



APPENDIX A

Appendix A:
Letter of Consent: Pupil
(English)

APPENDIX A. LETTER OF CONSENT: PUPIL. ENGLISH

ANDERSON STREET 312

BROOKLYN

PRETORIA

March 2002

The Pupil

Participating Special Schools

GAUTENG AND WESTERN CAPE

Information is important for everyday life and well as a means of obtaining, evaluating and using it for a wide range of purposes. There is a need to determine whether pupils, currently attending special schools for children with hearing loss access and use academic information.

The procedure consists of a questionnaire to be completed. The questionnaire will approximately take up half an hour of your time. Your help in participating in this project is of vital importance for the success of this research. I would appreciate your cooperation. There are no risks involved.

You will have the right to withdraw from the study at any time and the results from the study will be kept confidential. The results of the study will be published in professional journals or presented at professional conferences, but the researcher's records will not be revealed.

Your cooperation is greatly appreciated.

.....

Researcher's Signature

.....

Date



Appendix B:
Letter of Consent: Teachers
(English)

APPENDIX B. LETTER OF CONSENT: TEACHERS. ENGLISH

Andersonstreet 312

Brooklyn

Pretoria

0140

The Teachers

Participating Special Schools

GAUTENG AND WESTERN CAPE

Information is important for everyday life and well as a means of obtaining, evaluating and using it for a wide range of purposes. There is a need to determine whether adolescents with hearing loss, currently attending special schools for children with hearing loss access and use relevant academic information. The researcher aims to determine the adolescents' own perception with regard to their own ability to access and use academic information. The second purpose is to determine the perception of teachers and media teacher with regard to the abilities of learners with hearing loss to access and use academic information. The last purpose is to determine the quantity and quality of use of relevant academic information in the media centre while completing an assignment in the media centre.

Your help in participating in this project is of vital importance for the success of this research. I would appreciate your cooperation.

The procedure consists of questionnaires to be completed. The researcher will be present during the assignment. The questionnaires will approximately take up half an hour of your time and there will be four questionnaires. The learners with hearing loss will complete a questionnaire, the teachers and media teachers and a selected group of selected group of adolescents with hearing loss will complete the survey assignment in the media centre.

The benefits of the questionnaire will be the following:

- Teachers will acquire insight into the advantages, lack and problems of access and use of relevant academic information and the problems experienced by adolescents.
- The Department of Gauteng will also receive indication of the importance of use and access of academic information at special schools; provision of necessary materials and funding; the existence of a media centre at a special school and training of media centres teachers.
- The adolescents with hearing loss will realise the importance of use and access to relevant academic information; its existence and their use/lack of accessing academic information.

You will have the right to withdraw from the study at any time and the results from the assessments as well as the replies to the questionnaires will be kept confidential. The results of the study will be published in professional journals or presented at professional conferences, but the researcher's records will not be revealed.

Your cooperation is greatly appreciated.

.....
Researcher's Signature

.....
Date



Appendix C:
**Letter of Consent: Media
Teachers (English)**

APPENDIX C. LETTER OF CONSENT: MEDIA TEACHERS. ENGLISH

Andersonstreet 312

Brooklyn

Pretoria

0140

The Media Teachers

Participating Special Schools

GAUTENG AND WESTERN CAPE

Information is important for everyday life and well as a means of obtaining, evaluating and using it for a wide range of purposes. There is a need to determine whether adolescents with hearing loss, currently attending special schools for children with hearing loss access and use relevant academic information. The researcher aims to determine the adolescents' own perception with regard to their own ability to access and use academic information. The second purpose is to determine the perception of teachers and media teacher with regard to the abilities of learners with hearing loss to access and use academic information. The last step is to determine the quantity and quality of use of relevant academic information in the media centre while completing an assignment in the media centre.

Your help in participating in this project is of vital importance for the success of this research. I would appreciate your cooperation.

The procedure consists of questionnaires to be completed. The researcher will be present during the assignment. The questionnaires will approximately take up half an hour of your time and there will be four questionnaires. The learners with hearing loss will complete a questionnaire, the teachers and media teachers and a selected group of selected group of adolescents with hearing loss will complete the survey assignment in the media centre.

The benefits of the questionnaire will be the following:

- Teachers will acquire insight into the advantages, lack and problems of access and use of relevant academic information and the problems experienced by adolescents.
- The Department of Gauteng will also receive indication of the importance of use and access of academic information at special schools; provision of necessary materials and funding; the existence of a media centre at a special school and training of media centres teachers.
- The adolescents with hearing loss will realise the importance of use and access to relevant academic information; its existence and their use/lack of accessing academic information.

You will have the right to withdraw from the study at any time and the results from the assessments as well as the replies to the questionnaires will be kept confidential. The results of the study will be published in professional journals or presented at professional conferences, but the researcher's records will not be revealed.

Your cooperation is greatly appreciated.

.....
Researcher's Signature

.....
Date



Appendix D1:

Questionnaire 1: Afrikaans



APPENDIX D1: QUESTIONNAIRE 1. AFRIKAANS

VRAELYS EEN: ADOLESSENT MET GEHOORVERLIES

Respondent No.

V1					1-4
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INSTRUKSIES

Omdat daar van u verwag word om die vraelys so eerlik as moontlik in te vul, word u anonimiteit verseker en hoef u naam nersens op die vraelys te verskyn nie. U hulp met die voltooiing van die vraelys is van uiterste belang, alhoewel deelname vrywillig en opsioneel is.

Demografiese inligting

(Voltooi die vraelys deur die toepaslike blokkie met 'n x te merk, asb.)

Waar is jou skool? In:

Gauteng	
Wes-Kaap	
Oos-Kaap	
Natal	
OVS	

V2		5
----	--	---

1. Is jy:

'n Seun?	
'n Dogter?	

V3		6
----	--	---

2. Hoe oud is jy?

Jaar?	
-------	--

V4			7-8
----	--	--	-----

3. Praat jy:

TAAL	BAIE GOED	SWAK
Afrikaans		
Engels		
Gebaretaal		
Ander taal		

V5		9
V6		10
V7		11
V8		12



4. Is jy:

'n Koshuiskind?	
'n Dagskolier	

V9		13
----	--	----

5. Hoe lank is jy al in hierdie skool?

Hoeveel jaar?	
------------------	--

V10			14-15
-----	--	--	-------

6. Is jy:

Baie doof?	
Bietjie doof (hardhorend?)	

V11		16
-----	--	----

7. Hoe praat jy met ander mense?

Oraal (met jou mond)?	
Gebaretaal (met jou hande)?	
Liplees (met jou lippe)?	
Met mond EN met jou hande?	

V12		17
V13		18
V14		19
V15		20

8. Hoe praat ander mense met jou?

Oraal (met die mond)?	
Gebaretaal (met die hande)?	
Liplees (met die lippe)?	
Met mond EN met die hande?	

V16		21
V17		22
V18		23
V19		24

9. Dra jy 'n gehoorapparaat?

Altyd	
Soms	

V20		25
-----	--	----

10. Het jy 'n koglêre inplanting?

Ja	
Nee	

V21		26
-----	--	----



11. Kry jy skoolinligting uit die volgende bronne?

SOORT	ALTYD	SOMS	NOOIT	NIE BESKIKBAAR NIE
Boeke				
Tydskrifte				
Skoolboeke				
UOG programme				
Strokiesprente				
Koerante				
Advertensies				
Ensiklopedieë				
Woordeboeke				
Opvoedkundige videos				

V22		27
V23		28
V24		29
V25		30
V26		31
V27		32
V28		33
V29		34
V30		35
V31		36



12. Hoe dikwels kry jy skoolinligting uit:

SOORT	1 keer x dag	1 x per week	1x per maand	Nooit	Nie beskikbaar nie
Boeke					
Tydskrifte					
Skoolboeke					
UOG programme					
Strokiesprente					
Koerante					
Advertensies					
Ensiklopedieë					
Woordeboeke					
Opvoedkundige videos					

V32		37
V33		38
V34		39
V35		40
V36		41
V37		42
V38		43
V39		44
V40		45
V41		46



13. Wanneer gebruik jy die volgende inligting:

SOORT	In skool-tyd	Tydens pouse	Na skool
Boeke			
Tydskrifte			
Skoolboeke			
UOG programme			
Strokiesprente			
Koerante			
Advertensies			
Ensiklopedieë			
Woordeboeke			
Opvoedkundige videos			

