

**AN INVESTIGATION INTO THE SELECTION AND ACCESS OF MEDIA
TEXTS BY SECONDARY SCHOOL CHILDREN IN DURBAN AREA.**

BY

OLUWATOYIN OLUREMI YUSUF

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF**

MASTER OF EDUCATION

IN

MEDIA EDUCATION.

(MEDIA, LANGUAGE AND CRITICAL LITERACY.)

IN

**THE SCHOOL OF EDUCATION
UNIVERSITY OF NATAL**

DURBAN

2001

TABLE OF CONTENTS:

Declaration -----	3
Acknowledgments -----	4
Abstract -----	5
Introduction -----	7

SECTION ONE.

Theoretical underpinnings of audience and reception -----	11
Overview of text and audience. -----	11
The Passive Audience. -----	12
The Active Audience. -----	15
The Child Audience. -----	21
The relevance of audience study to critical literacy. -----	26

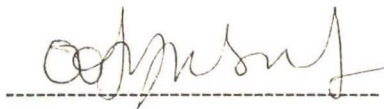
SECTION TWO.

Methodology and Research Findings. -----	30
Research Methods. -----	32
Administering The Questionnaire. -----	34
Schools In Study. -----	34
Process. -----	36
Findings and Analysis of data.-----	37
Conclusions. -----	60
Appendices. -----	64
Bibliography.	

Declaration of Originality.

I, Oluwatoyin Oluremi Yusuf declare that this dissertation

“ An Investigation into the Selection and Access of Media texts by Secondary school children in Durban Area” is my work and that sources used or quoted have been duly acknowledged by means of complete reference.



A handwritten signature in black ink, appearing to read 'Oluwatoyin Oluremi Yusuf', is written over a horizontal dashed line.

Acknowledgments.

I would like to thank immensely:

The Almighty God who gave me the strength, inspiration, wisdom and ability despite all challenges

My sincere appreciation to my supervisor, Ms Jeanne Prinsloo for her attention, encouragement, patience, guidance and constructive criticism

All the members of staff of the Department of Education especially Bongani Sithole, Vino Moodly and Tobeka Ramncwana, Rokam Behari in the Media Resource Center for their help, support and love

The learners who participated from Rossburgh High School, Clairwood Secondary school and Crawford College and the following staff members: Mrs Thompson from Rossburgh High School, Mr Ashok Rompnarain from Clairwood Secondary School and Mr Kevin Payne from Crawford College, La Lucia.

The Graduate Office, University of Natal, Durban for their financial assistance

My dear husband for his support, encouragement and assistance and my children for their understandings throughout my course of study.

God bless you all.

ABSTRACT.

School children have often been regarded as lacking competence when it comes to using media texts. Some researchers refer to them as less active audience or uncritical media users because of their short attention span and because they often perform other activities while using the media. They are not considered as the critical media users a democratic society requires.

Children's access to the media has also raised a lot of questions like what and which media they have access to and who selects for them. Their selection and access to the media will relate to their social, economic and cultural background and their race and gender. This research explores the type of media school children have access to and what media texts they select from the range they have access to.

This research is premised on a belief that a knowledge of the selection and access of media texts is immediately relevant to education and critical literacy. This will help media educators to assess what learners already know.

This research is not intended to judge any learner in relation to their access and use, it aims to get better insight into the types and genres of media learners engage with depending on the race, social class and gender of the learner.

I examine the topic against the theoretical understandings of audience reception theory.

This discusses how theorists have considered whether the audience are passive or active or critical.

The research process involves participation by learners between the ages of 15 and 18 from three different schools of Crawford College in La Lucia, Rossburgh High School in Rossburgh, and Clairwood Secondary School in Clairwood and investigates the nature of media engaged with over a short period of time.

Research findings reveal that the type of media accessed by various learners varies in relation to background factors of the learner such as economic background, race and gender.

INTRODUCTION.

Various media researchers have considered the audience of the media and have categorised them in various ways. This categorising of the media audience in turn, has generated many debates. These debates vary from regarding the media as having a very powerful influence over its audience implying that the audience are passive media users to the position that the media have moderate influence, and to the audience as active recipients of media texts.

This research therefore responds to the debate about the extent of active / critical reading of texts and is concerned with school children as audiences of the media. This interest relates to the researcher's interest in media education. There is the need for media educators to understand how learners select and interpret texts, how they understand the critical concepts of representation 'which incorporates the way the media use conventions, how audiences make meanings from them and how representations work and are used within a cultural context'(Swanson, 1991:123) and how learners make sense of the media.

It has been observed that research on children's media selection, access and use has been mostly conducted in countries where the media are wide spread such as Europe and America while little is known about children's access, selection and use in other countries and regions such as South Africa in particular and Africa in general (Bulbulia, 1999).

This is in contrast with the high levels of public concern over children and young people's selection and use of the media. Most children especially in South Africa have little formal introduction to the media world in which they are born and raised and there are many assumptions about the selection and access of the media which are presented as indisputable facts.

While much work has been done on researching the audience in general, comparatively little has been done on the selection and access of texts by these audiences. Furthermore, in the research done on the audience generally, historically children have not usually been considered as a different category of audience. This is in spite of the fact that 'children and young people are often the adopters of new media' (Livingstone et al, 1999: 41). In some cities the relationship between school children and the media has provoked considerable anxiety for many people.

Children have often been compared generally with adults when it comes to using the media especially television and newspaper. This comparison has often resulted in children being regarded as unselective, uncritical, unsophisticated and particularly vulnerable media users as compared to adults. They are said to lack the skills, which are required to make sense of the media and use it in a responsible way. Media Education then becomes a way to counteract the distorted symbolic representations of children in the media by forming an essential part of democracy, 'such that children are allowed to critically and creatively participate in both media communication and in other relevant societal process' (Von Feilitzen, 1999: 22). It becomes important to note that 'children's rights in relation to the media cannot be realised if the basic demands that all children

have access to media is not fulfilled first' (Von Feilitzen,1999:17) which will hopefully inspire more and better media education and participation.

It is the aim of Media Education to educate about the media, and to address the popular culture that is contained in it. To do this as a media educator, it is important to be informed about the media used by young people, the recipients of such education. If the intention of Media Education is to help young people explore through the media by developing critical understandings of the media, it is necessary to better know about the selection and use of such media/ medium.

It is my belief that Media Education has a progressive role to play in transforming society. One way of doing this is to increase understanding of the media behaviours of students, to help them to be critical in using the media. This requires understanding of how these learners of texts interpret messages, as an aspect of meaningful and contextualised Media Education.

Children in urban areas and cities watch television or listen to the radio as much as adults if not more because they have ample time on their hands to do so. They are also said to be very adept at selecting television programmes even in some cases cruising the net (Caron & Caronia, 2000). This project thus seeks to investigate children and young people's access and selection of media text for there is a great need for such in order to know the learners media needs.

It is undertaken with a sense of the significance of the media in everyday life and the society. It concerns with the ideas expressed in article 17 of the United Nations

convention of the right of the child in 1999, ‘the child shall have access to information and material from a diversity of national and international sources especially those aimed at the promotion of his or her social, spiritual and moral well being, the child shall have the freedom of expression in all matters affecting the child’ (Von Feilitzen, 1999: 20). This points to the media’s significance for the functioning of today’s society.

This research will be divided into two sections. Section one will provide an overview of reception theory, which considers the passive or the active audience debates including focus on the child audience and the way they use and interpret media texts. It will also discuss the relevance of audience study to Media Education and critical literacy. From this the need for investigating the selection and access of media text is identified.

The second section will outline the research by identifying the research process and describing its findings. It will then relate these to critical literacy and Media Education as part of progressive educational initiative to equip school children for the demands of a democratic society.

SECTION ONE.

Theoretical Underpinnings of audience and reception.

In this chapter, I present a partial overview of the literature around media audiences and reception of media texts. I am concerned with how different schools of thought understand how the audience make meaning of different types of texts. The discussion that follows include the consideration of the child audience, whether as passive or active recipients of media text. This leads to a brief consideration of the relevance of audience study in relation to the school situation and to critical literacy and Media Education in particular.

Overview of text and audience.

This study accepts the meaning of text proposed by Graddol (1994:41), as ‘a communicative artefact whose use involves a wide range social, political and cultural practices’. The media audience (the users or activators of texts) has been a focal point of public and academic attention virtually since the wide spread of the television medium after the World War II. Despite the existence of such debates, there remains no single theoretical and empirical understanding of the social world of audiences.

Renckstorf et al (1996) notes that in the previous twenty years, the focus of attention in media research has gradually shifted away from the processes of the message production

(i.e. research on media and communication) to processes and conditions related to the message consumption side (Research on audience and reception). This development from a so-called media centered model to an audience-centered model involves more than a change in the focus of attention. Further, there are various perspectives of the way people view the audience in the media. While some theorists believe the audience is very powerful, some think the audience is only moderately powerful and others believe the audience is powerless. All these views have generated conflicts among theorists in the media.

The passive audience.

Early researchers postulated that the audience was perceived as an undifferentiated mass, as a passive target for persuasion and information, waiting – as it were – for media messages to come along so the audience members could respond to them in a uniform, foreseeable manner. At this time, the audience was considered as not able to think individually and unable to respond independently. This results in the assumption that the media choose their audience rather than the audience selecting the media.

The media, that is its production and distribution, as well as the academic debate about it, have tended to be dominated by people writing in Europe and America. Media theorists have proposed that these two continents controlled world media for a long time and used this domination as a tool to override all media in other continents of the world (Schiller, 1969). According to this view, he says the decade of greatest American dominance ran from 1943 to 1953. During this decade of American dominance, the audience was considered as passive victims. This is because the media controlled them. They were judged not able to think for themselves and were thought to accept whatever

the media said. This view responded to the perceived effort of the American military-industrial complex to subject the world to military control, electronic surveillance and homogenised American commercial culture (Schiller, 1969).

Among many other researchers who shared this view was Tunstall. He notes that America dominated the media and made the audience passive when he says:

This period provides the most unambiguous examples of American military force and political strength being used to impose media on other countries. Generals did quite literally set up newspapers, license radio stations, select certain senior personnel, and veto everyone else (Tunstall, 1977: 137).

He noted the ideological dimensions of the media that classified the audience as uncritical receivers of mass media. In an overview of his media research he says:

Around 1947-8, the United States reached its pinnacle of political, military and media supremacy. At this time for audiences in most parts of the world, there was a magic quantity, if not in the United States as a society, certainly in the standard and style portrayed in the American media... This portrayal of American television as the latest in the long line of all American conquering media, helped to ensure that the rest of the world accepted without question the key American definition - that television would be a domestic medium, an off shot of radio rather than a new kind of public camera (Tunstall, 1977:137).

One aspect of the debate around the passivity /vulnerability of the audience was fuelled by the McBride commission (1980). They were concerned with media imperialism in that the screens in the developing countries were thought to be filled for many hours a day with imported programmes made originally for audiences in the developed countries.

These imports accounted at the time of the commission for over half of transmission time. It is in the field of television, more than any other that anxieties arise about cultural domination and threats to cultural identity.

According to Goldsen (1975) Marxist critics of the media also viewed the audience as passive and unable to influence the content of the media. Their concern was in relation to the power of the media over the masses. Many of these theorists based their critique of the media on events in Europe. They argued that the media exercised a powerful and persuasive influence in the inter war period, thereby developing a mass audience. These theorists believe that a ruling elite determined what media products the audience had access to especially in the case of television. They saw the audience as increasingly dependent on the media as a substitute for real experience and the ideas, images and symbols transmitted in it as governing the audience. Among many researchers writing from a right as well as a left perspective, there was a broad consensus to a remarkable extent during the inter war period that the mass media exercised a powerful persuasive influence (Boyd - Barrett et al, 1987). Underlying this consensus was the acknowledgement of the creation of mass audience on a scale that was unprecedented as a result of the application of the new technology.

