CHAPTER 8

Learning programme design in the context of the findings of the investigation

8.1   Introduction

The main purpose of this chapter is to, in the first place, to illustrate how the findings captured in this chapter can be incorporated in a learning programme of choice (ABET learning programme). It illustrates how learning programme design should incorporate the characteristics of learner's engagement in the community. The chapter also shows in the lesson plans needs identified and how they should be structured in order to form part of the learning programme. Furthermore, the chapter explore the principles necessary for the design of the concept lesson plans of which the contents will be based on the selected, identified information needs of the communities of Damonsville and Onverwacht, and based on the conclusion reached in Chapter 7. The information needs identified was also presented through the use of the identified critical and developmental outcomes (see 8.6 in this regard). Furthermore, this chapter serve as a guideline on compilation of the possible, appropriate content for an Afrikaans literacy programme based on needs analysis conducted, with the hope of contributing to the development, improvement and empowerment of these communities. The lesson plan serves as an example from which guidelines for a proposed method for design of literacy materials was compiled.

8.2   Learning programme development

A learning programme enables teachers to ensure that the learning outcomes are effectively and comprehensively attended to across the phase (Gravett, 2001:44; Bishop, 1985:61). A learning programme also enables learners to achieve the intended outcomes and to provide guidance on how to plan for inclusion of the needs of the communities and learners (Department of Education, 2008:28). In this study, learning

programme would enable learners from the communities of both Damonsville and Onverwacht to achieve the outcomes of the identified needs.

Figure 8.1: The Framework of learning programme development
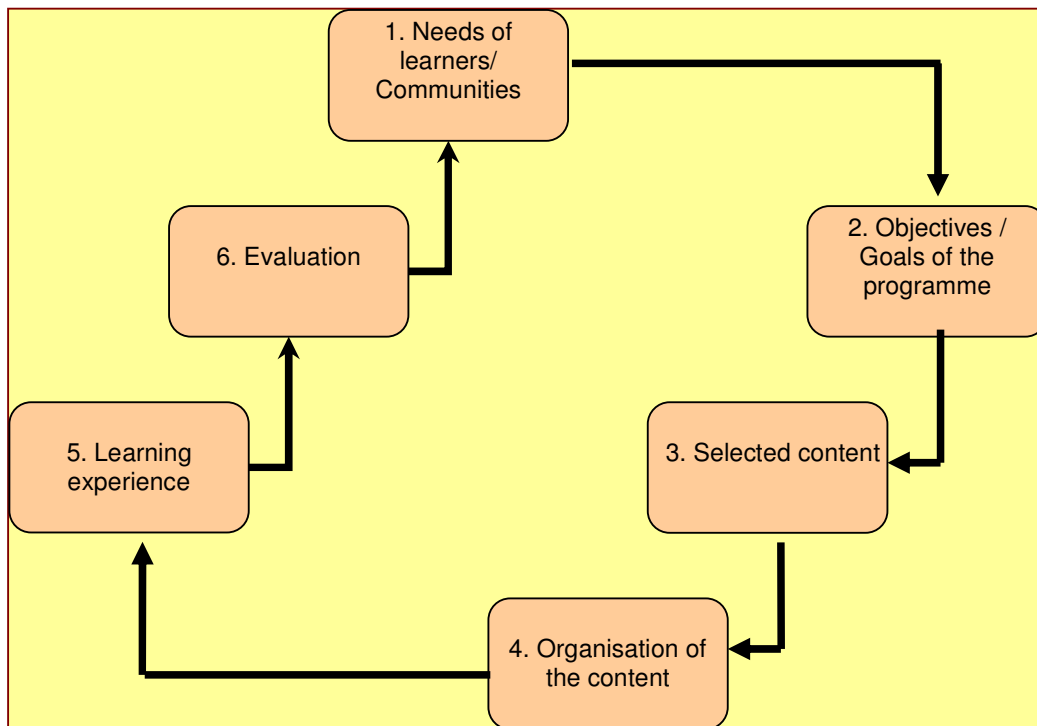
The above Figure 8.1 can be explained as follows:

1.   Needs of the learners

Learning programmes should focus on meeting the needs of learners (Gravett and Moodie, 2006:10). The general needs of an ABET programme is to make the people literate which include the ability to read and write so that they should be equipped to participate more fully in their society (see findings derived from the empirical study done of the needs of the communities of the Damonsville and Onverwacht p 179,180-190,182 in this regard).

The summary of the identified needs were as follows:

- The need to learn how to acquire a certificate;
- The need to learn how to read the Bible (applicable to those members who chose the attendance of religious activities);
- The need to learn how to use the bankcards at an ATM;
- The need to learn how to have a better control of the finances;
- The need to learn ho to count monies;
- The need to learn how to reduce alcohol and drug abuse;
- The need to learn how to combat vandalism in the communities;
- The need to be educated; the need to learn to write their names;
- The need to learn how to read the sale pamphlets;
- The need to learn how to pass matric;
- The need to learn how to read books;
- The need to learn how to get a promotion;
- The need to learn how to communicate better with other people.

Only two identified needs above namely bank-related matters and reduction of alcohol and drug abuse were selected as contents of the lesson plans as dire needs by the respondents from both communities from Damonsville and also because there exist no demonstration of such contents in the contents of the selected materials analyzed in the study. The inclusion and structure of the contents in learning programme is demonstrated in this chapter. The community perspective of developing societies is an important factor, as the programme should often accomplish the balance between the needs and the provision in a particular community. Determining what learning is needed will contribute towards the achievement of goals.

2.   Objectives of the learning programme

The general learning objectives are intended educational consequences of particular courses or units of study (Posner, 1995:79; Department of Education, 2008:20). According to Caffarella (1994:5) and Gravett (2001:24), the ultimate objective/goal of ABET is to make sure that people become literate (see also intended goals of the two

lesson plans under 8.6 in this regard). Furthermore, they should be able to fulfill their own self-determined objectives as families and community members and members of social, religious, or other associations of their choosing. The end product should yield people who can have the ability to obtain information they want and use that information for their own and others` well-being so as to be able to solve the problems they face in their daily lives.

The much more important gaols which are central to the planning of effective adult literacy progamme are:

- Self-realization
- Awareness of reality of change, which include the abilities for learning how to learn as people, varies greatly in their experiences, wants and expectations.