V42				47-49
V43				50-52
V44				53-55
V45				56-58
V46				59-61
V47				62-64
V48				65-67
V49				68-70
V50				71-73
V51				74-76



14. Kry jy die volgende skoolinligting?

SOORT	BY DIE HUIS	IN DIE KLAS	MEDIA SENTRUM	MAAT SE HUIS	BOEK- WINKELS	DORP SE BIBLIOTEEK
Boeke						
Tydskrifte						
Skoolboeke						
UOG programme						
Strokiesprente						
Koerante						
Advertensies						
Ensiklopedieë						
Woordeboeke						
Opvoedkundige videos						

V52						77-82
V53						83-88
V54						89-94
V55						95-100
V56						101- 106
V57						107- 112
V58						113- 118
V59						119- 124
V60						125- 130
V61						131- 136



15. Gebruik jy skoolinligting:

SOORT	VIR TAKE	VIR STOKPERDJIE	BEROEP (Na skool)	EIE KENNIS
Boeke				
Tydskrifte				
Skoolboeke				
UOG programme				
Strokiesprente				
Koerante				
Advertensies				
Ensiklopedieë				
Woordeboeke				
Opvoedkundige videos				

V62					137-140
V63					141-144
V64					145-148
V65					149-152
V66					153-156
V67					157-160
V68					161-164
V69					165-168
V70					169-172
V71					173-176



16 WIE HELP JOU OM SKOOLINLIGTING TE KRY?

SOORT	ONDER- WYSERS	OUERS	MAATS	FAMILIE	MEDIA- ONDER- WYSER	NIEMAND
Boeke						
Tydskrifte						
Skoolboeke						
UOG programme						
Strokies- prente						
Koerante						
Advertensies						
Ensiklope- dieë						
Woordeboe- ke						
Opvoedkun- dige videos						

V72							177-182
V73							183-188
V74							189-194
V75							195-200
V76							201-206
V77							207-212
V78							213-218
V79							219-224
V80							225-230
V81							231-236



17. WIE HELP JOU OM SKOOLINLIGTING TE VERSTAAN?

SOORT	ONDER- YSERS	OUERS	MAATS	FAMILIE	MEDIA- ONDER- WYSER	NIEMAND
Boeke						
Tydskrifte						
Skoolboeke						
UOG programme						
Strokiesprente						
Koerante						
Advertensies						
Ensiklope- dieë						
Woordeboeke						
Opvoedkundige videos						

V82							237-242
V83							243-248
V84							249-254
V85							255-260
V86							261-266
V87							267-272
V88							273-278
V89							279-284
V90							285-290
V91							291-296



18. HOE MOEILIK IS SKOOLINLIGTING VIR JOU OM TE VERSTAAN?

SOORT	MOEILIK	BIETJIE MOEILIK	MAKLIK				
Boeke				V92			297- 299
Tydskrifte				V93			300- 303
Skoolboeke				V94			304- 306
UOG programme				V95			307- 309
Strokiesprente				V96			310- 312
Koerante				V97			313- 315
Advertensies				V98			316- 318
Ensiklopedieë				V99			319- 321
Woordeboeke				V100			322- 324
Opvoedkundige videos				V101			325- 327

19. GAAN JY NA DIE MEDIASENTRUM BY DIE SKOOL?

Dikwels	
Soms	
Nooit	

V102		328
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**20. WAAR IS DIE REKENAAR WAT JY GEBRUIK OM SKOOLINLIGTING TE
KRY?**

PLEK	JA	NEE
By die skool?		
By die huis?		
Mediasentrum by die skool?		
Dorp se biblioteek?		
By maat?		
Gebruik jy die Internet by die huis?		
Gebruik jy die Internet by die skool?		
Gebruik jy die Internet by maat se huis?		

V103		329
V104		330
V105		331
V106		332
V107		333
V108		334
V109		335
V110		336



Appendix D2:

Questionnaire 1: English



APPENDIX D2: QUESTIONNAIRE 1. ENGLISH

QUESTIONNAIRE ONE: ADOLESCENT WITH HEARING LOSS

Respondent No.

Q1					1-4
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INSTRUCTIONS

Because it is expected from you to complete the questionnaire as honest as possible, anonymity is ensured and your name does not need to appear on no part of the questionnaire. Your help in completing the questionnaire is of utmost importance, although participation is voluntary and optional.

Demographic information

(Complete the questionnaire by marking the appropriate block please

Where is your school? In:

Gauteng	
Western Cape	
Eastern Cape	
Natal	
Orange Free State	

Q2		5
----	--	---

1. Are you:

A boy?	
A girl?	

Q3		6
----	--	---

2. How old are you?

Year?	
-------	--

Q4			7-8
----	--	--	-----

3. Do you speak:

LANGUAGE	VERY WELL	POOR
Afrikaans		
English		
Sign language		

Q5		9
Q6		10
Q7		11



Other language		
----------------	--	--

Q8		12
----	--	----



4. Are you:

A boarder?	
A day scholar?	

Q9		13
----	--	----

5. How many years have you been in this school?

How many years?	
-----------------	--

Q10			14-15
-----	--	--	-------

6. Are you:

Very deaf?	
Slightly deaf (hard of hearing?)	

Q11		16
-----	--	----

7. How do you talk to other people?

Orally (with your mouth)?	
Sign language (with your hands)?	
Lipreading (with your lips)?	
With your mouth AND your hands?	

Q12		17
Q13		18
Q14		19
Q15		20

8. How do other people talk to you?

Orally (with their mouth)?	
Sign language (with their hands)?	
Lipreading (with their lips)?	
With their mouth AND their hands?	

Q16		21
Q17		22
Q18		23
Q19		24

9. Are you wearing a hearing aid?

Always	
Sometimes	

Q20		25
-----	--	----



10. Do you have a cochlear implant?

Yes	
No	

Q21		26
-----	--	----



11. Do you find academic information in the following sources:

TYPE	ALWAYS	SOMETIMES	NEVER	NOT AVAILABLE
Books				
Magazines				
School books				
OBE programs				
Comics				
Newspapers				
Advertisements				
Encyclopaedias				
Dictionaries				
Educational videos				

Q22		27
Q23		28
Q24		29
Q25		30
Q26		31
Q27		32
Q28		33
Q29		34
Q30		35
Q31		36



12. How often do you get academic information from:

TYPE	Once per day	Once per week	Once per month	Never	Not available
Books					
Magazines					
School books					
OBE programs					
Comics					
Newspapers					
Advertisements					
Encyclopaedias					
Dictionaries					
Educational videos					

Q32		37
Q33		38
Q34		39
Q35		40
Q36		41
Q37		42
Q38		43
Q39		44
Q40		45
Q41		46



13. When do you use the following information?

SOORT	During school	During break	After school
Books			
Magazines			
School books			
OBE programs			
Comics			
Newspapers			
Advertisements			
Encyclopaedias			
Dictionaries			
Educational videos			

Q42				47-49
Q43				50-52
Q44				53-55
Q45				56-58
Q46				59-61
Q47				62-64
Q48				65-67
Q49				68-70
Q50				71-73
Q51				74-76



14. Do you find the following academic information?

TYPE	AT HOME	IN CLASS	AT THE MEDIA CENTRE	AT FRIEND'S HOUSE	IN BOOK-SHOPS	AT THE OWN LIBRARY
Books						
Magazines						
School books						
OBE programs						
Comics						
Newspapers						
Advertisements						
Encyclopaedias						
Dictionaries						
Educational videos						

Q52							77-82
Q53							83-88
Q54							89-94
Q55							95-100
Q56							101-106
Q57							107-112
Q58							113-118
Q59							119-124
Q60							125-130
Q61							131-136



15. DO YOU USE ACADEMIC INFORMATION:

TYPE	FOR ASSIGN- MENTS	AS A HOBBY	FOR CAREER PURPOSES (AFTER SCHOOL)	OWN KNOWLEDGE
Books				
Magazines				
School books				
OBE programs				
Comics				
Newspapers				
Advertisement s				
Encyclopaedia s				
Dictionaries				
Educational videos				

Q62					137-140
Q63					141-144
Q64					145-148
Q65					149-152
Q66					153-156
Q67					157-160
Q68					161-164
Q69					165-168
Q70					169-172
Q71					173-176



