

**THE EFFECTS OF INSTRUCTIONAL MEDIA ON LEARNER PERFORMANCE IN
THE INTERMEDIATE PHASE IN BOITEKONG RUSTENBURG AREA PROJECT
OFFICE**

BY

JOHN NTEBALENG MASISI-TSHITE

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OFFICE**

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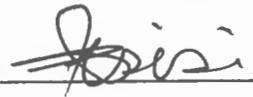
DECLARATION

I, **JOHN NTEBALENG MASISI-TSHITE**, declare that the topic entitled "**THE EFFECTS OF INSTRUCTIONAL MEDIA ON LEARNER PERFORMANCE IN THE INTERMEDIATE PHASE IN BOITEKONG RUSTENBURG AREA PROJECT OFFICE**" for a degree of Master of Education at the North-West University is my own work. It has not been previously submitted at this University or any University. All materials contained herein had been duly acknowledged.

John Ntebaleng Masisi-Tshite

Date

Signature



28/NOVEMBER 2011

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Lastly, I want to acknowledge the support of my colleagues, Grade 4 learners and all those who contributed in whatever way.

DEDICATION

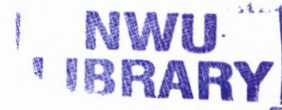
First and foremost, I dedicate this to my late mother (Sinah Ditsweleng Emily Masisi), who inspired me while I was still young. She used to teach us (Malebo Ramoabi and myself) under "Mofeiye" tree in a Village called Manakgoteng-Legogolwe Section (Moruleng). She prepared us to be ready for starting our then Sub-A presently called Grade 1.

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ABSTRACT

THE EFFECTS OF INSTRUCTIONAL MEDIA ON LEARNERS PERFORMANCE IN THE INTERMEDIATE PHASE IN BOITEKONG RUSTENBURG AREA PROJECT OFFICE

Learning involves the usage of all the senses and it is assumed that teachers are not using Instructional Media when presenting their lessons. The learners will understand very well if all their senses are being catered for, e.g., the sense of touch, smell, hearing, sight and taste. At Intermediate Phase, learners master few concepts and therefore, using lots of talking during the lesson is not going to assist. Teachers concentrate only on one medium namely the chalkboard, leaving out other media such as models, posters, transparencies and electronics media. Further problems are that most teachers also find themselves teaching in schools where resources are minimal, printing extra information difficult or referring learners for additional help not possible. Clasquin-Johson, Joubert and Hartell, (2010:18) support these statement by saying, parents end up doing their project.



The main purpose of the study was to investigate the effects of Instructional Media on learners' performance in the Intermediate Phase in Boitekong, Rustenburg Area Project Office. It aimed at influencing teachers to move out of using the traditional way of teaching. The study further influences today's teachers to use the constructive approach so that all learners can be accommodated in each and every lesson, more so, that today's learners' minds are very active and can be trained to perform better if this approach is included in the lesson. It also aimed at encouraging the stakeholders to work collaboratively and make sure that learners benefit out of Instructional Media to improve their performance.

The quantitative and qualitative approaches were used to collect data. Through the quantitative approach, the study focused on three primary schools in Boitekong. Two hundred and eighty-nine Grade 4 learners and twenty-three teachers were used to get

the empirical data through the following tools namely: questionnaires, documents observation, field notes and interviews. Another five teachers and ten learners in Grade 4 were given questionnaires with the aim of validating the data but they opted not to participate as participation was on voluntary basis. Both quantitative and qualitative analysis data were used, for example graphs, tables and discussions.

The general findings from teachers, learners and literature reviews are that the effects of Instructional Media in classes where media is used contributes to good results, but there is no commitment on its requisition and using them during the lesson. An example is that it is argued that learners can work independently and teachers could instruct less, thus, the theory of Constructivism will automatically be applied. Sousa, (2007:38) state that the teachers should always consider getting learners' attention, teachers should make the subject matter more relevant, use models, set teams and set goals at all times.

The recommendation is that, since Grade 4 is a critical class, learners should be engaged in meaningful activities, all their senses should be catered for during the lesson, and teachers should move out of the old approach and make sure that each and every learner is included in a lesson. The Grade 4 teachers should also focus on the content of the subject matter during the lesson.

Key words:

Learner performance

Instructional Media

Constructivism

Collaborative approach

Intermediate Phase

ACRONYMS

APO	:	Area Project Office
CD	:	Compact disks
COLT	:	Culture of Learning and Teaching
DARTS	:	Directed Activities Related to Texts
DVD	:	Digital Versatile Disk
DoE	:	Department of Education
FFL	:	Foundation For Learning
LAIP	:	Learner Attainment Improvement Plan
LOLT	:	Language of Learning and Teaching
NCS	:	National Curriculum Statement
RNCS	:	Revised National Curriculum Statement
ROMS	:	Read Only Memories
SGB	:	School Governing Body
SMT	:	School Management Team
VARK	:	Visual, Aural, Reading and Kinesthetic
TODA	:	Textual Oriented Discourse Analysis

Note: The generic *he* will be used throughout.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

In the past the effects of Instructional Media on learner performance was seen in each and every Grade. The approach benefited most of the learners in the sense that even passive learning was taking place. Teachers and learners were involved in the organization of media in classes, bringing some media to the class and that made learning more interesting. Media, such as craftwork and models were placed in class. In these classes there were certain corners organized for the learners as Instructional Media areas. Learners in Grade 4 were able to use those areas whenever the need arose. In the classrooms pictures were mounted on the walls as a way of supplementing learning with materials that may not have appeared in the learners textbooks. Through that approach, learners were involved in passive learning and acquiring of additional information. Hence, the effects of Instructional Media on learner performance were enhanced and motivated learners. In Grade 4, teachers should focus on what make the learners more interested in the learning process and motivate the learners to participate in whatever task given at school (RNCS Grade -9; 2003: 36-39).

1.2 BACKGROUND

Everything starts somewhere. It has a foundation and is always based on relevancy and reality to an individual especially to the young minds. Florian (2007:41) emphasizes that practical education begins in early childhood and also supports the idea that priorities need to be given to materials which will contribute to the development of a child in a constructive way, such as playing with toys, performing simple tasks and instilling obedience and truthfulness. The kind of toys needs to direct the child more into a particular direction, shaping and modelling him or her. Florian (2007:35) continues that such an approach (the approach focusing on practicality, implementation and relevancy) will encourage learners to be developed both independently and be fascinated with empirical observation and experiment.



Most of our people, community organizations, family units and schools are no longer interested in motivating learners to concentrate on school work. They blame principled programmes, constructive programmes, addressing learners and community crises such as lack of information. According to my observation, there are few teachers who will just not make more effort or go the extra mile in assisting learners. Florina (2007:407) argues that attitude to learn is formed early in the lifelong learning process and continues to say that motivation and commitment in a learner flow from taking responsibility for planning and shaping their own learning opportunities.

According to my observation based on learner attitude, schools in Boitekong are characterized by late coming, absenteeism and incomplete school work. Some come to school early but they leave before starting time, so that they can be

counted as late-comers. Most of the teachers are not practical, and whatever they do raises the children's eyebrows. A misunderstanding that a child comes to school to acquire knowledge creates a drawback in coming up with any constructive approach. The most important issue should be to acknowledge that the child also has information or background that can be applied.

Beaulieu (2004:18) emphasizes that it is vital to allow the mind of the learner to rely on what he already knows if you would like him to understand what you are explaining. He summarizes it by saying that the teacher must start from the known and work to the unknown. Teachers are not even accommodating learners or engaging them to be part of the solution or get actively involved in resolving their own problems. If they do not do an activity for the learner they will refer the learner to the next person.

Sometimes, it is proper not to respond to a question in a very quick way especially where learners are inquiring. Parents and teachers must make further consultations before they respond based on the fact that learners also have their own experiences and backgrounds. The information presented needs to link to the child's existing knowledge. Richards and Rodgers (2001:28) emphasize that learners learn from the teacher, from other learners and from other teaching resources.

Lack of proper transition from the Foundation - to the Intermediate Phase is another area of concern. It creates a gap which impacts negatively on the development of the learner throughout the learning process. The issue is that a learner must be seen holistically and not as a person who should be approached or assisted as an object. Most of the learners are unco-operative due to the fact that they are not being catered for holistically.

The very same approach is supported by Price (2006:23), when he presented learning as a journey that does not always result in an immediate correct response and does not always have an unbroken straight line between start and finish. This point of view is also based on the fact that education aims at educating children and not just minds and educating them in order for them to behave and act in certain ways.

1.3 STATEMENT OF THE PROBLEM

The teachers' understanding on how Instructional Media can benefit learners especially in Grade 4 is very crucial. More emphasis is on how learners acquire knowledge or how they benefit out of a co-operative approach during their learning and understanding of what is all about learning is also crucial. According to Magano, Mostert and van der Westhuizen (2010:1) learning is a social activity. Teachers do not only have to deal with a complex curriculum but also with a host of non-academic problems including hunger, abuse, illness, ill-discipline, orphaned and abandoned learners. Most learners are less interested in their classroom activities hence the schools are characterized by absenteeism, late coming and excessive noise. Some learners belate themselves deliberately and become uncontrollable. Most of our classrooms are at times used for accommodation rather than for learning. There are no media or at times not being properly managed. When the teacher steps out of the classroom, the majority of the learners in the classroom move out of the class.

Another area is that classroom and sitting arrangement remains a problem. It includes the lack of classrooms suitable for the implementation of Outcome Based Education (OBE), lack of adequately trained and workshopped teachers and lack of support materials for the learners (Makaudi, 2009:49). Classes are

crowded making the movement of teachers between the rows or groups very difficult. Some learners and teachers are unable to move in the class and so collaborative teaching ends. Richards and Rodgers (2009:28) state that even though spacing may be a problem, teachers' beliefs and theories also form part of teaching. Therefore, teaching principles can assist in addressing such problems.

The Language of Learning and Teaching (LoLT) in Grade 4 in the Intermediate Phase is still a problem because learners are directly introduced for the very first time to the First Language Additional (English) as a medium of instruction. The absence of a transitional period from LoLT to English is a problem that needs to be addressed. The Department of Education (2002:5) emphasise that where learners have to make a transition from their home language to an additional language as the language of learning and teaching, it should be carefully planned. Their examinations are written in the First Additional Language and responding to such an examination becomes a problem.

Teachers need to be encouraged to use Instructional Media in their lesson. Instructional Media can assist a lot in addressing key problematic areas therefore teachers need to make sure that school Instructional Media forms part of their lesson or is included in their day to day activities. Wall (2008:78) emphasizes that there should be a need to build a strong mind, a skillful communicator, a competent learner and a healthy child. These form part of the classroom mission and vision. Kay and Karna (2007:50-51) also emphasize that learners play a major role and even set the direction to follow. It simply means that the learners need to be considered whenever a teacher plans or presents a lesson.

Whenever learners are expected to complete a task, you will find that some of their work cannot be read or understood. They cannot wait to complete the

class activity because their class is characterized by tension. When the bell rings to end the session, they become more excited because the learning atmosphere is not conducive for them. Monobe (2007: 2) supports the view stating that Instructional Media assists providing a stimulus-rich environment for learning. The investigation will address the effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office.

1.4 RESEARCH QUESTIONS

The main question that led to this research is what are the effects of Instructional Media on learner performance in the Intermediate Phase?

The sub-questions of the research are:

- What are the teachers' perceptions on the effects of Instructional Media
- What are learner perceptions with regard to the effects of Instructional Media on their performance?
- What are the factors defining and stipulating the effects of Instructional Media on Learners performance in an Intermediate Phase?

1.5 PURPOSE OF THE STUDY

The main purpose of this study is to investigate the effects of Instructional Media on learner performance in the Intermediate Phase. To achieve this main goal the following sub-goals must also be achieved:

- To find out from teachers what their perceptions are regarding the effects of Instructional Media on instruction at the Intermediate Phase.
- Finding out from learners what the effects of Instructional Media are on their learning.
- Defining and presenting factors regarding the effects of Instructional Media on learner performance in the Intermediate Phase.

1.6 SIGNIFICANCE OF THE STUDY

The significance of the study is to make teachers aware of the benefit of using Instructional Media on learner performance in the Intermediate Phase in Boitekong, Rustenburg Area Project Area. Therefore, there's the vision that the recommendations may reach all teachers, not only in the Intermediate Phase but also in the Rustenburg APO, and that they may see the necessity of using Instructional Media during the lesson to the fullest to improve the learner performance.

The study has significance not only in Boitekong schools, but also for schools in areas that are under-resourced or under-staffed because learners would be able to share whatever media is available. The study may help learners to create or bring some media to the class to be used during the lesson for supplementing other media available.

1.7 DELIMITATIONS OF STUDY

The research focuses on three primary schools in Boitekong, in Extensions 2 and 5. They are Abana, Letsibogo and Tshirologang based on their closeness to each other. Only Grade 4 learners and their teachers in the said area were

approached, for responding on the said area of discussion. According to Locke, Spirduso and Silverman (2000:17), delimitation is described as the population to which generalizations may be safely made. They further describe delimitations as the generalization of the study and it will be a function of the subject sample and the analysis employed.

It further focuses on printed and non-printed media excluding computers because they are not being used in teaching and learning. The researcher focuses only on accessible media such as books, posters, crafts, newspapers and models. They are the selected ones, because teachers and learners can even develop their own.

1.8 LIMITATIONS OF STUDY

The research is confined to an area which started as an informal settlement around the mines just before the democratic government came into power in 1994. The study aimed at covering all the primary schools in the Boitekong Rustenburg APO but due to time constraints and the geographical challenges only three primary schools were targeted.

The researcher used purposive sampling of primary schools in this study. Only primary schools in Boitekong were sampled because they are within reach in terms of time and distance. The sampling reliability might not be a true reflection on the basis that out of nine schools, three were sampled instead of five. It is also limited to both research findings and literature review.

The field work is also confined to three medium of instruction as part of the Language of Learning and Teaching in one of the schools while in the other two schools use two mediums of instruction namely Setswana and English.

Therefore, it is confined to the two home languages (IsiXhosa and Setswana) and English. To assist the learners, the questionnaires are being prepared in Isixhosa, Setswana and English for data authenticity.

1.9 DEFINITION OF MAJOR CONCEPTS

The following definitions of concepts are used in this study:

Area Project Office

According to Ngobeni, (2010:13) define APO as a new term that is used to denote the demarcation of the region into small units. It is the term that replaced the district office. On average, a region has 3 Area Project Offices. An APO is a grouping of different schools falling under one officer who is in charge and making sure that they operate in terms of the Department of Education terms and conditions (It used to be called circuit office operating under inspectors (Lelaka ngpw.gov.za.).

Boitekong

Boitekong is an urban area started as informal settlement around the nineties by people who were from the farms and mines, still characterized by poor services and is around fifteen kilometers from Rustenburg town.

Intermediate Phase

Intermediate phase is one of the critical levels between Foundation Phase and Senior Phase. It consists of Grade 4, Grade 5 and Grade 6. The Intermediate Phase is important in that it provides for specific group of learners in the

approximate age group 8-14 in Grades 4-6 (Department of Education, 2003:31-33).

Intervention

Intervention is any interaction between two people to bring about change and therefore, early years' practitioners undertook interventions each time they were working with children (Wall, 2008:129).

Instructional Media

Monobe (2007; 2) describes Instructional Media as a means by which information can be delivered to a learner. It encompasses all the materials and physical means an instructor might use for achieving instructional objectives. It includes all the materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film. It also includes other media which are highly technological such as television, computers, DVD's, CD and ROMS.

Learning

Themba (2006:14) defines learning as a deliberate action and a differentiated development event as physical, effective, cognitive and normative way of being and therefore a totality event. Dillon and Maguire (2007:163), further state that learning can be defined as a relatively permanent change in thought or in behaviour that result from experience.

Media

Media refers to materials or classic teaching resources such as reference books, journals, newspapers, posters or any written materials on paper (Bentley, Ebert II and Ebert; 2007:64). In this study media refers to anything printed and non-printed or objects such as pictures, posters, models and any written materials that can be used during the lesson to facilitate learning.

Performance

It is a term used in many institutions and it refers to something accomplished, for example LAIP (Tselapedi, 2009). It focuses more on a learner outstanding performance especially on all the Learning Areas from Grade 1 up to Grade 12. According to Tseke (2010:46), performance is considered to be the function of ability and motivation. Performance is something accomplished.

1.10 TRUSTWORTHINESS OF THE STUDY

The data collected is more reliable and valid in the sense that almost all approaches were used. The researcher aimed at conducting the second round for validation but due to lack of resources especially monetary and time, it was then based on one round. The second round was covered by documentation analysis and field work.

1.11 ORGANIZATION OF THE DISSERTATION

CHAPTER ONE: ORIENTATION

Chapter one provides a background on the effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Project Office, and focused especially on printed and non-printed media in schools, statement of the problem, purpose of the study, research questions, the significance of the study, limitations, delimitations and definitions of terms also presented.

CHAPTER TWO: LITERATURE REVIEW

Chapter two focuses on literature review. It gives other authors and other researchers' views on the effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong area. The discussions focus on related headings to the topic. It provides the researcher and the reader with the information that covers Instructional Media.

Chapter two also covers theoretical framework and expand to what other researchers had done, focusing on the printed and non-printed media as an area targeted for the effects of learner performance in the Intermediate Phase.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter involves the implementation of the research design, methodology and recording of raw data from the empirical research.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF EMPIRICAL STUDY

It focuses on data presentation, analysis and recording of findings.

CHAPTER FIVE: OVERVIEW OF THE STUDY, MAJOR RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

It is the brief summary of the whole research. It synthesizes, covers discussion of findings, the recommendations and conclusion.

1.12 CONCLUSION

Chapter one focuses more on what influenced the researcher to focus on the effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenmurg Area Project Office. The main concern is that learners have less interest in their school activities especially at classroom level. In Chapter two the reader is taken through the researcher's argument and other several arguments from the recent sources.

Chapter two focuses on literature review and several sub-heading for unpacking the topic.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The focus is on the effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office. Theories discussed are constructivism, behaviourism and information processing.

The literature review traces the theoretical developments in a particular area, often showing how each theory is supported by empirical evidence. The literature review involves the process of identifying literature relevant to the topic of the research. According to Terre Blanche, Durrheim and Painter (2006:21 and 31), it provides the researcher and the reader with the information that covers Instructional Media and aspects related to printed and non-printed media. Other authors' views focused on how media impacts positively on learner performance as a further area of discussion.

2.2 THEORETICAL FRAMEWORK

The assumption of theoretical framework is that everything is based on structure and structure is a plan which indirectly means that no one is prepared to engage on something that does not indicate a direction. The argument is supported by Corbin and Strauss (2008:39-40) that a theoretical framework provides a conceptual guide for choosing concepts to be investigated and indicates research questions for framing the research findings. It gives a structure to the study and includes the choice of measurement tools, but it also argues that even though it is confined to a particular theory, the researcher should be open to new ideas.

Henning (2004:14) sets an example on direct instruction about theoretical research frameworks like standing on the one side of a raging river and waving to students on the other side to jump in and swim towards you. Bridges, or at least stepping stones, have to be built. Henning (2004:25) further states that the theoretical framework positions your research in the discipline or subject in which you are working. Theoretical framework enables you as the researcher to focus on theories for the research.

There are three theories discussed in this research and one has been chosen as area of departure. These are the Behaviourist, Constructivist and Information Processing theory.

2.2.1 Behaviourism

According to Dymoke and Harrison (2008:46), the behaviourist is concerned with: modelling appropriate behavior and creating environments that enable or

condition students to respond in what are deemed appropriate ways; rewarding positive responses and learning through repetition. The issue on behaviourism is based more on teacher-centred as opposed to learner-centredness. The behaviourists ignore how learning takes place. Maree (2010:21) states that behaviourism focuses on a set of doctrines that hold that human and animal behaviour can be explained in terms of external stimuli, responses, learned histories and reinforcement and that all humans can therefore be understood in terms of cause and effect. It is based on the belief that, conditions for learning need to be established first and is then only that a learner can learn.

Behaviourism is based on motivation and reinforcement. Issues in our schools (communities) are in such a way that behaviourism won't be appropriate because enforcing correct and accepted behaviour will always be determined by punitive measures. What needs to be looked at is how learning takes place and on the role of parents, learners and teachers in making sure that a positive environment is embodied in learning. The argument is that learning takes place everywhere and is not just a discrete, school-based event. Therefore, the effects of Instructional Media on learner performance in the Intermediate Phase in the Rustenburg Area Project Office neither relates to whatever conditions that are prevailing nor set.

Behaviourism is focusing more on conditioning, that is, it is based on repetition, reinforcement and reward. Wear (2009:62) also argues that the behaviourist approach compromises lots of effort initiated by the school. Concentration is on dealing with behaviour and everything is determined by a teacher's background and not by school policy. It means it is still a top-down approach which seems to be exacerbating the situation. Behaviourists distract the process of learning and it ultimately becomes a barrier to learning. Therefore, by not taking the child as he or she is, may be one of the reasons for not using Instructional Media

in the Intermediate Phase in Boitekong Rustenburg Area Project Office on the basis that teachers had already formed judgments and they (the teachers) are not applying an inclusive approach or individualism.

2.2.2 Information processing

Information processing is based on comparing a learner's mind with a machine, which is totally different from how a learner acquires knowledge. It compares a learner's mind with a computer's memory, in that it responds on instruction. It ignores the fact that a learner will always respond to issues that make sense to him, depending on whether such learning is playful or not. The difference here is that a machine is programmed while learners respond according to how they understand an instruction. They can not be confirmed on how they are expected to respond.

Following a particular sequencing is like generalizing and ignoring the issues around people's perceptions on "what makes sense to me may not make sense to you". According to Porter (2005: 42) information processing is not passive - individuals must actively select which aspects of a task to attend to and store information from previous experiences to be retrieved from the memory to apply to the task being undertaken. The argument is that because information processing takes place very fast, learners may not be able to realize which skills are helpful and again whether to select which information is important or not.

Although linkage is emphasized (from the known to the unknown), the fact remains that a response on the side of a machine will be in one way, while in the case of the learner everything depends on the learner and nothing else. An

example is even when parents or the government can try to prepare or supply the learner with all the resources he needs, if the learner is not able to discover meaning, it will be a fruitless exercise. Focusing on gifted learners to flourish into talented performances, individuals need a supportive environment, stimulating tasks, a "brain" (hardware) that can profit from these sophisticated information processing skills (software) and the ability to draw on previous experience. (Porter: 2005:38). Both Behaviourism and the Information Processing Theory are based on connectedness while Constructivism is based on learner-centredness.

Teacher who believe or compare the individual's brain to a computer, generalize and take people to be the same. Galotti (2008:24) supports other authors' views by stating that information processing theorists assume that people, like computers, are general-purpose symbol manipulators. He (Galotti, 2008:24) further states that people, like computers, can perform astonishing cognitive feats by applying only a few mental operations to symbols (such as letters, numbers, propositions, or senses).

2.2.3 Constructivism

This research investigates the effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office, using the Constructivism theory as a framework for discussion due to the fact that today's learners focus more on meaningful situations and not on anything that does not make sense to them. Learners explore more and are more focused on what they perceive to be practical. Schiro (2008: 106-107) states that the emphasis for a learner should be to grow and it should be acknowledged that learning is not something transferred from the environment

to people but rather something that is created by people in response to their environmental interactions.

Learning takes place when learners are able to create a self-expression that results from their active exploration and response to their environment. The researcher maintains that for most people not to be professional swimmers is because their environment is not conducive to them, therefore some do not see any necessity of knowing how to swim, but if our area in Boitekong may be characterized by floods many will learn to swim, because it will be for survival rather than anything else.

Florian (2008:273-276) emphasizes that from both Vygotsky and Piaget theory learners will always prefer to be introduced to the real problem or be engaged to a problematic situation so that they get the opportunity to use their own intellect. More focus is on both Cognitive - and Social Constructivism. Learning takes place everywhere through the constructive approach but there is a need for giving learners a chance. Smith and Ragan (2005:19-20) is also of the idea that individual attention and Social Constructivism are key to learning and generalization need not be accommodated at all.



Dymoke and Harrison (2008:48) emphasized DARTS by regarding Constructivist theories as more concerned with the social nature of learning, in other words, how learners create their own conceptual structures in order to make sense of their world. The emphasis is that anyone can learn. Those who are underperforming and being ruled out to learn can perform better than those regarded as gifted depending on whether an individual is receiving proper assistance or not.

