

*UNIVERSITY OF DURBAN WESTVILLE  
SCHOOL OF EDUCATIONAL STUDIES*

*An Investigation into the use of South African Broadcasting  
Corporation School TV in Enhancing Teaching and Learning in the  
Foundation Phase at Acacia Primary School.*

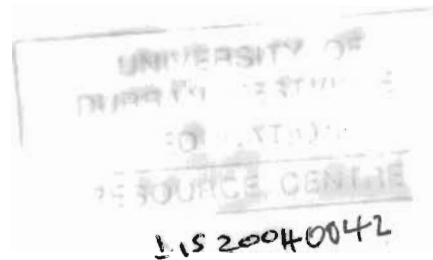
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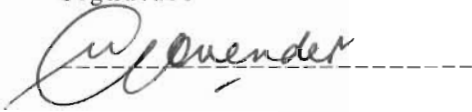
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DECLARATION

I, Visvanathan Govender, hereby declare that this dissertation which is submitted in partial fulfilment of the Coordinated Masters in Education degree is my own work and has not been submitted before.

Signature

A handwritten signature in black ink, appearing to read 'V. Govender', is written over a horizontal dashed line. The signature is cursive and somewhat stylized.

## ACKNOWLEDGEMENTS

I express my sincere gratitude to the Division of Educational Technology in the Department of Education at the University of Durban Westville, more especially Dr Chandru Kistan, Mr Ben Nel, and Mr Devan Govender for their kind and invaluable support, encouragement and guidance. Gentlemen, I salute you for your selflessness, your dedication and commitment.

I want to thank my wife, Mogie for inspiring me and encouraging me during my studies.

I thank my son Vishen for his patience and tolerance during my study.

I also want to express my thanks and appreciation to my parents for the support through all my years of studies.

Finally I express my thanks and gratitude to my beloved Lord Sri Sathya Sai Baba.

## ABSTRACT

Television is an extremely powerful and influential medium and if utilized appropriately it could promote literacy and revive a culture of teaching and learning in South Africa. The significance of educational television can only be realized if all role players are equally committed to this powerful medium : the National Broadcaster, the Department of National Education, school management team, parents, learners and perhaps the most important component, the educators in schools. School TV is an ideal vehicle to sustain and promote new teaching and learning strategies such as Outcomes Based Education.

This research study concluded, that Educational Television is instrumental in supporting learners and educators in new teaching and learning strategies such as Outcomes Based Education. The research findings from this study provide valuable information on the preference and usage of SABC School TV in foundation phase classrooms.

## TABLE OF CONTENTS

CHAPTER ONE PAGE

1.1	INTRODUCTION TO THE STUDY TO THE STUDY	1
1.2	PURPOSE OF THE STUDY	1
1.3	CRITICAL QUESTIONS	2
1.4	STRUCTURE OF THE STUDY	2
1.5	LIMITATIONS	2

CHAPTER TWO

2.1	INTRODUCTION	3
2.2	OVERVIEW OF HISTORICAL DEVELOPMENT OF EDUCATIONAL BROADCASTING	3
2.3	THEORIES ON EDUCATIONAL BROADCAST	4
2.3.1.	The Cycle of “The Master Teacher”	4
2.3.2.	The Second Cycle	4
2.3.3.	The Third Cycle: The Multi-Media Approach	5
2.4.	VIEWS ON TELEVISION AS AN EDUCATIONAL MEDIUM	6
2.5.	USES OF EDUCATIONAL TELEVISION	6
2.6.	SABC – EDUCATIONAL INITIATIVES	8
2.7.	SABC – SCHOOL TV	9

CHAPTER THREE

3.1.	INTRODUCTION	11
3.2.	RESEARCH METHODOLOGY	11
3.3.	THE RESEARCH INSTRUMENT	11
3.3.1.	Questionnaires	11
3.3.2.	Interview	11
3.4.	LITERATURE SURVEY	11
3.5.	SAMPLE AREA	11
3.6.	BRIEF HISTORY OF ACACIA PRIMARY SCHOOL	12
3.7.	SAMPLE POPULATION	12

CHAPTER FOUR

4.1.	INTRODUCTION	13
4.2.	ANALYSIS OF EDUCATOR QUESTIONNAIRE	13
4.2.1.	Relationships between area residence and Television Ownership.	13
4.2.2.	Relationship between age group (grades) and time spent on School TV.	13
4.2.3.	What educational programmes do you watch on SABC Television?	14
4.2.4.	Are you satisfied with the programming times of School TV?	15
4.2.5.	Where do you watch School TV?	15
4.2.6.	In what language medium do you view School TV?	16
4.2.7.	Does School TV promote passive learning?	16
4.2.8.	Could learners benefit optimally from School TV without educator assistance?	17
4.2.9.	Do you integrate School TV with your curriculum?	17
4.2.10.	In what learning areas does School TV assist learners most in your class?	18

4.2.11. Would you recommend School TV to other foundation phase educators?	18
4.3. TRANSCRIPT OF INTERVIEW WITH HEAD OF DEPARTMENT	19
4.4. ANALYSIS OF INTERVIEW	22

#### CHAPTER FIVE

5.1. CONCLUSION	24
5.2. RECOMMENDATIONS	26

BIBLIOGRAPHY	28
APPENDICES	
A: Questionnaire	30
B: Open Sesame	34
C: School TV Timetable	35

## LIST OF FIGURES

- Figure 1 : Educational programme viewed by foundation phase educators at Acacia Primary.
- Figure 2 : Are you satisfied with School TV?
- Figure 3 : Where do you watch School TV?
- Figure 4 : Does School TV promote passive learning?
- Figure 5 : Could learners benefit optimally from School TV without educator assistance.
- Figure 6 : Integration of School TV within the curriculum.
- Figure 7 : Would you recommend School TV?

## LIST OF TABLES

Table 1 – Relationship between area of residence and television ownership.

Table 2 - Relationship between age / grade and time spent viewing School TV per week.

Table 3 – Language medium through which School TV broadcasts are viewed.

Table 4 – Learning areas in which School TV assists learners the most.



## **CHAPTER ONE**

### **1.1. INTRODUCTION**

As South Africa moves from the isolation of the apartheid era into an increasingly competitive global economy, greater attention is being focussed on its education system. Within this context, the White Paper on Education and Training spells out clearly the goals for transformation in education and training: "A priority for the national and provincial Ministries of Education is to create a transformative, democratic mission and ethos in the new departments of education which can completely supersede the separate identities of the former departments. It is now the joint responsibility of all South Africans to have a stake in the education and training system to help build a just, equitable and high quality system for all the citizens, with a common culture of disciplined commitment to learning and teaching.

[Education Ministry. 1995. White Paper on Education and Training. Government Gazette No. 16312 of 1995. p 18-19].

For the achievements of equity and redress in our education and training system and the objectives of development and economic growth rate, it is a prerequisite that the integration of technology into learning occurs throughout South Africa and incorporates all social groups. South Africa is placed in a favourable position to gain from the worldwide experience over several decades in the development of innovative methods of education including the appropriate use of a variety of media. Technology by its very nature can empower learners for participation in the democratic process. However emphasis must be placed on the assertion that adding more technology into traditional classroom teaching and learning will not necessarily achieve redress in South Africa on any significant scale.

A key component in the transformation of education and training is the government commitment to Outcomes-Based Education through the National Qualifications Framework and the South African Qualifications Authority. The outcomes based approach to education is still evolving in South Africa, but potentially constitutes one of the key points of leverage for change towards quality provision. Technology can be extremely effective in supporting the development of learner-centred and outcomes based education, but only if and when it is skillfully employed.

By realising the significance of technology in education, the Department of National Education forged a partnership with the South African Broadcasting Corporation in July 1996. The Institutional Division of the SABC is a product of the partnership between the Department of Education and the SABC. In July 1999 the SABC successfully launched "School TV", a groundbreaking new daily television service to support primary schools. The programmes are designed to support the Foundation Phase of General Education and Training and are guided by the requirements of Curriculum 2005. School TV must not be seen as a panacea but as an extremely powerful tool to support and aid improvement and development of education in South Africa.

This research is thus an attempt to assess the usage of School TV in enhancing teaching and leaning in the Foundation Phase at Acacia Primary School.

### **1.2. PURPOSE OF STUDY**

The educational landscape of South Africa was distinctly shaped by years of deprivation, isolation and apartheid which manifested itself in the various spheres of educational provision. The researcher does not postulate that

Educational Television can solve all the country's educational dilemmas. However the primary intent of this study is to:

- Investigate the appropriateness of School TV in supporting learners and educators in coming to grips with technology.
- Evaluate the role of School TV in promoting and sustaining Outcomes Based Education.
- Determine the attitudes of educators towards School TV.

The challenges that South Africa and Africa face could be overcome by a sound educational system fuelled by the application of technology, namely television. However, it must be a new kind of education, one that must meet the challenges of the twenty first century both quantitatively and qualitatively by entrenching democratic values, a human rights culture, an entrepreneurial culture and a culture of lifelong learning. The tremendous demands made on education has prompted Kennedy (1993:428) to assert that "the forces for change facing the world could be so far reaching, complex and interactive that they call for nothing less than the re-education of human kind."

The premise of this research study asserts that education must be the engine of development and growth and educational broadcasting, more especially School TV could be the pivotal catalyst in meeting these challenges. The degree to which School TV can fulfil the expectation and promise would be gauged in this study.

### **1.3. CRITICAL QUESTIONS**

This research attempts to answer the following questions:

1. How is School Television being utilized in the Foundation Phase at Acacia Primary School?
2. How do educators integrate educational television (School TV) with other curricular activities?
3. How appropriate are the programmes being aired on School Television, for the Foundation Phase learners at Acacia Primary School?