3.   Content selection in the learning programme

Selecting content should be guided by its relevance to the learners' needs, i.e. the content which is at a level that suits the needs of the learners. According to Gravett and Moodie (2006:37), the selection of content should support the achievement of the outcomes and assessment criteria. Content should be relevant to the needs of the learners, and therefore cannot be generalised. Content selected also should be at a level which suits the needs of the learners (see also 8.6 and 8.7 in this regard where outcomes have been identified, various method employed specified and assessment criterion specified also). The research in this study is based on what content has to be selected and included (see 175-178 in this regard).

Carl (2009:91) identifies the criteria for selecting content as follows:

- Selecting the content that serve the realization of aims and objectives
- Selecting the content that is manageable, accessible and realistic
- The content should also be relevant
- The content that should stimulate and motivate learners
- The content that take learners' existing knowledge and needs into account
- The content that offers opportunity for self-discovery

- The content that is practically achievable
- The content that is topical in regard to needs
- The content that is functional in the empowerment of learners to develop their full potential

On the other hand Fraser (1993), identified the following criteria which could be used to select content for instruction purposes as follows:

- Applicability: The applicability of the learning content to the needs of the learners
- Validity and significance: The content should teach learners that with which they can identify themselves
- Learnability: The content chosen should coincide with the learner's intellectual abilities and the level of development
- Durability (life-span):The content should make provision for change
- Viability: The content selected should play a role in the development of the learner
- Balance between superficial and depth: The content should represent themes in greater depth
- Relationship between learning content and other sub-disciplines of reality:The content should also relate to other subjects
- Relationship between facts and principal ideas: All other information should be connected to the main idea
- Usefulness (relevance): It must be decide which subject content will be most valuable to the learner
- Intrinsic interest: Interesting content should be selected which coincide with the learners's objectives, expectations, needs and problems.

The content selected in the lesson plan was drawn from list of the preferred information identified by the respondents from both communities of Damonsville and Onverwacht respectively (see page 224 in this regard). All the above mentioned factors that serve as criteria for selecting content for lesson plan were taken into consideration.

The specific content chosen was knowledge of how to use the ATM for withdrawal purposes and the awareness programme on the transfer of information about alcohol and drug abuse.

Almost all respondents identified the two contents as their preferred needs (see pages 175-176 in this regard). See also page 177 wherein it is stated:

> "Furthermore general information will be gained on the
> preferred choice of learning activities (content) that could
> be included in the learning programmes together with their
> preferred ways of learning of a new skill".

When developing and sequencing content, the following checklist would yield positive results:

Table 8.1:   Checklist for developing and sequencing content

Does the learning content relate directly to the learning outcomes?	Yes	No
Is the content based on recent resources?	Yes	No
Will the learners cope with the content in the allotted time?	Yes	No
Is the content suited to the learners' level of competence?	Yes	No
Is the content structured in a logical sequence?	Yes	No
Is the presentation of the learning content clear and focused/	Yes	No

Adapted from Gravett and Moodie (2006:46)

If the majority of questions are marked with a 'yes' response, then a possible relevant learning content would be achieved.

The language use in the society (Afrikaans) would help the learners to create and interact better with a text by writing and reading in the language that the learner knows.

4.   Organizational content of the learning programme

The following principles of the organization of the content of learning programme was set according to Carl (2009:92), i.e. logical classification which involves information arranged from simple to complex, chronological, from basic to more advanced content, known to unknown and topic that join up with the present or living world in order to understand things better. The identified content (see 8.6 and 8.7 in this regard) was drawn and demonstated into a learning programme as part of the lesson plan (see pages 241-248 in this regard).

Relevant words/phrases that play a role within the chosen theme/topic are used as part of the content in the learning programme (see 8.6.1 and 8.7 in this regard). Criteria for specific steps for selecting content applicable for this study are discussed under 3.6.1.7. The link between the learning programme and the lesson plan is that the lesson plans are drawn from the selected content captured in the learning programmme and is delivered in the classroom as a reflection on what has worked, how well it worked and what could be improved. The lesson plans set out the content to be covered in each coherent series of learning, teaching and assessment activities (see also 8.6-8.7 in this regard).

5.   Learning experience

By establishing learners' knowledge and experience, the researcher could design learning tasks that would allow them to share their experiences before new knowledge could be offered which could be assimilated into their existing knowledge. Learning experience would illustrate learners' engagement and interaction with the selected learning content. Adult learners bring a great deal of life experiences into the class-room, which need to be integrated with the new knowledge. While learning something new, most adults learners need to see how it fits in with what they already k now. The life experiences of respondents from the communities of Damonsville and Onverwacht

was drawn from activities performed around homes, churches, banks, post-offices ect. (see 5.3.2 in this regard).

6.   Evaluation/Assessment

Assessment in ABET (see 2.2.8.2, Table 2.3) should be an integral part of planning with an aim of developing and applying content knowledge so as to enable reflection on process and products. Carl (2009:97); Bishop (1985:125) and Gravett (2002:53) state the following as the reasons why learners are assessed:

- To determine how well learners have achieved the learning outcome
- To determine which learners are ready to progress
- To determine where learning difficulties occurred and wht the nature of the difficulties are
- To provide feedback
- To determine what has to be re-taught
- To identify how teaching and learning should be improved.

The following grid represented in a table format could be used to evaluate the learners' knowledge of the content:

Table 8.2: Taxonomy grid for assessment

The knowledge dimension	Remember	Apply	Evaluate
Factual	Remember the processes learned	Use step-by step for withdrawal of money	Evaluate process of learner
Conceptual	Remember all information learned	Use concepts learned correctly	Educator evaluate the learner
Procedural	Remember the correct procedure taught	Apply the procedure correctly	Educator evaluate the learner

Adapted from Maree and Fraser (2004)

The above table 8.1 above which represent a possible taxonomy grid which could be used to assess the learners can be interpreted as follows: the knowledge dimension which include facts, concepts and procedure to be learned and followed include remembering of concepts, concepts and procedures. Furthermore, correct application of learned facts, concepts and procedures plays an important role. On the other hand, the educator has to evaluate the progress of the learners.

The learners` knowledge of the taught content was assessed at the end of the lesson (see 244 and 252 in this regard).

Pertaining to the use of an ATM, assessment would be more practical by withdrawing money at a selected ATM, while the assessment of the lesson based on Alcohol-drug abuse would be based on answering questions as compiled in page 252. Adult learners prefer their learning to be practical, where they would learn how to apply theories learned in real life.

