo molemeng tsweetswee”
a. Thank you for the milk
b. Thank you for the water
c. Pour in the milk please
d. Pour in the water please

4. Which word in the Setswana Sentence means “time” in English: “Ke nako ya go nwa tee”?  
a. Ke  
b. nako  
c. nwa  
d. ya

5. Translate the following Setswana sentence into English: “Re tla bua gape”  
a. He will speak with her  
b. He will speak with Gape  
c. We will speak again  
d. He will speak again

6. Which Setswana word in the following sentence means “near” in English: “Kereke e gaufi le sekolo”  
a. Kereke  
b. sekolo  
c. le  
d. gaufi

7. Listen to the pronunciation of the next Setswana words and sentences. In each instance, choose the correct English translation:

7.1. “Goreng?”  
a. Why?  
b. What?  
c. Where?  
d. Who?

7.2. “Galase ya metsi”  
a. A glass of cooldrink  
b. A glass of milk  
c. A glass of water
d. My glasses

7.3. “Ke rata kofi”
   a. I drink coffee
   b. I like coffee
   c. I want coffee
   d. I don't want coffee

7.4. “Ke eng ka Setswana?”
   a. Do you learn Setswana?
   b. What is it in Setswana?
   c. Do you like Setswana?
   d. Is Setswana important?

8. Choose the correct soundfile of the next two sentences:

8.1. How do you say “Go straight” in Setswana?
   a. Tshikela
   b. Tlhamalala
   c. Tsamaya
   d. Tsenya

8.2. How do you say “Ke tshwerwe le lenyora” in Setswana?
   a. Ke tshwerwe ke lenyora
   b. Ke thari gompieno
   c. Ke tswerwe ke tlala
   d. Ka lapile gompienoe

Total: 50
APPENDIX D: PRE-TEST, POST-TEST: MEMORANDUM

Pre-Test, Post-Test: Memorandum

<table>
<thead>
<tr>
<th>Topic 1 (Greeting)</th>
<th>Topic 2 (Family and work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b</td>
<td>1. b</td>
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<tr>
<td>2. c</td>
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<td>3. a</td>
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<td>7.3. d</td>
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<td>8.2. c</td>
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<tr>
<td>8.3. c</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Topic 3 (Shopping)</th>
<th>Topic 4 (Directions and ordering)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>3. d</td>
<td>3. c</td>
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<tr>
<td>4. b</td>
<td>4. b</td>
</tr>
<tr>
<td>5. b</td>
<td>5. c</td>
</tr>
<tr>
<td>6. a</td>
<td>6. d</td>
</tr>
<tr>
<td>7. d</td>
<td></td>
</tr>
</tbody>
</table>
8.1. b 7.1. a
8.2. d 7.2. c
8.3. b 7.3. b
8.4. d 7.4. b

9.1. a 8.1. b
9.2. b 8.2. a
APPENDIX E: COURSE EVALUATION QUESTIONNAIRE

Please fill in the following questionnaire based on the Setswana short course you have just completed. You can be assured that no discrimination will take place and your personal details will be kept safe at all times. Your identification number will only be used to link the results of the tests and the questionnaire, and will not be used in any other regard. Your name, email address and cell phone number will only be used to contact you for further information, if you agree to participate in a student interview. The completion of this questionnaire is absolutely voluntary.

Course: Tsenang! / Twenty-Minute-Setswana

Facilitator: Mrs. P.J. Aucamp

Biographical information

Name:________________________________________________________

Email address:____________________________________________________

Cell phone number:______________________________________________

ID Number:______________________________________________________

I agree to be contacted for a student interview: Yes / No

Age: _______________ years  Gender: Male / Female

Occupation:_____________________________________________________

For each of the following statements, check the box which reflects your judgement of the course:

1                  2                  3                  4                  5
Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree

A. Content
1. The level of difficulty is appropriate for the intended audience
2. The topics integrate “real-life” situations
3. The content is significant for a short course
4. Vocabulary is consistently introduced
5. Grammar is consistently explained
6. Tenses are explained
7. Functions are explained
8. The content meets a high standard of quality
9. The course satisfied my needs

B. Instructional design
10. The DVD/CD promotes student engagement
11. The manual promotes student engagement
12. The DVD/CD promotes the development of communication skills
13. The manual promotes the development of communication skills
14. The DVD/CD extends upon students' knowledge
15. The manual extends upon student's knowledge
16. The DVD/CD allows students to work independently
17. The manual allows students to work independently
18. The DVD/CD encourages student creativity
19. The manual encourages student creativity
20. The DVD/CD is activity-based rather than lecture-based
21. The manual is activity-based rather than lecture-based
22. The DVD/CD provides hands-on activities
23. The manual provides hands-on activities
24. The learning content are well structured
25. The learning content are well organized
26. Topics are clearly introduced
27. Topics are clearly developed
28. Topics are clearly summarized
29. The course promotes active learning
30. Adequate assessment tools are provided
31. The course allows for integration between the facilitator and the student
32. The facilitator was helpful in assisting with the explanation of the course content
33. The facilitator was effective in the presentation of the course
34. The course lived up to my expectations
35. The course increases my interest in Setswana as user language

