



CHAPTER 6

Content analysis of existing Afrikaans literacy programmes

6.1 Introduction

This chapter discusses the analysis of the contents of the Afrikaans literacy material investigated in this study in terms of the topics and themes/outcomes. The objective is to establish what the contents of the selected literacy materials are which answers part of the research question mentioned in chapter one of this study “What is the contents of the selected Afrikaans literacy programmes?”(see chapter 1 in this regard) The information discussed in the chapters fits directly into the overall designs of the study since it provide the researcher with the information that can be matched with the information needs of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville. The content of literacy programmes was seen as an important part of the investigation since it gives the researcher the type of contents that are reflected in the existing programmes and can help the researcher to compare the identified needs with the contents of the identified literacy programmes.

In addition to the above mentioned, this section addresses the sub questions reflected under 1.3 of this study which was stated as follows:

- What is the current content of selected Afrikaans literacy programmes?
- To what extent does the content of the selected Afrikaans literacy programmes match the information needs of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville?
- How can the information needs of preliterate communities be addressed in the content of a literacy programme?

Furthermore content analysis is chosen as the method used for the investigation since the use thereof attempt to give a guideline of what the possible contents should be. The selected literacy materials are used to determine the contents thereof. The rationale

for choosing these materials/content was that they are written in Afrikaans and are used in ABET Level 1.

6.2 Literacy materials

According to Wedepohl (1988:10) literacy materials may be defined as “any existing materials that can be adapted or translated, or if nothing is available, anything that can be produced by learners themselves that they can use as reading materials”.

The study materials for this research project were selected from material prepared for level 1 Afrikaans mother tongue speakers. The following materials were selected on the basis of their availability and accessibility during the period of research:

- Project Literacy’s *Kommunikeer in Afrikaans: aangename kennis*, level 1, module 1 (1996);
- Operation Upgrade of South Africa’s *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993); and
- The New Stimela Afrikaans ABET programme’s *Woeker met woorde*, books 1 and 2 for level 1 (1997), which were used in conjunction with *Die Roos van Doringdal* (1997).

6.3 Content analysis of the literacy materials

Content analysis as one of the qualitative research methods applied to written or visual material for the purpose of identifying specific characteristics of the material (Ary, Jacobs and Razavieh, 2002:24), can also be referred to as the unobtrusive method (Strydom, 2002:280). Content analysis is an important data collection method in social and educational research and is used in this thesis to examine the contents of the selected literacy materials. Issues of society are to be used when doing the content analysis.

Although different authors have different definitions for the term content analysis, the basic concept remains the same. Leedy and Omrod (2001:155) define content analysis as a detailed and systematic examination of contents with the purpose of identifying

patterns, themes or biases. According to Holsti (1969:2) content analysis is “a research technique for objective, systematic and quantitative description of the manifest content of communication”. Berg (1998:225) states that content analysis may be defined as any technique for making inferences by systematically and objectively identifying special characteristics of messages, while Krippendorff (1980:21) sees it as “a research technique for making replicable and valid inferences from data to their context”.

There is a degree of uniformity in the above definitions as is evident by the use of words such as systematic and objective. Content analysis may therefore be regarded as a technique used to study texts in a systematic and objective way. According to Ary, Jacobs and Razavieh (2002:2), Krippendorff (2004:10) and Steward, Shamdasani and Rook (2009:605), content analysis includes both numeric and focuses on analyzing and interpreting recorded material within its own context.

A text that may be analysed by using content analysis could be “anything which is written, visual or spoken that serves as a medium for communication, e.g. books, newspapers, magazines, speeches, television programs, advertisements, musical composition, etc.” (Neuman, 1997:272 and Schwandt, 2007:41).

Purposes of content analysis in educational research are according to Schwandt (2007:27), Ary, Jacobs and Razavieh (2002:7), the following:

- To identify bias, prejudice or propaganda in textbooks
- To analyse types of errors in student writings
- To describe prevailing practices
- To discover the level of difficulty of material in text books or other publications
- To discover the appropriateness of the contents to the students
- To discover the relative importance of, or interest in certain topics

For the purpose of this study, “text” refers to the literacy materials designed by Project Literacy, Operation Upgrade of South Africa and The New Stimela Afrikaans ABET Programme.

6.3.1 The coding process

The phenomenon was clearly defined which are the cases to be studied namely the three selected Afrikaans literacy materials. Furthermore, provision of the units under analysis was made (see 6.2 in this regard). Selected cases were then analysed by means of content analysis, as stated by Welman, Kruger and Mitchell (2005:223); Neuman (1997:126) and Steward, Shamdasani and Rook (2009:604), follows hereunder whereby recording of the number of times (frequencies) that visible content (words or sentences) in the chapters was made which served as indicative of some construct or theme.

Content analysis involves coding of the information derived from the selected literacy materials whereby according to Crewe and Maruna (2006:113) the development or utilization of elaborate coding schemes for systematic recording patterns in the structure and thematic content of texts is followed (see p.152 under ‘coding procedure’). Ferman and Levin (1975:52) and Welman et al. (2005:222), define coding as a “procedure whereby the data is collected and the sample of content is actually categorised through the use of a recording sheet”. On the other hand Babbie (2004:338) states that “coding is the process of transforming raw data into categories based on some conceptual scheme which may attend to both the manifest and latent content”.

According to Babbie (2004:319) coding in content analysis is “a process of transforming raw data into a standardised form”. It usually displays one or more of the four characteristics of text content:

- frequency: counting whether something occurs and, if it occurs, how often
- direction: noting the direction of messages
- intensity: the strength of a message in the content along some continuum
- space: the amount of space, size of text or volume allocated to the message

A coding procedure implies determining the average number of words and phrases by counting the number of times or average number of times they appear on a page

(Ferman & Levin, 1975:52). The end product of coding may be numerical, for example when a researcher counts the frequency of certain words, phrases, or other manifest content (Babbie, 2004:320) (see p. 197 under ‘coding procedure’).

The materials of analysis may vary greatly, and could comprise words, themes, a plot, a newspaper article, a character, paragraphs or items such as books or letters (Ferman and Levin, 1975:53 and Neuman, 1997:274).

The literacy materials analysed in this study are Project Literacy’s *Kommunikeer in Afrikaans: aangename kennis*, level 1, module 1 (1996); Operation Upgrade of South Africa’s *Afrikaanse lees-en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993) and The New Stimela Afrikaans ABET programme, *Woeker met woorde*, books 1 and 2 for level 1 (1997) which were used in conjunction with *Die Roos van Doringdal* (1997).

The use of visible content may result in production of reliable information but construct validity may suffer as such content may not be the only indicator relevant to the construct (Ferman and Levin, 1975: 52 and Neuman, 1997:126).