8.3 Conditions to be met when designing a programme for the adult learners

Conner (2007:3) defines learning as the act, process, or experience of gaining knowledge or skills. In contrast, memory can define the capacity of storing, retrieving, and acting on that knowledge. Learning helps the researcher to move from novices to experts and allow the resaercher to gain new knowledge and abilities.

Learning strengthens cognitive development by building new pathways and increasing connections that we can rely on when we want to learn more. Definitions that are more complex add words such as comprehension and mastery through experience or study. The researchers can learn from everything the mind perceives (at any age). Our brains build and strengthen neural pathways no matter where we are, no matter what the subject or the context.

In today's business environment, finding better ways to learn will propel organizations forward. Strong minds fuel strong organizations. We must capitalize on our natural

styles and then build systems to satisfy needs. Only through an individual learning process can we re-create our environments and ourselves.

Caffarella (2009:29) highlighted the major principles of adult learning that can be used in developing the programme as follows:

- Adults are a rich background of knowledge and experience and learn best when this experience is acknowledged and new information builds on their past knowledge and experience.
- Adults are motivated to learn based on a combination of complex internal and external forces.
- All adults have preferred and different ways of processing information.
- Adults are not likely to willingly engage in learning unless the learning is meaningful to them.
- For the most part, adults are pragmatic in their learning; they want to apply their learning to present situations.
- Adults come to a learning situation with their own personal goals and objectives, which may or may not be the same as those that underlie the learning situation.
- Adults prefer to be actively involved in the learning process rather than passive recipients of knowledge.
- Adults learn in interdependent, connected, and collaborative ways as well as independent, self reliant modes.
- Adults are more receptive to the learning process in situations that are both physically and psychologically comfortable.
- What, how and where adults learn is affected by many roles they play as adults (for example, worker, parent, partner, friend, spouse) and their own personal context as learners (for example, gender, race, ethnicity, social class, disabilities and cultural background).

In addition, Cranton (199213) mentioned the following as principles of adult learning:

- Adults are self directing meaning that they should feel accepted, respected and supported thus, involving them in the process of planning their own learning.

- Adults may have varied experiences which should be tapped into their learning programs

- Adults are also ready to learn as a result of being at a developmental transitional point which means the concept of developmental readiness should be considered.

8.4   Social content of learning

Cranton (1992:43) suggest that a valuable perspective on learning style for adults is to consider the ways in which learners interact with each other and with their educators. The interaction styles referred to here include amongst others, the learners expectation that the educator is primarily responsible for the learning that occurs, the learners expectation that the responsibility for learning should be shared by learners and educators and the learner's expectation that he/she will set and attain individual goals. According to Chopra (1993:63) Adult learning is enhanced when learners discover their preferred learning styles. As people become more aware of how they learn and become exposed to other ways of learning they can redefine and modify their own styles as they seek ways of becoming more competent and responsible learners.

Different learning theories have been applied over years under education perspective. The following are important learning theories and can possibly be compared as follows: Vygotsky LS Social development theory; Bandura A Social learning theory, Bruner J Constructivist theory and Lave, Situated Learning.

1.   Vygotskys Social development Theory (1978).

According to Vygotsky (1978:55), social interaction plays a fundamental role in the development of cognition. The principle applied under this notion implies that cognition development is limited to a certain range at any given age and that full cognition requires social interaction.

2.   Bandura`s Social learning theory (1977:21), has an emphasis on the importance of observing and modelling the behaviour, attitudes and emotional reactions of others. The principle followed here implies that the highest level of observational learning is achieved by first organizing and rehearsing the modelled behaviour symbolically and

then enacting it overtly. Individuals are more likely to adopt a modelled behaviour if the model is similar to the observer and has admired status and if it results on outcomes they value.

3. Bruner`s (1966:25), Constructivist theory Learning, is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner select and transforms information, construct hypothesis and makes decisions relying on the cognitive structure to do so. Cognitive structure provides meaning to experiences and allow individual to go beyond the information given.

4. Lave and Wegner`s Situated learning: legitimate peripheral participation (1990:1), suggest that learning is a function of activity, context and culture in which it occurs. Social interaction is a critical component of situated learning. Learners become involved in a community of practice which embodies certain beliefs and behaviours to be acquired, thus encompassing outside and inside school activity through collaborative social interaction and social construction of knowledge.

The researcher`s synthesis pertaining to the abovementioned theories is that all the theories discussed can play an important role in the development of learning programs for the adult learners since social development (Vygotsky), observation and modelling (Bandura), social interaction (Lave) and construction of knowledge (Bruner) are aspects required for learning in this field.
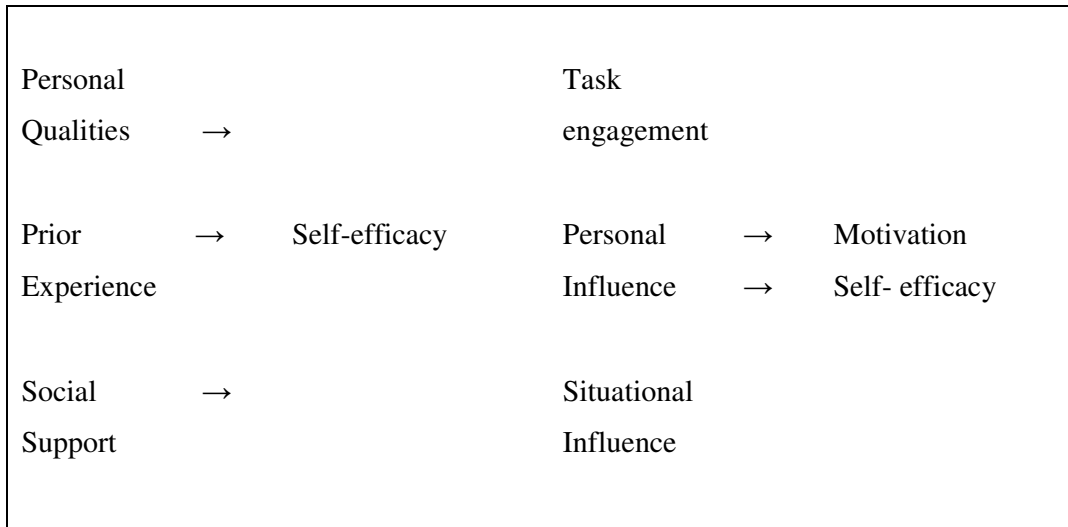
Vygotsky (1978:59) has developed a socio-cultural approach to cognitive development which puts emphasis on the following aspects:
- The importance of culture to shape cognitive development
- The role played by language in cognitive development.