C. Technical design
36. Sound volume is appropriate
37. Quality of sound is appropriate
38. Narration is effective for instructional purposes (clarity and gender)
39. Narration is appropriate for instructional purposes (clarity and gender)
40. Music and sound effects are effective for instructional purposes
41. Music and sound effects are appropriate for instructional purposes
42. Appropriate support materials (menu) are provided
43. Visual effects are used appropriately to highlight a topic
44. Animations are appropriate
45. Animations are clear
46. Graphics are appropriate
47. Graphics are clear
48. Titles are appropriate
49. Titles are clear
50. Presentation is logical
51. Pacing is appropriate
52. The resources make effective use of various mediums to complement the course

D. Social considerations
53. The learning resources have social value (teaches me to socialise in Setswana)
54. The course enhances my understanding of a multicultural, diverse society
55. The course is designed to motivate students to examine their attitudes as citizens in our rainbow nation
56. The course is designed to motivate students to examine their behaviours as citizens in our rainbow nation
57. The course provides interesting information on historical Setswana culture
58. The course provides helpful information on historical Setswana culture

E. Student dedication
59. During the course I deliberately found a native Setswana speaker on whom to test my knowledge
60. After each classroom session I practised new words and phrases frequently until I could use them with confidence

F. Open-ended
61. What overall rating would you give this course?
   Excellent / Very good / Good / Fair / Poor
62. Would you recommend this course to other students?
   Definitely / Probably / Not sure / Probably not / Definitely not
63. Rate your own class attendance
   100% / 80% / 60% / 50% / Lower than 50%
64. On average how much time did you dedicate daily to the new Setswana content?
   ____________________________________________________________
65. Please provide any comments or suggestions on the course
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   THANK YOU FOR YOUR INPUT!!!
### APPENDIX F: E65 QUESTIONNAIRE COMMENTS

<table>
<thead>
<tr>
<th>F65</th>
<th>Please provide any comments or suggestions on the course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No answer</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>A class or two more, so that the first two classes can only be about learning basic words and not sentences</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>Brilliant!</td>
<td>5</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>Excellent!</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>Excellent course! Good luck with the studies, Ke a leboga Paula</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>Excellent, really enjoyed it!</td>
<td>5</td>
</tr>
<tr>
<td>Twenty-minute-Setswana</td>
<td>Facilitator did a very good job on explaining and elaborating on content</td>
<td>4</td>
</tr>
<tr>
<td>Twenty-minute-Setswana</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Twenty-minute-Setswana</td>
<td>Good course, I will recommend it to anyone who wants to learn basic Setswana</td>
<td>4</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>Great course for the limited time it takes</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>I enjoyed it thoroughly and wished I could spend more time learning. I did learn a lot and can see great improvement in my knowledge of the language. I would like to do another course</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>I enjoyed the course. Good.</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>I feel that only one lesson per class should be taught, not three</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>I think a group based activity during class would be great, talking to a group to each other</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute-Setswana</td>
<td>I would like the facilitation/explanation of the lecturer to be at a slower pace. Otherwise I found the course impressive, especially the interviews between Thean, Mpho and Johan, Thank you.</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>It helps me a lot to communicate with my care workers</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>It was difficult to rate the CD, as my stick did not work on my laptop at all. Thanks I enjoyed it very much. Time was very limited and we had to take in a lot of information at a time</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>Manual to be improved. Not visually attractive or easy to read</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>Maybe a little earlier in the afternoon</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>More classes</td>
<td>1</td>
</tr>
<tr>
<td>Tsenang!</td>
<td>No comment</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute</td>
<td>Please go a little slower with the topics. Maybe 1 or 2 Topics per session</td>
<td>1</td>
</tr>
<tr>
<td>Twenty-Minute</td>
<td>Please just slow the speakers down to enable us to hear each individual word that is pronounced. Lecturer also went very fast</td>
<td>1</td>
</tr>
<tr>
<td>F65</td>
<td>Please provide any comments or suggestions on the course</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>through the work</td>
<td></td>
</tr>
<tr>
<td><strong>Tsenang!</strong></td>
<td>Talk short sentences to each other</td>
<td>1</td>
</tr>
<tr>
<td><strong>Tsenang!</strong></td>
<td>The course fulfilled my needs to learn to speak Setswana</td>
<td>1</td>
</tr>
<tr>
<td><strong>Twenty-Minute</strong></td>
<td>The course should be done in the beginning of the year. The course should be done in a longer time period</td>
<td>1</td>
</tr>
<tr>
<td><strong>Twenty-Minute</strong></td>
<td>The course uses both visual and hearing teaching techniques, which is very helpful and effective. I think the audio's are very informal which creates a calm teaching atmosphere. It is a creative way to learn Setswana. I find the animations inappropriate and difficult to follow and understand. (The animation clips on the CD). Other than that it is an excellent course and our facilitator was fantastic. She made the classes interesting and added additional information which is very helpful. Thank you</td>
<td>1</td>
</tr>
<tr>
<td><strong>Twenty-Minute</strong></td>
<td>The course would be more effective if learners were to speak more Setswana in class, some of the lessons were presented too fast to fully grasp everything that was said.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Twenty-Minute</strong></td>
<td>The grammar parts were sometimes confusing but I agree that it has to be included</td>
<td>1</td>
</tr>
<tr>
<td><strong>Tsenang!</strong></td>
<td>The information was too much in a too short period of time. In the beginning I enjoyed and understood everything very well but as we progressed, it got more and more difficult, especially the grammar part</td>
<td>1</td>
</tr>
<tr>
<td><strong>Twenty-Minute-Setswana</strong></td>
<td>The narrator sometimes talks too much about his own personal life in the course that was of no value to a listener, like when he talked about his wife and that he plays guitar. Also did not like him talking about his France and Spanish that he did. It felt like he was bragging. The speech was also sometimes very fast and was difficult to hear clearly. There was a lot of typing errors in the handbook that made it very hard to understand the word construction. The spelling is a key component in any languages course. The grammar recall was not always the same as in the book and not all that we have done was recalled in the grammar recall. But on the other hand the parts with Johan Zerwick, grammar notes were very informing and interesting. I also liked the parts where native speakers told their stories. Would have liked more visual aids in the course to help me understand</td>
<td>1</td>
</tr>
<tr>
<td><strong>Tsenang!</strong></td>
<td>The Tsenang! program was excellent. Very user friendly and effective interface. Exercises were good to help me learn. I liked the option where I could repeat the speaker with the translation to follow. Dictionary function was very helpful. The inclusion of songs (and rhythm speech) was a nice touch. Only problem was that the one speaker was not very clear and made it hard to learn words because he did not pronounce the whole word. The presenter was not so effective, I think she would be a good teacher for senior students. She went way too fast for beginners. After the first 3 lessons I considered not attending class and only working form the program but decided to continue to attend for social interaction. She had some good ideas like repeating the lessons in the lab out loud, but forced us to talk very fast. As beginners we could be compared to gr 1 or 2 learners that need to pronounce words slowly. This exercise would have been effective during the class portion to also</td>
<td>1</td>
</tr>
<tr>
<td>F65</td>
<td>Please provide any comments or suggestions on the course</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learn vocabulary rather than she just telling us everything and us trying to keep up while writing. The table she suggested during the last class would have been an excellent tool to have at the beginning of the course. Hard copy study manual needs to be restructured in a more logical way. Constant paging made it very confusing.</td>
<td></td>
</tr>
<tr>
<td>Twenty-Minute- Setswana</td>
<td>There are multiple typing and spelling errors in the manual which should be corrected. Thean, the non-native Setswana speaker on the CD/DVD pronounces words differently to the native Setswana speaker, Mpho. This makes it difficult to ascertain the right pronunciation and it can also be quite annoying at times. During the vocabulary recall and the dialogue, the Setswana speakers speak very fast. This makes it difficult to repeat along with them and difficult to try and understand what is being said without looking at the manual.</td>
<td></td>
</tr>
<tr>
<td>Tsenang!</td>
<td>While the Tsenang! Program is absolutely fantastic, I did not find the facilitation all that helpful. The facilitator, I can see, would be perfect for more knowledgeable and experienced students, but her work manner is difficult to follow without having a basic understanding of the content of the class before attending the class.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G: INTERVIEWS

