

A communicative competency evaluation of Setswana beginner language learning materials for everyday communication: A Constructivist Perspective

by

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Declaration

By submitting this thesis, I, Mari Jordaan, hereby declare that the entirety of the work contained therein is my own and that I have not previously in its entirety or in part submitted it for obtaining a degree at another university. Where other sources of information have been used, they have been acknowledged and referenced in accordance with university requirements.

I understand what plagiarism is and am aware of university policy and implications in this regard.

Mari Jordaan
August 2021

Ethics statement

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval.

The author declares that he/she has observed the ethical standards required in terms of the University of Pretoria's Code of ethics for researchers and the Policy guidelines for responsible research.

Abstract

This study investigates the possible facilitation of communicative competency and proficiency development in adult beginner learners of Setswana through the use of the following self-access materials: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) and *Bemeester Tswana as derde taal* 'Master Setswana as a third language' (Solidariteit, 2020). The overarching aims are to (1) evaluate the efficacy of these two beginner Setswana self-access language learning materials, in order to (2) predict whether they would be able to facilitate the successful development of everyday communicative competence and proficiency in adult beginner Setswana second language learners.

Following a document analysis procedure, with a specific focus on material evaluation, this study is of both a qualitative and quantitative nature. This resulted in a mixed method of data evaluation, whereby a new set of criteria was created to evaluate the chosen self-access materials. These criteria stem from the themes identified during the document analysis process and focus on second language development and learning facilitation; communicative competency in terms of grammatical, sociolinguistic, strategic, and discourse competence (authentic language use); proficiency (listening and speaking); cognitive, affective, social, and cultural factors; and motivation.

This was done in order to address the following research question:

Is it possible for a beginner Setswana language learner to develop communicative competency and proficiency for everyday communication (BICS) through the use of the chosen language learning material(s)?

The results acquired from the evaluation of the two materials indicate that only the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) learning material can successfully facilitate the development of communicative competency and proficiency in Setswana. It can thus be concluded that while the facilitation of communicative competency and proficiency is possible by means of self-access materials, the materials should be tailored in a way that emphasises communication within varying social and cultural contexts. This can be accomplished by focussing on both form and function, as well as equipping learners with the necessary strategies to combat any external factors that may inhibit their language development.

Key terms

Blended Constructivism, Communicative competency, Document Analysis, Language Acquisition, Language Learning, Material Evaluation, Proficiency, Second language acquisition, Second language development, Self-Access materials, *20 Minute Setswana, Bemeester Tswana as derde taal.*

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Abbreviations

AM	Adjective Marker
AP	Adjective Particle
AR	Adjective Root
BICS	Basic Interpersonal Communicative Skills
CAF	Complexity Accuracy Fluency
CALP	Cognitive/Academic Language Proficiency
CC	Communicative Competency
CEFR	Common European Framework of Reference
CLT	Communicative Language Teaching
D	Demonstrative
ELT	English Language Teaching
FDH	Fundamental Difference Hypothesis
FLA	First Language Acquisition
FUT	Future Tense
FV	Final Vowel
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
LOLT	Language of Learning and Teaching
LSP	Language for Specific Purposes
M	Marker
M1	Material 1
M2	Material 2
NC	Noun Class
NEG	Negative

OM	Object Agreement Marker
PAST	Past Tense
PL	Possessive Link
POSS	Possessive
PPP	Presentation, Practice and Production
PRES	Present Tense
PRN	Pronoun
PS	Person Singular
QR	Quantifier Root
QW	Question Word
RQ	Research Question
S ² R	Strategic Self-Regulation
SI	Sociocultural-interactive
SLA	Second Language Acquisition
SLD	Second Language Development
SM	Subject Agreement Marker
SUF	Suffix
SVO	Subject Verb Object
TL	Target Language
UG	Universal Grammar
ZPD	Zone of Proximal Development

Transcription key

Transcription conventions for the examples from the data for this study only

Facilitator(s) 1-3: Speaker code(s) for participants in each example from the source materials.

Text Transcriptions of the facilitators' monologues and dialogues that were used as examples.

() Additions made by the researcher to describe a nonverbal action, softness of voice, or tone of voice of a facilitator in the source material

. / ? / ! / ... Indicates the end of an utterance.

“ ” Double quotation marks are used to indicate the use of linguistic examples / data in the source material.

Text in square brackets and the colour blue, [blue], shows where the researcher purposefully translated the original source material to make it available in English for readers who are not proficient in Setswana or Afrikaans.

Chapter 1

1.1 Introduction

The overarching aims of this study are to (1) evaluate two different beginner Setswana self-access language learning materials in order to (2) predict whether these materials will be able to facilitate the successful development of everyday communicative competence and proficiency in adult beginner Setswana additional language learners¹. This evaluation focuses specifically on adult learners between the ages of 18 and 35, and is done through the creation of a new set of criteria according to which the chosen self-access materials are evaluated. These criteria are created within a blended constructivist perspective, and through use of a mixture of document analysis and material evaluation methodology.

The following section is dedicated to providing significant background information on why it is important to evaluate language learning materials, explaining why the study is interested in the development of communicative competency in Setswana, presenting the research question, as well as defining the theoretical framework (constructivist perspective) and methodologies (document analysis and material evaluation) used within the study.

1.2 Background

Multilingualism² and multiculturalism³ have become prominent topics in South African discourse; not only in everyday life but also within both the political and educational sphere (Setati, 2002: 6). The current language situation in South Africa has led to the formation of a barrier, restricting meaningful social growth and communication between South Africans (Webb, 2002: 7). There thus exists a pressing need to develop the multilingual abilities of South Africans (Setati, 2002: 8) beyond the use of English and Afrikaans. This will aid in the preservation of each South African's right to communication in the language of their choice, while simultaneously promoting their

¹ A term used to refer to an individual who is learning an additional language (Gass *et al.*, 2013: 5).

² A term used to refer to an individual's ability to use two or more languages after acquiring them (UNESCO, 2003, as cited in Mathole, 2016).

³ A term used to refer to a country or social space's diverse cultural nature (Evans, 2015:104).

understanding of and empathy towards different cultures (Maganda, 2016: 9). Effective communication does not solely rely on speakers improving their language proficiency,⁴ their ability to comprehend and produce language in order to communicate (Llurda, 2000: 91), but also requires the development of communicative competency.⁵

The problem, however, is that most resources focused on teaching the acquisition of these indigenous languages are found within the pedagogical sphere, where they are used to promote teacher functionality and communicative competency in multilingual classrooms (Taljard, 2015: 140). Therefore, most adults who wish to learn another language register for the same tertiary level modules as student teachers. These modules are aimed at developing student teachers' cognitive/academic language proficiency (CALP), which is used to negotiate the world of educational tasks and activities rather than focussing on basic interpersonal communicative skills (BICS) used for everyday communication (Webb, 2002: 6, see also; Brown, 2014). Students who enrol in these modules at a tertiary level tend to learn and use a more formal variant of the language (also known as "bookish" language), which is normally out of place within the social context they are trying to communicate in (Brown, 2014: 261). There exists a lack of language learning materials that facilitate the development of BICS and promote everyday communication in adult beginner Setswana second language learners.

This study sets out to examine two different beginner language learning materials according to a set of criteria, established within a blended constructivist perspective. This includes using document analysis and material evaluation in order to predict whether these materials will be able to facilitate the development of communicative competency and language proficiency for everyday communication in Setswana.

The following section aligns the background information with the problem statement for this study.

⁴ A control over all four linguistic modalities of a language; namely, **speaking, listening**, reading, and writing (Del Vecchio and Guerrero, 1995: 5).

⁵ The interaction between the knowledge of grammar rules and the mastery of both verbal and non-verbal communication strategies, which aids in comprehending and producing language within varying social and cultural contexts (Maganda, 2016: 9).

1.3 Problem Statement

With reference to the section above and notwithstanding the fact that research on material evaluation has increased dramatically since 2009 (Tomlinson, 2016), there not only exists a noticeable lack of Setswana beginner language learning materials for aiding the development of communicative competency for everyday communication, but also of research concerned with the evaluation of these materials and how they are developed.

Accordingly, the specific problem statement of this study involves the examination and evaluation of two different beginner Setswana language learning materials; namely, *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020), and *Bemeester Tswana as derde taal 'Master Setswana as a third language'* (Solidariteit, 2020). This is done in an attempt to predict whether these specific language learning materials will be able to facilitate the development of communicative competency and proficiency in Setswana for everyday communication in a multilingual society.

1.4 Research Questions

The main research question the study attempts to address is:

1. Is it possible for a beginner Setswana language learner to develop **communicative competency** and **proficiency** for everyday communication (BICS) through the use of the chosen language learning material(s)?

This main question includes the following subordinate research questions (RQs):

1.1 How has each of the chosen language learning materials been tailored towards **facilitating** the development of **communicative competency** in Setswana?

1.1.1 Does the chosen language learning material incorporate activities⁶ aimed at improving the language learner's **grammatical competence**?

⁶ An educational procedure (used in language teaching) which allows learners to use and practice their newly acquired language knowledge (Richards and Schmidt, 2010).

1.1.2 Does the chosen language learning material incorporate activities aimed at improving the language learner's **sociolinguistic competence**?

1.1.3 Does the chosen language learning material incorporate activities aimed at improving the language learner's **pragmatic competence** (made up of strategic and discourse competence)?

1.2 How has each of the chosen language learning materials been tailored towards **facilitating** the development of **proficiency** in Setswana?

1.2.1 Does the chosen language learning material incorporate activities aimed at improving the language learner's **listening skills**?

1.2.2 Does the chosen language learning material incorporate activities aimed at improving the language learner's **speaking skills**?⁷

1.3 How has each of the chosen language learning materials been tailored towards **combatting affective, social, and cultural factors** in order to ensure the successful development of communicative competency and proficiency in Setswana?

1.3.1 Which affective factors have been taken into account?

1.3.2 Which social and cultural factors have been taken into account?

1.4 How has each of the chosen language learning materials been tailored towards **including language learning and teaching strategies** in order to ensure the successful development of communicative competency and proficiency in Setswana?

1.4.1 Which language learning strategies have been taken into account?

1.4.2 Which language teaching strategies have been taken into account?

⁷ Although proficiency should be defined in terms of the listening, speaking, reading, and writing modalities of a language, due to the scope of this study, only verbal modalities such as listening and speaking will be evaluated.

1.5 Theoretical Framework

This study approaches the development process⁸ of second language communicative competency and proficiency through the use of self-access language learning materials within a blended constructivist perspective, by focussing on the theory that language develops through personal experience as well as social and cultural interaction (see Vygotsky, 1962; Brown, 2014: 91).

Learning, according to Vygotsky (1962), is a developmental process that allows learners to move from what they are able to do through guidance to what they are able to do independently (Fosnot, 2005). This developmental process, also known as the zone of proximal development (ZPD), accounts for the way in which knowledge develops through personal experience and social interactions. For this reason, the constructivist perspective maintains that optimal environments for learning must be constructed by teachers and/or teaching materials (Brown, 2014: 92) in which social interactions can take place. This is imperative since the transference of large quantities of knowledge (grammar rules) alone does not lead to meaning creation⁹ (the development of communicative competency and proficiency) (Benson, 1998: 15).

The constructivist perspective as a theory of complex learning not only involves linguistics when explaining the process of language development, but also integrates both psychological and sociological paradigms (Brown, 2014: 12). This study incorporates three different branches of the constructivist perspective — (1) cognitive constructivism, (2) social constructivism, and (3) sociocultural constructivism¹⁰ — due to the fact that its scope focusses on the development of communicative competency through the use of self-access materials for everyday language use within the social context of a multilingual and multicultural community.

⁸ See section 2.2 of chapter 2 for a discussion on the differentiation between acquisition, learning, and development.

⁹ The process of accepting, reasoning with, and acquiring new information which can be retrieved from memory when needed (Powell and Kalina, 2009: 248). In terms of language development, this will refer to the process of learning new language structures which can be retrieved and used to communicate when needed.

¹⁰ For a detailed exposition on all three branches please see section 2.2.3 of chapter 2.

1.6 Research Design and Methodology

1.6.1 Research Design

Following a document analysis procedure (Bowen, 2009: 27), with a specific focus on material evaluation, this study is of both a qualitative and quantitative nature; thus, resulting in a mixed method of data evaluation (Leavy, 2017: 23).

In this study, document analysis — as the primary source of qualitative data collection and analysis — is used to create a new set of criteria for the evaluation of two different Setswana beginner language learning materials. This affords the researcher the opportunity to acquire empirical knowledge by obtaining meaning and understanding of the subjects relevant to the research problem (Corbin and Anselm, 2008, see also; Merriam, 1988). The themes, used as a part of the document analysis and relevant to the study, include second language development (SLD) and learning facilitation; communicative competency in terms of grammatical, sociolinguistic, strategic, and discourse competence (authentic language use); proficiency (listening and speaking); cognitive, affective, social, and cultural factors; and motivation.

Conventional to a mixed method approach to data collection and analysis, this study also uses quantitative research methods whereby quantitative data collection and analysis takes place by means of assessment and comparison of the dispersion of specific content (authentic language use and activities, feedback and opportunity for practice) per percentage intervals for each of the different chosen teaching materials. This is done by use of material evaluation and document analysis (Peer *et al.*, 2012). These dispersions are measured according to a Likert scale of frequency, after which each of the materials' intervals of frequency are compared to one another (Peer *et al.*, 2012).

1.6.2 Methodology

This study utilizes the methodology of document analysis as its primary source of data collection and analysis in order to obtain meaning and understanding (Corbin and Anselm, 2008, see also; Merriam, 1988: 118) of the various themes relevant to the facilitation of communicative competency and proficiency development in adult beginner Setswana learners.

The methodology of document analysis typically focuses on multiple sources (Bowen, 2009: 28), which allow the researcher to triangulate and compare data as a means of ensuring the credibility of the researcher's interpretations, evaluations, and conclusions (Eisner, 2017: 110). This means that the methodology aids the researcher in evaluating different language materials, and comparing them to different sources and themes (as outlined in the literature review in chapter 2). Moreover, the triangulation of data allows the researcher to fend off accusations of research bias that could exist in a single study (Bowen, 2009: 28). In order to ensure this triangulation, the current study explores the materials' contents on one side while comparing their contents to the various themes (outlined in chapter 2) identified during the document analysis on the other. Thereafter, material evaluation¹¹, as a process of quantitative research, is used to complete and support the triangulation. This is done to predict whether the chosen materials will be able to facilitate the successful development of communicative competency and proficiency in adult beginner learners of Setswana as a second language.

This evaluation and analysis is done according to the set of criteria presented in Table 8 of chapter 3.

1.6.3 Materials and Instruments

The chosen language learning materials to be used in the study, were selected based on the following conditions:

CONDITION 1: Learning material samples should be published within the last 25 years.

CONDITION 2: Learning material samples should be available within the public sphere, and be accessible from anywhere through either a computer, smartphone, or car radio.

CONDITION 3: Learning material samples should aim to teach everyday communication in Setswana.

¹¹ A process whereby materials are measured according to their contents and their ability to teach certain skills in order to make certain judgements about their possible value for and effects on the people using them (Tomlinson, 2013: 21).

It is important to mention, however, that a wide range of available language learning materials for Setswana does not currently exist.

The following materials have been chosen for this study, because they comply with these conditions and are used during the material evaluation process:

MATERIAL 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020), and,

MATERIAL 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020).

1.6.4 Data analysis

This study uses document and thematic analysis together with material evaluation in order to ensure a mixed-method analysis in which the data is both qualified and quantified. Thus enabling the development of a new evaluation system and set of criteria from previous criteria and SLA practices (Tomlinson, 2008, see also; İşik, 2018). These are then used during the evaluation and analysis of the chosen language learning materials within the theoretical framework of this study.

1.7 Chapter layout

This thesis consists of five chapters dedicated to providing a review of the literature, discussing and defining the theoretical framework of the study, outlining the research design and methodology used within the study, analysing the two chosen language learning materials for the study, and discussing their contents in order to predict whether these materials will be able to facilitate the successful development of communicative competency and proficiency. The following section contains a brief discussion of each of these five chapters.

Chapter 2 provides an in-depth review of the literature with a specific focus on the various major themes identified during the document analysis process; namely, second language development, communicative competency, proficiency, factors affecting second language development, language teaching and learning strategies, and material evaluation. First, this is done by outlining three important perspectives of the study of SLA; namely, the (1) behaviourist, (2) nativist, and, (3) constructivist perspectives in order to discuss the reasoning behind using a blended constructivist

perspective as the theoretical framework of this study. Second, this chapter outlines various definitions for key-themes, such as communicative competency, proficiency, and factors affecting second language development in order to establish the features required for the successful development of communicative competency and proficiency within the blended constructivist perspective of this study.

Chapter 3, firstly, discusses both the methodology and research design used within the study. This includes defining the criteria used to select the two different language learning materials, identifying the research instruments and methodologies used, as well as the process of data collection and analysis followed in this study. Thereafter, an in-depth explanation is given on the research design, and why it utilizes a mixed method of both qualitative (through document analysis) and quantitative (through material evaluation by use of a Likert-scale of frequency) data collection and evaluation. This is done in order to establish a set of criteria used to evaluate the different teaching materials within the theoretical framework of this study. These criteria were identified upon completion of the document analysis and identification of various themes as set out in chapter 2.

Chapter 4 provides both a qualitative and quantitative analysis of each of the two chosen language learning materials, in accordance with the set of criteria identified during the document analysis process (as outlined in Table 8). Thereafter, the contents of each of the two materials are compared with one another. This is done in order to determine which of the two materials are most effective at facilitating the successful development of communicative competency and proficiency.

Finally, chapter 5 then concludes this thesis by providing comprehensive answers to the research question (and its sub-questions) specified in chapter 1. This chapter also discusses the contributions and limitations of the study, and explores suggestions for further research in this area.

1.8 Keywords

The following keywords play intricate roles in this study and will, therefore, be discussed and defined below. All terms are introduced in alphabetical order.

Blended Constructivism: A theory of learning which maintains that language develops through personal experience (cognitive), social interaction (social), and cultural influence (sociocultural). It emphasises the importance of using prior knowledge (conceptual structures) within a specific environment to promote meaning creation and understanding (Cakir, 2008: 196; Brown, 2014; Evans and Green, 2011).

Communicative competency: The development of knowledge within a specific situation, which allows learners to possess the required grammatical, sociolinguistic, discourse, and strategic competences that enable them to accurately and appropriately use a language within any given context. Communicative competency will be that which underlies the learner's ability to produce language (Canale, 1983; Hymes, 1972; Bruner, 1973).

Document Analysis: Defined as the process of collecting and examining various academic texts and relevant documents pertaining to the topic in question, in order to acquire empirical knowledge by interpreting data collected and identifying the themes relevant to the research problem (Bowen, 2009).

Language Acquisition: Defined as a process of unconsciously developing one's native language through the internalization of grammar rules while being exposed to comprehensible input as a child (Richards and Schmidt, 2010: 312).

Language Learning: Defined as a process of consciously developing a language by studying rules and monitoring performance through assessments within a formal/educational setting (Richards and Schmidt, 2010: 312).

Material Evaluation: Defined as a process whereby materials are measured according to their contents and their ability to teach certain skills in order to make specific judgements about their possible value for, and effects on, the people using them (Tomlinson, 2013: 21).

Proficiency: Defined as the capacity for independent use of a language in a "real-world" setting. It is measured on the basis of individual language processing, structure, use, production, and the four different linguistic modalities; listening, speaking, reading, and writing (Housen *et al.*, 2012: 1, see also; Bachman and Palmer, 1996;

Canale and Swain, 1980; Farhady, 1982; Stern *et al.*, 1983). Please note that this study only focuses on two of these modalities; namely, listening and speaking.