Schunk (2000:99) on the other hand emphasizes the influence of learning and performance relying on factors such as motivation and observing. He further suggests that goals and expectation play an important role in observational learning and performance of learned behaviour (Schunk 2008:100). Accordingly goal motivates

learners to exert effort to meet the task that also leads to self-efficacy. A model of self efficacy of school learning was developed as follows:

Table 8.3: Self efficacy model of school learning

Personal Qualities	→		Task engagement		
Prior Experience	→	Self-efficacy	Personal Influence	→ →	Motivation Self- efficacy
Social Support	→		Situational Influence		

Adapted from Schunck (2000:120)

The above table 8.1 can best be interpreted as follows:

At the start of an activity, individuals differ in their self-efficacy for learning as a function of their prior experience, with similar activity and personal qualities such as abilities and attitudes. Initial self-efficacy also depends on the types of support persons from significant individuals and their environment. As people engage in activities, they are affected by personal influences such as goal setting and information processing along with the situational factors, for an example, rewards, teacher feedback, etc. Motivation and self-efficacy are enhanced when learners are becoming more competent and skillfull.

8.5 Aim of a concept lesson plan

The aim of a concept lesson plan is inter alia, to manage learning activities, to direct and re-direct learning activities, to identify the shortcomings of learning programmes,

to implement a learning programme and to select an appropriate strategy and support material (Department of Education 2005:4).

The lesson plan should include learning, teaching and assessment activities that reflect the learning outcomes set out in policy statements. A successful concept lesson plan will result in learning that will promote self-reliance in a learner and motivate individual learners in their own development and the development of their environment.

According to Harley et al. (1996:166) and Lucket, (2002:49), the guidelines for a national framework for ABET claim that content-driven courses in which the focus is primarily on the transmission of information and which exclude any emphasis on the developing skills, actually failed to meet the needs of adult learners. Therefore the need arose for the development of a more flexible curriculum based on an outcomes-based approach. This would allow learners to demonstrate through outcomes assessment what they have achieved in respect of the required standard at a particular level, regardless of the manner in which that learning occurred (Harley et al., 1996:167 and Selematsela, 2009:39).

Accordingly ABET programmes should emphasise literacy, as literacy is a basic and necessary tool for everyday life. The programmes should also be relevant to the lives of the learners and should enable them to read newspapers, instructions, and signboards, and information relating to their work and to the day-to-day activities in which they engage in (Chopra, 1993:14 and Fraser, 2005:246). According to Harley et al (1996:310), adult education should entail more than merely just reading and writing, but should also equip people to participate more fully in society.

Participation in society is made possible by learners learning a skill through a literacy programmes. To learn these skills, learners should be taught using carefully selected content that would suit the real needs of learners which have already been identified. The information needs of learners in communities of Damonsville and Onverwacht were identified in Chapter 7 (see paragraph 7 in this regard). In addition, the literacy programmes should be constructed around identified outcomes.

This chapter on a concept lesson plan is an attempt to address the research question outlined in chapter 1 whereby ways of addressing the content of adult literacy materials could be tailored to match the information needs of predominantly Afrikaans-speaking preliterate adult learners.

The concept of the two lesson plans created for curriculum design will then be used for the identified communities of Damonsville and Onverwacht respectively and could also be adapted for different learners of literacy programmes in South Africa and elsewhere.

8.6 Addressing the outcomes of literacy and communication in general

As outcomes play an important role in outcomes-based education, the researcher has made an effort to address the identified outcomes when planning lessons, that is, being critically aware of the language to be used in this study, implying that Afrikaans will be used as language of content addressing cultural and social values in given texts, in other words taking into account the fact that the given text should reflect the simple words which the adult learners will be able to master; using information from a variety of sources and situations; knowing and applying language structures and conventions in context (Department of Education, 1998:13).

8.6.1 Critical cross-field education and training outcomes

The National Qualifications Framework has identified seven critical outcomes for the learning field or contents of learning and an additional five developmental outcomes. Information on cross-critical-field Education and Training outcomes has been discussed in Chapter 2 of this study (see paragraph 2.6). From the list of seven critical outcomes and five developmental outcomes outlined below, four outcomes which have been derived from the critical outcomes and three from the developmental outcomes will be addressed using the two lesson plans outlined in this chapter.

An additional five developmental outcomes as identified by the National Qualifications Framework will be discussed below. In order to contribute to the full development of each individual learner and the social and economic development of society at large, any programme of learning must aim to make the individual aware of the importance of the role played by the outcomes as addressed in the following lesson plans:

- To communicate effectively using visual, mathematical and/or language skills (the identified critical outcome is addressed in the practical lesson plan through the example of withdrawing money from an ATM).
- To be able to use technology effectively (the identified critical outcome is addressed in the practical lesson plan through the example of withdrawing money from an ATM).
- To be able to identify problems of the learners and solve these problems effectively (the identified critical outcome is addressed through transfer of information relating to alcohol and drug abuse).
- To work effectively with others as members of a team, group organisation or community (critical outcome addressed through the transfer of information relating to alcohol and drug abuse).
- To participate as responsible citizens in the life of local communities (the identified developmental outcome is addressed through the transfer of information relating to alcohol and drug abuse) (Department of Education, 1998:25-26).

8.7   Examples of concept lesson plans

The following section consists of two examples of concept lesson plans which have been formulated on the basis of the information needs identified in chapter 5 of this study.   This information needs fall under the category of technology as both communities need information on how to use an ATM in order to withdraw money and also under the category of health matters, as respondents from both communities identified alcohol and drug abuse as areas in respect of which information was also needed.   Information about whom to contact in order to make communities aware of the dangers associated with the problem played an important role in this regard.   Both examples of lesson plans were identified as possible additional themes that could be

included in the existing literacy programmes (see page 207 of this study). The researcher chose the above two information needs because the majority of the respondents reacted positively towards the identified needs.

The first lesson plan, which is a practical lesson plan, aims at educating the learners about the use of ATMs for cash withdrawal as the use of bank-books has been discontinued, and also because ATMs can be used 24 hours a day, seven days a week. Furthermore the ATM provides an alternative to the long queues inside the banks waiting to be serviced.

The second example, the transfer of information about alcohol or drug abuse has been chosen from the identified information needs in the hope that it will help to promote healthy lifestyles and prevent diseases within the identified communities.