Vygotsky's Social Constructivism theory stresses that as much as context plays a major role, learners with barriers to learning must be included in the mainstream education and can perform well. Florian (2008:275) argues that there are two opposing views on Social Constructivism. Some researchers are of the meaning that there are no specific roles expected from the teacher through the Constructive approach but guidelines have been identified and these are as follows:

- Instruction starts with a problem, in the case where there are no problem statement instruction will always remain as it is. Problems or challenges motivate analysts to review the program.
- Skills are taught within a conceptual context and the assumption is that concepts will make meaning relating to a particular skill to be acquired, for example, for a learner to learn he must have a listening skill to assist him acquiring concepts applicable in the learning environment.
- Errors are treated as useful information. The reason is that making errors doesn't outvote an individual to be a bad performer, but may be due to a lack of understanding. They are treated as key departure point to remedy the situation.
- Information and knowledge are linked to learners' interests and experience. It is important to relate the subject matter to the learners' experience and knowledge. Teachers plan as learners are the key players in the learning situation.

Other researchers have different views and feel that teachers have these examples to fulfil their roles in a Social Constructivist classroom and these

include the following: Engagement in a joint problem approach, create common ground for communication through verbal reflection and dialogue, maintaining a warm, responsive and supportive emotional tone, provide clues and other supports to children in response to learners' abilities and needs, breaks tasks into smaller components, arranges and adapts materials and activities and relinquishes external control as soon as a child demonstrates independence (Florian, 2008:275).

2.3 LEARNER MATERIALS

2.3.1 Learner participation

Learner materials invite both the learners and teachers to focus more on what they are doing. The emphasis is that teachers need to prepare materials that will foster learner participation. There are those learners who have visual problems, auditory or those who are hyperactive. Therefore teachers need to use as many learning aids as possible to cater for all learners. Both the instruction and instructional materials need to be clear. Motshekga (2010:8) emphasizes that teachers should never neglect their duties and should not tolerate ill-discipline and misbehave, they should not talk down to children, abusing them emotionally or physically, as not conduct any behavior that would influence them in a negative manner. Teachers who put effort into their responsibilities will get excellent results and it is mentioned that the banking of classes is a recipe for poor performance. The very same argument is supported by Pretorius (2007: 208) that states that teaching and learning activities often entail active learner involvement, for example, working together on a project or experiment, or discussing a problem.

The teacher's effort automatically instills the culture of learning among learners. In a case where teaching and learning take place during the lesson a teacher will feel that active learning is taking place. The teacher's knowledge also assists a lot and the teacher uses that knowledge to determine the direction the learners need to follow. One important point is that the process of participation and direction will be determined by the teacher's related theory.

2.3.2 Concrete materials

Diale (2006: 36) says concrete material or usage of maps as printed materials will make learners carry on with their activities. An understanding of learning by the teacher will always lead to a classroom or a lesson that makes sense to them. A teacher will always come up with activities that will spark learner curiosity bearing in mind that nobody wants anything that is unchallenging and not stimulating. Appropriateness and thorough preparations of a lesson by the teacher carry more weight, for example, it should even be considered where the lesson should be presented.

2.4 REMEMBRANCE OF WORK

2.4.1 Usage of visuals

Sousa (2007:38) believes that one of the strategies to consider for learner involvement and retention of work is using visuals. He says that we live in a visually oriented culture and that learners are acclimated to visual stimuli. Stimuli such as graphs, pictures, diagrams and visual organizers are very effective as learning and retention devices. Remembrance of work entails many things, for example, how information is being perceived. Another key element will be

whether the information makes sense to the learner or not. Moore (2009: 327) states that the ability to recall information is also related to how often learners hear the information and whether the information had been rehearsed. The dilemma also remains what should be remembered and how it should be put into practice.

Needless to say, activities need to give learners a chance to explore more. The teacher as the driver of the ship needs to plan keeping learners' background or environment at heart so that learning becomes more meaningful. There's a definite need for active participation on the side of the learner and the teacher needs to feel that learning does take place. One important issue is that the teachers' theoretical background will always influence the learning process. Implementing new approaches will assist in this case, because changes take place daily.

2.4.2 Emphasis on planning

Diale (2006:36) emphasized that an understanding of learning as a complex approach will always motivate teachers to create activities that will spark learner curiosity. He is of the view that electrical and non-electrical media always bring meaning to the task given. The learning process is planned and without planning properly learners are left out. Learning always involve the senses and it becomes more accurate if all senses such as feeling, sight, hearing and taste are involved.

2.5 TEACHERS' QUALIFICATIONS

2.5.1 Teacher education

Teacher education will always determine or influence learners' direction and sometimes their behaviour. Sometimes learners' reactions depend on a teacher as a source of information. Some of the teachers are not allowing learners to explore, to research and make their own conclusions or to bring their own experiences to class. They do not allow learners to explore using media, which teachers themselves might unfortunately not understand fully or they may not be knowledgeable to use the media to its full benefit. Meier and Marais (2007: 124) support the very same argument by stating that teachers' perceptions and expectations do influence classroom teaching and can have a significant impact on learner performance and progress, and their perceptions and attitudes are formed by their personal experiences and professional education.

Moroeng (2003:45) illustrating a Constructivist-oriented model and an Instructional model to learning, supports the view that adequate communication is critically needed to harmonize teachers' beliefs and the existing curriculum.

Eventhough learners may have little knowledge of the scientific terms but if media is availabe communication will improve during the learning process.

2.5.2 Learners' background

Learners' background may contribute to the effects of their performance. The teacher must focus on learner's ability in order to create a learning opportunity. Learners may not like being creative due to lack of support from their parents.

The issue of how learners learn as opposed to how teachers envisage them to learn will always play a very critical role. The teacher may influence the learners to move out of paradigm by motivating, appreciating and acknowledging them as they are.

Teachers should realize that learners come to school not empty headed. In this situation Constructivism practices in a classroom is a solution. The question of scientific principles, as opposed to primitive human kind mentality being accumulated by the learners, creates a crisis in early child development. Schutz and Pekrun (2009: 226) emphasize that education or teaching changes time and again, and it is also based on the government that is in power. They give an example that as such a teacher in the United States has somewhat different meaning than it had 50 years ago, or than what it currently means to be a teacher in South Korea or Jamaica.

An understanding of their roles includes engaging learners on one to one, operating as a facilitator and not as a lecturer. It encourages full participation on both the learners and teachers. Everything becomes more enjoyable, because no one is dodging his responsibilities.

2.6 TEACHER CLASSROOM STRATEGIES ON THE USAGE OF MEDIA

2.6.1 Learner's need to learn

Schutz and Pekrun (2007:42) argue that several research have shown that young children possess an insatiable need to acquire new knowledge and skills. Therefore, the learners achieve or perform differently in the same tasks and there are many reasons for that. The Grade 4 learners prefer to do their activities in classes more so that they are from Grade 3 where they were not taking any work home. Everything in the Foundation Phase remains in school while using the very same approach. In his teaching strategies on the usage of media, a teacher needs to consider the fact that a question of taking a learner as someone who can not think or making his own interpretation is completely out of order. This would mean that the teacher should use media as part of his teaching strategy and include it all in lessons. Brockbank and McGill (2007: 43-44) state that a learner's maturity influences the learning style and that social and political factors should be considered and that these would strengthen the embedded assumption that learning takes place in a political neutral context.

Strategies in dealing with learners are very important. Learners become bored very easily, they become tedious and decide not to continue with the task given therefore, the facilitator has a role to play (Magano et al, 2010: 27). Except facilitating the learning conservations, learners will just look at the teacher when requested to complete a given task. Most of them also don't prefer to do their homework at home. They should therefore have rules for completing homework and be assisted as they will be expected to implement it (homework rules should form part of the classroom rules). Even when the teacher asks them why they

don't do it at home, they will give inappropriate answers which the teacher can't relate to. This is observed especially on their performance in the classroom and when carrying out group tasks. Other learners cheat, while others use extended effort and correct strategy to perform their task.

2.6.2 Learning strategies

The usage of Instructional Media accommodates the learners' learning strategies. The advice is that learners are also falling into either meta-cognitive or cognitive strategies. Sousa (2007: 34), adds by explaining cognitive strategies as those strategies that help a person process and manipulate information to perform tasks such as taking notes, asking questions, or filling out a chart and meta-cognitive strategies as those who are task-based or being executive in nature.

Such strategies are used when planning, monitoring, and evaluating learners. Both strategies are regarded as self-regulatory, helping learners become aware of learning as a process and knowing what action will facilitate that process or contribute to performance. It means a teacher must always engage learners on giving them activities that will facilitate these learning strategies, giving tasks that involve planning, developing models or a poster. In that way learners will feel they are accommodated. Thus, the emphasis is on learners being self regulatory.

Moyles (2009 : 233-234) mentions that learners spontaneously set themselves challenges in their play and given a choice, will often choose a task which is more challenging than the task which an adult might have thought was appropriate. He further states that providing learners with achievable challenges, and supporting them is important so that they can meet the outcomes. Such an approach is the most powerful way to encourage positive

attitudes to learning and abilities. He suggests the following way for promoting cognitive challenges in their settings namely, require children to plan activities, consider whether activities planned to be carried out individually could be made more challenging as a collaborative group task, ask open-ended questions that require higher-order thinking and give learners opportunities to organize activities themselves, avoiding too early intervention.

2.7 PEOPLES' ATTITUDE TO MEDIA

2.7.1 Opinions and beliefs

Teachers use Instructional Media that allows learners to discover their opinions and beliefs. The instructional part through questioning plays a major role. The crux of the matter is that people's attitudes are expressed as opinions and beliefs, that is, how they evaluate what they perceive, and how they are likely to respond. Perceiving something is based on the involvement of the senses and learners will learn well if they use all their senses. Attitude is one of the most important elements on which a culture is built (Sebate, 2004:15). This means that if the teacher's attitude is not neutral it will automatically influence a learner either negatively or positively. Taking sides may create uncertainty especially if the teacher is self-centred.

Petty (2004:410-414) reflects on various kinds of beliefs namely the ethical, normative, religious and spiritual, psychological, philosophical and lastly, aesthetic beliefs and values. The emphasis is that an understanding of each by the teacher assists in the choice of the relevant Instructional Media based on the relevancy of the situation especially for the benefit of the learner.

Attitude is always one of contextual factors that lead to an individual belief that he might fail. It includes many things, such as negativism. A teacher should apply several strategies in order to address that barrier to learning. Emphasis is on the whole school approach or whole classroom approach. Wear (2009: 79) concludes by saying that attitudes, policies, learning and problem solving strategies, routines and key competences must be known by everyone in the school and be practiced across the school. It is certainly essential to get the

organizational environment right. If this is applied by every teacher, they will assist each other especially in case some attitudes were not noticed. Alongside introducing other programmes for learning, requires emotional literacy and without that, it will be a fruitless exercise. Wear (2007:79) continued by stating the four main reasons for the need to develop learning and teaching to promote emotional literacy and those are:

- As an end in itself and on the grounds that emotional literacy is an important human competence that helps learners to become happier and get on better with others, schools have a role in developing their learners as fully rounded, fulfilled human beings.
- Because it improves the health of learners, for example, by preventing or reducing behaviours risky to health, such as drug-taking, immediately and / or in later life.
- Because it helps learners manage their own behaviour, which impacts on their behaviour in school, and thus on learning, attendance and exclusion rates, and impacts on their behaviour out of school and in later life, and thus reduces violence, aggression and crime.
- It helps students learn, for example, by helping them think and solve problems more effectively.

These are stated because in case learners end up being frustrated, persistence in misconduct may lead to discontinuation of schooling.

2.8 MEDIA FOR ACTIVE AND EFFECTIVE LEARNING

2.8.1 Participatory role

Media can be used as an instrument of facilitating learning processes. An example will be given and include learners activities to engage them on where they can get answers to complete that task in time. Active or effective learning means a learner plays a major participatory role during the learning process and models will make him active participant. Monobe (2007:7) emphasizes that even though planning and preparation of suitable media in a lesson can be time-consuming, media that have been thoroughly planned once can save a lot of time afterwards.

It is only through meaningful learning for a learner to be able to play this role. Being given a chance to explore and create meaning out of activities given assists a lot. It means the learners' existing knowledge is critically important during the lesson. The question remains on how such information can be retrieved. The teacher, as an experienced professional, needs to accommodate the learner through organizing relevant media. Gravett (2005: 25) concludes by saying that teaching should be structured in such a way that learners' existing views can be used as a basis for teaching. The point is that if teachers fail to give learners a chance to explore their own ideas and see where they fall short, they are likely to remain with distorted information.

An increase in learning activity comes as a result of being engaged in a task and ultimately participating fully in the learning process. It is an understanding that good discipline means active learner involvement in learning activities, paying attention, performing tasks and obedience to class norms in respect of their co-operation and considerate behaviour. It is based on the Chinese proverb: "I hear and I forget; I see and I remember; I do and I understand" (Moore, 2009: 5).

2.8.2 Media and learning atmosphere

Learning is an active process of acquiring and retaining information so that it can be used in future when needed. Acquiring of information is also based on certain factors such as making sense to the receiver and therefore relevancy play a major role. It is the ability to recall and use new information in solving a problematic situation. It involves a complex interaction between the learner and the material being learned (Sausa: 2007:31). Therefore, the teacher should try to use mixed coding of instruction to close the gap between a learner's familiar medium of instruction (mother tongue) and the first additional language. The teacher should assist through the relevant media in creating a conducive learning atmosphere.



2.9 MEDIA CATER LEARNER-CENTREDNESS

2.9.1 Learner needs

Learner-centredness is also based on addressing learners' needs. Addressing needs involve engagement on a particular task. Cognisance should be taken of the relevance of media when completing a given task. Gravett (2005:11)

emphasizes that adult learners seek education in order to address problems, challenges or needs arising from their roles.

It focuses more on interacting with learners on the basis that learning is more about communicating. It is a process where all pillars of learning are actively involved. Learners come to schools with one key role being learning and teachers are prepared to teach the learners and parents supporting the learner with whatever materials may be needed, again through their representatives focusing on governing processes as a way of resourcing the institution. The interaction and full participation of all three stakeholders (the teacher, the learner and the parent) play a major role in making sure that learning becomes more meaningful. Dillon and Maguire (2007:195) say that an open question clearly offers learners more opportunities for creative expression, enabling them to structure their own responses. Such type of questioning also provides the teacher with a useful formative feedback.

2.9.2 Teacher strategies

One important concern should be the understanding that learning will take place in a more peaceful atmosphere. The opposite is that in case where learners are fearful, no learning will take place. There is no way that a larger number of learners can experience progress or success if they are not given individual attention. The teacher's strategy will always be based on when and which media is relevant for this particular learning activity. His insight will make him to come up with an appropriate teaching strategy. But, it should be noted that assistance does not mean being too intrusive but rather providing Instructional Media that will address learner performance. Fairclough (2008:15) states that if teachers

are too intrusive or if they are too ready to take over learners' activities, it will not be in the best interest of the learners. This approach may frustrate learners.

If learners have a problem with spelling, then it will mean that assisting them in making sure that they succeed referring must be used.

It is important that a teacher firstly needs to identify what areas of concern there are and then to provide an appropriate solution. Sousa (2007:38) suggests the following strategies that a teacher should consider includes to get their attention, make it relevant, model, use teams and use visuals. Athey (2007:38) emphasizes that a child-centred pedagogy has its roots in the progressive movement that views the learner with respect and that regarding him as a unique individual will keep him happy and interested. The issue is that in the case a learner's interest is not being catered for, no learning will take place. The teacher is initiating while the learner is responding, therefore a teacher is compelled to come up with ways of helping the child to succeed.

2.10 LEARNING ENVIRONMENT

2.10.1 Learners' motivations

When a teacher is caring, well-prepared for lessons and create an exciting learning environment, learners enjoy going to school (De la Rey, 2010:9). It therefore goes without saying that the Learning environment should be more accommodative. The teacher, as an adult, should plan the lesson in such a way that it motivates learners to learn. Everything needs to be properly planned and even examples used during the lesson must be those a learner may relate to easily. Proper planning will indicate what media should be used and what areas

need to be catered for. It is also important for the teacher to organize materials that can facilitate the process of moving from the known to the unknown. Obviously activities such as homework can assist. According to Clasquin-

Johnson, Joubert and Hartell, (2010:19) an amount of homework is required and International research demonstrates that, within limits, there is a positive correlation between the amount of homework to be given to each class and the outcome over a period of time when homework is given to learners. Much research supported the "10-minute rule" for homework. It means a Grade 3 learner will get 30 minutes of home work and a Grade 4 learner will get 40 minutes of homework. Also parents should be oriented because some do not have children who did Intermediate Phase and even education is full of new developments.

Moyles (2009:221) suggests the following: Lessons should be structured, work should be interesting and motivating learners, teacher should make learning objectives clear to the learners, employ interactive teaching methods and collaborative group work, promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning.

2.10.2 Teaching methods

The teaching methods should relate to the teacher's focus area, which in turn should coincide with the Instructional Media. Some of the methods can be used together and where possible the teacher should not hesitate to utilize these. It must be able to attract the learner's attention. This can be attained through collaborative approach and teachers should work hard in making sure that learning does take place. Fairclough (2008:55) emphasizes that in a learning environment each learner will have to make his or her own preference. Some prefer certain teaching methods. They behave in that way, because of their

experience or innate ability. Learners acquire knowledge in different categories namely: activists, reflectors, theories and pragmatists. Learning will always be based on what are the teachers' objectives with the lesson. The bottom line is whether a teacher is teaching one of these; attitude (behaviour), knowledge or skill each has his own choice. Such an approach will determine what direction the lesson should take, for example, VARK or Kolb's Learning Cycle.

2.10.3 VARK Model

VARK is an abbreviation formed from each letter (Fairclough, 2008:55-56).

V Visual

A Aural

R Reading or writing

K Kinaesthetic

In the Intermediate Phase, the VARK model of approach is more relevant. Such learners are now starting to use English as First Additional Language. They do not have lots of vocabulary in the language hence such a class is more characterized by frustration and lots of complains especially in the first term. Some learners go and complain or prefer to go back to Foundation Phase because their communication and learning were more meaningful in Grade 3. Learning was realistic and even more relevant, but in Grade 4 they get a different situation. The Grade 4 class don not having pictures and posters mounted on the walls or models used during the lesson. They are used to media and pay more attention where there is lots of attraction in the lesson. The media organized should have the following characteristics, namely learner it should be attractive or audible, the learner should be able to read it clearly be or get engaged in writing and on kinaesthetic activities.

2.11 COLLABORATIVE LEARNING

2.11.1 Collaborative environment

Collaborative learning is more about sharing power. Everyone contributes to the goal of achievement. Emphasis is on support, but requisition will be what kind of support is needed and what kind of contribution everyone makes to learning. For example, when a teacher teaches about types of music, he can ask learners to bring CD covers of music at home and they can share the information amongst them. It becomes easy to get such information because it is easily available and a teacher may bring a radio for the lesson and organize different types of music. Thus, the lesson becomes more realistic and meaningful. Williams (2008:65) asks everyone to imagine the motivation for learners to learn when they experience a collaborative environment that is both caring and empowering.

Through collaborative learning, trust building is gaining momentum and everyone contributes freely. Teachers and learners have a joint responsibility of which its outcomes are shared. Teachers and parents can concentrate on issues such as casual factors namely, social and emotional difficulties. They can agree on the possible approach such as the home environment, referring the learner to areas he can get assistance (like extra classes) and support him during that process. This responsibility does not leave others aside because the main issue should be to prepare a holistic child, who will become informative and become independent.

Wall (2008:154-156) emphasizes collaborative learning, being based on even professionals working together for the benefit of the child: set terms such as multi-disciplinary, multi-professional, multi-agency, inter-disciplinary, inter-agency, trans-disciplinary and trans-agency, amongst others, can serve as an indication of development in education showing the need for working together.

2.11.2 Multi-professional teams

The question of assisting the learner becomes everybody's responsibility. Parents should become part of these teams. Everything is created with an intention of making sure that a learner learns and it is also supported during the process of learning. Some parents can assist through organizing some Media or companies may even make donation because some of these parents are working in those organizations. This means everything is shared. Everyone is therefore committed in making sure that learning takes place.

Factors such as emotional and social are being addressed as part of contributory barriers to learning. Anning, Cullen and Flear (2009:140) think collaboration also includes interactions in which the participant's roles are complementary or with some leading and others following, supporting or actively observing. Under varying circumstances, different partners may be more responsible for initiating and managing shared endeavors.

Engelbrecht and Green (2007:175) regard collaboration as an essential feature of inclusive schools, where everyone belongs and participates in meaningful activities, affiliations and alliances among community members being facilitated and mutual support is the norm. Jordan, Carlile and Stock, (2009:228) support the collaborative approach emphasizing that both communication and

collaboration with peers and teachers or experts enhances and develops learning and knowledge.

2.12 CO-OPERATIVE LEARNING AND CLIMATE

2.12.1 A classroom

One important area is the classroom atmosphere. It builds and arouses learners' morale. The learning environment needs to be more educative, it must prepare almost everyone psychologically. It should motivate parents, learners and visitors with an intention of making sure that learning take place. Pretorius (2007:179) also emphasizes that every class and every school has a unique emotional climate, for example, warm, pleasant and advantageous to learning, or cold and hostile. A classroom is not a static condition, but a dynamic process, namely the group events that are actualized in the classroom, the total situation of teacher/learner and learner/learner interaction, the class activities to reach the educational objective and the communication style of those involved. According to Hayward, (2009: 8), teachers must attend learners' sports fixtures and cultural performances and should praise their efforts and achievements in class the next day.

2.12.2 Co-operate learning climate

A co-operative learning climate refers to an ideal learning situation. Gravett (2005:43) refers to a co-operative learning climate as a climate which is democratic, open, collaborative, challenging, but non-threatening. Instructional Media deals with fear and addresses uncertainty amongst the learners but also building good relationship amongst the learners. It means here that both the

teacher and learners must brain storm and try to deal with all uncertainties each have. A teacher must facilitate the process of learning and emphasize the importance of a co-operative learning climate. The first session of any educational encounter is vital for establishing such a climate. The proposal is made based on three key factors to be addressed which are: knowing each other, background and knowledge about education and lastly reasons for being at that learning situation (Gravett, 2005: 44).

Teacher's understanding and acknowledgement of a learner's background play a major role on the child's success especially at school. At all times they must try to address the gap or area which might be left out and should identify the weaknesses being applicable to that class. If the child is not doing well or is inattentive or unco-operative, the blame will be directed to the teacher. A teacher as a strategist can make sure that everyday before starting with a lesson, he motivates these learners. He should make them feel important even though it may not be enough, but it will have an impact. Every teacher during his class must emphasize the importance of working together and must acknowledge possible pressure on the learner. Through creation or emphasizing the social working group he will assist the child to feel accommodated. According to Williams (2008:64), co-operation enhances learning and counteracts the negative influences learners experience in their homes or communities.

Whatever effort they make, contribute to the learner's sense of being. Where co-operation is present in a classroom, learners are learning more effectively, they interact and share almost everything. They also develop a sense of ownership to whatever they have and share whatever they have, for example. if somebody come across something that makes meaning to him he will always bring it to class. Williams (2008:64) further supports the view by stating that when co-operative learning is implemented correctly, especially when it incorporates

group goals and individual accountability, learner achievement is notably increased. Power is one of the critical areas, if everybody seems not being accommodated, they ultimately lose interest. For organizing media, a teacher can engage learners to bring media to class.

2.13 WORK-BASED LEARNING

This is based on what we call culture. The school or teacher needs to create a situation where learners learn, thus, a culture of learning is initiated. Without a school culture or classroom culture, no direction will be set. Thus, everything is based on culture. Culture influences both the learners and the teacher. Their main objective is to make learning possible. In this scenario a learner needs to learn while the teacher needs to facilitate the process of learning through any meaningful constructive programmes. Such programmes need to be influential.

Fairclough (2008:15) emphasizes that learners' need to be responsible for their lives, for their learning, and for the choices they make. As they are young, obviously, teachers and parents should assist in this regard but not forgetting or overlooking the question that says what kind of society is being envisaged and what kind of future as parents we are building. From experience, learners need only support and not to be channeled to a particular direction.

Emphasis is that when they first come to a classroom, they often need more support than before. Support in the sense that they are in the Intermediate Phase and everything seems unfamiliar. Teachers and parents need to understand that it is important for everyone to understand that any minute should be used productively. According to Moore (2009:30-31), time is a valuable and a limited classroom resource that must be used wisely.