Second language acquisition: Defined as the process of acquiring an additional language after the learning of a native language has been completed; be it in a classroom setting or a more natural exposure to the language. This process can be further divided into foreign language learning and second language learning, where foreign language learning constitutes the learning of a non-native language in the environment of one's native language, and second language learning entails the learning of a non-native language in the environment in which that language is spoken (Gass *et al.*, 2013: 4).

Second language development: A blend of both foreign language learning and second language learning as processes of second language acquisition within the terms of a South African context. Meaning that learners will have access to the languages being acquired, while also being taught in their native language (Gass *et al.*, 2013; Nel, 2015). Under the constructivist perspective and for the purpose of the analysis in this study, SLD links with the relation between prior knowledge and current learning experience in terms of meaning construction.

Self-Access materials: Defined as any material designed to be used outside of the classroom environment without the facilitation of a teacher (Cooker, 2008: 111).

1.9 Summary

This chapter was dedicated to explaining the importance of evaluating language learning materials, with a specific focus on communicative competency and proficiency in Setswana in terms of the background of the study. Moreover, it presented the problem statement and research questions concerned with the aims of the study while also defining the theoretical framework and methodologies used within the study. An in-depth explanation of both the theoretical framework and methodologies are given in chapter 2 and 3, respectively. Lastly, this chapter included a list of all the keywords which form an intricate part of the study.

Chapter 2

Literature review and Theoretical Framework

The following chapter (1) provides a review of the literature on second language development, communicative competency, proficiency, factors affecting second language development, language teaching and learning strategies, and material evaluation, while also (2) discussing and defining the theoretical framework used within the study.

2.1 Introduction

This study is framed in a blended constructivist perspective with the focus on document analysis as a means of analysing empirical data (through meaning creation and understanding of the relevant fields) in order to identify specific themes and criteria relevant to the study. The researcher, therefore, selected and analysed various documents, categorised the data (relevant to the study) into major themes, and created a set of criteria for evaluating the two chosen language learning materials in this study. These major themes are discussed in the literature review below.

Section 2.2 is centred around the nature of adult second language development. It explores three important perspectives that arose throughout history from the study of SLA; namely, (1) behaviourist, (2) nativist, and (3) constructivist. This is done in order to outline the reasons why a blended constructivist perspective has been chosen as the framework of this study.

Section 2.3 outlines the definition of the term communicative competency within a constructivist perspective, with a specific focus on establishing a distinction between BICS and CALP.

Section 2.4 focuses on providing a definition for the term proficiency within a constructivist perspective, with a specific focus on the development of BICS for everyday communication in a multilingual South Africa.

Section 2.5 links the concepts of communicative competency and proficiency in terms of language development, in order to identify the factors required for the successful facilitation thereof.

Section 2.6 moves the focus over to the language learner as it investigates influential factors, other than the language learning materials themselves, which may affect the successful development of communicative competency and proficiency. This section examines affective, social, and cultural factors as a means to identify the different factors which may interfere with the developmental process of communicative competency and proficiency in beginner language learners.

Thereafter, Section 2.7 identifies the language learning and teaching strategies necessary for facilitating the successful development of communicative competency and proficiency in SLA, and minimizing any influences that may inhibit the learner's development.

Section 2.8 focuses on the use and evaluation of language learning materials in second language development, in order to outline the reasons why material evaluation forms an integral part of this study.

Section 2.9 contextualises communicative competency and proficiency with regard to Setswana by specifically focusing on the facilitation and development of the various features that constitute these two concepts.

Section 2.10 is the final section in which the literature review will be concluded.

2.2 The Nature of Adult Second Language Development

Language acquisition refers to the process of developing and/or learning a language (Richards and Schmidt, 2010: 312). As this study focusses on the development of communicative competency and proficiency in beginner adult learners of Setswana, an important distinction must be made between first language acquisition and second language acquisition. Especially since these two processes, specifically within a constructivist perspective (see section 2.2.3 below), define language learning and development very differently (Brown, 2014: 53). Their differences are outlined below, and are used to clarify why this study uses the term language development (and not language learning or language acquisition) when referring to the process of

communicative competency and proficiency progression in adult beginner learners within a South African context.

First language acquisition refers to a process of unconsciously and spontaneously acquiring one's native language through the internalization of grammar rules as a result of exposure to comprehensible input as a child (i.e. acquisition). Conversely, second language acquisition involves the conscious development of a language by a learner through various efforts, such as studying rules and monitoring performance with assessments within a formal/educational setting (i.e. learning) (Richards and Schmidt, 2010: 312, see also; Gass *et al.*, 2013; Brown, 2014).

This term, second language acquisition, can be used to refer to the process of learning an additional language after the acquisition of a first language has been completed, which may occur in a classroom setting or due to a more natural exposure to the language. The term can also be further divided into foreign language learning and second language learning (Gass *et al.*, 2013: 4). "Foreign language learning is generally differentiated from second language in that the former refers to learning of a non-native language in the environment of one's native language (e.g., French speakers learning English in France...). This is most commonly done within the context of the classroom. Second language learning, on the other hand, generally refers to the learning of a non-native language in the environment in which that language is spoken (e.g., German speakers learning Japanese in Japan ...). This may or may not take place in a classroom setting" (Gass *et al.*, 2013: 5). An important distinction thus lies between foreign language learning and second language learning, which is emphasised by the way in which the language is being acquired. In a second language learning environment, the learners will have access to the language not only in the classroom but also in a more natural setting, whereas foreign language learners (being taught in their native language) will not (Gass *et al.*, 2013: 5). Within a South African context these definitions overlap, since beginner language learners of indigenous South African languages could have access to the languages being acquired while also being taught in their native language (Nel, 2015: 6).

For the purpose of this study, the term second language development (SLD) is used to refer to the process of second language acquisition (SLA) as both a second and foreign language development in second language learners of Setswana.

SLA is known to be an interdisciplinary field (Gass *et al.*, 2013: 1), which is influenced by many different fields of study (VanPatten and Williams, 2015: 17), and draws inspiration from and impacts many other social sciences, such as linguistics, psychology, and sociolinguistics (see also Gass *et al.*, 2013; Ellis, 2015). For this reason, over the numerous years of theory-building in the field of SLA, various theoretical perspectives and approaches to SLD (teaching and learning) have emerged to account for the way in which language is developed within the language learner (Rivers, 2018: 25, see also; VanPatten and Williams, 2015: 17; Brown, 2014).

These various theoretical perspectives and approaches have not only lead to focus shifts and “a very different order of priorities in the teaching of the four skills of listening, speaking, reading and writing” (Rivers, 2018: 26), but also to numerous disagreements among researchers in their attempts to explain the various facets of SLA (VanPatten and Williams, 2015: 17). This ultimately resulted in the emergence of certain historical trends and patterns in the study of SLA (Brown, 2014: 9), which can be described within three broad perspectives; namely, (1) Behaviourist, (2) Nativist, and (3) Constructivist (Brown, 2014: 9) —as outlined in the sections below. However, it is important to note that although these abovementioned perspectives may differ greatly, and have led to numerous disagreements, they cannot stand on their own and are all needed to create “balanced descriptions of second language acquisition” (Brown, 2014: 14). For this reason, they have all been included in the literature review. Furthermore, if the analysed materials are not indicative of a constructivist perspective, this discussion provides a vital contextualisation and further categorisation concerning the qualitative analysis of the materials.

The following section provides an overview of the first of the above-mentioned approaches; the behaviourist perspective. It also delves into the Audio-lingual Method used for language teaching and development within this perspective.

2.2.1 Language Development within a Behaviourist Perspective

The behaviourist perspective, as a theory rooted in psychology, defines behaviour as a response to external factors in the environment (VanPatten and Williams, 2015: 18, see also; Demirezen, 1988) and emphasises the importance of conditioning paradigms and stimuli (Brown, 2014: 79, see also; Demirezen, 1988: 136) which elicit

particular responses from the subject (Brown, 2014: 23). These responses can then either be rewarded (encouraging further production/demonstration of the particular response) or punished/ignored (discouraging the production thereof) (Brown, 2014: 79), this creates and reinforces associations between certain responses and external factors in order to ensure the formation of habitual behaviours (Brown, 2014: 368). If a subject's response receives a negative stimulus, such as punishment, the subject will avoid eliciting similar responses in the future; thus, they develop and then repeat behaviours that elicit positive stimuli instead (VanPatten and Williams, 2015: 19, see also; Brown, 2014; Skinner, 1957).

Accordingly, the behaviourist-based Stimulus Response theory (Skinner, 1957) defines learning as the development of a new behaviour through the conditioning and strengthening of associations by both reinforcement and punishment (VanPatten and Williams, 2015: 18, see also; Brown, 2014: 80; Demirezen, 1988: 136; Rivers, 2018: 75). Therefore, within this perspective, learning becomes cumulative since new learning will be influenced by past experiences within specific environments (Postman, 1971: 1019, cited in Gass *et al.*, 2013: 84, see also; VanPatten and Williams, 2015: 19).

The following section outlines the process of first language acquisition (FLA) as SLA is contingent on this first process. During the acquisition of a first language (L1), a child's language develops through the imitation/mimicry of the input given (Gass *et al.*, 2013: 99), which can either lead to reinforcement (positive feedback) and then the repetition and practice of this response (newly produced utterance), or to punishments which discourages that response (VanPatten and Williams, 2015: 19). A child demonstrates comprehension of a specific utterance by producing an appropriate response to the utterance, which in turn elicits reinforcement of the appropriate response, and causes the child to internalize its meaning for future use (Brown, 2014: 24). Therefore, since verbal behaviour is controlled by its consequences, it is either strengthened by a frequency of rewards or weakened (eventually extinguished) by a lack of reinforcement (Brown, 2014: 24). Language behaviours are then demonstrated either by comprehension or by production (Brown, 2014: 24). The acquisition of a first language, according to the behaviourist perspective, is thus defined as a set of learned behaviours — in spoken form (Rivers, 2018: 40) — facilitated through the

reinforcement of acceptable linguistic utterances (Brown, 2014: 23), 'trial and error', and memorization (Brown, 2014: 267).

Within the framework of this perspective, SLD is believed to occur in a similar fashion (VanPatten and Williams, 2015: 19). However, whereas acquiring an L1 is believed to be the formation of a set of habits, learning a second language (L2) constitutes the development of a new set of habits reliant on the habits established when the L1 was acquired (Gass *et al.*, 2013: 85). This means that the development of an L2, within the behaviourist perspective, can be defined as the process of learning a language through reinforcement (Brown, 2014: 23), 'trial and error', and memorization (Brown, 2014: 267) in order to produce acceptable linguistic utterances influenced by both the consequences of these verbal behaviours as well as the learner's L1. Within SLD this process of consciously developing a language was usually done through the use of what became known as the Audio-Lingual Method (Rivers, 2018: 40).

Due to the fact that the behaviourist perspective is built on a trial-and-error process (Rivers, 2018), the development of an L2 relies on repeatedly imitating correct forms of the language (VanPatten and Williams, 2015: 19). For this reason the Audio-Lingual Method maintained the importance of memorization and structured pattern drilling of the target language (TL) in order to develop language (Rivers, 2018: 42, see also; Brown, 2014) as a set of habits (Rivers, 2018: 39). This was done through both the use of positive reinforcements that encourage accurate imitations, and correcting inaccurate forms of these imitations throughout the learning process (VanPatten and Williams, 2015: 19, see also; Rivers, 2018). The main priority of this method was to develop language at various proficiency levels, starting with speaking and listening as a basis for later developing reading and writing (Rivers, 2018: 46).

However, many controversies arose over the use of the Audio-Lingual Method (rooted in the behaviourist perspective) as an appropriate technique for language development in all contexts and for all language learners (Rivers, 2018: 47). Human behaviour is too abstract in nature to be effectively predicted, or scientifically and empirically studied, since it is both extremely complex and consists of a large number of variables (Brown, 2014: 82). Consequently, Skinner's (1957) operant conditioning theories cannot effectively justify the complexity of acquiring a language (Brown, 2014: 25). Therefore, it was concluded that the behaviourist perspective could not

account for the internalization of a language system through conditioning, since a language system is far more complex than mere imitations (VanPatten and Williams, 2015: 23).

For this reason, researchers started rejecting the behaviourist perspective (and the Audio-Lingual Method), developing different theories to explain the interdisciplinary field of SLA, and moving the focus to both generative and cognitive research instead (VanPatten and Williams, 2015: 22, see also; Brown, 2014; Rivers, 2018). These new approaches to language acquisition created new movements in the field of SLA, emphasizing the innate properties of language (nativist perspective) and later the influence of social exchanges (constructivist perspective) when acquiring a language (Brown, 2014: 25).

The following section provides an overview of the nativist or generative approach to language acquisition in terms of SLD.

2.2.2 Language Development within a Nativist Perspective

The nativist perspective explains language acquisition as being “species-specific” (Lenneberg, 1967), dependant on an innate mechanism of specific linguistic knowledge which human beings are predisposed to and which results in the internal construction of an underlying rule governing system for language use (Brown, 2014: 26, see also; Rivers, 2018: 73; Gass *et al.*, 2013: 94). Within this perspective, language acquisition is believed to be solely possible through use of an innate biologically determined mechanism, also known as a “little black box” or the language acquisition device (LAD) (Brown, 2014: 26, see also; Chomsky, 1965). This innate mechanism allows for the effective acquisition of an L1, and stands in contrast to the behaviourist perspective of language acquisition (Brown, 2014: 26, see also; Gass *et al.*, 2013: 160) since the LAD is able to account for the creative production of potential infinite utterances, whereas the behaviourist perspective cannot (Brown, 2014: 26). This LAD can be conceptualised according to three main models (based on the way in which input is analysed (Avram, 2003)); namely, (1) the Standard Theory, (2) the Principles and Parameters model, and (3) the Minimalist Program (Chomsky 1981, 1993, 1995, 1998, 1999, as cited in Nel, 2015). Within the Standard Theory, it is believed that children organise the LAD according to structure rules, which are substantive and

determined by the lexical, grammatical, phonological, and semantical properties of the input given (Avram, 2003). Second, within the Principles and Parameters model, it is believed that the LAD consists of universal principles and a set of parameters, which can be set according to the specific values of a language and identified through the linguistic input used for language (Nel, 2015: 28). This model defines the LAD as the Universal Grammar (UG) and believes that its set principles and parameters allow for the rapid and successful acquisition of a child's L1 despite a lack of input from the environment¹² (Gass *et al.*, 2013: 160, see also; Brown, 2014). Lastly, within the Minimalist Program the LAD is "equated with an array of (invariant) properties as well as computational and assembly operations" (Nel, 2015: 28, see also; Avram, 2003), which accounts for the grammatical operation of every language in every individual (Radford, 1997: 11, as cited in Nel, 2015: 29).

As the models of the LAD have evolved, the nativist perspective adopted two different positions in accounting for the workings of the aforementioned innate mechanism of language acquisition; namely, (1) general nativism, and, (2) special nativism (Gass *et al.*, 2013: 160). General nativism perceives the innate language acquisition device to be available and used in language acquisition as well as other types of learning, whereas special nativism believes the innate language acquisition device to be solely available for the use of acquiring a language (Gass *et al.*, 2013: 160). Special nativism determines child L1 acquisition to be solely possible by use of the UG (Gass *et al.*, 2013: 160, see also; Brown, 2014).

Within this perspective, it is assumed that the UG is the 'guiding force' that directs a child from an initial state (the starting point of the learning process) to the final or successful stage of language acquisition (Gass *et al.*, 2013: 161). In this regard, it is believed that the UG is made up of a set of abstract principles that are invariable in all natural languages; these languages' core grammars are characterized by setting parameters that vary across different languages (Gass *et al.*, 2013: 161). These principles, set up in the UG, confine the limits of the language being acquired, filling in

¹² A child's ability to acquire a language both rapidly and successfully despite a lack of input is known as the Logical Problem of Acquisition (Gass *et al.*, 2013: 160), whereby it is believed that on the basis of input alone children will not be able to acquire a language (Gass *et al.*, 2013: 161) due to a lack of information provided by the input, also known as the Poverty of Stimulus argument (Gass *et al.*, 2013: 162). This argument favours the LAD, as language acquisition (within this perspective) cannot be done without it (Gass *et al.*, 2013: 190).

the gaps left by a lack of input (Gass *et al.*, 2013: 161), and allow for the development of a specific language (Gass *et al.*, 2013: 171). In opposition to language acquisition being defined as a set of habits, children actively form a set of structured rules by use of innate principles and exposure to the language (Gass *et al.*, 2013: 108).

Yet, within SLD, the question raised is whether adult L2 learners have access to the UG when starting the process of SLD (Gass *et al.*, 2013: 163). According to the Fundamental Difference Hypothesis (FDH), language acquisition in children and language development in adults vary considerably (Gass *et al.*, 2013: 165). While children are able to reach the final state of 'complete knowledge' of their L1, this final state of 'complete knowledge' is rarely, if ever, achieved by adult L2 learners (Gass *et al.*, 2013: 165), due to the fact that adults do not have complete access to the UG (Gass *et al.*, 2013: 166). The knowledge they possess about the universals of language, therefore, originate from their knowledge and experience of learning their L1 (Gass *et al.*, 2013: 166). While access to the UG allows children to successfully reach the final state of 'complete knowledge' of their L1, a lack of/no access to the UG causes adult SLD to be met with great difficulty¹³ (Brown, 2014: 51). The Critical Period Hypothesis assumes that there exists a critical period - a specific biologically determined period - where language acquisition can take place with more ease, and beyond which the acquisition of language is rendered much more difficult; thus, it facilitates the acquisition of the L1 but not the acquisition of the L2 (Brown, 2014: 51). Despite the fact that adults have the cognitive advantage, the 'automatic acquisition' of language with use of the UG becomes a conscious and laboured effort after puberty (i.e. learning) (Gass *et al.*, 2013: 435), as L2 learning will take place with little to no access to the UG (Gass *et al.*, 2013: 165).

Consequently, researchers have started to question whether adult L2 learners are truly able to proficiently learn features that are not represented within the parameters of their L1 (Gass *et al.*, 2013: 166). Although the nativist perspective explains its rules in an explicit and logical way, researchers question whether its logical explanation of learning language forms can also account for the learning of functional levels of

¹³ Within this regard four different positions of access to the UG are identified, namely, (i) Full Transfer/Full Access – where learners start with the L1 but have full access to the UG, (ii) Minimal Trees – where learners have full access to the L1 and the UG simultaneously, (iii) Initial Hypothesis – where learners start with the UG, and, (iv) Full Access (without transfer) – where learners start with the UG while the L1 remains disconnected from the L2 (Gass *et al.*, 2013: 165).

meaning, which are formed through social interaction (Brown, 2014: 31). For this reason, researchers shifted their focus to the influence of social exchanges and meaning making when learning a language.

The intersection between the functional levels and the impact that social exchanges have on meaning making and language development (learning and acquisition) is outlined by the constructivist perspective in the following section.

2.2.3 Language Development within a Constructivist Perspective

A constructivist approach to language acquisition emphasises (1) the fact that language is only one of many ways in which a human being can display both cognitive and affective abilities in reaction to the environment, other people, and the self; and (2) the importance of acquiring functional levels of language, such as meaning constructed through interaction (Brown, 2014: 31). This perspective does not believe in an innate mechanism for language acquisition but rather focusses on the non-linguistic aspects of cognition, which both inform and reflect language (Evans and Green, 2011: 54).