16. WHO HELPS YOU TO FIND ACADEMIC INFORMATION?

TYPE	TEACHERS	PARENTS	FRIENDS	FAMILY	MEDIA TEACHER	NOBODY
Books						
Magazines						
School books						
OBE programs						
Comic						
Newspa- pers						
Advertise- ments						
Encyclo- paedias						
Dictiona- ries						
Educatio- nal videos						

Q72							177-182
Q73							183-188
Q74							189-194
Q75							195-200
Q76							201-206
Q77							207-212
Q78							213-218
Q79							219-224
Q80							225-230
Q81							231-236



17. WHO HELPS YOU TO UNDERSTAND ACADEMIC INFORMATION?

TYPE	TEACHERS	PARENTS	FRIENDS	FAMILY	MEDIA TEACHER	NOBODY
Books						
Magazines						
School books						
OBE programs						
Comic						
Newspapers						
Advertisements						
Encyclopaedias						
Dictionaries						
Educational videos						

Q82							237-242
Q83							243-248
Q84							249-254
Q85							255-260
Q86							261-266
Q87							267-272
Q88							273-278
Q89							279-284
Q90							285-290
Q91							291-296



18. HOW DIFFICULT DO YOU FIND ACADEMIC INFORMATION TO UNDERSTAND?

TYPE	VERY DIFFICULT	LESS DIFFICULT	EASY
Books			
Magazines			
School books			
OBE programs			
Comics			
Newspapers			
Advertisements			
Encyclopaedias			
Dictionaries			
Educational videos			

Q92				297-299
Q93				300-303
Q94				304-306
Q95				307-309
Q96				310-312
Q97				313-315
Q98				316-318
Q99				319-321
Q100				322-324
Q101				325-327

19. DO YOU GO TO THE MEDIA CENTRE AT SCHOOL?

Often	
Sometimes	
Never	

Q102		328
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20. WHERE IS THE COMPUTER LOCATED WHERE YOU FIND SCHOOL INFORMATION:

PLACE	YES	NO
At school?		
At home?		
At the media centre at school?		
At the town library?		
At friend's house?		
Do you use the Internet at home?		
Do you use the Internet at school?		
Do you use the Internet at your friend's house?		

Q103		329
Q104		330
Q105		331
Q106		332
Q107		333
Q108		334
Q109		335
Q110		336



Appendix E:
Questionnaire 2: Teachers

APPENDIX E. QUESTIONNAIRE 2. TEACHERS
QUESTIONNAIRE TWO: TEACHER AT SPECIAL SCHOOL

For Office use

Respondent No.

Q1					1-4
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INSTRUCTIONS

Because it is expected from you to complete the questionnaire as honest as possible, anonymity is ensured and your name needs to appear on no part of the questionnaire. Your help in completing the questionnaire is of utmost importance, although participation is voluntary and optional.

1. DO THE ADOLESCENT PUPILS WITH HEARING LOSS OBTAIN ACADEMIC INFORMATION FROM:

TYPE OF INFORMATION	ALWAYS	SOME-TIMES	NEVER	NOT AVAILABLE
Books				
Magazines				
School books				
OBE programs				
Comic strips				
Newspapers				
Advertisements				
Encyclopedias				
Dictionaries				
Internet				
Educational videos				

Q2		5
Q3		6
Q4		7
Q5		8
Q6		9
Q7		10
Q8		11
Q9		12
Q10		13
Q11		14
Q12		15



2. How often do pupils access the following information?

TYPE OF INFORMATION	ONCE A DAY	ONCE A WEEK	ONCE A MONTH	NEVER
Books				
Magazines				
School books				
OBE programs				
Comic strips				
Newspapers				
Advertisements				
Encyclopedias				
Dictionaries				
Internet				
Educational videos				

Q13		16
Q14		17
Q15		18
Q16		19
Q17		20
Q18		21
Q19		22
Q20		23
Q21		24
Q22		25
Q23		26



3. DO PUPILS ACCESS ACADEMIC INFORMATION:

TYPE OF INFORMATION	DURING BREAK	AFTER SCHOOL	WHEN IN MEDIA CENTRE	WHEN IN TOWN LIBRARY	OWN TIME
Books					
Magazines					
School books					
OBE programs					
Comic strips					
Newspapers					
Advertisements					
Encyclopedias					
Dictionaries					
Internet					
Educational videos					

Q24						27-31
Q25						32-36
Q26						37-41
Q27						42-46
Q28						47-51
Q29						52-56
Q30						57-61
Q31						62-66
Q32						67-71
Q33						72-76
Q34						77-81



5. FOR WHAT PURPOSE DO PUPILS ACCESS ACADEMIC INFORMATION?

TYPE OF INFORMATION	ASSIGNMENT	HOBBY	CAREER	OWN KNOWLEDGE
Books				
Magazines				
School books				
OBE programs				
Comic strips				
Newspapers				
Advertisements				
Encyclopedias				
Dictionaries				
Internet				
Educational videos				

Q46					159-162
Q47					163-166
Q48					167-170
Q49					171-174
Q50					175-178
Q51					179-182
Q52					183-186
Q53					187-190
Q54					191-194
Q55					195-198
Q56					199-202



6. WHO HELPS THE PUPILS TO ACCESS ACADEMIC INFORMATION?

TYPE OF INFORMATION	TEACHER	PARENTS	FRIENDS	FAMILY	MEDIA TEACHER	NOBODY
Books						
Magazines						
School books						
OBE programs						
Comic strips						
Newspapers						
Advertisements						
Encyclopedias						
Dictionaries						
Internet						
Educational videos						

Q57							203-208
Q58							209-214
Q59							215-220
Q60							221-226
Q61							227-232
Q62							233-238
Q63							239-244
Q64							245-250
Q65							251-256
Q66							257-262
Q67							263-268



7. WHO HELPS THE PUPILS TO UNDERSTAND ACADEMIC INFORMATION?

TYPE OF INFORMATION	TEACHER	PARENTS	FRIENDS	FAMILY	MEDIA TEACHER	NOBODY
Books						
Magazines						
School books						
OBE programs						
Comic strips						
Newspapers						
Advertisements						
Encyclopedias						
Dictionaries						
Internet						
Educational videos						

Q68							269-274
Q69							275-280
Q70							281-286
Q71							287-292
Q72							293-298
Q73							299-304
Q74							305-310
Q75							311-316
Q76							317-322
Q77							323-328
Q78							329-334



8a. HOW DIFFICULT DO PUPILS FIND ACADEMIC INFORMATION TO USE?

TYPE OF INFORMATION	DIFFICULT	LESS DIFFICULT	EASY
Books			
Magazines			
School books			
OBE programs			
Comic strips			
Newspapers			
Advertisements			
Encyclopedias			
Dictionaries			
Internet			
Educational videos			

Q79			335-337
Q80			338-340
Q81			341-343
Q82			344-346
Q83			347-349
Q84			350-352
Q85			352-354
Q86			355-357
Q87			358-360
Q88			361-363
Q89			364-366

8b. WHY?

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Q90			367-368
Q91			369-370
Q92			371-372



9. DO PUPILS GO TO THE MEDIA CENTRE TO ACCESS INFORMATION?

Yes	
No	
Sometimes	

Q93		373
-----	--	-----

10. DOES THE PUPIL WORK ON A COMPUTER?

PLACE	YES	NO
At school?		
At home?		
In the media center?		
At the library in town?		
At a friend's house?		
Internet at home?		
Internet at school?		
Internet at friend's house?		