6.3.1.1 Manifest and latent coding of the content of the selected units of analysis

Content analysts often distinguish between analysis and interpretation. Analysis refers to different ways of dealing with the manifest content of a text, while interpretation refers to the analysis of aspects of a text including its latent content of a text (Rosengren, 1981:27).

Manifest coding involves those elements that are physically present and countable (Neumann, 1997; Du Plooy, 1997 and Berg, 1998). This method involves actually counting the number of times a phrase or word appears in a text being studied. Holsti (1969:5) sees manifest coding as a stage during which specific words or themes are located in a text and placed into categories.

Latent coding involves looking for the underlying meaning of the contents of a text. This type of analysis involves the interpretation of symbols underlying the physically represented data (Berg, 1998 and Holsti, 1969). Latent coding may be less reliable

than manifest coding, because it depends on the researcher's understanding of the language and its social meaning.

For the purpose of this study, only manifest coding will be used, because by using manifest coding the examination of the surface content of a communication may be easily determined. Furthermore, manifest coding has the advantage of being reliable in that content may be easily detected and coded (Fennell, 2001:3; Strydom and Delpont, 2005:339)

- **Coding procedure**

The coding procedure used in the analysis of the identified literacy materials in the three literacy programmes will be discussed in the next section. The process of coding followed a category of generalization which involved noting meanings that emerged and the themes or dimensions of information (Strydom and Delpont, 2005:338).

The units of analysis used in the content analysis of the three literacy programmes are words and phrases. Words, for example, nouns and verbs, the lesson topics or themes, were identified. Afterwards the number of times a word or phrase appeared in the written text was counted and noted on a recording sheet.

In order to determine the contents of the information disseminated via the material the lesson topics used in the various programmes to transfer specific reading and writing skills were identified. Only nouns, verbs and phrases were marked in order to identify topics and/or themes.

Open coding was used to analyse the contents of literacy programmes selected because according to Strydom and Delpont (2005:338), Bhattacharra (2004:119) and Flick (1998:18), the identified and represented pattern will account for the description of the results of the content analysis. The identified pattern involved simply counting the number of times a word appears in each page. Choosing a word or phrase or theme that could serve as an indicator for an example grouping words/phrase together that means love, family ect. The identified themes would in turn represent segmented data. The process of grouping together of the concepts is called categorizing. The counting

of coded information by the researcher was used to determine the frequency of certain words/phrases (Babbie, 2005:337 and Krippendorff, 1980:24).

Coding was used to establish the content of the literacy programmes to be able to fulfil the objective of the study, namely to determine whether the content matches the information needs of the potential users of the material.

6.4 Discussion of the selected Afrikaans ABET programmes.

Rationale for selecting the three programmes was based on the accessibility of the programmes during the time of the research and that they were readily available for the researcher to use (see 6.2 ‘literacy materials’ in this regard). The study materials for this research project were selected from material prepared for level 1 Afrikaans mother tongue speakers.

6.4.1 Project Literacy’s *Kommunikeer in Afrikaans: Aangename kennis, level 1, module 1, sections 1-3 (1996)*. (Section 1 pages 1-20, section 2 pages 1-24 and section 3 pages 1-23)

6.4.1.1 Short historical background of ‘Project Literacy’ (1973-2003)

‘Project Literacy’, which is based in Pretoria, was started by Jenny Naser in 1973 after she had realised that live-in domestic workers and gardeners in the Brooklyn area needed a place to which they could go during their free time to learn how to read and write and where they could socialise. A meeting which proved to be very successful was organised to determine if the live-in domestic workers and gardeners would be interested in attending literacy classes, and if they would pay a small amount towards their tuition.

Classes were organised, and held at St Francis Church. A very small monthly fee was paid to mother-tongue teachers. After a while subjects other than basic literacy and sewing were also introduced, and learners requested Grade 1-5 classes. Over the years Jenny Naser and her husband sponsored most of the running costs of ‘Project

Literacy’, as these were not covered by the fees paid by learners. Another branch, Ikageng Literacy Centre, which literally means “build yourself” (French, 1982:35), was also formed.

In 1986, owing to an increase in the number of students (200), the Ikageng Literacy Centre moved to Waterkloof House Preparatory School. The United States Agency for International Development (USAID) donated R33 000 towards the project and the money was used to pay teachers and register the Project Literacy Trust Fund.

In 1988 the South African Council of Churches, the Molteno Trust and the Independent Development Trust donated money that made it possible to establish nine adult night centres operating at various schools in Pretoria, Johannesburg, Middelburg and in the Karoo. The money was also used for the development of an ABET teacher training programme and suitable ABET materials.

In 1995 Jenny Naser, the founder of ‘Project Literacy’, resigned and Andrew Miller, the current Chief Executive Officer, was appointed. Government tenders to provide ABET for the education departments in Mpumalanga, the Northern Cape and the Northern Province were awarded to Project Literacy. In addition, the Western Cape Education Department purchased a considerable amount of the materials developed by Project Literacy.

In 2000 The National Literacy Co-operation (NLC) collapsed, and the European Union (EU) asked Project Literacy to manage the expenditure of that portion of income that the EU had committed to the NLC for community-based training in South Africa. This project was completed in April 2001 and received accreditation for ABET.

In 2003 Project Literacy entered into major contracts with a number of educational sector authorities including the South African Police Service, and private security, legal and correctional services for both course and material supply (Project Literacy 2003).

6.4.1.2 Curriculum and materials available in 2001

‘Project Literacy’ has courses available in core and fundamental learning areas, and these courses comply with the outcomes-based requirements of the NQF. All course material is supported by comprehensive educator training to ensure that the learning approaches built into the courses are maximised for the benefit of the learners participating in ABET programmes.

The following courses are available:

- English courses which conform to all communication, literacy and language unit standards from ABET levels 1 and 4.
- Mathematics courses which meet all the requirements for numeracy and mathematics at NQF 1.
- A reading and writing skills workbook, which is Project Literacy’s Adult Basic Course in African Languages and Afrikaans. This workbook provides learners with the initial foundation for reading and writing and basic practice in the correct formation and placing of letters of the alphabet as well as of the numbers from 0-31.
- Science courses which conform to the unit standards for the Natural Science learning area at NQF 1. These courses cover the essential concepts and principles of a formal curriculum, namely life science, earth science, matter, material and energy (Project Literacy, 2001:10).

The contents of the Afrikaans literacy material will be discussed in the following section.

6.4.1.3 Discussion of the selected material offered - *Kommunikeer in Afrikaans: Aangename kennis, level 1, and module 1, units 1-3.*

A discussion on the composition of the contents of the workbook identified above follows below.

The name of the course: Basic ABET 1

Language: Afrikaans

The course material/s: The course consists of a learner's workbook, which was developed because of a growing demand in the field of literacy.