Within the constructivist perspective, it is believed that language learning takes place through the construction, creation, invention, and development of knowledge by means of questioning, analysing, and relating new and old information in order to gain meaning and understanding (Marlowe and Page, 2005: 7). The constructivist perspective rejects the notion that knowledge is merely transferred from teacher to learner (as is the case of the Audio-lingual method mentioned in section 2.2.1 of chapter 2), and rather focusses on the promotion of learning through cognitive activities, such as investigation, problem generation, and problem solving in an attempt to construct meaning (Marlowe and Page, 2005: 8). Language acquisition, in this regard, is informed by general cognitive principles which create a language system focused both on conceptual structure (knowledge of language rules and structures) and conceptualisation (meaning construction) in the process of acquiring a language through social interactions (Evans and Green, 2011: 54, see also; Brown, 2014: 31). This perspective stems from the field of cognitive science (Fosnot, 2005: 9), and is often associated with names such as Piaget and Vygotsky (Brown, 2014: 12).

In opposition to both behaviourism and nativism, constructivism emphasises the complexity of learning and stresses the fact that learners actively construct meaning as they learn (Fosnot, 2005: 9). Moreover, this perspective, as a theory of complex learning, not only focusses on linguistics when attempting to explain the process of language development, but also integrates both psychological and sociological paradigms —unlike the behaviourist and nativist perspectives (Brown, 2014: 12). It is, therefore, important to differentiate between the three branches of constructivism; namely, (1) cognitive constructivism, (2) social constructivism, and (3) sociocultural constructivism.

The following sub-section provides an overview of the first of the above-mentioned branches; namely, the cognitive constructivism approach to language acquisition.

2.2.3.1 Cognitive Constructivism

The theory of cognitive constructivism defines learning as a process of meaning creation by use of knowledge structures (also known as *cognitive, schemata* or *conceptual structures*), which form through previous experiences in order to make sense of a new environment or experience (Marlowe and Page, 2005: 12, see also; Tarnopolsky, 2012; Powell and Kalina, 2009; Cakir, 2008). Therefore, within this perspective, learning is believed to be a process of both **accommodation** and **assimilation** (Tarnopolsky, 2012: 12), whereby meaning construction takes place in terms of both past and present experiences (Marlowe and Page, 2005: 12). This means that new experiences, within a specific environment, are processed through existing cognitive or conceptual structures (Marlowe and Page, 2005: 12) to determine whether a new experience can be fused together with existing structures so that meaning creation can occur (Tarnopolsky, 2012: 12). If not, the existing structures are reconstructed in order to maintain an equilibrium between what is already known and what needs to be acquired within the specific environment (Marlowe and Page, 2005: 12). Meaning creation is not possible through the transference of large quantities of information (grammar rules) from the facilitator alone, but rather through individual cognitive or conceptual structures (Piaget, 1953, as cited in Powell and Kalina, 2009: 242).

Therefore, a cognitive constructivist approach to language acquisition and learning emphasises the need for the constant construction and reconstruction of an

individual's experience within a specific environment (Tarnopolsky, 2012: 12, see also; Piaget, 1954, 1955, 1970; Piaget & Inhelder, 1969 as cited in Brown, 2014: 12). Within this perspective, language development is believed to occur individually and is seen as a solitary act (Brown, 2014: 13), which occurs through personal experience (Trung, 2017: 74). For this reason, the cognitive constructivist perspective stresses a "clear separation between cognitive-internal and social-external worlds" (Ortega, 2014: 55), and asserts that learning takes place solely through internal cognition (the generation of knowledge through self-constructed meaning of a language structure); especially when motivated by the ambiguity of the outside knowledge received (Trung, 2017: 74). This occurs internally during four different and predetermined stages of development; namely, (1) the Sensorimotor stage - where children, ages zero to two, begin to use their senses to discover their environment; (2) the Preoperational stage – where children, ages two to seven, start to develop their own language; (3) the Concrete Operational stage – where children, ages seven to eleven, start to develop the ability for logical reasoning; and (4) the Formal Operational stage – where children ages eleven, and later adults, are able to use cognitive abilities and logical thinking to solve problems (Wadsworth, 2004, as cited in Powell and Kalina, 2009).

As a study of SLD in adult language learners, the focus falls on the Formal Operational stage since learners are able to use their cognitive abilities to construct meaning of the necessary language structures required to promote the acquisition of communicative competency and proficiency in an additional language. Within this regard, it is believed that learners are preconditioned for learning (Dunn and Lantolf, 1998, as cited in Brown, 2014: 13), according to biological timetables of readiness (or predetermined stages of development), and do not require social interactions to construct meaning and understanding (Brown, 2014: 13). The use of self-access language learning materials as a solitary learning act should, therefore, be able to ensure individual language development on its own.

However, this stands in direct contrast to the Vygotskian perspective of social constructivism, which asserts that learning cannot take place through independent activities alone because social interaction, cooperation, and guidance/facilitation are crucial in the ultimate attainment of the required knowledge (Brown, 2014: 12, see also; Tarnopolsky, 2012). For this reason, the notion of predetermined stages or

biological timetables was rejected by researchers, and the focus started to shift toward cognitive development as an act of unity that requires social interaction (Brown, 2014: 13).

The following sub-section provides an overview of the social constructivism approach to language acquisition.

2.2.3.2 Social Constructivism

The perspective of social constructivism maintains that social interaction, paired with an individual's critical thinking ability, is of utmost importance in the learning and development of a language (Brown, 2014: 13, see also; Powell and Kalina, 2009). Meaning, within this perspective, is believed to be constructed by an individual through personal experience and social interactions within a specific context; causing knowledge to arise from a learner's exchanges within a community (Trung, 2017: 74, see also ; Brown, 2014).

Similar to the theory of cognitive constructivism, learners are required to construct their own meaning, which will be intimately linked to the context and history in which they acquire the new knowledge. However, this process of meaning construction needs to take place through **guidance, facilitation, and social interactions** (Vygotsky, 1962). Learning is seen as a developmental process whereby learners are able to grow their ability by starting with what they are able to do through **guidance and moving over to what they are capable of doing independently** (Fosnot, 2005). Therefore, despite the fact that learning is a cooperative act, the knowledge acquired allows the learner to function independently (Benson, 1998: 15). This developmental process, also known as the zone of proximal development (ZPD), accounts for the way in which learners develop knowledge through social interactions, guidance, and scaffolding (Powell and Kalina, 2009: 244).

Within this perspective, teachers and learning materials must create optimal environments conducive to social interactions, so that learners can derive knowledge (language) from their experiences in “a real-world”¹⁴ situations (Brown, 2014: 92). This

¹⁴ In terms of the scope of this essay, the term ‘real-world’ refers to an optimal environment where authentic social interactions and negotiations for meaning take place —as they would when participating in day-to-day interactions (Brown, 2014: 92), and communication (Richards and Schmidt, 2010). These

stands in direct opposition to the behaviourist perspective where the mere transference of large quantities of knowledge (grammar rules) will lead to meaning creation (the development of communicative competency and proficiency) (Benson, 1998: 15). Therefore, according to Vygotsky (1980), language learning and development can be defined as the process of attaining specialized abilities for thinking and language use which, through social interaction and facilitation (either by the teacher or language learning materials), allows for individual development within learners.

The social constructivist perspective emphasises the importance of cooperative learning as part of an educational environment where learners engage with both their teachers (facilitation) and each other (interaction). These interactions then lead to the creation of meaning and internalization of knowledge “for each individual at a different rate according to their own experience” (Powell and Kalina, 2009: 244).

However, researchers contend that when constructing knowledge within a community, the influence of culture cannot be overlooked since certain traditions and practices do influence the process of meaning construction (Nel, 2015: 13); specifically in regards to proficiency and communicative competency (Farhady, 1982 see ; Stern *et al.*, 1983, and ; Brière, 1971). Therefore, although language is developed within a social context, these internalizations of knowledge and meaning will also be inherently linked to the specific cultural and socio-political environments in which they were developed (Watson-Gegeo, 2004: 332, see also; Woolfolk, 2004: 326, as cited in Powell and Kalina, 2009). Due to the increased emphasis being placed on the importance of both cultural and socio-political influence, the third branch of constructivism — sociocultural constructivism — was developed (Bakhtin, 1990, as cited in Brown, 2014: 13).

This perspective, as a close ally of social constructivism, is discussed in the following sub-section.

interactions should illustrate qualities of realistic and natural speech and should focus on the facilitation of “basic skills in situations that are commonly encountered in everyday life, such as friendly encounters with peers (Brown, 2014: 206), a job interview, using the telephone, and doctor-patient encounters” (Richards and Schmidt, 2010). These interactions can also employ authentic materials (materials taken from ordinary every day sources, which were not curated specifically for pedagogical purposes to illustrate specific language features), such as newspapers, magazines, tapes from radio programmes, and videos from television programs to illustrate authentic language use (Richards and Schmidt, 2010).

2.2.3.3 Sociocultural Constructivism

The sociocultural constructivist perspective is closely related to the theory of social constructivism, except while the former maintains that language development and learning is a result of meaning creation through social interactions and guidance, the latter emphasises that “cultural and socio-political processes are central, rather than incidental, to cognitive development” (Watson-Gegeo, 2004: 332). This means that, within the sociocultural constructivist perspective, cognitive processes (and development) cannot be separated from “other components of a human mental life, including symbolic capacity¹⁵, self¹⁶, will¹⁷, belief¹⁸, and desire¹⁹” (Ingvar, 1999; Miller, 2000; Schwartz & Begley, 2002; Shweder, 1996; Silbersweig & Stern, 1998, as cited in Watson-Gegeo, 2004: 333), which are all influenced by constructions of relational and cultural knowledge (Watson-Gegeo, 2004: 335). These constructions vary cross-culturally (Watson-Gegeo, 2004: 333). As a result, meaning creation within a specific environment will vary according to each individual and their cultural constructions, knowledge, and identity (Chaudhry, 1995 as cited in Watson-Gegeo, 2004: 336).

Learning, in this regard, takes place through the process of meaning creation within a specific environment while also being influenced by relational knowledge constructed within cultural communities as well as social and historical processes (Ortega, 2014: 217). Language development, therefore, occurs through the construction of meaning (both in language and behaviour), which not only promotes communication but also enables learners to function in the cultural setting in which the language was acquired (Schieffelin, 1990: 15, as cited in Watson-Gegeo, 2004: 339). Within this perspective, “language, culture, and mind interactively shape each other through interactive practices and discourses” (Watson-Gegeo, 2004: 339).

For the scope of this study, both the above-mentioned knowledge and communicative competency/proficiency development are framed in terms of a blended constructivist

¹⁵ An individual's ability to “distinguish pictures or symbols for different objects in their immediate environment” (Powell and Kalina, 2009: 242).

¹⁶ An individual's personal view of their identity, characteristics and personality which is formed through experience and contact with other people (Richards and Schmidt, 2010: 515).

¹⁷ An individual's ability to achieve a certain goal by controlling their thoughts and actions (Hornby *et al.*, 2015).

¹⁸ An individual's ideas and theories about themselves, others, teaching, and learning (Richards and Schmidt, 2010: 52).

¹⁹ A strong wish or drive to do or have something (Hornby *et al.*, 2015).

perspective. The facilitation of L2 communicative competency and proficiency development through the use of self-access language learning materials, will thus be approached from a blended constructivist perspective. Therefore, focussing on the theory that language develops through personal experience (cognitive), social interaction (social), and cultural influence (sociocultural). A blended framework of all three constructivist perspectives was chosen because they are believed to be “mutually supportive” (Naussbaum and Novick, 1982: 184; Yeany, 1991: 3, as cited in Cakir, 2008: 196); further emphasising the importance of using prior knowledge (conceptual structures) within a specific environment to promote meaning creation and understanding (Cakir, 2008: 196). Thus, the use of self-access language learning materials as a facilitator of second language development (with specific regards to communicative competency and proficiency) were analysed according to this blended framework. This framework assumes that learning will take place through personal experience, as a solitary act, and that language will develop through facilitation of both the self-access language learning materials as well as social interactions — within specific environments — that are influenced by the cultural settings in which the language was acquired. Therefore, in order to ensure successful L2 development within a blended constructivist perspective, these materials should focus on (1) facilitating the learning process by providing the learner with achievable challenges, (2) facilitating learner movement from a current state of development to a potential state of development, (3) facilitating successful meaning creation, and (4) providing feedback on effective language use.

Constructivism is an accepted framework in which communicative competency and proficiency have been taught (Reagan, 1999: 416, see also; Celce-Murcia, 2001) and researched (Sun, 2014: 1066). The following section provides an overview of some of the most important studies. This section discusses their methods of research and findings in order to identify possible implications the constructivist perspective may have on language development and, more specifically, Setswana language development in South Africa.

2.2.3.4 Implications for language development

There have been many studies in SLA that utilized the constructivist perspective as a framework of reference to test language development across various countries and

languages (Vu, 2020; Vurdien, 2019; Bankole-Minaflinou, 2018; Machumu *et al.*, 2018; Lancho Perea, 2017; Poehner and Infante, 2017; Sun, 2014; Olivier, 2013; Gopnik and Wellman, 2012; Ramabenyane, 2012; Lantolf and Poehner, 2011; Sebate, 2011; Ditaunyane, 2008; Gilmore, 2008; He and Xiao, 2008; Marais, 2008; Jones and Brader-Araje, 2002; Nassaji and Swain, 2000; Aljaafreh and Lantolf, 1994). To date, most of these studies focused on second language learning, specifically in English (Nassaji and Swain, 2000; Reagan, 1999; Poehner and Infante, 2017; Lantolf and Poehner, 2011; Aljaafreh and Lantolf, 1994; Bankole-Minaflinou, 2018; Vu, 2020), and foreign language learning, such as Spanish (Lancho Perea, 2017), Japanese (Gilmore, 2008), and Chinese (He and Xiao, 2008). The results of these studies indicate that a constructivist framework of teaching can lead to the facilitation of language development in terms of both linguistic and cultural knowledge (Vu, 2020; Bankole-Minaflinou, 2018; Vurdien, 2019; Nassaji and Swain, 2000; Gilmore, 2008). Based on these findings, Vu (2020) concluded that an inclusion of constructivist learning, being focused on mediating understanding in terms of both linguistic and cultural knowledge, will prepare learners for a wide range of possible encounters outside the learning environment, while simultaneously affording them the opportunity to reach their personal and professional goals.

However, regarding the South African context, most studies have thus far focussed on the FLA of language learners within the constructivist perspective of language acquisition and learning facilitation for the Sotho languages (Ditaunyane, 2008; Ramabenyane, 2012; Sebate, 2011). While the results of these studies indicate that successful meaning creation would be possible within a constructivist learning perspective, a lack of resources and teacher development currently inhibits the possibility of successful learning (Ditaunyane, 2008; Ramabenyane, 2012; Sebate, 2011).

To date, little to no research has been done to test the SLD of adult beginner Setswana language learners within a constructivist perspective. This lack of research could be ascribed to the shortage of SLD resources available in Setswana. Accordingly, this study aims to fill the gap by focussing on the possibility of facilitating the communicative competency and proficiency development of beginner language learners of Setswana within a blended constructivist perspective.

The following section focusses specifically on communicative competency in SLD in order to establish a definition thereof within the blended constructivist perspective of this study.

2.3 Communicative Competency

As previously mentioned, the aim of this study is to determine whether current language learning materials can facilitate the development of communicative competency and proficiency for everyday communication in beginner Setswana language learners. However, in order to determine whether this is possible, it is crucial to first establish a definition thereof within the blended constructivist perspective of the study. This definition is framed within the distinction made between basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP) as proposed by Cummins (1999). The features of BICS and CALP are outlined in the section below.

2.3.1 BICS and CALP

In terms of human communicative capacity, an important distinction needs to be made between the concepts of BICS and CALP, because they refer to two very different types of skills needed for different communicative contexts (Brown, 2014: 206). For the current study, this distinction is required to justify the reason for focussing on BICS (and not CALP) when referring to everyday communication in Setswana. This distinction is also used later to establish a frame of reference from which the possible development of proficiency — through the facilitation of the chosen language learning materials — can be qualified and quantified in terms of measurement levels (see section 2.4). These levels are included in the set of criteria used during the qualitative and quantitative analysis of this study (see section 2.4 and chapter 4).

Basic interpersonal communicative skills (BICS) refer to “the communicative capacity that all human beings use to function in daily interpersonal exchanges” (Brown, 2014: 206), while cognitive/academic language proficiency (CALP) points to “a specialized dimensions of communication used to negotiate typical educational tasks and activities, and often involves a conscious focus on language forms” (Brown, 2014: 206). In this regard, the term BICS refers to “conversational language” (Cummins, 1999: 3), which is used to function and communicate with other people in familiar,

everyday situations (i.e. ‘real-world’ communication) (Brown, 2014: 207). Whereas, the term CALP will denote to “academic language” and specialized vocabulary (Cummins, 1999: 3; 2013), which is employed during classroom interactions and requires a refined form of communication “to negotiate typical educational tasks and activities [... such as] classroom exercises, reading, assignments, written work, and tests” (Brown, 2014: 207, see also; Harsch, 2017; Cummins, 2013). The table below provides examples of language use for both BICS and CALP.

Table 1: Examples of language use in terms of BICS and CALP (from Brown, 2014: 207).

BICS	CALP
“Hey, dude, what’s up?” “Not much, and you?” “I’m good.”	“Everyone be seated.” “Get into small groups and discuss this question.” “What page did you ask us to look at?”
“Okay, so the Giants bit the dust – don’t rub it in”	“I see your point, but I think...”
“My grandma is sweet as honey, you know, but I was really in the doghouse.”	“The following research methodology was used to examine the three hypotheses.”

These examples show that BICS generally involve slang and conversational metaphors, which require context in order to ensure successful communication and understanding. Whereas, the examples for CALP show language less concerned with context, and more concerned with the ability to engage in academic discourse and discussions (Brown, 2014: 207).

It becomes clear that in terms of everyday communication in Setswana, the development of communicative competency (specifically proficiency and use, which is discussed in section 2.4) falls on a sliding scale. When developing an L2 for the purposes of BICS, within the perspective of this study, this scale leans towards language use and development.

The following section outlines a definition for communicative competency in terms of grammatical-, sociolinguistic- and pragmatic competence (which includes discourse and strategic competence) as defined by Canale and Swain (1980), and later expanded by Canale (1983).

2.3.2 Defining Communicative Competency

Communicative competency (CC), involves the underlying knowledge of language both in terms of grammar and an ability to communicate within any given context (Canale and Swain, 1980, see also; Canale, 1983). The focus of CC rests on communication as the primary function of language (Jabeen, 2016 see also; Brandl, 2008). It requires independent language use by means of different sets of skills from diverse fields of knowledge (Canale, 1983: 6), as well as four different competencies; namely, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale, 1983 see also; Canale and Swain, 1980; Farhady, 1982: 44). Yet in order to ensure a complete conceptualization of a CC model, it is essentially important to define the four components which constitute it, as outlined above.

First, grammatical competence (the knowledge of the rules of grammar), entails the mastery of language forms and rules, such as vocabulary, pronunciation, sentence formation, and spelling. It enables the language learner to accurately use language when expressing the literal meaning of an utterance (Canale, 1983: 7). Second, sociolinguistic competence refers to the knowledge of how language is used and understood, depending on specific contexts, with regard to both meaning and form — which is focused on the purpose of certain interactions in relation to certain norms and conventions (Canale, 1983: 7). Thus, sociolinguistic competence entails the mastery of language use within varying social and cultural contexts. Third, discourse competence entails the ability to combine various grammatical forms and meanings in both spoken- and written text in order to ensure cohesion²⁰ in form and coherence²¹ in meaning (Canale, 1983: 9). Lastly, strategic competence refers to the mastery of both verbal and non-verbal communication strategies, which enhances both the flow and effectiveness of the communication process (Canale, 1983: 10). CC, as defined by Canale (1983), necessitates the mastery of grammatical forms as well as a

²⁰ Cohesion refers to the way in which meanings of utterances can be linked in a discourse or a text without being grammatically or lexically related (Richards and Schmidt, 2010: 93).