The same 4 questions were asked for both groups' interviewees:

1. Is this course suitable for a short course for learning Setswana as a beginner?
2. What are the strong points of this course?
3. What are the shortcomings of this course?
4. What are your suggestions, if any, to improve the course?

They were also encouraged to explain their answers.

Twenty-Minute-Setswana

**Interviewer**: Question 1. Is this course suitable for a short course for learning Setswana as a beginner?

**Interviewee 1**: The impact of the course was overwhelming for me as a beginner. It was too much information in a short time frame of 5 weeks.

**Interviewee 2**: I think it was suitable for a short course for beginners, but it depended how much time you dedicated at home studying the given material.

**Interviewee 3**: It is suitable, the format is good, although I wanted more dialogue, and the sentence construction was too much too fast.

**Interviewee 4**: I agree with the previous answers. For me it was also overwhelming. I didn't know anything about the language, and all of a sudden I was thrown with it.

**Interviewee 5**: I think the course is suitable for a short course for beginners. It contained the basics that a person needs to learn a language. I recently did a short course in Portuguese. Twenty-Minute-Setswana covered the same basics as the Portuguese course. If a tourist completed this Setswana course successfully he/she would be able to function in a Setswana environment without a guide.

**Interviewer**: Question 2. What are the strong points of this course?

**Interviewee 1**: The composition of the course as a whole is very, very good: The layout of the study guide and how it repeats in the multimedia.

**Interviewee 2**: The sound clips of the mother tongue speaker are very good. She did it on a slow pace so that we could repeat it and we could understand the meaning and
pronunciation when we came to the progress page.
I made a CD from the vocabulary recall and played it in my car when I was on the road.
It helped a lot to repeat new words and sentences over and over again.

**Interviewee 3:** The vocabulary recall, where I could practise the newly introduced words' pronunciation, is very good. It also gave me the opportunity to practise at home on my own pace. The poster at the end of the study guide is very helpful with the noun classes and their specific morphemes and particles.
The aim of the course was to give a non-speaker of Setswana a short overview into Setswana as a user language, and it succeeded. The basic aspects of the language were covered.
The introduction music at the beginning of every lesson was cheerful, it put me in the right mood for learning Setswana.
I enjoyed the relevant themes, for example the “petrol station”.

**Interviewee 4:** The everyday situations that occur in this course was chosen wisely. It is definitely Setswana as user language. The layout of the of the themes is good.
I agree that the poster is very effective.
Basic structures of the Setswana language are laid down and the student don't have to get involved with difficult grammatical structures.
My grandchild is 5 years old and she speaks 3 languages. These languages she learned through hearing them, because she cannot read yet. This course also gave me the opportunity to learn Setswana through listening. The emphasis was on reading, listening and speaking.

**Interviewee 5:** I enjoyed the modern technology. The course is up to date and not old school. The language aspects and themes are relevant for recent life situations. The combination of the study guide and the multimedia is very clever.
All the combined aspects of the course are very effective and that makes it a successful short course.

