

**USING COMPUTERS FOR TEACHING
ENGLISH AS A SECOND LANGUAGE IN THE
FOUNDATION PHASE: A CASE STUDY OF A
PRIMARY SCHOOL
IN KWAZULU NATAL.**

By

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Dedication

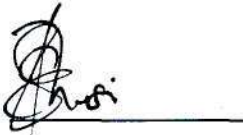
I dedicate this study to my husband **Siphiwe** and my children **Qhawe** and **Nomfundo**.

Acknowledgement

This study would not have seen the light of the day had it not been for the unfailing helping hand of a number of people and therefore I would like to thank my supervisor Mr Ben Nel and my little brother Mbongeni for making my dream a reality. Dr Sue Singh and Nina Amin, I respect your calibre and the energy you put in everything you do and a big thank you for guiding and encouraging me through out.

Declaration

I, **Edith Sithombe Thusi**, declare that this is my work, and has not been submitted for any degree.

A handwritten signature in black ink, appearing to read 'Edith', written over a horizontal line.

Signature by Researcher : Edith Sithombe Thusi

Date: *March 2006*

Preface

This is a one module report on the impact of using computers for teaching English as a second language in the foundation phase in one of the schools in KwaZulu Natal. It aims to test computers as an intervention for teaching English as a second language. The problems which led to the study are further discussed in details as well as how the study came about.

The study is largely qualitative and interpretive. It involved eight grade one teachers. All the procedures were clearly explained before the study commenced. Interviews used were followed by the participant observations. Data was cleaned, transcribed and coded .

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1. Topic

Using computers for teaching English as a second language in the foundation phase:

A case study of a primary school in KwaZulu Natal.

1.1 Statement of purpose

To explore the impact of using computers for teaching English as a second language in the foundation phase.

1.2 Critical Question

What is the impact of using computers for teaching English as a second language in the foundation phase?

2. Introduction

The challenge of teaching English to IsiZulu speaking learners in Kwa Zulu Natal is very problematic to most teachers of English as a second language in the foundation phase. This challenge can largely be located to historical background which can be linked to the dents of the apartheid to the education system. These can be attributed to the conditions of most schools of African learners, the previous dominant language policies in South Africa, difficulties experienced by teachers of English as a second language as well as the teaching styles used in such foundation phase in all African schools.

The chalk and talk method of teaching English still remains dominant in most previously disadvantaged primary schools, this is mostly due to the lack of funds or areas that have no electricity like the rural areas. This method might prove to be a success for learners

who understand English, but from my experience it appears to be a problem to the learners who have not been exposed to English or pre primary education. These are the communities that experience large number of learners per grade, in other words there is not enough space in the classroom for all learners who need to be accommodated. In the school that I teach in, the number of learners per teacher in the foundation phase is seventy five and therefore could not fit in the space of the classroom. As a result the school has introduced the platoon system, half the number of learners attend the morning session and the other half the afternoon session, however this has created another set of problems.

The problems associated with the platoon system includes, high level of noise as the morning session leaving continue to be in school, waiting for lifts home or to be picked up by the parents. Secondly, the classroom, which is a shared space, has to be cleaned and reorganised and most importantly it fails to ease the problem in teaching English to learners whose main language is IsiZulu. English, as a foreign language requires another type of intervention which has not been tried out in a rural school in KwaZulu Natal. This study intends to explore whether such an intervention would be successful.

It is enshrined in the constitution that every learner has the right to learn and to education. This comes with problems to teachers of English second language in the foundation phase that have to introduce the language to an individual learner. The language is new and strange to the learners as it is their second or third language and they have not

attended any formal schooling before. Teaching in the old methods, talk and chalk does not provide full engagement, they get bored easily, and they do not fully concentrate.

If I try computers, it will be something new to them, like a toy, it may be exciting and may get their attention. This may overcome boredom. Another benefit of using computers for teaching English are dictionaries, encyclopaedias available on the computer can play a role in improving language and also as a resource to help them prepare learning materials. They can use various colours, typefaces and sizes. Furthermore, for the South African child, English is the language of politics, economics and international discourse, and therefore it could be taken as a platform to gain access and to succeed in any future endeavours.