²¹ Coherence involves the grammatical and lexical links between meanings, which determine whether an utterance should be interpreted literally or figuratively in order to facilitate communication (Richards and Schmidt, 2010: 93).

contextual based knowledge²² of when to use those forms with regards to specific contexts, in order to reveal the desired meaning of an utterance — be it literal of figurative — while ensuring the effectiveness of the communication process.

In redefinitions and modifications of the CC model (as set out above), the four competencies — grammatical, sociolinguistic, discourse, and strategic competence — are further divided to emphasise the difference between knowledge of language form and knowledge of language function (Brown, 2014: 209). Bachman (1990, as cited in Brown, 2014: 209, see also; Littlewood, 2011) groups grammatical and discourse competence (which he refers to as textual competence) together under what he calls *organizational* competence (Brown, 2014: 209). This grouping focusses on language form in terms of rules (grammatical) and the way in which those rules are used together to express meaning (discourse) (Brown, 2014: 209). In this conceptualization of CC, sociolinguistic competence is placed under what he calls *pragmatic* competence, and divided into two separate sub-categories; namely, *illocutionary* (the ability to negotiate intended meanings) and *sociolinguistic* (aspects of language use pertaining to accepted social and cultural norms) competence (Brown, 2014: 209). This grouping focusses on language function and considers strategic competence to be a separate and final component of language use, which determines word order, phrasing, and meaning negotiation (Brown, 2014: 209). This conceptualization of CC is rearranged by Littlewood (2011: 546) and grouped together with the conceptualization of Canale and Swain (as set out above), in order to create five different components (and inherently, definitions) of CC. These five components include: linguistic- (the underlying knowledge of grammar, vocabulary, semantics, and phonology; i.e., Canale and Swain's grammatical competence), discourse- (the underlying knowledge of how to link ideas and participate in conversations; i.e., Canale and Swain's discourse competence), pragmatic- (the underlying knowledge of how to negotiate meaning during conversation; i.e., Canale and Swain's strategic competence), sociolinguistic- (the underlying knowledge of how to appropriately use language in various social situations; i.e., Canale and Swain's sociolinguistic competence) and sociocultural- (the underlying cultural knowledge that prohibits misunderstandings

²² Knowledge of the way in which language is used and understood, depending on specific contexts, in regards to both meaning and form (i.e. sociolinguistic and discourse competencies) (Richards and Schmidt, 2010: 128).

during intercultural communication; i.e., Canale and Swain's sociolinguistic competence) competence (Littlewood, 2011: 547).

Thus, a definition for CC essentially depends on the purpose of its use and the perspective in which it will be defined (Llurda, 2000: 88). Within the constructivist perspective, CC will constitute the development of language use and skills within a specific situation, which allows learners to possess the required grammatical, and sociolinguistic knowledge needed to enable them to use the language accurately, and appropriately, within any given context.

Note that while later modifications of the CC model exists, the work done by Canale and Swain (1980) is still used as an "important orientational framework in discussions of the nature of communicative competence in a second language" (Littlewood, 2011: 546). In this regard, the current study conceptualizes CC in terms of Canale and Swain's model of competencies, (grammatical-, sociolinguistic-, discourse-, and strategic competence) but groups strategic- and discourse competence together as pragmatic competence, in order to create a reconstructed model of CC. However, it is important to emphasise that while these two competencies are grouped together, they remain two separate entities that uphold their original definitions as outlined above²³. This reconstructed model of CC is done with the intention that it will correlate with the pragmatic competence as outlined in the CEFR's model of CC (see section 2.4.2 below), and benefit the discussion of the facilitation of communicative competency and proficiency development in terms of the measurement levels as assigned by the CEFR (see section 2.5).

Table 2 below outlines the three models of CC, as defined by Canale and Swain (1980), Bachman (1990, as cited in Brown, 2014: 209, see also; Littlewood, 2011), and Littlewood (2011: 546) and includes a reconstructed model of CC for the current study. Note that in this table, the term *pragmatic competence* is used to refer to three different types of competencies, dependant on the model in which it is used.

²³ None of the definitions of the four competencies, as outlined by (Canale and Swain, 1980), will be modified.

Table 2: A comparison of CC models and sub-categories

(note **Pragmatic competence** ≠ Pragmatic competence ≠ **Pragmatic competence**)

Canale and Swain (1980)	Bachman (1990, as cited in Brown, 2014: 209)		Littlewood (2011: 546)	Current study	
Strategic competence: Ability to use verbal and nonverbal communicative techniques to compensate in different interactions / communication situations, which enhances both the flow and effectiveness of the communication process	Strategic competence: Combination of organisational and pragmatic competence to negotiate meaning		Pragmatic competence: the underlying knowledge on how to negotiate meaning by interpreting and conveying meaning during conversation	Pragmatic competence: (RQ 1.1.3) Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic competence (made up of strategic and discourse competence)?	Strategic competence: As defined in Canale and Swain (1980).
Discourse competence: Ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances Ability to combine various grammatical forms and meanings in both spoken and written text in order to ensure cohesion in form and coherence in meaning	Linguistic competence	Organisational competence: The rules and systems that govern the forms of language which include both sentence level and discourse levels .	Discourse / textual: the underlying knowledge on how to link ideas and participate in conversations		Discourse competence: As defined in Canale and Swain (1980).
Grammatical competence: Knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics, and phonology (vocabulary, pronunciation, sentence formation and spelling - literal meaning)		Grammatical	Linguistic (Grammatical) competence: the underlying knowledge of grammar, vocabulary, semantics and phonology		Grammatical competence: (RQ 1.1.1) Does the chosen language learning material incorporate activities aimed at improving the language learner's grammatical competence Language user's internalized knowledge (which in the constructivism perspective is seen as a product of meaning creation) of language rules
Sociolinguistic competence: The ability to follow sociocultural rules of language -roles of participants -information they share -function of interaction knowledge of the way in which language is used and understood, depending on specific contexts, in regards to both meaning and form, which is focused on the purpose of certain interactions in relation to certain norms and or conventions		Pragmatic competence	Functions of language: sending and receiving intended meanings	Sociocultural competence: the underlying cultural knowledge which prohibits misunderstandings during intercultural communication	Sociolinguistic competence: (RQ 1.1.2) Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence ? The mastery of language use within varying social and cultural contexts
		Sociolinguistics: Politeness, formality, metaphor, register, culturally related aspects of language	Sociolinguistic competence: the underlying knowledge on how to appropriately use language in various social situations		

Although Littlewood's conceptualization of CC will not be included in the study's analysis, it is required to emphasise an important difference between competence and performance. If one examines the five components of CC as outlined by Littlewood (2011), it is clear that an important part of the conceptualization thereof lies in understanding that CC points to a language user's internalized knowledge (which in the constructivism perspective is seen as a product of meaning creation) of language rules (grammatical competence), and how to use them to understand and produce utterances (discourse and pragmatic (Canale's discourse and strategic competence)) within any given context (sociolinguistic and sociocultural (Canale's sociolinguistic competence)) (Ellis, 1994: 969, see also; Canale, 1983; Littlewood, 2011). Competence is thus learned and developed as a skill (Bruner, 1973: 111), while performance (i.e. proficiency) constitutes the way in which the learner uses this acquired knowledge in order to communicate (Hymes, 1972).

The notion of competence versus performance is further discussed in the section below, with a specific focus on proficiency in SLD, in order to establish a definition thereof within the blended constructivist of this study.

2.4 Proficiency

Within second language development, proficiency has undoubtedly become associated with communicative competency (see section 2.3.2 of chapter 2), especially since that which separates the two concepts is also that which is used to measure them (Taylor, 1988: 161). While communicative competency constitutes the knowledge of how to use a language, proficiency embodies the transformation of this knowledge into producing the language to communicate (i.e. performance) (Llurda, 2000: 91). Thus, a communicative competency evaluation of SLD inevitably includes the notion of proficiency, and so this study sets out to determine whether it is possible to facilitate the development of language proficiency through the use of the chosen teaching materials.

In order to determine this, it is crucial to first establish a definition for the notion of proficiency within the perspective of this study. To date, researchers have not been able to create a single, all-encompassing definition of all the different aspects of proficiency (Del Vecchio and Guerrero, 1995: 3, see also; Farhady, 1982; Stern *et al.*,

1983 and; Brière, 1971). For this reason, the following section discusses the many different models of proficiency, involving all its aspects, in an attempt to create a suitable definition within a blended constructivist perspective. This definition emphasises that learning is essentially a process of meaning creation whereby learners use prior knowledge — gained either through personal experience, social interactions, or cultural influences — to move from a current state to a potential state of development in terms of independent use of language (Brown, 2014: 13, cf. 2.2.3 Language Learning Within a Constructivist Perspective). It is equally important to mention that learning cannot be adequately measured if the current state and potential states are not quantified or qualified.

The following section focusses on (1) defining proficiency within a blended constructivist perspective, and (2) establishing a framework for measuring proficiency in terms of basic interpersonal communicative skills (BICS).

2.4.1 Defining Proficiency

Despite the fact that the term proficiency can be defined within many different theoretical views, all research seems to point to the overall focus of proficiency, which relates to the learner's capacity for using the language (i.e. production) (Farhady, 1982: 44).

A learner who demonstrates language proficiency, demonstrates control in applying different language rules that can be used within a variety of social situations in order to communicate; including, phonological, syntactical, morphological and lexical rules (linguistic knowledge), rules of semantics and pragmatics, as well as discourse (Burt and Dulay, 1978: 178). Within this context, proficiency can be defined as “the degree of competence or capability” exhibited by a language user outside of any specific situation, and created within the formal setting of a language learning experience (an educational environment) (Brière, 1971: 332). Similar to the process of knowledge or meaning creation (as outlined in the blended constructivist perspective maintained in this study), proficiency develops through personal experience and social interaction, which the learner can later use independently and outside of the formal environment in which it was developed (see section 2.2.3 of chapter 2).

The use of language during communication, whether it is for the purpose of BICS or CALP, cannot occur without the presence of the above-mentioned competences and knowledge. Thus, proficiency can primarily be defined as the capacity for independent language use in a “real-world” setting (Brière, 1971).

Language proficiency is commonly defined according to the central role it plays in language development, the language learner’s knowledge of the language system, and their ability to understand (i.e. listening and reading) and use (i.e. speaking and writing) it to communicate (Harsch, 2017: 250). Proficiency thus relates to performance, which learners demonstrate by using both their underlying linguistic knowledge and strategic competence to produce language (Bachman and Palmer, 1996). This knowledge is closely reliant on (1) context, (2) purpose, and (3) interaction with people, which (4) enables the learner to communicate (Bachman and Palmer, 1996). As outlined within the constructivist perspective, the development of linguistic knowledge is closely reliant on both context and interaction. This reliance is emphasised in the process of cognitive development and meaning creation in terms of proficiency (see section 2.2.3 of chapter 2). Within this regard, proficiency can be defined in terms of a goal: creating certain objectives or standards, which is considered to be an outcome when acquiring an L2 (Stern *et al.*, 1983: 341). An example of such a goal in terms of communicative competency can be seen as either BICS or CALP.

Proficiency can, therefore, be construed according to the establishment of (1) “levels of proficiency”, creating language tests and rating scales, (2) different degrees of mastery of the language, focused on the different components of proficiency, and (3) a scale in order to measure progression from a basic to a near-native²⁴ like level (Stern *et al.*, 1983: 357). Most studies distinguish between five different levels of proficiency according to the specific purpose of language use within each level, (1) elementary proficiency, (2) limited working proficiency, (3) minimum professional proficiency, (4) full professional proficiency, and (5) native or bilingual proficiency (Stern *et al.*, 1983: 352). Each of these levels are described according to its communicative role in accordance with a reference framework of certain linguistic criteria (Stern *et al.*, 1983: 353). First, an individual who possesses an elementary proficiency in a language will

²⁴ A near-native like proficiency refers to a proficiency level that mimics that of a native speaker. This level of proficiency can be used by a second language learner in order to compare and/or self-assess their proficiency to that of a native speaker of the language (Stern *et al.*, 1983: 353).

be able to produce “minimum courtesy and travel requirements” (International Center for Language Studies, 2016). Second, an individual with a limited working proficiency will be able “to satisfy routine social demands and limited work requirements” (International Center for Language Studies, 2016). Third, an individual with minimum professional proficiency will be able to speak and understand a standard dialect of the language, while someone with a full professional proficiency will be “able to use the language fluently and accurately on all levels” (International Center for Language Studies, 2016). Finally, an individual who possesses a native or bilingual proficiency in a language will produce “a speaking proficiency equivalent to that of an educated native speaker”, these individuals will also be able to understand various dialects and read fluently and accurately (International Center for Language Studies, 2016).

However, when described, these scales are usually divided into four different linguistic modalities (listening, speaking, reading and writing), whereby language learners’ proficiencies can be measured according to their language performance in each of these skills, within different contexts (Stern *et al.*, 1983: 353). These levels can, therefore, be used by L2 learners to compare and self-assess their proficiency to that of a native speaker of the language (Stern *et al.*, 1983: 353).

In order to outline what it means to be able to use a language (proficiency), it is important to emphasise that the term proficiency encompasses the mastery of a language according to four different competencies: (1) the ability to use all forms of the language spontaneously; (2) the ability to understand these language forms as well as their linguistic, cognitive, affective, and sociocultural meanings; (3) the ability to use the language in order to communicate while paying minimum attention to form; and (4) the ability to use the language creatively²⁵ (Stern *et al.*, 1983: 346). Thus, attempting to define proficiency in terms of the four linguistic modalities of a language (speaking, listening, reading, and writing) is inadequate. Especially when the focus is on developing a curriculum for improving proficiency (Stern *et al.*, 1983: 347), since these levels focus exclusively on the theoretical and statistical characteristics of language learning (Burt and Dulay, 1978: 181); thus, overlooking a vital factor which incorporates the characteristics and backgrounds of the language learner (Farhady,

²⁵ These competencies are directly linked to communicative competency in terms of grammatical, sociolinguistic, strategic, and discourse competency; please see section 2.3 of chapter 2.

1982: 43). When defining proficiency, it is equally important to consider the broader social context in which the language learner developed and now uses the language (Genesee, 1984: 26). This is imperative to the constructivist framework, because it illustrates linguistic knowledge development within a social context; thus emphasising how the language learner's personal experience, background, and interaction with other people are incorporated within the cultural context in which the language is being developed.

Based on studies concerned with early language proficiency measuring, Farhady (1982) found that the four linguistic modalities of language proficiency; speaking, listening, reading and writing cannot be used to accurately assess the language learner's proficiency, since these modalities fail to include learner variables (such as the affective and social factors outlined in section 2.6 below) when measuring proficiency. Kane (2001) found that the exclusion of learner variables leads to the generalization of language proficiency measuring tools, which does not account for the cognitive and affective influences on learner language performance (Norris, 2002); thus possibly leading to potential misjudgements of the learner's performance (Farhady, 1982). These misjudgements in turn lead to learner frustration as well as a decrease in learner motivation (Farhady, 1982). The results of these studies indicate that there "should be a direct relationship between the student, the test and the instructional objectives" (Carrol, 1980, as cited in Farhady, 1982). Language proficiency measuring should, therefore, be focused on testing performance in terms of the language learner's communicative competence goal (i.e. BICS or CALP). Various variables, beyond the four linguistic modalities, need to be taken into account in order to ensure the accurate measurement of the language learner's proficiency (Norris, 2002).

For this reason, in more recent years, the proficiency model (in terms of second language development) has evolved into a complex and multidimensional construct (Harsch, 2017: 251) which can be defined according to the concepts of *complexity*, *accuracy*, and *fluency* (Housen *et al.*, 2012: 1). However, to define proficiency in this regard, it is fundamentally important to define the three concepts which constitute it. First, *complexity* (within the framework of this study) refers to the difficulty a language learner experiences when attempting to process the various linguistic elements of the

TL in accordance with his/her personal experience and individual/cultural background. Second, *accuracy* deals with the notion of learner performance in all functional levels (i.e. the phonology, lexicon, morphology, syntax, and socio-pragmatics) and any variation from the native speaker norm which may occur. Third, *fluency* refers to the manifestation of the language processing required for effective communication (Housen *et al.*, 2012: 55). Within this regard, these concepts, also known as the CAF model (incorporating complexity, accuracy, and fluency), are believed to be an indirect result of acquisition (here specifically learning in language development), processing, and representation of language in both proficiency and CC (see section 2.3 of chapter 2). This demonstrates three key stages of language development; namely, (1) the internalisation of new language elements, (2) the modification of prior language knowledge, and (3) the consolidation of new and prior knowledge (Housen *et al.*, 2012: 3). For this reason, it is believed that *complexity*, *accuracy*, and *fluency* will have varying influences on the language development process according to both the individual learner and his/her personal experience²⁶ within the learning environment (Housen *et al.*, 2012: 3). This is important for the constructivist framework because it demonstrates that meaning creation within a specific learning environment will vary according to each individual and their cultural constructions, knowledge, and identity (see section 2.2.3 of chapter 2).

Moreover, it is imperative to mention that the CAF model has been developed in relation to other well-known proficiency models, such as the traditional four linguistic modalities models and other cognitive and sociolinguistic models as mentioned above (Housen *et al.*, 2012: 1, see also; Bachman and Palmer, 1996; Canale and Swain, 1980; Farhady, 1982; Stern *et al.*, 1983). Therefore, it can be used to support and complement them. This means that although a definition of proficiency in terms of the four linguistic modalities of a language will be inadequate, the inclusion of the notions of *complexity*, *accuracy*, and *fluency* will incorporate a vital and overlooked factor; namely, the incorporation of language learners' characteristics and backgrounds in order to create a comprehensive definition of proficiency.

²⁶ The individual learner's experience in the learning environment will be influenced by various affective and social factors (Brown, 2014). These influences will be discussed in section 2.6 of this study.

Within the framework of this study, proficiency can be defined as the capacity for independent use of language in a “real-world” setting; measured on the basis of individual language processing, structure, use, and production and according to the four different linguistic modalities; listening, speaking, reading, and writing.

The following section deals with the measurement of proficiency in terms of the CAF and the four different linguistic modalities mentioned above.

2.4.2 Measuring Proficiency

As previously mentioned, most studies distinguish between five different levels of proficiency according to the specific purpose of language use within each level; namely, (1) elementary proficiency, (2) limited working proficiency, (3) minimum professional proficiency, (4) full professional proficiency, and (5) native or bilingual proficiency (Stern *et al.*, 1983: 352, cf. section 2.4.1 of chapter 2). These levels are usually measured according to four different linguistic modalities — listening, speaking, reading, and writing — in terms of the language learner’s production in each of these skills within different contexts (Stern *et al.*, 1983: 353, cf. section 2.4.1 of chapter 2). However, within this regard, the interaction between *complexity*, *accuracy*, and *fluency* should not be overlooked and must be taken into account when measuring proficiency (Tonkyn, 2012: 222). Especially since this study acknowledges proficiency as a multidimensional and complex construct, which recognizes various communicative skills, strategies, and linguistic competencies (Harsch, 2017: 251).