The method or approach follows the use of core words and key sentences. This represents a combination of the phonic and whole word approaches. Furthermore, the advantage of this approach is that it is systematic and that its structure may be easily understood. The focus is on filling in forms, dealing with telephone numbers and addresses, letter writing, Curriculum Vitae writing, numeracy, and transactions at banks and the post office, etc.

At the end of the course the learners should be able to:

- Write simple sentences
- Read and reply to letters
- Read newspapers in their mother tongue.

The assessment is ongoing during the course and November examinations serve as an entry point to the next level.

The following are potential users of the identified literacy materials:

- business people,
- community-based organisations in urban and rural areas.

Project Literacy's materials were evaluated by the Human Sciences Research Council in 1992 because of the need for continued funding and in order to investigate the effectiveness of the course (Harvey et al., 1996:327).

6.4.2 Operation Upgrade of South Africa's *Afrikaanse lees-en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993)

6.4.2.1 Short historical background of 'Operation Upgrade' (1966)

'Operation Upgrade' was set up in Durban in 1966 by Louise d'Oliveira and her husband Sandy, with the aim of initiating literacy campaigns. The organisation is committed to spreading its message through the personal influence its literacy teachers,

but its main focus is on literacy work. Cabinet ministers, education authorities, the then homeland leaders and leading business people were recruited (both privately and through broadcasting on radio and television) as collaborators. Funding was obtained from the United States of America and local sources. Courses were initiated in missions, local church groups, hospitals, industries, education and government departments (French, 2002:19).

In 1980 ‘Operation Upgrade’ almost ceased to function because of poor administration, but a change in management ensured the continued existence of the organisation. After Sandy d’Oliveira’s death in 1990 many people who were concerned about literacy work openly criticised the organisation. This criticism included complaints about deficiencies caused by the fact that programmes had not been objectively evaluated. Materials and methods tried out by major institutions were found to be inadequate. Reading texts were found to be boring and irrelevant, and a high drop-out rate frequently ensued (Hutton, 1992:62). In addition the organisation was characterised by a lack of openness, debate and evaluation, and this resulted in judgements that were sometimes superficial (Hutton, 1992:63).

In 1991 Cheryl Cameron, Executive Director of Operation Upgrade Southern Africa, announced that the organisation

- was undergoing major evaluation and that it was altering many aspects of its activities;
- was being managed by the communities it was serving;
- was establishing a number of boards to oversee its development;
- was to be overseen by a committee of representatives from the Department of Adult Education at the University of Natal and the University of South Africa.
- had a well-established infrastructure in most regions of Southern Africa (Hutton, 1992:4)

6.4.2.2 Curriculum of the materials offered

‘Operation Upgrade’ offers short teacher-training courses, courses in writing for neo-literates and courses in managing literacy projects. The organisation is responsible for

the production of easy-reading texts, which cover practical skills, health and religion (Hutton, 1992:60).

6.4.2.3 Discussion of the selected material offered -Operation Upgrade of South Africa's *Afrikaanse lees-skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993)

A discussion follows on the composition of the workbook identified above, and this discussion will in turn help the reader to understand the way in which the contents are arranged.

Name of course: Basic ABET 1

Language: Afrikaans

Course material/s: The course consists of three learner workbooks, which include reading and writing exercises.

The course was developed after 'Operation Upgrade' re-evaluated its approach to teaching.

The method or approach employed by 'Operation Upgrade' is described as a learner-centred approach that takes into account, and builds on, the life experiences of participants. Learners are seen as active participants. This represents a shift from the phonetically-based method, which had characterised the earlier 'Operation Upgrade' courses.

The course uses both structured and unstructured language experience, and encourages the development of a wide range of life skills.

'Operation Upgrade' believes that literacy needs to be part of a broader educational and training strategy, and has attempted to integrate its course into the work of the Department of Manpower, the Natal Training Centre and the KwaZulu Training Trust.

At the end of the course the learners should be able to:

- write simple sentences
- read and reply to letters

- read newspaper in their mother tongue

There is a built-in assessment at the end of each of the four stages. Learners receive a certificate on completion of stage 4.

The following are the potential users of the identified literacy materials:

- the state
- non-governmental organisations
- community based organisations
- religious organisations in urban and rural areas

The course was evaluated by the Centre for Adult Education of the University of Natal in 1992, but the report is not available to the public (Harvey et al., 1996:326).

The materials are currently used by University of South Africa (Unisa) to train ABET practitioners.

6.4.3 The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2 for level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

6.4.3.1 Short historical background of the New Stimela Afrikaans ABET programme.

According to a conversation between the researcher and Andre Gouws (telephone conversation 2005), who works at Stimela Publishers in Cape Town, the material was developed for adults in South Africa who are not able to read and write Afrikaans.

According to Gouws the books were sold mostly in the North Western Cape, Northern Cape, Free State and North West Province.

6.4.3.2 Curriculum and materials offered in New Stimela Afrikaans ABET programme

Only level 1 of the materials was ever produced. The production of the books was discontinued because there was a lack of demand for the books.

6.4.3.3 Discussion of the selected material offered -The New Stimela Afrikaans ABET Programme's *Woeker met woorde*, books 1 and 2 for level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

Name of course: *Woeker met woorde* - 1 and 2

Die Roos van Doringdal

Level: ABET 1

Language: Afrikaans

The course was developed to serve as a basic preparation for further schooling.

The method or approach used in the course consists of presenting reading and writing lessons. The learners learn to read from the book *Die Roos van Doringdal*, while at the same time using the workbook to learn how to read and write words from the reading book. They also learn how to build their own words and sentences. The course is learner centred.

All performance outcomes as formulated by the Independent Examination Board and the Department of National Education are covered. Group work and problem-solving formed an integral part of the course. Learners are also encouraged to measure their performance in terms of the relevant outcomes.

Assessment is ongoing throughout the course and final examinations serve as an entry point to the next level. The programme has been discontinued.

6.4.3.4 *Die Roos van Doringdal* (1997).

Phillips, A. 1997. *Die Roos van Doringdal*. Pretoria: Nasou-Via Afrika.

Name of book: *Die Roos van Doringdal*

Course: ABET 1

Language: Afrikaans

The method/approach of the book is as follows. The book consists of 18 chapters and 57 pages. Each chapter begins with a picture, which helps the learners to familiarise themselves with the contents of the story. This story is about the relationship between Lisa and Bennie. The main aim is to create awareness about the misunderstandings



and misperceptions that people may have about each other, and more specifically, about a relationship between two people belonging to different social classes. It also attempts to make people aware that all things are possible at the right time and in the correct way. This book is used in conjunction with section B of workbook 1.

The story is structured in such a way that facilitates the reading, listening and communication skills that are emphasised in the workbook. While the facilitator is reading the story the learners listen carefully and thereafter discuss in groups the interpretation of the pictures provided in the book.