Making computer literacy instruction available to the teachers and learners is just one campaign in the war against poverty, social and political injustice and the violation of human rights. As we move deeper into the electronic age, we need to be well capacitated in terms of using computers (Murell, 2001). The teaching style of English at certain foundation phase does not address the market needs. Teaching English using computers can be more stimulating and can be enjoyed by young children. As teachers in the modern age we need to ensure that our teachers match the global demands, in other words language skills must be accompanied by computer skills so as to bridge the demands of the past inequality in education (Rusk, 1971). Some teachers still look at computers as an instrument that is only meant to be used effectively for a small number of some elite learners, however all people have fundamental rights to an education that teaches them

literacy skills as well as shape them for any future demands and challenges. They need to be empowered with computer skills. One problem regarding the teaching of English at Mariannhill L.P. School is that teachers have a variety of interests and levels of English proficiency, their teaching speed and styles also vary.

Computer aided instruction can help teachers to help individual learners meet their own goals at their own pace. As an educator, a fundraiser at the chosen school I happen to know of five computers that were donated to the school in 1997 by a British business company. And the school was very fortunate on the 9th of September 2004 when McCarthy Toyota donated fifteen more computers to the school, which now has a computer centre. At the official opening of the computer centre the sponsor was quoted saying "I am going to provide the teachers with ongoing training so that the centre becomes fully utilised by these learners which have been identified as some amongst the five under resourced schools in KwaZulu Natal, such skills should also be extended to adult basic education"(Janse, 2004). McCarthy also offered to train more teachers in our school free of charge if only a study could be conducted to see if the use of computers will benefit the school in our context.

There is a need to orientate teachers and learners into the understanding of the importance of computer knowledge. The school has twenty computers now as well as the internet facilities. Since I have heard and seen some of the teachers undertook training as to the use of computers it is hoped that the research, should it be successful, will be a learning and a practical venture for them, the learners as well as the entire community.

The study also aims to advise the appropriate material for the foundation phase at the primary schools in KwaZulu Natal in so far as English language teaching as the department of education does not provide any material or curriculum regarding computers in the foundation phase. The foundation phase has to intergrate all the learning areas yet the how part lies with the teachers. Thirty percent of the learners at this school are from a nearby orphanage home which makes it even more difficult for the English teachers as they are expected to provide unconditional love and understanding for these kids. Children are usually very distant and quiet during the English lesson and sometimes the charts are not that engaging for them. The research seeks to provide teacher development opportunities for all English teachers at the chosen school. The study will be a learning experience and will also ensure that computers at the chosen school are used. It will be a useful reading materiel for teachers at the school where it will serve them as an assessment tool for their own teaching, as Wragg (1998:60) states that technology can undoubtedly be used to improve the quality of education.

2.1 Historical background

The reason why I chose the school is mainly because my formal schooling started in the same school thirty two years ago. The foundation phase is still taught by two of the educators who taught me English and they have not changed the methods of teaching English. Times have moved and there have been so many changes both in the country as well as within the education system itself. The large numbers at this school makes it

impossible to do individual teaching, which is the requirement more especially in the foundation phase. The load could be made easier through the use of computers and the teaching is enhanced as learners are provided the individual attention according to the needs and abilities of the learners.

Even though South Africa considers itself a democratic country, there has been a slight if any change pertaining the issue of languages. Language decisions in education have

resulted in English policies being an instrument of social and political control. They have had to do with political dominance, the protection of power structures, preserving privilege and the distribution of economic resources (Piper, 1993). Most language policies have been taken without the concern for the cultural as well as the language dynamics. "Teaching the methodology, in the majority of African schools in KwaZulu Natal leads to the insufficient internalisation of English, which in turn does not generate true knowledge, but results in excessive memorization"(Lawrence, 1998:109).