There have been numerous studies that used the CAF model as a framework of reference to test linguistic proficiency in L2 learner development (Granfeldt and Nugues, 2007; De Jong *et al.*, 2012; Ferrari, 2012; Gunnarsson, 2012; Kuiken and Vedder, 2012; Skehan and Foster, 2012; Tonkyn, 2012; Towell, 2012). Most of the studies to date focus on L2 development with specific reference to oral and written performance, specifically in task-based testing of languages such as French, Italian, and, English (Agren *et al.*, 2012; Gunnarsson, 2012; Granfeldt and Nugues, 2007, see also, Ellis, 2009; Gilabert, 2007; Ishikawa, 2007; Iwashita *et al.*, 2001; Bygate, 2001, 1999; Gass *et al.* 1999 as cited in; Kuiken and Vedder, 2012). Based on these studies, it can be concluded that the notion of proficiency is far more complex than the four

linguistic modalities can account for; accordingly, the CAF model allows for proficiency testing to go beyond one specific linguistic modality and/or level, by focussing on “different aspect of second language performance” (Skehan and Foster, 2012). To date, no studies have yet been recorded using the CAF model to test SLD of Setswana within a South African context. The efforts of this study aim to fill this gap by focussing on the possibility of facilitating proficiency development of beginner language learners of Setswana in terms of complexity, accuracy, and fluency measured according to the four linguistic modalities — speaking, listening, reading and writing —, and various other variables, such as the learner’s communicative goal as well as cognitive, affective, and sociocultural influences on the developmental process.

For this reason, a framework for measuring proficiency, which represents the multidimensional and complex constructs mentioned above, must be used in order to accurately describe the different levels of proficiency. This study uses the **Common European Framework of Reference (hereafter CEFR) for Languages (Council of Europe, 2001)**, as it is not only “one of the most influential frameworks for language teaching, learning, and assessment” (Harsch, 2017: 251, see also; Pascale *et al.*, 2014: 58), but also incorporates *all four linguistic modalities* as well as *complexity, accuracy, and fluency* (Council of Europe, 2001: 26).

The CEFR distinguishes between six levels of proficiency by replacing obscure terms such as, “elementary”, “limited”, “minimum”, “full”, and, “native” with a series of letters and numbers, namely A1, A2, B1, B2, C1, and C2 (Harsch, 2017: 251, see also; Council of Europe, 2001). Harsch (2017: 251) describes the CEFR and its levels of proficiency as follows:

One noteworthy aspect is that the CEFR describes proficiency on different layers of specificity and abstractness. On the top layer, a general, abstract overall perspective on proficiency is presented while successive layers break proficiency down into levels of ever-increasing specificity, thereby distinguishing oral and written forms of productive, interactive, and receptive skills, and communicative strategies as well as linguistic competences such as vocabulary, grammar, and orthography. Depending on the focus of teaching, learning, or assessment, the proficiency model in the CEFR allows teachers to focus on different degrees of specificity, ranging from diagnostic information on a very detailed level to generalized information on a learner’s overall level of proficiency.

Figure 1 below provides a broad overview of each level in terms of a global scale.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 1. Common Reference Levels: Global Scale (Council of Europe, 2001)

This framework of reference provides detailed descriptions of each level in terms of listening, speaking, reading, and writing, which a language learner can use to *self-assess* their own level of proficiency (Council of Europe, 2001). These skills are grouped together under three broad terms; namely, (1) *reception*, which refers to the learner's ability to understand the language both in terms of listening and reading, (2) *interaction*, which refers to the learner's ability to negotiate meaning while using the language both in terms of speaking (spoken interaction) and writing (written interaction), and (3) *production*, which refers to the learner's ability to use the language

both in terms of speaking (spoken production) and writing (written production) (Council of Europe, 2001). This is illustrated by Figure 2 below.

	Reception		Interaction		Production	
	Listening	Reading	Spoken Interaction	Written Interaction	Spoken Production	Written Production
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can express myself with clarity and precision, relating to the addressee	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers	I can express myself flexibly and effectively in an assured, personal, style.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

Figure 2. Common Reference Levels: Self-Assessment Grid (Council of Europe, 2001)

Many language curricula programs have used the CEFR to develop testing checklists, language syllabuses, examinations guidelines, and textbooks focused on improving and testing the proficiency of L2 learners (Milton, 2010; Alanen *et al.*, 2010; Harsch and Rupp, 2011; Harsch and Seyferth, 2020; Alderson and Huhta, 2005). One of these programs, DIALANG (“an on-line diagnostic language assessment system” (Alderson and Huhta, 2005), used the CEFR to create a “major testing system that is oriented towards diagnosing language skills and providing feedback to users” in 14 European languages; including English, French, German, Italian, Portuguese, and Spanish (Alderson and Huhta, 2005: 301). This testing system allows the user to answer self-assessment questions about their speaking, listening, reading, and writing skills based on the CEFR, which enables the testing system to “select a test of suitable difficulty for the user” (Alderson and Huhta, 2005). To date no studies have yet been recorded to use the CEFR to test the language proficiency of Setswana L2 learners; however, one specific study does use the CEFR to create “an adapted framework for the design and evaluation of a beginner course for Setswana learners which would serve as the foundation for later Language for Specific Purposes (LSP) course in Setswana yet to be developed” (Pretorius and Louw, 2020). In a similar way, the current study uses the CEFR to create accurate descriptions against which the facilitation of beginner Setswana language learners’ proficiency in terms of levels A1, A2, and B1 can be measured. This is specifically the case when analysing the materials in terms of the level to which possible proficiency attainment is aimed. These descriptions are used during the quantitative and qualitative analysis to determine which factors are required for the successful facilitation of L2 proficiency development in adult beginner learners of Setswana.

The following section examines the descriptions given by the CEFR in terms of levels A1, A2, and, B1 (Council of Europe, 2001: 24), with a focus on basic interpersonal communication (BICS) within a blended constructivist perspective. The framework of these levels have been chosen due to the fact that from level B2 onwards, the CEFR “assigns an increasingly central role to reading, writing and more formal uses of language, [...as proficiency] development becomes increasingly difficult to separate from use of the target language for academic and/or vocational/professional purposes” (Little, 2012: 9). This means that the measuring of these levels will fall on a sliding scale, in which the development of communicative competency and proficiency for the

purpose of BICS falls between A1/A2 (basic user) and B1 (threshold independent user); whereby learners move from solely participating in routine transactions and social interactions, to communicating freely with native speakers of the target language (Little, 2012: 9). The levels B2 (vantage independent user) and C1/C2 (proficient user), are thus not included due to the fact that these reference levels are focussed on language use for academic and professional purposes (i.e. CALP). This is illustrated by Figure 3 below.

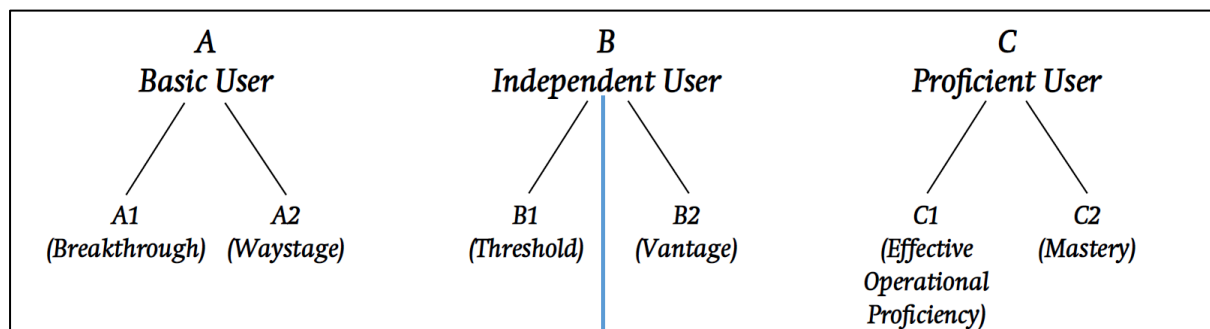


Figure 3. A branching division of the three broad proficiency levels A, B, and C (from Council of Europe, 2001).

The following section investigates the reference levels (A1-B1) in terms of understanding (*reception* in Figure 2, i.e. both listening and reading) and production (i.e. both speaking and writing). Note, however, that a focus on BICS places emphasis on listening and speaking for communicative purposes. The first sub-section below focuses specifically on listening (*reception*) in terms of an A1 to B1 proficiency level, after which the focus shifts to speaking (*interaction* and *production*).

2.4.2.1 Listening

At an A1 to B1 level of listening proficiency, a language learner will be able to (1) recognize and understand basic phrases and vocabulary pertaining to the individual himself/herself (A1), (2) deduce a basic meaning or understand the main points of a conversation when native speakers or proficient users speak clearly and slowly by use of short and simple sentences and high frequency vocabulary (A2), and (3) understand the main points of statements/arguments provided that the statements/arguments are centred around events/topics familiar to the learner and given in a clear and standard

dialect²⁷ (B1) (Council of Europe, 2001: 26). This means that, in terms of listening for communication purposes, a learner with an A1 level of proficiency will be able to understand instructions when produced slowly and by use of simple sentences, but will not be able to follow the topic of discussion during everyday conversations (Council of Europe, 2001: 66). A learner who presents an A2 level of proficiency (in listening) will be able to understand simple directions and identify the topic of discussion during everyday conversations, provided that the speech is produced at a slow rate and articulated clearly in conversations (Council of Europe, 2001: 66). At a B1 level of listening, the language learner will have developed the ability to understand detailed instructions, follow a lecture or talk (on a topic/field familiar to him/her, which is presented in straightforward and standard speech), and deduce the main points of extended discussions, provided that the speech is articulated clearly and produced in a standard dialect (Council of Europe, 2001: 66).

2.4.2.2 Speaking (Spoken Interaction and Spoken Production)

At an A1 to B1 level of spoken interaction, a language learner will be able to (i) participate in simple interactions, and ask simple questions related to familiar topics and personal needs (these interactions will require the other person to repeat and rephrase what was said at a slower rate) (A1); (ii) participate in simple and direct social exchanges related to familiar topics and activities, but will not be able to carry the conversation (A2); and (iii) interact and communicate in most situations (without preparing for them), using topics related to everyday life (B1) (Council of Europe, 2001: 26).

At these levels (in terms of spoken production) a learner will also be able to (i) produce simple sentences and phrases (A1), (ii) produce a series of phrases and sentences to describe experiences which relate to the immediate circumstances of the individual himself/herself²⁸ (A2), and (iii) connect simple phrases to describe personal

²⁷ This includes the ability to “understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest” (Council of Europe, 2001: 26).

²⁸ This includes topics such as “my family and other people, living conditions, my educational background and my present or most recent job” (Council of Europe, 2001: 26).

experiences and give reasons for opinions and/or reactions²⁹ (B1) (Council of Europe, 2001: 26).

These abilities (linked to both interaction and production) can be expanded into five different qualitative aspects of spoken language use; namely, (1) range (the measurement of “the distribution of linguistic items throughout a sample” as produced by the learner), (2) accuracy (“the ability to produce grammatically correct sentences”), (3) fluency³⁰ (“the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication”), (4) interaction (“the way in which a language is used by interlocutors”), and (5) coherence (“the relationships which link the meanings of utterances in a discourse”) (Richards and Schmidt, 2010, see also; Council of Europe, 2001).

In terms of range, a language learner with an A1 to B1 speaking proficiency will demonstrate (i) a rudimentary repertoire of words and phrases (at level A1); (ii) memorised sentence patterns and phrases, which are limited to simple everyday situations (at level A2); or (iii) an adequate repertoire of vocabulary and complex sentence³¹ structures, which can be used to express and/or explain viewpoints (at level B1) (Council of Europe, 2001: 29). With regards to accuracy, a language learner with an A1 to B1 speaking proficiency will demonstrate (i) a limited control of simple grammatical structures and sentence patterns, which are mainly memorised (at level A1); (ii) control of simple sentence structures (systematic basic mistakes will be prominent) (at level A2); and (iii) an accurate use of high frequency sentence patterns and structures, which are related to predictable situations (at level B1) (Council of Europe, 2001: 29). At an A1 to B1 level of speaking proficiency, concerning fluency, a language learner will be able to produce (i) short, isolated, and memorised utterances (pauses will be very common, specifically on an A1 level); (ii) short utterances (pauses, false starts and reformulation will be very common, specifically on an A2 level); and (iii) clear, comprehensible utterances freely, while “pausing for grammatical and lexical planning and repair [will be] evident” (specifically on an B1) (Council of Europe, 2001:

²⁹ This includes topics such as dreams, hopes, ambitions and plans, but can also relate to opinions about movie and/or book plots (Council of Europe, 2001: 26).

³⁰ Note that the concepts of *accuracy* and *fluency* stem from the CAF as outlined in section 2.4.1 above.

³¹ A sentence which consists of a main clause as well as a subordinate clause (Richards and Schmidt, 2010: 105).

29). In terms of interaction, a language learner with an A1 to B1 speaking proficiency will be able to (i) ask and answer simple questions and sentences related to the individual's personal details (at level A1); (ii) understand and answer questions using simple phrases, but will not be able to carry the conversation (at level A2); and (iii) initiate and maintain a conversation when communicating about familiar topics and topics related to his/her personal interest (at level B1) (Council of Europe, 2001: 29). At an A1 to B1 level of speaking proficiency, regarding coherence, a language learner will be able to connect words and phrases, (i) by use of basic linear connections ('and' or 'then') (at level A1); (ii) by use of simple connectors ('and', 'but' and 'because') (at level A2); and (iii) to create a logical list of points (at level B1) (Council of Europe, 2001: 29). These abilities, in terms of the different qualitative aspects of spoken language use, are illustrated by Figure 4 below.

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

Figure 4. Common Reference Levels: Qualitative Aspects Of Spoken Language Use (Council of Europe, 2001)

It is important to reiterate at this point that proficiency as a language learner's performance, in terms of the different levels outlined above, will require support from the learner's CC (see section 2.3.2 of chapter 2). This is due to the fact that while proficiency entails the production of language (i.e. performance), CC constitutes the internalized knowledge of how to creatively use a language within any specific context (Hymes, 1972: 59). Thus, as previously mentioned, CC and proficiency become interlinked as the features, which are used to create a distinction between these two concepts, will also be used to measure them (Taylor, 1988: 161). Inevitably, these features, used to conceptualize CC and proficiency, also become interlinked when attempting to measure these two concepts.

This means that the levels of proficiency, as outlined above, need to be related to the CC model of the current study³²; however, in order to ensure a logical relation between these features, the proficiency levels first need to be linked to the CC model of the CEFR. The CEFR uses a conceptualization model of CC, which resembles that of Littlewood (2011), but instead of five different competencies, the CEFR distinguishes between three components; namely, (1) linguistic competence, (2) sociolinguistic competence, and (3) pragmatic competence (Council of Europe, 2001: 13). These competences (described as general capacities) are each further divided into sub-categories, which outline the specific language-related competences represented by each general capacity (Council of Europe, 2001: 13). These general capacities and sub-competences are defined and related to the study's CC model in Table 3 below.

³² Recall that the conceptualization of a CC model for the current study has already been established in section 2.3.2.

Table 3: Conceptualization model of CC in the CEFR (Council of Europe, 2001: 13)

Current study – CC model		CC model in CEFR (General capacity)	CC model (Sub-competencies)
Pragmatic competence	Strategic competence: Ability to use verbal and nonverbal communicative techniques to compensate in different interactions / communication situations, which enhances both the flow and effectiveness of the communication process.	Pragmatic competences: The mastery of language use and function, in terms of discourse, cohesion and coherence (Council of Europe, 2001: 13)	(i) discourse competence: the knowledge of sentence ordering used to produce coherent language (ii) functional competence: the knowledge of language forms and their particular functional purposes used for communicative functions (iii) design competence: the knowledge related to transactional and interactional patterns, which underlie communication (Council of Europe, 2001)
	Discourse competence: Ability to combine various grammatical forms and meanings in both spoken and written text in order to ensure cohesion in form and coherence in meaning		
Grammatical competence: Knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics and phonology (vocabulary, pronunciation, sentence formation and spelling - literal meaning)		Linguistic competences: The lexical, phonological and syntactical knowledge of a language system (Council of Europe, 2001: 13)	(i) lexical competence: the knowledge (and use) of vocabulary (ii) grammatical competence: the knowledge (and use) of the grammatical features of a language (iii) semantic competence: knowledge on how to control and organise meaning (iv) phonological competence: knowledge on how to produce language (v) orthographic competence: knowledge of the writing system of a language (vi) orthoepic competence: the knowledge of spelling conventions (Council of Europe, 2001)
Sociolinguistic competences: Knowledge of the way in which language is used and understood, depending on specific contexts, in regards to both meaning and form, which is focused on the purpose of certain interactions in relation to certain norms and or conventions		Sociolinguistic competences: Knowledge of language use in terms of social conventions and norms within different social and cultural groups, generations, sexes and classes (Council of Europe, 2001: 13)	(i) linguistic markers of social relations: knowledge on how to use language register in terms of social relations (ii) politeness conventions: knowledge on how to appropriately express politeness (iii) expressions of folk wisdom: the knowledge of fixed phrases (proverb/idioms) (iv) register differences: knowledge on how to use language varieties of languages in varying contexts (v) dialect and accent: knowledge on how language is used in different social classes, ethnicities and/or social groups (Council of Europe, 2001)

In terms of proficiency, the CEFR allows for this conceptualization of CC to be directly linked to the qualitative aspects of language use; namely, (1) range, (2) accuracy, (3) fluency, (4) interaction, and (5) coherence and described according to the different levels as set out above (Council of Europe, 2001: 223). In order to illustrate this link, Table 4 below groups the qualitative aspects of language use under the three general capacity competencies (see Table 3), and then describes them according to the A1 to B2 levels of proficiency outlined above. Note that these groupings are provided by the CEFR (Council of Europe, 2001: 223), and are used to link the different proficiency levels and its qualitative aspects to the CC model maintained in this study. This is done in order to identify the factors required for the successful facilitation of communicative competency and proficiency in section 2.5 below.

Table 4: An illustrative scale of the qualitative aspects of language per proficiency level in terms of CC (synthesized from Council of Europe, 2001)

Current study – CC model		CC model in CEFR (General capacity)	Qualitative aspects of language per proficiency level			
			Qualitative aspects of language	Level A1	Level A2	Level B1
Pragmatic competence:	Strategic competence: Ability to use verbal and nonverbal communicative techniques to compensate in different interactions / communication situations, which enhances both the flow and effectiveness of the communication process.	Pragmatic competences: The mastery of language use and function, in terms of discourse, cohesion and coherence	Fluency	• Short isolated utterances • Pausing	• Short exchanges • Phrase construction using familiar topics • Hesitation • False starts	• Comprehensible utterances • Pausing and repair • Communicate effectively without help
	Discourse competence: Ability to combine various grammatical forms and meanings in both spoken and written text in order to ensure cohesion in form and coherence in meaning		Interaction	n/a	• Simple questions • Request attention • Produce list of points	• Initiate and maintain conversations • Familiar topics • Intervene during discussions • Narrate and describe a linear sequence of points
			Coherence	• Basic linear connectors ('and' or 'then')	• Simple connectors ('and', 'but' or 'because')	• Link elements into a linear sequence of points

Grammatical competence: Knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics and phonology (vocabulary, pronunciation, sentence formation and spelling - literal meaning)	Linguistic competences: The lexical, phonological and syntactical knowledge of a language system	Range	• Simple expressions • Basic vocabulary	• Everyday expressions • Basic sentence patterns • Memorized phrases • Repertoire of basic language related to everyday situations • Sufficient vocabulary for basic communicative needs	• Sufficient vocabulary to communicate about most topics related to everyday life • Good control of elementary vocabulary
		Accuracy	• Limited, simple grammatical constructions • Limited pronunciation	• Simple grammatical constructions • Control of a narrow repertoire of vocabulary related to everyday life • Clear pronunciation with foreign accent	• Repertoire of frequently used patterns • Reasonable accuracy and good control in familiar contexts • Good control of elementary vocabulary • Clear, comprehensible pronunciation
Sociolinguistic competences: Knowledge of the way in which language is used and understood, depending on specific contexts, in regards to both meaning and form, which is focused on the purpose of certain interactions in relation to certain norms and or conventions	Sociolinguistic competences: The sociocultural knowledge of language use in terms of social conventions and norms within different social and cultural groups, generations, sexes and classes	Interaction	• Basic social contact	• Very short social exchanges • Basic language functions	• Wide range of language functions • Salient conventions, customs, usages, attitudes, values and beliefs

As indicated by Table 4, the competences outlined in the CC model of this study can be linked to the model maintained by the CEFR because the definitions overlap. This link between the two CC models allows the researcher to further link the CC model maintained by the study to the qualitative aspect of language in terms of listening and speaking (as outlined above). This creates an illustrative scale between CC and proficiency and shows how the underlying knowledge (i.e. competences) relates to the language learner's proficiency skills. It becomes clear that the proficiency cannot be measured without referring to CC. BICS (for everyday communication) will thus require the facilitation of both CC and proficiency development.