Each chapter of the story is linked directly to the lessons discussed in the workbook, for example chapter 1 of the story portrays Lisa Speelman who is worried about her family situation because her parents are not working and her father is always drunk. Lesson 1 of section B, deals with people who are unemployed.

6.5 Findings of content analysis

The activity that follows in this section is directly linked to the overall design of the study since it provides the researcher with the type of contents reflected in literacy materials and allows the researcher to find out whether the contents thereof match the needs of the identified communities.

A discussion of the results of the content analysis of the programmes identified follows. The contents are presented first in table format and then discussed. In the first column of tables, the themes are indicated, while the second column refers to the topic of the lesson as found in the literacy material. The third column contains the words or phrases identified and these are organised into broad, preliminary categories of content.

Please note that for books 1 and 2 of the second programme [Operation Upgrade of South Africa's *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993)] there are no particular lesson topics.

On the other hand the third programme [The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2 for level 1 (1997), which was used in

conjunction with *Die Roos van Doringdal* (1997)] does have readily identifiable lesson topics, but does not have a particular overall theme for each section or book.

6.5.1 Project Literacy’s *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 (1996).

This module consists of three sections. Each section has a theme and is divided into lesson topics as follows:

- Section 1: “In the class”, lesson topics A-E, pages 1-20.
- Section 2: “In the office”, lesson topics A-E, pages 1-24.
- Section 3: “The party”, lesson topics A-E, pages 1-23.

The following table deals with the lesson topics and words or phrases identified in section 1 of the book:

Table 6.1 Lesson topics, words or phrases identified in Section 1

Section 1		
Theme	Lesson topic	Words/phrases identified
In the class	A. Abram as a new learner He tells the teacher about himself, i.e. age, gender, place where he lives and his family.	Name, surname, age, birth date, sister, children, work, address, telephone number (Personal information)
	b. Abram meets the other learners in the class. Different forms of greetings are learned.	Hallo, pleased to meet you, good morning (Greetings)
	c. In the class The learners learn how to ask for something.	I do not understand. Where is my book? Can you please help me? etc. (Asking for something)

The following table deals with the lesson topics and words or phrases identified in section 2 of the book:

Table 6.2 Lesson topics, words or phrases identified in Section 2

Section 2		
Theme	Lesson topic	Words/phrases identified
At the office	A. Bongi is looking for work at Radio Metro. She would like to work as a typist.	I am looking for work.
	B. Bongi is hired. She answers the telephone. She writes down messages for Mr. Smith.	Pleased to meet you, Sir/Mam. It is a pleasure. (Greetings)
	C. Bongi types letters and files information according to the 26 letters of the alphabet.	Type, typewriter, desk, telephone, sort out letters, take down messages (Office equipment)

The following section deals with the lesson topics and words or phrases identified in section 3 of the book:

Table 6.3 Lesson topics, words or phrases identified in Section 3

Section 3		
Theme	Lesson topic	Words/phrases identified
The party	A. Anna's birthday Anna and her daughter Sheila travel by bus to visit Anna's sister, Mary, in Soweto.	Bus, bus stop. Happy birthday! Good afternoon, how are you? (Transport, greetings)
	B. Anna and Sheila are visiting.	Welcome! Pleased to meet you. Excuse me, Friday, Saturday, a car, a bus (Greetings, days of the week, transport)
	C. Anna and Sheila help Mary in the kitchen.	Kitchen, sweep floors, clean windows, make tea (Housework)
	D. Sheila answers the telephone while her mother and Mary go shopping.	Take messages and write down, telephone numbers (Telephone etiquette)
	E. The party. Baking of cakes and arrival of people at the party	Hallo, pleased to meet you. Enjoy, eat, dance, laugh, listen, talk, sleep (Greetings, verbs)

Summary of information derived from section 1, 2 and 3 of the book.

In section 1 learner learn the following:

How to fill in forms, how to greet each other, how to write sentences, how to talk to people; and how to ask for something that they needed.

In section 2 of the book, the learners learned the following information:

The learners were taught what to say when they meet new people, how to take telephone messages, how to write sentences, how to talk about other people and how to arrange letters.

The learners learn the following in section 3 of the book:

How to wish someone a happy birthday, what to say when they meet new people, how to use conjunctions, how to invite people to a party and finally how to use the negative form.

Conclusion drawn from Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 programme:

- The contents of this programme consist mainly of words or phrases categorised under personal information, greetings, transport, housework, telephone etiquette, and words or phrases that may be used when someone is asking for something. Although greetings are commonly used in everyday situations a problem may arise when it comes to having to write them down. Therefore this is something that learners have to be taught.
- In terms of personal information, filling out every type of form (whether it is a job application or an application for a bank account or birth certificate) requires that an applicant knows how to fill in these forms. Again, it is important that learners are taught how to do so.
- Overall, the contents consist of general, basic themes. Thus, nothing really new is presented to the learners and they do not have the opportunity to develop a new skill or competency.
- Additional skills or competencies need to be developed in order to address the identified information needs (see chapter 5 for a discussion on these identified information needs) of the communities of Damonsville and Onverwacht.



6.5.2 Operation Upgrade of South Africa’s Afrikaanse lees-en skryfkursus vir volwasse nes, books 1, 2 and 3 for level 1 (1993).

In this programme the contents of the workbooks are structured according to lessons containing words or phrases, pictures, letters of the alphabet and stories which make use of these words and phrases.

The following is an analysis of the book 1. The lessons contained in the book are based on words or phrases using letters from a to z and stories without any specific titles. The lessons have no particular topic, which means that it is not always possible to organise the words or phrases identified into preliminary, broad categories.

Table 6.4: Theme/s, words or phrases identified in book 1

Book 1		
Theme	Lesson	Words/phrases identified
The Abram family	1	Carry, family, father and mother, jacket, tie, cheese, snack (Family, clothes, food items)
	2	Hand, lamp, nail, flame, look, sit (Light a lamp - no particular word category identifiable)
	3	Glass, shelf, bucket, ice, dishes (Household items)
	4	Bucket, ice, bus (Household items, transport - no particular word category identifiable)
	5	Xhosa, Coke, taxi, Sotho, Qwaqwa (Names of languages, places and everyday objects - no particular word category identifiable)



An analysis of book 2 follows below. The lessons contained in the book consist of untitled words or phrases containing the sounds: a, aa, e, ee, i, ie, o, oo, u, uu and y. Examples include carry, potato, bucket, ten, oven, bus, hour, ice, play, throw, jump, fall, laugh, count, look, search, help and roll.