2.14 CONCLUSION

In this chapter efforts had been made to show how different authors and researchers view the effects of Instructional Media on learner performance in the Intermediate Phase and Boitekong schools play a major role when dealing with problems as identified in this chapter.

The partnership created for collaborative environment amongst stakeholders emphasized that this approach amongst stakeholders serve as an indication of development in education with the intention of addressing problems around the classroom and learner performance. What has been identified on the topic under discussion is that learners will only learn if it makes sense and therefore teachers need to be critical as they are the practical implementation agents of change. Therefore issues of using learner support material can assist a lot.

Teacher capacity and commitment to his work play a major role in addressing challenges around the effects of learner performance in the Intermediate Phase in the sense that whatever effort the teacher makes will be guided by the learners' needs and new developments. Meier and Marais (2007:124) emphasize that teacher perceptions and expectations do influence classroom teaching and can have a significant impact on learner performance and progress. They further state that the teacher's perceptions and attitudes are formed by their personal experience and professional education. Focus won't be on the teacher but on the task to be done and what is expected from the Grade 4 Curriculum and Assessment Policy Statement.

Emphasis had been on understanding the learning strategy in dealing with the problem at hand. Sousa (2007:34) identified cognitive and meta-cognitive learning strategies. He explained the strategies as those approaches that help a person process and manipulate information to perform a task. Moyles (2009:233-234) suggested some way of promoting cognitive challenges and those are:

- Finding out what the learners already know, with an intention to create connection and knowing that whatever is known will always create curiosity, hence learners being actively involved in the lesson.
- The skills needed such as note taking, usage of visuals and usage of teams play a critical role in the sense that it assists the learners to be involved on daily routine skills. Communication skills that will assist the learner seek information from others hence team work.

In brief, this literature review identified the following areas as key to address the effects of learner performance in the Intermediate Phase as part of constructive approach namely:

- Learner motivation
- VARK model
- Work-based learning
- Learner-centredness approach
- Peoples' attitude
- Teacher qualifications

The next chapter deals with the following sub-headings: research design, research method, trustworthiness of the study, role of the researcher, covering letter and ethical considerations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on different ways on how to gather data and considering challenges that may be encountered during the process. The researcher reflects on sampling, design, population targeted and reasons for employing instruments such as questionnaires, interviews, field notes and document analysis. The issue of trustworthiness of the study is also considered.

The purposes of this research on "The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office" considering the targeted population (Refer to 1.5) is to identify and come up with suggestions in dealing with this problem. The research design and methodology are based on both learners' and teachers' responses to questionnaires and interviews.

3.2 RESEARCH DESIGN AND METHODS

3.2.1 Research design

According to Terre Blanche, Durrheim and Painter (2006:35), a research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose and its procedure. Ngobeni (2009:108) states that research is a critical process for asking and attempting to answer questions about the world. He further states that it is a formal, systematic and ordered system or procedure for revealing the truth of a phenomenon, in order to identify factual data so that accurate and reliable conclusions may be drawn.

Research is a systematic procedure that is designed to try and extend knowledge as well as to try to extend understanding. It focuses on gathering relevant information to be used as evidence. It is a guide that guides the researcher in collecting relevant information and analyzing it either from field work, questionnaires or interviews. The very same view is supported by Adams, Khan, Raeside and White (2007: 81) when they state that research design is the blueprint for fulfilling research objectives and answering research questions and it is the master plan in answering research questions and procedures for collecting and analyzing the needed information.

3.2.2 Research paradigm

According Makaudi (2009:7) a paradigm is a theoretical framework, a naturalistic inquiry to understand a social or human problem or a field of study. He continues by stating that a research paradigm includes theories and methods such as educational theories and the phenomenological approach which is an exploratory, descriptive and ethno-methodological approach in which the researcher interacts with respondents through observation and collaboration to describe the context, participants and activities involved in the research. Both quantitative - and qualitative paradigms were used.

Quantitative paradigm emphasise the researcher's aim at answering the questions that may be posed on the relationship between the variables. It is based on numerical data and such data are being generalized. Instruments such as questionnaires were used to collect this form of data.

Qualitative paradigms research assist in providing rich data because it involves a social approach (Tseke, 2010:49). Data was collected through document analysis and interviews. Information collected is included provided that it makes sense or is constructive.

3.2.3 Research methodology

Both qualitative and quantitative methods were used in the sense that the researcher wanted the recommendations to be interpreted even by both the elite and any lay man who has interest in the performance of the learners. Both methods were used with the intention that one method's weaknesses be strengthened by other. The researcher was of the view that the quantitative

method only may not be able to draw the most needed data, hence using interviews, field notes and documents for further observation. The researcher made use of both questionnaires and interviews which were given to both Grade 4 learners and their teachers.

The researcher collected documents for observation analysis and engaged them in field work. Both the Grade 4 learners and their teachers were the most affected group hence the researcher relied on them. See Appendix C, E and G.

3.2.4 Data collection methods

Data collection methods refer to the actual techniques of data collection, for example, the self-completion survey, interviews, focus groups and participant observation (David and Sutton, 2004:134).

Data was collected using self-administered questionnaires for both Grade 4 learners and their teachers. The methods used are: questionnaire, interviews, field notes and documents observation (Refer to Appendix H Document 1-3).

Three languages were used for the collection of data and included Xhosa, Setswana and English. Questionnaires and interviews cover diverse cultures in Boitekong area because they were prepared focusing at the LOLT of different schools. Tshirologang primary is one of the three schools offering both First Language (Setswana and Xhosa) and English as First Additional Language while in the other two schools their LOLT is Tswana and English. According to Corbetta (2004:144), self-administered questionnaires are those questionnaires where the subjects complete it on their own, without the participation of the researcher's influence. Such questionnaires are handed over to the respondents for completion.

Furthermore, learners were given questionnaires with ten statements to respond to. Grade 4 learners were only assisted for the understanding of the statements so that they could make informed decisions. The teachers' questionnaire was prepared only in English (Second Language Additional) and five categories (Likert Scale) were used which are (1) Not Agree, (2) Strongly Agree, (3) Not Sure, (4) Agree and (5) Strongly Agree (Refer to Appendix B). There were fifteen questionnaires for teachers. The researcher targeted only 26 Grade 4 teachers as they are working daily with the Grade 4 learners and experience various developments with this group. Only 23 teachers from three schools namely Abana, Letsibogo and Tshirologang participated. Face validity was used in the sense that all related aspects on printed media and non-printed media in the classroom were covered. According to Maree (2010:217), face validity refers to the extent to which an instrument "looks" valid. He further states that this type of validity cannot be quantified or tested, but any instrument should be scrutinized by experts in the field to ensure a high degree of face validity.

3.3 DATA ANALYSIS AND STRATEGY

Data analysis was divided into sub-topics and analyzed. According to Cresswell and Clark (2007:130), qualitative analysis begins with coding the data, dividing the text into small units (phrases, sentences, paragraphs), and assigning a table to each unit. Data was analyzed in terms of graphs and tables for both gender and age. The researcher used both figure 4.2 and figure 4.3. It was used especially on a completion questionnaire for learners.

Maree (2010:184-185) states that using graphs has advantage, that is, one can immediately see the most prominent property of the responses to the question. He further states that this is the best tool to use to classify respondents on the basis of two qualitative variables simultaneously, it includes a two-way frequency table, also called a cross-tabulation. In this data, analysis of two way qualitative variables are girls and boys from the three identified schools to show representativity of gender and age in Grade 4.

According to Bogdan and Biklen (2007:159), data analysis mean a process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulated to present his findings. The sequential data analysis strategy is applied based on the qualitative approach. The very same statement is supported by Creswell and Clark (2007:142-143) stating that the sequential data analysis strategy implies that all information or data collected should be analyzed following each other especially where different approaches were used to collect different data. A practical example is where inferences will be made comparing both programmes such as Foundation for Learning (FFL) and LAIP School A-C.

3.3.1 Inductive analysis

According to Cresswell (2007:38-39), the inductive process involves the researchers working back and forth between the names and the database until they establish a comprehensive set of themes. The inductive process may also involve collaboration with the participants interactively so that they have a chance to shape the themes or abstractions that emerge from the process. In this study, the researcher started his analysis the first time he entered the schools. After collection for validation purposes, the researcher interviewed the

sample again even though he was not strict on the number of participants. The researcher used this approach to validate the data.

3.3.1.1 Categorization

Qualitative researchers typically gather multiple forms of data, from interviews, observations and document analysis, rather than relying on a single data source (Cresswell, 2007:38). The researcher categorized some of the information during the process of data collection while other information was placed under sub-headings during the reviewing processes. Relevant data was then used through sorting (evaluation process).

Berg (2001:250) mentions three major procedures for categorization namely: usage of commonality, specialiaization and theoretical factors. Through usage of commonality the researcher focuses on aspects that have similar character. The specialization factor means that no generalization is allowed in this area while under theoretical factors, categorization is based on theories. The researcher used only commonality factor focusing on Grade 4 learners and Grade 4 teachers (primary teachers and learners).

3.3.1.2 Data verification and validation

Verification is a way of allowing a researcher to test the validity of certain assumptions, claims, theories or generalizations within real-world contexts (Leedy and Ormrod, 2005:135). It is believed that, instead of using validity rather use concepts such as credibility, dependability and confirm ability, verification and transferability. Verification is based on trustworthiness and authenticity.

Validation of data depends on several steps to be taken and those are:

- A researcher spends enough time in the field.
- A researcher makes a thick description, a description that the reader can use to draw his own conclusion.
- A researcher engages colleagues who are in the same field.
- Sources are acknowledged properly.

Validation is the process of checking or testing whether data collection is accounted for or can be accounted for (Leedy and Ormrod, 2005:135). The researcher made some validation steps while other steps were not catered for, due to time factor and limited resources, for example, respondent validation. According to Cresswell and Clark (2007:206-207), validation in quantitative research is considered to be an attempt to assess the accuracy of the findings, as best described by the researcher and the participants. This view also suggests that any report of research is a representative sample by the author.

3.3.2 Qualitative data analysis

Analysis of quantitative data was done. The analysis of data from the questionnaires completed by teachers and learners was done. The counting of responses and coding of analysis was done using tables and graphs. On the side for learners three-point scale was used and on the other a five point scale for teachers. Data was categorized into the three key stages, namely, familiarisation and organization, data coding and summarizing data. This enables the researcher to shape the research as it proceeds. It further helps the researcher to have an understanding and drive him in any direction of each round of data collection.

- Familiarisation and organization of data

Berg (2001:33) states that as you begin visualizing how the research project will unfold, cascade, roll, and “emerge” you will also visualize the outcome. Organization of data is of great importance, before anyone could analyses data, as the researcher must first think on how it will be organized. Both familiarization and organization of data is an essential for the steps of data coding (Ary, Jacobs and Razavieh, 2006:490).

The researcher familiarizes himself with data at his disposal through reading it as many times as he can. He reviews documents such as learner portfolios and public documents so that he can organize them to suite the readers.

- Coding data

According to Johnson and Christensen (2004:504), coding and recoding is the process of marking segments of text data with symbols and labels for assigning units of meaning to descriptive information compiled during the study. Coding is a process, because at each and every stage where the researcher uses any data, he must keep on referring to the reader of the text, if it is an extract it must be coded, indicating its sources. Therefore, only transcripts or sources that make sense to the researcher will be used.

- Summarization of data

Summarization comes from the word summary, which means giving only main points, not detail. The researcher will summarize data though using codes or sub-headings. According to Ary et al (2006:499), the researcher will examine all

entries with the same coding and then merge these categories into patterns by finding the link among them.

3.3.2.1 Analysis of interview

Data collected using interviews were analyzed using Textually Oriented Discourse Analysis (TODA). According to Phori (2009:62), TODA focuses on the actual text (text made up of words spoken by respondents) of what the researcher said in the interview in order to make a statement about the discursive practices informing those discourses.

3.3.2.2 Analysis of field notes

TODA was used to analyze the words spoken by both the learners and teachers participated in the study through field notes. The analysis of both the learners and teachers were placed under learners interviews and teachers' interviews as their views were almost similar.

3.3.3 Quantitative data analysis

3.3.3.1 Analysis of documents

There were three documents analyzed, namely, 2009 Grade 12 press release results (refer to table 4.7), the schools' LAIP records (refer to Table 4.4 and figure 4.1), the schools Foundation for Learning records (refer to Table 4.6, Appendix H and Grade 4 learners portfolios).

3.3.3.2 Analysis of questionnaire

With the help of graphs, figures and tables the researcher was able to analyze both the teacher and learners questionnaires. The standard content analysis method was used, where the sample was placed in the common classes based on age and gender. According to Berg (2001:250), there are three major procedures used to identify and develop classes and categories in a standard contents analysis. He further state that content analysis include common classes, special classes and theoretical classes. Common classes were based on factors such as age or gender, while specialization classes were based on specific factors such as people with disability and theoretical classes can be based on theories such as McGregor's theory or information processing theory.

3.4 SAMPLING TECHNIQUES AND POPULATION

According to Johnson and Christensen (2008:600), sampling is the process of drawing a sample from a population, and the sampling frame is all the elements in a population (Research sampling and elements are both Grade 4 learners and Grade 4 teachers). Systematic sampling of learners were done of Grade 4 learners facilitated by the researcher using class registers considering gender representatively in each clas,s for example, Grade 4a, 4b, 4c and 4d. Systematic sampling is a procedure that is statistically equivalent to simple random sampling. From the point of view of the result (in sample) in systematic sampling, the only difference lies in the technique of picking out the subjects (Corbetta, 2003: 219). Systematic random sampling was used for Grade 4 classes out of three primary schools in Boitekong. All Grade 4 teachers of the three schools were sampled.

Those schools were Abana, Letsibogo and Tshirologang primary. They all have three phases which are: Foundation Phase, Intermediate Phase and Senior Phase (only Grade 7). Their overall number Grade 4 were plus minus six hundred learners. The research focused strictly on both Grade 4 teachers and Grade 4 learners.

According to Terre Blanche et al. (2006:135), systematic sampling is a quick and convenient way of selecting individuals from a sampling frame. It is a systematic random sampling because it was based on the usage of class registers in selecting participants of learners. The researcher picked names without considering any other factor upto half of the population to be used in the research. Adam *et al.* (2007: 87-88) define probability sample as a sample in which every element of the population has an equal chance of being selected.

According to Flick (2009:11), sampling depends on identifying target markets for advertising and aims to recruit a sample that is proudly representative of the target population. Random sampling was conducted to avoid the biasness in the responses. Adam *et al.* (2007: 87) also define sampling as the process or technique of selecting a suitable sample for the purpose of determining the parameters or characteristics of the whole population. Flick (2009: 58) further states that qualitative sampling is generally referred to as involving either theoretical or purposive sampling. Purposive sampling in this case will play a major and critical role in the sense that it will assist in allowing the data to be interrogated for carrying out a step by step comparison.

3.5 RESEARCH INSTRUMENTS

The researcher was focusing on several research instruments and those were the questionnaire, interview, field notes and documents for further observation. Research instruments were being used to collect the relevant data.

3.5.1 Questionnaire

David and Sutton (2004:368) say that a questionnaire is also called a completion survey, or a question-based data collection instrument designed, distributed and filled in by the person responding without the presence of an interviewer. A questionnaire is structured but can have a degree of variation in the level to which expected answers are standardized. During the preparation of questionnaires, reality and relevance of the topic are taken into consideration.

The learners responded to the questionnaire on a three point scale while the teachers responded to a five point scale. The learners' scale was written in three languages used for instruction in Tshirologang which are English, Isixhosa and Tswana. These are Ee / Ewe / Yes, Nyaa /Hayi / No, Ga ke itse / Andiqinisekanye /Not sure (Refer to Appendix A)

The teachers' questionnaires were only in English (First Language Additional). Teachers used the five point scale and referred to both 3.2.3 and Appendix B.

3.5.1.1. Advantages of a questionnaire

Questionnaires have several advantages: Individuals or respondents can do it at their own pace, it is less time consuming, the researcher may get ample

information from the respondents and the researcher may be able to reach several respondents in a short space of time.

3.5.1.2. Disadvantages of a questionnaire

The disadvantages thereof are: It needs researchers who are clear in the language used, it needs a lot of funds to be carried out in terms of photocopying or being send to the targeted group, it is based on highly technical instruments to reach several respondents and resources such as papers that may be misused in the sense that sometimes if a writing error occurs the outcome may be influenced/spoilt.

3.5.2. Interviews

Interviews were was done through visiting the same group for the second time from the same schools with an intention of checking whether the sampled groups still have the same view. The focus was not more on the number of participants hence figures not stated. The researcher aimed at getting as much information as he can through these processes. According to Terre Blanche et al. (2006: 297) conducting an interview is a more natural form of interacting with respondents than making them fill out a questionnaire, do a test, or perform some experimental task, and therefore it fits well with the interpretive approach to research. The challenge is that the reseacher conducting an interview should not talk much but listen and try to recheck whether he captures the responses correctly.

3.5.2.1 Advantages of interviews

There are advantages of interviews and few are being covered here: Interviews give respondents a chance of getting to know each other better, it is a social research in the real sense of the word as the interviewer is able to clarify the context in which the statement is made, clarity is made immediately through follow ups and is constructive in the sense that it can be taped and be used at a later stage.

3.5.2.2 Disadvantages of interviews

Some of the disadvantages of interviews are that is time consuming, caters only for a certain group or an interview may be bias in selecting the respondents and anyone can be used, therefore getting those who understand the classroom context is always based on the credit of the researcher/interviewer.

3.5.3 Documents analysis

Documents observation also involves going through any document or recorded events such as minutes or reports, programmes, official memos and even archival materials which the researcher believe that may assist in the gathering of information (Refer to Appendix H). Again documents range from private to public and only certain documents will be accessible as some may not depend on an official attitude or conditions attached to them (Creswell, 2007:129).

3.5.3.1 Advantages of document analysis

The researcher was able to get relevant information to the relevant department as the researcher was sometimes there or the information could either be mailed directly to the researcher. Documents observation assisted the researcher to get an idea before hand on what to expect and what information would be necessary at different sites (Refer to appendix H), it helped ti get convincing data that could be used for reference and it promoted a good relationship between the researcher and targeted group or institution.

3.5.3.2 Disadvantages of document analysis

The method becomes expensive in case the research is conducted in a vast area, sometimes involving travelling, needs a lot of time and the researcher's program on collection of data may be disrupted as it could be more procedural. In a large department there could be a lot of stumbling blocs, in case working with small children the researcher may have difficulty reading the handwriting of the participants.

3.5.4 Field notes

Field notes refer to any information collected through engaging anyone who did not get a chance to participate due to several. Berg (2001:159) endorses the above statement by saying it is important to remember that field notes represent an attempt to record everything about an observation period in the field. The researcher may get such a participant through a discussion. Such a participant may be a teacher, member of the community or an SGB member.

3.5.4.1 Advantages of field notes

Field notes help the researcher to be more focused in his research, beef-up data, can be conducted anywhere and anytime. According to Berg (2001:124), field notes are idyllic if the researcher serves as a facilitator and there's also an observer (researcher assistance).

3.5.4.2 Disadvantages of field notes

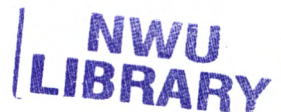
Sometimes the researcher is unable to get an holistic idea and this could influence the planning of the whole process. Sometimes participants use their experience, and they are not informed by any theory or policy. It is too demanding. Sometimes it is difficult to get the researcher assistance to analyse the findings.

3.6 THE ROLE OF RESEARCHER

The researcher has many roles to play in the research. Phori (2009:62-63) mention eight fundamental roles a researcher has to play and only few are mentioned here.

A researcher takes responsibility and action for his own work. Identifying the mapping of the data collection, with special emphasis on all what may be necessary for example setting, the respondents' role, in other words, what will the respondents be engaged with, who will be interviewed or given completion questionnaires and how events will be carried out.

The researcher indicates the type of data to be collected and participate actively in the selection of the group to avoid biasness. Other important aspects are to consider are the steps to be taken to gain entry to the identified setting, noting the sensitivity to be observed on ethical issues and categorizing data collected.



3.7 COVERING LETTER

The covering letter is a tool employed to introduce the questionnaire to the respondents, with the main purpose of getting them to respond to the questionnaire. If the letter explains the purposes and importance of the survey in a professional manner, and if the purposes are worth studying, the respondent will likely become interested in the problem and will be inclined to co-operate (Makaudi, 2009:90). If the population includes minors and there's a possibility of misinterpretation the researcher may read a covering letter to them but the researcher must try to avoid unclear messages in the covering letter.

White (2002:87) identifies the following characteristics in the covering letter that a researcher should note: In a covering letter for the research an element of assurance is being given. Therefore it should reflect the importance of the research and have a clear message.

Another important aspect is that the message should be clear, through indicating that even other people know about it, for example, the supervisor's engagement and relevant structure or department where the research will be conducted. Therefore, it should be accompanied by questionnaires or tools to be used and any other element that will show ethics of the research should be included so that some misunderstanding and fear of participants are cleared.

3.8 TRUSTWORTHINESS OF THE STUDY

The question of trustworthiness of the study was addressed through the usage of the data received from the Grade 4 learners and their teachers as they are the most affected group. It was also based on authentic information from other sources such as books, thesis and on recent documents. Mouton (2001:138) states that research for truth or truthful knowledge is the overriding goal of science and further state that the aim of science is to generate truthful (validity and reliability) descriptions, model and theories of the world.

3.8.1 Credibility

Credibility is based on whether the research indicates validity or not (Refer to 4.2.4). Denzin and Lincoln (2005: 528) describe credibility in five key statements which are in the form of questions. The first question is, "has the researcher achieved intimate familiarity with the settings of the topic?" The answer is "yes: in the sense that he used sources, for example, LAIP records. The second question is, "are the data sufficient enough to merit the researcher's claims?" The answer is affirmative as recent documents and books were used and acknowledged. Lastly, "are there strong logical links between the gathered data and the researcher's argument?" This was then also debated in the observation. Three of the five main questions have been explained in this section.

3.8.2 Transferability

According to Terre Blanche *et al* (2006:381), transferability or transferential validity refers to the ability of the account to provide answers in other contexts and to the transferability of findings to other contexts. Emphasis under

transferability is for the research findings to be used in another context. In this research the findings will be able to be used in another context or another area.

3.8.3 Dependability variability

Terre Blanche et al. (2006:43) state that dependability variability means that the variables are more on what leads to that situation while an independent variable is the opposite. Independent variables indicate that the experimenter manipulates to determine its effect on the dependent variable. Therefore, the researcher is trying to find out whether poor performance of the Grade 4 learners is through the non-usage of media in a class or not.

3.8.4 Triangulation

According to David and Sutton (2004:371), triangulation is approaching the same topic from a number of different approaches; triangulation may involve the use of more than one researcher or research team, more than one round of data collection, different types of data collection or different theoretical frameworks. Interviews and questionnaires are employed but they both record what people say or write in response to a statement. Triangulation refers to the attempt to get a "true" fix on a situation by combining different ways of looking at it or analyzing different findings (Silverman, 2000:177). An example in this research is the application of research questionnaires, research interview and institutional documents.

3.9 ETHICAL CONSIDERATIONS

The researcher asked permission to go and conduct research in schools. Letters showing permission for conducting a research were made from the relevant institution, the Department of Education and even to the affected schools where the research was conducted (Refer to F,G,I and J). Wisker (2001:47) reflects that many dissertations and theses have ethical considerations, further stating that these will be particularly complex when you are using human subjects for protection of their identity of those who give you information from questionnaires, focused groups and interviews. Copies are attached as Appendix A, G, I and J. The questionnaire clearly states what is expected out of participants (Reference to Appendix A and F).

3.9.1 Protection from harm

According to Wayne and Stuart (2001; 49), ethical considerations take care to avoid harming people, having respect for their privacy, respecting them as individuals and not subjecting them to unnecessary questions. Participants are assured that only where an element of confidentiality is being at stake, names won't be mentioned at all but rather letters would be used for naming either schools or participants to avoid harm.

3.9.2 Informed consent

According to Leedy and Ormond (2005:115), a research involves many people and requires access to and use of resources far beyond ones own. A consent form or a letter stating what the researcher wants and how such information will

assist in the development of a particular area of interest is sufficient. The researcher needs to sell his idea.

3.9.3 Permission for conducting the research

Permission for conducting a field study or needing information from those who are employed or serve in a particular structure is of outmost importance (see appendix I and J). Proper channels need to be followed to get entry to participants' understanding that each and every structure has its own code of conduct and also acknowledging the right of each individual to take part or not.