8.7.1 A practical lesson to educate the learners about the use of ATMs for cash withdrawals

People who cannot read and write encounter problems when using ATMs (see chapter 5 in this regard), since using an ATM involves reading, interpreting and carrying out instructions correctly. If a person fails to press/choose the correct arrow, this could result in the incorrect transaction being processed, the user's card could be retained by the machine, or else a dishonest person may take advantage of the user's helplessness and while pretending to help, actually steal the user's money.

A number of different ATM's exists in this country, for example Saswitch, Standard Bank ATM, and ABSA ATM, etc. The ABSA ATM was chosen for the purpose of this lesson plan because it was available for use by the two communities identified and ABSA was their   bank of choice.

Automatic Teller Machine (ATM)

The following is an example of the Automatic Teller Machine used by ABSA bank. An ATM is "a computerized machine designed to dispense cash to bank customers without need of human interaction" (What is an ATM?, 2006:1).

The contents of the columns in the following table give a possible concept lesson plan based on a practical lesson on how to use an ATM for the purpose of withdrawing money. This section is divided into columns consisting of the theme/topic of the lesson, level, week, learning outcome/s, assessment criteria, educator's role and steps to follow when withdrawing money. Furthermore, the section consists also of ATM screens according to which responses to messages/instructions are to be correctly followed. The ATM screens are used in this lesson plan because they form part of the operating system's utilities. ATM screens also allow the learners to select the most appropriate option for a given scenario. The options/instructions to follow appear in Afrikaans, while the English versions appear at the end of each step, where possible. Important interrelated words/instructions to be mastered in this lesson are also identified (See column under words/instructions to following below). These identified words are taught by way of flashcards as materials for learning. Failure to interpret/read the instruction/words correctly may lead to the transaction being cancelled. Should a wrong option be selected more that twice, the possibility exists that the card will be retained by the machine thereby rendering the transaction impossible.

Learning Area: Language, Literacy and Communication	
Theme and Topic: The use of an ATM for cash withdrawals	
Level	1
Week/Date	
Words	Learners are taught to learn/master and apply the following words used correctly within context so that the withdrawal transaction may be performed successfully: select, transaction, insert, choose, enter, pin, language, card, proceed, other, withdrawal, balance, deposit, cash, amount, language, enquiry, etc. The words listed pertaining to the use of an ATM will be taught through flashcards. Repetition as a method is used to speed up the process of mastering the contents. A successful application of the terms will ensure a successful transaction.
Learning outcomes	a) Critical outcome(s): • The most important critical outcome in this regard is to be able to use the ATM for withdrawals thus displaying the ability to communicate effectively using visual technology and to apply language skills which have been learned correctly. • If a learner understands that he is not allowed litter the floor, but to use the dust-bin provided, and that he must not assault the machine if it does not work, then he is showing a sense of responsibility towards the environment and the requirements of others. The learners should be able to withdraw money from an ATM successfully by following the instructions correctly. b) Developmental outcome(s) • The learners should be able to follow the instructions and steps involved in the withdrawal of money from an ATM, thereby addressing the developmental outcome of reflecting on and exploring a variety of strategies to

	learn more effectively.
Assessment criteria: • An ATM is identified and the process of withdrawing money is implemented practically • The learners will go to an ATM and try out the vocabulary taught. The learners will be assessed practically by ascertaining whether they were able to withdraw money from any ABSA bank ATM successfully.	
The educator's function: The educator teaches the learners the steps they need to follow when withdrawing money at an ATM. At an ABSA ATM one's debit or credit card may be used to access one's account portfolio and perform one or more of the following: • cash withdrawals • balance enquiries • mini statements (only ABSA clients) • account transfers (only ABSA clients) • third party payments (only ABSA clients) • deposits (at selected ABSA ATMs) • Vodacom, MTN, Cell-C, and Telkom prepaid airtime purchases • various portfolio functions such as changing one's PIN (only ABSA clients)	
Learning support materials (LSM)	• Financial institution: ABSA bank • Machinery: ATM • ATM cards
Estimated time	It is not easy to estimate the duration of the lesson because the success of the lesson depends on the ability of the learners to withdraw money from an ATM. The process of withdrawing money involves the ability to recognise the words learned, press the correct words/options and key in the correct pin code.
Reflection	• Outcomes achieved may be reflected only once the learners have successfully withdrawn money from an ATM. • The work should be repeated if the educator

	notices that the learners have failed to use an ATM correctly.

8.7.2   Important steps to follow for cash withdrawal

The following are a number of screens as they appear on the ABSA ATM screen when withdrawing money. The language/words used on the screens appearing below are in Afrikaans since Afrikaans is the language of the identified communities.   The instructions to be followed at every step are given in both Afrikaans and English. The English equivalent of words is given at the end of every step.

1. Plaas kaart in OTM / Insert your ATM card to proceed

Plaas kaart in OTM

Stop verlore kaart
0800 11 00 55

OTM

ABSA

Please insert your card to proceed; Stop your lost/stolen card

2. Kies u taalvoorkeur/Choose a language option

Keuse van taalvoorkeur

Afrikaans   Sesoth

English   IsiXhos

IsiZul

3. Tik u pin in/Enter your pin

Tik asseblief u pin in en druk gaan

.

OTM

ABSA

Key in your pin and proceed

4. Kies u transaksie /Select a transaction

Kies u transaksie

Onttrekking

Balans

Mini staat

Deposito

Betaling

Pre-paid

5. Kies u transaksie/Select a transaction

Kies u transaksie

R100

R300

R500

Ander bedrag

Ander transaksie

6. Kies u transaksie /Select a transaction

Tjek	Spaar
Sleutel rekening	Krediet
	Ander transaksie
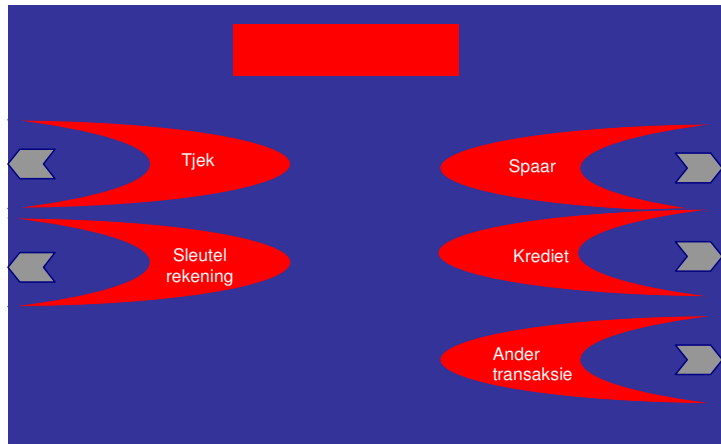
7. Neem asseblief u kaart/Remove your card