**Interviewer:** Question 3. What are the shortcomings of this course?

**Interviewee 1:** As I have mentioned earlier, it was a lot of information at once, it was overwhelming. Perhaps the course could be introduced over a longer period as 5 weeks. I also realize that a longer time frame could produce commitment and attendance problems.
Interviewee 2: The noun classes have exceptions which are very confusing. I would have liked more guidance on how to implement this. For example: the most animals fall in class 5, but there are also animals in class 3. The Setswana language is bound to a certain province and region. I can only use it in a specific region and not all over the country.

Interviewee 3: The classification of nouns was difficult. I agree on the previous statement on the exceptions of the noun classes.

At the end of the course the mother tongue speakers' vocabulary recall was faster than in the beginning of the course. I would like the same pace of recall sessions all over the course.

I wanted more dialogue

The sentence construction was too much and too fast.

Interviewee 4: I agree with interviewer 1, the information was a lot at once.

Interviewee 5: The layout and the follow up of study material need fine tuning. Words like “thank you” and “please” could be introduced in the first lesson. Some aspects that stretched over two lessons could be incorporated in one lesson. High frequency words could be better emphasized.

Interviewer: Question 4. What are your suggestions, if any, to improve the course?

Interviewee 1: I learned Fanakalo on the mines where I work. I feel that the Setswana course's repetitions must be at a slower pace. Also, basic words like “I”, “You”, “We”, “You” (plural) must be practised a lot before introducing new aspects. I get confused very easily.

Interviewee 2: There must be more pressure on the students to perform, then they will have a better success rate of learning Setswana.

Interviewee 3: I feel that the dialogue learns you to speak Setswana (Progress page). I would like the dialogue to be longer, with multiple sentences.

Interviewee 4: I would like a follow up course.

Interviewee 5: I also would like a follow up course.

The writer of this course could look at other courses like Duo Lingua. This website claims to be the most used site for learning new languages. It contains a lot of exercises that Twenty-Minute-Setswana doesn't have. In the Duo Lingua course you look, listen, write, repeat and you learn while you play. But I was overall impressed with Twenty-Minute-Setswana.
Interviewer: Question 1. Is this course suitable for a short course for learning Setswana as a beginner?

Interviewee 1: Yes, I this course is suitable for a short course for beginners. I liked everything about it.

Interviewee 2: I am a teacher and in 2018 I will have a grade 0 class. Although these kids do their school work in English, they are all Setswana mother tongue speakers. I wanted to learn basic Setswana to make communication with them a bit easier. And that is what the course did for me as a beginner. It is now so nice to see the respect the pupils have for me, when I communicate with them even if it is on a very basic level.

Interviewee 3: My daily circumstances determines my need. This course was exactly what I needed to learn, basic Setswana as user language. Therefore, I think it is most suitable for learning Setswana as a beginner.

In my job I come across many Setswana mother tongue speakers and I the content of this course now enables me to communicate with them on a basic level.

Interviewee 4: I found this course very practical as I can now use the newly learned words and phrases in my work as a matron nurse. I can communicate easier with the care takers under my supervision, even if it is at a very basic level.

Interviewee 5: This course is very helpful to a beginner. It is very easy for any person to use the programme. I showed it to my grade 7 sister, and she could easily understand it. Even my grandmother who can barely work with a computer, could easily open the programme and access its contents.

Interviewer: Question 2. What are the strong points of this course?

Interviewee 1: I could go back into the multimedia programme multiple times to practise words and phrases. Those extra voice clips with the rhythmical sound patterns were very helpful. In my own time I could work peacefully through the new material, it was grouped systematically and it was easy to find instructions. The mechanisms of the programme is nice, very user friendly. I also liked the way in which the information was packed out.

Interviewee 2: I found it very helpful that the facilitator, firstly discussed a new lesson in
the study guide and afterwards we went through the same multimedia lesson ourselves on the computers, with her assistance.

**Interviewee 3:** When I opened a dialogue, I especially liked the option to be able to remove the translation and put it back again.

The course had a facilitator that assisted us and explained the new study material, and it was very helpful.

My aim for taking this course was to learn basic Setswana successfully and I succeeded, so overall the course did what it had to for me.

**Interviewee 4:** It covered basic Setswana as user language. It concludes everything a beginner needs to learn the language.

**Interviewee 5:** I think the course as a whole is amazing. It inspired me to learn the language eagerly.

**Interviewer:** Question 3. What are the shortcomings of this course?

**Interviewee 1:** In the 5 weeks that course was conducted, the lessons were dealt with very quickly. I would have liked to take more time on some aspects. I did the course extracurricular and didn't have enough time to go through the new work before a class. I have a difficulty learning and the class moved too fast for me.

The printed study guide was not successful. It differed from the multimedia programme. The cross references between the study guide and the multimedia were very confusing. We had to turn back and forth between pages to make a correlation between them.

**Interviewee 2:** The course was not scheduled in a good time of the year. In the last term there are always too many things to do. But I realized that the whole year had its difficult times!

**Interviewee 3:** I have a very busy schedule during the day and I didn't have time to repeat newly learned words and phrases at home. Some of the exercises' instructions were confusing. I had to fill in a correct word and then it didn't fit in.

**Interviewee 4:** I couldn't find any shortcomings. For me it was absolutely perfect.

**Interviewee 5:** In the multimedia programme, some of the mother tongue speakers' pronunciation were very bad. It was as if they swallowed the last words of the sentences.