3.9.4 Confidentiality

According to Berg (2001;57), confidentiality is an active attempt to remove from the research records any element that might indicate the subjects identities while anonymity means that the subjects remain nameless. Both confidentiality and anonymity aim at making sure that the researcher get as much information as he can with the intention of beefing up the research. Strengthening assurance about confidentiality and anonymity the researcher may substitute the subjects' real names s pseudonym whenever the name is required (refer to Appendix G).

3.10 CONCLUSION

Chapter three summarized discussions on the following headings: research design and method, role of the researcher, covering letter, trustworthiness of the study, ethical consideration and the conclusion. The qualitative approach is used in order to clarify both research questionnaire and statement of the problem.

Chapter four covers the discussions on the following topics: qualitative and quantitative data analysis, presentation of data, research findings, recording of findings as well as conclusions.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF EMPIRICAL DATA

4.1 INTRODUCTION

In this chapter, data obtained from the learners and teachers through questionnaires, field notes, document observation and interview is presented and analyzed. Focus is only on the empirical study and is presented through discussion, tables and figures. The research focused on the "The effects of Instructional Media on learner performance in Boitekong Rustenburg Area Project Office". The difference between qualitative and quantitative data analysis methods are also discussed under the topics listed below.

4.2 REVIEW OF THE SUBJECTS

Out a population of 578 learners in the three primary schools, half of them (289 Grade 4 learners) were sampled. Only two learners returned uncompleted copies of the questionnaire, hence the total of 287 respondents. Only Grade 4 teachers were sampled for responding to the questions and interviews as they are working with the Grade 4 learners on a daily basis and they were given options to either participate or not. Out of 26 teachers 23 participated. Thus, the researcher concentrated only on 287 Grade 4 learners and 23 Grade 4

teachers. It shows 99.3% participation of learners sampled and 88% of teachers took part. These percentages shown are satisfactory.

4.3 PRESENTATION AND DISCUSSION OF DATA

The researcher interrogated the topic through questions, interviews, field notes and document observation. All the methods for collecting data have been thoroughly used for the sake of developing a composite research. The Press Release (Department of Education) North West of the Province 2009 Results reflecting Grade 3 learners' performance showed that the exit points dropped from 2007 to 2009. The main emphasis is on the dropping of Grade 3 learners' performance in 2008 by 1.37 %, followed by 0.72 drop during 2009. The reasons for the drop might be due to the interruption of classes or learners not taking their schooling very seriously. It might also be due to lot of absenteeism on the part of teachers.

4.3.1 Biographic data

According to the biographic data, respondents' (teachers) ages range from 31 years up to 46 years and above. This shows clearly that the survey is valid due to their experience in teaching or working with learners.

Table 4.1 Biographic and democratic data of teachers

Gender	Number of participants	Number of participants
Males	5	22%
Females	18	78%

Schools	Mark with an X next to your qualification and total of schools		Number of participants	Percentages
Abana			10	43.5
	Matric plus diploma			
	Degree (Ace, BA Ed, BA etc			
	Honours Degree (B. Ed, HED)			
	Masters	X		
Letsibogo			4	17.4%
	Matric plus diploma			
	Degree (Ace, BA Ed, BA etc	X		
	Honours Degree (B. Ed, HED)			
	Masters			
Tshirologang			9	39.13
	Matric plus diploma			
	Degree (Ace, BA Ed, BA etc			
	Honours Degree (B. Ed, HED)	X		
	Masters			
Total	4	3	23	100%

	Number of participants	Percentages
Ethnic		
Tswana	18	78.3%
Xhosa	4	17.4%
Others	1	4.3%
Positions		
SGB	4	17.4%
SMT	7	30.4%
Class teachers	12	52.2%
Age		
25-30 years	0	0%
31-35 years	3	13%
36-40 years	10	43%
41-45 years	8	34%
46 years and above	2	9%

- Gender

With respect to gender, out of 23 respondents there were only 5 males working with Grade 4 learners as compared to 18 females. Table 4.1 reflects the demographic situation in our schools which is 78.3% female teachers and few male teachers being 21.7%. Its implications may be that most of the males taking teaching could see it as a female career. Table 4.1 shows that most of the respondents are female teachers. According to Mayende-Sibiya, (2010:19), women are the bedrock of society. It further states that they are the beacons that lead us, lighting our way into tomorrow. It shows that as women are in the majority, therefore, the findings are more valid and reliable.

- Ethnic group

As far as ethnic grouping is concerned, out of 23 teachers (which make 100%), 18 (78.3%) were Setswana teachers, 4 (17.4%) were IsiXhosa teachers and 1(4.3%) from another racial group. School C had extra Grade 4 Xhosa class, during Xhosa periods, the Xhosa teachers offer Xhosa lessons (Refer to Table 4.1). The Xhosa group is taught by Xhosa teachers especially in their First Home Language and Tswana group by the Tswana teachers during Setswana class but the other Learning Area, English, focuses on the selection of teachers' subjects (medium of instruction). Another reason is that other parents from other ethnic groups choose to register their children either in Tswana or Xhosa classes. The percentages for both Xhosa and Tswana classes have the potential to increase.

The implication is that respondents reflect diversity on the side of teachers, thus switching to the mother tongue is not a problem. The majority of teachers are from the Tswana speaking group, followed by Xhosa and others (Refer to Table 4.1).

- Position or category at school

Out of 23 participants, SGB appointed teachers is represented by 4 (17.4%), class teachers and School Management Teams were represented by 7 (30.4%) and class teachers by 12 (52%) (Refer to Table 4.1). It means the members of staff are aware of what is expected from them. It implies that communication is easy and implementation of both government policies and school programmes are not a problem because the majority of staff members, which is fifty two percent (52%), have easy access to information. It means that if SMT or SGB receive a mandate from other sources or from the upper structures it becomes easy to cascade it to the functional level.

- Names of schools

Out of twenty three (23) respondents, Tshirologang occupies thirty-nine percent and Letsibogo twenty-six percent and Abana scored thirty-five percent. The reason may be that participants were given the option to choose whether to take part or not (Refer to Appendix B).

- Age of teachers

The age of teachers, starts from 31 to 35 years scoring thirteen percent, 36 to 40 years scored forty-three percent, 41 to 45 years scoring thirty-five percent and 46 years and above scoring nine percent. This shows that the information given is more appropriate in the sense that majority of participants are between 36 to 40 years, followed by 41 to 45 years with 35%. It means that they are more experienced on working with learners and that they are also energetic. Another reason is that they are able to look for more relevant information in order to produce good results (Refer to Table 4.1). The scores for 25-30 years is zero percent.

4.3.1.1 Questionnaire and discussions

The discussion below is based on Table 4.2 questionnaire to teachers. The bulleted statements represent information from the questionnaire.

- A learner performs well in a lesson where Instructional Media is used.
The majority of teachers agree with fifty-two percent , followed by strongly agree with twenty-six percent, both NA and NS scored nine percent each and four percent SNA. The scores imply that Instructional Media helps learners to perform well.

- Most teachers opt for teacher-centred approach because communication is a barrier in Grade 4. Out of the total of hundred percent, forty-three percent respondents Agree, followed by thirty-five percent with SA, nine percent with for both NA and NS scored and lastly, four percent four percent for SNA. It implies that teacher-centred approach is still used, because learners do not have the basics for mastering First Language Additional (Refer to 2.10).
- The Intermediate Phase (Grade 4 class) is a critical emotional period and learning is not taking place as would be expected. Eleven participants (48%) agree, followed by 5 participants (21%), three (thirteen percent) Not Agree and both Strongly Not Agree and Strongly Agree scored two (nine percent). The introduction of nine Learning Areas and nine text books make Grade 4 to be a critical emotional period as compared to those in Foundation Phase. The 2010 Grade 4 learners were not used to carrying books to school in Grade 3. Learners are not inducted into Grade 4 or oriented to understand that they are from one phase to another phase. In Grade 3 (Foundation Phase), learners are used to have three Learning Areas namely Numeracy, Literacy and Life Skills only (Refer to 2.10.1). From Grade 4 onwards they have nine Learning Areas.
- Having specialist teachers in Intermediate Phase help learners to progress well. Out of twenty three (hundred percent), fifty-two percent strongly agree, followed by seventeen percent agree; both NA and SNA scored thirteen percent each and NS, five percent. Teachers prefer specialist teachers in Grade 4, because of the problems they encounter with the Grade 4 learners. Fifty-two percent means that the majority agree and this could be because learners get adjusted to the situation during the second term of the year and only then starts to understand what is expected from them.

- Does parent-teacher collaboration close the gap in language of teaching and learning? Out of a hundred percent both A and SA scored 30%, followed by twenty two percent NS, followed by thirteen percent NA and, lastly, SNA with five percent. Both A and SA show that there is a need for teacher collaboration and for those learners whose parents assist their children, their performance improved. But for parents not collaborating with teachers or do not understand what is expected from them, the outcome is the opposite. Some do not honour invitations where they have to discuss their children's progress report and get embarrassed at the end of the year. Thus frustrating their children even more, hence impacting on learner performance (Refer 2.11).
- A learning environment refers to any place where constructive collaboration amongst the learners taking place. Sixty percent of respondents agree but, both NS and SA scored eighteen percent each, followed by four percent SNA and zero percent NA because wherever one passes there are lots of information either from the adults or other media (Refer 2.10). Sixty percent agree that a learning environment improves learner performance through constructive collaboration amongst the learners.
- The Constructive approach focuses more on meaningful learning. Meaning makes one to develop interest in a particular aspect. The majority (57%) agree with the statement, followed by twenty six percent NS, seventeen percent SA, both NA and SNA scored zero percent. The fifty-seven percent implies that without taking learners' interest into consideration, the Constructive approach can not take place nor can their interest be catered for and, therefore the teacher as a professional must make sure that their interest is catered for when planning (Refer to 2.3).
- Teachers have the capacity to encourage and instill motivation on learner performance. In response to this statement, 61% strongly agree,

followed by twenty six percent with A, thirteen percent NS while both NA and SNA scored zero percent. It implies that, a teacher is in a strategic position to encourage and instill motivation on learners to perform well, even if their parents do not support them. It also implies that learners must be helped to strive for excellence and the community must instill the core values of truth, empathy, respect and service others in them, (De la Ray, 2010:9).

- Not all learner performance reflects their effort. Both NA and SNA scored zero percent, followed by thirty percent for NS, forty-four A, and twenty six percent for SA. The majority of respondents agree but this is not a convincing percentage. It means at least, most of them reflect their efforts but not all, acknowledging that there are those who play during group work or those who copy from others.
- LOLT is a barrier in Grade 4, because it is not favouring the community in Boitekong. Both NA and SNA scored nine percent, NS four percent while both A and SA scored thirty nine percent each. The score of thirty percent for both agree and strongly agree does not mean that LOLT, even if it does not favour the community of Boitekong, is a barrier which impacts a lot on their performance; but it means it can be managed.
- SGB contribution to LOLT is minimal in Boitekong. Thirteen percent indicate NA, followed by zero percent for SNA; NS scored twenty-two; A scored forty-eight and SA seventeen percent. Agreeing is closer to fifty percent but is not convincing to conclude that they SGB members contribute minimally to LOLT in Boitekong. Therefore one can not conclude positively on this point.
- Most teachers are not aware of their schools' key areas of excellence. Twenty-six percent was the score for NA, nine percent for SNA, NS scored twenty-six and A scored thirty-five while SA scored four percent. All the scores ranged between four percent and thirty-five percent. Not one

school was closer to fifty percent and therefore teachers might not be aware of their schools' key areas of excellence. The reason may be that these areas of excellence are not recorded in writing.

- Presenting activities in a multiple language enhances learning in that area. NA has a score of 0%, four percent for SNA, twenty-two for NS and fifty-two percent for A while twenty-two percent is for SA. Fifty-two percent is a convincing score to agree that really presenting activities in multiple Languages enhances learning in that area.
- The Grade 4's medium of instruction should be 50% for mother tongue and 50% First Language Additional. The score was four percent for NA, both SNA and NS scored nine, forty-three percent for A and thirty-five percent for SA. It implies that the majority of participants agree that in Grade 4 the medium of instruction should be fifty percent for mother tongue and fifty percent for the First Language Additional. Therefore, language should not be a barrier especially in the case of giving learners feedback and an opportunity to give feedback orally or acknowledging that written work may have different interpretations.
- Media helps teachers to be more focused when planning their lessons. Ten percent is the score for NA, zero percent is for SNA, seventeen percent is for NS and forty-three percent for A, while thirty percent is for SA. The majority of the participants agree, followed by strongly agree because reasons might be because when preparing they have the media at their disposal to motivate them. It means positive learning takes place in case such a media is displayed or mounted on a notice board or in a place where learners can see them while passing by.

Table 4.2 Summary of teachers' responses

	Statements	NA	SNA	NS	A	SA
A	A learner performs well in a lesson where Instructional Media is used	00(0%)	3(13%)	2(9%)	12(52%)	6(26%)
B	Most teachers opt for teacher-centred approach because communication is a barrier in Grade 4	2(9%)	1(4%)	2(9%)	10(43%)	8(35%)
C	Intermediate Phase (Grade 4 class) is a critical emotional period and learning is not taking place well.	3(13%)	2(9%)	5(22%)	11(48%)	2(9%)
D	Having specialist teachers in Intermediate Phase helps learners to progress well	3(13%)	3(13%)	1(4%)	4(17%)	12(52%)
E	Does parents-teacher collaboration close the gap in the language of teaching and learning (LoLT)?	3(13%)	1(4%)	5(22%)	7(30%)	7(30%)
F	A learning environment refers to any place where constructive collaboration amongst the learners takes place.	00(0%)	1(4%)	4(17%)	14(61%)	4(17%)
G	Constructive approach focuses more on meaningful learning.	00(0%)	00(0%)	6(26%)	13(57%)	4(17%)
H	Teachers have the capacity to encourage and instill motivation in learner performance.	00(0%)	00(0%)	3(13%)	6(26%)	14(61%)
I	Not all learner performances, reflects their effort.	00(0%)	00(0%)	7(30%)	10(43%)	6(26%)
J	LOLT is a barrier in Grade 4, because it is not	2(9%)	2(9%)	1(4%)	9(39%)	9(39%)

	favouring the community in Boitekong.					
K	SGB contribution to LOLT is minimal in Boitekong.	3(13%)	00(0%)	5(22%)	11(48%)	4(17%)
L	Most teachers are not aware of their schools' key areas of excellence.	6(26%)	2(9%)	6(26%)	8(35%)	1(4%)
M	Presenting activities in a multiple language enhances learning in that area.	00(0%)	1(4%)	5(22%)	12(52%)	5(22%)
N	Grade 4 medium of instruction should be 50% for mother tongue and 50% First Language Additional	1(4%)	2(9%)	2(9%)	10(43%)	8(35)
O	Media help teachers to be more focused when planning their lesson.	2(9%)	00(0%)	4(17%)	10(43%)	7(30%)

Key 1=NA (Not Agree), 2= SNA (Strongly not Agree), 3=NS (Not sure), 4=A (Agree), 5=SA (Strongly Agree).

Table 4.2 gives a summary of teacher responses to the questions in the questionnaire. It shows the number of respondents who responded to a particular statement and each is discussed or interpreted (Refer to 4.3.1.1). Most respondents agree followed by strongly agree.

Table 4.3 Summary of learners' in school A-C responses

No.	School A	School B	School C	Percentages	Consolidated responses
1	Yes	Yes	Yes	100%	No (0%) Yes (100%)
2	No	Yes	Yes		No (33.3%) Yes (66.7%)
3	Yes	Yes	Yes	100%	No (0%) Yes (100%)
4	Yes	Yes	Yes	100%	No (0%) Yes (100%)
5	No	Yes	Yes		No (33.3%) Yes (66.7%)
6	Yes	Yes	Yes	100%	No (0%) Yes (100%)

7	Yes	Yes	Yes	100%	No (0%) Yes (100%)
8	No	No	No	100%	No (100%) Yes (0%)
9	Yes	No	No		No (66.7%) Yes (33.3%)
Total	67% Yes 33% No	78% Yes 22% No	78% Yes 22% No	74.3% Yes 26% No	

Table 4.3 above shows the consolidated responses from the interviews for schools A-C (Summary for learners' responses). The questions for learners' interviews are in Appendix C. Variation in percentages appears only in statements two, five and nine. It means that groups of learners differ while on other statements agree hundred percent. (Refer to Table 4.3). Both schools B and C scored seventy-eight percent out of the nine statements while School A scored sixty-seven percent out of the nine statements (Table 4.3).

School A differs from both Schools B and C on statement number two. Both schools B and C scoring 66.7% with yes and School A, no with 33.3% on the statement that says: "we understand a lesson when using media with illustrative pictures". The argument is that, for them, to understand depends on how a teacher presents a lesson while School B and C argue that even when they learn on their own they will always understand a lesson or reading a book with pictures.

Both Schools B and C support the view in statement number five while School A totally disagrees, stating that as members, they know that some members do not really contribute while others argue that it is the responsibility of the group to make their members contribute because if they contribute they will score more marks and have a deeper understanding of the subject matter.

In a statement number nine, School A believes that having each portfolio book for each learning area is a problem in their Grade while Schools B and C have a

different view. Their reason is that Schools B and C state that it is an individual's responsibility to manage his or her books while School A argues that, they set an example to show that it is a problem they end up writing on pages and such papers end up being misplaced and when needed for moderation they are nowhere to be found.

Table 4.4 Grade 4 LAIP document for School A-C from 2007-2009

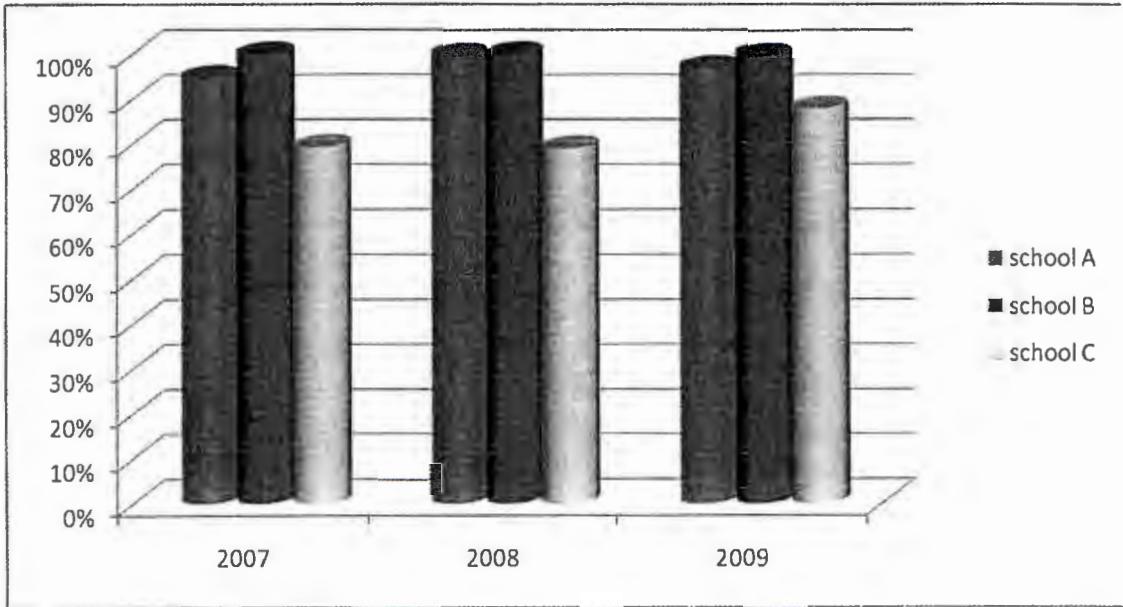
Year	School A	School B	School C
2007	198- 187 (94.8%)	196-196 (100%)	133-111 (79.3)
2008	192-182 (100%)	199-199(100%)	155-128. (79.01%)
2009	152-147 (96.7%)	181- 181(100%)	207-182 (87.9%)
Total	532-516 (97%)	576-576 (100%)	495-421 (85.05)

Table 4.4 and Figure 4.1 show LAIP for Grade 4 learners showing that School A scored total of ninety seven percent, School B scored hundred (100%) percent and School C eighty comma five (80.5%) percent. The 100% score for School A maybe because they use constructive approach and maybe because majority of the learners are taught by the Tswana teachers whom language is not a barrier, while in School C maybe the teachers had to know all the languages because not all learners who are doing Isixhosa have that language as their mother tongue and the same applies to the Tswana learners.

In Figure 4.1, School A reflects learners pass percentage being inconsistence in terms of learner performance. It started in 2007 between 90% and 100%, increasing to 100% in 2008 and dropping drastically in 2009. School B scored 100% in both 2007 and 2008 while in 2009, performance dropped to 80%. In School C learners scored between 95% and 100%, in 2008 they scored 100% while in 2009 learners scored between 85% and 90%. The scores in the graph are only average percentages. The graph shows inconsistence in terms of

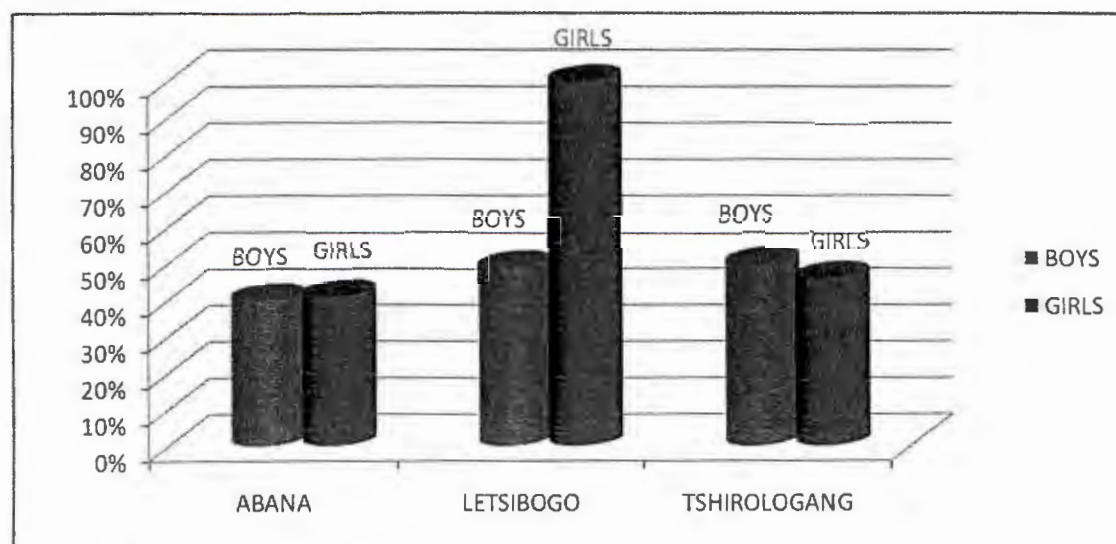
learners' performance from 2007 up to 2009. The learners' performance is dropping. It reflects School B as the highest one which had hundred percent from 2007 to 2009, followed by School A and followed by School C.

Figure 4.1 Grade 4 LAIP Results from 2007-2009 for School A-C



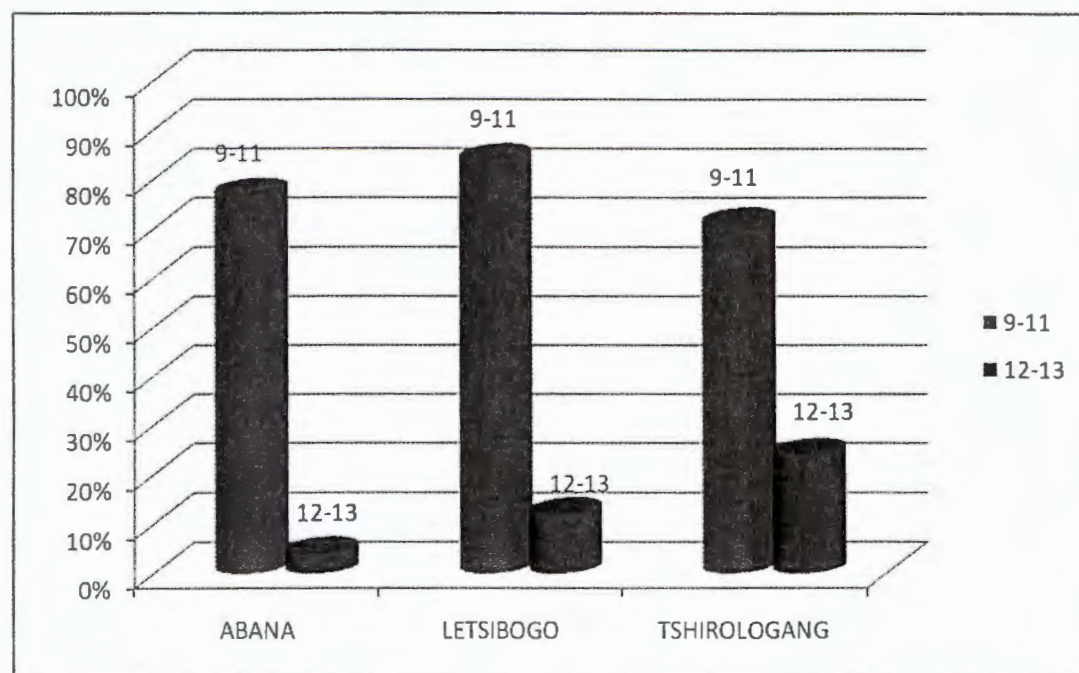
LAIP results discussion outline and discussed using Table 4.4.