### **1.4. STRUCTURE OF THE STUDY**

This research was a case study involving one primary school: Acacia Primary School. The survey method was used. Interviews and questionnaires formed part of the research instrument. The sample consisted of the ten Foundation Phase educators. The educators supplied information concerning the learners from the learners' profiles and through verbal questioning.

### **1.5. LIMITATIONS**

This study is not without any limitations. The sample is not representative of the entire population of Kwa-Zulu Natal or South Africa. This study was limited to a single school and it only involved the Foundation Phase educators and learners. Educational broadcasting only by the SABC was used for this research. Satellite television and other private broadcasts would imply additional costs for the school and the researcher of the study. Programmes broadcast only in English, isiZulu and Afrikaans were analysed by the educators and researcher.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1. INTRODUCTION**

Of all the dramatic and revolutionary technologies that have permeated our society over the centuries, television must undoubtedly rank as one of the most controversial. Technologically speaking, there have been more complicated and momentous inventions, but for sheer social impact and influence, nothing compares with television. No wonder that the heated debate on the pros and cons of television still rages unabatedly. One of the focal points of this debate has been and still is, is the influence of television on the child with special reference to education.

Lodziak (1986:1) states that television has been blamed for the escalating violence, for the erosion of traditional morality and the promotion of promiscuity, for the production of a mediocre and trivial popular culture, for steering people into consumerism, for encouraging terrorism and civil disturbances and for the disintegration of the family. On the one hand the researcher wished to concur with Lodziak, however, on the other hand he, Lodziak, tends to make sweeping statements without empirical evidence.

The power of the tube is aptly reiterated in Mandela's autobiography, a *Long Walk to Freedom*, (1994:558 ), "What struck me so forcefully was how small the planet had become during my decade in prison. It was amazing to me that a teenage Inuit living at the roof of the world could watch the release of a political prisoner on the Southern tip of Africa. Television had shrunk the world, and had in the process become a great weapon for eradicating ignorance and promoting democracy."

The Department of National Education has realized the tremendous power of television and thus entered into a partnership with the SABC to produce educational programmes. Moss (1984) asserts that more should be done to inform learners and educators about the potential of television in enhancing critical thinking.

Lusted (1990:15) argues that television is primarily responsible for the disappearance of childhood and ultimately describes television as a total disclosures medium.

### **2.2. OVERVIEW OF HISTORICAL DEVELOPMENT OF EDUCATIONAL TELEVISION**

The history of broadcasting in South Africa can be traced back to 1923, when the government called for application for licences for the purpose of 'carrying out official broadcasting by wireless in the Union of South Africa (Tomaselli & Tomaselli 1989:25). The structure of SABC was modelled on the lines of the BBC and idealistically claimed objectivity and impartiality, the hallmark of the latter (Tomaselli & Tomaselli 1989:31).

The SABC television service during the apartheid era never committed itself to a written policy concerning specific content and ideological perspectives of its programmes ( Tomaselli & Tomaselli 1989:110). This resulted in some attacks being directed at the SABC: "The SABC is a vehicle for racist propoganda..." (Tomaselli & Tomaselli 1989:107). "The SABC became the champion of what was good in the existing order (Tomaselli & Tomaselli 1989:91).

Tomaselli & Tomaselli (1989:6) aptly state that broadcasting can be seen as a new and powerful form of social integration and control. Many of its uses can be seen as socially, commercially and at times politically manipulative. The introduction of television in South Africa was delayed until 1976, chiefly because the Nationalist Government feared for the well being of the Afrikaner's language and culture.

Despite the numerous pleas from various vested groups for investment in educational broadcasting, educational television services began at the SABC only in 1984 (Baggaley, J.,1987:2).

Educational television has endured a relatively dynamic history. The SAIDE Report (1998), argues that there are three distinct stages in the historical development of educational broadcasting in South Africa.

The first phase which was the period of optimism, extended through the 1950s and 1960s. This period saw television as the ideal means to democratise knowledge and education. The early phase of optimism was subdued from the mid 1970s to early 1990s, by a period of disillusionment and scepticism. Broadcasting was viewed as being educationally restrictive and inappropriate (SAIDE 1998).

The SAIDE Report (1998) also characterized the mid to late 1990s as the third phase of new optimism and opportunity for educational broadcasters. In the last phase it is clear that educational broadcasters have become valued members of the educational scenario by becoming educational resource providers (SAIDE 1998).

### **2.3. THEORIES ON EDUCATIONAL TELEVISION**

Educational television programmes can fulfil the different functions and satisfy different needs, as highlighted in most broadcast research.

Wittich and Schuller (1973) identify three general cycles of broadcast research.

#### **2.3.1. The Cycle of "The Master Teacher."**

The first cycle is called the era of the "Master Teacher". It was hypothesized that if one could find an outstanding teacher and use television as a means of making his skills available to large number of students, the students would gain greatly (Wittich and Schuller, 1973:523). Instead of television experts looking at ways of education, the project was approached by teachers who wished to make television work for them as a teaching resource. A School's broadcasts commonly utilize general audience programming, which is repackaged to fulfil an educational role. Educational television must employ the particular and specific strengths of the medium by visualizing, magnifying and affording every learner a front row seat and perhaps more importantly the contents must be visually appealing and educationally approved. Since commercial television may have specific goals in mind, they are not necessarily socially desirable ones.

#### **2.3.2. The Second Cycle**

Using television to do what it can do best introduced a new cycle in the educational television production and broadcasting. A team approach was introduced where experience and skill in television educational knowledge

joined forces to develop and produce high quality attractive programmes. These comprised drama, quiz shows, documentaries and live shows. They were not always successful but at least they opened new avenues towards more creative and stimulating educational programmes. (Wittich and Schuller, 1973 : 524)

Because of a lack of generally agreed criteria for media selection in education and training, crucial technology decisions have tended to be made primarily for commercial, administrative or political reasons. When a new technology has been introduced, it has more likely been added on to existing services, rather than to replace more costly or less effective teaching approaches. (Bates, 1995:33)

### 2.3.3. The Third Cycle: The Multi-Media Approach

The multi-media approach called for an analysis of the design elements in the instructional systems, that is, analysis of media, learner, subject matter and situational factors. This approach employed the use of discussion groups, supplementary printed materials and teachers' guides. However a multi-media approach can only succeed in improving learning when proper teacher training is included. (Wittich and Schuller 1973:524)

The appropriate use and selection of technology depends very much on local circumstances. This point is succinctly illustrated by Bates (1995:59) Decision-making about technology is a complex process, requiring consideration of a great number of factors. Decision-making in this educational field is also about personal choice, driven as much by values and beliefs as by technical considerations. These different factors cannot easily be related to one another quantitatively. In the end, an intuitive decision has to be made, but based on a careful analysis of the situation.

This approach is mindful of the significance of the principle of learner centeredness. It emphasizes the development of an understanding of learners in the teaching and learning process which is of paramount importance in the planning, updating or amending of an educational programme. Developing programmes exclusively at learners' needs may alienate educators. Learner centrality in the educational environment does pose enormous challenges to the teacher. It requires pedagogical skills, especially in a technology mediated environment.

Those who provide educational services, whether of the formal or informal kind, cannot continue to believe that their services and the knowledge products that they develop have little relevance to the world of work and living. The real world has been going through metamorphosis- learning and training are essential for people to function in a globalized economy and in the information age.

In the light of the above, UNESCO's Delors Commission (1996), aptly describes the framework of a new curriculum, which it calls the pillar of education. These are:

- Learning to know: by having a broad overview of things and the skills to work in depth on selected fields.
- Learning to learn: and thereby benefiting from the opportunities to learn throughout life.
- Learning to do: by acquiring vocational skills and competencies to work in different situations and to work in teams.
- Learning to live together: and be appreciative of other cultures and people, respecting pluralism, peace and managing conflict.

## **2.4. VIEWS ON TELEVISION AS AN EDUCATIONAL MEDIUM.**

Researchers and critics have vehemently suggested links between television content and the social behaviour of its audience. Social learning theory as postulated by Bandura (1977:54) emphasize the modelling effects, which implies the correlation between aggressive behaviour of role models, primarily portrayed by television and the children who are exposed to them. "In a technological society, the children's models are not only the parents and teachers, but also those conveyed by the mass media" (Salomon, 1981: 22).

Bates (1987:28) asserts that the comparison of television to learning from a printed text, students have much to 'save,' or show from television.

Clark (1983:445) believes that media does not enhance teaching and learning. He sees media as a mere vehicle that delivers instruction. He believes that teaching is more significant than the type of medium used and that newer media tend to have a novelty effect which diminishes as time goes by. However Hartley (1985:24) claims that "television cannot offer us a window of the world, rather it constructs for its consumers a view of the world."

Although Lynn White declares that " technology opens doors, it does not compel men to enter, (New Encyclopaedia Britannica, 1980:203), but television must be seen as an extremely powerful and influential medium. Television is a medium that "selects, orders and structures information for us" (McMahon & Quin, 1986:203).

According to Salomon (1979:6), television uses a language or symbol system which differs in many important ways from that of books, spoken language or even films. As such, it addresses itself to the more concrete levels of individuals' cognitive structures. It conveys more experiential meaning and possibly requires mental skills that are not tapped by the symbol systems of many other educational media.

The researcher believes that Educational programmes serve different functions and satisfy different need within any specific role. For instance, it may serve as a source of novel information for one teacher and as a model of good teaching for another.

## **2.5. USES OF EDUCATIONAL TELEVISION**

Many countries adopted educational television in the late 1950s and the early 1960s chiefly because educators had seen the benefit of using electronic mass media to bring stimulating materials from the world at large into the classrooms.