**Interviewer:** Question 4. What are your suggestions, if any, to improve the course?
**Interviewee 1:** Please, a new printed study guide, where the correlations with the guide and the multimedia are better structured. I also would like to see more rhythmical sound patterns than those that already exists.

**Interviewee 2:** As I have mentioned earlier, the course was not conducted in a good time of the year. I am a teacher, and I need to use colours with my pupils. I couldn't find colours in the programme, perhaps I overlooked it.

**Interviewee 3:** I think the course was excellent. I realize the course was written and published in 2003, and because of that it needs a technology update.

**Interviewee 4:** I have no suggestions to improve the course. It satisfied all of my needs.

**Interviewee 5:** As I have mentioned in the previous question, some of the mother tongue speakers' voices, whose pronunciation are not good, must be replaced by new voices with better pronunciation.
APPENDIX H: TSENANG! COURSE OBSERVATION / FEEDBACK

Date: Tuesday 19/09/2017   Time:  18:00 – 20:00   Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp   Number of students: 24   Attendance: 24

Content / Lesson events
* Greeting in Setswana
* Noun classes and subject morphemes
* Dialogues: Dumela tsala ya me, p.16 and Dumela rra, p. 16 and 17
* Language test 1.1 and 1.2 p.37

Student participation
A very lively group of people. Good participation

Questions or uncertainties about the lesson
Noun classes are difficult to understand

General impressions
All the participants were eager to start with the course

Tsenang! Course observation / feedback

Date: Thursday 21/09/2017   Time:  18:00 – 20:00   Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp   Number of students: 24   Attendance: 24

Content / Lesson events
* Possessive construction and possessive particles p.2 and 3
* Present tense (positive and negative) p.3 and 4
* Dialogues: A o na le, p.17 and Ke bokae, p 17 and 18
* Language test 1.3 and 1.4 p.38

Student participation
Good participation

Questions or uncertainties about the lesson
Possessive construction difficult; In Setswana “the table of mine”

General impressions
Enjoyable class
Tsenang! Course observation / feedback

**Date:** Tuesday 26/09/2017  **Time:** 18:00 – 20:00  **Classrooms:** E9: 203 and G19

**Observer:** Mrs. P. Aucamp  **Number of students:** 24  **Attendance:** 22

**Content / Lesson events**
* Sentences with pronouns p.4 and 5
* Negative of the possessive construction p.5
* Dialogues: Dumela mmemogolo, p 19 and Go itsisa, p. 20
* Language test 1.5 and 1.6. p 39

**Student participation**
Good participation

**Questions or uncertainties about the lesson**
Pronouns have all their own subject morphemes
Negative of the possessive construction new and difficult

**General impressions**
Students are still eager to learn

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Tsenang! Course observation / feedback

**Date:** Thursday 28/09/2017  **Time:** 18:00 – 20:00  **Classrooms:** E9: 203 and G19

**Observer:** Mrs. P. Aucamp  **Number of students:** 24  **Attendance:** 21

**Content / Lesson events**
* Sentences with the object morpheme p.5 and 6
* Strategies p.7
* Dialogues: Tiro e ntsha ya me, p. 21 and 22 and Go bua ka mogala, p 22 and 23
* Language test 2.1.and 2.2 p.40

**Student participation**
Good participation

**Questions or uncertainties about the lesson**
Two sisters enrolled for the course and from the beginning they felt the information is too much at once.

**General impressions**
The use of the object morpheme and its placing in the sentence needs a lot of practise
Tsenang! Course observation / feedback

Date: Tuesday 10/10/2018  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 24  Attendance: 19

Content / Lesson events
* Vocabulary p.7
* Question words p.8
* Question particle “A” p.8
* Dialogues: Ke bone tiro, p.23 and 24 and Go supa tsela, p. 24
* Language test 2.3 and 2.4 p.41

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
This lesson was not so difficult in terms of new grammar structures

Tsenang! Course observation / feedback

Date: Thursday 12/10/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 24  Attendance: 18

Content / Lesson events
* Appendix p.9
* Nouns p.10
* Some requests with “kopa” and “batla” p.10
* Dialogues: Re ja sefitlholo, p.25, 26 and Kwa sekolong, p. 26, 27
* Language test 3.1. and 3.2 p 42

Student participation
Good participation

Questions or uncertainties about the lesson
One of the sisters mentioned earlier complained about keeping up with the exercises.

General impressions
“Kopa” and “batla” are both high frequency words in Setswana and are valuable for language usage.
Tsenang! Course observation / feedback

Date: Tuesday 17/10/2017  Time: 18:00 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 24  Attendance: 16

Content / Lesson events
* Some commands p.11.
* Dialogues: Mo lebenkeleng, p. 28, 29 and Fa karatsheng, p.29, 30
* Language test 3.3 and 3.4. p 43

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
The confidence of the students grew.
Students that are absent have to do the lessons at home, there is no time to repeat it in class.