Figure 4.2 Gender of the three schools



The three schools reflected in the Figure 4.2 and Table 4.6 illustrates the number of participants in terms of Gender and Age. Sampling was based on systematic random sampling, both Figure 4.2 and 4.3 show that the number of girls and boys ranges from 40 to 100%. It is half of boys and girls in each school, but in Letsibogo majority of participants are girls. The reason is that the researcher used random sampling and Grade 4 classes have majority of girls. Data shows School C having high number of participants, maybe because it offers three languages of instruction which are Xhosa, Tswana and English (See Table 4.1 above).

Figure 4.3 Grade 4 respondents in terms of age group



From Figure 4.3 age 9-11 group is highly represented in the study. It is valid and realistic in the sense that most of the learners start a Grade 1 at the age of 6 or 7 years. Others may be 11 years of age because they had to be retained in Foundation phase if they fail to meet the promotional requirements, while others are also repeating Grade 4. This may lead to more than 50% learners in Grade 4 between of 9-11 years in Intermediate Phase.

Table 4.5 Biographic data for learners

Gender	School A	School B	School C	Total	%
Girls	40	49	50	139	51
Boys	41	46	46	133	49
Total	81	95	96	272	100
Age	School A	School B	School C	Total	%
9—11	77	84	71	232	85.3

12—13	4	12	24	40	14.7
Total	81	96	95	272	100

- Age group representatives and discussion

The majority of participants fall in the required group. Figure 4.2 and Table 4.5 reflect all schools showing a high number of participants falling between age 9-11years. In the Figure 4.2, Tshirologang also shows a high number on age 12-13 years, followed by Letsibogo - the reason might be that Tshirologang offers three languages as medium of instruction and is closer to an extension started as an informal settlement but turning to be a formal settlement. Letsibogo is in the centre of Boitekong and hence came second. Abana is mostly supported by majority of learners from Boitekong Extension five and six, because is in two extensions. Other learners are travelling from other extensions because of IsiXhosa to Tshirologang School as it is the only school offering Setswana and Isixhosa. Those who must not be accommodated due to language as a barrier, are just admitted and some start schooling being above age.

4.6 Summary of learners questionnaires for school A, B and C

	• Araba ka go tlhopha go tswa mafokong a mararo a. • Phendula imibuzo ngokuketha kula magamaangentle • Answer by choosing one from the three possible answers given.	Ee Ewe Yes 3	Nyaa Hayi No 2	Ga ke itse. Andiqinisikaye. Not sure 1
1.	Thuto ke fa ngwana a tsaya karolo go feta morutabana.	289	00	00
1.	Ukkufundisa kuxa abafundi basebenza ngukuzimisela ezifundwene zabo.			

1.	We participate in a lesson when the lesson caters for all the senses.			
2.	Thuto mo mophatong wa Grade 4 e ka siame ga e dirwa ka loleme laga mme.	189	80	20
2.	Apha kwibanga lesine nifuna ukufundisiwa ngolimi lukamama na (ngolweni lwenkobe).			
2.	Learning in Grade 4 should be in mother tongue.			
3.	Re tlhaloganya serutwa sentle ga re dira ka dibuka tse dinang le ditshwantsho.	200	50	39
3.	Ingaba xa sifunda siqonda kakuhle izifundo xa kusetyenziswa imifanekiso okanye xa singa sebenzisi imifanekiso na.			
3.	We learn effective in the lesson when using media with illustrative pictures.			
4.	Setlhogo se nna le bokao fa re dira ka ditlhopha.	160	90	39
4.	Siyakuyela ukufunda ngamaqela.			
4.	Is learning effective when we learn in groups, all group members contributing to the completion of the activity.			
5.	Aa, maduo a a fiwang maloko a setlhopha a siame.	180	59	50
5.	Ingaba amanqaku owanikwa xa nesibenza ngamaqela alungile na ?			
5.	Are the marks allocated for group members fair.			
6.	A go tshwanetse go fa ngwana mongwe le mongwe tiro mo setlhopheng, e tliša ko	170	80	39

6.	maduo a a tshwanetseng. Imisebenzi enikwa amaqela inikwa amanqaku afanelekiyo.			
6.	Is giving each learner in a group an activity, leading to fair allocation of marks.			
7.	Aa, thuto e re tswela mosola ga re rutiwa ka dilo tse re dibonang tsatsi lengwe le lengwe.	280	00	09
7.	Ingaba izifundo uziqonda kakuhle xa ufundiswa.			
7.	Is learning more meaningful if it is related to real life experience.			
8.	Dithusa-thuto tse dinang le ditshwantsho tse dinang di re thusa gore re kgone go dira re le nosi.	289	00	00
8.	Ingaba iincwadi ezinemifanekiso zinceda abantwana ukuba basebenze ngokuzimela.			
8.	Media with illustrative pictures help us to work independently.			
9.	Aa, o nagana gore tirisano mmogo ya barutabana le batsadi e tokafatsa kamoo re dirang ka teng.	190	70	39
9.	Ingaba ukusebenzisana kootitshala nobazali kunceda ukusebenza kakuhle kufunda.			
9.	Do you think parent participation in your school work improves your performance?			
10.	Aa, o akanya gore gonna le buka ngwe le ngwe mo serutweng sengwe le sengwe go tlisa mathata (tse robongwe).	80	200	09

10.	Ingaba ukuba nemisebenzi eyohlukileyo ngokwezifundo zabatwana iyingxaki.			
10.	Do you think having each portfolio book for each learning area contribute to the learner performance?			

A summarized discussion for both learners' self-administrative questionnaires and learners' interviews discussed under 4.3.1.2 are included because they supersede each other. The interview was conducted to the same group for validation purposes.

4.3.1.2 Learners responses to interview questions

Collection of data was done using the group approach for Grade 4 learners in the form of discussions from the sampled schools. It was done as a second approach aiming at validating their first responses and number of participants was not an issue. These are their responses:

- We participate in a lesson when the lesson caters for all the senses.
All the learners from School A, B and C responded positively to the statements, argued that as much as they are sometimes unable to hear or relate to what the teacher is teaching but they can easily participate in the lesson.
- Learning in Grade 4 should be in the mother tongue. The majority of learners in three schools agreed that "Learning in Grade 4 should be in the mother tongue" stating that at times they want to respond knowing the answer but due to the language of instruction being English and not knowing what to say they act as if they don't know anything. Few said it must continue to be offered in English except during the Xhosa or Tswana

period - the reason being that they have to struggle using it. The implication is that it does not mean if learners are not responding positively, they do not have the answer but rather that language is a barrier.

- We learn effective in the lesson when using media with illustrative pictures. All learners agreed that they understand the lesson better when using media with illustrative pictures. It implies that learners are involved to the extent that they are able to discuss the pictures or draw them as an indication of understanding what the picture is all about.
- Is learning effective when we learn in groups and all the group members are contributing to the completion of the activity? In all the schools sampled learners had different views; some said that only few learners lead the groups and are active while others remain passive and others said it only depends on the way a topic is presented.
- Are the marks for group work fairly given? Almost all agreed to the statement. The argument is that if they all bring their books or portfolios at the same time, there's no way they can get different marks.
- Is giving each learner in a group an activity, leading to a fair allocation of marks? The majority from School A, B and C agreed that groups work and in cases if fairly monitored there's no way marks can not be fairly allocated. Some are of the view that if they are each given an activity, there is no need of regarding it as group work.
- Is learning more meaningful if it is related to real life experience? One hundred and seventy nine responded and answered in the affirmative and seventy disagreed, while thirty percent was of the meaning that they did not know. The reason may be because most of them believe in something tangible.
- Media with illustrative pictures help us to work independently. All agreed that "Media with illustrative pictures help us to work independently". The

emphasis is that, when learners have leading questions they get the idea and are able to work independently. The reason might be because they are able to deduce their own meaning and because pictures enforce creativity.

- Do you think parent participation in your school work improves your performance? In this statement there were two different views, the majority said yes, followed by those who have another view stating no. Most agreed by stating that such involvement encourages them to keep on par with the teacher. The second group was of the opinion that it depends on the learner himself because he performs well even if his parents are unable to assist them, stating that some parents don't know anything.
- Do you think having each portfolio book for each Learning Area contributes to learner performance? Yes, because they (the learners) are many and we are unable to get all the books for all the Learning Areas, sometimes they need to buy extra books and sometimes they do not buy them. Some said no, indicating that learner's portfolio had nothing to do with performance. They stated that hence they are in Grade 4, their books need to show that they are in another phase. It implies that having each book or portfolio for each Learning area is not a problem.

4.3.2 Responses from teachers' interviews

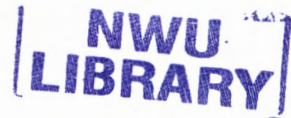
Responses from the teachers' interviews conducted in groups cover questions followed by responses. They cover planning, approach, participation, psychological and teachers' roles.

4.3.2.1 Planning

- Learners perform well in a lesson where Instructional Media is used. Responses: All from School A, B and C agreed, indicating that learners can read even in their mother tongue.
- Presenting activities in a multiple language enhances learning in the area. All responded with yes, reasoning that those who can not grab the meaning through the language of teaching and learning can be included through other languages.
- Grade 4's medium of instruction should be 50% for mother tongue and 50% First Language Additional. Responses: Not all have the same view. Some state that such an approach has failed, while others' view is that such an approach is not based on individual but on collective act and in case there is no collaboration amongst parents, teachers and learners such an approach bears unfavourable results.
- Media helps teachers to be more focused when planning their lessons. Response: All agree that it has an impact, the reason being that such a planning assists a teacher to come up with relevant examples during the lesson.
- Learning environment refers to any situation where constructive collaboration amongst the learners takes place. Responses: All agree, stating that learners had to communicate and participate but such an approach is driven by the teacher so that it becomes productive.
- Not all learner performance reflects their effort. Response: Yes, others copy, especially in case where monitoring is not taking place.

4.3.2.2 Approach

- Most teachers opt for teacher-centred approach because communication is a barrier in Grade 4. All teachers responded with yes.
- Having specialist teachers in the Intermediate Phase helps learners to progress well. Responses: No, failed.
- Constructive approach focuses more on meaningful learning. All from three schools responded with yes, stating that learners at Grade 4 are still more active, acting based on their sensory perceptions.



4.3.2.3 Participation

- Does parent-teacher collaboration close the gap in the language of teaching and learning? Response: All responded with yes, but only few parents participated.
- SGB contribution to LOLT is minimal in Boitekong. Response from teachers in School A, B and C responded with yes, stating that some are new and those who are experienced contribute a lot. Those who are new do not have an understanding of how LOLT contributes to learner performance except using their background knowledge.

4.3.2.4 Psychological

- The Intermediate Phase (Grade 4) is a critical emotional period and learning is not taking place well. Response: Yes, because any new situation is frustrating especially if not properly monitored or managed.
- LOLT is a barrier in Grade 4, because it is not favouring the community in Boitekong. Response: Yes, but the main problem is that, only two Languages of learning and teaching (LOLT) are used in some schools

three languages were LOLT being used. The different home languages impact on teaching and learning.

4.3.2.5 Teacher's role

- Teachers have capacity to encourage and instill motivation in learner performance. Response: All agree, stating that in case of teacher understanding the community around, learners form part of the community and have an influence on their performance.
- Most teachers are not aware of their schools' key areas of excellence. Response: Yes, even if not all keep on reflecting on them when teaching.

Table 4.7 Responses from School A-C observation

No.	Mark an X in appropriate column	School A	School B	School C
1.	Are 2007-2009 progress results available?	Yes	Yes	Yes
2.	Is a programme for foundation for learning available?	Yes	Yes	Yes
3.	Does a programme for foundation for learning indicate challenges they encounter during implementation?	No	No	No
4	Does each school have a monitoring team and tool for foundation for learning?	No	No	No
5	Is there any assistance from the DOE in making sure that instructional media are available in schools?	Yes	Yes	Yes

The summary in Table 4.6 shows that there's no common approach in school programmes and there is no monitoring instrument followed in schools. It implies that some programmes are just there or developed with a good intention but because of lack of enough manpower they end up not being implemented (Refer to Table 4.4 Grade 4 LAIP document for Schools A-C from 2007-2009 analysis).

4.4 RESEARCH FINDINGS

The researcher went through all the responses and developed meaning out of each of them.

4.4.1 Discussion of research findings

Argument one

The findings from the teachers indicate that most of the learners are no longer anxious to know about what is being taught at school while others argued that learners are anxious. The main problem here is that what is being taught to them does not make meaning to them.

The reason might be that most of them seem not to understand or connect schooling with work because some of those elders working maybe telling them that the work environment is totally different from what was taught at school. They also see this environment through the media such as television, newspapers and magazines. The meaning, to them, is that schooling should prepare them to go and work.

Argument two

Some teachers indicated that lots of changes that take place at school ultimately affect learners' progress especially in the case where such a change has not been planned. Their concerns remain that any change such as the loss of one teacher or the absence of a teacher due to either being on leave or for other reasons, creates a disturbance in the routine of the learners.

4.4.2 Learners from the three schools

Learners prefer that their mother tongue be considered during the lesson especially in other Learning Areas. Their argument is that teachers mark their correct work wrong instead of finding out from them why they answer in a particular way or what they mean and this discourages them completely, for example, a learner reporting started by writing, "Holl my name is ditebogo letsholo I am it ASBC one wind and cool the house four down and the people hed I see next time babea". What he meant was: "Hello! I am Ditebogo Letsholo. I am ASBC reporter. The wind came once and it destroyed four houses. This is the end of our broadcast. See you next time babe".

4.5 RECORDING OF FINDINGS

4.5.1 Learners' interviews (Findings from learner's' interview).

4.5.1.1 Findings on question 1 (Finding from Interview Table 4.3).

Non-participating does not mean learning is not taking place at all or not understanding.

4.5.1.2 Findings on question 2.

Language is a barrier to communication.

4.5.1.3 Findings on question 3.

Visual materials make a lesson more meaningful.

4.5.1.4 Findings on question 4.

Learners need help in order to do their work.

4.5.1.5 Findings on question 5.

Copying is eminent in Grade 4 learners.

4.5.1.6 Findings on question 6.

Instructional Media improves learner performance.

4.5.1.7 Findings on question 7.

Parent-teacher collaboration is critical to learning.

4.5.1.8 Findings on question 8.

In these findings, lots of learner's' portfolios in Grade 4 classes are problematic.

4.5.1.9 Findings on question 9.

Findings from the literature are that learning takes three components, namely work, learner and teacher.

4.5.1.10 Findings on question 10

Findings from teachers and the literature indicate that every great and creative person has a great teacher.

4.5.1.11 Findings on question 11

Findings from learners and the literature indicate that learners learn when they involve almost all the senses (Refer to 2.8).

4.5.1.12 Findings on question 12

Findings from FFL document for school A-C from 2007-2009, show that there is lack of monitoring or resources.

4.5.2 Discussions of some of the findings

- In most Grade 4 classes the use of printed or non-printed materials is very minimal.

In most classes there are no posters and books are kept in staffrooms or packed in a corner inside the classroom. Learning only takes place during the presence of the teacher or during the period of lesson presentation. It means that there's no accidental reading or learning to the extent that only a few can relate answers pasted onto the bulletin board to those expected in class activity. Learners are not even aware that they can use those books in the absence of the teacher. They always wait for the teacher to lead them.

- Learners need more attention in Grade 4, fail by the approach used by the teacher or the system.

Most of the learners in Grade 4 need more attention in the sense that they are from the Foundation Phase, where they used to be taught by one teacher in three Learning Areas. From their previous class, they used to have three Learning Areas namely; Numeracy, Literacy and Life Skills.

There is not much written work in the Learning Areas, hence some end up using new books each and every term. The teachers need to go to the extent of assisting them in identifying their portfolios for the particular Learning Area. Some will remember the book only when given a clue by the teacher.

- Teachers are not conversant with new developments.

Some teachers are not conversant with the new developments in the sense that they are not using different approaches but use teacher-centred approach which is characterized by top down strategy. This makes the learners to be excluded from the lessons.

- Constructivist approach is not used.

Teachers must make sure that they use the constructivist approach. They must try by all means that even their lessons are constructed in such a way that they will easily link to the previous knowledge of the learners.

- Language enhances learning.

Language enhances learning but creates confusion in the sense that the learners were taught in the mother tongue in the Foundation Phase but they answer their external question paper in First Language Additional (English). For learning to take place, spelling errors, especially where learners use their mother tongue in responding must be treated with the sensitivity it deserves because it discourages participation during the lesson. Most learners are not able to identify the difference between English words and their home language words or they will just write them according to how they pronounce them.

4.6 RECORDS

4.6.1 Schools Grade 4 documents

Fifty percent (50%) of valuable information such as learners' portfolios, teachers' portfolios and learners' resource books were taken for validation purpose and indeed, Instructional media such as posters, models and pictures were used.

Learners' performance seems to improve based on 2007-2009 records and teachers giving more time on teaching and less on administrative issues. The emphasis is that their responsibility is to teach (See Table 4.4 Grade 4 2007-2009 Results from School A-C.).

4.6.2 The NWPG MEC for Education Press Conference Grade 12 Results, Analysis 2009

The report detailed the performance of exit points for learners in all the phases (Tselapedi, 2010:3). The researcher focused on Grade 3 as the exit point for the Foundation Phase, leading to the entrance point for the Intermediate Phase. The results dropped from 2007 to 2008 by 1.1% and 2008 to 2009 by 0.72 (Refer to Table 4.7). The drop of results might be because of several reasons such as:

- Grade 3 wrote two Learning Areas (Numeracy and Literacy) for Provincial Annual Assessment prepared by the National Ministry and the remaining Learning Area (Life Skills) was prepared by North-West Department of Education.

- In 2007, both the National Annual Assessment and Provincial Annual Assessment were introduced for the first time and there were not many resources to monitor its application because, it was new. Therefore, 2008 and 2009 monitoring tools were intensified. Everyone was then clear on the expectations through those assessments.
- Learners wrote in Second Language Additional, while being taught in their mother tongue.
- Duration for the common paper during exam.
- Only 95% of the schools submitted their progress promotion statistics and maybe another 5% attached to this dropping and the call by the national Minister that Grade 3 and 6 must obtain a minimum of 50% in the two areas, numeracy and literacy (Tselapedi, 2010:5).

Table 4.8 Grade 3 Performance (extract MEC-press release 2009)

Year	No. enrolled	No. progressed	Percentage
2007	68 112	61 585	90.4%
2008	66 225	58 958	89.03%
2009	60 300	53 252	88.31%

4.7 FIELD NOTES

Field notes were done through discussion with teachers in general, focusing on primary teachers and not on a particular phase. Teachers in general have different views; some are factual basing their argument on government education policies, while others based their argument on their experiences. They argued that mother tongue does not prepare a learner to be a competitive adult

in future. They based their argument on the background that mother tongue was used before but never instilled at all.

They reflect that mother tongue sidelined learners not to participate in the country's mainstream economy, mentioning an example that Geography (Bonatetsi a Tswana name) was presented in Setswana and never produced any opportunity to the learners especially to further their study or get jobs. They argue for 50% mother tongue and 50% English First Language Additional while others concur with the idea that in terms learner participation, teachers have to contribute 20% while learners have to contribute 80% on their academic activities especially in the classroom. The argument is that learners can participate or contribute fully during lessons because they understand or are fluent in their mother tongue and can express themselves confidently.

While some people argue for using 50% mother tongue and 50% English First Additional Language in Grade 4, teachers shift the usage of English to another Grade and they will never address this communication barrier. Others argue that teachers must use learning materials during the lesson as a weapon to fight the language barrier. They argue that some learners even have communication problems in the usage of their mother tongue.

On the issue of Grade 4 specialist teachers, 90% of the respondents view that it does not work. They argue that they have specialist teachers in the GET band and Supporting Staff Specialists in their APOs but most learners still perform unsatisfactorily in Grade 12 and 10% argue that mastering a Learning Area is not the only tool but managing a Learning Area is also important. Managing a Learning Area include both declarative and procedural knowledge. They argue that the School Management Team must develop constructive programmes that

will motivate both the teachers and learners to participate holistically in their learning programmes.

Some teachers dispute the issue of portfolios that the question of a learner being able to master his portfolio is the teacher's area of excellence. They say that by just orientating them the first time in the Foundation Phase it will assist when they reach the Intermediate Phase.

4.8 ENSURING VALIDITY AND RELIABILITY

A questionnaire was read through the assistance of the teachers to the learners. Questions were further explained to learners through examples. The school document, such as Foundation for Learning (Table 4.7 and Appendix H) and LAIP records were used (Refer to Table 4.4). The information is reliable in the sense that all information used in the thesis had been acknowledged (Refer to 4.6.1; Table 4.8 and Appendix H). The ethical issues such as anonymity have been observed so that participants can be in the position to participate without any fear. It is valid and reliable, the targeted population (namely both the Grade 4 learners and teachers) participated (Refer to Appendixes F and G).

4.9 CONCLUSION

The focus in this chapter is on responses from learners and teachers. It also includes data analysis methods, presentation and discussion of data, research findings, recording of findings, records used, field notes, ensuring validity and reliability and, lastly, a conclusion was reached.

Chapter four introduces the readers to chapter five. Chapter five's main focuses is on the overview of the study, major research findings, recommendations and conclusion.

CHAPTER FIVE

OVERVIEW OF THE STUDY, MAJOR RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter five focuses on the following topics: overview of the study, analysis of major research findings, recommendations, limitations of the study and conclusion.

5.2 OVERVIEW OF THE STUDY

The study is divided into five chapters. Chapter one concerns seven subheadings which are the background, statement of the problem, five research questions, purpose of the study, delimitations, definitions of concepts, trustworthiness of the study and organization of the study.

Chapter two focuses on Literature review. It gives information on what other researchers are saying. The discussion on the effect of instructional media on learner performance in the Intermediate Phase is coined around fourteen subheadings. Refer to chapter two's discussions.

Chapter three covers research design and research method. It covers six sub-headings. Refer to chapter three's discussions.

Chapter four focuses on presentations and analysis of empirical data. Under presentations and analysis of empirical data researcher covers recording of findings from records, field notes, interviews, questionnaires and document observations.

Chapter five is the last chapter. It focuses on an overview of the study, major research findings and recommendations.

5.3 MAJOR RESEARCH FINDINGS

Major research findings serve as answer to research questions (Refer to 1.4) to ensure that the purpose of the study as stated in point (1.5).

5.3.1 Findings from both literature and empirical study:

- Research question number one and its purpose: Learners perform well in a lesson where Instructional Media is used, they are active in the lesson (Refer to 2.11).
- In case Instructional Media being used learning conversation improves and learners perform well (Refer to 4.3.1.1 and 2.10.3).

The purpose of the study on purpose number one had been attained in the sense that all the tools for collecting data and its interpretation were used fully to get relevant information.

- Sub-heading number one: Teachers perceptions on the effects of Instructional Media in the Intermediate Phase:

Media helps learners to be more focused when planning a lesson (Refer to 4.3.11 and 2.10.2). Regarding the question: What are the teachers' perceptions on the effects of Instructional Media in learner performance in the Intermediate Phase? Teachers perceive the effects of Instructional Media in learner performance as being more important, assisting learners in performing excellent in their school activities. The teacher' educational theory ignore learner-centred approach (Refer to 2.7.1) and the focus is on the teacher-centred approach which ignores the learner's background and is still used (Refer to 2.5). Most of our teachers were from colleges which focused more on humanistic subjects, ignoring science and technology. It addresses barriers of the learners.