The following section uses the illustrations from Table 4 above to identify the factors required for the successful facilitation of communicative competency and proficiency in terms of BICS for beginner language learners.

2.5 Facilitating the development of communicative competency and proficiency in terms of BICS for beginner language learners

In this study CC is conceptualized according to grammatical-, sociolinguistic- and pragmatic competence (including discourse- and strategic competence). These competences need to be learnt with the focus being on developing conscious knowledge of the language to ensure functional, accurate, and meaningful use in terms of communication. The facilitation of this development thus relies on the creation of situations, which simulate "real-world" communication and provide opportunities for the learner to acquire the necessary knowledge for each of these four competences.

First, the successful acquisition of grammatical competence will require the learner to internalize certain rules and language forms needed to produce grammatically correct sentences by using vocabulary, pronunciation, sentence formation, and spelling to express meaning; through both everyday communication and classroom discourse. Grammatical competence will need to be consciously and explicitly explained within the language learning materials, without removing the language from its context (Brown, 2014: 207). Second, successfully acquiring sociolinguistic competence will be dependent on simulating social experiences, which will allow the learner to learn how to use the language appropriately. However, Byrnes (1984: 197) warns against being focussed on subtly transmitting culture specific communication by emphasising

that communication in the TL should rather be focused on being as authentic as possible. This will, thirdly, allow for the successful development of discourse competence, since authentic social interaction will ensure that learners are able to express meaning through language. This will ultimately lead to the development of strategic competence, ensuring both the flow and effectiveness of the communication process. Successfully learning a language for the purpose of everyday communication, requires the integration of all four competences, through facilitation, into one. The inclusion of all four competencies is emphasised, due to the fact that there exists no evidence pointing to the importance of one competence over another (Canale, 1983: 18). An increase in one competence might lead to an increase in another, these competences should thus never be measured in isolation (Savignon, 2001: 17). Accordingly, if it cannot be measured in isolation, it should also not be developed in isolation.

There have been many studies concerned with communicative competency development in L2 learners, most placing specific emphasis on using authentic language materials and multimedia tools, such as videoconferencing (Vu, 2020; Vurdien, 2019; Bankole-Minaflinou, 2018; Sun, 2014; He, 2010; Gilmore, 2008; Lee, 2007). These studies place emphasis on developing CC through practicing and enhancing language skills, which can be used outside of the educational setting, by explaining that CC development is ultimately reliant on interpersonal- and intercultural competence (Vu, 2020; Vurdien, 2019; Bankole-Minaflinou, 2018; Sun, 2014; He, 2010; Gilmore, 2008; Lee, 2007). However, based on the findings of these studies, Vurdien (2019) concluded that L2 development is only possible if learners constantly practice their language skills and increase their lexical and discourse resources, emphasising the importance of all four competences.

In ensuring the successful facilitation of CC development, the chosen material should ensure the integrated facilitation of (1) grammatical competence, done by focussing on developing knowledge of the language's form and function; (2) sociolinguistic competence, done by focussing on developing cultural awareness and meaningful language use; and (3) pragmatic competence (including strategic- and discourse competence), accomplished by focussing on social interactions and developing authentic language use through meaningful practice.

Note that in Table 4, these competences (and their underlying language knowledge) are categorized according to qualitative aspects of language per proficiency level. This is due to the fact that, as mentioned previously, learners' language knowledge (i.e. competencies) will underlie their performance (i.e. proficiency). Language learners' knowledge of the language's grammar rules and sentence structures, for example, will thus affect their ability to control the language in terms of accuracy and range. In turn, they will only be able to produce language according to a specific level of proficiency, influenced by the degree of knowledge within a specific competence.

In terms of the facilitation of BICS development in Setswana for everyday communication in a multilingual South African, the focus rests on a learner's listening and speaking skills (as modalities of proficiency) for communicative purposes, which fall on a sliding scale between an A1/A2 (basic user) and B1 (threshold independent user) level of proficiency. These skills are categorized according to the qualitative aspects of language proficiency in terms of CC, and outlined according to the different levels in Table 4 above. While the scope of the current study does not require the levels as outlined by the CEFR to measure proficiency, these levels and their descriptors are used to identify the factors needed for the successful facilitation of proficiency development, by linking the different language skills (outlined in each level) to the underlying language knowledge (competence) required to produce language. These links are included in the qualitative analysis of the chosen language materials, in order to determine whether the materials will be able to facilitate the development of BICS according to the CC model and proficiency measuring framework outlined above.

In terms of grammatical competence, the materials should focus on (1) simple grammatical constructions and basic vocabulary (at level A1); (2) everyday expressions, simple grammatical constructions, and vocabulary related to everyday life (at level A2); and (3) frequently used grammatical patterns and vocabulary related to most topics of everyday life (at level B1) (Council of Europe, 2001), to facilitate the development of proficiency according to these levels (as outlined in the CEFR and Table 4 above). Therefore, within the constructivist perspective, the chosen materials should focus on the facilitation of basic meaning creation and understanding (for an

A1/A2 level of proficiency) in terms of simple sentence³³ construction and vocabulary development. It is imperative that the materials provide opportunity to practice basic exchanges whereby learners can acquire the knowledge necessary to ask and answer simple questions or to participate in short exchanges. For a B1 level, the chosen materials should aim to facilitate the creation of meaning and understanding in terms of complex sentence structures³⁴, and sufficient vocabulary development related to everyday topics (i.e. BICS). Learners should be provided with ample opportunity to interact and communicate in situations related to everyday life (without preparing for them), in order to promote the development of vocabulary pertaining to these topics in Setswana. These opportunities will facilitate the development of sociolinguistic competence, related to the salient conventions and customs of language use. The materials should thus simulate interactions which (1) imitate basic social exchanges (at level A1); (2) promote the usage of basic language functions (at level A2); and (3) illustrate the different conventions, customs and, usages of the target language (at level B1) (Council of Europe, 2001). These simulated interactions will facilitate the development of proficiency in terms of sociolinguistic competence, where the focus falls on language function (as outlined in the CEFR and Table 4 above). Concerning discourse and strategic (i.e. pragmatic) competence, these interactions should also provide opportunity to practice (1) short isolated utterances linked with basic linear connectors (at level A1); (2) short exchanges linked with simple connectors (at level A2); and (3) initiating and maintaining conversations related to everyday topics (at level B1) (Council of Europe, 2001), in order to facilitate the development of proficiency according to these levels (as outlined in the CEFR and Table 4 above). This facilitation should be supported by sufficient language input in order to ensure understanding of any familiar topic delivered in standard dialect and, moreover, the development of BICS in terms of CC and proficiency.

At this stage it is important to mention that the CEFR “is a non-language-specific document” (Little, 2015: 2), which requires the user thereof to consider and specify which constructions, patterns, and usage conventions will be attributed to the different language skills within each level (Council of Europe, 2001). A learner’s proficiency at

³³ A sentence which contains only one subject and one verb (a predicate) (Richards and Schmidt, 2010: 105).

³⁴ A sentence which consists of a main clause as well as a subordinate clause (Richards and Schmidt, 2010: 105).

an A1 level of language accuracy (in terms of grammar knowledge and use), for example, is quantified as a “limited control of a few simple grammatical structures and sentence patterns” (Council of Europe, 2001). However, the terms ‘limited control’ and ‘simple structures’ need to be defined by the user of the framework as these terms are never defined in the CEFR (Little, 2015). This means that while the levels and their defined skills (as outlined in Table 4) provide a broad outline of the factors required for the successful facilitation of communicative competency and proficiency, these factors need to be specified in terms of Setswana communicative competency and proficiency development. This includes knowledge on the phonetics and phonology (pronunciation), lexicography (vocabulary), syntax (sentence structures), and morphology (spelling) of Setswana. This is done in section 2.9 of this chapter.

As outlined above, the successful development of communicative competency and proficiency is linked to and dependant on the situation in which the learner acquires the knowledge. When a native speaker acquires their L1, the acquisition of these competences rely on social experiences, which motivate the need for communication and promote the internalization of the knowledge needed to communicate effectively (Hymes, 1972: 60). Thus, whereas CC develops explicitly within a language learning setting as rules are explained (either by the teacher or language learning materials), native speakers will implicitly develop these rules through social interaction interdependent on sociocultural features (Hymes, 1972: 61). For an L2 language learner, these implicitly acquired competences, need to be taught within a language learning environment in order to ensure natural interaction and understanding on a near-native level and across cultures (Byrnes, 1984: 197). Within the blended constructivist perspective maintained by this study, individual differences and social influences cannot be overlooked (see section 2.2.3). In light of this, one is left to question whether the language learning materials will be the only factor to influence the learner’s communicative competency. The inclusion of other factors, which may influence the learner’s language development, thus becomes necessary to determine whether these factors will inhibit the facilitation (through use of the learning materials) of SLD. These factors also provide a better understanding of the way in which these language learning materials can influence the development of the learner’s CC and proficiency.

The following section provides an overview of factors that can possibly affect SLD in order to identify the factors, which can inhibit or promote the development of CC and proficiency in the language learner during the process of SLD facilitation.

2.6 Factors Influencing Second Language Development

In SLD, the learner runs the risk of being affected by much more than just the language learning materials to be used in the development of both proficiency and CC. This is due to the fact that learners are multi-faceted, with their own mixture of affective, social and, cultural factors³⁵ that contribute to the success and/or failure of acquiring new knowledge, such as language (Brown, 2014: 165). When learning an L2, learners are influenced not only by affective factors brought on by individual differences, such as emotions, feelings, and thoughts (body, soul and mind), but also by social and cultural factors that are triggered by biological and environmental stimuli.

It is, therefore, important to emphasise the complexity of each individual's learning differences instead of being solely focused on the different language learning materials' contents (Brown, 2014: 143). This means that elements such as affective and social or cultural factors, as well as the different motivations (recreational, educational/professional or social purposes) shared by learners when learning a language (Duff, 2017: 379), should be taken into account (together with the contents of the language learning materials) in order to predict whether these materials will be able to facilitate the development of both CC and proficiency.

The following section first focuses on the various affective factors that may impede the process of SLD.

2.6.1 Affective Factors

The concept of affect, according to Brown (2014: 142), refers to learners' emotions and feelings about themselves and others. These factors are focussed on individual development (Duff, 2017: 379) and work within the perspective of cognitive constructivism. Affective factors are brought on by the emotional side of human

³⁵ While previous sections of this literature review outlined the conceptual knowledge needed to identify important themes to be used during the analysis of this study, and provided an overview of studies in which similar concepts were tested in SLD, this section will only provide an overview of the factors involved and not of specific studies in which these factors were tested, as it falls outside the scope of this study.

behaviour and involve the individual development of various personality aspects (Brown, 2014: 142).

If language is intricately woven into every aspect of human behaviour, language development will thus be influenced by the development of these learner internal and affective factors (Brown, 2014: 142). Over the years extensive research has been done on affective factors and their influence on the study of SLA and the development thereof as outlined in this study (Brown, 2014: 143).

The affective factors affecting development can be listed as follows:

- (1) Self-Esteem (self-confidence, knowledge about oneself resulting in self-appraisal),
- (2) Self-Efficacy (belief in one's own abilities to successfully achieve something),
- (3) Willingness to Communicate (a predisposition to initiate communication if given the choice),
- (4) Inhibition (the need to build 'walls' in order to protect one's self-identity in fear of showing self-doubt),
- (5) Risk Taking (the ability to make informed guesses),
- (6) Anxiety (subjective feelings of self-doubt and nervousness),
- (7) Empathy (understanding of what another is feeling by moving beyond the self),
- (8) Personality type (extroversion versus introversion), and,
- (9) Motivation (derived from other as well as one's self-determination)

(Brown, 2014).

The effects of these factors on the development of communicative competency and proficiency are discussed below. While all the factors outlined below can affect the process of SLD, some may affect learning directly and others are able to affect both learning as well as the perceived achievement and measurement of proficiency and language use in terms of CC as learning outcomes. The factors of motivation and self-efficacy, specifically, may play roles in the learning process in comparison to self-esteem, willingness to communicate, inhibition, risk taking, anxiety, empathy and personality type which may influence language use more.

2.6.1.1 Motivation

Motivation, derived from others as well as one's self-determination, is considered to be one of the most powerful affective factors used to determine the success or failure of any complex task (Brown, 2014: 158). Considering that motivation is what drives the learning process (Maslow, 1970; Deci, 1975; Weiner, 1986, as cited in Brown, 2014: 158), it not only drives the learner's decision to start the learning process but also pushes the learner to move forward (Gass *et al.*, 2013: 452). For this reason, motivation is viewed as a predictor of SLD (Gass *et al.*, 2013: 453).

Motivation can be defined within the three different language development perspectives mentioned above (see section 2.2 of chapter 2), which can all be integrated into a better understanding of SLA (Brown, 2014: 159). From a behavioural perspective, motivation can be understood as working with the anticipation of receiving a reward, such as positive feedback (Brown, 2014: 159). While within cognitive terms, motivation is based on the individual's decision making and focussed on exploration, manipulation, activity, stimulation, knowledge, and ego enhancement. Whereas, within a constructivist view, the emphasis moves to social context as well as the individual's decisions and need for community, belonging in said community, and possessing social status (Brown, 2014: 159).

In the earliest traditions, research on motivation within educational psychology in SLA was focussed on creating a distinction between intrinsic and extrinsic motivation (Brown, 2014: 160). Intrinsic motivation refers to an effort made by a learner without any apparent reward except for the activity itself and any "internally rewarding consequences", such as feelings, competence, and self-determination that go along with it (cognitive & constructivist). Whereas with extrinsic motivation, the focus is placed on the anticipation of a reward from the outside and beyond the self, such as money, prizes, good grades, and positive feedback (behavioural) (Brown, 2014: 160). However, recent studies suggest that there exists an essential need for intrinsic motivation in order to attain foreign language proficiency (Brown, 2014: 161).

Within the last two centuries the focus has shifted to both attitudinal and motivational factors as motivation started being studied in view of different kinds of attitudes, focused on instrumental and integrative orientations (Gardner and Lambert, 1972, as

cited in Brown, 2014). Instrumental orientation focusses on the development of a language in order to attain a practical goal, such as getting a promotion. Whereas, integrative orientation focusses on allowing individuals to become integrated into a specific culture by use of the L2, thus focussing on social interchange within the group (Brown, 2014: 162). Evidently, achievement arises from both motivations, be it instrumental or integrative (Gass *et al.*, 2013: 453), academic/career related, or socially/culturally oriented (Brown, 2014: 162).

2.6.1.2 Self-Efficacy

Self-efficacy, the belief in one's own abilities to successfully achieve something, is regarded as an important factor in the development of CC and proficiency, because it relates to the likelihood of achieving success or failure when attempting a specific task (Brown, 2014: 146). This notion is linked to the attribution theory, whereby the focus is moved to the manner in which language learners qualify their successes and/or failures categorized within four different explanations; namely, (1) ability, (2) effort, (3) perceived difficulty of the task, and (4) luck (Weiner, 1986, 1992, 2000; Bandura, 1997; Williams and Burden, 1997; Slavin, 2003; Dornyei and Ushioda, 2011, as cited in Brown, 2014: 145). A learner with a high sense of self-efficacy (the belief in one's own abilities to successfully achieve the task) will attribute his/her success to the amount of effort put into achieving the task, while linking failure to a lack of effort. Whereas, a learner with a low sense self-efficacy will attribute failure to external factors, such as task difficulty and/or luck (Brown, 2014: 146). This means that there exists a link between the degree of a learner's self-efficacy and his/her performance (Mills, Pajares and Herron, 2006; Gorsuch, 2009, as cited in Brown, 2014: 146). The successful development of CC and proficiency can, therefore, be inhibited if the learner is faced with various forms of self-doubt when facing the overwhelming prospect of developing an L2 (Brown, 2014: 146). This, in turn, might affect a learner's willingness to communicate in the L2.

2.6.1.3 Self-Esteem

As an affective factor, self-esteem³⁶ (self-confidence and the knowledge about oneself resulting in self-appraisal) stands at the centre of every successful cognitive and/or

³⁶ "A person's judgement of their own worth or value, based on a feeling of "efficacy", a sense of interacting effectively with one's own environment." (Richards and Schmidt, 2010: 517).

affective task (Brown, 2014: 144). This means that self-esteem can be directly linked to the process of L2 development, due to the fact that within any interaction between one's self and others, the individual will attempt to evaluate his/her own competence according to a specific knowledge set determined by personal experience (Rubio, 2007: 5, as cited in Brown, 2014: 144). This will either result in self-appraisal or the endangerment of one's self-concept³⁷ (Arnold, 2007: 7, as cited in Brown, 2014: 144). Within SLD, however, "the self is especially vulnerable because it is deprived of its normal, familiar vehicle of expression" (Arnold, 2007: 7, as cited in Brown, 2014: 144). For this reason, self-esteem is regarded as having an important relevance to SLD (Gardner and Lambert, 1972; Brodkey and Shore, 1976; Watkins, Biggs and Regmi, 1991, as cited in Brown, 2014: 145), in regards to three different levels of personal experience; namely, (1) Global self-esteem, which is one's view on self-worth, and is very resistant to change and formed over a number of years; (2) Situational self-esteem, which is one's various self-appraisals, dependant on specific life situations and/or contexts; and (3) Task self-esteem, which is specific views pertaining to one's skills within various situations and/or contexts (Brown, 2014: 144).

However, these views and how they relate to SLD are intricately linked to the notion of self-efficacy, which is discussed below.

2.6.1.4 Willingness to Communicate

A learner's predisposition to initiate communication if given the choice, and/or lack thereof, has an effect on both SLD and language learning (L1 and L2) as a whole, with specific regards to CC (MacIntyre et al., 2002, as cited in Brown, 2014: 147). This factor is intricately linked to self-esteem, self-efficacy (Yashima, Zenuk-Nishide and Shimizu, 2004, as cited in Brown, 2014), personality type, as well as motivation (Brown, 2014: 147). This means that a willingness to communicate in the L2 does not solely rely on the ability to communicate in the L2, instead it is affected by the individual differences of the learners attempting to learn the language (MacIntyre et al., 1998, as cited in Brown, 2014: 147). Willingness to communicate is, therefore, considered to be a "dynamic system" which displays great variation over periods of time (MacIntyre, 2007, as cited in Brown, 2014: 147)

³⁷ The way in which an individual views/values himself or herself (Richards and Schmidt, 2010: 516).