3. Literature review

3.1. The importance of language and the benefits of using computers in the classroom

Studies point to how computers can be used to support and encourage the development of English language to young children. Research conducted internationally and locally reveals that technology has a place in literacy and language development. H.R.S.C., 1981 reveals that young children interacting at computers engage in high levels of spoken communication and cooperation, such as turn talking and peer collaboration. The teacher's role is to set up the environment and activities matching technology use to the curriculum as well as to the children's needs and interests. The teacher becomes less involved in directing the activities and more involved in monitoring student's activities, intervening a necessary to guide and pose questions where necessary.

While critics express concerns about the use of computers, that it inhibits the language development, Bushnel (1967) feels that through dual immersion students are immersed in learning language skills and technology skills at the same time with the teacher providing support along the way. Herbst (1998) and Bushnel (1967) are of the opinion that language is a means of discovering the self to the child and it does not matter whether it is the first or second language, it takes having an interest for it to acquire it.

In as much as what they say is true but it is very critically important to consider for the program developer the segments of the population which is being taught the English language, what it's needs are and also the attention to gender and age is important as

some factors varies between the boys and the girls. And the ability to predict subsequent problems is largely determined . Language is the main medium of communication for human beings and is so far as there is truth in what he is saying I feel it depends on how organised and presented is that particular language. Without this important medium the child is greatly handicapped in his personality development, his relationship with parents, teachers, his social development and in further education.

According to Bentley (1994) computers have come into schools very quickly in the last few years and there is a strong need for all the communities to familiarise themselves with these developments so that they are not left behind in the digital era. The main challenge that the book present to us is how do we also ensure that the learners are exposed to the skills and I think it would only be through involving the teachers as well so that the skills they have acquired are passed to the individual learners. We also have to ensure that while trying to affect certain changes as teachers we remain culture sensitive individuals.

For Sears (1998) there is benefit and long term planning in bringing computer technology to all nations, as knowledge and information have become the most important currency for productivity, competitiveness and increased wealth and prosperity. While waiting to join the ranks, learners can acquire information literacy skills that lay a solid foundation for using digital tools when they become available (Sears 1998).

Kitao (1993) concurs by adding that computer aided instruction is good for motivating students to learn English. He goes on to say that students think materials are fresh and new if they are presented on the computer, and also promotes individualised learning as each and every learner learns through her own pace. He is of the opinion that mental development and the generation of knowledge is vitally dependant on the verbal communication or use of language by the child. Insufficient and incorrect internalisation of the language will give rise to confusion in the second language.

More emphasis is on the games and simulations, on productive language skills, speaking and writing. Questions that users answer do not necessarily have one right answer, but several answers are accepted. There are many programs related to conversation, including programs, which involves listening, speaking, recording, comparing voices and reading and writing along with listening and speaking. Some recent programs have both English and the student's native language. Many people believe that multi media programs are better programs. Many teacher made programs have been introduced, but there is not much information available on the effectiveness of different types of computer aided-instruction for the English lesson. There are computer programs to check spelling and grammar. These allow the learners to avoid mechanical errors and pay more attention to more substantial matters (Kitao, 1993).

According to Lunt (1993), the teaching of English as a second language has traditionally been undertaken by teachers who are not themselves speakers of English. She questions the ability of these teachers to speak the language fluently and spontaneously enough for

the successful acquisition of the language. Many teachers themselves have come through previously Bantu education system and have rarely experienced good language teaching, thus they rely on what they experienced when they were at college.

An important factor is that the teacher is an important variable in the teaching learning situation. Her skill and her personality are instrumental in creating the conditions for learning.

Murell (2001) feels that technology and computers could be used to address the imbalances of the past when some racial groups were prejudiced and discriminated against, and help in developing new strategies for teaching. He further went on to say that technology can empower educators to participate in the technologically driven world, but will only do so if proper planning, sufficient resources and training amongst the educators, accessibility to computers and proper use of computers are put into place. Learning should be assessed for its value to the individual and to a larger society. Each and every culture has it's own measure of success therefore it is vitally important that the effectiveness of instruction design be determined in a culturally relevant way.