Tsenang! Course observation / feedback

Date: Thursday 19/10/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 24  Attendance: 22

Content / Lesson events
* Commands and requests p.12, 13 and 14
* Dialogues: Ke theogela gompieno, p.31 and Kitsiso, p 32, 33
* Language test 4.1 and 4.2 p 44

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
Grammar constructions are still confusing for some students
Tsenang! Course observation / feedback

Date: Tuesday 24/10/2017   Time: 18:00 – 20:00   Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 24  Attendance: 23

Content / Lesson events
* Past tense of the noun p.47, 48, 49 and 50
* Setswana town names p.15
* Dialogues: Go tlatsa diforomo p.33, 34 and Kwa teeng, p.34, 35
* Language test 4.3 and 4.4 p.45

Student participation
Good participation

Questions or uncertainties about the lesson
Past tense is very difficult and has many varieties

General impressions
Some students really put an effort in practising their fluency

Tsenang! Course observation / feedback

Date: Thursday 26/10/2017   Time: 18:00 – 20:00   Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 24  Attendance: 22

Content / Lesson events
* Sentences in the present, past and future tense p. 51 and 52
* How to expand a simple Setswana sentence
* Referral to tables and some constructions p.54, 55 and 56
* Language test 4.5 p.46
* Overall revision

Student participation
Good participation. A very lively class atmosphere.

Questions or uncertainties about the lesson
None

General impressions
A number of students have confidence to speak beginner Setswana. They are definitely more relaxed. Some are still battling with pronunciation. It was an enjoyable group of people and that produces a very uplifting learning environment
Twenty-Minute-Setswana. Course observation / feedback

Date: Monday 18/09/2017       Time: 18:00 – 20:00       Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp       Number of students: 26       Attendance: 26

Content / Lesson events

* Introduction level A: basic conversation skills (How to use this package)
* Lesson 1 (Basic greetings): Part 1 and 2, p.1 and 2 - CD track 1
* Grammar notes: p.3, Basic grammar: noun, pronoun, verb, adjective, adverb / descriptives, prepositions
* Lesson 2 (Basic greetings continue): Part 1, p.1 and 2 – CD Track 2

Student participation

Good participation

Questions or uncertainties about the lesson

None

General impressions

The students are eager to learn

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Twenty-Minute-Setswana. Course observation / feedback

Date: Wednesday 20/09/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 26  Attendance: 22

Content / Lesson events

* Lesson 2 (Basic greetings continue): Part 2, p.3 and 4 - CD track 2
* Grammar notes: p.5, Using adjectives within a sentence, Introducing the first noun class of Setswana (the "mo/ba" class, Introducing the direct verb relative.
* Lesson 3 (Basic greetings continue): p.1, 2 and 3 - CD track
* Grammar notes: Part 1 and 2, p.4 and 5, Understanding the difference between pronouns and subject morphemes, Placing borrowed words into noun classes
* Progress page (Lesson 1 – 3): CD track 4

Student participation

Good participation

Questions or uncertainties about the lesson

None

General impressions

The information is still new to them
Twenty-Minute-Setswana. Course observation / feedback

Date: Monday 25/09/2017     Time: 18:00 – 20:00     Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp     Number of students: 26    Attendance: 24

Content / Lesson events
* Grammar notes: p.3. Using “kwa”, “ko” and “mo”. Introducing the locative ending “ng”.
* Lesson 5 (Family and plurals): Part 1 and 2, p.1, 2 and 3 – CD Track 6
* Grammar notes: p.4. Introducing the possessive particle. Introducing to categorizing nouns into the noun classes. Bonus vocabulary p.5
* Lesson 6 (Numbers): Part 1 and 2, p.1, 2 and 3 – CD Track 7
* Grammar notes: p.4 and 5. Forming the first person plural request - “let's do something”. Using the phrase “Ke na le...” (I have). Numerals vs Numeral adjectives. Using roots together with nouns.
* Progress page (Lesson 4 – 6): CD Track 8

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
The grammar gets a bit more difficult. The students are still a bit shy to repeat words and phrases with the vocabulary recall.

Twenty-Minute-Setswana. Course observation / feedback

Date: Wednesday 27/09/2017    Time: 18:00 – 20:00     Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp     Number of students: 26    Attendance: 23

Content / Lesson events
* Lesson 7 (Occupation): p.1 and 2 – CD Track 9
* Grammar notes: p.3. The present tense vs the present progressive tense. Forming the present tense negative. Bonus vocabulary, p.4
* Lesson 8 (Likes and dislikes): p.1, 2 and 3 - CD Track 10
* Grammar notes: p.4. Combining phrases with the infinitive form of the verb.
* Lesson 9 (Vocabulary building): p.1 and 2 – CD Track 11
* Grammar notes: p.4. Explaining the phrase “go na le...” (There is / are). Introducing the perfect past tense in Setswana. Introducing the future tense in Setswana.
* Progress page (Lesson 7 – 9): CD Track 12

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
Good progress
Twenty-Minute-Setswana. Course observation / feedback

Date: Monday 09/10/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 26  Attendance: 24

Content / Lesson events
* Lesson 10 (How do you say....?): p.1 and 2 – CD Track 13
* Grammar notes: p.3 and 4. Using “ga” and “ka” to create adverbs. Adjectives continued (using “-nnye” and “-golo” adjective roots). = in classes 1 and 5. Noun classes.
* Lesson 11 (Days, weeks, etc): pp.1, 2, 3 and 4 – CD Track 14
* Grammar notes: p.5. The three main uses of the word “ka”. Bonus vocabulary, p.5
* Lesson 12 (The town/ directions): p.1, 2 and 3 – CD track 15
* Progress page (Lesson 10 – 12): CD Track 16

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
The students found it a very useful lesson, about the town and directions.