Q94		374
Q95		375
Q96		376
Q97		377
Q98		378
Q99		379
Q100		380
Q101		381



11. IN YOUR OPINION, HOW MUCH DO THE FOLLOWING FACTORS INFLUENCE THE PUPILS' USE OF ACADEMIC INFORMATION? (OWN PERCEPTION)

FACTORS	A LOT	SOMETIMES	NOT AT ALL	DIFFICULT TO ASSESS	DEPENDS ON DEGREE OF HEARING LOSS
Level of hearing loss					
Communication method					
Hearing aid					
Cochlear implant					
Availability of materials					
Lack of funding					
Teaching methods					
Curriculum					
Lack of assistance/ Volunteers					
Cognitive abilities					
Lack of information skills					
Lack of ability to work independently					

Q102		382
Q103		383
Q104		384
Q105		385
Q106		386
Q107		387
Q108		388
Q109		389
Q110		390
Q111		391
Q112		392
Q113		393



FACTORS (CONT)	A LOT	SOMETIMES	NOT AT ALL	DIFFICULT TO ASSESS	DEPENDS ON DEGREE OF HEARING LOSS
Can't work in group					
Lack of motivation					
Information is outdated					
Lack of reading skills					
Lack of content Understanding					
Sign language influence on use of academic information					
Any other factor (describe)					

Q114		395
Q115		396
Q116		397
Q117		398
Q118		399
Q119		400
Q120		401



12a. ARE THERE ENOUGH ACADEMIC INFORMATION AVAILABLE TO SUPPORT THE EXISTING CURRICULUM?

Yes	
No	
Not applicable	

Q121		402
------	--	-----

12b. IF NO, EXPLAIN YOUR ANSWER

--

Q122			403- 404
Q123			405- 406
Q124			407- 408

13a. DO PUPILS HAVE ENOUGH OPPORTUNITIES TO ACCESS ACADEMIC INFORMATION DURING THE YEAR?

Yes	
No	

Q125		409
------	--	-----



13b. IF NO, EXPLAIN YOUR ANSWER

Q126			410- 411
Q127			412- 413
Q128			414- 415

14. PLEASE GIVE YOUR VIEW REGARDING QUANTITY AND QUALITY OF ACADEMIC INFORMATION AVAILABLE IN THE MEDIA CENTRE

Q129			416- 417
Q130			418- 419
Q131			420- 421
Q132			422- 423



Appendix F:
Questionnaire 3: Media Teachers

APPENDIX F. QUESTIONNAIRE 2. MEDIA TEACHERS
QUESTIONNAIRE TWO: MEDIA TEACHER AT SPECIAL
SCHOOL

For Office use

Respondent No.

Q1					1-4
----	--	--	--	--	-----

INSTRUCTIONS

Because it is expected from you to complete the questionnaire as honest as possible, anonymity is ensured and your name needs to appear on no part of the questionnaire. Your help in completing the questionnaire is of utmost importance, although participation is voluntary and optional.

1. DO THE ADOLESCENT PUPILS WITH HEARING LOSS OBTAIN ACADEMIC INFORMATION FROM:

TYPE OF INFORMATION	ALWAYS	SOME-TIMES	NEVER	NOT AVAILABLE
Books				
Magazines				
School books				
OBE programs				
Comic strips				
Newspapers				
Advertisements				
Encyclopedias				
Dictionaries				
Internet				
Educational videos				

Q2		5
Q3		6
Q4		7
Q5		8
Q6		9
Q7		10
Q8		11
Q9		12
Q10		13
Q11		14
Q12		15



2. How often do pupils access the following information?

TYPE OF INFORMATION	ONCE A DAY	ONCE A WEEK	ONCE A MONTH	NEVER
Books				
Magazines				
School books				
OBE programs				
Comic strips				
Newspapers				
Advertisements				
Encyclopedias				
Dictionaries				
Internet				
Educational videos				

Q13		16
Q14		17
Q15		18
Q16		19
Q17		20
Q18		21
Q19		22
Q20		23
Q21		24
Q22		25
Q23		26



3. DO PUPILS ACCESS ACADEMIC INFORMATION?

TYPE OF INFORMATION	DURING BREAK	AFTER SCHOOL	WHEN IN MEDIA CENTRE	WHEN IN TOWN LIBRARY	OWN TIME
Books					
Magazines					
School books					
OBE programs					
Comic strips					
Newspapers					
Advertisements					
Encyclopedias					
Dictionaries					
Internet					
Educational videos					

Q24						27-31
Q25						32-36
Q26						37-41
Q27						42-46
Q28						47-51
Q29						52-56
Q30						57-61
Q31						62-66
Q32						67-71
Q33						72-76
Q34						77-81



5. FOR WHAT PURPOSE DO PUPILS ACCESS ACADEMIC INFORMATION?

TYPE OF INFORMATION	ASSIGNMENT	HOBBY	CAREER	OWN KNOWLEDGE
Books				
Magazines				
School books				
OBE programs				
Comic strips				
Newspapers				
Advertisements				
Encyclopedias				
Dictionaries				
Internet				
Educational videos				

Q46					159-162
Q47					163-166
Q48					167-170
Q49					171-174
Q50					175-178
Q51					179-182
Q52					183-186
Q53					187-190
Q54					191-194
Q55					195-198
Q56					199-202



6. WHO HELPS THE PUPILS TO ACCESS ACADEMIC INFORMATION?

TYPE OF INFORMATION	TEACHER	PARENTS	FRIENDS	FAMILY	MEDIA TEACHER	NOBODY
Books						
Magazines						
School books						
OBE programs						
Comic strips						
Newspapers						
Advertisements						
Encyclopedias						
Dictionaries						
Internet						
Educational videos						

Q57							203-208
Q58							209-214
Q59							215-220
Q60							221-226
Q61							227-232
Q62							233-238
Q63							239-244
Q64							245-250
Q65							251-256
Q66							257-262
Q67							263-268



7. WHO HELPS THE PUPILS TO UNDERSTAND ACADEMIC INFORMATION?

TYPE OF INFORMATION	TEACHER	PARENTS	FRIENDS	FAMILY	MEDIA TEACHER	NOBODY
Books						
Magazines						
School books						
OBE programs						
Comic strips						
Newspapers						
Advertisements						
Encyclopedias						
Dictionaries						
Internet						
Educational videos						

Q68							269-274
Q69							275-280
Q70							281-286
Q71							287-292
Q72							293-298
Q73							299-304
Q74							305-310
Q75							311-316
Q76							317-322
Q77							323-328
Q78							329-334



8a. HOW DIFFICULT DO PUPILS FIND ACADEMIC INFORMATION TO USE?

TYPE OF INFORMATION	DIFFICULT	LESS DIFFICULT	EASY
Books			
Magazines			
School books			
OBE programs			
Comic strips			
Newspapers			
Advertisements			
Encyclopedias			
Dictionaries			
Internet			
Educational videos			

Q79				335-337
Q80				338-340
Q81				341-343
Q82				344-346
Q83				347-349
Q84				350-352
Q85				352-354
Q86				355-357
Q87				358-360
Q88				361-363
Q89				364-366

8b. WHY?

--

Q90				367-368
Q91				369-370
Q92				371-372



9. DO PUPILS GO TO THE MEDIA CENTRE TO ACCESS INFORMATION?

Yes	
No	
Sometimes	

Q93		373
-----	--	-----

10 DOES THE PUPIL WORK ON A COMPUTER?

PLACE	YES	NO
At school?		
At home?		
In the media center?		
At the library in town?		
At a friend's house?		
Internet at home?		
Internet at school?		
Internet at friend's house?		

Q94		374
Q95		375
Q96		376
Q97		377
Q98		378
Q99		379
Q100		380
Q101		381



11. IN YOUR OPINION, HOW MUCH DO THE FOLLOWING FACTORS INFLUENCE THE PUPILS' USE OF ACADEMIC INFORMATION? (OWN PERCEPTION)

FACTORS	A LOT	SOMETIMES	NOT AT ALL	DIFFICULT TO ASSESS	DEPENDS ON DEGREE OF HEARING LOSS
Level of hearing loss					
Communication method					
Hearing aid					
Cochlear implant					
Availability of materials					
Lack of funding					
Teaching methods					
Curriculum					
Lack of assistance/ Volunteers					
Cognitive abilities					
Lack of information skills					
Lack of ability to work independently					

Q102		382
Q103		383
Q104		384
Q105		385
Q106		386
Q107		387
Q108		388
Q109		389
Q110		390
Q111		391
Q112		392
Q113		393



FACTORS (CONT)	A LOT	SOMETIMES	NOT AT ALL	DIFFICULT TO ASSESS	DEPENDS ON DEGREE OF HEARING LOSS
Can't work in group					
Lack of motivation					
Information is outdated					
Lack of reading skills					
Lack of content understanding					
Sign language influence on use of academic information					
Any other factor (describe)					

Q114		394
Q115		395
Q116		396
Q117		397
Q118		398
Q119		399
Q120		400
Q121		401



12a. ARE THERE ENOUGH ACADEMIC INFORMATION AVAILABLE TO SUPPORT THE EXISTING CURRICULUM?