- Out of empirical study (Refer to 4.3.2 and 4.3.1.1) the researcher came up with the following findings: Media helps learners to perform well and be more focused when planning their lessons. All Instructional Media should be displayed on the classroom walls (Refer to 4.3.1.1 and 4.3.1.2). Movement from Foundation Phase to Intermediate Phase is problematic and such a movement need to be managed properly (Refer to Table 4.2).
- Subheading question number two and its purpose: What do other researchers say about the effects of Instructional Media on learner performance in an Intermediate phase?
They regard Instructional Media as a vehicle that helps a teacher to achieve good results and they compare it with a vehicle that transports the groceries but not improving the diet of the individual depending on

whether an individual chooses a good diet or not. They acknowledge the importance of Instructional Media but stating that it can replace the teacher (Refer to 2.3.1).

Purpose number two is attained in the sense that both primary and secondary sources were used as well to beef up the discussion. Their argument is that Instructional Media improves learner performance in the sense that focuses are on concrete materials (Refer to 2.3.1 and 2.3.2).

Out of empirical study with reference to 4.3.1.4 and 4.5 the following findings were identified: pictures make activities more meaningful, participation is important to learner performance because English is a barrier.

- Sub-research question number three: What are learner perceptions with regard to the effects of Instructional Media on their performance? Learners perceive Instructional Media as realistic, arousing their curiosity and being accommodative. (Refer to 4.3.1.2).

The findings and purpose are based on learner responses to questionnaires and interviews. They are: Learners become active in the lesson because it caters for all the senses during the learning process and learners are able to work independently even during the absence of the teacher (Refer to 2.4.1 and 4.3.1.2). It motivates them because they see relevancy to what they are doing (Refer to 2.4).

Purpose number three is attained in the sense that learners and teachers participated fully in the development of this research through several tools used by the researcher.

- Sub research question number four on literature review, empirical study and its purpose: The factors defining and stipulated regarding the effects of Instructional Media on learner performance in the Intermediate Phase.

It is defined by usage of concrete materials, learners concentration, learners background (Refer to 2.5.2) and meaningful activities (Refer to 2.4.2).

The factors stipulated regarding the effects of Instructional Media in learners performance are Constructivism, teachers perception and expectations of learners (Refer to 2.5.1). Teachers should give learners individual attention (Refer to 2.2.3 and 2.9.1).

Instructional Media is used to perceive whether it meets the following areas: namely attention, make it relevant, set goals, use big pictures and find out what learners already know (Refer to 2.9.2).

The purpose is attained because the researcher was able to identify from the literature review and empirical study both factors defining and stipulated regarding the effects of Instructional Media on learner performance.

5.3.2 Correlation between empirical study and literature study

From the main research finding, there's a correlation between the empirical study and literature review. The argument is emphasid on activeness off the learners on the learning process (Reference 2.3).

There's a correlation with regard to sub finding number one from interviews and researchers that the teacher is irreplaceable, and though media are important, a teacher should always be present to facilitate learning (Refer to 2.5, 2.6, 4.3.1.1 and 4.3.2.5). Teachers perceive the effects of Instructional Media on learners as fruitful, assisting learners in performing excellence in their school activities. Instructional Media helps teachers to be more focused when preparing a lesson for teaching (Refer to 2.4, 4.3 and Table 4.2).

There's a correlation between the literature review and empirical studies that Instructional Media had an impact on their learning (Refer to 2.4, 4.3.1, 4.3.1.3, 4.3.1.8 and 4.3.2.1). They all agree that attention, relevancy, goals, pictures and learners' background form the guideline that improves learner performance (Refer to 2.10).

5.4 RECOMMENDATIONS

5.4.1 Co-operative teaching and learning

Co-operative teaching and learning must be applied in all classes especially in Grade 4. No learner should be left behind with an understanding that anyone can learn. Feedback is crucial and should be given as soon as possible. Teachers' advised not to continue with any lesson or class activity before giving learners feedback.

Teachers must try and know each learner's weakness and try to handle him accordingly. An example is that there are those learners who will do class activities only through the assistance from others. Such learners should be given

reassessment through oral work and their marks should be reflected in their portfolios.

5.4.2 Printed materials and non-printed materials

Instructional Media should be used in each and every lesson. Non-printed and printed materials such as posters, books, models and electrical media make learning interesting. Teachers must keep on reflecting on those media when presenting a lesson. Learners must have access to those materials and be encouraged to use them when need arise.

Some of this media must also be displayed everywhere even outside school premises. Teachers should use all programmes developed to improve learner performance, for example the Readathon Program.



5.4.3 Parents teacher collaboration

A team of Grade 4 teachers and parents should be established to promote teacher parents collaboration. Such a programme should be more accommodative, it must emphasize the importance of working together. The team must emphasise informing parents with the necessary information on how to cope with pressure and their children's school work.

5.4.4 The use of Constructivism

Constructivism should be used at all times. Teachers should try and relate what they present in the class with what learners experience in their daily lives. They perform well in a lesson where all different approaches, such as using different environment for lesson presentation, are utilized.

5.4.5 The reasons for wanting to learn

Petty (2004:43-44) pointed the following reasons for learners to want to learn: which will also from part of the researcher's recommendations, namely:

- ✓ Learners will learn provided what they are learning is useful to them. They focus on something that they think will help them in future, admire those who benefit out of what they have acquired, hence outcome based education.
- ✓ The understanding of learners play a major role, they are characterized by activities that bring fun, that appeals to their curiosity, is appreciated and anything that increases their self esteem.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher recommends that there is a need for further research on "The effects of Instructional Media on learner performance in the Intermediate Phase". Learner performance here is being seen as a key to the development of any society and progressive move to the next grade. The reason being most of the learners are unable to complete their formal basic education and also an under-performing society has a negative impact on the development of the country's economy. Instructional Media is seen as an important area for improving learner performance.

5.6 CONCLUSION

In the final findings, most stakeholders (teachers, SGB and parents) still focus on the old approach even though some, like teachers, believe in a child-centred approach. Most still argue that during their time education was more meaningful, referring to how they used to master their Learning Areas through memorization without understanding. Even though government policies and different authors emphasis collaborative approach, there's still no working together with stakeholders for the benefit of the learner. Reasons being, that stakeholders do not know what to do to bring unity to help the learner.

Most of them ignore their roles, blaming the democratic dispensation (for learners not doing well), but what is interesting is that most of them are saying this from an uninformed position. Their arguments are not based on the new developments in education. They say this without an understanding that education changes daily and researches on how a learner can be taught are being done on daily basis hence lot of changes leading to the RNCS and NCS.

Today, the focus is that whatever you do must be based on meaning, as well as understanding which comes out of engagement and nothing else. The argument today is for planning, implementation, evaluation and review to bring some changes. The cycle continues until it brings the desired results. Emphasis is that a teacher must be a facilitator and others should support the learner through out the learning process until an individual is capable of being able to believe in himself. A learner should understand that even though he is now mature, he must still rely on the assistance or support of parents, peers, friends and society in general through working together with the intention of lifelong learning.

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LIST OF APPENDIXES

APPENDIX A: Questionnaire for Grade 4 learners

- Ke moithuti mo Unibesithi Ya Bokone Bophirima, ke dira Masters degree in Education Technology ke kopa le nthuse ka go araba dipotso tse, gore ke kgone go konesetsa dipatlisiso tsa me, tseo ke solofelang di tla tokafatsa maemo a thuto. Setlhogo:
- Ndingumfundi kwi Dyunivesithi ye North West, ndenza izifudo zengabanaba le "Masters ngeze Mfundo ne Teknology. Ndizibandakanye nalo msebenzi we Masters. Ndicela inxaso ukuze ndiphendule le mibuze.
- I am a student at the North-West University, doing a Masters degree in Education Technology involved in a field work for the completion of my Masters. I therefore request your assistance by just completing this questionnaire.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office

- Tiro e e bodiwa ka maleme a mararo e leng (Setswana, Isixhosa, English) tlhopha leo le tla go thusang gore o tthaloganye tiro e.
- Le mibuzo ibhalwe ngeelwimi ezentatu (Setswana, Isixhosa, English) nceda ukhethe ulwimi ulwimi oluqondayo.
- This questionnaire is written in three languages (Tswana, Isixhosa, English), please select those that will make meaning to you.

1. Dingwaga/ Iminyaka/Age

	• Dira X mo dingwageng tsa gago.	X
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	• Yenza u X eminyakeni yakho. • Mark with an X next to your age	
1.1	10—11 years	
1.2	12—13 years	

2. Sekolo sag ago / Your school / Isikolo sakho

	• Dira X go le bagana le sekolo sagago. • Yenza u X Isikolo sakho. • Mark with an X in a box next to your school	X
3.1	Abana Primary School	
3.2	Letsibogo Primary School	
3.3	Tshirologang Primary School	

Dipotso / Imbizo / Question.

- Tlhopha palo e lengwe mo go tse tharo tse (3/2/1) ga o araba dipotso tse, ga gona karabo e e siameng kgotsa e e sa siamang go tloga ka 1-10.
- Khetha inani elinye elifanekileyo kula mathathu (3/2/1) akukho elelungileyo nelingalunganga kula manani 1-10.
- Choose one answer when answering from 1-10, by writing a number from the three possible answer (3/2/1). No right or wrong answer from 1-10.

A.	Ee / Ewe / Yes	3
B.	Nyaa / Hayi / No	2
C.	Ga ke itse / Andiqinisekanye / Not sure	1

• Araba ka go tlhopha go tswa mafokong a mararo a. • Phendula imibuzo ngokuketha kula magamaangeritle • Answer by choosing one from the	Ee	Nyaa	Ga ke itse.
	Ewe	Hayi	Andiqinisikaye.
	Yes	No	Not sure

	three possible answers given.	3	2	1
1.	Thuto ke fa ngwana a tsaya karolo go feta morutabana.			
1.	Ukkufundisa kuxa abafundi basebenza ngukuzimisela ezifundwene zabo.			
1.	We participate in a lesson when the lesson caters for all the senses.			
2.	Thuto mo mophatong wa Grade 4 e ka siame ga e dirwa ka loleme laga mme.			
2.	Apha kwibanga lesine nifuna ukufundisiwa ngolimi lukamama na (ngolweni lwenkobe).			
2.	Learning in Grade 4 should be in mother tongue.			
3.	Re tlhaloganya serutwa sentle ga re dira ka dibuka tse dinang le ditshwantsho.			
3.	Ingaba xa sifunda siqonda kakuhle izifundo xa kusetyenziswa imifanekiso okanye xa singa sebenzisi imifanekiso na.			
3.	We learn effective in the lesson when using media with illustrative pictures.			
4.	Setlhogo se nna le bokao fa re dira ka ditlhopha.			
4.	Siyakuyela ukufunda ngamaqela.			
4.	Is learning effective when we learn in groups, all group members contributing to the completion of the activity.			
5.	Aa, maduo a a fiwang maloko a setlhopha a siame.			
5.	Ingaba amanqaku owanikwa xa nesibenza			

5.	ngamaqela alungile na ? Are the marks allocated for group members fair.			
6.	A go tshwanetse go fa ngwana mongwe le mongwe tiro mo sethopheng, e tliša ko maduo a a tshwanetseng. 6. Imisebenzi enikwa amaqela inikwa amanqaku afanelekiyo. 6. Is giving each learner in a group an activity leading to fair allocation of marks.			
7.	Aa, thuto e re tswela mosola ga re rutiwa ka dilo tse re dibonang tsatsi lengwe le lengwe. 7. Ingaba izifundo uziqonda kakuhle xa ufundiswa. 7. Is learning more meaningful if it is related to real life experience.			NWU LIBRARY
8.	Dithusa-thuto tse dinang le ditshwantsho tse dinang di re thusa gore re kgone go dira re le nosi. 8. Ingaba iincwadi ezinemifanekiso zinceda abantwana ukuba basebenze ngokuzimela. 8. Media with illustrative pictures help us to work independently.			
9.	Aa, o nagana gore tirisano mmogo ya barutabana le batsadi e tokafatsa kamoo re dirang ka teng. 9. Ingaba ukusebenzisana kootitshala nobazali kunceda ukusebenza kakuhle kufunda.			

9.	Do you think parent participation in your school work improves your performance?			
10.	Aa, o akanya gore gonna le buka ngwe le ngwe mo serutweng sengwe le sengwe go tlisa mathata (tse robongwe).			
10.	Ingaba ukuba nemisebenzi eyohlukileyo ngokwezifundo zabatwana iyingxaki.			
10.	Do you think having each portfolio book for each learning area contribute to the learner performance?			

APPENDIX A1: Responses from Grade 4 learner questionnaire for School A

- Ke moithuti mo Unibesithi Ya Bokone Bophirima, ke dira Masters degree in Education Technology ke kopa le nthuse ka go araba dipotso tse, gore ke kgone go konesetsa dipatlisiso tsa me, tseo ke solofelang di tla tokafatsa maemo a thuto. Setlhogo:
- Ndingumfundi kwi Dyunivesithi ye North West, ndenza izifudo zenqabanaba le "Masters nqeze Mfundo ne Teknology. Ndizibandakanye nalo msebenzi we Masters. Ndicela inkxaso ukuze ndiphendule le mibuze.
- I am a student at the North-West University, doing Masters in Education Technology involved in a field work for the completion of my Masters Degree. I therefore request your assistance by just completing this questionnaire.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office.

- Tiro e e bodiwa ka maleme a mararo e leng (Setswana, Isixhosa, English) tlhopha leo le tla go thusang gore o tlhaloganye tiro e.
- Le mibuzo ibhalwe ngeelwimi ezentatu (Setswana, Isixhosa, English) nceda ukhethe ulwimi ulwimi oluqondayo.
- This questionnaire is written in three languages (Tswana, Isixhosa, English), please select those that will make meaning to you.

3. Dingwaga/ Iminyaka/Age

	• Dira X mo dingwageng tsa gago. • Yenza u X eminyakeni yakho. • Mark with an X next to your age	X
1.1	10—11 years	X

1.2	12—13 years	
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4. Sekolo sag ago / Your school / Isikolo sakho

	• Dira X go le bagana le sekolo sagago. • Yenza u X Isikolo sakho. • Mark with an X in a box next to your school	X
3.1	Abana Primary School	X
3.2	Letsibogo Primary School	
3.3	Tshirologang Primary School	

Dipotso / Imbizo / Question.

- Tlhophala palo e lengwe mo go tse tharo tse (3/2/1) ga o araba dipotso tse, ga gona karabo e e siameng kgotsa e e sa siamang go tloga ka 1-10.
- Khetha inani elinye elifanekileyo kula mathathu (3/2/1) akukho elelungileyo nelingalunganga kula manani 1-10.
- Choose one answer when answering from 1-10, by writing a number from the three possible answer (3/2/1). No right or wrong answer from 1-10.

A.	Ee / Ewe / Yes	3
B.	Nyaa / Hayi / No	2
C.	Ga ke itse / Andiqinisekanye / Not sure	1

	• Araba ka go tlhopha go tswa mafokong a mararo a. • Phendula imibuzo ngokuketha kula magamaangente • Answer by choosing one from the three possible answers given.	Ee Ewe Yes 3	Nyaa Hayi No 2	Ga ke itse. Andiqinisekaye. Not sure 1
1.	Thuto ke fa ngwana a tsaya karolo go feta morutabana.			1

1.	Ukkufundisa kuxa abafundi basebenza ngukuzimisela ezifundwene zabo.			
1.	We participate in a lesson when the lesson caters for all the senses.			
2.	Thuto mo mophatong wa Grade 4 e ka siame ga e dirwa ka loleme laga mme.	3		
2.	Apha kwibanga lesine nifuna ukufundisiwa ngolimi lukamama na (ngolweni lwenkobe).			
2.	Learning in Grade 4 should be in mother tongue.			
3.	Re tlhaloganya serutwa sentle ga re dira ka dibuka tse dinang le ditshwantsho.		1	
3.	Ingaba xa sifunda siqonda kakuhle izifundo xa kusetyenziswa imifanekiso okanye xa singa sebenzisi imifanekiso na.			
3.	We learn effective in the lesson when using media with illustrative picture.			
4.	Setlhogo se nna le bokao fa re dira ka ditlhopha.		1	
4.	Siyakuyela ukufunda ngamaqela.			
4.	Is learning effective when we learn in groups, all group members contributing to the completion of the activity.			
5.	Aa, maduo a a fiwang maloko a setlhopha a siame.	3		
5.	Ingaba amanqaku owanikwa xa nesibenza ngamaqela alungile na ?			
5.	Are the marks allocated group members fair?			

6.	A go tshwanetse go fa ngwana mongwe le mongwe tiro mo sethopheng, e tliša ko madio a a tshwanetseng.			2
6.	Imisebenzi enikwa amogela inikwa amanqaku afanelekiyo.			
6.	Is giving each learner in a group an activity leading to a fair allocation of marks?			
7.	Aa, thuto e re tswela mosola ga re rutiwa ka dilo tse re dibonang tsatsi lengwe le lengwe.			2
7.	Ingaba izifundo uziqonda kakuhle xa ufundiswa.			
7.	Is learning more meaningful if it is related to real life experience.			
8.	Dithusa-thuto tse dinang le ditshwantsho tse dinang di re thusa gore re kgone go dira re le nosi.		1	
8.	Ingaba iincwadi ezinemifanekiso zinceda abantwana ukuba basebenze ngokuzimela.			
8.	Media with illustrative pictures help us to work independently.			
9.	Aa, o nagana gore tirisano mmogo ya barutabana le batsadi e tokafatsa kamoo re dirang ka teng.		1	
9.	Ingaba ukusebenzisana kootitshala nobazali kunceda ukusebenza kakuhle kufunda.			
9.	Do you think parent participation in your school work improves your performance?			
10.	Aa, o akanya gore gonna le buka ngwe le	3		

	ngwe mo serutweng sengwe le sengwe go tliša mathata (tse robongwe).			
10.	Ingaba ukuba nemisebenzi eyohlukileyo ngokwezifundo zabatwana iyingxaki.			
10.	Do you think having portfolio book for different learning area creates problems?			

APPENDIX A2: Responses from Grade 4 learner questionnaire for School B

- Ke moithuti mo Unibesithi Ya Bokone Bophirima, ke dira Masters degree in Education Technology ke kopa le nthuse ka go araba dipotso tse, gore ke kgone go konesetsa dipatlisiso tsa me, tseo ke solofelang di tla tokafatsa maemo a thuto. Setlhogo:
- Ndingumfundi kwi Dyunivesithi ye North West, ndenza izifudo zenqabanaba le "Masters nqeze Mfundo ne Teknology. Ndizibandakanye nalo msebenzi we Masters. Ndicela inkxaso ukuze ndiphendule le mibuze.
- I am a student at the North-West University, doing Masters in Education Technology involved in a field work for the completion of my Masters Degree. I therefore request your assistance by just completing this questionnaire.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office

- Tiro e e bodiwa ka maleme a mararo e leng (Setswana, Isixhosa, English) thopha leo le tla go thusang gore o tlhaloganye tiro e.
- Le mibuzo ibhalwe ngeelwimi ezentatu (Setswana, Isixhosa, English) nceda ukhethe ulwimi ulwimi oluqondayo.
- This questionnaire is written in three languages (Tswana, Isixhosa, English), please select those that will make meaning to you.

5. Dingwaga/ Iminyaka/Age

	• Dira X mo dingwageng tsa gago. • Yenza u X eminyakeni yakho. • Mark with an X next to your age	X
1.1	10—11 years	

1.2	12—13 years	X
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6. Sekolo sag ago / Your school / Isikolo sakho

	• Dira X go le bagana le sekolo sagago. • Yenza u X Isikolo sakho. • Mark with an X in a box next to your school	X
3.1	Abana Primary School	
3.2	Letsibogo Primary School	X
3.3	Tshirologang Primary School	

Dipotso / Imbizo / Question.

- Tlhophla palo e lengwe mo go tse tharo tse (3/2/1) ga o araba dipotso tse, ga gona karabo e e siameng kgotsa e e sa siamang go tloga ka 1-10.
- Khetha inani elinye elifanekileyo kula mathathu (3/2/1) akukho elelungileyo nelingalunganga kula manani 1-10.
- Choose one answer when answering from 1-10, by writing a number from the three possible answer (3/2/1). No right or wrong answer from 1-10.

A.	Ee / Ewe / Yes	3
B.	Nyaa / Hayi / No	2
C.	Ga ke itse / Andiqinisekanye / Not sure	1

	• Araba ka go tlhophla go tswa mafokong a mararo a. • Phendula imibuzo ngokuketha kula magamaangentle • Answer by choosing one from the three possible answers given.	Ee Ewe Yes 3	Nyaa Hayi No 2	Ga ke itse. Andiqinisikaye. Not sure 1
1.	Thuto ke fa ngwana a tsaya karolo go feta morutabana.		2	

1.	Ukkufundisa kuxa abafundi basebenza ngukuzimisela ezifundwene zabo.			
1.	We participate in a lesson when the lesson caters for all the senses.			
2.	Thuto mo mophatong wa Grade 4 e ka siame ga e dirwa ka loleme laga mme.	3		
2.	Apha kwibanga lesine nifuna ukufundisiwa ngolimi lukamama na (ngolweni lwenkobe).			
2.	Learning in Grade 4 should be in mother tongue.			
3.	Re tlhaloganya serutwa sentle ga re dira ka dibuka tse dinang le ditshwantsho.	3		
3.	Ingaba xa sifunda siqonda kakuhle izifundo xa kusetyenziswa imifanekiso okanye xa singa sebenzisi imifanekiso na.			
3.	We learn effective in the lesson when using media with illustrative pictures.			
4.	Setlhogo se nna le bokao fa re dira ka ditlhopha.			1
4.	Siyakuyela ukufunda ngamaqela.			
4.	Is learning effective when we learn in groups, all group members contributing to the completion of the activity.			
5.	Aa, maduo a a fiwang maloko a setlhopha a siame.			1
5.	Ingaba amanqaku owanikwa xa nesibenza ngamaqela alungile na ?			
5.	Are the marks allocated for group members fair?			

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6.	A go tshwanetse go fa ngwana mongwe le mongwe tiro mo setlhopheng, e tliša ko maduo a a tshwanetseng.		2	
6.	Imisebenzi enikwa amoqela inikwa amanqaku afanelekiyo.			
6.	Is giving each learner in a group an activity leading to a fair allocation of marks.			
7.	Aa, thuto e re tswela mosola ga re rutiwa ka dilo tse re dibonang tsatsi lengwe le lengwe.			1
7.	Ingaba izifundo uziqonda kakuhle xa ufundiswa.			
7.	Is learning more meaningful if it is related to real life experience.			
8.	Dithusa-thuto tse dinang le ditshwantsho tse dinang di re thusa gore re kgone go dira re le nosi.	3		
8.	Ingaba iincwadi ezinemifanekiso zineda abantwana ukuba basebenze ngokuzimela.			
8.	Media with illustrative pictures help us to work independently.			
9.	Aa, o nagana gore tirisano mmogo ya barutabana le batsadi e tokafatsa kamoo re dirang ka teng.	3		
9.	Ingaba ukusebenzisana kootitshala nobazali kuneda ukusebenza kakuhle kufunda.			
9.	Do you think parent participation in your school work improves your performance?			
10.	Aa, o akanya gore gonna le buka ngwe le		2	

	ngwe mo serutweng sengwe le sengwe go tlisa mathata (tse robongwe).			
10.	Ingaba ukuba nemisebenzi eyohlukileyo ngokwezifundo zabatwana iyingxaki.			
10.	Do you think having each portfolio book for each learning area contribute to the learner?			

APPENDIX A3: Responses from Grade 4 learner questionnaire for School C

- Ke moithuti mo Unibesithi Ya Bokone Bophirima, ke dira Masters degree in Education Technology ke kopa le nthuse ka go araba dipotso tse, gore ke kgone go konesetsa dipatlisiso tsa me, tseo ke solofelang di tla tokafatsa maemo a thuto. Setlhogo:
- Ndingumfundi kwi Dyunivesithi ye North West, ndenza izifudo zeqabanaba le "Masters nqeze Mfundo ne Teknology. Ndizibandakanye nalo msebenzi we Masters. Ndicela inxaso ukuze ndiphendule le mibuze.
- I am a student at the North-West University, doing Masters in Education Technology involved in a field work for the completion of my Masters Degree. I therefore request your assistance by just completing this questionnaire.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office

- Tiro e e bodiwa ka maleme a mararo e leng (Setswana, Isixhosa, English) tlhopha leo le tla go thusang gore o tlhaloganye tiro e.
- Le mibuzo ibhalwe ngeelwimi ezentatu (Setswana, Isixhosa, English) nceda ukhethe ulwimi ulwimi oluqondayo.
- This questionnaire is written in three languages (Tswana, Isixhosa, English), please select those that will make meaning to you.