Table 6.5: Theme/s, words or phrases identified in book 2

Book 2		
Theme	Lesson	Words/phrases identified
Revision of sounds	1. a	Cat, mat, damp, fall, down, water, shelf (no particular word category identifiable)
	2. e	Play, wash, sit, throw, noise, spring, laugh, gate, mouth, knife, blade, chicken, big, horse, stand, blunt, sleeping, count, look (no particular word category identifiable)
	3. i	Case, fish, flash, light, old, beautiful, good, stand, search (no particular word category identifiable)
	4. o	Sun, scale, wool, doll, take, bring, sit, roll
	5. u	Hut, hole, bent, rest, big, deep, help, dig, sit
	6. y-ys	Me, he, get, you

An analysis of book 3 follows below. These lessons contained in this book are structured according to different lesson topics, which, in contrast to the previous two books, make it easier to organise the words or phrases identified into preliminary, broad categories.



Table 6.6: Lesson topics, words or phrases identified in book 3

Book 3		
Theme	Lesson Topic	Words/phrases identified
	1.The Family	Husband, wife, children, daughter, son, grandparents (Family members)
	2.The House	House, kitchen, garden, garbage (Household)
	3. Baking a cake	Cake, sugar, salt, taste, recipe, oven (Ingredients)
	4. Journey by train	Cape Town, train, luggage, place, ticket (Travel vocabulary)
	5.Jacob falls ill	Sick, flu, doctor, medicine (Vocabulary relating to health)
	6.The wedding	Wedding, wedding day, dress, suits, red rose, church, priest, bridesmaid, bestman (A wedding)
	7.Pets	Dog and cat (Domestic animals)

Conclusion for the programme

- The structure makes use of letters of the alphabet
- The words or phrases that have been chosen to represent the sounds of the alphabet focus on the family, home and everyday life, i.e. words that everybody knows.
- Again, as with the first programme, there is a need for additional skills or competencies (other than what is presented in the programme) to be acquired in order to address the needs identified in the communities.

6.5.3 The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2, level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

Below is an analysis of the contents of the third identified programme. The books do not have any specific overall themes, but the lesson topics are well defined as the learners learn something new and extra in each lesson.

Table 6.7: Lesson topics, words or phrases identified in Section 3

Book 1 Section A		
Theme	Lesson topic	Words/phrases identified
No particular theme	The learners learn the following:	
	1. How to write their names and surnames.	Name and surname (every page starts with a space that the learner has to fill in)
	2. How to grasp the intent of pictures.	Pictures containing words formed from the letters of the alphabet (a-z): carry, box, coke, dance, bucket, photo, yawn, chicken, injection, chase, cheese, laugh, thin, sneeze, orchestra, road, queen, rest, scissors, tug-of-war, owl, fishing, wash, x-rays, ice, zebra
	3. How to make sound patterns.	The learners practise making the sound patterns and writing the letters of the alphabet.
	4. How to write numbers.	The learners learn how to write the numbers 1-20.



Table 6.8: Lesson topics, words or phrases identified in book1 Section B

Book 1 Section B		
Theme	Lesson topic	Words/concepts identified
No particular theme	<p>The learners learn the following:</p> <ol style="list-style-type: none">1. How to write dates.2. How to discuss different themes.3. How to fill in forms.4. How to read and write words and sentences using the letters a, b, d, r, l, p, g, m and n as found in the book.5. How to use a full stop (.) and a comma (,)	<p>For example 1992-03-04</p> <p>The learners discuss, learn, write, listen and build sentences from words given in the book, for example, look, find, drive, candle, star, iron, tart, gate, type, strong, church, porridge</p> <p>The learners fill in bank cash withdrawal forms: signature, amount in words, date, identification number, name, surname, account number</p> <p>Words containing the letters mentioned on the left are read aloud and written.</p> <p>The learners practise making use of full stops and commas.</p>

Table 6.9: Lesson topics, words or phrases identified in book 2, Section C and D

Book 2 Section C and D		
Theme	Lesson topic	Words/concepts identified
No particular theme	<p>At the beginning of each lesson the learners should write down the date. This helps them to practise writing the date correctly.</p> <p>The learners learn the following:</p> <ol style="list-style-type: none"> 1.How to identify familiar words in the paragraphs. 2.How to write letters and send postal orders. 3.How to read advertisements. 4.How to read pictures. 5.How to discuss in groups. 	<p>Date:</p> <p>For example, dream, see, income, letter, I, stayed</p> <p>Formal letter: address, sender, receiver, ending</p> <p>Free delivery, beauty, deposit, delivery</p> <p>Picture stories and multiple-choice based questions</p> <p>The most interesting/ difficult/ easiest things they have learned</p>

6.6 Conclusion

The contents of this section are organised in such a way that the learners are able to learn something new and extra in each lesson through well-defined lesson plans. Unfortunately there is no inclusion of the indicated needs of the respondents as exposed by the empirical investigation done. (see chapter 5 in this regard).

Emerging from the chapter, the contents analysed could have been sequenced / programmed in a dynamic, interactive and collaborative way where needs of learners could have been used in the process of producing knowledge.

There are no particular categories of words or phrases, i.e. words or phrases are randomly used. A great deal of research needs to be done to understand and incorporate principles of learning programme design, as they influence the design of products and the preparations for implementation in the adult education settings. I further argue that the development and structure of content should be based on the empowerment of the learners.

The filling in of cash withdrawal forms still happens in banks on a daily basis, but, in addition, there is a pressing need for the learners to learn how to use an ATM as this is the most common way to withdraw and deposit cash.(see also chapter 5 in this regard). Some conclusions on the findings from literacy materials analysed was done. (see pages 207, 208 and 211 in this regard)

6.7 Summary

In this chapter content analysis is used as a method to analyse the contents of the selected literacy materials. The coding procedure used in the analysis of the identified literacy materials in the three literacy programmes is also discussed with an aim of investigating the contents of the literacy programmes so as to match them with the needs of the communities. Furthermore, a short historical background was given for each literacy project namely Project Literacy, Operation Upgrade and The new Stimela Afrikaans programme. Short summary and concluding remarks were given at the end of the analysis of different books. Main findings from the content analysis and empirical investigation are discussed and then compared in chapter seven of this study.



CHAPTER 7

A comparison of findings drawn from the empirical work and the contents of literacy programmes

7.1 Introduction

The aim of this chapter is to compare the findings from the empirical work done (see chapter 5 in this regard) and findings derived from the content analysis of the selected literacy materials identified (see chapter 6 in this regard) so as to find out whether the information derived from the empirical data is contained in the literacy programmes so as to determine whether issues from the societies are being addressed. This is an attempt to provide answers to the research question “To what extent does the content of the selected Afrikaans literacy programmes match the information needs of the predominantly Afrikaans preliterate communities of Damonsville and Onverwacht?” (see chapter 1 paragraph 1.3 in this regard). Bar charts which according to Steyn, Smit, Du Toit and Strasheim (2003:34) are graphic representations of the frequent distribution of discrete or categorical data in which the values or categories are given on the horizontal axis and the frequencies are given on the vertical axis. Furthermore establishment is made into the possibility of inclusion of new themes that could be identified. Provision of guidelines on how the communities of Damonsville and Onverwacht may access the information that they need in order to improve their standard of living was also made.