Yes	
No	
Not applicable	

Q122		402
------	--	-----

12b. IF NO, EXPLAIN YOUR ANSWER

--

Q123			403-404
Q124			405-406
Q125			407-408

13a. DO PUPILS HAVE ENOUGH OPPORTUNITIES TO ACCESS ACADEMIC INFORMATION DURING THE YEAR?

Yes	
No	

Q126		409
------	--	-----



13b. IF NO, EXPLAIN YOUR ANSWER

Q127			410- 411
Q128			412- 413
Q129			414- 415

14. PLEASE GIVE YOUR VIEW REGARDING QUANTITY AND QUALITY OF ACADEMIC INFORMATION AVAILABLE IN THE MEDIA CENTRE

Q130			416- 417
Q131			418- 419
Q132			420- 421
Q133			422- 423



Appendix G1:

**Questionnaire 4: Learners
(Afrikaans)**

**APPENDIX G1: QUESTIONNAIRE LEARNERS. AFRIKAANS.
VRAELYS VIER: KWANTITATIEWE AND KWALITATIEWE
GEBRUIK VAN SKOOLINLIGTING**

Respondent No.

V1			1-4
----	--	--	-----

INSTRUKSIES

Omdat daar van u verwag word om die vraelys so eerlik as moontlik in te vul, word u anonimiteit verseker en hoef u naam nerens op die vraelys te verskyn nie. U hulp met die voltooiing van die vraelys is van uiterste belang, alhoewel deelname vrywillig en opsioneel is.

OPDRAG

Gaan na die mediasentrum en kyk of jy 'n boek oor 'n onderwerp kry oor EEN soos een van die volgende:

STERRE	OSEANE	BYE
LABRADORHONDE	VLIEGTUIE	SKOENLAPPERS
PAPEGAAIE	SLANGE	LEEUS
BOESMANS	SUID-AFRIKA	HUISE

Moet asseblief nie vir die mediajuffrou vra om jou te help nie. Jy mag die tolk gebruik om jou te help indien jy enige inligting nie verstaan nie.

WATTER ONDERWERP KIES JY?

--



WATTER METODE VOLG JY GEWOONLIK OM 'N BOEK OOR JOU ONDERWERP TE KRY?

METODE	JA	NEE
Gaan jy na die kaartkatalogus?		
Gaan jy na die rak?		
Gaan vra jy die mediajuffrou?		
Gebruik jy die rekenaarkatalogus?		
Vra jy jou maats om te help?		

A. GAAN NOU NA DIE KAARTKATALOGUS IN DIE MEDIASENTRUM EN DOEN DIE VOLGENDE:

1. KYK IN DIE ONDERWERPLAAI OF JY 'N BOEK OOR JOU ONDERWERP KRY. HET JY DIE KAARTJIE GEKRY?

Ja	
Nee	

2. KYK OF DIE BOEK 'N OUTEUR HET. GAAN KYK IN DIE OUTEURSLAAI OF DAAR 'N KAARTJIE IS VIR DIE OUTEUR. HET JY SO 'N KAARTJIE GEKRY?

Ja	
Nee	

3. SKRYF DIE OUTEUR SE NAAM NEER

--

4. SKRYF DIE NOMMER VAN DIE BOEK NEER SOOS WAT JY DIT OP DIE KAART SIEN WAAR JY DIT OP DIE RAK SIEN

--



5. WEET JY WAT MENS DIE NOMMERSISTEEM NOEM SODAT 'N MENS DIE BOEKE MAKLIK OP DIE RAK KAN VIND?

6. KEN JY DIE NAAM VAN DIE NOMMERSTELSEL WAARVOLGENS DIE BOEK GEVIND KAN WORD OP DIE RAK?

7. GAAN NOU NA DIE RAK EN HAAL DIE BOEK OOR JOU ONDERWERP UIT. WAT IS DIE NAAM VAN DIE BOEK?

8. WANNEER IS DIE BOEK GESKRYF? (DATUM VAN UITGAWE)

9. HET DIE BOEK 'N INHOUDSOPGAWE?

10. HET DIE BOEK 'N INDEKS?



11. HOE IS DIE ONDERWERPE IN DIE INDEKS GERANGSKIK?

--

12. OP WATTER BLADSY LEES JY VAN JOU ONDERWERP?

--

13. SKRYF 'N KORT STUKKIE OOR JOU ONDERWERP WAT JY IN DIE BOEK LEES

--

14. WEET JY WAAR OM DIE BOEK TERUG TE SIT OP DIE RAK?

Ja	
Nee	

15. IS DIE NOMMERS OP DIE RAKKE NUMERIES?

Ja	
Nee	

=====
IS DAAR ENSIKLOPEDIË IN DIE MEDIASENTRUM? (AS DAAR NIE ENSIKLOPEDIË IS NIE, LOS HIERDIE UIT ASB)

Ja	
Nee	



OP WATTER BLADSY KAN JY LEES VAN JOU ONDERWERP?

--

=====

IS DAAR WOORDEBOEKE IN DIE MEDIASENTRUM? (AS DAAR NIE WOORDEBOEKE IS IN DIE MEDIASENTRUM NIE, LOS HIERDIE UIT ASB)

Ja	
Nee	

OP WATTER BLADSY WORD JOU ONDERWERP VERDUIDELIK?

--

=====

AS DIE MEDIASENTRUM 'N REKENAARKATALOGUS HET, DOEN DIE VOLGENDE: (AS DAAR NIE 'N REKENAARKATALOGUS IS NIE, LOS HIERDIE AFDELING ASSEBLIEF)

1. MAG JY DIE REKENAARKATALOGUS GEBRUIK IN DIE MEDIASENTRUM?

Ja	
Nee	

2. KYK OF JY BY DIE ONDERWERPAFDELING 'N BOEK OOR JOU ONDERWERP KRY? IS DAAR SO 'N BOEK?

Ja	
Nee	

3. WAT IS DIE NAAM VAN DIE BOEK?

--



--

4. KYK OF JY DIE OUTEUR SE NAAM OP DIE REKENAARKATALOGUS KAN KRY

Ja	
Nee	

5. SIEN JY DIE NOMMER VAN DIE BOEK OP DIE REKENAARKATALOGUS?

Ja	
Nee	

6. SKRYF DIE NOMMER VAN DIE BOEK NEER WAAR JY DIE BOEK OP DIE RAK KAN VIND

--

=====

E. AS DIE MEDIASENTRUM 'N REKENAAR HET WAAR DIE INTERNET IS, DOEN DIE VOLGENDE: (AS DAAR NIE INTERNET IS IN DIE MEDIASENTRUM NIE, LOS HIERDIE AFDELING ASSEBLIEF)

1. WEET JY WAT DIE INTERNET IS?

Ja	
Nee	

2. IS DIE INTERNETREKENAAR IN DIE MEDIASENTRUM?

Ja	
Nee	

3. WEET JY HOE OM AANLYN TE GAAN?

Ja	
Nee	



4. KAN MENS INLIGTING OOR JOU ONDERWERP KRY OP DIE INTERNET?

Ja	
Nee	

5. WEET JY WAT 'N WEBTUISTE OF WEBADRES IS?

Ja	
Nee	

6. AS JY WEET WAT 'N WEBADRES IS, SKRYF 'N WEBADRES NEER WAAR JY DINK JY IETS OOR JOU ONDERWERP SAL KAN KRY

--

7. WAT IS DIE TITEL VAN DIE ARTIKEL OOR JOU ONDERWERP OP DIE INTERNET?

--

8. KAN JY DIE NAAM VAN DIE OUTEUR SIEN WAT DIE ARTIKEL OOR JOU ONDERWERP GESKRYF HET?

Ja	
Nee	

WAT IS DIE OUTEUR SE NAAM?

--



--

**9. KAN MENS NOG BAIE INLIGTING OOR JOU ONDERWERP KRY OP
DIE INTERNET?**

Ja	
Nee	



**Appendix G2:
Questionnaire 4: Learners
(English)**



APPENDIX G2: QUESTIONNAIRE LEARNERS. ENGLISH
QUESTIONNAIRE FOUR: QUANTITATIVE AND QUALITATIVE
USE OF ACADEMIC INFORMATION

Respondent No.