7. Dingwaga/ Iminyaka/Age

	• Dira X mo dingwageng tsa gago. • Yenza u X eminyakeni yakho. • Mark with an X next to your age	X
1.1	10—11 years	X

1.2	12—13 years	
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8. Sekolo sag ago / Your school / Isikolo sakho

	• Dira X go le bagana le sekolo sagago. • Yenza u X Isikolo sakho. • Mark with an X in a box next to your school	X
3.1	Abana Primary School	
3.2	Letsibogo Primary School	
3.3	Tshirologang Primary School	X

Dipotso / Imbizo / Question.

- Tlhopha palo e lengwe mo go tse tharo tse (3/2/1) ga o araba dipotso tse, ga gona karabo e e siameng kgotsa e e sa siamang go tloga ka 1-10.
- Khetha inani elinye elifanekileyo kula mathathu (3/2/1) akukho elelungileyo nelingalunganga kula manani 1-10.
- Choose one answer when answering from 1-10, by writing a number from the three possible answer (3/2/1). No right or wrong answer from 1-10.

A.	Ee / Ewe / Yes	3
B.	Nyaa / Hayi / No	2
C.	Ga ke itse / Andiqinisekanye / Not sure	1

	• Araba ka go tlhopha go tswa mafokong a mararo a. • Phendula imibuzo ngokuketha kula magamaangentle • Answer by choosing one from the three possible answers given.	Ee Ewe Yes 3	Nyaa Hayi No 2	Ga ke itse. Andiqinisikaye. Not sure 1
1.	Thuto ke fa ngwana a tsaya karolo go feta morutabana.		2	

1.	Ukkufundisa kuxa abafundi basebenza ngukuzimisela ezifundwene zabo.			
1.	We participate in a lesson when the lesson caters for all the senses?			
2.	Thuto mo mophatong wa Grade 4 e ka siame ga e dirwa ka lolame laga mme.		2	
2.	Apha kwibanga lesine nifuna ukufundisiwa ngolimi lukamama na (ngolweni lwenkobe).			
2.	Learning in Grade 4 should be in mother tongue.			
3.	Re tlhaloganya serutwa sentle ga re dira ka dibuka tse dinang le ditshwantsho.			1
3.	Ingaba xa sifunda siqonda kakuhle izifundo xa kusetyenziswa imifanekiso okanye xa singa sebenzisi imifanekiso na.			
3.	We learn effective in the lesson when using media with illustrative pictures.			
4.	Setlhogo se nna le bokao fa re dira ka ditlhopha.			1
4.	Siyakuyela ukufunda ngamaqela.			
4.	Is learning effective when we learn in groups, all group members contributing to the completion of the activity.			
5.	Aa, maduo a a fiwang maloko a setlhopha a siame.		2	
5.	Ingaba amanqaku owanikwa xa nesibenza ngamaqela alungile na ?			
5.	Are the marks allocated for group members fair?			

6.	A go tshwanetse go fa ngwana mongwe le mongwe tiro mo setlhopheng, e tliša ko maduo a a tshwanetseng.		2	
6.	Imisebenzi enikwa amogela inikwa amanqaku afanelekiyo.			
6.	Is giving each learner in a group an activity leading to a fair allocation of marks?			
7.	Aa, thuto e re tswela mosola ga re rutiwa ka dilo tse re dibonang tsatsi lengwe le lengwe.			1
7.	Ingaba izifundo uziqonda kakuhle xa ufundiswa.			
7.	Is learning more meaningful if it is related to real life experience.			
8.	Dithusa-thuto tse dinang le ditshwantsho di re thusa gore re kgone go dira re le nosi.			1
	Ingaba iincwadi ezinemifanekiso zinceda abantwana ukuba basebenze ngokuzimela.			
8.	Media with illustrative pictures help us to work independently.			
9.	Aa, o nagana gore fa batsadi ba tlhokomela gore o dira tiro ya sekolo go tokafatsa kamoo o dirang ka teng.	3		
9.	Ingaba ukusebenzisana kootitshala nobazali kunceda ukusebenza kakuhle kufunda.			
9.	Do you think parent participation in your school work improves your performance?			
10.	Aa, o akanya gore gonna le buka ngwe le ngwe mo serutweng sengwe le sengwe go	3		

	tlisa mathata (tse robongwe).			
10.	Ingaba ukuba nemisebenzi eyohlukileyo ngokwezifundo zabatwana iyingxaki.			
10.	Do you think having each portfolio book for each learning area contribute to the learner performance?			

APPENDIX B: Grade 4 teacher questionnaire for School A-C

Research questionnaire

I am a student at the North-West University, doing Masters Degree in Education Technology at Mafikeng Campus involved in a field work for completion of my degree. I therefore request you to complete this questionnaire. Fill the necessary information and know that any information given will be used for the development of our learners in improving their performance. No need for your name and personal contact.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office.

NB There's no write or wrong answer and any information given will be treated confidential.

Biographical data

Mark with a cross for example

1. Your category

	Mark with an X to appropriate box	
1.1	2 5 -----30 years	
1.2	31-----35 years	
1.3	36 -----40 years	
1.4	41 -----45 years	
1.5	46 years and above	
1.6	Teachers	

2. Gender

Mark with an X in an appropriate box		
2.1	Male	
2.2	Female	

3. Ethnic group

Mark with an X in an appropriate box		
3.1	Tswana	
3.2	Xhosa	
3.3	Shangaan	
3.4	Zulu	
3.5	Others	

4. What category or position do you hold at school

Mark your category or position		
4.1	SGB	
4.2	Class teacher	
4.3	Post level 1/2/3	

5. Names of schools and qualification

Mark with an X in an appropriate box		
5.1	Abana Primary School	
	Matric plus diploma	
	Degree (Ace, BA Ed, BA etc	
	Honours Degree (B. Ed, HED)	
	Masters	
5.2	Letsibogo Primary school	
	Matric plus diploma	

	Degree (Ace, BA Ed, BA etc	
	Honours Degree (B. Ed, HED)	
	Masters	
5.3	Tshirologang Primary school	
	Matric plus diploma	
	Degree (Ace, BA Ed, BA etc	
	Honours Degree (B. Ed, HED)	
	Masters	

Questions will be either explained further for responded to answer it properly.
Put a cross to the relevant answer. No answer is correct or incorrect.

Not Agree	Strongly Not Agree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

	Use the scale above by writing the appropriate number next to the relevant statement.	
1.	Learners perform well in a lesson where Instructional Media is used.	
2.	Most teachers opt for teacher centred approach because communication is a barrier in Grade 4.	
3.	Learners in an Intermediate Phase (Grade 4 class) are in a critical emotional period and they do not learn well.	
4	Having specialist teachers in Intermediate Phase help learners to progress well.	
5	Does parent-teacher collaboration close the gap in language of teaching and learning?	
6	A learning environment refers to any place where constructive collaboration amongst the learners takes place.	

7	Constructive approach focuses more on meaningful learning.	
8	Teacher qualification contributes learner-performance.	
9	Not all learner performance reflects their effort.	
10	LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong.	
11	SGB contribution to LOLT is minimal in Boitekong.	
12	Most teachers are not aware of their school's key areas of excellence.	
13	Presenting activities in a multiple language enhances learning in that area.	
14	Grade 4 medium of instruction should be 50% for mother tongue and 50% First Language Additional	
15	Media help teachers to be more focused when planning their lesson	

APPENDIX BI: Responses from Grade 4 teacher questionnaire for School A

Research questionnaire

I am a student at the North-West University, doing Masters in Education Technology at Mafikeng Campus involved in a field work for completion of my degree. I therefore request you to complete this questionnaire. Fill the necessary information and know that any information given, will be used for the development of our learners in improving their performance. No need for your name and personal contact.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office.

NB There's no write or wrong answer and any information given will be treated confidential.

Biographical data

Mark with a cross for example

1. Your category

	Mark with an X in an appropriate box	
1.1	25 -----30 years	
1.2	31-----35 years	
1.3	36 -----40 years	X
1.4	41 -----45 years	
1.5	46 years and above	
1.6	Teachers	

2. Gender

	Mark with an X with an appropriate box	
2.1	Male	
2.2	Female	X

3. Ethnic group

	Mark with an X in an appropriate box	
3.1	Tswana	X
3.2	Xhosa	
3.3	Shangaan	
3.4	Zulu	
3.5	Others	

4. What category or position do you hold at school

	Mark category or position with an X	
4.1	SGB	
4.2	Class teacher	
4.3	Post level 1/2/3	X

5. Names of schools and your qualification

	Mark with an X in an appropriate box	
5.1	Abana Primary School	
5.2	Matric plus diploma	
5.3	Degree (Ace, BA Ed, BA etc	
5.4	Honours Degree (B. Ed, HED)	
5.5	Masters	X

Questions will be either explained further for responded to answer it properly.

Put a cross to the relevant answer. No answer is correct or incorrect.

Not Agree	Strongly Not Agree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

	Use the scale above by writing the appropriate number next to the relevant statement.	
1.	Learners perform well in a lesson where Instructional Media is used.	4
2.	Most teachers opt for teacher centred approach because communication is a barrier in Grade 4.	5
3.	Learners in an Intermediate Phase (Grade 4 class) are in a critical emotional period and they do not learn well.	4
4	Having specialist teachers in Intermediate Phase help learners to progress well.	5
5	Does parent-teacher collaboration close the gap in language of teaching and learning?	4
6	A learning environment refers to any place where constructive collaboration amongst the learners takes place.	4
7	Constructive approach focuses more on meaningful learning.	4
8	Teacher qualification contributes to learner-performance.	5
9	Not all learner performance reflects their effort.	4
10	LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong.	4
11	SGB contribution to LOLT is minimal in Boitekong.	4
12	Most teachers are not aware of their school's key areas of excellence.	4
13	Presenting activities in a multiple language enhances learning in	3

	that area.	
14	Grade 4 medium of instruction should be 50% for mother tongue and 50% First Language Additional	3
15	Media help teachers to be more focused when planning their lesson	4

APPENDIX B2: Responses from question for Grade 4 teacher questionnaire
School B

Research questionnaire

I am a student at the North-West University, doing Masters degree in Education Technology at Mafikeng Campus involved in a field work for completion of my degree. I therefore request you to complete this questionnaire. Fill the necessary information and know that any information given, will be used for the development of our learners in improving their performance. No need for your name and personal contact.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office

NB There's no write or wrong answer and any information given will be treated confidential.

Biographical data

Mark with a cross for example

1. Your category

	Mark with an X in an appropriate box	
1.1	2 5 -----30 years	
1.2	31-----35 years	
1.3	36 -----40 years	
1.4	41 -----45 years	X
1.5	46 years and above	
1.6	Teachers	

2. Gender

	Mark with an X in an appropriate box	
2.1	Male	
2.2	Female	X

3. Ethnic group

	Mark with X in an appropriate box	
3.1	Tswana	X
3.2	Xhosa	
3.3	Shangaan	
3.4	Zulu	
3.5	Others	

4. What category or position do you hold at school

	Mark category or position do	
4.1	SGB	
4.2	Class teacher	X
4.3	Post level 1/2/3	X

5. Names of schools and your qualification

	Mark with an X in an appropriate box	
5.1	Letsibogo Primary School	
5.2	Matric plus diploma	
5.3	Degree (Ace, BA Ed, BA etc	X
5.4	Honours Degree (B. Ed, HED)	
5.5	Masters	

Questions will be either explained further for responded to answer it properly.

Put a cross to the relevant answer. No answer is correct or incorrect.

Not Agree	Strongly Not Agree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

	Use the scale above by writing the appropriate number next to the relevant statement.	
1.	Learners perform well in a lesson where Instructional Media is used.	5
2.	Most teachers opt for teacher centre approach because communication is a barrier in Grade 4.	3
3.	Learners in an Intermediate Phase (Grade 4 class) are in a critical emotional period and they do not learn well.	4
4	Having specialist teachers in Intermediate Phase help learners to progress well.	3
5	Does parent-teacher collaboration close the gap in language of teaching and learning?	4
6	A learning environment refers to any place where constructive collaboration amongst the learners takes place.	5
7	Constructive approach focuses more on meaningful learning.	5
8	Teacher qualification contributes to learner-performance.	3
9	Not all learner performance reflects their effort.	4
10	LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong.	4
11	SGB contribution to LOLT is minimal in Boitekong.	4
12	Most teachers are not aware of their school's key areas of excellence.	3
13	Presenting activities in a multiple language enhances learning in that area.	4

14	Grade 4 medium of instruction should be 50% for mother tongue and 50% First Language Additional.	5
15	Media help teachers to be more focused when planning their lesson.	5

APPENDIX B3: Responses from Grade 4 teacher questionnaire for School C

Research questionnaire

I am a student at the North-West University, doing Masters degree in Education Technology at Mafikeng Campus involved in a field work for completion of my degree. I therefore request you to complete this questionnaire. Fill the necessary information and know that any information given, will be used for the development of our learners in improving their performance. No need for your name and personal contact.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office

NB There's no write or wrong answer and any information given will be treated confidential.

Biographical data

Mark with a cross for example

1. Your category

	Mark with an X in an appropriate box	
1.1	2 5 -----30 years	
1.2	31-----35 years	
1.3	36 -----40 years	X
1.4	41 -----45 years	
1.5	46 years and above	
1.6	Teachers	

2. Gender

Mark with an X in an appropriate box		
2.1	Male	
2.2	Female	X

3. Ethnic group

Mark with an X in an appropriate box		
3.1	Tswana	
3.2	Xhosa	X
3.3	Shangaan	
3.4	Zulu	
3.5	Others	

4. What category or position do you hold at school

Mark category or position do		
4.1	SGB	
4.2	Class teacher	
4.3	Post level 1/2/3	X

5. Names of schools and your qualification

Mark with an X in an appropriate box		
5.1	Abana Primary School	
5.2	Matric plus diploma	
5.3	Degree (Ace, BA Ed, BA etc	X
5.4	Honours Degree (B. Ed, HED)	
5.5	Masters	

Questions will be either explained further for responded to answer it properly.

Put a cross to the relevant answer. No answer is correct or incorrect.

Not Agree	Strongly Not Agree	Not Sure	Agree	Strongly Agree
1	2	3	4	5

	Use the scale above by writing the appropriate number next to the relevant statement.	
1.	Learners perform well in a lesson where Instructional Media is used.	3
2.	Most teachers opt for teacher centred approach because communication is a barrier in Grade 4.	3
3.	Learners in an Intermediate Phase (Grade 4 class) are in a critical emotional period and do not learn well.	4
4	Having specialist teachers in Intermediate Phase help learners to progress well.	3
5	Does parent-teacher collaboration close the gap in language of teaching and learning?	5
6	A learning environment refers to any place where constructive collaboration amongst the learners takes place.	4
7	Constructive approach focuses more on meaningful learning.	5
8	Teacher qualification contributes to learner-performance.	4
9	Not all learner performance reflects their effort.	5
10	LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong.	4
11	SGB contribution to LOLT is minimal in Boitekong.	4
12	Most teachers are not aware of their school's key areas of excellence.	5

13	Presenting activities in a multiple language enhances learning in that area.	5
14	Grade 4 medium of instruction should be 50% for mother tongue and 50% First Language Additional	4
15	Media help teachers to be more focused when planning their lesson	4

APPENDIX C: Interview questions and responses for Grade 4 learners from School A-C

I am a student at the North-West University doing Masters degree in Education Technology at Mafikeng Campus and involved in a field work for the completion of my degree. I therefore request you to participate in this interview. No need for your name and personal contact and know that any information given will be used for the development of our learners in improving their performance. Any sensitive information will be treated as confidential.

Topic: The effects of Instructional Media on learner performance in the Intermediate Phase in Boitekong Rustenburg Area Project Office

Interview structured questions

1. We participate in a lesson when the lesson caters for all our senses.
2. Learning in Grade 4 should be in mother tongue.
3. We learn effective in the lesson when using media with illustrative pictures.
4. Is learning effective when we learn in groups, all group members contribute to the completion of the group activity?
5. Are the marks for group work fairly given?
6. Is learning more meaningful if it is related to real life experience?
7. Media with illustrative pictures help us to work independently.
8. Do you think parent participation in your school work improves your performance?
9. Do you think having each portfolio book for each learning area contributes to the learner performance?

APPENDIX C1: Responses to Interview structured questions for Grade 4 learners
(School A)

1. We participate in a lesson when the lesson caters for all our senses.

Answer: Yes, because they make a lesson more attractive.

2. Learning in Grade 4 should be in mother tongue.

Answer: It is for understanding the lesson, even when answering.

3. We learn effective in the lesson when using media with illustrative pictures.

Answer: Yes even if you are unable to read, you get an idea of what is all about the whole lesson.

4. Is learning effective when we learn in groups, all group members contribute to the completion of our activity? Answer: Yes.

5. Are the marks for group work fairly given?

Answer: No.

6. Is learning more meaningful if it is related to real life experience?

Answer: Yes.

7. Media with illustrative pictures help us to work independently.

Answer: Yes.

8. Do you think parent participation in your school work improves your performance?

Answer: Yes because, almost every evening they create time for looking to what I had done during the day and assist with some homework if I have them.

9. Do you think having each portfolio book for each learning area contributes to the learner performance? Answer: No.

APPENDIX C2: Responses to interview structured questions for Grade 4 (School B)

1. We participate in a lesson when the lesson caters for all our senses. Answer: Yes.

2. Learning in Grade 4 should be in mother tongue.

Answer: No, because English is used everywhere.

3. We learn effective in the lesson when using media with illustrative pictures.

Answer: Yes, because we like the pictures.

4. Is learning effective when we learn in groups, all group members contribute to the completion of the activity?

Answer: Yes, sometimes if you do not understand the question others will help.

5. Are the marks for group work fairly given?

Answer: Yes, because all participate.

6. Is learning more meaningful if it is related to real life experience?

Answer: Yes, we see those things and at some stage able to touch them.

7. Media with illustrative pictures help us to work independently.

Answer: Yes, because we are able to use them at your spare time.

8. Do you think the parent participation in your school work your performance?

Answer: No, I perform well even if my parents are not coming to school.

9. Do you think the having each portfolio book for each learning area contributes to the learner performance?

Answer: Yes, they are many especially at the beginning of the year.

APPENDIX C3: Responses to Interview structured questions for Grade 4 learner
(School C)

1. We participate in a lesson when the lesson caters for all our senses.

Answer: Yes.

2. Learning in Grade 4 should be in mother tongue.

Answer: Yes, if teachers are not punishing us.

3. We understand a lesson better when using books with pictures/ pictures used for illustration.

Answer: Yes, because they are interesting.

4. Is learning effective when we learn in groups, all group members contributing to the completion of the group activity?

Answer: Yes, because we do not understand at the same time and we can assist others.

5. Are the marks for group work fairly given?

Answer: Yes, because we work as a group and when we have chosen our own members.

6. Is learning more meaningful if it is related to real life experience?

Answer: Yes, like when we are taught about transport is easy to see our own transport in Boitekong.

7. Media with illustrative pictures help us to work independently.

Answer: Yes, even at home we can work alone or with our friends.

8. Do you think the parent participation in your school work improves your performance?

Answer: Sometimes but sometimes not because some of our parents punish or shout us in front of our teachers.

9. Do you think the having each portfolio book for each learning area contributes to the learner performance?

Answer: No, it is not a problem after getting used to it.

APPENDIX D: Interview questions for Grade 4 teacher in School A-C

Open-ended questions

Planning

1. Learners perform well in a lesson where Instructional Media is used.
2. Presenting activities in a multiple language enhances learning in the area.
3. Grade 4 medium of instruction should be 50% for mother tongue and 50 % First Language Additional.
4. Media help to be more focused when planning their lesson.
5. Learning environment refers to any situation where constructive collaboration amongst the learners takes place.
6. Not all learner performance, reflect their effort.

Approach

1. Most teachers opt for teacher-centred approach because communication is a barrier in Grade 4.
2. Having specialist teachers in the Intermediate Phase help learners to progress well.
3. Constructive approach focuses more on meaningful learning.

Participation

1. Does parent-teacher collaboration close the gap in language of teaching and learning?
2. SGB contribution to LOLT is minimal in Boitekong.

Psychological

1. Intermediate Phase (Grade 4) is a critical emotional period and learning is not taking place well.
2. LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong.

Empowerment

1. Teachers have capacity to encourage and instill motivation on learner's performance.
2. Most teachers are not aware of their school key areas of excellence.

APPENDIX D1: Responses from Grade 4 teacher interview from School A
Reference to questions on APPENDIX D

Planning

Question 1: Response: Yes, learners perform well in a lesson where Instructional Media is used. The issue is that our learners are in an operational stage, concrete materials play a major role.

Question 2: Response: Yes teachers teach learners in Schools in Boitekong from different parts of the country and even those from neighboring country. Therefore using multiple languages addresses a question of diverse culture and learner performance is improved.

Question 3: Response: (Group A) Yes because language plays a major role in communication because language is a barrier. (Group B) No even though language plays a critical role but a question of politicizing education does not bring any satisfactory results both socially and economically.

Question 4: Response: Yes because as a teacher or manager of my lesson, I need to consider everything and one of them is a media, which makes teachers to be more focused because teachers have an understanding that we teach learners with different abilities and their needs are also catered.

Question 5: Response: Yes because even under a tree or in learning takes place.

Question 6: Response: Yes some copy and they use this approach hence others go to the next class without being able to read.

Approach

Question 1: Response: Yes language had been a problem all along.

Question 2: Response: Yes they can do better especially if they do their level best.

Question 3: Response: Yes.

Participation

Question 1: Response: Yes, because working together with parents assist teachers to share responsibilities.

Question 2: Response: Yes, they do not put lots of effort on other governing areas, except on school finances.

Psychological

Question 1: Response: Yes especially during the first term of the year, because they experience lots of changes within a short space of time. They experience changes such as lots of periods and different teachers for different Learning Areas.

Question 2: Response: Yes Boitekong is characterized by 100% Africans (Blacks) but learners in Grade 4 use English hence expressing in English is a problem.

Empowerment

Question 1: Response: Yes teachers have capacity because they spend most of their time with learners (approximately 42% with teachers) every day Monday to Friday. Some learners come early to school and leave late attending extra-mural activities.

Question 2: Response: No they are aware especially that such school key areas of excellence are developed based on the departmental programs such programs are discussed during their meeting.

APPENDIX D2: Responses from Grade 4 teacher interview from School B

Refer to questions on APPENDIX D

Planning

Question 1: Response: Learners perform well in a lesson where Instructional Media is used. Yes, Instructional Media helps learners.

Question 2: Response: Presenting activities in a multiple language enhances learning in the area. Yes, all languages are important and in a class there are learners who speak different languages.

Question 3: Response: Grade 4 medium of instruction should be 50% for mother tongue and 50 % First Language Additional. No, they will not master English.

Question 4: Response: Media help to be more focused when planning their lesson. Yes, hence in every lesson there must be Instructional Media.

Question 5: Response: Learning environment refers to any situation where constructive collaboration amongst the learners takes place. Yes, actually any place where a learner is able to grasp any information.

Question 6: Response: Not all learner performance reflects their efforts.

Approach

Question1: Response: Most teachers opt for teacher-centred approach because communication is a barrier in Grade 4. Yes.

Question 2: Reference: Having specialist teachers in the Intermediate Phase helps learners to progress well. No, no need for specialist but an understanding of how children learn.

Question 3: Reference: Constructive approach focuses more on meaningful learning. Yes.

Participation

Question 1: Reference: Does parent-teacher collaboration close the gap in language of teaching and learning? No, because most of them do not know what is expected from them.

Question 2: Reference: SGB contribution to LOLT is minimal in Boitekong. Yes.

Psychological

Question1: Reference: Intermediate Phase (Grade 4) is a critical emotional period and learning is not taking place well. Yes, for a while.

Question 2: Reference: LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong. Yes, especially if it has been a problem in Foundation Phase.

Empowerment

Question 1: Reference: Teachers have capacity to encourage and instill motivation on learner's performance. Yes, because stay with learners more than eight hours.

Question 2: Reference: Most teachers are not aware of their school key areas of excellence. They are aware.