Murrell shows that since 1994, there has been a large increase in access to computers and the internet in the nation's public elementary schools. His research shows that what is concrete for children is not "physical", but what is meaningful. The teacher's role has to change in accordance to the changing need of the child. Initially teachers will need to be more demonstrative, regarding setting of goals and planning. However, once they have

gained confidence and expertise, teachers can recede to being observers and facilitators, ready to help when needed.

He reports that the children lack of knowledge and experience, but not the reasoning ability. Appropriate stimuli such as close interaction with the caring adults and engaging hands on activities enhance the brain's development. It concluded by stating that interactive technologies make it easier to create environments in which the students can learn by doing (Murell, 2001).

At the national education conference to discuss the De Lange report, which was held in Durban, J.C. van Zyl (1982) said in his paper that the principal objectives of the educational system must be to fit people for life, for employment and for a meaningful role in the society. At the same conference, Professor Pieter de Lange (1982) said in his address that over emphasis on tertiary and academically education causes an increase in unemployment. On the strengths of the above computer education in schools is essential. There are many proposals for reforming the education system but there is very little evidence to support them.

Computers are intrinsically compelling for young children. "The sounds and the graphics gain the children's attention. Increasingly young children observe the adults and older children working on the computers, and they want to do it too"(Fein, 1973:17). As the foundation phase educators become active participants in the technological world, they need an in depth training and ongoing support to be adequately prepared to make

decisions about technology and to support its effective use in learning environments for the children. According to Fein and Steward (1973), the foundation phase is the vitally important because it is the foundation where all future learning rests. Skills, attitudes, interests, values and personality strengths have their roots in these years.

According to Pet (1993) the children lack knowledge and experience but not the reasoning ability. He talks about appropriate stimuli and engaging them hands on.

He stresses that everyone should familiarise themselves with the use of computers in order to be able to travel the whole world while sitting and relaxing at home (Pet, 1993).

O'Shea and Shelf highlight problems of using computers for teaching as the reaction of the people involved. The poorly designed materials, technical problems such as cost, reliability and Nichols (1993) states clearly that the value of introducing the computer into the education system is usually considered to be the self-evident truth.

The study found out that when computer users were shown more optimal and efficient ways of using their computers, they would often revert to their ways of computer use, they would revert to their old approaches, which made sense to them. Such personal dimensions need to be accommodated in introducing teacher training to computers. Time and assess to computers is needed for them to make sense of the computers. The introduction into the teaching and learning process questions the value of established

skills and demands the acquisition of new skills, which are demanding in terms of time and effort (O'Shea & Shelf 1983).

Straker (1989) highlights that the computer's ability to stimulate purposeful conversation applies equally to children for whom English is a second language. Bilingual children need opportunities to talk in their mother tongue, as well in English.

Anita 1994 mentions that children, like adults have different approaches to the use of computers. The personal skills, which all the children want to develop when using the computers, apply to the whole curriculum, not just to work with the computer, but without them it is very difficult for any kind of learning to take place she says.

Learning with a computer, like other kinds of learning provides opportunities for the children to gain from each other by working together collaboratively in a group. To do this productively they must be able to take part in collective decision making, to listen to each other and to have respect for each other's contributions to the work of the group. She stresses that for computer work to be successful, children need to feel responsible for the equipment and software. They also need to be encouraged to work systematically.

In her conclusion she says that good software makes it easier for teachers to observe children and to listen to their discussions since the focus for the children's learning is provided on the monitor screen and is managed by the computer programme. One of the most impressive aspects of the use of the computer in the primary classroom is the amount of talk, which is generated. When three or more children are sitting around a

computer they have a natural focus for their talk, which encourages listening, reflection and participation. The generation of talk may be one of the advantages of having computers in the primary schools, but only if the groups of children rather than by the individuals and occasionally to promote whole class discussion use the computer (Straker, 1989).