V1			1-4
----	--	--	-----

INSTRUCTIONS

Because it is expected from you to complete the questionnaire as honest as possible, anonymity is ensured and your name Nods to appear on no part of the questionnaire. Your help in completing the questionnaire is of utmost importance, although participation is voluntary and optional.

ASSIGNMENT

Go to the media centre and look for a book on ONE of the following subjects:

STARS	OCEANS	BEEES
LABRADOR DOGS	AEROPLANES	BUTTERFLIES
PARROTS	SNAKES	LIONS
BUSHMEN	SOUTH AFRICA	HOMES

Please do not ask the media teachers for help. You may ask the translator to help you if you do not understand the questions.

WHICH SUBJECT DID YOU CHOOSE?

--



WHICH METHOD DO YOU USUALLY FOLLOW TO FIND A BOOK ON YOUR SUBJECT?

METHOD	YES	NO
Do you go to the card catalogue?		
Do you go to the shelf?		
Do you ask the media teacher?		
Do you use the computer catalogue?		
Do you ask your friends to help you?		

A. PLEASE GO TO THE CARD CATALOGUE IN THE MEDIA CENTRE AND DO THE FOLLOWING:

1. LOOK IN THE AUTHOR DRAWER IF YOU CAN FIND A BOOK ON YOUR SUBJECT. DID YOU FIND THE CARD?

Yes	
No	

2. LOOK IF THE BOOK HAS AN AUTHOR. GO TO THE AUTHOR DRAWER AND SEE IF THERE IS A CARD FOR THE AUTHOR. DID YOU FIND THE CARD?

Yes	
No	

3. WRITE THE AUTHOR'S NAME OF YOUR SUBJECT

--



4. WRITE THE NUMBER OF THE BOOK AS YOU SEE IT ON THE CARD WHERE YOU CAN FIND THE BOOK ON THE SHELF

5. DO YOU KNOW WHAT IS THE NAME OF THE NUMBER SYSTEM IN ORDER TO FIND THE BOOK ON THE SHELF?

6. PLEASE GO TO THE SHELF AND TAKE THE BOOK ON YOUR SUBJECT OUT. WHAT IS THE NAME OF THE BOOK?

7. WHEN WAS THE BOOK WRITEN? (DATE OF PUBLICATION)

8. DOES THE BOOK HAVE A TABLE OF CONTENTS?



9. DOES THE BOOK HAVE AN INDEX?

--

10. HOW ARE THE SUBJECTS ORGANISED IN THE INDEX?

--

11. ON WHICH PAGE IS YOUR SUBJECT?

--

12. WRITE A SMALL PARAGRAPH ON YOUR SUBJECT IN THE BOOK THAT YOU FOUND

--

13. DO YOU KNOW HOW TO PUT THE BOOK BACK ON THE SHELF?

Yes	
No	



14. ARE THE NUMBERS ON THE SHELF NUMERICAL?

Yes	
No	

=====

ARE THERE ENCLOPAEDIAS IN THE MEDIA CENTRE? (IF THERE ARE NO ENCYCLOPAEDIES, LEAVE THIS SECTION OPEN, PLEASE)

Yes	
No	

ON WHICH PAGE CAN YOU READ ABOUT YOUR SUBJECT?

=====

ARE THERE DICTIONARIES IN THE MEDIA CENTRE? (IF THERE ARE NO DICTIONARIES, LEAVE THIS SECTION OPEN, PLEASE)

Yes	
No	

ON WHICH PAGE IS THERE AN EXPLANATION OF YOUR SUBJECT?

=====



IF THE MEDIA CENTRE HAS COMPUTER CATALOGUE, DO THE FOLLOWING: (IF THERE IS NO COMPUTER CATALOGUE, LEAVE THIS SECTION OPEN PLEASE)

- 1. DOES THE MEDIA TEACHER ALLOW YOU TO USE THE COMPUTER CATALOGUE ON YOUR OWN IN THE MEDIA CENTRE?**

Yes	
No	

- 2. LOOK IN THE SUBJECT SECTION ON THE COMPUTER CATALOGUE AND SEE IF YOU CAN FIND A BOOK ON YOUR SUBJECT. DID YOU FIND IT?**

Yes	
No	

- 3. WHAT IS THE NAME OF THE BOOK?**

--

- 4. SEE IF YOU CAN SEE THE NAME OF THE AUTHOR ON THE COMPUTER CATALOGUE. DO YOU SEE IT?**

Yes	
No	

- 5. DO YOU SEE THE NUMBER OF THE BOOK ON THE COMPUTER CATALOGUE?**

Yes	
No	

- 6. WRITE THE NUMBER OF THE BOOK WHERE YOU CAN FIND THE BOOK ON THE SHELF**

--

--

=====

E. IF THE MEDIA CENTRE HAS A COMPUTER WHERE YOU CAN FIND THE INTERNET, DO THE FOLLOWING (IF THERE IS NO INTERNET, PLEASE LEAVE THIS SECTION OPEN PLEASE)

1. DO YOU KNOW WHAT IS THE INTERNET?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

2. IS THE INTERNET COMPUTER IN THE MEDIA CENTRE?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

3. DO YOU KNOW HOW TO GO ONLINE?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

4. CAN ONE FIND INFORMATION ON YOUR SUBJECT ON THE INTERNET?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

5. DO YOU KNOW WHAT IS A WEB SITE?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

6 IF YOU KNOW WHAT IS A WEB SITE, WRITE THE WEB SITE OF YOUR SUBJECT

<p>*</p>



--

7. WHAT IS THE TITLE OF THE ARTICLE ON YOUR SUBJECT ON THE INTERNET?

--

8 DO YOU SEE THE NAME OF THE AUTHOR OF YOUR SUBJECT ON THE INTERNET?

Yes	
No	

WHAT IS THE AUTHOR'S NAME?

--

9. CAN ONE FIND A LOT OF INFORMATION ON YOUR SUBJECT ON THE INTERNET?

Yes	
No	



APPENDIX H

Appendix H:
Observation Form



APPENDIX H. OBSERVATION FORM

Researcher observes the subject and puts an X in the appropriate box after having observed the process that the participant follows when looking for academic information in the media center

DOES THE PUPIL WRITE DOWN HIS/HER CHOSEN SUBJECT?

Yes	
No	

WHICH PROCESS DOES THE PUPIL FOLLOW WHEN LOOKING FOR ACADEMIC INFORMATION? DOES THE PUPIL GO TO THE:

	YES	NO
Card catalogue		
Shelf		
Library computer		
Internet		
Ask the teacher for assistance		
Ask the friend for assistance		



A. AT CARD CATALOGUE

ASSIGNMENT	YES	NO
1. Does he find title card?		
2. Does he find author card?		
3. Does he write down the name of author?		
4. Does he write down the number of the book?		
5. Does he know what the number system's name is?		
6. Does he fetch the book from the shelf?		
7. Does he write down the name of the book?		
8. The year of publication?		
9. Does he find the contents of the book?		
10. The index?		
11. Does he write down the answers on how the index is organized?		
12. Does he indicate the page of his subject?		
13. Does he write down a short version on his subject?		
14. Does he know how to place the book back on the shelf?		
15. Does he know if the numbers are numerical on the shelves?		



B. AT ENCYCLOPEDIAS

ASSIGNMENT	YES	NO
Does pupil know where the encyclopedia is in the media center?		
Does pupil write down number of page on where his subject is to be found?		

C. AT DICTIONARIES

ASSIGNMENT	YES	NO
Does pupil know where the dictionary is in the media center?		
Does pupil write down number of page on where his subject is to be found?		

D. AT THE LIBRARY COMPUTER

ASSIGNMENT	YES	NO
Is the pupil allowed to use library computer on his/her own?		
Does he/she find the subject on the computer?		
Does he write down the name of the book?		
The author's name?		
Does he see the book number on the computer?		
Does he write the number of the book down?		

E. THE COMPUTER WITH INTERNET

ASSIGNMENT	YES	NO
Does the pupil know what is the Internet?		
Does the pupil know how to go online?		
Does the pupil write down the Internet address?		
Does he write the address down?		
Does he write down the author's name?		