Twenty-Minute-Setswana. Course observation / feedback

Date: Wednesday 11/10/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 26  Attendance: 20

Content / Lesson events
* Grammar notes: p.3. Talking about prepositions. Understanding the locative class noun group and demonstratives. Bonus vocabulary, p.4
* Lesson 14 (Ordering food and drinks): p.1,2 and 3 – CD Track 18
* Grammar notes: Part 1 and 2, p.3, 4 and 5. Explaining the slight difference between “go itse” (to know and “ka” (to be able). Understanding the object morphemes.
* Progress page (Lesson 13 – 15): CD Track 20

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
Some of the students still battle with the pronunciation
Twenty-Minute-Setswana. Course observation / feedback

Date: Monday 16/10/2017   Time: 18:00 – 20:00    Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp   Number of students: 26    Attendance: 14

Content / Lesson events
* Lesson 16 (Ordering): p.1, 2 and 3 – CD Track 22
* Grammar notes: p.3 and 4. Introduction to verb endings / suffixes. Understanding the associative construction. Using the word “kae” in different contexts.
* Bonus vocabulary: p.5
* Lesson 17 (Everyday): p. 1,2,3 and 4 – CD Track 23
* Grammar notes, p.5,6 and 7. Understanding the difference between “go” (defining copulative) and “go” (infinitive). Using the basic present tense construction. Forming a request in Setswana. Introducing the reflexive prefix.
* Lesson 18 (Everyday continue): p.1,2 and 3 – CD Track 24
* Grammar notes: Part 1 and 2, p.4,5,6 and 7. Understanding the difference between the defining copulative and the identifying copulative. Using the defining copulative verb with nouns that are specified and to build sentences. Introducing the identifying copulative. Understanding the difference between “le” and “mme”. Quick look at the subject morphemes again. Saying “I can’t... in Setswana.
* Progress page (Lesson 16 – 18): CD track 25

Student participation
Good participation

Questions or uncertainties about the lesson
There are questions about the confusing grammar parts

General impression
The grammar is a bit too much for a Beginner Course

Twenty-Minute-Setswana. Course observation / feedback

Date: Wednesday 18/10/2017   Time: 18:00 – 20:00    Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp   Number of students: 26    Attendance: 17

Content / Lesson events
* Lesson 19 (Camping and outdoors): p.1,2 and 3 – CD Track 26
* Lesson 20 (Shopping): p.1,2,3 and 4 – CD Track 27
* Lesson 21 (Shopping continue): p.1, 2 and 3
* Grammar notes: p.4 and 5. Introducing the deverbative (create a noun from a verb). Introducing the subjunctive-conjunctive “gore” (that / so that).
* Progress page (Lesson 19 – 21): CD Track 29

Student participation
Good participation
Questions or uncertainties about the lesson
The students feel that the topic on Camping is irrelevant

General impressions
Still a lot of grammar for a Beginner Setswana Course

Twenty-Minute-Setswana. Course observation / feedback

Date: Monday 23/10/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 26  Attendance: 22

Content / Lesson events
* Lesson 22 (Health and medical): p.1, 2 and 3 – CD Track 30
  * Grammar notes: p 4 and 5. Understanding the difference between “ke” (subject morpheme) and “ke” (copulative verb).
  * Lesson 23 (In the pharmacy): p.1, 2, 3 and 4 – CD Track 31
  * Grammar notes: p.5 and 6. Translating the word “for” into Setswana. Explaining the 3 distances (demonstratives) More about the reflexive prefix “i”. Introducing the sound changes in Setswana
  * Progress page (Lesson 22 – 23): CD Track 32

Student participation
Good participation

Questions or uncertainties about the lesson
None

General impressions
An enjoyable lesson

Twenty-Minute-Setswana. Course observation / feedback

Date: Wednesday 25/10/2017  Time: 18:00 – 20:00  Classrooms: E9: 203 and G19
Observer: Mrs. P. Aucamp  Number of students: 26  Attendance: 20

Content / Lesson events
* Bonus lesson 1 (The Setswana alphabet): Vowels, Double vowels, Consonants
  * Sound combination exercise: p.1, 2 and 3
* Bonus lesson 2 (The Setswana grammar system): Subject morpheme, Demonstratives, Object morpheme, Adjective particle, Possessive particle, Verb relative group, Defying copulative, Identifying copulative, Associative copulative group.
  * Overall revision

Student participation
Good participation

Questions or uncertainties about the lesson
Students ask for a follow up course

General impressions
The poster at the back of the workbook only now has value to look at. The Bonus lessons add value. This group was very quiet and shy. It was difficult to get them excited and inspired.
APPENDIX I: EMAIL CONVERSATIONS

12/9/2018 Gmail - 20MinuteSetswana - Paula Aucamp

20MinuteSetswana - Paula Aucamp
4 messages

Jd Aucamp <jdnoordwes@gmail.com>
To: theanhyenke@yahoo.co.za

Hi Thean,

Alle basisleer kursusse het in toereksie agtergrond waarop dit gebasseer is. Dit is "models, approaches en methods" waarop die aanleer van in kursus gebaseer is. Jy noem in jou inleg van 20mm dat die Coffee break kursusse jou insprisie was vir die ontstaan van 20mS.

Ek het in Franse artikel gekry waarin die toereksie agtergrond van die Coffee break kursusse voorkom. Het jy 'n spesifieke toereksie agtergrond waarop 20mS gebasseer is of is dit diezelfde as die Coffee break kursusse? Ek het nog nie 'n Coffee break kursus onder oë gehad nie, so ek sal nie self kan oordeel nie.

Groete
Paula

Mail Delivery Subsystem <mailto��arson@googlemail.com>
To: jdnoordwes@gmail.com

Sat, Aug 4, 2018 at 1:18 PM

Address not found

Your message wasn't delivered to theanhyenke@yahoo.co.za because the address couldn't be found, or is unable to receive mail.