Rockman and Burke (1989:190) identified 7 possible reasons for the utilization of educational television. They are as follows:

### **2.5.1. Improvement of Quality**

Ideally, television programmes represent the best educational efforts of curriculum specialists, programme designers, audio-visual artists, and broadcasting specialists. Thus the programmes incorporated the best, most up to date thinking in the field, and the content is presented in an attractive and stimulating format.

### 2.5.2 Television as a Catalyst

Educational television can also stimulate educators to reconsider curricular options, to evaluate methods of pedagogy now in practice. It also provides a source of ideas for teachers and can catalyse their development of more varied, more motivating and more contemporary practices.

### 2.5.3. Television as a means of Extending Children's Experience

Television in the classroom is what UNESCO (1981) has often called the: "Window on the world". The programmes allow students to transcend the boundaries of space and time, and to see society in new and diverse ways. The rural child sees life in the city, and the urban child sees life in the country, various patterns of consumption and economic structure, alternative religious forms, cultural patterns, and sexual role models become available.

### 2.5.4. Television as a means of introducing affective education

Television has been instrumental in introducing affective education into elementary classrooms. Television programmes play an indispensable part in developing national identity and creates awareness empathy and understanding of other cultures and religions.

### 2.5.5. Television as a Mean of Equalization Educational Opportunity

Educational inequality is a persistent problem in most countries, from both economic and socio-cultural perspectives. Educational television is essential in equalizing educational opportunity by providing instructional presentations that are universal regardless of sex, race, ethnic background or economic conditions.

### 2.5.6. Television as a Means of Improving Efficiency and Productivity

Productivity in education means significantly more than the ability of fewer teachers to teach more learners. It means better preparation of learners to be effective and fulfilled members of the community at large. Educational television stimulates improved class interaction, initiates and reinforces cognitive learning and motivates better classroom behaviour. Thus providing better, more efficient education.

### 2.5.7. Television as an Instructional Based System

In several countries, the main vehicle for achieving some of the goals of education, has been a television. Such instructional systems are distinguished, not by their forms or purpose, but by their mode of development. The programme designers are committed to a method of development that incorporates a learner needs assessment, a lesson design, formative evaluation and the revision of objectives and strategies.

Educational TV uses a 'language', or symbol system that differs in many important ways from that of book, spoken language or even films. It addresses itself to the more concrete levels of an individual's cognitive structures. It conveys more meanings and possibly requires mental skills that are not tapped by the symbol system of many other educational media. The UNESCO report (1981) on the impact of educational television on young children states that the appeal of many ETV programmes such as Sesame Street could be a result of a combination of well functioning technology of transmission and a symbol

system which represents otherwise mundane contents in a highly appealing manner.

The television documentary style format is another way of harnessing television to encourage, use and develop high thinking skills such as analysis, application of knowledge, interpretation, evaluation and problem-solving. However to encourage these skills and not merely to present documentaries, calls for educationally designed programmes by moving from highly didactic to more open ended programmes. Open-ended documentary style programmes that articulate their educational purpose can be valuable teaching resources if they are used to encourage students to interpret, to analyse and to solve problems. The articulation of the educational purpose is important to showing relevancy and thinking direction, otherwise, as so often happens, it would get lost. (Bates, 1987:29)

We have looked at the importance of television as a transmitter of information and knowledge. We have noted that we learn not only by rationality but by feelings and television appeals mainly to the latter mode. We do not wish to eradicate television from our learners lives, but we should ensure that learners viewing is informed by knowledge and mature understanding of the medium. Only then learners can benefit fully from the wizardry of television.

## **2.6. SABC – EDUCATIONAL INITIATIVES**

SABC radio has historically been linked to apartheid educational policies. The aim was to extend the learners background knowledge and to make them aware of their identity by emphasizing that they are members of a particular culture of which they should be proud (Tomaselli & Tomaselli, 1989: 97).

Repeated calls for the SABC to use the full power of television in solving the massive educational problems in the country, received attention in July 1996 when the Department of National Education and the SABC entered into a partnership. This multi-million rand initiative aimed at creating a culture of learning across all sectors of the South African population.

The Instructional Division of the SABC is responsible for educational programmes such as tele-school. These programmes are aimed at school learners and covered subjects such as, Mathematics, Science, Biology, English, Afrikaans, Accounting, Business Economics and Geography. The magazine programme, Eduspectrum covers a range of informal programmes dealing with issues such as literacy, health care, teacher education and general education for children.

The learning channel was produced by Star School and is broadcast On SABC 3 whereby educators and learners use lectures on curriculum based educational matters. The interactivity made the broadcast more effective in a teaching medium. Two-way communication by telephone made the service educationally sound. The subjects covered were Mathematics, Science, Biology and English, for especially Grade 9 to 12 learners. Learners and educators are encouraged to phone in their questions and the answers are discussed on air whilst they view on the television screen. This is an excellent support service to assisting disadvantaged learners.

The Department of National Education in partnership with the SABC embarked on a project to provide educational programmes to the youth. Interactive magazine programmes such as Take 5 cater for the previously disadvantaged viewers who have had minimal learning resources, facilities, sub-standard



education and under-qualified educators. Take 5 promotes life-long learning through outcomes based education.

Soul City was initiated in 1992 as a mass media project with the aim to impact positively on health and development issues through the media. The strategy embraces the concept of edutainment, in which pro-social messages are creatively woven into drama and programmes. Some of the issues covered in Soul City are Aids, tobacco, tuberculosis, violence, alcohol, land and housing.

## **2.7. SABC-School TV**

In 1999, the SABC successfully launched "School Television", a groundbreaking new daily television service to support primary schools. School TV is a multimedia intervention including a daily television service, in seven languages as well as print and web-based support for educators. School TV has also initiated a project to provide equipment, teacher training and outreach support to disadvantaged schools.

School TV is based on SABC's mandate as a public broadcaster to support schooling and the new curriculum initiative: curriculum 2005. The initial focus of the school-based service is to provide learning resources to support the Foundation Phase. This will be extended to include the Intermediate Phase in 2001. The School TV services is broadcast for 40 weeks of the year on SABC 2, during school time, Mondays to Fridays from 10h00 to 12h00. The programmes cover the curriculum of the three learning areas at Foundation Phase namely literacy, numeracy and life skills. In 1999 and 2000 the 10am to 11am block was dedicated to supporting learners from Grade 0 to Grade 1, while the 11am to 12 noon block was devoted to programmes supporting Grades 2 and 3 learners (SABC 3, 1999:9).

The weekly schedule contains a very high level of repeats in order to: Maximize opportunities for educators to access programmes.

- Reinforce concepts / skills and attitudes.
- Accommodate mixed abilities amongst learners.
- Provide freedom of choice on days suitable for viewing for each educator (SABC 3, 1999:9).

### **2.7.1 School Television and Language Policy**

The Department of National Education and SABC education services recognise multi-lingualism as an asset and thus encourage educators to expose learners to many of the South African languages. School TV presents programmes in the following language medium: Sesotho, Sepedi, English, Setswana, isiZulu, isiXhosa and Afrikaans.

### **2.7.2 School Television and Outcomes Based Education**

The OBE curriculum encourages learners to develop their knowledge, skills, attitude and values. Greater emphasis is placed on learning through activity rather than through memorization. The development of creative and analytical skills is also given priority. Outcomes fall into two main categories: essential outcomes and specific outcomes. Essential outcomes are generic and cross curricular and are not restricted to any specific learning context, whilst specific outcomes are context specific, they relate to a particular topic (SABC 2000:12).

The following information appear in the SABC School Television timetable:

1. Name of the programme
2. Medium of broadcast
3. Duration of programme
4. Broadcast time (Refer to Appendix C)

The following information is given in the SABC School TV educators' resource book:

1. Name of programme and episode number
2. Phase organizer
3. Programme organizer
4. Suggested Outcomes
5. Follow up Activity (Refer to Appendix B)

School TV Programmes

Currently programmes are categorized into 3 learning areas:

1. Literacy Programmes are:  
Open Sesame  
Fundani Nathi (Read with us)  
Cula Nathi (Sing with us)  
Dweba Nathi (Draw with us)
2. Numeracy Programmes are:  
Open Sesame  
Numbertime
3. The Lifeskills Programmes are:  
Open Sesame  
Fourways Farm  
Dumani

## **CHAPTER THREE**

### **3.1. INTRODUCTION**

The objective of this research is the advancement of education through the improvement of teaching and learning by taking cognisance of the findings of this educational research. The researcher is optimistic about the discussions concerning Educational TV and has adopted a research and development approach in conjunction with the foundation phase educators at Acacia Primary School.

Based on the above premise, this research study will enhance one's understanding of the usefulness of educational TV, more especially School TV, in helping educators to develop and provide creative and learner-centred learning activities.

### **3.2. RESEARCH METHODOLOGY**

The researcher had to provide and obtain data and information on the suitability of School television for the foundation phase learners and educators at Acacia Primary School. A survey research design was used because of its flexibility in scope that allows the researcher to collect data in a relatively short period with minimal financial implications.

### **3.3. RESEARCH INSTRUMENT**

Two types of research instruments were employed in this study: namely Questionnaires and an Interview.

#### **3.3.1. Questionnaires**

A questionnaire was designed using both closed and open-ended questions. This ensured flexibility that allowed respondents to express their individual views and feelings. The questionnaires were administered to the ten foundation phase educators at Acacia Primary School. All questionnaires were duly completed and returned to the researcher.

#### **3.3.2. Interview**

A structured interview was conducted with the Head of Department of the Foundation Phase of Acacia Primary School: Ms P. Govender.