4. Theoretical framework

Theories are meant to explain something, or to help us to understand the way things are within a particular domain. They include a cluster of concepts organised to form a whole. The key is how concepts relate to each other (Bailey, 1978). Generally they do not ask what is something, but how is something achieved. Current debates in the educational theory and instruction design revolves around behaviourism and it's style of teaching led by behaviourist theoreticians such as Skinner, Watson and Thorndike and the constructivist approaches as outlined by Bruner, Goodman and Vygonsky.(Bailey,1978).

Early computer delivered instruction based their instructional principles on Thorndike's idea that repetition leads to mastery, Altrichter (1993), thus developing drill and praise exercises to reinforce the role learning of skills, specifically in language and arithmetic exercises. However the conceptual framework of this study was shaped by constructivism and interpretive paradigm where teachers were interviewed on questions based on the topic. By definition constructivism is a philosophy founded on the premise that, by reflecting on our experiences we construct our own understanding of the world we live in.(Vygonsky 1986). Each of us generates our own rules and mental modes, which we

use to make sense of our own experiences (Vygotsky 1986). Constructivism is often articulated in stark contrast to the behaviourist model of learning.

Behavioural psychology is interested in the study of changes in manifest behaviour as opposed to changes in the mental states. Learning is conceived as a process of changing or conditioning observable behaviour as a result of positive reinforcement of an individual's response to events (stimuli) that occur in the environment. The mind is seen as an empty vessel, a tabula rasa to be filled. Knowledge is divided into parts and built into a whole concept. Teachers transfer knowledge to passive learners. It therefore relies on transmission, passive teacher directed and controlled (Murell, 2001). Constructivism is appropriate for the study because teachers had to construct the teaching material using the knowledge they have gained in their previous computer training.

The role of the teacher in the constructivist classroom provides a useful vantage point from which to grasp how the theory impacts on practise. The role of the authority has functions to introduce new ideas or cultural tools where necessary and to provide the support and guidance for students to make sense of these for themselves. The other is to listen and diagnose the ways in which the instructional activities are being interpreted to inform further action. As been stated the study seeks to explore the use of computers for teaching the English as a second language in the foundation phase, teachers did not undertake the study without language or skills but from the knowledge they have, they had to construct meaning, which will be relevant to the children in the foundation phase.

Technology provides the user with the opportunities to work at their own pace and in the learning style they prefer. I must confess that I think that teachers need to be given the opportunity to construct their own knowledge through trial and exploration so as to allow them to cope up, reflect and work out their own understanding. I agree with Murell (2001) when he says that teachers can not be expected to put new methods into practise effectively unless they are thoroughly familiar with both the principles and the details of the methods, but how do we know that the teachers are comfortable and happy with the present method of instruction if we do not expose them to the new and exciting methods, and then let them decide upon the appropriate methods.

Atkins (1994:209) discovers the guiding principles of constructivism as:

1. Learning is a search for meaning, therefore it must start with issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts and parts must be understood in the context of wholes. Therefore learning process focuses on primary concepts, not in isolated facts.
3. In order to teach we must understand the mental modes that learners use to perceive the world and the assumption they make to support those models
4. The purpose of learning is not just to memorise the right answers but to construct the individual meaning.

5. Methodology

By methodology we refer to the philosophy of the research process. This includes the assumptions and the values that serve as a rationale for the study, the criteria for data interpretation and conclusion (Bailey, 1978:213).

This is basically a qualitative and interpretive study. Essberger (2001:49) shows that the qualitative researcher views reality as multi layered, interactive, and a shared social experience that can be studied from the participants perspective. I asked the permission by writing a letter to the department of education and asked for permission to conduct the research at school on the chosen dates. This was done in conjunction with filling in the ethical clearance form obtainable from the university. Once that was granted, I asked the principal's permission as well as the teachers to do the study and had a meeting, asking the foundation phase teachers of English's views on the proposed study. I called another meeting where they decided how the study was to be done, and where they were given a voluntary consent form explaining the details of the study, ensuring the participants confidentiality and the intention of the study.