Neem asseblief u kaart

OTM

ABSA
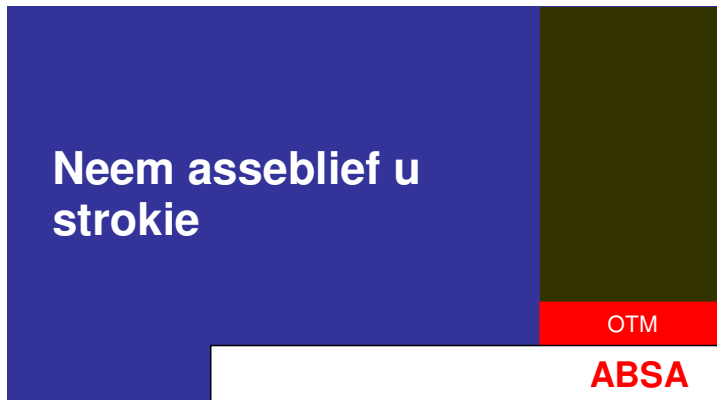
8. Neem asseblief u geld/Remove your cash
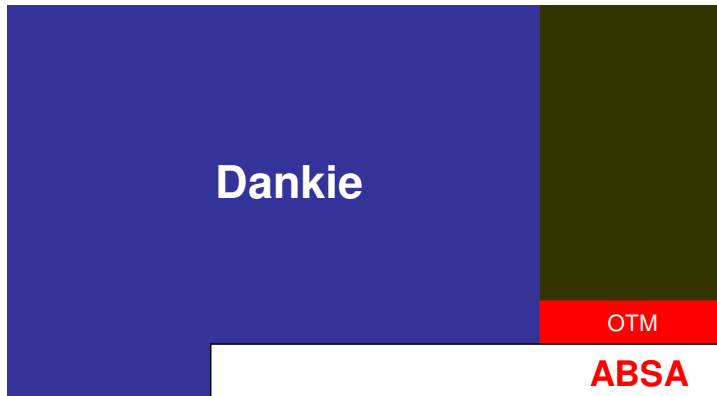
Neem asseblief u geld

OTM

ABSA

9.   Neem asseblief u strokie/Remove receipt

10.   Dankie/Thank you

In conclusion it should be noted that the outcomes and assessment are determined by the theme/topic of the lesson, and that the theme/topic in turn influences the design of the learning area (content) and the choice of methodology. The estimated duration of a lesson is further determined by the cognitive level of the learner. The quicker the learner masters the subject, the less time it will take for the educator to complete the lesson. The slower the learner the longer it will take for the educator to complete the lesson.

8.8 A lesson plan based on the information transfer about alcohol and drug abuse

The need for an awareness programme on the transfer of information about alcohol and drug abuse was identified by the communities of both Damonsville and Onverwacht, and this triggered the inclusion of this topic as a new theme for the literacy materials. This information will hopefully help reduce the incidence of both alcohol and drug abuse in the identified communities and, in addition, help empower the communities to cope more effectively with the negative effects of alcohol and drug abuse. Furthermore, the programme will make the communities aware of the impact that alcohol and drug abuse has on health and society.

The following critical and developmental outcomes are addressed in this section:

- Identify and solve problems, the learner's responses displaying that responsible decisions have been made using critical and creative thinking (critical outcome addressed)
- working effectively with others as members of a team, group organisation or community (critical outcome addressed)
- participate as responsible citizens in the life of local, national and global communities (developmental outcome addressed)
- showing cultural and aesthetic sensitivities across a range of social contexts (developmental outcome addressed) (Department of Education 1998:250).

The contents of the columns in the following table provide a possible concept lesson plan of which the contents are based on the transfer of information on alcohol and drug abuse. This section is divided into columns consisting of the theme/topic of the lesson (alcohol and drug abuse), level, week, learning outcome/s, assessment criteria, and educator's role in respect of alcohol and drug abuse. Furthermore, two examples of alcohol awareness pamphlets are provided visually depicting the effects of alcohol abuse. The use of pamphlets as examples of visual aids will help the learners to understand the dangers of alcohol/drug abuse.

Pamphlet A
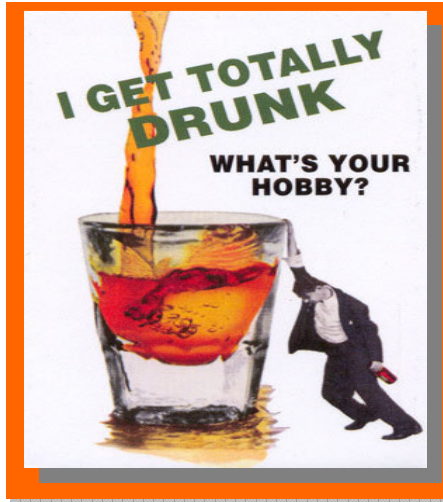
The information in this pamphlet depicts a male who is completely drunk, but would still crave more. In the one hand he is clutching a bottle, even though he cannot stand properly on his own and with the other hand he is trying to support himself by clinging to a glass. These are the feeble attempts of a drunkard trying to justify himself.

Pamphlet B

The following pamphlet depicts a man who, after drinking an excessive amount of alcohol, is vomiting it out. The action of vomiting can lead to the development of throat cancer.

Learning area:	Life Orientation
Theme:	Alcohol and drug abuse
Level	1
Week/Date	Date
Learning outcomes	a) Critical Outcomes: • Identification and solving of problems: the learner's responses display that responsible decisions have been made using critical and creative thinking; • work effectively with others as members of a team, group organisation or community. The learners should be able to identify a person displaying the physical and psychological symptoms of alcohol and drug abuse and be able to refer the person to the relevant association for help, thereby displaying that they have mastered the skill of working effectively. b) Developmental outcomes: • participating as responsible citizens in the life of local, national and global communities; • showing cultural and aesthetical sensitivity across a range of social contexts (Department of Education 1998:25-26). The learners should be able to talk freely about their own experiences and the experiences of others whom they know in relation to the information about alcohol and drug abuse. The learners should also be aware of the impact of alcohol and drug abuse on people's moral and cultural values, as well as the economic implications thereof

Instructional strategy	• Direct instructions
	• Questions and answers
	• Observation
Learning support material (LSM)	• Newspapers
	• Brochures
	• Alcohol and drug addiction
Assessment activity	• The learners discuss the causes of alcohol and drug abuse.
	• The learners list the symptoms of alcohol and drug abuse.
	• The learners list or mention precautionary measures that may be taken to prevent the abuse of alcohol or drugs.