### **3.4. LITERATURE SURVEY**

Longitudinal studies on literature have been carried out. Work of both South African and international authors has been consulted.

### **3.5. SAMPLE AREA**

Initially the researcher wished to conduct his study with thirteen primary schools in the Verulam area. Unfortunately three schools did not possess a television set and other nine schools did not use school television for the foundation phase learners. Thus, Acacia Primary School in Trenance Park, Verulam, which is thirty kilometres north of Durban was chosen as the sample area. The ten foundation phase educators were selected and the head of department of the foundation phase was interviewed.

### 3.6. BRIEF HISTORY OF ACACIA PRIMARY SCHOOL

Acacia Primary School is situated in a low socio economic area. The school accommodates learners from Grade R to Grade 6. The learners are from three main residential areas: Amouti, Inanda and Trenance Park. In 2000, the learner population was 814, which comprised 393 foundation phase learners and 421 senior primary learners.

### 3.7. SAMPLE POPULATION

ACACIA PRIMARY SCHOOL	LEARNERS	EDUCATORS
Foundation Phase	393	10

## CHAPTER FOUR ANALYSIS AND DISCUSSION

### 4.1. INTRODUCTION

Chapter four presents the summary of all the data collected from the questionnaires that the respondents completed. This chapter also incorporates statistics, tables and graphs in summary form after which a detailed discussion follows.

### 4.2. ANALYSIS OF EDUCATOR QUESTIONNAIRES

#### 4.2.1. Relationship between area of residence and television ownership

Grade	Number of Learners	Learners Living in informal Settlements	Informal Settlements NO TV	Learners living in townships	Townships NO TV	Total NO TV
R	85	19	3	66	4	7
1	72	18	4	54	2	6
2	105	26	6	79	3	9
3	131	53	11	78	7	18
TOTAL	393	116	24	277	16	40

**Table 1. Relationship between area of residence and television ownership**

Table 1 indicates that 10.2% of the learners (40 out of 393) of the Foundation Phase of Acacia Primary School do not have a television set at home. Despite Acacia Primary School being situated in a extremely low socio-economic area, television set is a common feature in many households. 116 learners in the Foundation Phase reside in the informal settlements and 79,3% (92 out of 116) of these learners have television sets at home. Of the 227 learners residing in townships, 5.8% (16 out of 277) learners do not have a television set. These figures indicate television is a popular medium in a rural and semi rural areas. A strong contributing factor, promoting television ownership is the Eskom Electrification initiative, which allows rural residents to buy electric power via the card system. The reason for using this question was to elicit whether learners had access to television. This information is pertinent to make judgement about how learners perceive School TV.

#### 4.2.2. Relationship between age group (Grades) and the time spent viewing School TV per week

GRADES	HOURS SPENT ON SCHOOL TV
R (6yrs)	2
1 (7yrs)	2
2 (8yrs)	3
3 (9yrs)	3

**Table 2 : Relationship between Age/Grade and time spent on School TV**

The Grade R and Grade 1 watch, on the average, 2 hours of School TV per week, whilst the Grade 2 and Grade 3 watch, on the average, 3 hours of School TV per week. 100% of respondents indicated that they would like to spend more time watching School TV. However, the limitation of resources would not make this possible. Acacia Primary School must be commended for the initiative taken for utilizing limited resources, just one television set, fully and for devising a roster system to allow all Foundation Phase classes to view School TV. However, the research strongly suggests that this school acquires, at least, one more television set, since the School TV would schedule programmes for the intermediate phase in year 2001.

#### 4.2.3. What educational programmes do you watch on SABC Television?

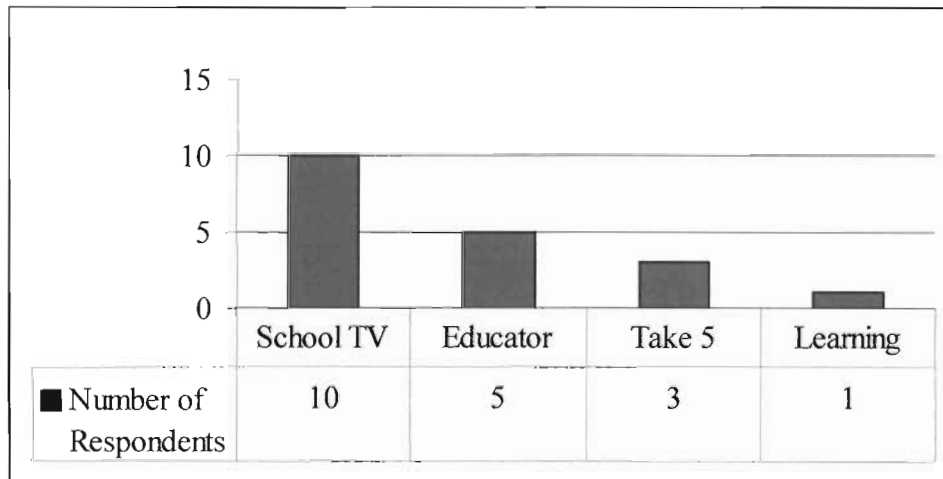


Figure 1: Educational programme viewed by Foundation Phase Educators at Acacia Primary.

All 10 respondents (100%) watch and utilize School TV. Most respondents indicated that the programmes are user friendly and help them to come to terms with the OBE paradigms. 50% of the respondents watch Educator Express and indicated that the relevance of the information broadcast attracted them to the programmes. 30% of the respondents watch Take 5, because many relevant social issues, such as teenage pregnancy at school are discussed. All respondents are upbeat about the initiative taken by the SABC in producing high quality educational programmes with vast majority of local content.

#### 4.2.4. Are you satisfied with the programming times of School TV?

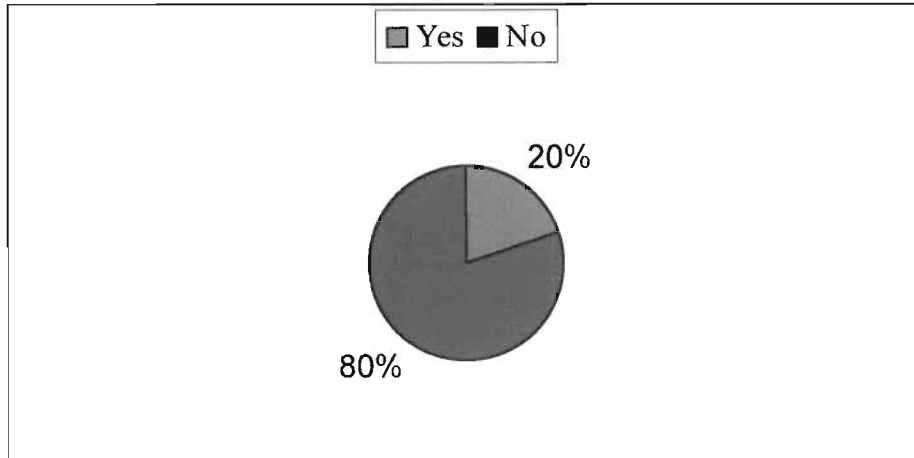


Figure 2: Are you satisfied with School TV times?

80% (8 out of 10) respondents indicated that they were not completely satisfied with the broadcasting times. School TV is broadcast from 10am to 12 noon. The respondents who disapprove of the broadcast times cited the following reasons:

- a) The broadcast runs for two continuous hours, and does not take the limited attention span of learners into account.
- b) The lunch break for the learners is between 10:30 and 11:00am. This period is lost for most of the days.

The respondents strongly suggested that the School TV programmes be scheduled from 9am to 10am and 11am to 12 noon. This would accommodate most schools' lunch breaks and the absence of video-cassette recording machines in poorly resourced schools.

20% ( 2 out of 10) respondents were pleased that the programmes were broadcast during school hours and this affords all learners an opportunity to be part of the programme.

#### 4.2.5. Where do you watch School TV?

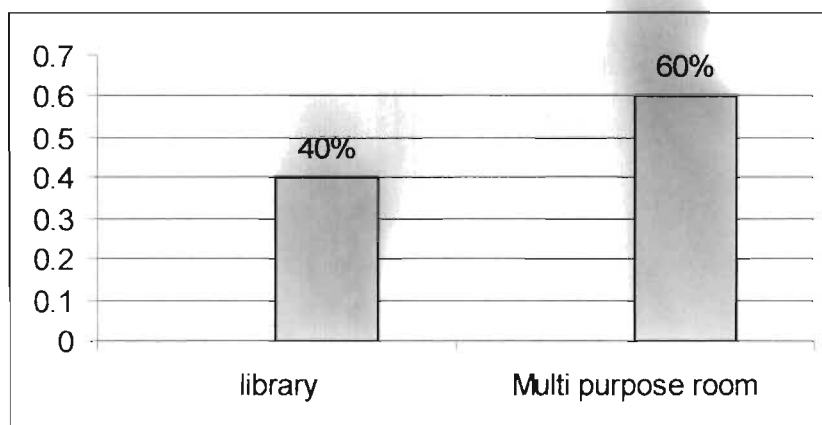


Figure 3: Where do you watch School TV?

40% of the respondents watch School TV in the library and 60% of the respondents watch School TV in the multi purpose room. Grade R and Grade 1 watch School TV in the library, because this venue can only accommodate a

maximum of 90 learners. The grade 2 and grade 3 learners watch School TV in the multipurpose room. However the respondents did indicate that they would love to watch School TV in their own classrooms. This is not possible at the present moment due to a shortage of television sets.