An extension of this position is that the media 'brainwashed' people in post World - War one and engineered the rise of fascism in Europe between the wars. This 'brainwashing' proposed the mass media as a powerful agency for propaganda. They also referred to the media as 'word bullets' that penetrated deep into its inert and passive victims (Curran et al, 1982).

Katz notes a change in focus of the critical research agenda when the question shifted from ‘what do the media do to the people’ to ‘ what do people do with the media’ cited in Renckstorf et al (1996). This marked the starting point for a turn in audience research and theoretical development.

The active audience.

In contrast, after a period when a concern for mass culture and mass audience was dominant, a more active audience became increasingly discussed. Theorists from the left shifted attention from the audience as passive mass audience to the audience as playing a considerable role, not as a mass but as segmented audiences whose responses are different. At the same time they still acknowledged the media as influential in particular ways. Berger (1998) notes that in the recent years, reader response theories have developed which suggest that readers (consumers of media) play a very important role in making sense of the media. This approach began to acknowledge that the content of the media also relates to the desire of the audience rather than simply being imposed on them. Klapper (1960) also argued that people tend to expose themselves to, understand and remember communications selectively, according to prior dispositions. He argues further that it is not that the media has no effect at all on the audience but that they operate within a pre existing structure of social relationships and a given social context. These factors are attributed a primary role in shaping choice, attention and response by the audience.

Audience response was categorised by Hall. He offered three broad positions for readers of media texts. The dominant reader position refers to audience decoding being aligned with the dominant or preferred encoding of a text. A negotiated reading describes

decoders taking the meaning broadly as encoded, but modified or inflected in the light of their own values and contexts. The oppositional reading refers to when decoders recognise the dominant encoding but interpret it in an oppositional way. Since a media programme is usually encoded to privilege its meaning, the code used is derived from the viewers general social experience as well as from his/her response to the particular message. Readings will not only be the dominant ones but related to the various meaning system of the audience (Hall, 1973).

The argument that decoding does not follow inevitably from encoding then reinforces the argument of no necessary correspondence between encoding and decoding. According to Hall, the majority of audiences probably understand quite adequately what has been dominantly defined and professionally signified but might interpret it differently which makes the meaning given to any text to depend on the individual. Each member of the audience is free to interpret and accepts any text open to them (Hall, 1973).

Other theorists concur with the position that the meaning of a text will depend on the way and manner it is received by its audience. De Fleur proposes that response varies according to social categories within which the receiver can be placed, thus according to age, occupation, life style, gender, religion, and so on. He suggests that members of a particular category will select more or less the same communication content and will respond to it in a roughly equal ways. The argument here is that the individual receiver will choose which stimulus to react to or to avoid, will interpret its meaning variably and will react or not behaviourally, according to choice and social category (De Fleur, 1964).

According to this position, television programmes or any other media texts will be interpreted differently and influenced by variables which include their background, education, gender and other social and cultural factors and also the way in which they subjectively experience those circumstances (Ang, 1994). Media texts acquire meaning only at the moment of reception, that is, when they are read, viewed or listened to. In other words, audiences are seen as producers of meaning, not just consumers of media content.

Moore (1995) similarly rejects the idea that there is a stable entity that can be isolated and identified as the media audience. Rather there are several groups divided by their reception of different media and genres or by social and cultural positioning. Branstetter (1986) categorised audience according to the type of text that is being talked about. She says the audience is regarded as viewers in the television context; listeners in the radio context and in the work of art are regarded generally as consumer in the broad media language.

Television audiences are made up of individuals of different social, economic and cultural backgrounds, all of which have implications for the way texts are read and the meaning derived. Fiske and Hartley (1988) pointed out that the environment produces the audiences. The argument here is that the environment influences the way the audience responds to media texts rather than reception being perceived as an inborn process. Researchers argue that different sections of the audience are likely to read media text in ways that are systematically related to their socio-economic and sub-cultural positions. In any culture, a working class male is likely to read a text in a way that connects with

reading from other working class male and different from readings made by middle class women or member of a particular ethnic minority group (Masterman and Marriant, 1994).

Writing later, Fiske suggests that the audiences take a considerably active role. Watching television he says, is a process of making meaning and pleasures, and the freedom of the viewer to make socially pertinent meaning and pleasure out of television is considerable (Fiske, 1994). Pleasure according to Branston and Stafford implies more than absorbing the bias or dominant ideologies. For example in television news, audience take pleasure in its form and the sense it gives them of its reassuring tendency to flatter viewers into a sense of being privileged witnesses, of having the world scanned and under control. This does not mean they accept the meaning at face value (Branston and Stanford, 1996:159).

It can also be argued that media literate readers bring many understandings to a text and can recognise what kind of text it is, predict how it will work and relate it to other texts in appropriate ways. Thus understanding it critically, enables the viewer to enjoy its pleasures, engaging with its argument and reading between and beyond its lines (Moore, 1995). In Moore's view, television texts are all to some extent polysemic i.e. having more than one meaning and there are always several possible readings of the text: especially at the connotative level of signification (the recessive meaning). The reader may decode the message in an aberrant way and the determination for such decoding will be found in the reader's general framework of cultural references, that is, his ideological ethical, religious stand point, his psychological attitudes, his taste, his value system and so on.

Further on the position of text being polysemic or having multiplicity of meaning is a recognition that meaning is produced by the reader in a multiplicity of ways, and that this will depend on their age, gender, race and class position. According to Morley, it would be misleading to perceive the audience as innocent consumers (Morley, 1986). Television viewing, he argues, is an irrevocably active and social process and that we must distinguish between the way critics understand them and the way people in different social groups and formation understand them. He noted that the same man may simultaneously be a productive worker, a trade union member, a supporter of the social democratic party, a consumer, a racist, a home owner, a wife - beater, and a Christian. He goes beyond identifying different reading to suggest:

We are not in Hall's words 'viewers' with a single identity', a monolithic set of preferences and receptive habits of viewing, all exposed to a single channel and type of influence and therefore behaving in a predictably uniform ways. We are all, in our heads, several different audiences at once, and can be constituted as such by different programmes ... Here the monolithic conceptions of the viewer, the audience or of the television itself have been displayed.

Other researchers suggest that the response by the audience depends on the type of contexts within which the media texts are normally read or experienced. In his seminal studies of film and television Ellis discussed the influence of the conditions of reception upon the characteristic form of these media.

The regime of viewing television is very different from the cinema. Television does not encourage the same degree of spectative concentration. There is no surrounding darkness, no anonymity of the fellow viewers, no large image, no lack of movement amongst the spectators and no rapt attention. Television is not

the only thing going on, sometimes, and it is not even the principal thing.

Television is treated casually rather than concentratedly (Ellis, 1982 :26).

This suggests that television viewing engages a lower degree of sustained concentration from its viewers, but more extended period of watching and more frequent use than cinema and that it engages the look and the glance rather than the gaze. In support of Ellis, Collett and Lamb (1986) say these ideas are distant from the conception of the audience as simple recipients of media messages, the final element of the communication process, or even as active decoders. They suggest the centrality of audiences and their conditions and contexts of reception to an understanding of media forms, ideologies, narratives and modes of address, that audience are at the starting - point rather than the end of the communication process.

Viewers, listeners and readers are to a great extent, active co- constructors in the media process, that is by means of their choices they partly govern the dispositions of the media, since the media seek to reach as many as possible and therefore adapt themselves to the audience. Research has proposed that different social groupings read the media differently and have focused on the unequal position of men and women within the social structure (Macdonald, 1995). For example men and women are likely to give different meanings to a text. The assumption is that boys should be active, powerful and strong while girls should be passive but concerned with their appearance regardless of their race.

In as much as we regard the audience as active producers of meaning from media texts, some researchers argue that active viewing / reading or listening is different from paying attention. The audience who perform other activities while they watch television or listen

to radio or read newspaper are regarded as less active viewers / reader / listener or media user generally (Levy and Windhal, 1984).

“It will not be appropriate to romanticise the active audience by claiming that all audiences produce their own meanings and denying that media culture may have powerful manipulative effect” (Kellner, 1995:13).

The child audience.

Having outlined the broad schools of thought in relation to the role of the audience, attention is focussed on school children and young people as audience of the media. This relates to this research focus on the way school children select and access media text.

Children are considered to be special audiences by some researchers because they spend more time with the media, especially television, than they do at school, while some researchers position them as less active audiences because they perform other activities while using the media (Levy and Windahl, 1984). Children for a number of reasons are considered vulnerable to possible negative effects by some researchers. This has generated debates to the extent of how school children select, receive and use media texts.

It has been noted that young people see the media mainly as a source of entertainment. In countries and cities where television is widely diffused, television is the medium that children are most likely to use while in countries and regions where television is less common, radio is the medium children use most (Von Feilitzen and Carlsson, 1999). It is argued that media usage, either by children or adult, typically involves less

concentration and alertness, and is experienced more passively than almost all the other daily activities except when people report doing nothing (Kuby, 1990).

There are many debates about the impact of the media, especially television on children which vary from seeing school children as vulnerable in the selection and response to media texts, to being considered active/lively audiences of media text. Some researchers have tended to be more concerned to establish the influence of the media on children than with the way they receive the texts. The media have persistently been blamed for any violence or unprecedented act carried out by them. This is as a result of the notion that those young viewers maybe susceptible to subtle influence, often unintended which most adults are immune to. Is this assumption so? One could look at the Columbine massacre in the United States, for which the media were blamed. However, uncomfortable questions remain. Do we blame the media for this or the home who left the guns unattended, or the school that did not detect children bringing fire arms to schools, or the patriarchal system of power which privileges masculinity and aggression.

If children are regarded as less active audience or passive audience, there is then the justification of children's violence being blamed on the media. This means that children cannot select media appropriately or interpret the texts contained in them accurately.

Positions are divided on television violence and it continues to feature prominently in public debates. Research carried out under laboratory condition supported the hypothesis that watching violence on television may legitimise the use of violence by the viewer in the real life by undermining social sanctions against behaving violently which normally work to inhibit such behaviour (Gunter and MacAleer, 1990). This suggests that viewers

may behave in a more assertive manner after watching film violence especially if they are already in a bad mood before watching it. This is the reason many parents believe in controlling children's access to television for fear of negative effect and showing concern on behalf of these children. However, these findings are disputed.

The other related argument to the violence myth is that watching violence may increase the child's tolerance for real life violence either by implying that such behaviour is normal or by making real life violence seem trivial by comparison. Buckingham (1998) notes that many children will admit that they are affected by television, but only in emotional ways such as fear, which they often claim to be pleasurable. These children, he says, deny any influence towards action, asserting clearly that they know the difference between real life and television. They claim not to be passive, but to use strategies. In many cases where children find material frightening, they often go on to talk about how they protect themselves from their emotional response by analysing the plausibility of the programme. Buckingham makes his point repeatedly that responses, even unpleasant ones, are not connected to behaviour, and that hardly any of the people interviewed in his study (children or parents) thought they were.

Buckingham suggests that children know what they are doing when it comes to media selection and use. This does not however mean that they are not affected by this aspect of their environment; it proposes that the media is one among other influences and it does not imply a passive process.

The tendency to focus on the negative influence the media has on children is also countered by other researchers. Rather, it is proposed, the media provide a channel

through which entertainment, information and learning can be obtained. It can also bring them into contact with aspects of life they would not otherwise be aware of. This is because children, apart from watching programmes that are specially designed for them also watch and listen to most kinds of adult fiction and certain news and information. Children also like soap operas and action programmes among other things not because they are violent but because they find them exciting and they think they get an insight into and understand the moral and social problems of the adult world (Caron & Caronia, 2000: 317).