According to Boon (1992b:63) and Bresler (2009:2), “information plays a role in activities such as decision-making, creativity and innovation and development”. Therefore it is not possible for a community to develop if its people do not have access to information that is both relevant and indispensable to them.

7.2 The findings on the general needs derived from the empirical data of the communities of Damonsville and Onverwacht

The section contained a presentation on the findings of the general needs of the two identified communities as derived from the data obtained from questionnaires filled in by the respondents in this study. The findings are classified according to whether they were obtained from unobtrusive observation (see field notes under Appendixes), pilot study conducted (see chapter 4 in this regard), or questionnaires (see questionnaire under Appendixes) completed in by the respondents.

7.2.1 Findings drawn from unobtrusive observation

Unobtrusive observation is “a research technique that allows a researcher to examine aspects of a social phenomenon without interfering with or changing the phenomena” (Tashakkori and Teddlie, 2009:298; Neuman, 1997:275). The main aim of including unobtrusive observation as part of the study was to study the identified communities without making them aware that they are being studied but at the same time, but at the same time gathering evidence of their social behaviour. This technique assisted the researcher in gaining an understanding of the ongoing processes within the community, for example where they obtained certain information and when they needed the information (De Vos, 2005:376). This technique also assisted the researcher to determine quality of infrastructure and environment. The researcher made notes of the noticeable infrastructure sectors and arrived at the following identifications.

From the unobtrusive observation conducted in both communities the following infrastructure sectors, namely education, transport, and posts and telecommunications, were identified as those sectors most in need of attention:

- There is a general shortage of houses, well-equipped libraries and recreational areas in both areas.
- Clinics and telephones have been vandalised.
- There is a need for proper roads (see field notes under Appendixes).

The following steps could be taken to gain sufficient information in order to address the problems identified:

- In order to address the general shortage of houses, the communities need to acquire information about where they will be able to find the provincial Department of Housing (i.e. its location) and who may be contacted to help them ameliorate the situation.
- In order to address the problem of the shortage of well-equipped libraries and recreational facilities, the communities need to know about the provincial Department of Education, the Department of Arts and Culture and the Department of Sport. They also need to know where, how and to whom they may make application in order to be provided with the facilities that they need. The contact people and their details are also very important in this regard.
- In order to reduce the high rate of vandalism, people should know the emergency telephone number, 10111, as well as where to find the nearest police station. An awareness programme to teach people about loving and taking care of their belongings would also probably benefit the communities.
- In order to improve the condition of the roads in the areas information about where to find the nearest transport offices is essential. The provincial Department of Roads and Transport could help in this regard.

7.2.2 Findings from pre-tested questionnaire

The following are the main findings from the pre-tested questionnaire conducted:

The respondent spends most of his time at home, with friends and families at place of worship and being involved in some sporting activities. Even though the respondent has never heard of ABET, he would like to attend ABET classes. The respondent's strong motivation to be involved in ABET was that he would have an opportunity to learn another language and know how to use an ATM even though he was unemployed. Simply drawing money from an automatic teller in town requires good language reading skills. The respondent also preferred various methods to be used in learning a new skill.

The information deducted from the findings derived from the pilot study could be tested against the information contained in the contents of the existing literacy materials which has been investigated in chapter 6 of this study. It can be argued that information to be learned by the respondent i.e. how to use an ATM for withdrawal purposes is lacking in the existing literacy materials. The use of ATM could be identified as a new theme that could be included as content of the literacy material.

7.2.3 Findings from the empirical investigation

The following are the main findings from the respondents who participated in the empirical investigation. These categories of content identified are to be taken into consideration in the literacy materials (tutorial materials) designed for the identified communities of both Damonsville and Onverwacht. Furthermore, the findings arrived at would help the researcher to gain the respondents' background and thus have a clear direction in terms of conducting the research by knowing the number of male and female respondents, their age, their marital status and their dependents etc.:

7.2.3.1 Findings regarding the biographical information drawn from the respondents from Damonsville and Onverwacht

- The respondents are from 25 to over 70 years of age and include both males and females. The marital status ranged from being single, married, divorced, widowed and living together.
- The qualifications of the respondents ranged from having had no schooling to ABET level 1. The percentage of respondents who had no schooling in Damonsville is 73.3% as compared to Onverwacht with 69.0%. The high percentage of no schooling qualifies a need for ABET classes in the areas of both Damonsville and Onverwacht respectively.
- Afrikaans is the mother tongue of the respondents which would have an influence on the language that should be used in the compilation of the literacy materials even though some respondents also indicated fluency in other languages for an example, English (17% respondents in Damonsville and 16% respondents in Onverwacht), Northern-Sotho with one percent in Onverwacht,

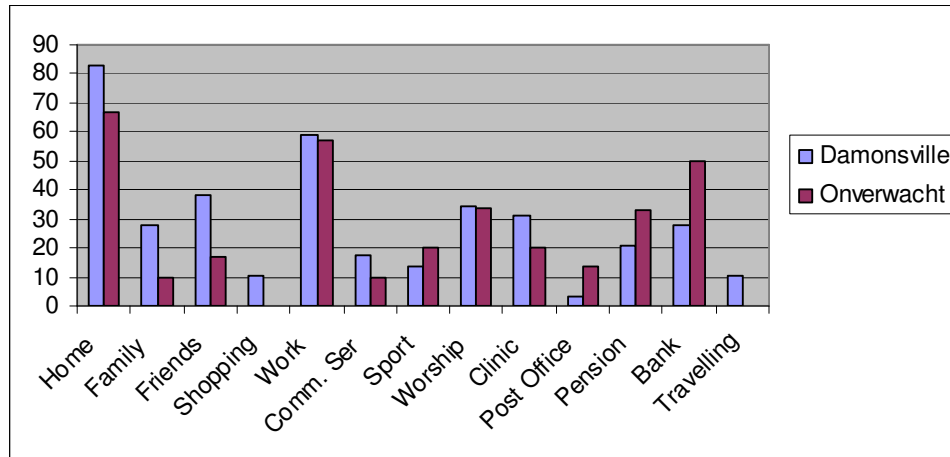
Tswana (10% in Damonsville and 5 % in Onverwacht), Zulu (2% in both Damonsville and Onverwacht) and a further 6% from Damonsville who were fluent in Fanagalo(a type of contact language between whites,blacks and coloureds in souther Africa since the nineteenth century, not least in the mining industry and in domestic services) (Anderson, 1998:55).