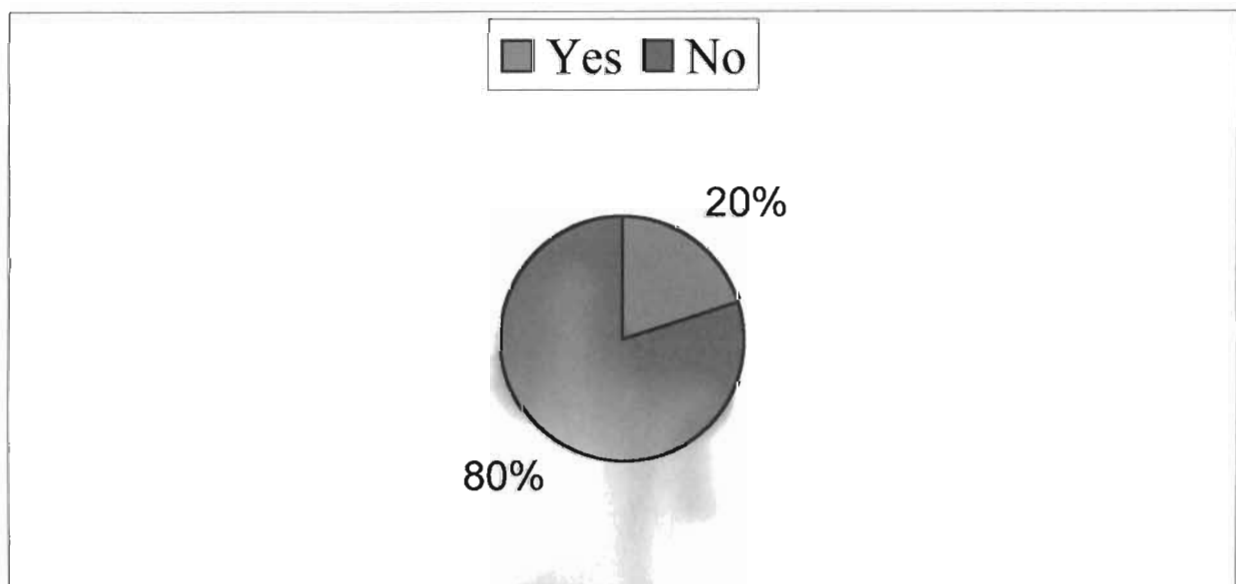
**4.2.6. In what language medium, do you view School TV broadcasts?**

GRADE	ENG	AFR	SETS	ISIZULU	SESOTHO	SEPEDI	ISIXHOSA
R	X			X			
1	X			X			
2	X			X			
3	X	X		X			

**Table 3 :Language Medium through which School TV broadcast are viewed.**

70% (7 out of 10) of the respondents view School TV only through English and Isizulu. The other 30% (3 out of 10) of the respondents view School TV in English, Isizulu and Afrikaans. The respondents suggested that these programmes could be simulcast in many languages, thus increasing the language choice for educators. The language choice for the respective grades is determined by the school’s language policy.

**4.2.7. Does School TV promote passive learning?**

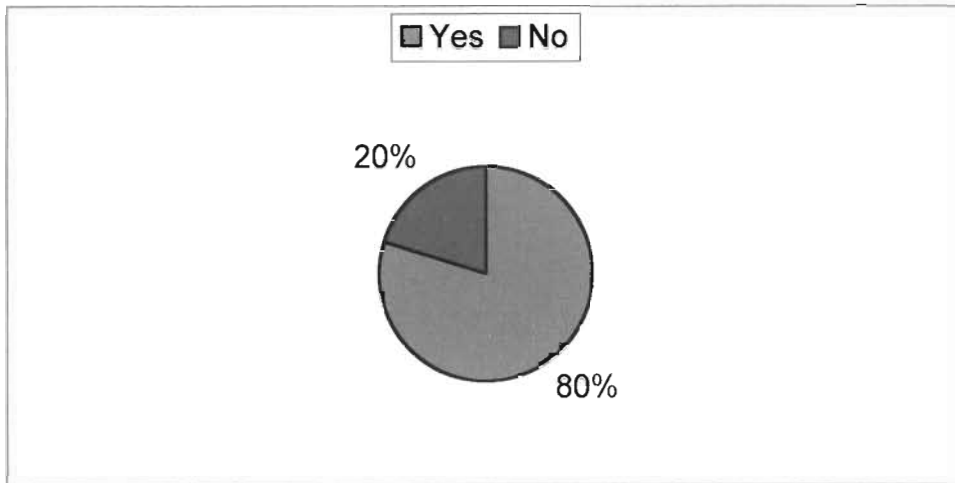


**Figure 4: Does School TV promote passive learning?**

80% of the respondents stated that School TV does not promote passive learning. The following programmes Cula Nathi, Dweba Nathi and Fundani Nathi promote learner participation. The learners sing along, read along and draw along with the TV educator whilst the class teacher monitors and facilitates. However 20% of the respondents stated that School TV does promote passive learning. The weak learners use the School TV period to day dream and the conventional classroom activities are more interactive. The researcher believes that School TV demands greater commitment from educators because School TV affords educators greater freedom with greater responsibility in terms of lesson preparation and facilitation of learning.



**4.2.8. Could learners benefit optimally from School TV without educators' assistance?**

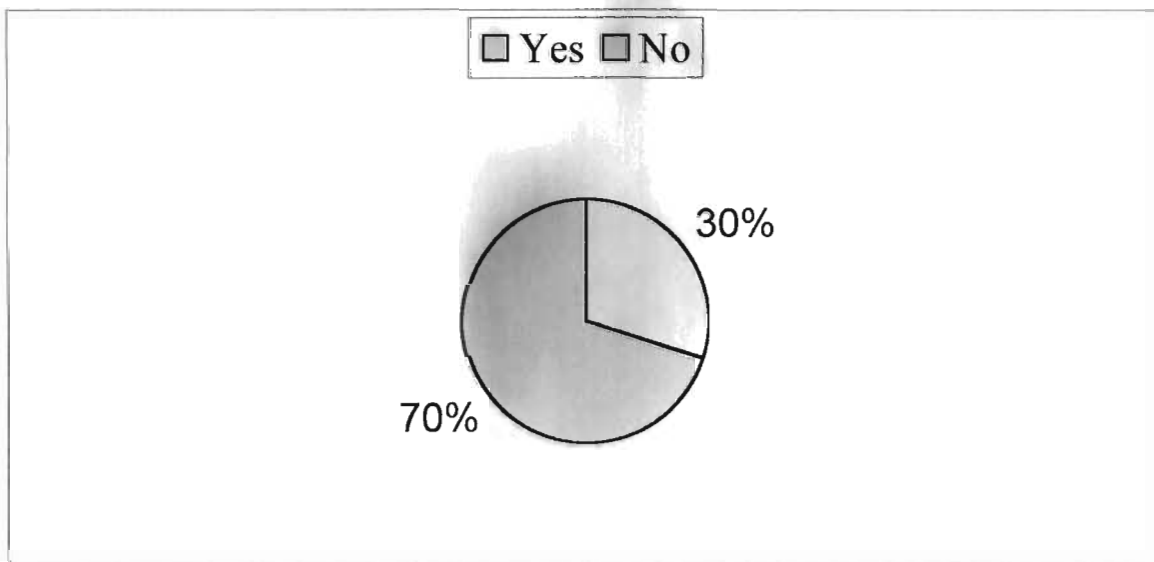


**Figure 5: Could learners benefit optimally from School TV without Educators' assistance?**

80% of respondents strongly state that School TV cannot be used independently by learners. The foundation phase learners are not mature enough to handle School TV on their own. The classroom educators are an important component to ensure the success of School TV broadcast. 20% of respondents state that the learners are able to gain somewhat from School TV without the educators' assistance because the presentation is of very high standard.

The researcher feels that educators may look at School TV as a substitute educator and catch up with paper work during this period. It is important that school management teams monitor and evaluate the use of School TV at their institutes. The school management team at Acacia Primary play an important role in monitoring the use of School TV.

**4.2.9. Do you integrate School TV with your curriculum?**



**Figure 6 : Integration of School TV with the curriculum.**

70% of the respondents mentioned that they integrate School TV into the curriculum. They did concede that it requires a lot of prior preparation. The SABC Educators Resource Book and Timetable have been invaluable assistance in this regard. These educators mentioned that the learners gain tremendously if the educator is committed to this programme. 30% of the respondents did not integrate School TV into the curriculum chiefly because the Department of National Education did not stipulate the integration. These educators also felt that the work-load for educators would be tremendously increased and this would be more demanding on the educators in terms of lesson preparation. The researcher feels that if integration of School TV is good for the learners, then it ought to be done. In this regard school management teams and the Department of National Education must be proactive.