Knowledge	Skills	Values	Attitudes
Effects of alcohol and drug abuse	Communication	Respect	Support for addicts, for example those who should enter a rehabilitation clinic.

8.9   Summary

This chapter has dealt with the learning programme design in the context of the findings of the investigation, thereby creating a possible formulation of the concept lesson plans, whereby the opportunity for further research into the evaluation of the new themes incorporated into the existing literacy programmes was successfully created. A framework for a learning programme design was also provided.

Furthermore, different aspects of lesson plan have been discussed, for example theme/topic, level, outcomes and assessment.

CHAPTER 9

Summaries of chapters, conclusion, and recommendations

9.1 Introduction

This chapter addresses the conclusion based on the extent to which the research questions have been answered. In addition, guidelines and recommendations are provided to suggest how literacy material could be designed to meet the information needs of the target population effectively (see chapter 8 in this regard). Furthermore, concept lesson plans have been developed as an attempt to address the relevance of contents and information needs.

To conclude this study, chapter 9 gives a summary of the investigation, conclusions and the recommendations of the research. Topics for future research are also discussed. To put the final chapter in perspective, it is necessary to provide a summary of the chapters of the thesis as a reflection.

9.2 Summary of chapters - A reflection on the contents thereof

9.2.1 Summary of chapter one

In chapter one the background of the study, which included the aims of the investigation, statement of the problem, research method, main concepts and the outline of chapters were captured. Futhermore, the theoretical framework underpinning the investigation was also provided which captured four components that embrace the focus of the study which are:

- Curriculum design and development
- Instructional design and principles
- ABET program design and development and
- Programme evaluation (see page 13 in this regard).

Each of the four components was explored comprehensible with the aim of applying them in the development of a set of guidelines to be used when instructional materials have to be developed.

9.2.2 Summary of chapter two

Chapter two provided the literature review where the focus was mainly on literacy and adult-basic education and training (ABET) in South Africa during various periods from its origin to 2010 with the aim to sketch the background of ABET in South Africa. Global perspectives of ABET in South Africa was also included in the chapter so as to highlight the involvement of South Africa in ABET issues globally. Lifelong learning was also discussed since this approach is based on the supposition that education and schooling start at a very early age and never actually come to an end during the individual's life. Here, children and adults are included. The value of this chapter served as foundation to work at the research sub-questions and objectives of the investigation.

9.2.3 Summary of chapter three

The literature review, which begun in chapter two, is continued with the focus on issues related to the importance of Outcomes-based Education and Competency-based Education which revealed aspects of important including instructional methods, assessment, disadvantages and advantages thereof. Furthermore, the impotance of Outcames-based Education and Competency-based Education in relation to ABET was also discussed. The content of this chapter helped the researcher to create the shared nature of content of ABET and provided the researcher with new ideas for inclusion in the programmes and approaches of education.

9.2.4 Summary of chapter four

In chapter four the research design and the methods to collect the needed data to answer the questions posed at the beginning of the study were explained (*What are the information needs of the Afrikaans preliterate adult learners of both Damonsville and Onverwacht communities?*) (see page 8 in this regard). This involved the use of

questionnaires in interviews which were piloted before the final application to ensure their validity and reliability. The reason for validating the questionnaire was to test whether it was measuring what it was intended to measure, that is whether or not the questions elicite the appropriate response and whether it was comprehensive enough to collect all infromation needed to address the purpose and goals of the study. The questionnaire was used to elicit information needs from the respondents of Damonsville and Onverwacht. Furthermore, field notes were kept to allow the researcher time to gain understanding of the environment so as to determine the quality of infrastructure from both communities that would influence the quality of ABET in these two areas.

9.2.5   Summary of chapter five

In chapter five frequency analyses of the data derived from the questionnaires as well as the interpretation and discussion of the data were presented. This was done with the use of tables and an analysis of the answers to each question. Statistical inferences embrace drawing meaningful conclusions relating to the population from which the sample was drwan. The chapter revealed the most important empirical evidence that supported the study through the establishment of the possible activities that would serve as possible contents in the design of instructional material. This investigation did confirm that preliterate learners engage in a magnitude of daily activities that forms the basis of their needs. From the possible activities identified, two themes namely, the use of an ATM and alcohol abuse awareness were selected for compilation of learning programmes (see chapter 8 in this regard).

9.2.6   Summary of chapter six

Chapter six of the thesis focused on the sub-question "*What is the current content of the selected Afrikaans literacy programmes?*" (see 1.3 in this regard). The chapter revealed that the contents of the existing Afrikaans material were organized in categories of themes, topics and words/phrases (see underpinning principles 203, 207, 208 and 211 in this regard) that however, did not match the activities identified in chapter five of the study. I argue that this technique helped me to compare similarities and disparities across data and how to make hierachical order of the themes.

9.2.7 Summary of chapter seven

Chapter seven focused on the comparison between the findings drawn from the empirical work and the analysed contents of selected literacy programmes with the aim of attempting to provide answers to the research sub-question "*To what extent does the selected Afrikaans literacy programmes match the information needs of the predominantly Afrikaans preliterate communities of Damonsville and Onverwacht?"* (see 1.3 in this regard). Furthermore, a list of activities derived from the empirical study was drawn and compared with the findings from the contents of literacy programmes analysed. The information derived from this chapter revealed that there exist no correlation between the identified information needs and the contents of the analysed literacy programmes.

9.2.8 Summary of chapter eight

In chapter eight attention was given to the learning programme design in the context of the findings of the investigation. A framework for development of learning programme design was discussed which included the needs of learners/communities, objectives/goals of the programme, selecting content, organisation of contenet, learning experience and evaluation. This was done to align the learning programme designed with the principles of curriculum development designed and developed to meet the needs of adult learners in the formal education system. The development of lesson plans within the learning programme was aimed at providing guidelines for inclusion of identified activities in the ABET tutorial materials.