Various observations about the media behaviour of children employ the word 'passive' not in a complimentary way, either to the children or to the media they use. Palmer engages with the passive audience argument and argues that children define television in terms of 'those regularly appearing programmes which they enjoy most, and viewing for children is associated with fun, excitement, filling their spare time and finding out about the world' (Palmer, 1994:225). While children watch television, she argues, they are not usually still and silent, their television behaviour varies according to the programme content, their company while viewing, the usual routines of the family and their own particular viewing style. This viewing behaviour according to Palmer also depends on their physical and social maturity as defined by their age and sex.

Their behaviour during a short spell of viewing could include periods of intent viewing, punctuated by expressive behaviour such as performance of jingles or discussions of information with whoever viewed with them. In this case it could be argued that no single pattern of interaction could be said to be typical of children's television viewing (Palmer, 1994: 226).

Television viewers and children viewers as well are therefore motivated to watch television in order to satisfy their wants needs and desires at that time either as time filler or as a habit. There is the belief among scholars of media consumption that if the gratifications sought by people are met by watching specific programmes, listening to particular radio show and reading certain newspapers or magazines, they will return to these programmes and reading materials again when motivated to do so. Thus viewers may be drawn back to a television series for episode after episode, not simply because they want to see the outcome of the next bit, but also because by watching the series they are gaining some satisfaction which is important to them (Gunter and MacAleer, 1990).

This leads to the suggestion that media use can be a complex multipurpose practice. They consider the media as a source of conversation. Children who cannot talk about the latest happenings in the plot of a particular soap or series or latest novel will not be able to join in the conversation. Thus a programme may be selectively watched by children to ensure that they will not be left out if it is raised as a topic of discussion the next day or at some time later (Gunter and MacAleer, 1990:12).

Children also use the media to pick up role models and classify media contents. This is with respect to their suitability for children/ adult, and with respect to the gender for which it is intended. (Adult/child and girl/boy oppositions). In a patriarchal society boys are likely to enjoy adventure shows or those that are exciting, full of action and will tend to watch more children's programmes than girls do and programmes considered 'sentimental' or resembling everyday experience, soap-operas, and comedies will be less appealing to them. The same is likely to go for novels and magazines making the media a script for hegemonic gender identity and a text to assert who they are. Fiske suggests

that young teenage girls use Madonna as a resource to inspire gestures of independence and fashion rebellion and thus are empowered to “express themselves” while young boys always want to identify with men that are strong and powerful ‘macho man,’ teenagers use video games and music television as an escape from a disciplinary society. Males use sports as a terrain of fantasy identification, in which they feel empowered as “their” team or star triumphs (Fiske, 1989).

Despite the concentration on electronic media as the most used in the home by various researchers, there was no indication that print media were being ignored. Gunter et al (1990) observed that children who play computer games were less likely to read comics, but were slightly more likely to read magazines and newspapers. They pointed out that in this multimedia era, today’s children maybe learning to identify the positivity that can be derived from different media and divide their time between the many that are available according to their personal needs and wants.

The relevance of audience study to critical literacy.

A critical understanding of audience and reception is necessary in Media Education which is a form of critical literacy. Media Education is seen as part of progressive educational initiative not only in South Africa, but also across the world (Prinsloo, 1994:4). This presents learners with a range of possibilities and tools for selecting and analysing texts and to assist them in making up their own judgement. Media Education is an important field of study and critical literacy as enabling an expanded critical engagement with texts.

Critical literacy is concerned with the way learners interact and interrogate texts. It proposes the importance of learner's experience in the construction of meaning and rejects the notion that learners are passive recipients of meaning contained in a text. It also rejects the traditional way in which texts have been read, that meaning is contained in the text.

Media Education is based on assumptions about what media texts do to their audiences (Branston, 1992). She says that audiences are worth teaching about partly because such work complicates the often over confident assumptions of those deconstructive or semiotic approaches which have been crucial in the development of media studies in Britain and else where. These approaches now need to be repositioned within the fuller contexts of power, which help determine how audiences make meanings. This, according to her, will also provide teachers with strategies for dealing anew with aspects of the media in their own teaching.

Critical literacy helps to draw attention to the need to nurture the critical abilities of readers while at the same time acknowledging the pleasure that reader derive from it. This can be done by asking pupils to examine what 'common sense' is, how ideas about who they are and what the world is like are composed and ordered into a certain view of reality. 'Media representation must show some aspect we recognise or want to adopt as part of ourselves and give us something we will find pleasurable' (Swanson, 1991:127).

Moore says that 'media education encourages teachers to draw on what students already know about the operation of media languages and encourages young people (audience) to become self - conscious of how they know what they know' (Moore, 1991: 173). He

says this can be done by drawing upon their expectations of any particular media texts, considering how these expectation are based upon familiarity with similar media texts, how texts call up their recognition and identifications and their knowledge of institutional issues like who produces texts, for whom and why.

It is my belief that education has a potentially progressive role to play in transforming the society. Research findings have therefore changed from seeing the audience as been manipulated to looking at their role in constructing meaning. This change suggests that teachers might have to rethink their approaches to texts if the learner is attributed a more active role.

In summary, it is clear from this overview of research into the audience that there have been persistent tensions within the field when it comes to audience and texts from the beginning. Gathering from what these authors have said about the audience (in relation to age and gender) the way they interpret or receive text will depend on their cultural background and their understanding of that particular text. It is possible for a viewer to understand both the literal and the connotative inflection given by a discourse but to decode the message in a globally contrary way. "He or she detotalises the message in preferred code in order to retotalise the message within some framework of reference" (Hall, 1994:211).

If this is the situation, learners need to have a sharp sense of how this works. In the same vein one could ask, ' How important is the audience in media education and in teaching of critical literacy? Much of the argument about how we learn and how we make meaning differently turns as much as on critical understanding of the languages of the media. Such

critical understandings will allow learners to select and read the media in an informed and critical way and to be the active reader democracy requires.

In conclusion, media audience cannot be regarded as only passive. They make meaning of texts and use it in a more active manner even though they are influenced by the society. Using stereotypes as a conventional way and a way of gender representation, the way children understand themselves and define their identities depends very much on attitudes derived from cultural experience. They see themselves or who they want to be in others, friends, parents, popular figures etc.

We may recognise the characteristics attributed to a particular kind of person (male/female, black/white, working/middle class, old/young or whatever) in our social make up (Swanson, 1991:125).

For instance, children pick up role models from what they see on television, hear on radio and read in newspaper and magazines. Many girls want to identify with prominent and influential women such as Lady Diana, Madonna, Janet Jackson, Opra Winfry, Felicia and the likes of them because they are rich and famous while boys want to identify with men like Bill Gates, Michael Jordan, Tiger Woods, Arnold Schwazineger, Nelson Mandela, Bill Clinton and a host of others because they are rich, powerful and in control. This does not however make them simply passive. In order to do Media Education and critical literacy therefore, we need to understand what media the learners are using. Media educates about the need to have a sense of the kinds of texts they are choosing, the kinds of 'scripts' they refer to. While research is done on selection of texts, it is not in relation to young people. This research thus aims to help focus Media Education in the light of developing greater knowledge of the media usage of young people in Durban, South Africa.

SECTION TWO.

Methodology and research findings.

In the previous section, I provided an overview of theories around audience reception.

In this section, it is my aim to research the way learners from the Durban area select and access their media texts.

This research has relevance because, as was identified in the previous section, research on children's access and selection of texts has been mostly conducted in Europe and America where there is a wide range of media. There is also the need for media educators in South Africa to be informed about the media used by young people in order to develop critical understandings of the media. As education becomes more child centered, the media educator should be the learner's guide and know about and understand the texts engaged with by the learners. This research investigates the types of media school children in the greater Durban area have access to and what they select from the range.

It has been observed by many researchers such as Bulbulia (1998) that children in western countries are well equipped with media technology such as television, video or personal computers, while children in South Africa have less access to the media world. The observation gives rise to this investigation which wishes to establish what access to media and media technology South Africa learners have and what kinds of media

products they engage with in order to do meaningful Media Education. This research is confined to the Durban area which is an urban area.

This investigation that attempts to identify the kind of media and the nature of genres chosen by young people was conducted in three selected schools in the Durban area. While this area was chosen because of its easy accessibility to the researcher it is also an area with a diverse population in relation to race and socio-economic conditions. In its findings the research will factor in the race, social, economic and cultural background of the learner.

Race is a very prominent issue historically linked to social and economic status and remains one of the factors which could impact on the types of media genres accessed by learners. Race is a social construction without any biological underpinnings which is used to delimit and distinguish one from others in terms of skin colour, speech differences and dialects (Sailer, 1998). For instance, dominant discourses suggest that black people are successful mostly in the sports and entertainment industry while whites are successful in professional occupations. Different races are therefore represented in different ways and the media has accepted and maintained this classification of race. For example the national public service broadcaster, the South African Broadcasting Corporation has, classified their different channels and programming to target different races and ages. (For instance SABC 1 targets blacks especially youths between the ages of 9 and 23, SABC 2 targets White Africana and other local language speakers, and SABC 3 targets English speakers) (W. W. S. A. C. C. v. 20). This is also frequently the case for other forms of media such as newspapers and magazines. (Drum for blacks and You for whites in the Magazine, Sowetan and Ilanga for blacks, post for Indians and Daily News and Die

Burger for whites while Mail and Guidean is for all races in the professional, academic and corporate sectors)

The gendered construction of youth is reinforced by the media whether radio or television programmes, as well as by the fashion industry, which deploys the media to encourage consumption. The genre of media selected by learners will indicate their viewing / reading preferences and accordingly the sets of discourses that interest or engage them and which therefore have a role in shaping their identity. It could be assumed that these preferences are linked to gender. Girls may tend to prefer soap and boys action, black youth to rap and white youth to rock and roll.

Research Method.

This research uses a quantitative method of data collection in order to get quantitative data from the audience. It aims to find answers to questions including:

- What media do learners engage with for leisure?
- Are there any significant or relevant patterns? If there are, do these suggest that certain groups use/ choose particular discourses?
- Are they constantly in contact with dominant discourses of for example, gender, race, consumerism and class.
- Do they choose conventional programmes that reinforce their identity as boy/ girl, black/ white, rich / poor etc.
- Does the concentration on electronic media render the print media ignored?
- Can they be seen as unselective , vulnerable or critical media users?

This research uses a questionnaire and media diary as the research tools to collect data from learners. A questionnaire is chosen because of the number of learners that are involved. It identifies the race, gender and the background of the learners.

This questionnaire contains structured questions that are asked the same way and administered the same way in order to maintain the consistency of context. This involves the respondents marking the appropriate box to answer direct questions intended to establish the background of learners, their age, race and gender. Most questions supply respondents with a range of possible answers from which to select the appropriate response.

A media diary was also administered to record learners media engagement because it required that the learners record the media they engaged with over a period of time and this diary was completed regularly through the period. A diary provides a way of collecting quantitative data in audience research. The diary is structured in the following way: it consists of four columns and thirty seven rows. The rows have time listed in half hour slots from 6.00 am - 12 00 midnight. The columns consists of time, type of media, the name of programme and the type of programme. The diary is loosely structured leaving respondents to complete their entries in half hour slot to indicate the type of media used and the name of the programme at that particular time over a period of three days. The three days were Friday, Saturday and Sunday. These days were chosen because it is assumed that learners spend more time with the media at these times and during the school holidays when there are also a range of genres to choose from. The analysis of the data also makes it possible to identify the media choices and thus to make quantitative judgements about them.

Administering the questionnaire and the diary.

To collect the data, the researcher choose three schools in the Durban area. These schools are Rossburgh High School in Rossburgh, Clairwood Secondary School in Clairwood and Crawford College in La Lucia. These schools are all co-educational. This is important to ensure gender representation. Further they were selected to include the dimensions of race and gender which are considered to affect the way learners access and select their media.

The teachers in these schools were contacted and they agreed to help to organise the learners to be used for the research. The age range of this learners were between 15 and 18 because it is assumed that they would be able to identify the types of media they engaged with.