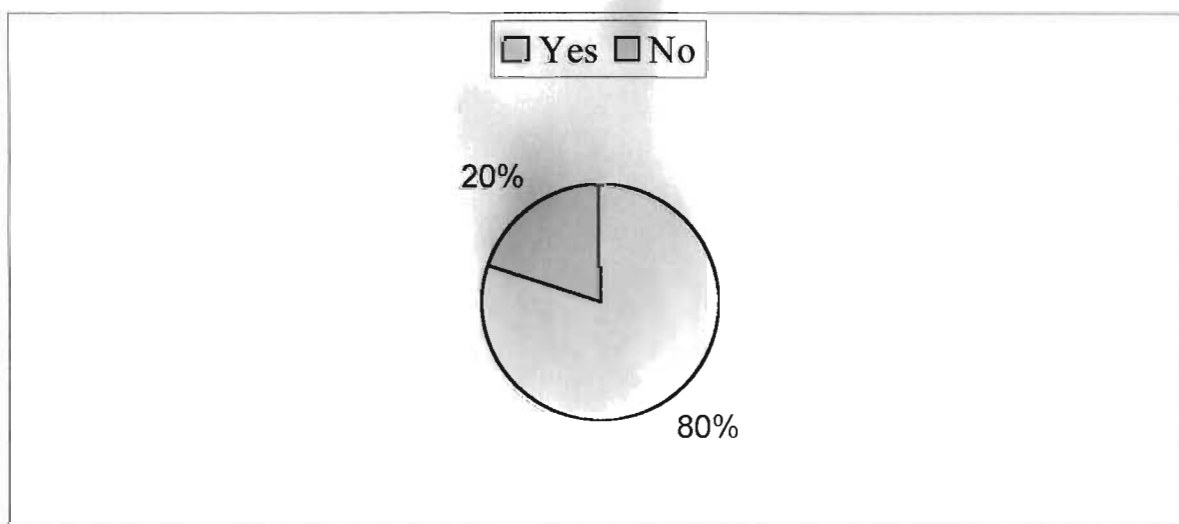
**4.2.10. In what learning areas does School TV assist learners most in your class?**

Grade	Reading and comprehension	Communication	General knowledge	Classification skills	Number concept	Self confidence
R		X	X			
1		X	X			
2	X	X	X		X	
3	X	X	X	X	X	X

**Table 4 : Areas in which School TV assist learners the most**

40% of the respondents (educators who teach Grade R and Grade 1) state that School TV assist learners in improving communication skills and in increasing general knowledge. 60% of the respondents (Grade 2 and Grade 3 educators) state that School TV assists learners in developing number concepts and in promoting reading and comprehension skills. However respondents did state that it is extremely difficult to analyse objectively in which learning area the learners would gain most in, from School TV.

**4.2.11. Would you recommend School TV to other Foundation Phase educators?**



**Figure 7: Would you recommend School TV to other Foundation Phase educators?**

80% of the respondents stated that they would recommend School TV because of the tremendous benefit it affords to learners and educators in the Foundation Phase.

20% of the respondents stated that they would not recommend School TV because School TV makes educators and learners very passive. The researcher can deduce that the more experienced Foundation Phase educators experienced problems changing to media centred lessons and opted for the conventional talk and chalk method of teaching. The researcher also feels that these educators would feel more comfortable with School TV if they were given some form of in-service training on how to utilize the programmes.

**4.3 TRANSCRIPT OF INTERVIEW WITH Ms P.GOVENDER, HEAD OF DEPARTMENT OF THE FOUNDATION PHASE AT ACACIA PRIMARY SCHOOL**

Date and time of interview : 20 October 2000 at 13h30 at Acacia Primary School.

Interviewer : When were you appointed Head of Department of the Foundation phase at Acacia Primary School?

Interviewee : On 11 march 1998, I was transferred from Verulam Madressa School.

Interviewer : Does your Department make use of School TV?

Interviewee : Yes, the Foundation Phase does make good use of School TV?

Interviewer : When did your Department commence with viewing of School TV?

Interviewee : The Foundation Phase commenced with viewing School TV in June 1999.

Interviewer : Briefly explain how you utilize the television set/s with your Foundation Phase.

Interviewee : Acacia Primary School has one TV set, a viewing roster has been drawn to accommodate ten Foundation Phase units. The grade R and grade 1 learners are involved with School TV lessons on Tuesdays and Wednesdays. The programmes viewed are mainly in English and Isizulu. Grade 2 learners are involved with School TV on Mondays and Fridays whilst the grade 3 learners are involved on Thursdays and Fridays. These days are chosen mainly according to the broadcast medium for the respective days.

Interviewer : Are there any fears amongst your educators that School TV would replace them? Explain briefly.

Interviewee : Most Foundation Phase educators at Acacia Primary do not fear School TV, but look at School TV as a partner in education. It reinforces OBE style instructions in various mediums. School TV creates an environment in

which respect for language other than ones own is encouraged. Initially some senior Foundation Phase educators did show some reservations.

Interviewer : Does School TV pose a language problem for Foundation Phase learners? Explain briefly.

Interviewee : No. School TV is well researched and the level language used is appropriate for the Foundation Phase learners. School TV is offered in 7 languages : Sesotho, Sepedi, English, Setswana, IsiZulu, IsiXhosa and Afrikaans. Educators and learners are exposed to many of the South African official languages. However we concentrate on the programmes broadcast in the English, Afrikaans and isiZulu.

Interviewer : State some of the advantages of educators to use School TV?

Interviewee : The educators in the Foundation Phase at Acacia Primary school merely got one Week's OBE training. The information was cascaded by other Foundation Phase Educators, which I felt was most inadequate. However, I must emphasize that School TV has done an extremely good job of enforcing OBE style instruction. The Phase organizers, programme organizers and suggested Outcomes are given for each episode. The Programmes are presented according to three learning areas for Foundation Phase: literacy, numeracy and life skills. The programmes on School TV are learner centred and focuses on learners activities, whereby learners sing along, draw along and read along. School TV also affords educators creative freedom to be facilitators rather than being stereotype educators involved in monotonous talk and chalk activities.

Interviewer : List the life-skill programme that your Foundation Phase learners view.

Interviewee : The learners view Open Sesame, Fourways Farm and Dumani.

Interviewer : State the significance of the life-skills program to the Foundation Phase learners.

Interviewee : The life-skills programme helps the learners to develop their full potential in order to become creative and co-operative learners. The life-skills programme also develops the learners' scientific knowledge, technological skills and reasoning powers so that they could participate effectively in their environment. The life-skills programme play a vital role in developing affective judgement so that the learners are able to interact in society.

Interviewer : Briefly explain how Numbertime, the numeracy programme, assists the Foundation Phase learners in developing mathematical concepts?

Interviewee: School TV's numeracy programme is broadcast at 10:40 daily. This falls within the lunch break for the learners, at Acacia Primary School. We videotaped the numeracy programmes and show them at convenient times. The learners also get involved in designing patterns, doing calculations, measurements and

estimations.

Interviewer: Educational TV is often accused of promoting passive learning. Does School TV differ from this assumption? If so, explain.

Interviewee: School TV is interactive television which emphasizes Learner activities. The Programmes are designed to promote learner involvement. The learners read along; sing along; draw along; measure, design and calculate. The School TV makes learning a fun filled experience. Learning through play is also emphasized. The educator is essential to ensure that the learners are actively involved. In the absence of the educator learners would fool around.

Interviewer: What are some of the advantages of School TV to educators in the Foundation Phase?

Interviewee: School TV has a number of advantages for educators:

- It reinforces the OBE style instruction. This could be of immense help to educators who did not receive any OBE training.
- Educators are encouraged to expose the learners and themselves to many of the South African official languages.
- School TV provides resources to support all the Foundation Phase educators, irrespective of the context of the school. All the school needs is a TV set and electricity or batteries.
- The SABC did send to schools a detailed School TV timetable of scheduled Programmes and an educators resource book to assist the Foundation Phase educators.

Interviewer: How do you integrate School TV with your curriculum?

Interviewee: We are fortunate to have the educators resource book supplied by the SABC. We plan the phase Organisers, Programme Organisers in advance this does facilitates Integration. Some educators in the Foundation Phase did complain about the stop- start approach. We watch the programmes in the multi-purpose room from 10am to 12 noon and then adjourn to our classrooms. Although we get the learners involved with some activity in the multi-purpose room. The situation is not ideal.

Interviewer: Are there any areas of concern regarding School TV? Explain briefly.

Interviewee: School TV is broadcast from 10am to 12 noon. A continuous two hour session is a bit too long for Foundation Phase learners. The programming does not accommodate the lunch break for learners nor the limited attention span of Foundation Phase learners. School TV could make the educator a creative Facilitator or passive bystander. If the educator is not motivated, School TV could be used to pass time.

Interviewer: Do you have any suggestions to overcome the above challenge?

Interviewee: The School TV programmes could run in 2 sessions. The first

session could be from 9:00 to 10:00 and session two could run from 11:00 to 12:00. This could accommodate the lunch break which most schools have between 10:00 and 11:00. The learners would be refreshed to meet the challenges of the second session. The educator has to be committed in order for School TV lessons to be successful. The School TV is not a Substitute educator and this point is driven home in my Foundation Phase meetings. Planning is essential for School TV to be successfully implemented.

Interviewer: Would you recommend School TV to other Foundation Phase educators? State why?

Interviewee: Definitely yes. It has a lot of potential to assist educators if used correctly. Poorly resourced schools like ours can gain tremendously from School TV.

Interviewer: Would you utilize School TV with the Foundation Phase in 2001? State why?

Interviewee: Definitely yes. The learners can gain much from School TV as experienced in the year 2000. The learners performed outstandingly in mathematics challenge and speech contests. The learners gained more confidence through this exposure.

#### **4.4. ANALYSIS OF INTERVIEW**

School TV has been utilized for approximately two years at Acacia Primary School and its usage has grown in leaps and bounds. Currently, School TV programmes are designed to support the Foundation Phase of General Education and Training and are guided by the requirements of Curriculum 2005.

The Foundation Phase of Acacia Primary School applauds the South African Broadcasting Corporation for recognising that the School TV programmes in isolation are insufficient to derive optimal benefit from and for printing support material in the form of resource books and programme timetables, for educators. Although the ideal situation is to have a television set in each classroom in order to enjoy full benefits of School TV. Acacia Primary School utilised a single television set optimally by devising a roster system. There are numerous intrinsic rewards for utilizing School TV as outlined by Ms P. Govender. The SABC could further promote the usage of School TV by introducing extrinsic rewards to learners, educators and schools in the form of competitions.