The response was:

554 delivery error: dd This user doesn't have a yahoo.co.za account (theanhyenke@yahoo.co.za) [5] = mts1175.mail175.yahoo.com

--- Forwarded message ---
From: Jd Aucamp <jdnoordwes@gmail.com>
To: theanhyenke@yahoo.co.za
Cc: 
Date: Sat, 4 Aug 2018 13:16:11 +0200
Subject: 20MinuteSetswana - Paula Aucamp

Hi Thean,

Alle basisleer kursusse het in toereksie agtergrond waarop dit gebasseer is. Dit is "models, approaches en methods" waarop die aanleer van in kursus gebaseer is. Jy noem in jou inleg van 20mm dat die Coffee break kursusse jou insprisie was vir die ontstaan van 20mS.

Ek het in Franse artikel gekry waarin die toereksie agtergrond van die Coffee break kursusse voorkom. Het jy 'n spesifieke toereksie agtergrond waarop 20mS gebasseer is of is dit diezelfde as die Coffee break kursusse? Ek het nog nie 'n Coffee break kursus onder oë gehad nie, so ek sal nie self kan oordeel nie.

Groete
Paula

https://mail.google.com/mail/u/0?ik=0ce30912e0&view=pt&search=all&permthid=thread-c13Anmlsi-r15005938065220680016&simplesq=a%3A...
Hi Paula,

Die baie neby aan diezelfde metodologie ja.

Die verskil is wel dat ek (die teachter) saam leer in hierdie geval en eintlik die rol inneem van die student.

Die fakat dat dit in 'n radioumskyn vandag plaas gevind maak dit nogais uniek en gee leerders die geleentheid om saam deur die taal te werk.

Slaa jy laat weet wat ons dalk kan verander om die produk te verbeter.

Laat weet as ek nog vrae kan antwoord.

Groete,

Thean Heyneke
Director: Lekker Lingo PTY(Ltd.)
RSA: +2782 394 3800
URU: +598 94 682 772

https://mail.google.com/mail/u/0?ik=occ30912e0&view=pt&search=all&permthid=ihread-a%3A$a150b00939066229888001&simg=mp-%3A...
Hi Paula,

Thanks for your email.

I have flagged it up for Mark, the company director to look at. He'll get back to you as soon as he can if he has the type of information you're looking for.

Kind regards,

Catriona

Jd Aucamp
Jun 25, 10:10 BST

Subject: Study material

To: support@radio-lingua.com

Goodday,

I am Paula Aucamp, a Masters degree student at the North West University in Potchefstroom in South Africa.

I am doing a study on comparing Second Language acquisition courses in Setswana, a native South African Language Do you have any material available on which language theories, approaches or methods were used to design the Coffee Brake courses? Articles maybe? If you do have such documents, could you PLEASE mail them to me? Or send me titles and authors of study material on this subject.

Thank you very much

Paula

Jd Aucamp
Jun 25, 10:04 BST

Goodday,

I am Paula Aucamp, a Masters degree student at the North West University in Potchefstroom in South Africa.

I am doing a study on comparing Second Language acquisition courses in Setswana, a native South African Language Do you have any material available on which language theories, approaches or methods were used to design the Coffee Brake courses? Articles maybe? If you do have such documents, could you PLEASE mail them to me? Or send me titles and authors of study material on this subject.

Thank you very much

Paula

This email is a service from Radio Langa Helpdesk. Delivered by Zendesk.
Mark (Radio Lingua Helpdesk)

Aug 1, 12:38 BST

Hi Paula,

Thank you for your email and apologies for taking some time to get back to you. I’ve been travelling over the past 2 weeks and am catching up with a backlog of email.

When we put together the Coffee Break Spanish course, this was very much an ongoing project and was based entirely on the types of interactions I was having with my own students in the classroom. We considered carefully the possibilities offered by the medium of podcasting, e.g. the fact that there was no necessity to cut time from the course “in order to fit it onto a CD”, and therefore included lots of gaps in order that the listener could repeat. In terms of the pedagogical background, it is based on my own teaching style rather than any specific methodology.

You may be interested in this article: https://ap.lub.lu.se/student-papers/search/publication/6522954 which was carried out by a PhD student in Sweden about the use of Coffee Break French.

I would very much like to know which Setswana course you are referring to which is based on Coffee Break. We have not licensed our method or structure to any 3rd party, so I would be very interested to gain access to this course. Can you provide any link or contact as to the organisation or person who has developed the Setswana course?

Many thanks,

Mark

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Mark Pentleton
Managing Director, Radio Lingua Ltd
e. mark@radiolingua.com

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Contact us on Facebook: http://facebook.com/radiolingua
Or tweet your query to @radiolingua using hashtag #help

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RADIO LINGUA NETWORK:
Language-learning anywhere, any time
http://www.radiolingua.com
APPENDIX J: LANGUAGE EDITOR’S DECLARATION

DR AMANDA VAN DER MERWE

ACCRREDITED LANGUAGE PRACTITIONER • GEAKREDITEERDE TAALPRAKTYK
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7 December 2018

Ms PJ Aucamp
School of Languages
North-West University
POTCHEFSTROOM

Dear Ms Aucamp

Language editing

This is to confirm that I edited your dissertation, Computer-assisted Language Learning for Setswana for beginners: An evaluation of two programmes, and that I indicated the necessary grammatical corrections.

Please contact me if there are any queries or if I can be of further assistance.

Yours sincerely

[Signature]

A van der Merwe