

**DEVELOPING PROFICIENCY IN AFRIKAANS AS AN
ADDITIONAL LANGUAGE: CRITERIA FOR MATERIALS
DEVELOPMENT**

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DECLARATION

I hereby declare that this study is my own, original work and that all sources and references have, to the best of my knowledge, been accurately acknowledged. This document has not previously in its entirety or part been submitted at any academic institution in order to obtain an academic qualification.

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ABSTRACT

The current movement towards multilingualism and multiculturalism in South Africa has placed language at the centre of all educational activity. With the implementation of the outcomes-based Curriculum 2005, the emphasis is on appropriate learning support material, and the learning programmes are seen as guides that allow teachers to be innovative and creative in designing instructional and learning material.

The fact that Afrikaans was one of three compulsory language subjects at a school in the Soweto area motivated researchers of Technikon South Africa to embark upon an outreach project. The latter entailed a remedial programme to address the lack of Afrikaans language proficiency of the Grade 12 learners at this school. My role as the remedial teacher and my subsequent responsibility for the development of appropriate and relevant learning material for the intervention provided the impetus and motivation for this research.

The aim of the study was to determine the criteria for developing materials, in order to develop the proficiency in Afrikaans of Grade 12 additional language learners.

The intervention took the form of an ongoing action research cycle. The magnitude of the proficiency dilemma in this study was revealed by a pre-intervention assessment. Apart from the learners' poor functional Afrikaans literacy, it also became apparent that the influence of affective variables in additional language learning should be considered.

The literature survey undertaken to articulate the relevant information about Communicative Language teaching (CLT) emphasised the kind of teaching necessary to develop proficiency in an additional language. In addition, the exploration of the influence of affective factors on additional language teaching and learning allowed a better understanding of the learners' needs and ensured a learning-centered approach.

In the process of materials selection, adaptation and development, it was necessary to relate learning principles and procedure to theory, research methods and classroom

practice. Reviewing the literature on issues such as designing and developing materials contributed to a pragmatic approach to materials development, and assisted in establishing the criteria for the development of appropriate materials.

The study has attempted to show how to design appropriate and relevant teaching materials guided by a set of criteria. The implementation of the materials in the classroom integrated theory and practice. Thus in practice, through different action research cycles, the developed materials were shown to comply with the theoretical criteria to establish their effectiveness, and refined to suit the proficiency level of the particular learners. Finally, critical reflection resulted in a redesigned set of materials for Afrikaans as an additional language.

The post-intervention assessment showed that there was indeed an improvement in the learners' proficiency levels and that the average grade of their proficiency levels improved. Other findings suggested the probability of a positive attitude change in the learners. Thus, it can be concluded that the intervention may be judged as having been relatively successful.

KEYWORDS: Additional language, language proficiency, criteria, learning materials, materials development, materials design, remedial intervention programme, action research, communicative approach, CLT, affective variables.

SAMEVATTING

Die huidige fokus op veeltaligheid en multikulturaliteit in Suid-Afrika het taalonderrig op die voorgrond geplaas. Die implementering van die uitkomsgebaseerde Kurrikulum 2005 het ten doel dat geskikte onderrigmateriaal en leerprogramme as riglyne gebruik word om onderwysers die geleentheid te bied vir die innoverende en kreatiewe ontwerp van onderrig- en leermateriaal.

Die feit dat Afrikaans as een van drie verpligte taalvakke by 'n skool in die Soweto-omgewing aangebied is, het as motivering gedien vir navorsers van Technikon Suider-Afrika om 'n uitreikprojek in die vorm van 'n remediërende leerprogram aan te pak. Die doel met die intervensie was om die Afrikaanse taalvaardigheid van die Graad 12-leerders by die skool te verbeter. My rol as remediëringonderwyser, asook my verantwoordelikheid vir die ontwikkeling van geskikte leermateriaal vir die intervensie, het as stimulus en motivering vir hierdie navorsing gedien.

Die doel van die studie was om kriteria vir die ontwikkeling van materiaal daar te stel ten einde die Graad 12-leerders van die betrokke skool se taalvaardighede in Afrikaans as 'n addisionele taal te verbeter. Die keuse en ontwikkeling van geskikte materiaal in die studie is gerugsteun deur literatuurnavorsing oor aspekte soos taalonderrigbeginsels, navorsingsmetodes asook klaskamerpraktyk.

Ondersoek het getoon dat aksienavorsing die geskikste metode vir hierdie studie sou wees. 'n Diagnostiese behoeftepeiling het ter aanvang die omvang van die taalvaardigheidsdilemma by die betrokke skool uitgelig. Afgesien van die leerders se gebrekkige funksionele gebruik van Afrikaans, is daar ook vasgestel dat aandag geskenk sal moet word aan die invloed van affektiewe faktore in addisionele taalonderrig.

Die literatuurstudie oor kommunikatiewe taalonderrig het die tipe onderig wat nodig is om leerders se taalvaardigheid te ontwikkel, uitgelig. Navorsing oor die invloed van

affektiewe faktore op addisionele taalonderrig en -leer het ook gelei tot beter begrip van die leerders se behoeftes en op 'n leerdergesentreerde benadering gedui.

Die studie het gepoog om kriteria daar te stel om die ontwikkelingsproses van leermateriaal vir addisionele taalonderrig te ondersteun. In die proses van materiaalseleksie, -aanpassing en -ontwikkeling, was dit nodig om die leerbeginsels en -prosesse te integreer met die teorie, navorsingsmetodes en klaskamerpraktyk. Die literatuuroorsig oor die ontwikkeling en ontwerp van leermateriaal het 'n bydrae gelewer tot 'n pragmatiese benadering tot materiaalontwikkeling asook tot die ontwikkeling van die kriteria vir die ontwikkeling van geskikte materiaal.

Verskillende aksienavorsingsiklusse het aangetoon dat die materiaal wat ontwikkel is vir die intervensie voldoen het aan die teoretiese kriteria en dat dit ook geskik was vir die betrokke leerders se taalvaardigheidsvlakke. Laastens het kritiese refleksie gelei tot die herontwikkeling van materiaal vir die onderrig van Afrikaans as 'n addisionele taal.

Die diagnostiese assessering aan die einde van die intervensie het aangetoon dat daar wel 'n verbetering in die leerders se taalvaardighede was. Daar was ook 'n aanduiding dat die leerders positiewe houdingsveranderinge ondergaan het. Die slotsom is dat die intervensie relatief suksesvol was.

SLEUTELWOORDE: Addisionele taal, tweedetaalonderrig, taalvaardigheid, kriteria, onderrigmateriaal, materiaalontwikkeling, materiaalontwerp, intervensieprogram, aksienavorsing, kommunikatiewe benadering, affektiewe faktore.

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