Before administering these tools, i.e the media diary and the questionnaire, the purpose of the study was explained to the learners and the teachers who assisted. It was made clear that the questions in the questionnaire were not to intimidate the learners but simply to get information about their backgrounds and that the media diary intended to determine what media they have access to and how they select them. The diary was placed personally by the researcher.

Schools in study.

Rossburgh High School, Rossburgh which is a state school on the South Coast Road, was originally established in 1993 in the old Saamwerk Primary School premises with an intake of 200 learners and only two standards - six and seven. In 1995, the school moved to its present premises with an enrolment of over 500. At present the school has

about 845, predominantly African learners, with experienced staff and educators of all races and both genders. The first matriculants from the school graduated in 1996. The learners in this school are mostly from Umlazi which is a black township created by apartheid and located South of Durban.

The second school is Clairwood Secondary School in Clairwood, also a state school situated on the South Coast Road of Durban which is an industrial area and a heavily polluted environment. This school was one of the first high schools for Indians in the 1950s and drew learners from all the Indian areas. During that time the school operated in one block of classrooms until the 1970s when it was amalgamated with three other schools close to Clairwood Secondary to form the huge complex it is today. In the early 1970s, technical education was introduced to the school and a number of workshops were built to accommodate the range of technical subjects and then became one of the four schools offering both technical and academic subjects. The population is now not only Indians but includes many Africans who come from even as far as Umgababa, south of Durban and Phoenix, north of Durban. The school has 67 staff to provide education to the learners.

The last of the three schools is Crawford College in La Lucia on the North Coast of Durban. This is a private school which consists of learners from a wealthy, and high income professional background. Crawford College is an expensive private school which is part of a network of private schools around South Africa. This brand of school was established by Graeme Crawford and the emphasis was on affirming academic education without traditional trappings. The schools are listed on the stock exchange as part of the Advtech Groups. Crawford college has other schools in Durban Central, North Coast and

Tongaat. The Crawford in La Lucia was established in 1999 and started with about 100 students in the high school. At present it has about 305 students and approximately 1500 students across all the schools. The target population of this school is mostly white academic achievers who can afford to pay the school fees of about R 24 000.00 a year.

Process.

The questionnaire and the media diary were administered in the three selected schools where the learners were randomly selected. Sixteen learners of eight boys and eight girls were selected from each school. The teachers were co operative in selecting the learners to be used for this purpose. The tools were then distributed to the learners by the researcher after explaining to them how they were to be filled in. The first attempt was flawed and the results not used. During this time, school activities such as sports and preparation for the June examination hindered the teachers from assembling the learners together in order to collect the questionnaires and the media diary. Some of the teachers were also busy with setting of questions and examination preparations generally and did not have the time to help in the coordination of the set of tools. The diaries that are analysed here to provide the data are in fact the second sets of tools. Unfortunately the first set was insufficiently structured and did not produce sufficient data for analysis and the collection was rendered of no use.

Having acknowledged the research flaws, a new sets of tools was then taken to the schools for a second time which were more effectively administered and collected. The new sets of questionnaire and media diary were taken to these schools and administered the same way it was administered before. The same problem of learners not bringing back the questionnaire and the media diary at the appropriate time was repeated which dragged

the process for another six weeks until all were eventually collected. Still at Rossburgh High, fourteen out of the sixteen were eventually collected after waiting for a long time for the remaining two learners to return to school which had not happened by the time of data analysis. The teachers in all the schools complained of the bad weather which prevented learners from coming to school for a number of days and delayed the retrieving of these tools. The whole process of the first and second administration and collection of data was time consuming and it was a stark lesson for the researcher. Eventually the process of data collection was successful and a good number of students responded in all the schools.

Findings and analysis of data.

This part presents the analysis of the information gathered from the questionnaire and the media diary. At the end of this section, I will bring together the various sections without drawing any final conclusions, but some greater depth of understanding into the selection and access of media texts of the respondents.

The findings are analysed on the basis of the background, race and gender of the learners. Table 1 shows the background of learners in Crawford College. Out of the sixteen randomly selected, two of them are Indian learners while the other fourteen are white learners. In nine cases both the parents are employed while the remaining seven cases one of their parents is employed. The ones not employed are house wives who have husbands with high incomes. There is no incidence of unemployment of both parents and the suburbs where they are residing are considered affluent or middle class. (See summary on page 38).

Table 1: Crawford College Personal Details Of Learners.

Gender	Race	Religion	Mother's Occupation	Father's occupation	Residential Area.
Male	White	Christian	Not Employed	CEO Engineering Company	Durban North
Male	White	Agnostic	Tarot Reader	Computer Programmer	La Lucia
Male	White	Christian	House Wife	Banker	Umhlanga Ridge
Male	White	Christian	House Wife	Regional Sales Manager	Umhlanga
Female	Indian	Christian	Teacher	Not Specified	Chatsworth
Female	White	Christian	Financial Director	Managing Director	Umhlanga
Female	White	Christian	Sales Rep	Soft ware Consultant	Durban North
Female	White	Christian	Not specified	MD. Execu Jet	Durban North
Female	White	Not Specified	Academic	Academic	Glenwood
Female	White	Christian	Personnel Manager	Retailer	Umhlanga Rocks
Female	White	Christian	House Wife	Pediatrician	La Lucia
Male	White	Christian	Administrator	Financial Consultant	Durban North
Female	White	Christian	House Wife	Director	La Lucia
Male	White	Christian	Not Specified	Contractor	Umhlanga
Male	Indian	Hindu.	Self Employed	Managing Director	La Lucia
Male	White	Christian	Book Keeper	Marketing Director	La Lucia.

SUMMARY

Boys: 8 Girls: 8	White: 14 Indian: 2	Christian: 13 Hindu: 1 Agnostic: 1 Not Specified : 1	Professional: 1 Employed: 6 House wife: 5 Not Employed: 1 Self Employed: 2 Not Specified: 1	Top management Position : 6 Professional: 1 Employed: 8 Not Specified: 1	La Lucia:5 D / North:4 Umhlanga:5 Glenwood:1 Chatsworth:1
---------------------	------------------------	---	--	--	---

Table 2 indicates the background of learners from Clairwood Secondary School in Clairwood which is the second of the three selected schools. It consists of learners from low income and working class backgrounds. This school used to be an Indian school but now included a few black learners. Out of the sixteen randomly selected learners five of them are black learners while the remaining eleven are Indian learners. In five cases, both parents of the learners are employed. There are three cases where both parents of the learners have no specified jobs. This could mean that the learners could not identify the type of jobs they are engaged with, or that they are not employed at all. In nine cases one of the parents is employed usually the fathers. Eleven of these learners live in lower socio-economic areas like Umlazi, Kwamashu and Kwamakhuta, and areas like Merebank, Clairwood and five in the lower middle class suburbs such as Montclair, Hillary and Umbilo. Certainly, more parents engage in blue collar and more manual work, not in top management positions. (See summary on page 40)

Table 2: Clairwood Secondary School personal details Of Learners.

Gender	Race	Religion	Mother's occupation	Father's occupation	Residential Area.
Male	Black	Christian	Deceased	Unemployed	Umlazi
Male	Black	Christian	Deceased	Security	KwamaKhuta
Male	Black	Traditional Religion	House wife	Office work	Kwamashu
Male	Black	Christian	Secretary	Lecturer	Montclair
Male	Indian	Islam	House wife	Driver	Clairwood
Male	Indian	Hindu	Secretary	Business Man	Phoenix
Male	Indian	Hindu	Secretary	Business Man	Kharswastan
Male	Indian	Christian	Unemployed	Not Specified	Merebank
Female	Black	Christian	Presser	Deceased	Umlazi
Female	Indian	Hindu	House Wife	Operations Controller	Clairwood
Female	Indian	Islam	House wife	Driver	Hillary
Female	Indian	Hindu	House Wife	Operations Controller	Merebank
Female	Indian	Christian	House Wife	Stock Control Clerk	Umbilo
Female	Indian	Christian	Credit Controller	Self Employed	Bluff
Female	Indian	Christian	Not Specified	Not Specified	Clairwood
Female	Indian	Islam	House Wife	Sales Rep.	Claire Estate.

Summary.

Boy: 8 Girl: 8	Black:5 Indian:11	Christian:8 Islam:3 Hindu:4 Traditional Religion:1	Deceased:2 House wife: 7 Employed:5 Unemployed:1 Not Specified:1	Employed:9 Self Employed:3 Unemployed:1 Not Specified:1 Deceased: 2	Black Township/ Apartheid city: 11 Suburb:5
-------------------	----------------------	---	--	---	---

The third and the last of the selected schools is Rossburgh High School, Rossburgh, South Coast of Durban. Table 3 indicates the background of the learners in this school where 16 learners were randomly selected but 14 responded. 11 out of the 14 respondents are black learners , 1 Indian, 1 White and 1 Coloured learner. Table 3 shows the background of the learners in this school. Six of the learners live in townships while eight of them live in lower middle class suburbs such as Seaview, Bellair and Umbilo. This is a school with predominantly African learners from the lower economic background. Most of the learners have one working parent as shown in table 3. Five out of the fourteen have both parents working while three have both their parents with no specified jobs. This could be as a result of not being employed or the learners do not know or understand the types of jobs the parents are engaged with, and six of them have one of their parents employed. It is possible that they all come from a single parentage family and only know of the jobs of the ones they stay with. This is a very common situation with the black families in South Africa. (See summary on page 42)

The sample of learners crosses gender and racial divisions and include sixteen black, fifteen white, fourteen Indian and one coloured learner in all. This research uses the terms whites, Indian and blacks which are apartheid terminology and continues to apply structurally in South Africa.

Table 3: Rossburgh High School Personal Details of Learners.

Gender	Race	Religion	Mother's occupation	Father's occupation	Residential Area.
Female	Black	Christian	Industrial Social Worker	Not Specified	Kwamashu
Male	Black	Christian	Nurse	Lawyer	Seaview
Male	Black	Christian	Not specified	Not specified	Umlazi
Male	Black	Traditional Religion	Insurance Broker	Not specified	Umlazi
Male	Indian	Hindu	House wife	Business man	Seaview
Female	Black	Christian	Not specified	Not specified	Kwamashu
Female	White	Christian	House wife	Shop Owner	Bellair
Female	Black	Christian	Teacher	Business man	Newlands West
Female	Black	Christian	Not specified	Deceased	Kwa- Mashu
Male	Black	Christian	Not specified	Self Employed	Point Durban
Male	Coloured	Christian	Nurse	Not specified	Newlands East
Female	Black	Christian	Educator	Labourer	Umbilo
Female	Black	Christian	Senior Clerk	Not Specified	Kwa - Mashu
Male	Black	Christian	Chief Admin Planner	Not Specified	Phoenix

SUMMARY.

Boys:7 Girls:7	Black: 11 Indian :1 White: 1 Coloured:1	Christian: 12 Traditional Religion: 1 Hindu:1	Employed: 5 Professional: 3 House Wife: 2 Not Specified: 4	Not Specified: 7 Professional : 1 Self employed: 1 Deceased: 1 Employed:1	Black Township / Apartheid City: 9 Suburb : 5
-------------------	--	---	---	---	---

Analysis of Media Diary Data.

The data acquired from the media diaries that the three groups of learners completed has been presented in table form to enable comparisons and contrasts. This table forms appendix 1. In this table, the schools are represented with the letters A, B and C. The letter A is used to identify Crawford College, letter B is used to identify Clairwood Secondary School and letter C is used to identify Rossburgh High School.

The data has been analysed and organised first of all according to the medium i.e electronic media such as television and radio, new media such as compact discs, video and computers and print media such as novels magazines and news papers. Thereafter, it has been organised along the lines of genre.

An interesting finding which needs to be stated at the outset is that from the limited study conducted in these schools, it is evident that all these learners have access to radio and television sets even in instances where both parents of the learners are not employed or have no specified jobs. This means that regardless of race, gender and economic background, these learners have access to the basic electronic media either directly or indirectly.