- A considerable percentage of respondents from both communities had dependents whose ages ranged from 1 year to 92 years who relied on them financially (Damonsville (58.6%); Onverwacht (50.0%) which could have an impact on the respondents to be able to afford the expences pertaining to costs of ABET classes (see Table 5.9 in this regard).

7.2.3.2 Findings from the main activities of participation and engagement of respondents from both Damonsville and Onverwacht communities who participated in the investigation.

As it is illustrated in Figure 7.1, most of the respondents from Damonsville and Onverwacht spend most of their times at their homes (Damonsville 82.8% and Onverwacht 66.7%), which suggest that different activities performed around homes which would include amongst other, cooking, washing, selling, baking, etc.could serve as the important source of content for inclusion in the literacy programmes. ABET should not only concentrate on reading and writing even though reading and writing are essential, but should also provide a more specific education that could also include working with numbers, gaining life skills and gaining skills to live in communities based on the relevant identified information.

Figure 7.1: A comparison of the percentage of respondents from Damonsville and Onverwacht who spend most of the week or half of the week at specific environments



There is a considerable degree of uniformity with regard to choice of an environment as identified through pilot study by the researcher as well as from interview conducted through the use of questionnaires filled in by respondents. According to the findings respondent spend most of their time at homes. Various activities pertaining to listed environments (specifically referring to home as an environment) have been identified and its relevance to the study outlined in chapter 5 (see Table 5.27-Comments on the specific activities performed at home by the respondents from Damonsville and Onverwacht in this regard). Two of the listed activities viz. cooking for people (55.6% for Damonsville and 63.7% Onverwacht) and cleaning of houses (70.4% Damonsville and 66.7% Onverwacht) are highly favoured by respondents.

7.2.3.3 Categories of content

From the above discussion (see 7.2.3.2 in this regard), the following can serve as main activities of participation and engagement of respondents which could also be taken into consideration during the design of tutorial materials:



Around Homes	The following were the most preferred activities performed by repondents from both communities and involves amongst others, cooking for people, doing gardening, cleaning of the house, doing washing baking of cake and watching television.
With families	Visiting of families, cleaning of parents'houses, cooking for parents and doing washing for mother-in-law.
With Friends	Having conversation, sharing a drink, coming together, visiting other friends and learning to sew clothes.
At shops	Buying of grocery, paying water and electricity, paying of accounts and buying of clothes.
At work	Selling in a spaza shop, doing washing for families, cooking, cleaning of houses, cleaning in hospitals and making of tea.
During community service	Activities performed as community service involves cleaning of windows, helping old people, distributing food for the disabled and visiting old and sick people.
Sporting activities	Excercising, taking part in soccer, jogging, refereeing for soccer match and training teams.
Place of worship	Attending Sunday, Wednesday and Thursday services, helping the priest with services, singing in choir and preaching in the church.
At the clinic	Collecting medicine, consulting the doctor and transporting sick people to the clinic.
At the post office	Posting and collecting of post and paying of water and electricity
At pension pay-point	Collecting pension, selling beer and old clothes ad transporting pensioners to pension pay-point.
At the bank	Depositing and withdrawal of money.
Travelling	Visiting of families at various places.

The above mentioned activities performed around homes, with families, with friends, at shops, at work, during community service, sporting activities, at place of worship, at the clinic, at the post office, at pension pay-point, at the bank or while travelling can serve as goals of the constructive learning environment which will help stimulate a real-world setting in which adult learners use their previous experiences to learn activities in order to provide solutions to various problems that they can encounter. Leonard (2003:39) defines constructive learning environment as “a learning environment which aims at stimulating learners to build information in a manner that emphasizes learner knowledge sharing and collaboration”. Furthermore, Howe and Berve (2006:30) outline the two basic premises of a constructive learning as learning which has its point of departure on knowledge, attitude and interest which learners bring to the learning situation and learning that results from the interaction between the characteristics and the experiences that help learners to construct their own knowledge by actively interpreting their experiences in their social and physical words.

In that line I suggest that if instructional designers for ABET learners take into consideration the activities identified in this study, and then the purpose of education for learners to develop existing knowledge will be achieved. Thus, focus should be made on the identified activities as agents in the process of constructing and deconstructing meaning. Attempts should also be made to embrace sociocultural context in which the individual lives and that of the societies are inseparable from the learning act. Furthermore, constructive learning process should provide a clear role for learners.

7.2.3.4 Categories of information needs drawn from the above discussions.

The following can serve as a number of examples for categorizing the information needs identified in this study:

- A lack of ABET classes through which adults could learn how to read and write was also an area of concern. Accordingly information is needed on where to obtain help, whom to contact when a new high school has to be built or when ABET classes have to be started.

- Both communities identified alcohol and drug abuse and all the related aspects and problems as problems about which information is needed (see page 180 in this regard). Information on whom to contact in order to make communities aware of the dangers associated with these problems played an important role in this regard.
- Housing and recreational information needs are to be addressed also (see 7.2.1 in this regard).
- Technology. Both communities needed information on how to use an ATM in order to withdraw money (see page 180 and 111 in this regard).

The purpose of the above-mentioned information could be included as possible contents of the programme for adult learners from both communities of Damonsville and Onverwacht. It may be concluded from the above discussions that the data-processing method used in this study resulted in categorising the identified information needs. In the following chapter certain of these needs will be used to compile lesson plans that will suit the identified communities. It is also possible that these lesson plans might serve as an example not only for the identified communities, but also for new programmes for the rest of South Africa.

7.3 Findings from the analysis of the literacy programmes

The following section contains a discussion on the findings from the literacy programmes analysed in chapter 6 of this study - Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 (1996), Operation Upgrade of South Africa's *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993) and the New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2, level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).



7.3.1 Project Literacy's *Kommunikeer in Afrikaans: Aangename kennis*, level 1, module 1 (1996).

The contents of this programme consist mainly of words or phrases categorised under personal information, greetings, transport, housework, telephone etiquette, and words or phrases that may be used when someone is engaged in dialogue asking for something. Although greetings are commonly used in everyday situations a problem may arise when these greetings have to be written down. Therefore this is a specific aspect that the learners need to be taught.

Filling in any type of form for personal information, whether it be a job application or an application for a bank account or birth certificate, requires that the applicant know how to write the requisite information. Overall, the contents consist generally of basic themes. Thus, nothing really new is presented to the learners and they are not given the opportunity to develop new skills or competencies.

Additional skills or competencies need to be developed in order to address the identified information needs of the communities of Damonsville and Onverwacht.

7.3.2 Operation Upgrade of South Africa's *Afrikaanse lees- en skryfkursus vir volwassenes*, books 1, 2 and 3 for level 1 (1993).