APPENDIX D3: Responses from Grade 4 teacher interview from School C

Reference to APPENDIX D

Planning

Question 1: Respond: Learners perform well in a lesson where Instructional Media is used. Yes, because Instructional Media cater their interest.

Question 2: Respond: Presenting activities in a multiple language enhances learning in the area. Yes, language is a barrier. Learners may not follow up in a particular language, will be accommodated when the teacher switched to another language.

Question 3: Respond: Grade 4 medium of instruction should be 50% for mother tongue and 50 % First Language Additional. Yes, language is a problem.

Question 4: Respond: Media help to be more focused when planning their lesson. It helps in the sense that the teacher will keep on referring to the media.

Question 5: Respond: Learning environment refers to any situation where constructive collaboration amongst the learners takes place. Learners prefer anything that is constructive, something that arouse their interest.

Question 6: Respond: Not all learner performance, reflect their effort. Yes, especially where monitoring is not effective.

Approach

Question 1: Respond: Most teachers opt for teacher-centred approach because communication is a barrier in Grade 4. Yes, because when you ask learners to respond it becomes a problem.

Question 2: Respond: Having specialist teachers in the Intermediate Phase helps learners to progress well. No, specialist unless trained especially to deal with a Grade 4.

Question 3: Respond: Constructive approach focuses more on meaningful learning. Yes.

Participation

Question 1: Respond: Does parent-teacher collaboration close the gap in language of teaching and learning? No.

Question 2: Respond: SGB contribution to LOLT is minimal in Boitekong. Yes, because in one school you find that both learners and teachers sit with a particular problem (LOLT) always referred by the official to SGB to sort it out.

Psychological

Question 1: Respond: Intermediate Phase (Grade 4) is a critical emotional period and learning is not taking place well. It is critical but it does not mean at all learning does not take place.

Question 2: Respond: LOLT is a barrier in Grade 4, because it is not favouring community in Boitekong. Yes, in many instances learners are forced to use a particular language and where expected to carry other task outside school is a problem hence doing most of their work at school.

Empowerment

Question 1: Respond: Teachers have capacity to encourage and instill motivation on learner's performance. Yes, teachers spend most of their time with learners.

Question 2: Respond: Most teachers are not aware of their school key areas of excellence. They are aware because their key areas are in line with the departmental policy and keep on getting update from the department.

APPENDIX E: Observation checklist for School (A-C)

		School A		School B		School C	
		Yes	No	Yes	No	Yes	No
	Marking an X in an appropriate column						
1	Are the 2007 -2009 progress results available?						
2	Is a programme for foundation for learning available?						
3	Does a programme for foundation for learning indicate challenges they encounter during implementation						
4	Does each school have a monitoring team and tool for Foundation for Learning?						
5	Is there any assistance from the DoE in ensuring that Instructional Media are available in schools?						

APPENDIX E1: Outcome of observation checklist for School A

		School A		School B		School C	
		X					
	Marking an X in an appropriate column	Yes	No	Yes	No	Yes	No
1	Are the 2007 -2009 progress results available?	X					
2	Is a programme for foundation for learning available?	X					
3	Does a programme for foundation for learning indicate challenges they encounter during implementation		X				
4	Does each school have a monitoring team and tool for Foundation for Learning?		X				
5	Is there any assistance from the DoE in ensuring that Instructional Media are available in schools?	X					

APPENDIX E2: Outcome for observation checklist for School B

		School A		School B		School C	
	Marking an X in an appropriate column	Yes	No	Yes	No	Yes	No
1	Are the 2007 -2009 progress results available?			X			
2	Is a programme for foundation for learning available?			X			
3	Does a programme for foundation for learning indicate challenges they encounter during implementation				X		
4	Does each school have a monitoring team and tool for Foundation for Learning?				X		
5	Is there any assistance from the DoE in ensuring that Instructional Media are available in schools?			X			

APPENDIX E3: Outcome of observation checklist for School C

		School A		School B		School C	
						X	
	Marking an X in an appropriate column	Yes	No	Yes	No	Yes	No
1	Are the 2007 -2009 progress results available?					X	
2	Is a program for foundation for learning available?					X	
3	Does a programmes for foundation for learning indicate challenges they encounter during implementation						X
4	Does each schools have a monitoring team and tool for Foundation for Learning?						X
5	Is there any assistance from the DoE in ensuring that instructional Media are available in schools?					X	

APPENDIX F: Letter to SGB in School A-C

P.O.Box 457
Lerome
0497
30 April 2010

Go tswa: J.N Masisi-Tshite (16638298)
Morutabana mo Tshirologang Primary

Go ya go: ABANA/LETSIBOGO/TSHIROLOGANG SGB
Boitekong Location

Batsadi

Lekgotla taolo la sekolo, ke mongwe wa barutabana ba bana ba lona, o a tsweletsang dithuto tsa gagwe mo Yunibesiti Ya Bokone-Bophirima (Mafikeng Campus), ke kopa tetla ya go akaretsa bana bangwe ba mophato wa 4 (Grade 4) mo go diragatseng ngwe ya lenane-thuto la go konotelela serutwa sa me sa "Masters in Education Technology".

Tsona di tla tsweletswa mo go yona kgwedi e ya Moranang 2010.

Tsholofelo ke gore kopo ya me, e tla amogelwa ka matsogo a a bothitho.

Wa lona


Masisi-Tshite J.N

APPENDIX G: Letter to Rustenburg APO

P O Box 457
Lerome
0497
28 April 2010

Retla direla
Rustenburg Area Project Office (APO)
Oom Paul School
McGregor Street
Rustenburg
0299

From: Masisi-Tshite (15190137)
Tshirologang Primary School

To: Whom It May Concern

Request for conducting a field study in Boitekong Primary Schools

I am an Education Technology student (16638298) at North-West University. I am requesting permission to conduct field work at the following schools:

- Abana Primary School
- Letsibogo Primary School
- Tshirologang Primary School

My topic: The effects of instructional media on learner performance in the Intermediate Phase Boitekong Rustenburg Area Project Office

I identified Boitekong on the basis that I am having interest and I am working in Boitekong:

- I am experiencing the very same frustration teachers and learners go through.
- Hoping that research findings assist in learners' performance in Boitekong Schools and other schools around.

Hopping that my request will be endorsed.

Yours truly,


Masisi-Tshite J.N

APPENDIX H: DOCUMENTS FOR OBSERVATION FROM SCHOOL A-C

Document 1

Results FFL Campaign which was held on the 10/03/2010

Speed test	Oral counting	Creative writing	Reading	Poem
Grade R	Grade R Mokopakgosi Menete E Rebaone	Grade R Mary Banda Samson	Grade R N/A	Grade R Khoza K. Theswa L Castro M
Grade I Horing Kagiso Moroke Refiloe Keorapetse	Grade I Boiteko B Morongwa S Rasetshwane B	Grade II Tidimalo Katlego M Pelembe F	Obusang K Masisi L Kgati M	Grade I Maitiso T.
Grade II Phiri Keitu Huma Kea Chicho Julias	Grade II Menyatswe T Ubisi P Thobela M	Grade II Seakgosing A Thato Nkomo Vuyelwa M	Grade II Kole K Tsholanang M Setshwane D	Grade II Thandeka M Kelebogile K Omphile N
Grade 3 Pitlagano Refilwe Samuel M. Mmathapelo	Grade 3 Masinga E Medupe K Soares F	Grade 3 Lekgetho S Moshane Huna Khupari Tshepang Omphile Fernando N Phiri K	Grade 3 Mgudzi Neliswa Masinga Lizzy Sekgwelea Almina	Grade 3 Motabogi M Molemane M Mamuno G
			English Grade 2 Makaula Queen Mothusi Tumelo N/A Grade 3 Mogakabe Thato Moabi Tumelo Zanele Thomo	
Activity	Educator	Print and sign		Name and surname

Speed test Grade R N/A	N/A		N/A
Grade 1	Motsepe C.M Moremi J.N Matabane A		Horing Kagiso Moroke Refiloe Keorapetse
Grade III	Ramafoko L.K Mpete T.T Sedumedi W.K Ramafoko L.K		Phiri Keitumetse Huma Kealeboga Chichongwe Julius Segoni Mthuthuzeli
Grade III	Thompson A.G Thompson A.G Lekalakala S.M Nokwane D.S.M	NWU LIBRARY	Pitiagano Lengin Mashilo Refiloe Mogami Samuel Ngoma Mmathepelo
Oral counting Grade R	Malebo K.T Malebo K.T Malebo K.T Malebo K.T		Mokopakgosi Alex Montino Phethile Menete Elsa Moroeng Rebaone
Grade I	Boase M.M Motsepe C.M		Boiteko Bongani Morongwe Siyabongani Bogosi Rasetshwane
Grade II	Sedumedi W.K Mpete T.T Sedumedi W.K		Menyatswe Tshepo Ubisi Phemelo Thobela Keorapetse
Grade II Reading Setswana	Sedumedi W..K Ramafoko L.K		1.Koie Kamogelo 2.Tsholanang

	Sedumedi W.K		Manyaapelo 3.Setshwane Dineo
Grade II	Lekalakala Botsi M.E Botsi K.E		Neliswa Mgudzi Lizzy Masinga Almina Sekgwelea
Grade III	Nokwane D.S.M Thomson A.G Botsi M.E		Mogakabe Thato Moabi Tebogo Thomo Zanele
Poem Grade R	Malebo L.T Malebo L.T Malebo L.T		Khoza Khanyizile Lungi Theswa Castro Matilda
Grade I	Motsepe C.M		Mayikiso Tshegofatso N/A N/A
Grade II	Seleka M.D Seleke M.D Pienaar R.M		Mantshiyo Thandeka Kgati Kelebogile Nhlapo Omphile
Grade III	Thomson A.G		Motabogi Mpho Molemame Nthabiseng Mamuno Galekane
Activity Oral counting Grade III	Botsi M.E Botsi M.E Lekakala S.M		Masinga Elisa Medupe Kelebogile Soares Feleca
Creative writing Grade R Zaire Mary Banda	Malebo L.T Malebo L.T		Zaire Mary Banda Samson
Grade I	Motsepe C.M Moremi J.N Moremi J.N	Department of Education North West ABANA PRIMARY SCHOOL P.O. BOX 7228 - RUSTENBURG - 0300 BOJANALE WEST REGION	Morebantoa Tidimalo Molokwane

10 JAN 2017

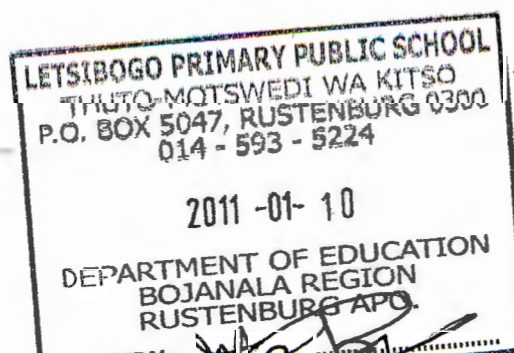
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			Katlego Pelembe Flavia
Grade II	Sedumedi W.K Sedumedi W.K Seleke M.D		Sekgokong Amogelang Nkomo Thato Mfatshwa Vuyelwe
Grade III	Thompson A.G Thompson A.G Nokwane D.S.M Lekalakala Thompson A.G Botsi M.E		Lekgetho Solofelang Moshane Huna Khupari tshepang Omphile Fernando Natalia Phiri Kgalalelo
Reading /Setswana Grade R N/A			
Grade I	Moremi J.N Boase M.M Boase M.M		Obuseng Keorapetse Masisi Letlhogonolo Kgati Mamosiya

**DOCUMENT TWO: Letsibogo Primar School FOUNDATION PHASE 2009
Minutes**

**Venue: Room 5 Date: 19.05.2009
Time : 12h30**

- Agenda: i. Opening and prayer
ii. Issue of secretary and assistant
iii. Reports: a. HOD workshop (Forum)
b. Library
c. Educational tours
iv. Control of work



i. Chairperson requested both

-Bogoshi -Opening with prayer

-Mrs Murunwa -welcoming by

ii. Issue of secretary and assistant was solved by Mme Bogoshi volunteering as a secretary and Mme Bogatsu as a deputy secretary.

iii. Reports

-Mrs Magasa reported about the HOD forum meeting. The forum was held at Tlhabane Resource Centre.

-One HOD and Grade 1 educator were invited.

-The literacy subject advisor Ms Mokoka welcomed the attendants.

-Under literacy the following points were reinforced.

- Teaching according to the milestones. The milestones must be followed as prescribed for the term. The aim is to help learners to learn writing and reading.

-Grade 1, there must be a lot of story telling. Learners be taught poems.Expected to write one sentence on their own.

-Grade 2, Learners are expected to write at least five (5) sentences.

-Grade 3: They are expected to write/ create a two (2) paragraphs/essay.

Examinations

-Examinations are set by the cluster committee. The format will be sent to different schools.

-Each teacher was issued a new format of table of contents for assessment task.

-Flash cards and word bank must be updated.

-Hand-writing must be written once a week. It consists of patterns, spelling, letter formation, writing strategy like dotting and instruction.

Life skills reports-Mrs Murunwa

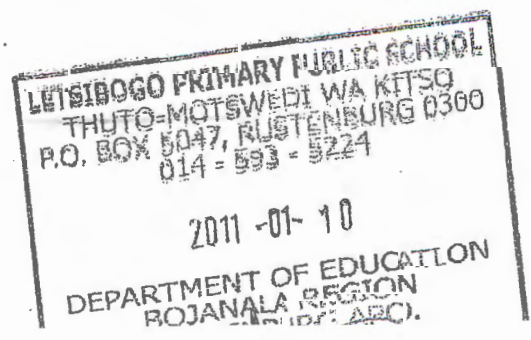
-It was facilitated by subject advisor Ms Theresa.

- New recording sheet handed over to the teachers, said that LO4 should be done once a week.

-In each lesson presented HIV/AIDS must be reflected and there must be evidence that it has indeed done.

- A monitoring tool for HIV/AIDS was provided.

- Life Skills milestones, higher structure still working on them.



Numeracy report –Mrs Murunwa

- Subject advisor (Ms Moloisane) informing teachers that Esperico be done because it adopted by DOE and be followed.
- She emphasized that during teaching group work must be encouraged.
- As subject advisors they use Lifeskills and Literacy for Esperico. Time management is important for each learning programme.

Proposed closure seconded by HOD's

Closure by chairperson.

Venue: Room 5, Date: 25.08.2009
Time : 13h00

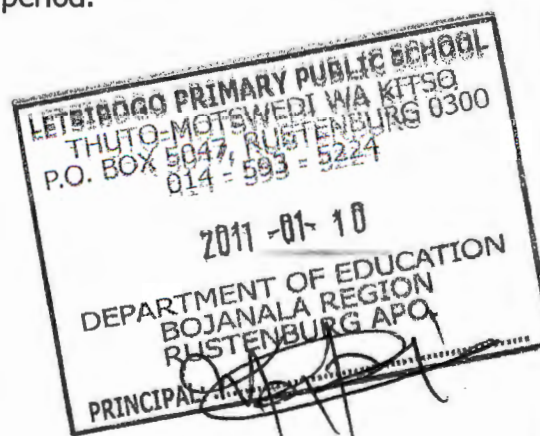
Agenda:

- Recording
- Control of work
- Common task examination
- Language
- Common assessment moderation
- Lesson planning

Chairperson: Ms Murunwa

Recording

- Literacy must have four tasks which include oral phonic, reading, handwriting and written work.
- Written work include creative writing, sentence construction, writing and CASS examination. Handwriting is pattern sentence, letters.
- All the LO's must be done for the term.
- Life Skills-LO's must be done for the term.
- When giving learners work to do, do not write class work but written work (Tiro-kwalo).
- Planning is done for ten weeks.i.e Task 1=27 & 3 Weeks, Task 2=4 & 5 weeks.
- Each learning programme must be done at its own time period.
- Tasknumbers for term 2 will be examination.



- Library

-Ms Bogotsu reported on Library workshop. It was held at Rustenburg Library at 14h00. Information cascaded to teachers about Library resources like book toys for education. Books can be borrowed from the library by schools for three months. The form was issued which was to be filled by the principal. The librarian said she is available at anytime provided there is a transport.

- Educational tours

-Addressed by Ms Murunwa. We discussed tours which must be taken by Grades. It was agreed that educational tours must be taken according to Grades.
 -Grade 1 will go to Pretoria zoo and Union Building.
 -Grade 3 to cattle of human kind and Maropeng at Magalies.
 -Tours will be taken during August and a go ahead was granted.

Control of work

-HOD's are unable to do their work because of lot of work.
 -They want to control. The format was finished but will be ready soon.
 -There must be a reading corner.
 -Concerns- flannel boards are broken, charts and pictures cannot be displayed.
 NB. 2010 monitoring and moderation will be very strict
 -Ms Mangole asked for working together as a team when preparing lesson plans.
 -Ms Murunwa tried to explain to teachers what is all about recording tasks, oral, reading, phonic, written work and handwriting.
 -All tasks must be at the same date, same rubric, same level.
 -Ms Mogasa emphasized that portfolio is more books, indicated that a star be used to show that assessment for a particular task or activity did happen.

Meeting closed by the Chairperson Ms Magasa.

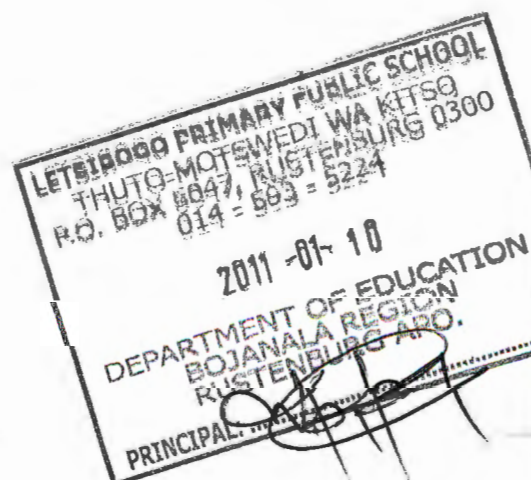
Venue: Room 22, Time : 18.11.09
Time : 12h30

Agenda:

1. Classification for 2010
2. Grade R and 1 orientation
3. November examination

Chairperson Ms Magasa welcomed all teachers

- Collecte the examination analysis.
- Issue of 2010 was classified for the day.



-Reminder about the previous agreement: that every after two years a teacher to move the next grade.

1. Classification for 2010

School Management Team

-Ms Murunwa be in charge of Grade R and 3 and Grade 4 & 5Ms. Molapisi be in charge of Grade 1 & 2.

Grade 1 teachers

1. Makgamatha B.J
2. Mangole K.L
3. Magasa S.R (HOD)
4. Teacher X

Grade 2 teachers

- 1.MOkgoatlheng L.S
- 2.Ngakane M.M
- 3.Bogatsu C.I
4. Malane M.S

Grade 3 teachers

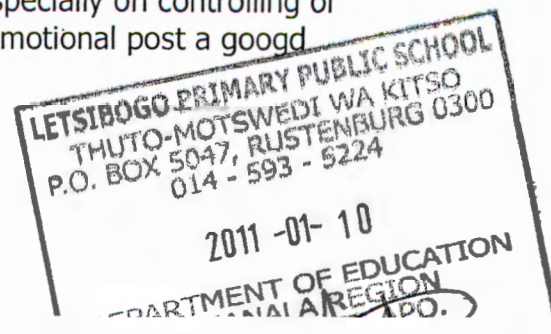
- 1.Moraope M.M
- 2.Makgala E.K
- 3.Moise M.M
4. Makgala R.J and Teacher Y

2. Grade Rand R and Orientation

- Ms Ngakane will assist Grade R & 1 teachers for orientation.
- Date for orientation is 3 December 2009.
- Parents expected to accompany their children

AOB

- Make stationary lists in time.
- Request for another photocopy was made.
- Ms Murunwa to work with HOD's and not educators especially on controlling of the work, and she wished all those who applied for promotional post a good luck.



- A plea made that when you leave a grade, materials to be handed to the new teacher for reference.
- A concern about littering and learner supervision raised. Cleanliness be encouraged.

Closure by Ms Bogoshi

Tshirologang Primary School Foundation for learning completion report.

Strengths

- The FFL Committee met and discussed how to strategise for completion. The school management was informed of all the steps to follow.
- The committee also met with the staff to share ideas about the competition. The committee decided to include HOD's as part of management, to help with monitoring. Learning area educators set papers and where moderated by HOD's.
- Time-table and invigilator's time-table was drawn and the competition started on Monday 22-02-2010, at 9h00 with Maths in all categories in both Foundation and Intermediate Phase. The following categories were observed: Speed test, problem-solving and mental calculations.
- On the 23-02-2010, learners wrote language in Setswana, Xhosa and English. The scripts were marked and again moderated by the HOD's.
- After marking scripts three best learners were selected from each category. Photos were taken during the course of writing. Reading was done on the 24-02-2010 in both phases. Learners were selected in three different languages afore mentioned above.
- The processes ran smoothly.

Weaknesses

- Learners are not familiar with the examination environment. One learner appears several times in different categories.

16. COMMITTEE FOR FOUNDATION FOR LEARNING

Head Mrs Lerumo

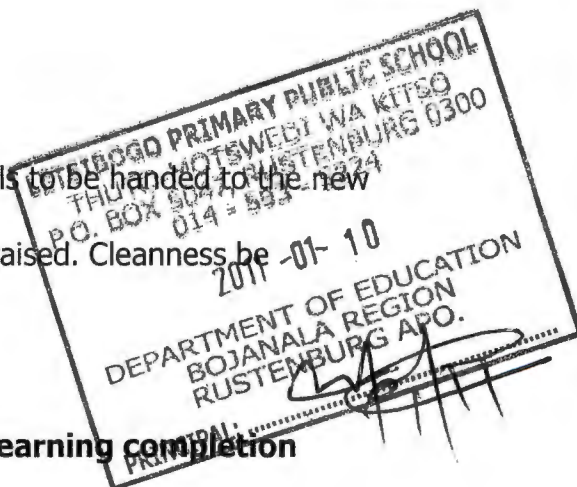
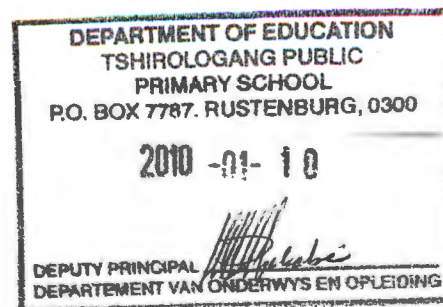
16.1. Mrs Danki S.L. *Danki*

16.2. Mrs Hlabangane Y.S. *Hlabangane*

16.3. Mrs Stemba M.M. *Stemba*

16.4. Mrs Ngonyama T.K. *Ngonyama*

16.5. Mrs Mtolo N.M. *Mtolo*



16.6. Mr Phago S.M

16.7. Mrs Moeng M.P

16.8. Mrs Khumalo G.L

16.9. Mrs Ntanga N.E

Phago
Moeng
Khumalo
Ntanga



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

McGregor Street
Rustenburg 0299
Private Bag X82103
Rustenburg 0300
Tel.: (014) 592-7599/94
Fax: (014) 592-7590/2
e-mail: Mpaleki.nwpg.gov.za

OFFICE OF THE AREA MANAGER: RUSTENBURG AREA PROJECT OFFICE

To : To Whom It May Concern

From : Mr L.M. Lelaka
Circuit Manager
Retladirela Circuit

Date : 03 / 05 / 2010

Subject: **FIELD BASED RESEARCH: Mr Masisi Tshite**
Student No. 16638298

The above matter refers.

Permission is hereby granted to Mr Masisi Tshite student no. 16638298 to conduct a research in our area.

Please give him the necessary support and assistance in this regard.

Your cooperation is highly appreciated.

Yours Faithfully

L.M. Lelaka
Circuit Manager





16 April 2010

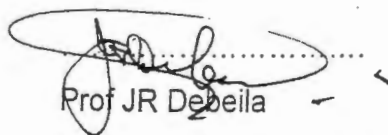
TO WHOM IT MAY CONCERN

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

This is to confirm that **Mr Masisi-Tshite** Student No: **16638298** is currently registered for Masters (MEd) Educational Technology (North West University); Mafikeng Campus. As a requirement for the fulfillment of the academic programme, he is expected to conduct field-based research.

It would be highly appreciated if you would accord the necessary assistance to enable him to pursue the research project.

Thank you in anticipation of your cooperation and assistance.



Prof JR Debeila

Director: School of Postgraduate Studies