The discussion of the findings for each group will take the following pattern. Starting with television, the viewership of Soap will first be discussed, followed by drama, then sitcoms, sports, news and current affairs, comedy, reality and game shows, music and musical programmes, talk and variety shows, documentaries, kids programmes and Movie. I will then move to radio to discuss the programmes the learners select such as music/musical and radio shows. After this, I will discuss the new media such as

computers and compact disc and finally the print media. This pattern is repeated for all the three schools to make comparison possible and the data is therefore arranged in this order in the appendix. The analysis begins with response from Crawford College, followed by Clairwood Secondary School and Rossburgh High School.

Crawford College Findings.

The race of the learners in this school is not referred to within this analysis as it is in the subsequent analyses. In the discussion of background information, it was established that these learners are predominantly white learners (12 whites to 2 Indian). Also, as mentioned earlier when discussing the questionnaire, learners from Crawford College come from affluent families and in addition to television and radio, they frequently have access to “new” media such as personal computers, and access the internet, watch movies, play compact discs on DVD players, go to the cinema and access satellite television channels through the use of decoders and digital satellite television -- media that involve extra expenses that are beyond the budgets of the low income families. The choice of viewing on television also indicates access to pay stations and therefore they do not depend on free to air channels, which is in contrast to the other two schools where studies were conducted.

Television: Soaps.

Starting with television, despite the fact that all learners in this school have access to this medium, they watch primarily imported programmes. Soap operas, which are watched by a total of 29 learners in the three schools, here are watched by only 3 boys and 2 girls in Crawford College. These are The Days of Our Lives and The Bold and The Beautiful. Isidingo is the only locally produced soap and this is watched by 1 girl from this school.

An interesting observation is that none of the selected learners from Crawford College indicate watching any of the drama series that other learners from the other two schools watch while only 1 learner watched situation comedy.

Most of the genres chosen by learners from this school are from the pay channels. This links to the fact that these learners are from affluent and high income families.

Sports.

Among Crawford College learners, sports was not frequently viewed. Only 4 learners indicated that they had viewed sports programme. The sports indicated were Rugby, watched by 2 boys and a sporting activity was watched by 2 girls on Discovery channel (Pay television).

Television: News.

When these learners watched news programmes, it tended to be on the pay channel. The only news programme watched by these learners on the free channel was Morning Live which is aired on SABC 2 every weekday morning, while the other news and current affairs programmes such as Carte Blanche was watched by 5 learners (4 boys and 1 girl) and CNN was watched by 2 boys and 3 girls. Both of these last mentioned programmes are on the pay channels.

Television: Others.

Other programmes watched by these learners on the pay channels include Big Brother. This is a reality show in which a group of people who don't know each other live together with the constant surveillance of video cameras and was on air for 24 hours a day over

a period of time. It is interesting to know that a large number of these learners watch this programme. Out of the 16 selected learners, 11 indicated that they watched this programme. Among the 11 learners are 7 boys and 4 girls. Apart from Big Brother, a small number of learners watched Music Television (MTV), Jerry Springer's talk show and Kids Television (KTV) and Cartoons on Cartoon Network (see Appendix for details).

Movies.

Movies of various types were watched by boys and girls in this school. Most of these movies were viewed on M Net Movie Magic (pay television) while some were watched in the cinema, on DVD or on video. These movies ranged from action, to comedy, horror, romance, science fiction to action comedy. 4 learners of 3 boys and 1 girl watch movies of all types. Other types of movies such as action were watched by 4 learners of both sexes (2 boys and 2 girls), and horror movies were watched by 2 boys, all on movie magic.

Radio Programmes.

It seemed surprising that radio was as widely used by the Crawford College learners as associated as it often has been as a popular black and working class medium. These learners listen to the radio especially to and from school in their parents' cars which accounts for the higher numbers of responses for their listening to programmes like breakfast shows, magazine programmes, talk shows and mid day shows. This investigation showed that more white learners use the radio than all the other races in the survey. Of the radio programmes chosen, the one with the highest number of listeners was the Breakfast show. This programme was listened to by 6 boys and 8 girls, High 5

at 5 was listened to by 1 boy and 3 girls, Midday show by 1 boy and 3 girls while 2 boys listen to Request programme. Only 3 boys listen to Top 40. This is in contrast to what happens in the other two schools where radio is used predominantly for the purpose of listening to music as a form of entertainment and not other educative and informative programmes.

New Media.

Moving to new media, computers are used for various purposes by learners such as accessing the internet, playing games and word processing. However, surprisingly a few learners used the computer in this school during this period, precisely 1 boy did word processing while 3 boys and 2 girls accessed the internet. The number of learners from this school that use the computer is still higher than the learners from the other two schools. The other form of new media used by learner in this school include compact discs of various types. The types of music listened to on the compact discs included pop music, rap, rock and roll, and blues. Most learners, 11 in all (5 boys and 6 girls) listen to all these types of music on discs (See Appendix for details).

Print Media.

What is interesting is that print media was used by only a few learners. As indicated in the summary of media diary, only 2 girls and 1 boy read magazines like Time, Fair Lady and Sports Illustrated, 1 boy and 1 girl read novels, while 2 learners (1 boy and 1 girl) read news papers. No other learners indicated that they read novels in the other two groups.

It is surprising to note that learners from this school are not heavy or frequent television users. This is probably because of their choice of viewing ie not watching from the free channels as indicated earlier on and their engagement with other social and co - curricular activities. This is an observation which would need further investigation.

Clairwood Secondary School Findings.

The race of learners in this school is referred to as it comprised of both Indian and black learners from the low income working class backgrounds. The selected learners from this school have access to fewer media forms than learners from Crawford College but all learners have access to radio and television as in Crawford College. The difference lies in the use and selection of genres. Learners from this school are heavy and frequent consumers of the media especially television. They watch the free to air channels and do not have access to pay stations , as was the case with Crawford College. The media diary findings from this school are analysed to follow the same order as that of Crawford College.

Television: Soap.

On television, soap opera, both locally produced and imported are widely watched by learners from this school. 14 out of the 16 selected learners watched soap opera, which 7 were boys (3 Indian, 4 black) and 7 girls (6 Indian, 1 black). These soaps were: Days of Our Lives, The Bold and The Beautiful and Generations. Other soaps included All My Children, watched by 2 black boys and 1 Indian girl, and Isidingo, watched by 1 black boy and 1 Indian girl. It is observed that the black learners are frequent viewers of soap operas on the free to air channels.

Television: Drama.

Other genres watched by these learners included drama which proved very popular. 13 learners in all watched different drama series (3 Indian and 3 black boys and 6 Indian and 1 black girl). These drama series included both locally produced and imported programmes. The most popular choice, however, was the locally produced Backstage watched by a total of 8 learners. This could be because all races in South Africa is represented in it in a positive way which makes it easy for the learners to a role model along racial lines. The analysis of the drama series will be put in a grid for easy reading.

	Boy Indian	Boy Black	Girl Indian	Girl Black
Back stage	1	2	4	1
Charmed		1	4	1
Dawsons Creek	1	1	4	
Touched By An Angel			2	
Dark Angel			1	
Silk Stockings	1			1
Sopranos	1	1	1	
KwaKhala		2		1

Foot Note: Note that the same learner might watch many or all of the programmes listed.

Therefore addition cannot be made.

It is interesting to note that girls in this school watched more drama series, especially the Indian girls, while of the boys who watched mostly black were boys. The local drama Kwakhala was only watched by black learners no doubt because it is produced in Zulu.

Situation Comedies.

Situation Comedies are rarely watched by learners from Clairwood Secondary School. This low viewing of sitcoms could be because few sitcoms were aired during the weekend. Similarly, this probably explains why comedy was watched by low numbers. This is put in a grid for easy reading.

	Boy Indian	Boy Black	Girl Indian	Girl Black
King Of Queens	1			
Girl Friend		2	1	
Murphy Brown		1		
Suburban Bliss		1		
Malcolm And Eddy			1	
Time of Your Life			2	

Moving to comedy, Steve Harvey Show which is a comedy showcase is watched by 1 Indian Girl and Velaphi, produced in the local language is watched by 2 boys and 1 girl. The 3 learners that watched Velaphi are all black learners because of the language in which it is produced. (see Appendix for details).

Sports.

Turning to sports, soccer was the most popular television sport. A total of 8 learners namely 2 Indian and 4 black boys and 2 Indian girls watched soccer while wrestling was

viewed by 1 Indian girl. Woza Weekend is a programme that recounts the sporting activities that took place on the free channel over the week, especially soccer and boxing and was watched by 2 black boys only. This also links to racial identity because it deals with sporting issues around black sports stars, while Mabaleng, also a sports show is watched by 2 black boys and 1 Indian girl. It is also interesting to note that the black boys from this school watched more sports than the Indian boys, in particular soccer.

News:

When the learners from this school watched the news, it was only on the free channel except Carte Blanche and this was watched by 2 Indian learners (1 boy and 1 girl). CNN can be seen on the paid channel and can at the same time be seen on the free channel of SABC 3 in the afternoon, was watched by only 3 learners (2 Indian and 1 black boy).it is possible that these learners watched on SABC 3. Most of the news that are watched by the black learners are broadcasted in the local language. 11 learners in all watched news and current affairs programmes. Only 2 Indian girls watched Morning live, while other News on the free channels were watched by 4 Indian and 3 black boys and 2 Indian and 1 black girl in this school. this is a relatively high figure.

Television: Reality show

As mentioned earlier, learners from this school have no access to pay channels which accounts for the reason why only 1 Indian boy watched Big Brother - the reality show seen via satellite (discussed earlier in Crawford College analysis).

Music And Musical .

All the music and musical shows on television watched were on the free to air channels except for MTV. As a result of this, only 1 Indian girl watched MTV. Other music / musical programmes on the free to air channels were watched by black learners because most of these music programmes have racial identity with the black stars except for Channel O watched by 1 Indian girl, Motown live by 1 Indian boy and 1 black girl while American Chart Show by 2 Indian girls.

Talk and variety shows.

Other programmes on television that are watched by these learners included talk and variety shows and documentaries. These were watched mostly by the black learners in this school. Rikki Lake's talk show was watched by 1 Indian girl. Eastern Mosaic which is a variety / cultural show which reflects on the Indian culture was watched by Indian learners. The documentary, National Geography was watched by 2 black boys (see details in Appendix).

Kids Programme.

Cartoons and other kids various were genres among the learners in this school. A total of 10 learners watched cartoons and other kids programmes on the free to air channels. 2 Indian learners watched KTV from the paid channel while 3 Indian and 2 black boys, and 5 Indian girls watch Cartoons of various types on the free channels.

Movies.

It is observed that learners from this school watch different types of movies on television especially on the free channel unlike learners from Crawford College that watch on

Movie Magic (pay television). A total of 14 learners watched movies in this school (2 Indian 6 black boys and 6 Indian girls). These movies range from action to comedy to romance. Only 1 black boy indicated going to the cinema, and 4 Indians (1 boy and 3 girls) watched movies on video (see Appendix for details).

Radio Programmes.

Moving on to radio, learners from Clairwood Secondary School listened mostly to music and musical programmes in contrast to what happens in Crawford College. These learners listened to the radio mostly for entertainment which explains why they only listen to music on radio (Possible they cannot afford to buy cassettes and compact discs because of their low economic background) . None of the learners listen to any of the other radio shows except for request programme which is listened to by 2 Indian Girls. This grid allows for easy reading.

	Boy Indian	Boy Black	Girl Indian	Girl Black
Hindi Music	2			
Hip Hop	3	2	2	1
Top 10			1	
Religious Music			1	
Top 20		2	2	
Top 40	3	2	3	

New Media.

New media such as computer and compact disc is not frequently used by these learners. Only 5 out of the 16 selected learners access the computer. (1 Indian, 2 black boys and 1 Indian, 1 black girl). Compact disc was used by 5 learners (3 Indian, 1 black boy and 1 Indian girl). It is clear from this findings that learners from this school do have less access to the new media compared to radio and television.