2.6.1.5 Inhibition

Closely related to self-esteem, inhibition is the need to build ‘walls’ in order to protect one’s self-identity out off fear of showing self-doubt (Brown, 2014: 147). These defences, or inhibitions, serve to protect the ego as the individual attempts to understand himself/herself (Brown, 2014: 147). This means that learners with a higher self-esteem will be able to resist threats of self-doubt; therefore, having weaker defences. Whereas, learners with a lower self-esteem will require stronger defences to protect the ego against a lack of self-efficacy (Brown, 2014: 148). Within language learning, the learner will construct a “language ego” as a result of a newly developed identity within his/her newly acquired competence. This can either increase or decrease the defences of inhibition, which in turn affect the successful development of the L2 (Brown, 2014: 148).

2.6.1.6 Anxiety

Closely related to self-esteem, self-efficacy, inhibition, and risk taking is the notion of anxiety, whereby subjective feelings of self-doubt and nervousness can influence the process of SLD (Spielberger, 1983: 1, as cited in Brown, 2014: 150). Moreover, like self-efficacy, the language learner can experience anxiety across four different levels; namely, (1) trait anxiety, which is a predisposition to experience anxiety (i.e. a naturally anxious person); (2) state anxiety, which is anxiety experienced as a result of a specific event or context; (3) language anxiety, which is anxiety experienced as a result of learning an L2 with specific regards to communication, social judgements and test evaluation; and (4) tension, which is debilitating/facilitative anxiety caused by the negative and positive effects of learning an L2 (Oxford, 1999; Horwitz, 2001, 2010; MacIntyre and Gardner, 1991; Spielmann and Radnofsky, 2001, as cited in Brown, 2014: 151).

From these various levels of anxiety, an important emphasis should be placed on language anxiety (also known as foreign language anxiety), which may cause both poor language performance as well as affect the overall competence of the language learner (Ehrman and Oxford, 1995; Horwitz, 1990, 2000, 2001, 2010; MacIntyre, 1995; Spielmann and Radnofsky, 2001; Sparks and Young, 2009, as cited in Brown, 2014: 151).

2.6.1.7 Risk Taking

The ability to make informed and accurate guesses (i.e. risk taking) plays a valuable role in the development of an L2, as learners navigate and overcome their fears associated with language learning (Brown, 2014: 149). The successful development of an L2 relies on the willingness of language learners to make accurate guesses despite their fear of making mistakes, failure to communicate, and/or a loss of identity (Brown, 2014: 149). Therefore, it is important that language learners feel comfortable when starting to develop their L2 so that they can overcome the above mentioned fears, which inhibit healthy risk taking and, consequently, the successful development of CC and proficiency (Dufeu, 1994: 89, as cited in Brown, 2014: 149).

2.6.1.8 Empathy

Seeing as communication within any language relies on the interaction between two or more individuals, understanding what another is feeling and moving beyond the self (i.e. empathy) plays an important role in any social interaction (Brown, 2014: 153). Therefore, the development of CC and proficiency relies on the development of an advanced degree of empathy in both verbal and non-verbal encounters (Brown, 2014: 153). This enables learners to cross existing boundaries set up by language differences, inhibitions, and self-doubt (Guiora, 1972, as cited in Brown, 2014). It will also ensure that messages are both clearly sent and received, which in turn will promote functional communication (Brown, 2014: 153).

2.6.1.9 Personality Type

Another factor, which can both promote and inhibit the successful development of communication, denotes to the idea that language learner's personality types can either be introverted or extroverted (Brown, 2014: 154). Introversion concerns the individual's need for self-fulfilment, and refers to the extent to which he/she "derives a sense of wholeness" within himself/herself (Brown, 2014: 154) while also being more concentrated on inner thoughts, concepts, and strengths (Wakamoto, 2009: 18, as cited in Brown, 2014). Whereas, extroversion refers to an individual's need to receive affirmation, self-esteem, and ego enhancement from other people while also being energized by social interaction (Brown, 2014: 154). These differences in personality types can have an effect on the successful development of CC and proficiency in terms

of both performance and production (Busch, 1982; Wakamoto, 2000, 2009, as cited in Brown, 2014: 155).

The affective factors, which influence the process of language learning, work together in both promoting and inhibiting language development while creating different needs within the classroom setting (Brown, 2014: 169). Therefore, the language learning materials are required to tend to all these different needs through the application of different strategies, which will not only motivate the learners but also promote their optimal intake of information. The learner can then use this to construct meaning and develop their language (Brown, 2014: 169).

However, it should be noted that these factors do not function on their own, but rather work with the social and cultural factors (discussed below) in affecting the language learning process.

The following section outlines the different social and cultural factors that may affect SLD.

2.6.2 Social and Cultural Factors

Social factors refer to the social contexts, roles, and identities in which the language develops (Duff, 2017: 379). These external social factors not only influence the individual differences of each learner, but also the individual experiences of the SLD process (Duff, 2017: 380). Influenced by various sociological and cultural aspects, the learner's identity, community, and trajectory all become a part of the language learning process (Duff, 2017: 380). The social factors with which learners identify themselves are not so much a representation of individual differences, but rather demonstrate certain social aspects of SLA in specific contexts (Ellis, 2008; cited in Duff, 2017). These social factors do not acknowledge single dimensional differences among learners (such as race, ethnicity or class), but rather focus on how these differences are interlinked within the L2 learning environment (Block & Corona, 2014; cited in Duff, 2017: 381) and the possible content included in the teaching materials. In contrast to the affective factors, which can solely affect the learning outcomes, social factors determine whether the teacher or language learning material will be able to create an optimal learning experience (Duff, 2017: 382), in which learners are able to construct meaning. Language learning within these social dimensions and individual differences

among learners can create various pedagogical implications (Duff, 2017: 380), and function within the perspective of social and sociocultural constructivism. The following social factors can influence the language learning process in SLA: (1) Ethnicity and Gender, (2) Ethnolinguistic Community Affiliations, and (3) Social Class. The effects of these factors on the development of CC and proficiency are discussed below.

Alone, a learner's gender, ethnicity, and/or sexuality cannot predict whether the development of an L2 will be successful or not; however, how these factors interact with the TL can (Duff, 2017: 383). Social differences and cultural expectations mediate access to the L2 while also influencing the way in which the language is learned and used (Duff, 2017: 384). The learner's capacity to learn a language can, therefore, be determined by the way in which he/she views the language, its speakers, and its culture (Duff, 2017: 383). Some learners might even be motivated to develop an L2, because it allows them access to a new culture as well as a new social identity within it. Conversely, others might refuse to use the TL in fear of losing their own cultural identity (Duff, 2017: 385). This will determine whether a learner is able to successfully acquire an L2 through language learning in an educational environment (Duff, 2017: 385).

Second, if learners neglect their L1 in hopes of finding a better identity in another, the tension between these two languages, along with social pressures from peers, might negatively affect their language development as well as their social standing (Duff, 2017: 387). The ethnolinguistic identity of a language learner's primary culture group in opposition to that of the TL group can cause tension between the two languages, which in turn influences the language development process (Duff, 2017: 387). Although learning takes place in solitude (through the use of self-access material), outside factors as well as the above-mentioned socio-cultural factors of individuals will play a role in how the language is developed. This is specifically relevant in the South African multilingual community where various cultures and sociolinguistic facets associated with all 11 official languages come to interact (Nel, 2015: 6).

Third, social class in relation to a language learner's gender, ethnicity, and/or sexuality also influences their language development, because their beliefs, dispositions, and access to resources directly affect the language learning process (Duff, 2017: 388). Although the initial motivation is to increase their L2 proficiency in order to gain greater

social access and new opportunities, these external factors will determine whether or not the language learner is able to improve their proficiency (Duff, 2017: 388).

Evidently, the language learning process is influenced by much more than just the self-access materials and their content. However, one is left to question which of these factors will have a direct influence on the development of CC and the proficiency of the learner. It is thus important to determine which of the above-mentioned factors may or may not affect the SLD process in achieving the successful development of CC and proficiency. Although, keeping in mind that the language learning materials still remain responsible for ensuring that each learner's language develops successfully — despite the external factors that influence the language learning process (Gass *et al.*, 2013: 451), it is important that the language learning materials also incorporate adequate teaching strategies that will increase the possibility for the successful development of both CC and language proficiency, despite the possible influence of external and internal factors (Gass *et al.*, 2013: 431). The following section outlines the possible influences these factors may have on the language learner during the facilitation of CC and proficiency development.

2.6.3 Factors influencing the development of Communicative Competency and Proficiency

If CC can be defined as specific knowledge pertaining to grammatical form and sociocultural context, which enables language users to accurately and appropriately produce utterances within any given context (see section 2.3.2 of chapter 2), and proficiency is defined as the capacity for independent use of language in “real-world” settings, measured in terms of individual language processing, structure, use, and production (according to the four different linguistic modalities, namely, listening, speaking, reading and writing) (see section 2.4.1), then it is important to determine which of the above-mentioned factors (see section 2.6) could inhibit the development of this knowledge, performance, and production.

If a facilitator (either a teacher/language learning materials) is required to create a ‘real-world’ environment where authentic social interaction can promote the development of CC, the learners will be required to participate in these situations in order to develop their own communicative competency and proficiency. However, if

the learner's own language, race, and gender influences his/her participation within the learning environment, the number of possible opportunities for practicing the language both inside and outside this environment will either increase or decrease; depending on the language learner's primary cultural identity and the social differences caused by the tension between these two identities. The successful development of CC and proficiency in the L2 can be influenced by the learner's gender, ethnicity, and/or sexuality. Moreover, if a learner's self-esteem, self-efficacy, personality type, and motivation influences his/her willingness to communicate within these contexts, then their amount of participation would either increase or decrease the possible opportunities for practicing the language both inside and outside the language learning environment. The successful development of CC in the L2 can thus also be influenced by the learner's willingness to communicate, which in turn is linked to a learner's anxiety, self-esteem, self-efficacy, personality type, and motivation (see section 2.6.1.4).

Similarly, the rate at which a learner's CC develops can be determined by the learner's social class. Regardless of whether the language learning materials are able to provide comprehensible input, the language learner's resources — or lack thereof — can directly influence the way in which the L2 is learned. A learner with access to extra classes and private tutoring enjoys a far greater advantage in the language learning process than a learner without. If the successful development CC requires the learner to internalize certain rules and language forms needed to produce grammatically correct sentences, then studying the language becomes an important part of learning it. If the learner has no time to do this, the successful development of CC and proficiency will become a very difficult process. Therefore, successfully developing CC and proficiency is dependent on the situation in which the learner acquires the knowledge, as well as the learner's personal/social identity and cultural background. Consequently, CC and proficiency are not only influenced by the contents of the various language learning materials, but also by the environment in which the language is developed.

However, the language learning materials remain responsible for ensuring that each learner's language develops successfully, despite the influence of these internal and external factors on the language learning process (Gass *et al.*, 2013: 451). Therefore,

it is important that the materials incorporate teaching and learning strategies that will increase the possibility for the successful development of CC and language proficiency, in order to combat against the possible influence of these external and internal factors (Gass *et al.*, 2013: 431). It is thus important to identify different ways in which the language learning materials can incorporate various learning and teaching strategies to facilitate successful language development. The following section provides an overview of strategies that can be used to ensure successful language development with the aim on developing communicative competency and proficiency, both as a language learner and a learning facilitator.

2.7 Language Learning and Teaching

Language development (learning and acquisition) can be defined, in terms of the constructivist perspective, as the construction of meaning (both in language and behaviour) that not only promotes communication but also enables learners to function in the environment in which the language was acquired; be it through personal experience, social interactions, or cultural influences (see section 2.2). Language is, therefore, linked not only to cognitive processes, such as perception, memory, categorization, meaning, and attention (Robinson and Ellis, 2008, as cited in Brown, 2014) but also to social/cultural and affective influences in which the language is developed (Brown, 2014: 89). This means that language “is not only an instrument for thought ... but also an ability that develops through social interaction” (Brown, 2014, see also; Vygotsky, 1962; 1980), while simultaneously being influenced by both internal and external factors, such as personal and/or cultural backgrounds. (Lantolf, 2000: 80, as cited in Brown, 2014: 91). For this reason, it is important that the teacher (or the language learning materials, specifically in regards to this study) incorporate strategies that will decrease the possible interferences caused by elements, such as affective, social, or cultural factors, as well as the different motivations (recreational, educational/professional, or social purposes) shared by learners when learning a language. This will help increase the possibility for the successful development of CC and language proficiency, despite the possible influence of external as well as internal factors (see section 2.6). However, due to fact that the constructivist perspective maintains a learner centred approach to learning (Brown, 2014: 122), the central role of learners creating their own meaning (through facilitation) as well as the importance

of learner autonomy³⁸, awareness³⁹ and consequently, self-regulation cannot be overlooked (Brown, 2014: 123). Within this regard, learners play an essential role in managing their own learning process (i.e. self-regulation) which, through facilitation of the language learning materials, can result in optimal meaning creation (Oxford, 2011: 13). The following section includes the notion of learner self-regulation, which can be used in the process of SLD to ensure the successful development of CC and proficiency —before moving over to the different strategies that learning facilitators can implement.

2.7.1 Language Learning Strategies

Self-regulation, also known as a self-directed process, plays an important role in the successful development of an L2 since it enables a learner to develop awareness, set goals, monitor performance, and maintain a high sense of self-efficacy through the use of learning strategies (Wenden, 1992; Zimmerman, 1990, 2000; Cohen and Macaro, 2007, and Dornyei, 2009, as cited in Brown, 2014: 124). This is because self-regulation enables learners to take responsibility for their own learning by creating strategies needed for effective meaning creation (Brown, 2014: 124, see also; Oxford, 2011: 12), which is central to the constructivist perspective.

However, over the years it has become evident that self-regulation without any action does not lead to effective meaning creation (Brown, 2014: 124). Application of these strategies is necessary if the learner wishes to accomplish specific goals, such as the successful development of CC and proficiency. Within this regard, the notion of self-regulation when applied to SLD can be expanded into what is known as the strategic self-regulation model (hereafter, S²R) (Oxford, 2011). “In this model, learners actively and constructively use strategies to manage their own learning” (Oxford, 2011: 7).

³⁸ Effort put in/action taken by a learner in order to solve problems, create strategies (for learning) and develop language through the input received (Brown, 2014: 367).

³⁹ A learner's perception (conscious attention) of his/her own process of meaning creation and understanding, influenced by linguistic, cognitive and affective factors (Brown, 2014: 367).

These language learning strategies can be defined as:

thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency

(Oxford, 2016: 48).

Within the S²R model, these strategies can be divided into the three branches of constructivism (i.e. cognitive, social and sociocultural), and are therefore known as (1) Cognitive Strategies, (2) Affective Strategies and, (3) Sociocultural-interactive Strategies (Oxford, 2011: 14).

The following section provides an overview of the first of the above-mentioned strategies, namely the cognitive strategies for language development.

2.7.1.1 Cognitive Strategies

Cognitive strategies for language development are strategies that enable the learner to “construct, transform and apply L2 knowledge” (Oxford, 2011: 15) in order to ensure successful development. These strategies include: (1) Using the senses to Understand and Remember, (2) Activating Knowledge, (3) Reasoning, (4) Conceptualizing with Details, (5) Conceptualizing Broadly, and (6) Going Beyond the Immediate Data (Oxford, 2011: 16). Within the S²R model it is believed that these strategies which help to “construct, transform and apply L2 knowledge” (Oxford, 2011: 15), also aid the learner in processing and remembering the L2 by “managing and controlling L2 learning in a general sense” (Oxford, 2011: 16).

This is done through the use of meta-strategies, which are known as meta-cognitive strategies (Oxford, 2011: 16). These subcategories include: (i) Paying attention to Cognition, (ii) Planning for Cognition, (iii) Obtaining and Using Resources for Cognition, (iv) Organizing for Cognition, (v) Implementing Plans for Cognition, (vi) Orchestrating Cognitive Strategy Use, (vii) Monitoring Cognition, and (viii) Evaluating Cognition. They provide learners with control over the general management and use of cognitive strategies by focussing on understanding their self and their needs, while

simultaneously adjusting and using different strategies to fulfil those needs (Oxford, 2011: 46).

Examples of how these cognitive and meta-cognitive strategies can be manifested within the language learner, can be found in Table 5 below (synthesized from Oxford, 2011, see also; Brown, 2014).

Table 5: Cognitive Strategies and Tactics (synthesized from Oxford, 2011, see also; Brown, 2014).

Cognitive Strategies	Examples of Tactics⁴⁰
Using the senses to Understand and Remember	Using visual structures or listening to phonological sounds to understand or remember a specific form of language.
Activating Knowledge	Using knowledge from L1 in order to compare, contrast, deduce, and/or understand new rules, words, or forms of the L2.
Reasoning	Figuring out language forms or grammar rules through context (i.e. inductive). Applying language forms or grammar rules after they are learnt to other contexts in order to see if they work (i.e. deductive).
Conceptualizing with Details	Establishing a knowledge of what is more important and less important in a language.
Conceptualizing Broadly	Synthesizing, summarizing, and combining learnt forms in order to create mental links, which can be used when creating new sentences.
Going Beyond the Immediate Data	Predicting words or forms to be used next by use of the individual's knowledge of the topic. Guessing new meanings through context.
Meta-cognitive strategies	Examples of Tactics
Paying attention to Cognition	Deciding to focus attention on one specific element of language in order to ensure effective learning thereof.
Planning for Cognition	Setting goals and creating schedules in order to carry out a specific language task.

⁴⁰ Specific demonstrations of a strategy or meta-strategy by an individual within a specific context for a specific purpose (Brown, 2014: 382).

Obtaining Resources for Cognition	Finding and using resources that can aid the L2 development process in terms of understanding and practicing new learnt language forms.
Organizing for Cognition	Reordering and classifying items in the language in order to promote retention of meaning created by language input
Implementing Plans for Cognition	Putting plans into action in order to carry out a specific language task, such as taking notes when reading, which can be used later when writing.
Orchestrating Cognitive Strategy Use	Readjusting strategies for language learning (and meaning creation) according to the needs of the individual
Monitoring Cognition	Search for and correct mistakes (self-correction) within a specific language production, be it written or spoken.
Evaluating Cognition	Examining language outcomes against an internal measure, such as completeness/accuracy.

It is important to note, however, that due to the multi-complexities of language learners, they will use more than just their cognition when developing an L2. As acknowledged within a blended perspective, learners will use their cognitive abilities to construct meaning, yet the success and/failure of this process will depend on whether the learners are able to regulate affective influences during the process of language development. The following section will provide an overview of the second of the above-mentioned strategies; namely the affective strategies for language development.

2.7.1.2 Affective Strategies

Affective strategies for language development enable the learner to maintain positive emotions and attitudes in order to stay motivated (Oxford, 2011: 15). These strategies include: (1) Activating Supportive Emotions, Beliefs, and Attitudes; and (2) Generating and Maintaining Motivation (Oxford, 2011: 16). This category, like the cognitive strategies, employs a number of subcategories also known as meta-affective strategies, which provide the learner with control over the use of different affective strategies (Oxford, 2011: 16). In turn, they increase the learner's positive beliefs, emotions, attitudes, and motivation (Oxford, 2011: 61). These meta-affective

strategies include: (i) Paying attention to Affect, (ii) Planning for Affect, (iii) Obtaining and Using Resources for Affect, (iv) Organizing for Affect, (v) Implementing Plans for Affect, (vi) Orchestrating Affective Strategy Use, (vii) Monitoring Affect, and (viii) Evaluating Affect (Oxford, 2011: 63). Examples of how these affective and meta-affective strategies can be manifested within the language learner, can be found in Table 6 below (synthesized from Oxford, 2011, see also; Brown, 2014).