9.2.9 Summary of chapter nine

Finally, in chapter nine a summary of all preceding chapters was highlighted. The main question was also addressed through conclusive remarks. Recommendations for policies, training institutions and instructional designers were made. Furthermore, recommendations were also made on further research eminating from the study in relation to ABET matters.

9.3 Concluding remarks on addressing the research questions

The main research question of the study was formulated as follows: "What are the information needs of the Afrikaans pre-literate adult learners of both Damonsville and Onverwacht communities, and how can the content of adult literacy training material be tailored to match the information requirements of the identified communities?" (see paragraph 1.3 in this regard) which was further subdivided in the following investigated four sub-questions.

9.3.1 What are the information requirements of outcomes-based ABET programmes of the predominantly Afrikaans preliterate communities in Damonsville and Onverwacht?

According to the information derived from the empirical study conducted in chapter five, it has become clear that activities as listed are possible contents to satisfy the needs of the communities and could possibly be taken into consideration when designing further programmes. I found that there occurs a great deal of consistency between the information required by the Damonsville and Onverwacht communities (see figure 7.1; 5.3.2; Table 5.27-5.39 in this regard). What the respondents from both communities have told me has proved that there is a great deal of homogeneity in their life-worlds. By drawing from the life experiences of the respondents, which are part of their pre-knowledge, they can relate to the teaching and acquire knowledge, which is an important step of their becoming literate.

9.3.2 What is the content of selected Afrikaans literacy programmes?

In respect to the question as to whether the contents of the existing literacy programmes address the needs of these two communities, the research, by using content analysis (see chapter 6 in this regard) as a research methodology, proved that a portion of the content of the existing literacy materials addressed the needs dealing with the basics of literacy, that is, learning how to read and write, but that the rest of the contents failed to address the identified information needs.

The content of the selected programmes also lack the inclusion of the life-world of the people. I suggest that content should be based on the use of the environment of the people as they will be able to create space to construct their own knowledge. Thus, in building content for literacy programmes, I suggest that the instructional designers should follow the following process:

- They should conduct a needs analysis so as to find out their life-worlds and life experiences
- They should also take into consideration the pre-knowledge of the adult learners as it forms part of the constructive learning environment and will help stimulate adult learners to provide solutions to their daily problems (see page 225 in this regard).
- They should ensure that content in the literacy materials match the required information.

9.3.3 To what extent does the content of the selected Afrikaans literacy programmes match the information requirements of the predominantly Afrikaans preliterate communities of Onverwacht and Damonsville?

Chapter 7 compared findings from both the contents of literacy programmes and the information needs of these communities. The conclusion was that the contents of existing literacy programmes have to be adapted considerably in order to cater for the information needs identified in the communities. Not much of these issues are covered and contained in the tutorial material analyzed (compare pages 210, 213, 216 and 7.3 in this regard). I argue that this shortcoming creates a major implication to instructional design.

This research has revealed that there exists poor association between the identified information needs of the two communities and the contents of the identified literacy materials. I suggest therefore that information required by the respondents from both communities as listed under 7.2.3.3 be accommodated and taken into consideration in instructional design. This led the researcher to supply information on how lesson contents had to be designed so that they matched the information needs of the identified communities of Damonsville and Onverwacht (see chapter 8 in this regard).

9.3.4 How can the information needs of the preliterate communities be addressed in respect to the contents of a literacy programme?

In Chapter 8 the researcher endeavoured to design two concept lesson plans which address new identified themes and which could be incorporated into the existing literacy programmes. The chapter also illustrated how learning programme design could be incorporate the characteristics of learner's engagement in the community. The following aspects were taken into consideration when the lesson plans were designed:

- The contents consisted of explicit information that addressed the identified need.
- Words/vocabulary used was contextually applicable to the learners' level of education.
- The researcher used Afrikaans as the language of preference of the identified communities in developing the learning material.

I suggest that the instructional designers should at the early stages of a programme, have a discussion with the learners about what they will be learning and its relevance to their lives so as to determine whether the contents suit their needs.

When people are together in classes, they can be able to be more aware of the concerns they share and the possibilities of initiating projects, thus I suggest that contents of literacy programmes should be made relevant to learnes'lives. By doing so, learners will be allowed to learn about things which are important in their daily lives.

Therefore, the success of the curriculum, which is envisaged in the ABET system could be based on the content which is relevant to the needs of the individual, communities and society as a whole, which should also relate to the diverse context in which adults live and work.

9.4   Reccommendations

9.4.1   Recommendations for policy

An attempt should be made to revise the existing policies of ABET to include it as an integral part of education because it is a uniquely effective tool for learning, for accessing and processing information, for creating new knowledge, and participating in one's own culture.

Furthermore, policy for ABET should include cultural diversity and new forms of cooperation between government and other stakeholders. Recognition of non-formal youth and adult education as relevant modes should bring forward the educational outcomes of the individual.

Policies for adult education need to be comprehensive, inclusive and integrated within lifelong learning with literacy as the point of departure and its effective linking of all components of learning.

9.4.2 Recommendations for training institutions

Different training institutions should be included in the process of development, implementation and evaluation of adult learning and education policies and programmes. Furthermore, training institutions could also contribute toward promoting and supporting more equitable access to, and participation in adult learning through targeting activities such as learning periods.

An attempt should also be made to develop materials that address the diverse specified needs through needs assessment and to develop teaching and learning methds which recognise the learners' knowledge.

9.4.3 Recommendations for instructional designers

On addressing the issue of generic guidelines for designing literacy materials that address the information needs, the researcher suggests that the following important steps should be followed:

- Identify the specific group to be researched, taking into consideration issues of diverse languages and cultures.

- Find out about the group's information needs, including infrastructure, educational level of respondents, and language of preference.

- Prioritise issues of concern, that is, what are the most important issues in their lives, issues pertaining to competency and the information needed.

- Develop a learning programme for the adults based on the instructional design principles which are demonstrated through a lesson plan that addresses the identified information needs and which can also, in turn, be used for all illiterate people in South Africa and elsewhere.

- Use the learner-centred approach as the method of teaching.

9.4.4   Recommendations for further research

On the basis of the above, the following is recommended as areas for further research:

- That attempts should be made to investigate whether the programmes used in South Africa suit the information needs of the learners.

- If it is found, that there is no correlation between programmes and identified information needs, then an effort should be made to restructure the contents of the existing material or to design new programmes.

- Exploration of whether ABET programmes open opportunities for employment for adult learners.