Rossburgh High School.

The race of the learners in this school is not constantly referred to because predominantly blacks attend this school. Out of the 14 respondents, there was only 1 white girl and 1 Coloured boy, comparatively insignificant numbers. The economic background of learners from this school is similar to that of Clairwood Secondary which might explain why they access similar types of media and used the same genres. The major difference between this school and Clairwood Secondary is that the learners are predominantly black learners but the types of media they access and the genres are the same apart from a different on those that are produced in the local South African languages.

All the learners from this school have access to television and radio and watch the free channel. They are heavy or frequent consumers of the media because they have access to fewer forms of media, as the situation is in Clairwood Secondary School. The analysis of the media diary will follow the same pattern as those of the other two schools for continuity and uniformity.

Television: Soap.

Television is the most popular medium accessed by these learners. Soap operas, both locally produced and imported ones are watched by these learners and it has the highest number of learners that watch soap opera . Out of the 14 selected learners, 10 learners (4 boys and 6 girls) watched soaps. The more popular soaps among these learners were Generations, a locally produced soap and watched by 3 boys and 6 girls, followed by The Days of Our Lives, watched by 3 boys and 2 girls, and The Bold and The Beautiful watched by 2 boys and 2 girls. As might have been expected, more girls watched soap operas than the boys although the difference is not very significant (see Appendix for details).

Drama.

Drama is similarly popular among these learners from Rossburgh High School. A total of 10 learners watch drama in this school these learners are of 5 boy and 5 girls each. This means that both boys and girls watch drama equally in this school. These drama are Backstage, Charmed Dawsons Creek, Fly Away Home Sopranos, Touched By An Angel and Dark Angel (see the grid below).

	Boy	Girl
Back stage	2	3
Charmed	1	1
Dawsons Creek		2
Fly Away Home	1	2
Dark Angel	1	2
Touched By An Angel	1	1
Sopranos	1	1

It is however surprising to find out that Malcolm and Eddy is the only situation comedy watched by learners of Rossburgh High School. This sitcom is watched by 9 learners (3 boys and 6 girls). It has been observed generally that comedies and situation comedies are not frequently watched by learners in all the three schools where study was conducted.

Sports.

The learners in this schools watch more sports than learners from the two other schools. The total number of learners that watched sports in this school is 10 out of the 14 selected learners. It is however interesting to note that the same number of 5 boys and 5 girls watched sports in this school. The most popular sport with these learners was Soccer watched by 7 learners in all, (5 boys and 2 girls) while Wrestling was watched by 2 girls. Woza weekend which is a sports programme highlighting all the sporting events of the week was watched by 2 boys and 1 girl while Mabaleng also a sports programme was watched by 1 boy and 2 girls.

News.

None of the learners from this school watched any of the news programmes on the paid channels and the news watched by these learners were those broadcast in the local languages. Morning live was watched by only 1 girl while 7 learners (3 boys and 4 girls) watched news on the other channels.

Music/ Musical.

A lot of learners watch music / musical programmes on the free channels. A total of 10 learners of 5 boys and 5 girls watched these programmes in this school. This means that both boys and girls watched music programmes equally. These programmes are Jam Alley Motown Live, Simunye Grooves, Ezimntoti, Gospel Gold, Unquambohi, Basiq and American Chart Show. All these music programmes were watched only by black learners suggesting a kind of identification with blackness and with South Africa types of music. These music/ musical programmes is put in a grid to allow for easy reading.

	Boy	Girl
Jam Alley	2	4
Motown Live	1	
Simunye Grooves	3	3
Ezimntoti	2	3
Gospel Gold	1	2
Uquambohi	1	
Basiq	2	3

Talk and Variety Shows.

Learners from this school only listen to the talk show aired on the free channels. They included Phat Joe Live, a local talk show watched by 1 girl only. The other two talk shows were imported ones, for example Oprah Winfery's talk show was watched by 2 girls, and Rikki Lake by the only white girl among the selected learners. It is interesting to note that only girls watched talk shows in this school suggesting a particular gendered interest.

Movies.

Television movies of various types were watched by the learners in this school on the free to air channel much like those learners from Clairwood High School. The total number of learners that watched movies on television is 11, (5 boys and 6 girls). 5 learners, 2 boys and 3 girls went to the cinema while 1 boy watched video (see Appendix for details).

Television: Others.

Big Brother, the reality show seen via satellite was seen by 2 girls in this school. The low number of people who watched this programme despite it been shown on the free channel on Sunday evening might have been because these learners had not followed the events in the show over the week. It has also been suggested that it was more popular among the young white viewership. Still on shows is the comedy showcase, Steve Harvey Show was watched by 2 boys and 4 girls. The locally produced variety show, Selimathunzi was watched by 1 boy and 4 girls.

The other programmes watched on television included documentary and educational programmes. The only educational programme indicated was A Word or 2 and this was watched by 1 girl while the documentary programmes How Do They Do That was watched by 1 boy and 1 girl, and Hollywood And Crime was watched also by 1 boy and 1 girl.

Kids Various.

All the kids programmes watched by the learners from this school are from the free channels and consisted of 9, 4 boys and 5 girls.

Radio Programmes.

The learners from this school are surprisingly low users of the radio. The popular radio programme was Top 40, a music programme. This was listened to by a total of 8 learners (4 boys and 4 girls). Only 1 boy listened to Top 20, Religious Music and Top 10. The only programme that is not a music programme listened to by these learners was Speak out and was listened to by 2 learners, 1 boy and 1 girl. It is very obvious that learners from this school are low consumers of radio programmes.

New Media.

It is interesting that only 1 learner out of the selected learners access the computer. This confirms the earlier statement that learners from this school have access to fewer forms of media. Compact discs of various types were also used by a some 7 learners in all (4 boys and 3 girls). This also accounts for why these learners are heavy consumers of radio music programmes. The lower use of the compact discs is evidently linked to the cost of compact disc technology.

Print Media.

It is startling to note that learners in this school rarely use the print media. While newspaper is the major form of print media used by these learners, 4 (2 boys and 2 girls) read newspapers and 1 girl read magazines. The major newspaper read by these learners was Ilanga which is produced in the local language and Drum magazine which targets a black audience.

Conclusions.

As mentioned earlier in this paper, no definite conclusion will be drawn but observations can be made. These observations provides interesting insight that call for further in-dept investigations.

The questions that informed the research were listed in section A. The first question was concerned with the media chosen by the learners, the second was with relevant patterns. My findings indicate that all learners in the three schools watched and listened to television and radio while only a few learners from high income backgrounds have access to other forms of media such as computers, video, compact discs and decoders. They also have the opportunity of going to the cinema to watch movies.

The pattern of media use was similar in two of the schools namely Clairwood Secondary School and Rosburgh High School. In both these schools learners indicated that they choose similar types of media and similar genres. However at Crawford College, their pattern was totally different from those of the other two schools. In Clairwood Secondary and Rosburgh High School, the groups tended to watch soap operas, drama, sports, sitcoms and listen to music on radio. In Crawford College, learners watched Big Brother, Kids Television , Music Television and listened to music on compact discs and radio programmes other than music on the radio. It is very obvious that learners from Clairwood Secondary School and Rosburgh High School are low consumers of radio programmes.

The third question asked was whether they are in contact with dominant discourse of for example, race, gender, consumerism and class and fourth whether the programmes

reinforce their identity. Findings show that the type of media accessed by the learners depended on their socio-economic background. In addition also certain programmes and genres used by the learners seemed to be popular along the race lines of these learners. Black learners watched programmes produced in the local languages, read the newspaper in the local language and listen to music that foregrounded black people. The same thing goes for the Indian learners who chooses to listen to Hindi music and watch Eastern mosaic while the white learners watched and listen to programmes produced in English language.

It is interesting though that even genres that tend to be associated with certain gendered viewing were equally watched by both genders. It is interesting to note that girls view a broad range of television genres in comparison to the boys. Even in situations where one would expect the boys to watch more, the data shows as girls as boys watching. Consider how the black learners watch soaps, drama, sports and music (see analysis for details).

As mentioned earlier that despite the concentration on electronic media, the print media was not totally ignored. A few learners engage with print media especially newspapers and magazines. It is however observed that learners from these schools are selective in their media usage in relation to the type of media they have access to as would be expected of them as secondary school children of between the ages of 15 -18.

It is also important to note that learners from Crawford College have access to more forms of media and to pay channels and therefore use more imported programmes. This indicates that learners from this school with middle class backgrounds engage with the

global consumer identity while learners from the other two schools ie Rossburgh High School and Clairwood secondary, use more of the free channels and the locally produced programmes which accounts for the construction of a more South African or local identity.

Learners from Crawford college are low television viewers. This might be because they engage in a range of other activities for leisure and have access to other forms of media including the 'new' media, while learners from the other two schools are very high and frequent television users because they have fewer media to choose from and might have less opportunity for leisure activities that came at a price therefore depend on the free to air channels.

The use of radio which is high among Crawford College relates to their forms of transport in private cars to school and they listen to the radio during these times while learners from Rossburgh High and Clairwood Secondary go in taxis and buses and are unable to access the radio at these times.

Learners from Crawford College read novels while there is no indication of any learner from any of the other two schools reading novels. This indicates that Crawford College learners engage with the print narrative and practically develop their literary ability, while learners from Rossburgh High and Clairwood Secondary (black and Indian pupils) enjoy the narrational entertainment of television whether soap operas, sitcoms and drama either locally produced or imported.

It is however interesting to note that the black boys in the sample read newspapers mostly in their local languages in order to be informed about the events around them while the white learners watch CNN.

These findings present interesting instances of adolescent media habits. It becomes important for a Media Educator to have a clear sense of what the learners watch in order to help them develop critical thinking. If we are able to develop critical media literacy for all our pupils, they will be equipped to read media discerningly . We would be able to avoid blaming the media for all the delinquencies of our children and all the ills in the society.

Moreover, this study has indicated that the forms of media that are accessible to groups depend on its affordability by that family. It would be noted that both Rossburgh High School and Clairwood Secondary School learners have a lot of things in common, from their choice of media to their choice of genres which is as a result of their similar socio-economic background. Learners can only access what is available to them and select the genres that interest them from the types of media they have access to and the media they select and use their knowledge to inform their teaching.

APPENDIX 1

This is a table drawn from the Media Diary.

SUMMARY OF MEDIA DIARY .

Soaps

Name of Programme	Genre of Programme	Type of media	Boy White	Boy Indian / Coloured	Boy African	Girl White	Girl Indian / Coloured	Girl African	Total Users
Days of Our Lives	Soap	Television	A2,A12 Total:2	B5,B7,B8 Total:3	B1,B2,C3,C10, C14 Total:5		B10,B11, B13,B15, B16. Total:5	B9,C1,C9. Total:3	18
The Bold And Beautiful	Soap	Television	A2,A16. Total:2		B1,B2,C3,C14. Total: 4		B10,B11, B13,B15, B16. Total: 5	C1,C6,C9, C13. Total: 4	18
Generations	Soap	Television		B8. Total:1	B1,B2,B3,B4, C2,C3, C14. Total: 7		B11,B12, B13. Total:3	B9,C1,C6, C8,C9,C12,C 13. Total: 7	18
Isidingo	Soap	Television			B2. Total: 1	A8. Total:1	B10. Total:1		3
All My Children	Soap	Television			B1,B2. Total:2		B10. Total:1	B9,C12. Total:2	4
Doctors	Soap	Television				A7. Total: 1			
Total : 6			3	3	6	2	6	6	26

* As noted in the methodology section, the totals reflect the number of viewers, not number of programmes viewed.

Drama Series.