5.1. Triangulation

"Triangulation may be defined as the use of two or more methods for data collection in the study of some aspects of human behaviour. It fits perfectly where different methods of teaching are to be evaluated"(Bailey, 1978). To intensify my interviews I asked their permission to video rise the setting as teaching and learning progress, and explained to them that once I am done with data analysis it will be deleted. My observations of the

class took the form of the non participant observer. This was largely due to the fact that I merely observed the lesson and did not take part in it. I watched what the teachers were doing and how they behaved during their teaching. Hence it was possible to concentrate on the inter actional processes of the class. My observed outcome was that computers encourages through picture use communication and enhance the learners concept development. The fact that I was a teacher at the school afforded me the opportunity to attain the trust of the teachers as they were more familiar with my presence around. Observations were linked to the questions on the interview schedule but I focussed on the skills, teacher and learner involvement and the method used as well as how what was taught was assessed.

5.2. Sampling

The researcher used the convenience sampling where most convenient or accessible elements of the population are selected. The advantage of this sampling is that a researcher can choose his or her research skills to select the respondents who possess the required qualities. It consisted of the eight foundation phase educators who have undergone training regarding the use of computers. I asked permission from the principal to conduct the study, once granted I met with the teachers to discuss my study, I asked them to participate in my study voluntarily and give them a consent form. Fortunately all the teachers in this school do teach English language as they do not specialise but the teacher is responsible for her class. I named my participants as teacher A, teacher B, C, D, E, F, AND teacher G in order to protect them.

5.3. Interviewing procedure

The proposed qualitative study because of the information that could be borrowed from the role players, used semi-structured interviews because, as they allow rephrasing of questions and probes Cunningham (1993). I was able to control the order of questions. As my research is one module, there was only one interview commencing in July. I asked eight questions provided on the interview schedule. I used the open-ended questions in order to probe deeply. Probes led the respondents to answer my area of interest, which is using computers for teaching English as a second language to the learners. I also used pauses to give my respondents time to finish answering.

In order to get a full description I also used observations in the form of a video camera, I firstly asked the permission use it. My observations for non verbal behaviour were linked to the questions on the interview schedule, but had more focus on teacher skill, teacher learner involvement, and methodology used as well as how what has been taught is assessed. I used the focus group as Vaughn (1996) states that focus groups are highly consistent with current trends in education. I then thanked my participants.

6. Data analysis

Once data was collected it was cleaned, transcribed and thereafter coded. I burned unused data. In order to interpret data I used descriptions for data presentation.

6.1. Findings

Responding to the critical question, 60% of the interviewees felt computers will help both the learners and the teachers gain the skills of using computers and 40% highlighted that the learners would shift from listening to one individual with no participation to working hands on which is very stimulating and fun. They also talked about learners being able to imagine whilst they think of the new words, create their own pictures by drawing what is taught in the computer and labelling pictures with their own created names, 100% of them agreed that learners will shift from being receivers of information to being producers of information and that will boost their self esteem and make learning enjoyable, however 50% agreed that children as well as teachers will have fear regarding the use of computers. All the interviewees highlighted the problem of overcrowded classrooms which demanded that learners share computers, and that might be problematic when assessments are to be done. 80% felt they will be provided with the opportunity to market the school and the learners to meet the global demands and all the staff will be motivated to learn the computer skills. Teachers would be able to compare the two different methods of English teaching which are teacher centred and learner centred. The long term goal of the study would be devising the book which will be sensitive to the social dynamics of the chosen school which will be a step by step guide to teaching English as a second language using computers in the foundation phase for the relevant schools.

To intensify my interviews I also used non participant observations and noted that:

1. Learners became very excited and uncontrollable at times.

2. Individual assessment was not possible because of large number of learners and few computers.

3. Teachers had few talking and explaining to do as the learners were actively working hands on.

4. Time management was an important factor as learners had to stop whilst they were still enjoying, non of them looked bored.