It appears that broadcast medium plays a vital role in determining the viewing roster for the Foundation Phase at Acacia Primary School. The languages of instruction of this school are English, Afrikaans and isiZulu. The educational broadcasting should address the language needs of each of the nine provinces. There are two suggestions to overcome some of the language barriers: Firstly, the programmes could be simulcast in different languages which would afford the school's a choice of broadcast language. Secondly, the programmes could be broadcast at a regional level taking into consideration regional requirements such as language.

The Foundation Phase educators suggested, through the questionnaires and interview, that the length of broadcast time should accommodate the limited attention span of foundation phase learners.

Ms P. Govender, the Foundation Phase Head of Department, was candid enough to state that School TV could be abused by educators as a relief session. Commitment and dedication are the two pillars on which the success of School TV and OBE rests. Implementation of School TV does not imply the absence of preparation on the part of the educator. From the interview, it was clear that School TV has lots of promise and this augers well for the education system. School TV could be a catalyst for the successful implementation of OBE, since a weeks workshop of cascading information would not suffice to meet this paradigm shift in education.

## **CHAPTER 5 CONCLUSION AND RECOMMENDATIONS**

### **5. INTRODUCTION**

South Africa has evolved through a turbulent period, characterized as “a bitter one dominated by colonialism, racism, apartheid, sexism and repressive labour policies...segregation in education, health, welfare, transport and employment left deep scars of inequality and economic inefficiency.” (White Paper on Reconstruction and Development, 1994:07 ).The White Paper on Education (1994:18) also spells out some optimism for the country’s education system : “South Africa has achieved, by a large measure, the most developed and well resourced system of education and training on the African continent with the highest participation rates at all levels of the system”.

The vision for an effective teaching and learning system as proposed in 1994 by the White Paper (1994:19) has taken firm roots: “An approach which combines the principles of learner-centredness, life long learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experiences, the provision of support for learners, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning material and support systems... including use of guided self study and the appropriate use of variety of media, which give practical expression to open learning principles.

This research endorses that educational television, more especially School TV, can be used to improve the quality of education, especially if it’s employed appropriately. Educational television can be used to redress the imbalances of the old system and help in developing new teaching and learning strategies. Educational Television can empower learners to participate in the democratic process, but will do so only if suitable organisational, curricular and instructional decision making processes are in place to maintain and evaluate this technology.

#### **5.1. Conclusion**

##### **5.1.1. Appropriateness of School TV to Support Learners and Educators**

Analysis of the data indicates that the Grade R and Grade 1 learners showed marked improvements in communication skills and general knowledge. The Grade 2 and Grade 3 learners showed a significant level of improvement, over and above the other areas, in reading, number concepts and communication abilities. Television can help develop cognitive processing in learners, as cited by Salomon (1981:11). “This is perhaps the most important, least self-evident function of television’s pictorial representation when complex new ideas, constructs and processes are verbally introduced, students neither have appropriate corresponding images nor can they generate them on their own. Television can accomplish the critical function of explicitly providing the learners with appropriate images as substitutes for the ones they would benefit from but could not generate on their own”.

School TV programmes are well researched and are produced by a panel of professionals who are well versed in current teaching and learning strategies. These programmes could be inspirational and worthy of emulation by educators who are lacking the necessary experience or professional grounding. School TV could assist in promoting a standard of managing the teaching and



learning situations. Schools that lack necessary resources to carry out important experiments, could experience the demonstration done by the television educator or presenter. School television broadcasts uniformity of teaching and learning experiences, thus reducing the ill effects of shortages of physical and human resources encountered by rural schools.

#### 5.1.2. School Television and Multi-Culturalism

School TV respects and promotes the multi-cultural and multi-lingualism prevalent in South Africa. Seven of the nine official languages are accommodated in School TV broadcasts. School television facilitates communication across the various barriers such as: colour, religion, language and social background. Mutual respects for the various population groups are promoted. 40% of the respondent felt that the introduction of too many languages to Foundation phase learners could cause confusion. They suggested that the programmes be simulcast in alternate languages, which would give educators a wide choice. An alternate suggestion is School TV to be broadcast regionally thus accommodating regional languages. The language policy of Acacia Primary School stipulates instruction should be in English, Afrikaans, and isiZulu. This implies that School Television broadcasts in the other four languages were not pertaining to the language policy of the researched institution.

#### 5.1.3. Attitude of Educators to School TV

The majority of educators in this research see a tremendous shift from the traditional role of the educator as the exclusive controller of knowledge to the educators as one of several resources available to learners. This is a difficult and a threatening situation for educators, especially the older educators, who are themselves products of classroom-bound education and whose professional identities are linked to the traditional image of the teacher at the front of the classroom and the hub of the educational system. With the introduction of OBE and educational television educators have changed their role functions to facilitators and managers of learning situation and no longer as the source of all knowledge. Educators have taken the added responsibilities to plan, negotiate and manage the integration of learning in schools. Educators are very positive about the introduction of School TV at Acacia Primary. However the respondents firmly believe that it is inappropriate to use School TV to a classroom of learners, especially in the Foundation Phase, in order to keep them occupied during an educator's absence. They felt that School TV on its own is unlikely to facilitate learning in any substantial way.

#### 5.1.4. School TV and OBE

The SABC and the Department of National Education have forged a partnership to assist in the transformation of the South African education and training system. Many educators echoed the sentiments that one week's workshop cascading information on OBE would not suffice to bring about this paradigm shift in teaching and learning. School TV broadcasts pay due attention to general and specific outcomes identified for the foundation phase learners. This is evident in SABC School TV Educators' Resource book, where the following information is given for each episode: the phase organisers, the programme organizers and suggested outcomes. This could be of tremendous assistance to educators, however a matter of grave concern is the willingness of the educator to integrate the School TV programme into the curriculum.

### 5.1.5. School TV and Interactive Learning

The Foundation Phase of Acacia Primary School felt that School Television does promote interactive learning, when the learners are questioned, or invited to construct a model of something or perform some activity under the television teachers direction. However all educators did not integrate the school television programme material into the curriculum. 30% of the respondents treated School TV programmes and programme-related activities as events separated from the rest of the curriculum. This was done for two reasons: firstly, the lack of understanding and knowledge of how to integrate School Television into the curriculum and secondly, the implications of extra workload for the educators concerned.

Television is a very rich medium because of the number of types of presentational characteristics it can carry simultaneously. They are the spoken and written word, still and moving pictures, events occurring in real time, slow or accelerated motion, animation, sound and music. (Duby, 1991:191). For the above reason, the television screen has become a universal medium, whether it is the shacks of Soweto or a skyscraper in Johannesburg, television is omnipresent.

The popularity of this medium is succinctly illustrated by Masterman (1987:3) "It is estimated that children between the age of five and fourteen were spending 44% more time watching television than in lessons at school". In spite of Acacia Primary being situated in a exceptionally low social economic area, only 10.2% of the learners of the Foundation Phase did not possess a television set. The omnipresence of television is astonishing and this augurs well for this powerful and influential medium.

The SABC's mission to produce 90% local content for School TV and the commitment of the Department of National Education to earmark R65 million to educational television is applaudable, especially when due consideration is being given to regional, cultural and language differences, given that our social problems are bigger and more complex than those in mature democracies and that our media terrain is significantly different from those western media terrain, it may be appropriate for us to start transforming our media education. "This transformation and paradigm shift takes us from a systematic approach to a systemic approach, from a selective examination of media to a comprehensive examination, from a limited and an exclusive engagement with media to an integrated and finally a shift from international to local focus". (Criticos 1999:2)

## 5.2. RECOMMENDATION

5.2.1. Educational television has many positive implications for the country's education as illustrated in this study. The South African government has utilized tens of millions of rands on this initiative. It is ironical that School TV is not part of the curriculum. School principals and educators are given latitude to decide on the use of School Television. School Television should be integrated into the curriculum framework so that the country as a whole could enjoy the benefits of the medium.

5.2.2. It is astonishing that a large number of educators fear that television would usurp their position in the classroom. This feeling of disempowerment and fear is created by the lack of training in the use of educational television in the pre-service stage. Educators must be presented with the opportunity in pre-service education or at least in-service training in educational broadcasting.

5.2.3. Although television has become omni-present in most areas in South Africa but the rural areas are still to a large extent under resourced and without electricity. The Department of National Education is obligated to provide for the previously marginalized schools. It is strongly recommended that interim steps be taken to provide solar power/battery power to disadvantaged schools. Otherwise the inaccessibility to higher technology would widen the gap between rural and urban schools.

5.2.4. The School Television programmes should be simulcast. Schools should be given the options to choose the language of broadcast. This would promote multi-lingualism and at the same time afford school more liberty to choose the medium of broadcast.

5.2.5. "Packaging of educational programmes in video cassettes is not, and has not been, an area of focus for SABC educational television"(SAIDE report, 1998:16)" The SABC has not maximized its potential to make educational programmes accessible to schools"(SAIDE ,1998:18).

The Department of National Education and the SABC should make pre-recorded tapes available to schools at a nominal price. This would improve the accessibility of educational broadcast to educators and learners. Educators would be afforded greater opportunity to study the programme, prior to broadcast on national television, and plan well in advance according to learners needs.

5.2.6. The SABC and the Department of National Education have not utilized the full power of mass-media to promote educational broadcasting, especially School TV. "There is no cooperation between SABC Education Radio and Television in terms of advertising each others educational programmes "(SAIDE 1998:17). There is a striking absence of any advertisement of educational television during prime time viewing. This issue needs urgent attention in order to promote educational broadcast.

5.2.7. The provision of educational broadcast should not be the sole responsibility of the national broadcaster and the government. Other parastatals such as MultiChoice, MNET, Vodacom and Telkom could get actively involved in educational broadcasts.