Back Stage	Drama	Television		C5,B7. Total:2	B1,B2,C3. Total:3		B11,B13, B14,B15. Total: 4	B9,C8,C12,C1 3. Total: 4	13
Charmed	Drama	Television			B1,C3. Total: 2		B10,B11, B13,B16. Total:4	B9,C9. Total:2	8
Dawsons Creek	Drama	Television		B8 Total: 1	B2. Total:2		B10,B11, B13,B16: Total: 4	C8,C12. Total:2	8
Fly Away Home	Drama	Television			C3. Total:1			C6,C13. Total:2	3
Touched By An Angel	Drama	Television			C14. Total:1		B11,B13. Total:2	C12. Total: 1	4
Dark Angel	Drama	Television		C11 Total:1			B13. Total:1	C9,C12. Total: 2	4
Sopranos	Drama	Television		B6. Total: 1	B3,C2. Total:2		B13. Total: 1	C12. Total: 1	5
Silk Stockings	Drama	Television		B7. Total: 1				B9,C6. Total: 2	3
KwaKhala	Drama	Television			B1,B2. Total:2			B9. Total:1	3
Total: 9				5	6		6	6	23

Situation Comedies

Girl Friend	Sitcom	Television			B1,B2. Total:2		B13. Total:1		3
Murphy Brown	Sitcom	Television			B2. Total:1				1
Suburban Bliss	Sitcom	Television			B3. Total:1				1
Frasier	Sitcom	Television				A8. Total:1			1
Dharma And Greg	Sitcom	Television				A8. Total:1			1
Malcolm And Eddy	Sitcom	Television			C2,C3,C14 Total: 3		B16. Total:1	C1,C6,C8, C9 C12,C13. Total: 6	10
King of Queens	Sitcom	Television		B7. Total: 1					1
Time Of your Life	Sitcom	Television					B10,B13. Total: 2		2
Total: 8				1	6	1	3	6	17

Sports

Rugby	Sport	Television	A1,A16. Total: 2						2
Discovery Channel	Sport	Television				A6,A13. Total: 2			2
Soccer	Sport	Television		B7,B8, C11 Total: 3	B1,B2,B3,B4,C2,C3,C4,C10. Total: 8		B11,B15 Total : 2	C6,C9. Total: 2	15
Wrestling	Sport	Television					B11. Total: 1	C1,C12. Total: 2	3
Woza weekend	Sport Show	Television			B2,B3,C4, C14. Total: 4			C13. Total:1	5
Mabaleng	Sport	Television			B2,B4,C2. Total: 3		B15. Total: 1	C6,C12. Total: 2	5
Total: 6			2	3	9	2	4	4	24

News And Current Affairs

Morning Live	News And Current Affairs	Television	A1,A12, A16. Total:3				B11,B15. Total: 2	C13. Total: 1	6
Carte Blanche	News And Current Affairs	Television	A3,A16, A12. Total: 3	A15,B6. Total:2		A8. Total: 1	B16. Total: 1		7
C.N.N	News And Current Affairs	Television	A14 Total: 1	A15,B6,B7 Total: 3	B3 Total: 1	A8,A9,A13 Total: 3			8
News	News And Current Affairs	Television		B5,B6,B7,B8, C10, C14 Total: 6	C2,B1,B2, B3,C3,C4 Total: 6		B11,B15 Total: 2	B9,C1,C6,C9, C13 Total: 5	19
Total: 4			5	7	6	3	3	5	29

Comedy.

Steve Harvey Show	Comedy	Television			C2,C3 Total: 2		B11 Total: 1	C1,C9,C12,C13 Total: 4	7
Velaphi	Comedy	Television			B1, B2, C3 Total: 3			B9 Total: 1	4
Total: 2					4		1	5	10

Reality And Game Shows

Big Brother	Reality Show	Television	A1,A2,A3,A4,A12 A16 Total: 6	A15,B6 Total:2		A8,A9,A11 Total: 3	A5 Total: 1	C1,C6 Total:2	13
Mahala	Game Show	Television			B2 Total: 1				1
Total: 2			6	2	1	3	1	2	15

Music And Musical

M.T.V	Music	Television	A2,A16 Total: 2	A15 Total: 1		A10,A11 Total: 2	B16 Total: 1		6
Channel O	Musical	Television				A10 Total: 1	B16 Total: 1		2
Jam Alley	Musical	Television			B1,C4,C14 Total: 3			C1,C6,C9,C13 Total: 4	7
Motown Live	Musical	Television		B7 Total: 1	B1,C3 Total: 2			B9 Total: 1	4
Simunye Grooves	Musical	Television			B2,C2,C3, C10 Total: 4			B13,C1,C8,C9 Total: 4	8
Ezimntoti	Music	Television			B3,C2,C3 Total:3			C1,C6,C9 Total: 3	6
Gospel Gold	Musical	Television			C3 Total: 1			C9,C13 Total: 2	3
Unquambohi	Musical	Television			C3 Total:1				1
Basiq	Music	Television			C2,C3 Total: 2			C1,C6,C8 Total:3	5
American Chart Show	Music	Television					B10,B13 Total: 2	C13 Total:1	3
Total: 10			2	2	5	2	3	7	21

Talk And Variety Shows

Jerry Springer	Talk Show	Television	A1,A12 Total: 2						2
Phat Joe Live	Talk Show	Television			B2,C3 Total: 2			C1 Total: 1	3
Oprah	Talk Show	Television			B3 Total: 1			C6,C12 Total: 2	3
Ricki Lake	Talk Show	Television				C7 Total:1	B12 Total: 1		3
Toasty show	Breakfast Show	Television			B1,B2. Total: 2			C9, Total:1	2
Selimathunzi	Variety Show	Television			B3,C3. Total: 2			B9,C1,C6, C9,C13. Total: 5	3
Eastern Mozaic	Cultural Show	Television	A12. Total:1	B7,B8. Total: 2			B11,B12, B15,C9. Total:4		7
Total: 7			2	2	4	1	5	6	20

Documentary /Educational

How Do They Do That	Documentary	Television			C2. Total:1			C6. Total:1	2
Hollywood And Crime	Documentary	Television			C3. Total:1			C9. Total:1	2
National Geography	Documentary	Television			B1,B3. Total: 2				2
A Word or 2	Educational	Television						C12. Total:1	1
Total : 4					4			3	7

Kids Various

Cartoons	Kids Various	Television	A14. Total:1	B6,B7,B8.C 11 Total: 4	B3,B4,C3,C1 0,C14. Total:5	A11. Total: 1	B10,B11, B12,B15, B16. Total: 5	C1,C6,C8, C9,C13 Total:5	21
KTV	Kids Various	Television	A16. Total: 1	B6,B7. Total: 2					3
Total : 2			2	4	5	1	5	5	22

Movies

Movie	Various	Television	A2,A3. Total:2	A15,B7. Total:2	B1,B2,B14 Total:3	A6. Total: 1	B10,B13, B14,B15, B16. Total:5	C1,C12, C13 Total:3	16
Movie	Action	Television	A16,A1. Total: 2	B7. Total: 1	B1,B3,B4,B5, C10, C14. Total: 6	A8,A9. Total: 2	B10. Total:1	C9,C12. Total:2	15
Movie	Horror	Television	A12. Total:1	A15. Total: 1	B5. Total: 1		B14. Total: 1	C1,C8,C12. Total: 3	7
Movie	Romance	Cinema	A2,A4. Total: 2	C5. Total: 1	B1,C2. Total:2	A8. Total: 1		C6,C9,C12. Total: 3	9
Movie	Action- Comedy.	Cinema	A16. Total: 1			A7,A8,A13. Total:3	A5. Total: 1		5
Movie	Action	Video	A2. Total: 1	B6,C11, Total:2			B11. Total:1		3
Movie	Comedy	Video				A7. Total: 1	B13,B14. Total: 2		3
Movie	Science Fiction	Video				A8. Total:1			1
Movie	Action	DVD				A6. Total: 1			1
Total : 9			6	5	9	5	7	6	38

Radio Music

Hindi	Music	Radio		B7,B8. Total:2					2
Hip Hop	Music	Radio		B5,B6,B7, B8. Total:4	B1,B4. Total: 2		B10,B15. Total: 2	B9. Total: 1	9
Top 10	Music	Radio			C4. Total: 1		B13. Total: 1		2
Religious	Music	Radio / Compact Discs	A4. Total: 1		C4. Total: 1		B13. Total: 1		3
Top 20	Music	Radio			B2,C4. Total: 2		B10,B16. Total: 2		4
Top 40	Music / Magazine Programme	Radio	A1,A4,A16 Total: 3	B6,B7,C5. Total: 3	B1,B2,C2,C4, C10. Total: 5		B10,B13, B16. Total:3	C1,C8,C12,C1 3. Total: 4	18
5 Fm	High 5 at 5	Radio	A1. Total: 1			A7,A8,A11. Total: 3			4
Total : 7			3	5	7	3	4	5	27

Radio Shows

5 Fm	Breakfast Show	Radio	A1,A2,A3,A4, A16, A12. Total: 6			A7,A10,A6,A8 ,A9,A11,A13. Total: 7	A5. Total: 1		14
East Coat Radio	Midday Show	Radio	A1. Total: 1			A8,A9. Total: 2	A5. Total: 1		4
Requests	Talk Show	Radio	A1,A4. Total: 2				B15,B16. Total: 2		4
Speak Out	Talk Show	Radio			C4. Total: 1			C13. Total: 1	2
Total : 4			6		1	7	3	1	18

Compact Disc

Music	Life House / Pop/ Rap	Compact Disc	A1,A2,A3,A4, A12. Total: 5		C14. Total: 1	A7,A8, A11,A13. Total: 4	A5. Total: 1	C13,C12. Total: 2	13
Music	Rap /Rock	Compact Disc		B6,C11 Total:2	C2,C3,C14. Total: 3	A10. Total: 1		C1. Total: 1	7
Music	Various	Compact Disc		B6,B7. Total: 2				B12. Total: 1	3
Music	Blues	Compact Disc			B4. Total: 1				1
Total: 4			5	3	4	3	3	4	22

Computer

Word Processing	Information Technology	Computer	A4. Total: 1	B6. Total:1	B3. Total: 1			B9. Total: 1	4
Games	Various	Computer		B6. Total: 1			B10. Total:1	C9. Total:1	3
Internet	E - Mail /Explorer	Computer	A1,A2,A4. Total: 3	B6. Total:1	B3,B4. Total: 2	A8. Total:1	A5. Total:1		8
Total: 3			3	1	2	1	2	2	11

Prints Media

Time	Variety	Magazine				A8			1
Fair Lady	Variety	Magazine				A10			1
You / Drum	Variety	Magazine			B3. Total: 1		B11,B15 Total: 2	C9. Total:	4
Sports Illustrated	Sport	Magazine		A15. Total: 1					1
Personality	Variety	Magazine			B1 Total: 1				1
Venom		Novel				A10			1
Black Genesis	Scientific	Novel	A14. Total: 1						1
Madam And Eve	Political Cartoons	Novel	A14. Total: 1						1
Sunday Times, Sunday Tribune, Mercury, Daily News	News And Current Affairs	News Paper		A15,B6,B7. Total:3	B1,B4,C2 C4. Total:4	A 10. Total: 1		C6, C12. Total: 2	10
Total: 9			1	3	5	2	2	3	16

APPENDIX 2

QUESTIONNAIRE.

Dear participant,

Many thanks for agreeing to help me with my research. It is an investigation into the access and selection of media texts by secondary school children in Durban area.

To do this, you will need to fill in all the media you use for that time. Please keep it near you so you can fill it in at regular intervals.

Thank you for your co- operation and help. My research would not be possible without your help.

Kindly complete the questionnaire as accurately as possible

1) Name of school: -----

2) Category of school. Private Public Other
☐ ☐ ☐

3) Age:

4) Gender: Male Female
☐ ☐

5) Race: Black White Coloured/Indian/ Asian
☐ ☐ ☐

6) Religion: Christian Islam Hindu Others. (specify)
☐ ☐ ☐

7) Parents/Guardian occupation (not place of work)

a). Mother or female guardian:

b). Father or male guardian:

8) Residential area: i.e (Bellair, Umbilo etc)

Please turn to the media diary which should be completed for there days.