These literacy programmes consist of contents characterised by the following:

- The structure makes use of letters of the alphabet to promote the acquisition of skills.
- The words or phrases that have been chosen to represent the sounds of the alphabet focus on the family, home and everyday life, i.e. words that everybody knows.
- Again, as with the first programme, there is a need for additional skills or competencies (other than those presented in the programme) to be acquired in order to address the needs identified by the communities.

7.3.3 The New Stimela Afrikaans ABET programme's *Woeker met woorde*, books 1 and 2, level 1 (1997), which was used in conjunction with *Die Roos van Doringdal* (1997).

The following can be noted about the contents of this literacy programme:

- The contents of this section is organised in such a way that the learners are able, through well-defined lesson plans, to learn something new in each lesson.
- There are no particular categories of words or phrases as words and phrases are randomly used.
- Cash withdrawal forms still have to be completed in banks on a daily basis, but, in addition, there is a pressing need for the learners to learn how to use ATMs, as this is the most common way of withdrawing money.

7.4 New themes to serve as the contents of literacy programmes

It is possible to draw the following conclusions from the above findings, which were drawn from the researcher's observation, pilot study conducted, questionnaires filled in by respondents as well as from the contents of the literacy programmes. Although the basic aim of ABET is to teach people how to read and write, the contents of the literacy programmes need to undergo considerable modification in order to fulfil the information needs identified by the communities. Nowhere in the literacy had materials discussed above does the content address specific needs, such as applying for jobs, how to bake, how to be a referee, how to help curb drug/alcohol abuse or how to use an ATM for depositing or withdrawing money.

These are some possible themes that could be included in the literacy programmes that were identified by respondents who took part in the investigation as follows (see chapter 5 page 178 in this regard:

- Awareness programmes on how to reduce alcohol and drug abuse (a concept lesson plan for this particular theme is included in chapter 8);

- Awareness programmes on how to combat vandalism. These awareness programmes would include ways to maintain the new structures that could be built in the communities;
- In addition to information on how to fill in deposit or cash withdrawal forms information should be provided on how to use ATMs to deposit and withdraw cash, because ATMs are used everywhere and are convenient (a concept lesson plan for this particular theme is included in chapter 8);
- Information what ABET entails and how classes can be started in their communities.

7.5 Reflection regarding the relevance of content and activities in the 3 programmes as measured against the empirical findings.

The main research question read “What are the information needs of predominantly Afrikaans preliterate adult learners in Damonsville and Onverwacht and to what extent does the content of the selected Afrikaans literacy programmes match their information needs?” (see chapter 1 in this regard). The empirical findings have indicated that there exist no correlation between the activities performed by the respondents from both Damonsville and Onverwacht (see 7.2.3.3 and chapter 5 in this regard) and the findings from the contents of the literacy materials (see 7.3.1, 7.3.2 and 7.3.3 in this regard).

The contents of the analysed literacy programmes consist of categories of themes, topics and themes based on everyday life. No mention of activities identified by the respondents is made in these literacy materials.

Triangulation was also used to increase the credibility and validity of the results. Triangulation was also used by the researcher in an attempt to overcome the weakness or biases and problems that could come from a single method.

Triangulation is according to Altrichter, Posch and Somekh (2006:14); Cheng (2005:41) Denzin (2006:35) and Bogdan and Biklen (2006:74), a powerful technique that facilitates validation of data through verification from several

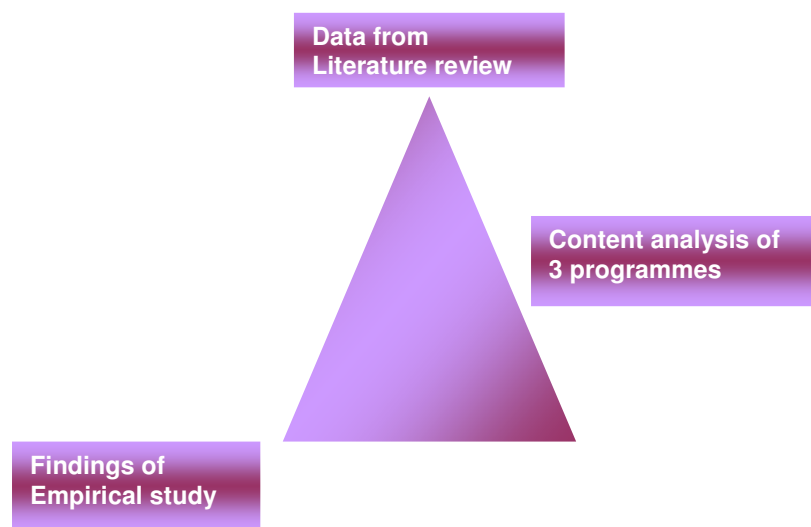
sources. Furthermore, O'Donoghue and Punch (2003:64) define triangulation as a method of cross-checking data from multiple sources to search for regularities.

Denzil (2006:36) identified four basic types of triangulation as follows:

- Data triangulation which involves time, space and persons
- Investigator triangulation which involves multiple researchers in an investigation
- Theory triangulation which involves using one theoretical scheme in the interpretation of the phenomenon
- Methodological triangulation which involves using more than one method to gather such data, such as observation, interviews, questionnaires and documents.

The preferred triangulation applied in this study was the methodological triangulation since there was use of questionnaires as empirical data collection tools, content analysis as well as literature review. Through the process of triangulation, any findings or conclusion is likely to be much more convincing and accurate if it is based on several different sources of information.

Figure 7.2: The three elements of triangulation within the study



The three elements of triangulation depicted in figure 7.2 above can be explained as follows:

Data from literature review:

Enough data from literature study has been used in this study to improve the validity of this study (see chapter chapters 3, 4 and 6 in this regard). For primary data the combination of methods ensured thorough coverage in as far as resources could go. Secondary data covered library research for relevant literature from journal articles, books, theses and internet. This review revealed diverse views on the concepts under investigation, which caused the researcher to develop working definitions of these concepts in the study.

Findings of empirical study:

Questionnaires and interviews were used to allow for triangulation. This resulted in the researcher arriving at relevant information needs deducted from the empirical study conducted (see chapter 5 and 7 respectively in this regard). The information needs were drawn from the activities performed by the respondents in various environments (see chapter five and 7 in this regard). The identified activities were compared with the contents of the literacy programme (see chapter 7 in this regard).

Findings of content analysis of 3 programmes:

The findings of content analysis revealed a pattern consisting of themes, topics, alphabets and words that were used in the three programmes investigated (see chapter 6 in this regard). There was no mention of activities as identified through empirical study conducted.

7.6 Summary

This chapter aimed to discuss and interpret the findings of chapters 5 and 6. Through careful interpretation an attempt was made to identify the information needs of the identified communities. Furthermore possible themes that could be included in the contents of literacy programmes have also been identified, as these themes correlate with the information needs of the communities of Damonsville and Onverwacht. It has been established that the analysed existing literacy materials does not address issues from the identified societies.