5.2.8. There is a paucity of research in educational broadcasting. Researchers can play an important role in the production, distribution and evaluation of educational programmes.

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APPENDIX A  
QUESTIONNAIRE

1. Indicate the number of years you are in the :

1.1. teaching profession	
1.2. Foundation phase	

2. In the year 2000 what grade are you the educator of?

Grade R	
Grade 1	
Grade 2	
Grade 3	

3. What is the roll of your class? \_\_\_\_\_

4. Indicate the number of girls and boys in your class.

Boys	
Girls	

5. Indicate the racial composition of your class.

Indians	
Blacks	
Coloureds	
Whites	

6. What is the average age of the learners in your class?

6	
7	
8	
9	
10	
11	

7. Does your school have a television set?

Yes	
No	

8. If your answer is yes in question 7, indicate the number of sets.

1	
2	
3	
4	
more than 4	

9. Does your class watch SABC television during school hours?

Yes	
No	

10. If your answer is yes in question 9, indicate where your class views television at school?

In the classroom	
In the library	
In the multi purpose room	
Other	

11. Give a reason for your answer in question 10.

-----

12. Indicate the average number of hours per week does your class view television at school.

0 hour		4 hours	
1 hour		5 hours	
2 hours		6 hours	
3 hours		More than 6	

13. Which educational programme does your class watch on SABC television?

Take 5	
Learning Channel	
School TV	
Educator Express	
Other (specify)	

14. Give a reason for your answer in question 13.

-----

15. Would you recommend the use of Educational Television on SABC to other Foundation Phase educators.

Yes	
No	

16. Give reasons for your answer in Question 15.

-----

17. State on which days of the week does your class watch educational television at school?

Mondays	
Tuesdays	
Wednesdays	
Thursdays	
Fridays	

18. Give reasons for your choice in question 17.

-----  
-----

19. Indicate the number of learners in your class who do not have a television set at home. \_\_\_\_\_

20. What is / are the favourite programme/s the learners enjoy during the School TV slot?

Open Sesame		Dwebe Nathi	
Fundani Nathi		Dumani	
Cula Nathi		None of the above	
Numbertime		Other	
Fourway Farm		Specify the other	

21. Give a reason for your answer in Question 19.

-----

22. Do you agree that School TV promotes passive learning?

Yes	
No	

23. Give a reason for your answer in 22.

-----  
-----

24. Are you satisfied with the programming times of School TV?

Yes	
No	

25. Give a reason for your answer in 24.

-----  
-----

26. In what areas does School TV assist the learners the most in your class?

Reading		Number concept development	
Communication		All of the above	
General Knowledge		None of the above	
Classification skills		Other	
Self confidence			

27. Give a reason for your answer in Question 26.

-----  
-----

28. Do you think that the learners could benefit from School TV optimally without the assistance of an educator?

Yes	
No	



29. Give a reason for your answer in question 28?

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30. Briefly describe how you integrate School TV with your curriculum?

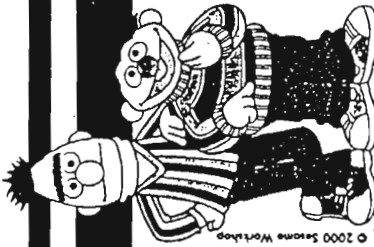
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# Open Sesame

## Learning Programmes Numeracy



### INTRODUCTION

Meet Kermit, Cookie Monster, Bert and Ernie, cute and furry Elmo and a host of other wacky, way out, beloved Muppet characters. Each episode is a roller coaster journey through the three Learning Programmes – so choose your favourite Phase and Programme Organiser and enjoy the ride!

### Information about each episode

## episode 21

Learn the difference between "happy and sad". Find out about brushing your teeth, "bottom and top", drawing a circle and how we get our water – from clouds to tap. Learn about the number 8 and the letter Bb.

Phase Organisers:	Personal Development
Programme Organisers:	Emotions
Suggested Outcomes:	LLCSO1AC5; LLC SO7AC2; LO SO3AC1; MLMMS SO1AC1

## episode 22

Find out about eyes, noses and mouths, having your eyes tested, looking after your hair, what's under the street, "here and there", using old things to make something new, the four seasons and the joy of reading. Learn about the number 8 and the letter Aa.

Phase Organisers:	Environment; Personal Development
Programme Organisers:	Littering/Recycling; Not judging others because they are different
Suggested Outcomes:	LLCSO7AC3; LO SO1AC2; MLMMS SO1AC1

### Malume's Follow Up Activity –

- The learners can compare one another. They could look at eyes, noses, mouths, hair colour and hair length. They should notice their differences and similarities.
- Let the learners cut pictures of people from magazines. They should discuss the differences and similarities.

24

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## episode 23

Find out about school, grouping similar objects, subtraction, imagination, "next to and next", straight and curved lines, and counting to ten. Learn about the number 3 and the letter Aa.

Phase Organisers:	Personal Development
Programme Organisers:	Schooling
Suggested Outcomes:	LLCSO1AC3; MLMMS SO1AC1; MLMMS SO7AC4



### Malume's Follow Up Activity –

- The learners can draw objects using only straight lines, then using only curved lines, and finally combining straight and curved lines.

## episode 24

Find out about the sounds a car makes, going to a car wash, farm animals, frogs, "warm and cold" and "up and down". Learn about the number 5 and the letter Mm

Phase Organisers:	Personal Development; Communication
Programme Organisers:	Looking after pets. Up and down
Suggested Outcomes:	LLCSO1AC2; MLMMS SO1AC1



### Malume's Follow Up Activity –

- The learners can use their bodies to explore up and down. They can try other positions, e.g. sitting or lying flat, or jumping up and down.

## episode 25

Find out more about necks, the concept of "between", "reaching", counting to twenty, and different landscapes. Learn about the number 4 and the letter Yy.

Phase Organisers:	Environment; Communication
Programme Organisers:	Landscape; One-to-one correspondence
Suggested Outcomes:	LLCSO1AC2; MLMMS SO1AC1



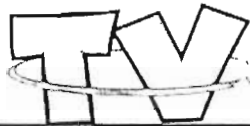
### Malume's Follow Up Activity –

- The learners can count different objects around the classroom, i.e. get them to use numbers in relation to objects and sounds.

25

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# SCHOOL



**10h00 - 12h00**  
**on SABC 2**

## TIMETABLE: FOUNDATION PHASE

**WEEK 21** 17 JULY- 21 JULY 2000

**MON TUES WED THURS FRI**

**10:00-11:00**

<b>10:00</b>	<b>OPEN SESAME</b> SESOTHO 28 minutes episode 21	<b>OPEN SESAME</b> ISIZULU 28 minutes episode 21	<b>OPEN SESAME</b> ENGLISH 28 minutes episode 21	<b>OPEN SESAME</b> ENGLISH 28 minutes episode 21	<b>OPEN SESAME</b> ISIZULU 28 minutes episode 21
	<b>E D U C A T O R</b>			<b>A L E R T !</b>	
<b>10:30</b>	<b>FUNDANI NATHI</b> SEPEDI 9 minutes episode 1	<b>FUNDANI NATHI</b> ISIXHOSA 9 minutes episode 1	<b>FUNDANI NATHI</b> ENGLISH 9 minutes episode 1	<b>FUNDANI NATHI</b> AFRIKAANS 9 minutes episode 1	<b>FUNDANI NATHI</b> ISIZULU 9 minutes episode 1
<b>10:40</b>	<b>NUMBERTIME</b> ENGLISH 14 minutes episode 1	<b>NUMBERTIME</b> ISIZULU 14 minutes episode 1	<b>NUMBERTIME</b> ENGLISH 14 minutes episode 1	<b>NUMBERTIME</b> ENGLISH 14 minutes episode 1	<b>NUMBERTIME</b> ISIZULU 14 minutes episode 1
	<b>E D U C A T O R</b>			<b>A L E R T !</b>	

**11:00-11:30**

<b>11:00</b>	<b>CULA NATHI</b> ENGLISH 5 minutes episode 1	<b>CULA NATHI</b> ENGLISH 5 minutes episode 2	<b>CULA NATHI</b> ENGLISH 5 minutes episode 3	<b>CULA NATHI</b> ENGLISH 5 minutes episode 4	<b>CULA NATHI</b> ENGLISH 5 minutes episode 5
<b>11:05</b>	<b>FOURWAYS FARM</b> SETSWANA 10 minutes episode 1	<b>FOURWAYS FARM</b> ISIXHOSA 10 minutes episode 1	<b>FOURWAYS FARM</b> ENGLISH 10 minutes episode 1	<b>FOURWAYS FARM</b> AFRIKAANS 10 minutes episode 1	<b>FOURWAYS FARM</b> ISIXHOSA 10 minutes episode 1
	<b>E D U C A T O R</b>			<b>A L E R T !</b>	
<b>11:15</b>	<b>DWEBE NATHI</b> SETSWANA 7 minutes episode 1	<b>DWEBE NATHI</b> ISIXHOSA 7 minutes episode 1	<b>DWEBE NATHI</b> ENGLISH 7 minutes episode 1	<b>DWEBE NATHI</b> AFRIKAANS 7 minutes episode 1	<b>DWEBE NATHI</b> ENGLISH 7 minutes episode 1

**11:30-12:00**

<b>11:25</b>	<b>DUMANI</b> ENGLISH 23 minutes episode 61	<b>DUMANI</b> ENGLISH 23 minutes episode 61	<b>DUMANI</b> ENGLISH 23 minutes episode 61	<b>DUMANI</b> ENGLISH 23 minutes episode 61	<b>DUMANI</b> ENGLISH 23 minutes episode 61
	<b>E D U C A T O R A L E R T !</b>				



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