NOTE **Types of media** :- t.v, radio, compact discs, computers, video, games, decoders, internet, magazine, newspaper, cinema etc.

Types of programmes: sitcoms, soaps, drama, educational, religious, comedy, action, documentary, news and current affairs, animation, romance, musical, talk show sports etc. (leave out if you don't know) If music, say what kind i.e classical, Kwaito, hiphop. Pop music etc.

TIME	TYPE OF MEDIA	NAME OF PROGRAMME	TYPE OF PROGRAMME IF YOU KNOW.	
6 .00 -6:30AM				
6;30 –7:00				
7:00 –7:30				
7: 30 –8: 00				
8:00 – 8: 30				
8: 30 – 9: 00				
9:00 – 9: 30				
9: 30 –10 :00				
10 :00– 10 :30				
10 : 30 – 11 :00				
11 :00 –11: 30				
11:30 –12 noon				
12: 00-12 :30				
12: 30 –1:00pm				
1:00 –1 : 30				
1:30 – 2:00				

2:00 –2:30				
2:30 –3: 00				
3 : 00 – 3 : 30				
3: 30 – 4: 00				
4:00 – 4: 30				
4: 40 –5 : 00				
5: 00 – 5 : 30				
5: 30 – 6: 00				
6 : 00 –6 : 30				
6: 30 – 7:00				
7 : 00 – 7 : 30				
7 : 30 – 8: 00				
8 : 00 – 8 : 30				
8 : 30 – 9 :00				
9 : 00 – 9 : 30				
9 : 30 –10 : 00				
10 :00 – 10 : 30				
10 :30 – 11 :00				
11:00 – 11 : 30				
11 : 30 – 12 mid night.				
12 midnight on wards				

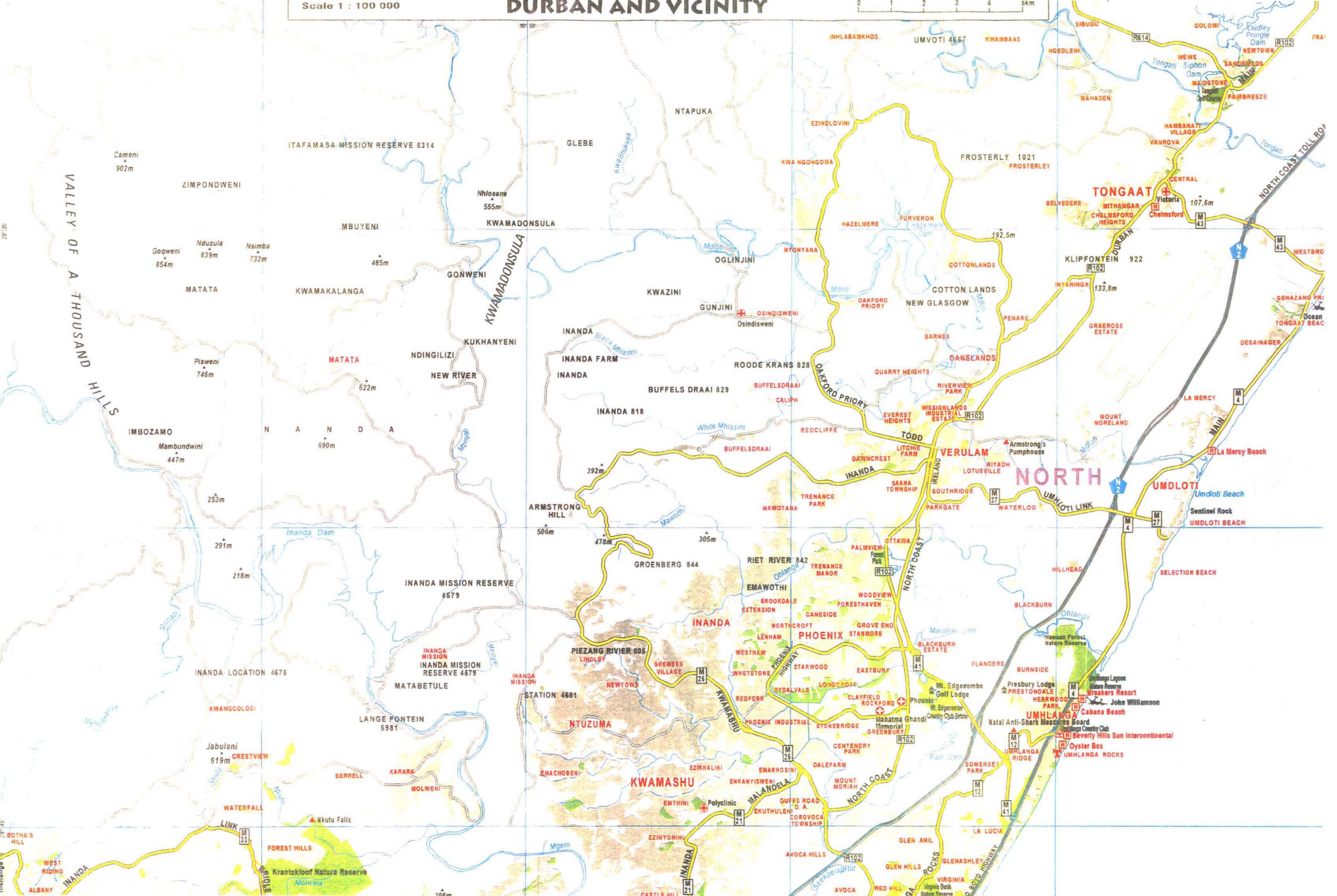
Do you always choose these media yourself?

If no, who does?

Do you agree with their choice?

Scale 1:100 000

DURBAN AND VICINITY





INDIAN
OCEAN

LEGEND

	Freeway
	National Route
	Main Through Route
	Minor Road
	Route Numbers
	Built up Area / Park
	Major Airport
	Airfield
	Hotel
	Other Accommodation
	Caravan Park
	Place of Interest
	National / Historical Monument
	Museum / Art Gallery
	Hospital / Clinic (Casualty)
	Hospital / Clinic
	Shipwreck
	Lighthouse
	Major Spot Height

BIBLIOGRAPHY.

Ang, I. 1994. 'Wanted: Audiences. On the politics of Empirical Audience Studies' in Seiter et al (eds) Remote Control: Television, Audience & Cultural Power (London, Routledge).

Berger, A.S. 1998. Media Research Techniques (London Sage).

Boyd -Barret, O. and Braham, P. 1987. Media Knowledge and Power (London, Open University).

Branston, G. 1992. 'Turning to Audiences' in C, Bazalgette et al (eds) New Directions: Media Education WorldWide (London, British Film Institute).

Branston, G. and Stafford, R 1996. The Media Student's Book (London, Routledge).

Buckingham, D. 1998. Moving Images (Toronto, Ontario Falls).

Bulbulia, N. 1998. 'An Overview of Children's Broadcasting in South Africa' in U, Carlsson and C, Feilitzen, (eds) Children And Media Violence (Sweden, UNESCO).

U, Carlsson and C. Von Feilitzen, 1999. Children and Media. Image. Education and Participation (Sweden, UNESCO).

Caron, A. and Caronia, L. 2000 ' A study on Canadian Family Discourse about Media Practices in the Home' in U, Carlsson and C, Feilitzen, (eds) The New Media Landscape (Sweden, UNESCO).

Collet, P. and Lamb, R 1986. Watching People Watch Television (Report presented to the independent Broadcasting Authority, London).

Curran, J. et al 1982. Culture Society and the Media (London, Methuens).

De Fleur, M.L. 1964. 'Occupational roles as portrayed on Television' in O. Boyd -Barret, and P. Braham, (eds) Media Knowledge and Power (London, Open University).

Ellis, J. 1982. Visible Fictions (London, Routledge).

Ferguson, B. 1991. 'What is Media Education For' in J, Prinsloo and C, Criticos (eds) Media Matters In South Africa (Media Resource Center, University of Natal, Durban).

Fiske, J. 1987. 'British Cultural Studies' in R. Allen (ed) Channels of Discourse: Television and Contemporary Criticism (Chapel Hill, University of North Carolina Press).

Fiske, J and Hartely, J. 1988. Reading Television (London, Routledge).

Fiske, J. 1989. Understanding Popular Culture (London, Win Hyman).

Fiske, J. 1984. 'Television Pleasures' in D, Graddol and O Boyd Barret (eds) Media Texts:

Authors and Readers (London, Multilingual Matters Ltd).

Graddol, D. 1994. 'What is a Text' in D, Graddol and O Boyd Barret (eds) Media Texts: Authors and Readers (London, Multilingual Matters Ltd).

Gunter, B and Mac Aleer, J. 1990. Children and Television. The One Eyed Monster (London, Routledge).

Hall, S. 1973. Encoding and Decoding in Television Discourses (Birmingham, Center for Contemporary Cultural Studies).

Hall, S. 1994. 'Encoding / Decoding' in D, Graddol and O Boyd Barret (eds) Media Texts: Authors and Readers (London, Multilingual Matters Ltd).

Hobson, D. 1982. Crossroads: The Drama of a Soap Opera (London, Methuens).

Kellner, D. 1995. 'Cultural Studies, Multiculturalism and Media Cultural' in G, Dunes and J, Humes (eds) Gender Race and Class in Media (London, Sage).

Klapper, J. 1960. ' The Effect of Mass Communication' in M, Gurevitch et al (eds) culture Society and Media (London, Methuens).

Kuby, R. 1990. Television and Family: The Quantity of Family Life Communication Quaterly 38, (312-324).

Levy, M. and Windahl, S. 1984. Audience Activity and Ratifications (Communication Research 11).

Livingstone, S. et al 1999. ' Children's Changing Media Environment. In U, Carlsson and C. Von Feilitzen, (eds) Children and Media. Image, Education and Participation (Sweden, UNESCO).

Macdonald, M. 1995. Representing Women. Myth of Feminity in the Popular Media (London, Arnold).

Masterman, L. and Marrient, F. 1994. Media Education in 1990'sEurope (Council of Europe Press).

McBride Commission. 1980. ' Many Voices, One World' in O, Boyd -Barret, and P, Braham, (eds). Media Knowledge and Power (London, Open University).

McQUAIL, D. 1983. 'Process of Media Effect' in O, Boyd -Barret, and P, Braham. (eds). Media Knowledge and Power (London, Open University).

Moore, S. 1995. Interpreting Audiences (London, Sage).

Moore, B. 1991. Media Education in D, Lusted (ed) The Media Studies Book (London Routledge).

Morley, D. 1986. Family Television (London, Comedian).

Palmer, P. 1994. 'The Lively Audience.' in D. Graddol and O Boyd Barret (eds) Media Texts: Authors and Readers (London, Multilingual Matters Ltd).

Prinsloo, J. and Ashworth, J. 1994 'A Draft Proposal for Programme to Address the Challenges for Teaching and Learning English In the Changing Classroom and a hanging Country' Critical Arts Vol 8 (1&2) 125-120.

Renkstorff, k. et al 1996. Media Use as Social Action. A European Approach to Audience Studies (London, John Libbey).

Sailer, S. 1998. Making Sense Of The Concept Of Race (<http://www.isteve.com>).

Schiller, H. 1969. ' Mass Communication and American Empire' in J Tunstall (ed) The Media are American (USA, Columbia University).

Swanson, G. 1991. 'Representation' in D, Lusted (ed) The Media Studies Book (London Routledge).

Tunstall, J. 1977. The Media are American (USA, Columbia University).

Von Feilitzen, C. 1999. 'Media Education. Children's participation and democracy in U, Carlsson and C. Von Feilitzen, (eds) Children and Media. Image, Education and Participation (Sweden, UNESCO).