5. It was a meaningful and relevant teaching and learning experience for both the teachers and the learners.

6. The conceptual learning led to the understanding along with the acquisition of the basic language and computer skills simultaneously.

6.2. Data interpretation

My own views after the responses is that computers will work for teaching English as a second language in the foundation phase provided that more donors are willing to donate more computers at this school as the H.R.C.S.(1981) reveals that young

7. Recommendations

Using computers for teaching English as a second language is fun and stimulating, but in implementing such an intervention the societal needs should be taken into consideration.

We are already in the digital era and must therefore ensure that our methods of teaching English are relevant to the demands of such an era. According to Kitao 1994 there is increasing recognition that curriculum reform must be accompanied by testing reform. In implementing developmentally appropriate practise, teachers must make decisions about what to teach and when, and how to best assess that learning has taken place. Higher education institutions have a big challenge, they need to incorporate experiences that permit teachers to reflect on the principles of the foundation phase education and how computers can support and extend such principles Kransky, R. (1982).

8. Conclusion

The present English curriculum for the foundation phase in all African schools is a collection of facts that have to be taught, hence there is a platform for developing basic thinking skills and concepts through experiential and hands on learning. Computers are powerful tools that as with other technologies are most beneficial. Written language, like oral language is learned by doing things with words in the real world, using the language for the real purpose HRCS 1981. Young children felt very excited and motivated that they were able to use the computers to match words with the pictures such that it was very difficult and disappointing for them to be told that time was over, all were very attentive and working as a collective. They seemed to be very eager to learn a language that they do not understand for once in a lifetime.

Group work and discussions also proved when carried effectively to be useful during the teaching of English as a second language. Teachers were amused by the performance and also thought of the intervention as a success.

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Appendix

Semi Structured Interview Plan

I greet you all and would like to extend my heartfelt thanks to you for allowing me to conduct this study and especially for devoting your precious time to accommodate this interview. Present here with you today is Sthombe Thusi as a researcher .The purpose of the study is to explore the impact of using computers for teaching English in the foundation phase. Your responses are much valued and I want you to feel free to say whatever you like to say, I also want to let you know that your names are strictly confidential. I humbly request your permission to use the tape recorder and ask you to speak one at a time .The tape will only remind me when I am at home. You will also notice that I will jot the key words to remind myself in cases our tape recorder gives us problems. I will need reminders during my data analysis. The success and failure of my study is largely relying on your responses so please be honest .I request that we respect each other's view and do not disturb a person who is talking. The research I am doing is not only in fulfilment of my degree but when done well it can also help the school to decide on the most appropriate material that can be useful when teaching English in the foundation phase especially grade one of our school. Lastly I put all the trust in you to make this dream a reality.

Our interview is scheduled for forty-five minutes and therefore I will set the time now and when it rings we will be done with our interview. Please let me know when you agree or disagree. For the interviewer we will use Q meaning a question and for the respondent we will use A meaning an answer. Before we start I would like to remind you that the

word impact is two fold, it can mean both the benefits and the losses of using computers for teaching English in the foundation phase. Okay, here is the first question:

Q =What is the impact of using computers for teaching English language in the foundation phase?

Q = Yes I agree, pause but besides the skills what else do you see as an improvement during the teaching of English as a second language?

Q = Do we all agree, anyone with a different view?

Q = What are the weaknesses of using computers for teaching English in the foundation phase?

Q = Yes we are all afraid of trying new games, can we get another input on that point?

Q = Do we all agree, pause what do others say?

Q =What do you see as opportunities for using computers for teaching English in the foundation phase?

Q =Do you feel comfortable about the method of teaching English that is used here at school and why?

Q =What opportunities will it present to us as teachers, do you think it can benefit us as the staff and how?

Q = And in the long term how do you see the study helping us as teachers?

The alarm rings.

Thank you once again for your input and time, on your way out please help, yourselves with some juice and biscuits.