APPENDIX I

Appendix I:

**Application for approval of
research involving human
subjects and/or with ethical
implications**



APPENDIX I

74

Members:

Research Proposal and Ethics Committee
Prof C Beyers; Dr L Davis; Prof C Delpont;
Dr M de Vries; Dr JFH Grabler; Prof KI Harris;
Dr JdcC Hirsch; Prof E Krüger; Prof B Louw;
Prof IA Niehaus; Prof G Polgieter; Prof D Prinsloo;
Dr E Taljard; Prof J van Eeden; Prof A Wiersma



University of Pretoria

Research Proposal and Ethics Committee
Faculty of Humanities

2 October 2003

Dear Professor Hugo

Project: *The use and access of academic information by adolescents with a hearing loss in special schools*
Researcher: EMM Marx
Supervisor: Prof SR Hugo
Department: Communication Pathology
Reference number: 7123876

Thank you for providing proof of approval for conducting the research by the Gauteng Department of Education.

I have pleasure in informing you that the Research Proposal and Ethics Committee formally approved the above study on 25 September 2003.

The committee requests you to convey this approval to Ms Marx.

We wish you success with the project.

Sincerely

Prof Brenda Louw
Chair: Research Proposal and Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA



Appendix J:

**Letter to office of senior manager
strategic policy development**

**APPENDIX J: LETTER TO OFFICE OF SENIOR MANAGER
STRATEGIC POLICY DEVELOPMENT**

P.O. Box 12246
Hatfield
Pretoria
0046

OFFICE OF THE SENIOR MANAGER
STRATEGIC POLICY DEVELOPMENT
Department of Gauteng

ATTENTION: Sally Rowney

Information is important for everyday life and well as a means of obtaining, evaluating and using it for a wide range of purposes. There is a need to determine whether adolescents with hearing loss, currently attending special schools for children with hearing loss access and use relevant academic information. The researcher aims to determine the adolescents' own perception with regard to their own ability to access and use academic information. The second purpose is to determine the perception of teachers and media teacher with regard to the abilities of learners with hearing loss to access and use academic information. The last purpose is to determine the quantity and quality of use of relevant academic information in the media centre while completing an assignment in the media centre.

I would therefore like to request permission to conduct a study at special schools such as Sonitus, Transoranje and St Vincent

With kind regards

.....

Researcher's Signature

.....

Date



Appendix K:

**Request to conduct research in
institutions and/or offices of the
Gauteng Department of
Education**



APPENDIX K



Umyango wezemantso
Department of Education

Leqephela la mihla
Departement van Onderwys

Ososor. can Brenda. Afsharf
22/09/2003
Ria

Date:	03 September 2003
Name of Researcher:	Marx E.M.M.
Address of Researcher:	P.O. Box 12246 Hatfield Pretoria
Telephone Number:	(012) 3620149/0928214661
Fax Number:	(012) 3620149
E-mail:	marxe@worldonline.co.za
Research Topic:	The use and access of academic information by adolescents with a hearing loss in special schools
Number and type of schools:	3 Secondary Schools
District/HO	Gauteng North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*



Appendix L1:

**Letter faxed to principal
(Afrikaans)**

APPENDIX L1. LETTER FAXED TO PRINCIPAL: AFRIKAANS

5 Februarie 2002

Die Hoof

Aan wie dit mag aangaan

Ek het u skool se naam verkry van Dr Naicker, Direkteur van Spesiale Onderwys in Gauteng. Ek is tans besig met my PhD aan die Universiteit van Pretoria. Die onderwerp van my tesis is *Information Use of Young Deaf Adolescents in Special Schools*.

Die doel van hierdie brief is om navraag te doen of u belangstel dat u skool deel vorm van my proefstudie. My metodologie sluit vraelyste in sowel as 'n moontlike besoek aan u skool. Die Departement Statistiek van Universiteit van Pretoria verlang egter sommige inligting so spoedig as moontlik voordat ek my navorsingsvoorstel kan voorlê.

1. Hoeveel matrikulante is daar in u skool?
.....
2. Hoeveel is doof?

 - Hoeveel gebruik gebaretaal?
 - Hoeveel liplees (spraaklees)?
 - Hoeveel gebruik die orale taal?

-
3. Hoeveel matrikulante is hardhorend?

 - Hoeveel gebruik gebaretaal?
 - Hoeveel liplees (spraaklees)?
 - Hoeveel gebruik orale taal?

4. Hoeveel matrikulante dra gehoorapparate?

Ek sien uit na u samewerking - – my kontakdetails word onderaan verskaf.

Met vriendelike groete

Mev. Estelle Marx



APPENDIX L2

Appendix L2:

Letter faxed to principal
(English)

APPENDIX L2. LETTER FAXED TO PRINCIPAL: ENGLISH

5 February 2002

Principal

To Whom It May Concern

I have obtained your school's name from Dr Naicker, Director of Special Education in Gauteng. I am currently doing my PhD at the University of Pretoria. The topic of my dissertation is *Information Use of Young Deaf Adolescents in Special Schools*.

The purpose of this letter is to enquire whether you would be interested in your school being part of my pilot study. My methodology includes questionnaires and a possible visit to your school. . The Statistics Department of University of Pretoria also needs some information before I can submit my research proposal to the University. This is required as soon as possible.

5. How many matriculants are there in your school?
6. How many are deaf?
- How many pupils sign?
- Lipread
- Use oral language?
7. How many are hard of hearing?
.....
- How many pupils sign?
.....
- Lipread
- Use oral language?
8. How many matriculants have hearing aids?

I am looking forward in co-operating with you - my contact details are below.

Kind regards

Mrs. Estelle Marx



APPENDIX M1

Appendix M1:

**Letter of consent: Principal
(English)**



APPENDIX M1. LETTER OF CONSENT: PRINCIPAL. AFRIKAANS

Die Hoof
Spesiale Skole
PRETORIA EN WES KAAP

In die alledaagse lewe is dit baie belangrik om inligting aan te wend, te evalueer en vir 'n verskeidenheid doelwitte aan te wend. Daar is 'n behoefte om vas te stel of adolessente by spesiale skole met gehoorverlies toegang het tot inligting en dit gebruik.

Die prosedure bestaan uit 'n vraelys wat voltooi moet word. Die vraelys sal ongeveer 'n halfuur van u tyd in beslag neem. U hulp met betrekking tot samewerking is van uiterste belang vir die sukses van hierdie navorsing. Daar is geen risiko's verbonde aan die voltooiing van die vraelys nie. Ek sal u hulp baie waardeer.

U het die reg om ter eniger tyd te onttrek aan die studie en die resultate van die evalueringsvorm sowel as die vraelyste sal vertroulik hanteer word. Die resultate van die studie sal gepubliseer word in professionele tydskrifte of voorgedra word tydens professionele konferensies, maar die rekords van die navorser sal nie bekend gemaak word nie.

U samewerking word baie op prys gestel.

Vriendelike groete.
Mev. Estelle Marx

.....
Navorser se handtekening

.....
Datum



Appendix M2:

**Letter of consent: Principal
(Afrikaans)**

APPENDIX M2. LETTER OF CONSENT: PRINCIPAL. ENGLISH

March 2002

The Principal
Participating Special Schools
PRETORIA AND WESTERN CAPE

In the cover letter, I have identified myself and there reasons for conducting a study at your school. Information is important for everyday life and well as a means of obtaining, evaluating and using it for a wide range of purposes.

The procedure consists of a questionnaire to be completed. The questionnaire will approximately take up half an hour of your time. Your help in participating in this project is of vital importance for the success of this research. I would appreciate your cooperation. There are no risks involved.

The benefits of the questionnaire will be the following:

- Teachers will acquire insight into the advantages, lack and problems of access and use of relevant academic information and the problems experienced by adolescents
- The Gauteng Department of Education will also receive indication of the importance of use and access of academic information at special schools; provision of necessary materials and funding; the existence of a media centre at a special school and training of media centre teachers
- The adolescents with hearing loss will realise the importance of use and access to relevant academic information; its existence and their use/lack of accessing academic information

You will have the right to withdraw from the study at any time and the results from the assessments as well as the replies to the questionnaires will be kept confidential. The results of the study will be published in professional journals



or presented at professional conferences, but the researcher's records will not be revealed.

Your cooperation is greatly appreciated.

Mrs. Estelle Marx

.....

Researcher's Signature

.....

Date



Appendix N1:

**Letter of consent: Parent
(Afrikaans)**

APPENDIX N1. LETTER OF CONSENT: PARENT. AFRIKAANS

Andersonstraat 312
Brooklyn
Pretoria
0140

Geagte ouer,

In die alledaagse lewe is dit baie belangrik om inligting aan te wend, te evalueer en vir 'n verskeidenheid doelwitte aan te wend. Daar is 'n behoefte om vas te stel of adolessente by spesiale skole met gehoorverlies toegang het tot inligting en dit gebruik.

Die prosedure bestaan uit 'n vraelys wat voltooi moet word. Die vraelys sal ongeveer 'n driekwartier van die respondente se tyd in beslag neem. U hulp met betrekking tot samewerking is van uiterste belang vir die sukses van hierdie navorsing. Daar is geen risiko's verbonde aan die voltooiing van die vraelys nie. Ek sal u hulp baie waardeer.

Die deelnemers het die reg om ter eniger tyd te onttrek aan die studie en die resultate van die evalueringsvorm sowel as die vraelyste sal vertroulik hanteer word. Die resultate van die studie sal gepubliseer word in professionele tydskrifte of voorgedra word tydens professionele konferensies, maar die rekords van die navorser sal nie bekend gemaak word nie.

U samewerking word baie op prys gestel.

Vriendelike groete.
Mev. Estelle Marx

.....

.....



APPENDIX N2

Appendix N2:

Letter of consent: Parent
(English)

Datum

APPENDIX N2. LETTER OF CONSENT: PARENT. ENGLISH

Andersonstraat 312

Brooklyn

Pretoria

0140

Dear Parent,

Information is important for everyday life and well as a means of obtaining, evaluating and using it for a wide range of purposes. There is a need to determine whether adolescents with hearing loss, currently attending special schools for children with hearing loss access and use relevant academic information. The researcher aims to determine the adolescents' own perception with regard to their own ability to access and use academic information. The second purpose is to determine the perception of teachers and media teacher with regard to the abilities of learners with hearing loss to access and use academic information. The last purpose is to determine the quantity and quality of use of relevant academic information in the media centre while completing an assignment in the media centre.

Your child will have the right to withdraw from the study at any time and the results from the study will be kept confidential. The results of the study will be published in professional journals or presented at professional conferences, but the researcher's records will not be revealed.

Your cooperation is greatly appreciated.

Kind regards

Mrs. Estelle Marx

Researcher's Signature

Date



Appendix 01:

**Cover Letter
(English)**

APPENDIX 01. COVER LETTER. ENGLISH

This English translation of the cover letter is provided as a courtesy, as the cover letter was sent out in Afrikaans only

March 2002

Cover letter

Dear Principal

I am at present studying at the University of Pretoria for the degree D.Phil Communication Pathology. Part of the requirements for completing this degree involves a research project. I would like to invite you to participate in this research project.

- In everyday life the ability to evaluate information, and to apply information in various settings, is extremely important. There is a need to establish whether adolescents with hearing loss in special schools have access to and can use information. The first step is to determine the perception of these learners themselves concerning their access to and use of academic information. The second and third steps involve determining the perceptions of teachers and media teachers of the ability of learners with hearing loss to access and use academic information. The last step is to determine the quantitative and qualitative use of relevant academic information by the learners, by means of an assignment to be completed in the media centre.

Your help is of the utmost importance for the success of this research project, and your co-operation will be highly appreciated. The identity of the school, learners, teachers, and media teachers will at all times be treated with strict confidentiality. Furthermore, I undertake that this

research project will not disrupt the school's normal routine and that it will have no financial implications for the school.

If you have any further questions or are interested in the results of the study, please contact the Department of Communication Pathology at the University of Pretoria. The contact number is 420-2357.

You are also most welcome to contact me:

(012) 362-0149

082 821 4661

Thank you for your time and your attention to this letter.

Kind regards,

Mrs Estelle Marx
(Student)

Prof Rene Hugo
(Head of Department)



Appendix O2:

**Cover Letter
(Afrikaans)**

APPENDIX O2. COVER LETTER. AFRIKAANS

Maart 2002

DEKBRIEF

Geagte Skoolhoof

Ek is tans besig met my doktorale studie aan die Universiteit van Pretoria in die graad D.Phil Kommunikasiepatologie. As deel van die vereistes van die van die voltooiing van die graad, moet ek 'n navorsingsprojek uitvoer. Ek wil u graag uitnooi om deel te wees van hierdie navorsingsprojek.

In die alledaagse lewe is dit baie belangrik om inligting aan te wend, te evalueer en vir 'n verskeidenheid doelwitte aan te wend. Daar is 'n behoefte om vas te stel of adolessente by spesiale skole met gehoorverlies toegang het tot inligting en dit gebruik. Die eerste stap is om te bepaal wat is die persepsie van adolessente leerlinge met gehoorverlies rakende hul toegang en gebruik tot akademiese inligting. Die tweede en derde stappe behels die bepaling van die onderwysers en media onderwyser se persepsie rakende leerlinge met gehoorverlies se vermoëns tot gebruik en toegang van akademiese inligting. Die laaste stap behels die bepaling van kwantitatiewe en kwalitatiewe gebruik van relevante akademiese inligting deur middel van 'n taakopdrag in die mediasentrum.

U hulp met betrekking tot samewerking is van uiterste belang vir die sukses van hierdie navorsing. Ek sal u hulp baie waardeer.

Die skool, skoolhoofde en onderwysers se identiteit sal ten alle tye as streng vertroulik hanteer word. Voorts onderneem ek data hierdie navorsingsprojek nie die skool se normale roetine sal ontwig nie en dat dit ook geen finansiële implikasies vir die skool sal hê nie.

Indien u enige verdere vrae het of belangstel in die uitslag van hierdie studie, is u welkom om die Departement Kommunikasiepatologie, Universiteit van Pretoria, te skakel vir terugvoering. Die kontaknommer is 420-2357.

U is ook welkom om my te skakel:

(012) 362-0149

082 821 4661

By voorbaat dank vir u hulp en aandag.

Vriendelike groete.

Die uwe

Mev Estelle Marx
(Student)

Prof Rene Hugo
(departementshoof)



Appendix P:
List of Schools in Provinces



APPENDIX P: LIST OF SCHOOLS IN PROVINCES

PROVINCE	Town	Sent Fax	School selected for study
EASTERN CAPE			
Efata School for the Blind and Deaf	Umtata	x	
FREE STATE			
Bartimea School for the Deaf and Blind	Thaba Nchu	x	
Thiboloha School for the Deaf and Blind	Witsieshoek		
GAUTENG			
Dominican School for the Deaf	Hammanskraal	x	x
Filadelfia Secondary School	Soshanguve	x	x
Katlehong School for the Hearing Impaired	Leondale	x	
MC Kharbai School for the Deaf	Lenasia	x	
Sizwile School for the Deaf	Dobsonville	x	
Sonitus School for the Hard of Hearing	Pretoria	x	x
St Vincent School for the Deaf	Saxonwold	x	x
Transoranje School for the Deaf	Pretoria	x	x
Fairsand Hard of Hearing Unit	Sandringham		
KWAZULU-NATAL			
Durban School for the Hearing Impaired	Amanzimtoti	x	
Fulton School for the Deaf	Gillets	x	x
Indaleni School for the Deaf	Richmond	x	
Kwa Thintwa School for the Deaf	Hillcrest	x	
Kwa Vulindlebe School for the Deaf	Durban	x	
VN Naik School for the Deaf	Newlands	x	
Vuleka School for the Deaf	Nkandla	x	



LIMPOPO			
Bosele School for the Blind and Deaf	Nebo		
Neslonskop Centre for the Hearing Impaired	Ellisras		
Tshilidzini School for the Deaf	Louis Trichard	x	
Yingisani School for the Deaf	Letaba		
MPUMALANGA			
Silindokuhle School for the Mentally Retarded, Blind and Deaf	Standerton		
NORTHERN CAPE			
No schools up to date			
NORTH WEST			
North West Secondary School	Rustenburg	x	
Kulwanong School for the Deaf	Rustenburg		
WESTERN CAPE			
De la Bat School	Worcester	x	x
Dominican Grimley School for Deaf Children	Cape Town	x	x
Dominican School for Deaf children	Wynberg	x	x
Noluthando Institute for the Deaf	Somerset- Wes	x	



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