Table 6: Affective Strategies and Tactics (synthesized from Oxford, 2011, see also; Brown, 2014).

Affective Strategies	Examples of Tactics
Activating Supportive Emotions, Beliefs, and Attitudes	Creating a balance of positive emotions, beliefs, and attitudes through relaxation, expression, and positive thoughts/statements.
Generating and Maintaining Motivation	Increasing motivation by considering possible rewards of being able to speak another language (culture integration), creating expectations, and self-entertainment.
Meta-affective strategies	Examples of Tactics
Paying attention to Affect	Focusing on one's attitude, motivation, and beliefs.
Planning for Affect	Setting goals in order to stay motivated, engaged, or interested during the process of L2 development.
Obtaining and Using Resources for Affect	Looking for resources that provide assistance on how to reduce anxiety or maintain motivation and positive emotions.
Organizing for Affect	Organizing language tasks in such a way that it diminishes anxiety while simultaneously increasing motivation and positive attitudes.
Implementing Plans for Affect	Putting plans into action in order to decrease anxiety and increase motivation, such as meditating before starting a new language task.

Orchestrating Affect Strategy Use	Reminding oneself of the reasons why the L2 development was started in the first place in order to increase motivation. Reminding oneself of the consequences of not putting in enough effort in order to increase motivation.
Monitoring Affect	Checking motivation levels while completing a language task. Adapting affective tactics according to individual needs.
Evaluating Affect	Examining motivation and anxiety levels in order to determine whether the chosen affective tactics are effective.

As was the case with the cognitive strategies above, the outcomes of the process of SLD will be both dependent on whether the learner is able to regulate affective influences, and influenced by the learner's ability to regulate sociocultural influences. The following section provides an overview of the third of the above-mentioned strategies; namely, the sociocultural-interactive strategies for language development.

2.7.1.3 Sociocultural-interactive Strategies

Sociocultural-interactive (SI) strategies enable the learner to navigate various sociocultural contexts in terms of communication and identity (Oxford, 2011: 15). These include communication strategies (Dornyei, 1995, as cited in Brown, 2014: 126) and socio-affective strategies (O'Malley et al., 1985b, as cited in Brown, 2014: 126) that can be listed as follows: (1) Interacting to Learn to Communicate, (2) Overcoming Knowledge Gaps in Communicating, and (3) Dealing with Sociocultural Contexts and Identities (Oxford, 2011: 16). This category, like those mentioned before, includes a number of subcategories, also known as meta-SI strategies, which provide the learner with control over the use of SI strategies (Oxford, 2011: 16). These meta-SI strategies include: (i) Paying attention to Contexts, Communication, and Culture; (ii) Planning for Contexts, Communication, and Culture; (iii) Obtaining and Using Resources for Contexts, Communication, and Culture; (iv) Organizing for Contexts, Communication, and Culture; (v) Implementing Plans for Contexts, Communication, and Culture; (vi) Orchestrating Strategies for Contexts, Communication, and Culture; (vii) Monitoring for Contexts, Communication, and Culture; and (viii) Evaluating for Contexts, Communication, and Culture (Oxford, 2011: 87). Examples of how these SI and meta-

SI strategies can be manifested within the language learner, can be found in Table 7 below (synthesized from Oxford, 2011, see also; Brown, 2014).

Table 7: Sociocultural-interactive strategies and Tactics (synthesized from Oxford, 2011, see also, Brown, 2014).

Sociocultural-interactive Strategies	Examples of Tactics
Interacting to Learn to Communicate	Working with native speakers, tutors, mentors, and peers to obtain feedback and to practice the language, which promotes understanding and meaning creation.
Overcoming Knowledge Gaps in Communicating	Using other words, physical cues, topic avoidance and, masking to overcome a lack of vocabulary. Asking for repetitions, alternative explanations, and examples to maintain communication.
Dealing with Sociocultural Contexts and Identities	Reading, exploring, examining, and comparing cultural customs, history, music, and art in order to understand different sociocultural contexts and identities.
Meta-SI strategies	Examples of Tactics
Paying attention to Contexts, Communication, and Culture	Consider social identity created by L2, communicative ability in L2, and learning styles in order to improve understanding and interaction within a specific community.
Planning for Contexts, Communication, and Culture	Setting goals in order to carry out a speaking task within specific cultures and contexts.
Obtaining and Using Resources for Contexts, Communication, and Culture	Finding resources that provide opportunity for language practice; with a specific focus on communication, such as befriending native speakers.
Organizing for Contexts, Communication, and Culture	Organizing language tasks in such a way that communication and cultural understanding is favoured.
Implementing Plans for Contexts, Communication, and Culture	Putting plans into action in order to improve communicative competency.

Orchestrating Strategy Use for Contexts, Communication, and Culture	Readjusting strategies for language learning (and meaning creation) according to a specific context, in order to improve communicative competency, maintain conversation, and overcome lack of vocabulary
Monitoring Contexts, Communication, and Culture	Checking accuracy and cultural competency during interactions and adapting SI tactics according to individual needs.
Evaluating Contexts, Communication, and Culture	Examining performance and progress during various interactions in order to monitor growth and to determine whether the chosen SI tactics are effective.

These strategies help language learners to maintain a healthy balance between their cognitive, affective, and sociocultural states while improving their observable performance and regulating the conditions within their learning environment (Zimmerman, 2000, as cited in Oxford, 2011: 15). This, in turn, results in optimal meaning creation, whereby learners start with what they are able to do through guidance and move over to what they are able to do independently (see section 2.2.3 of chapter 2). Learners, however, need to understand that while one strategy can be appropriate within a specific context or for a specific purpose, the same strategy might not be practical for other scenarios (Hsiao and Oxford, 2002; Cohen and Macaro, 2007, as cited in Oxford, 2011: 15). This means that language learners will have to decide which strategy will be most appropriate within a specific context, according to different conditions, purposes, and environments (Ehrman, Leaver, and Oxford, 2003, as cited in Oxford, 2011: 15). “An appropriate strategy is one that (1) addresses the learner’s goal or need; (2) fits the learning circumstances and the sociocultural context; (3) works well with the student’s learning styles, i.e., general learning preferences, or in some cases helps bring greater flexibility to those preferences; and (4) positively influences learning” (Oxford, 2011: 15). For this reason, the importance of “teaching learners how to learn” (Brown, 2014: 132) is emphasised (see also, Council of Europe, 2001and; Oxford, 2011). Facilitators are required to facilitate learner growth by helping learners to develop strategic self-regulation strategies (Oxford, 2011: 8). The vital role of the facilitator (teacher or language learning material) cannot be overlooked. The language learning materials should, therefore, not only incorporate teaching strategies that will decrease the possible interferences caused by affective, social, or cultural

factors and the different motivations (i.e. BICS or CALP) shared by learners when learning a language, but also incorporate a strategies-based instruction whereby learners are explicitly taught how to learn a language (Chamot, 2005, as cited in Brown, 2014: 132). Accordingly, the chosen material should include an approach that teaches learners (1) how to construct, transform, and apply L2 knowledge (cognitive strategies, see section 2.7.1.1); (2) how to combat and overcome various affective factors in order to maintain positive emotions and attitudes towards the L2 (affective strategies, see section 2.7.1.2); and (3) how to combat and manage social and cultural factors in order to navigate various sociocultural contexts in terms of communication and identity (SI strategies, see section 2.7.1.3).

The following section provides an overview of how these strategies can be included during the facilitation process to combat the influential factors outlined in section 2.6 above.

2.7.2 Language Teaching Strategies

Learning facilitators (the language learning materials, in the case of this study) are responsible for facilitating the successful development of a language learner's CC and proficiency, despite many internal and external factors influencing the successful development thereof (Gass *et al.*, 2013: 456).

As CC is made up of four areas of knowledge and skills that ensure proficient communication; namely, grammatical-, sociolinguistic-, discourse- and strategic competence (Canale, 1983: 18), successfully learning a language for the purpose of everyday communication requires the integration of all four competences into one through facilitation. The inclusion of all four competencies is emphasised due to the fact that there exists no evidence pointing to the importance of one competence over another (Canale, 1983: 18). The choice of teaching strategies should thus place equal emphasis on each of the four different competences in order to ensure the successful development of both CC and proficiency (Canale, 1983: 18). Moreover, these strategies should cater for a range of language learner characteristics in order to combat the internal and external factors (mentioned in section 2.6), which can influence the SLD process in terms of CC and proficiency (Gass *et al.*, 2013: 451).

The facilitative approach of developing CC and proficiency should be catered towards a wide variety of learner's needs (Canale, 1983: 18). If the language learner's needs point to a lack of knowledge about grammatical structures and rules, as previously mentioned, he/she will be required to internalize certain rules and language forms. The internalization of these structures will enable the production of grammatically correct sentences using the necessary vocabulary, accurate pronunciation, sentence formation, and spelling; however, as previously mentioned, this will need to be explicitly developed within an educational context. Therefore, the language learning material will need to incorporate teaching strategies that will broaden the student's knowledge of the language's structure; specifically in regards to morphology, vocabulary, and syntax (Savignon, 2001: 20). As of yet, the promotion of grammatical competence relied on translation, dictation, rote memorization, vocabulary expansion, repetition, and grammar explanation (Savignon, 2001: 20). However, as was previously mentioned, while CC relies on a knowledge of language grammar and structure, understanding/developing meaning and using language in context is equally important (Hymes, 1972: 60). Students learn grammar best when it is linked to both their needs for communication and the context in which the communication takes place (Savignon, 2005: 640). Grammatical competence can and should be linked to all other competences; therefore, explicit attention to sentence-level morpho-syntactic features (outside the context in which it will be used) is not necessary (Savignon, 2005: 640).

If students' needs point to a lack of knowledge regarding how different forms of the language are used depending on specific contexts, as previously mentioned, they will be required to acquire knowledge pertaining to how and when to use a language. This knowledge would thus be focused on the purpose of certain interactions in relation to certain norms and or conventions. In order to promote their sociolinguistic competence, the language learning material will be required to simulate situations that provide an environment for authentic social interaction between individuals. This will ensure natural interactions and understanding on a near-native level and across cultures. Furthermore, this focus on interaction will enable learners to express meaning through language. Additionally, the existence of variations in language forms and system will need to be emphasised by the language learning material and accepted by the learners (Savignon, 2005: 642). Sociolinguistic competence is promoted by meaningful language use, since it focusses on meaning rather than form

while being immersed in and exposed to the language (Savignon, 2005: 642). Therefore, sociolinguistic competence promotes the successful acquisition of discourse competence; thus, allowing for authentic communication and competence as well as ensuring both the flow and effectiveness of the communication process.

Communicative language teaching (CLT) has become a practice used in many language learning environments to support the successful development of learner CC and all its components (Savignon, 2005: 635). This method of teaching has also been used in many studies to develop and test L2 learner CC and proficiency (Allaw, 2019; Noori, 2018; Ma, 2009; Nokelainen, 2006; Sato and Kleinsasser, 1999). CLT, at its core, focusses on (1) teaching language with the aim on communication, (2) accepting varying and diverse forms of the language, (3) developing relative not absolute competence, (4) encouraging diversity, (5) using culture, (6) using a variety of methodologies and techniques, (7) relating language to both the interpersonal and functional development of communicative competency, and (8) motivating learners to use the language for a variety of purposes —like shaping CC (Savignon, 2005: 639). CLT emphasises the importance of grammatical competency being linked to all other components of communicative competency in order to ensure the successful development thereof (Savignon, 2005: 639).

When teaching the development of CC through CLT, the focus is placed on learners and their communicational needs (Savignon, 2005: 640). Therefore, the language learning material needs to develop a strategy for assessing the learner qualitatively. This will ensure more rounded learner assessments; such as, essays, oral presentations, and the creation of learner portfolios (Savignon, 2005: 641). When considering sociolinguistic competence as taught through CLT, the focus should be on how the variability of language is ever evolving as time passes (Savignon, 2005: 642). The language learning material needs to be both strategic and adaptable to various learner needs and contexts while simultaneously encouraging learner adaptability (Savignon, 2005: 642). Ensuring adaptability allows for creative language use in response to changes in the student's communicational needs (Savignon, 2005: 642). The use of technology in the form of movies, videos, emails, or just the use of computers in general, for example, will need to be adopted in order to ensure that the language use being taught is authentic (Savignon, 2005: 642, see also; 2001: 20).

In ensuring the successful development of CC, the language learning materials will be required to incorporate the learner's language learning strategies and skills into learning the new language (Canale, 1983: 19), as well as the learner's culture, functioning in duality with the new language and its culture (Savignon, 2005: 642). Some learners, as previously mentioned, might even be motivated by this because it allows them access to a new culture and within it a new social identity. Conversely, others might refuse to use the target language in fear that they will lose their own cultural identity (Duff, 2017: 385). Accordingly, the language learning material will need to adopt teaching strategies which ensure that sociocultural knowledge is developed to such a degree that it extinguishes culture myths and overgeneralizations (Savignon, 2005: 643). Culture has to be taught alongside the language (Savignon, 2005: 643), in order to ensure that shared meaning is established between both cultures (i.e. culture learning) (Brown, 2014: 197). This will determine whether a language learner is able to successfully acquire an L2 through language learning in an educational environment (Duff, 2017: 385). Furthermore, incorporating the customs and beliefs of the target culture might aid in refraining from both demeaning stereotypes and undervaluing the learners' native cultures (Brown, 2014: 200).

However, it is important to remember that the language learning material is also required to adapt to the multi-faceted complexities of each individual as some of the above-mentioned strategies might prove ineffective for certain students (Brown, 2014: 165). A good rule of thumb might be to establish a set of general strategies, which are adaptable and cater to a wide range of student characteristics (Savignon, 2005: 643). Using a Strategies-Based Approach, facilitators (the language learning materials) can encourage learners to (1) take risks by motivating learners to try out new language elements and praising them for it, (2) lower inhibitions by playing communication games, (3) build learner self-confidence by reminding learners of their strengths and accomplishments, (4) develop intrinsic motivation by reminding learners how rewarding it will be to know a new language, (5) learn and work together by motivating them to share their knowledge, (6) use right brain-processing by watching movies and listening to tapes in class, (7) tolerate language ambiguity by motivating them to ask questions when they do not understand, (8) use their intuition by praising them for making good guesses, (9) learn from their mistakes by not always giving them the

correct form and asking them to identify it, and (10) set their own goals, which go beyond the educational environment (Brown, 2014: 136).

However, within both the social-constructivist and sociocultural constructivist frameworks, it is important to remember that whichever strategies the material adopts should be socially mediated with a focus on student interaction so that individual learners are able to create their own meaning within the context in which the language is being learned (the educational environment).

Therefore, if the focus is on equipping learners with CC and proficiency in Setswana, the language learning materials' strategies need to be centred on creating opportunities for meaningful and natural interaction within different social contexts, ranging from discussions, videos, movies, and even taking trips to public spaces in order to communicate with native speakers of the language. These interactions should be centred, as previously mentioned, on the needs of the individual. Learners, however, need to be motivated to extend their language learning beyond the educational environment (Brown, 2014: 136). Especially since the unique multilingual nature of South Africa (Nel, 2015: 6) allows for communicative competency to be both learned in an educational context as well as acquired naturally in the 'real world'.

The following section focus specifically on second language development by use of language learning materials and material evaluation.

2.8 Second Language Development and Language Learning

Materials

The term *language learning material* refers to any material produced for the purpose of facilitating language learning and teaching (McGrath, 2016: 9). These materials can either focus on (1) instructional practices, whereby language learners are informed about different language forms; (2) experiential practices, whereby learners are exposed to language use; (3) elicitive practices, whereby learners are stimulated to produce language; and (4) exploratory practices, whereby learning is facilitated through discoveries of language use (Tomlinson, 2001: 66, as cited in McGrath, 2016: 10). Such materials include: (1) Materials for Teaching Grammar, (2) Materials for Teaching Vocabulary, (3) Materials for Teaching Reading Skills, (4) Materials for Teaching Writing Skills, (5) Materials for Teaching Speaking Skills, (6) Materials for

Teaching Listening Skills, (6) Materials for Teaching Cultural Awareness, (7) Materials for Different Target Groups, (8) Digital Language Learning Materials, and (9) Self-Access Materials⁴¹ (Tomlinson, 2008; 2013).

Within the constructivist perspective of language development, it has been established that in order to ensure successful development of CC and proficiency, learners are required to create knowledge pertaining to grammatical forms and sociocultural contexts. This knowledge will enable them to use the language independently, accurately, and appropriately within any given context (see sections 2.3.2 and 2.4.1). This means that language learners require comprehensible language input, contextualized within a specific environment (Krashen, 1985, 1993, 1999, as cited in Tomlinson, 2008: 4), which ensures that they achieve “deep and multi-dimensional processing of language” (Tomlinson, 2000c, 2001b, as cited in Tomlinson, 2008: 4) influenced by relational knowledge constructed within cultural communities, social and historical processes, as well as personal experiences (see section 2.3.3 of chapter 2). Language learning materials must create optimal environments for learning that not only expose learners to both spoken and written forms of the language, but also guide them toward discovering the salient features of the TL (Tomlinson, 2008: 4). The language learning materials should, therefore, engage the language learner both cognitively (by activating their contextual based knowledge in order to ensure meaning creation and the development of authentic language use) and affectively (by generating and maintaining their motivation to extend their language learning beyond the educational environment), in order to ensure the successful development of CC and proficiency (Tomlinson, 2008: 4, see also; Brown, 2014). Thus, the focus should be on meaning instead of form (Sato, 1990; Tomlinson, 1998b, as cited in Tomlinson, 2008: 6).

However, while language learning materials can provide a rich learning experience by exposing language learners to authentic and meaningful language use within different

⁴¹ Language teaching/learning materials designed to be used outside of the classroom environment, without the facilitation of a teacher (Cooker, 2008: 111). These materials include, (1) language learning software, (2) coursebooks, (3) texts for specific skills, and (4) graded readers (with audio components) (Cooker, 2008: 111).

contexts, in order to facilitate the development of independent language use, the exact opposite can also be true (Tomlinson, 2008: 6).

If the language is presented in an oversimplified manner, it not only underestimates both the cognitive and linguistic ability of the learner, but also leads to shallow language processing while simultaneously inhibiting the creation of meaning and development from what learners are able to do through guidance to what they are able to do independently (Tomlinson, 2008: 8). Moreover, if the language learning materials fail to provide comprehensible input in terms of authentic language use (including socio-cultural themes, content or examples), language learners will not be able to extend their language learning beyond the educational environment. Consequently, they will not be able to use the language outside of the environment in which it was learnt (Tomlinson, 2008: 8). This will ultimately lead to a lack of affective engagement (Tomlinson, 2008: 8). Within this regard, the layout and design of a language material (how the material is organized and presents the language to learners (Mohammadi and Abdi, 2014: 1152)) must have the potential to both facilitate and inhibit the language development process (Tomlinson, 2008: 6).

Therefore, special care should be taken to ensure that the content of the language materials (1) include a clear description of the language level for which the material was created, and enables the language learner to identify and work towards a goal (i.e. BICS); (2) present a logical organisation of units driven by the principles of language development⁴², since it facilitates meaning creation and understanding by taking the needs of the individual language learner into account (Tomlinson, 2008: 7); (3) provide clear instructions on how to use the material and how to complete tasks and activities; and (4) advance at an appropriate pace according to the cognitive and linguistic level of the learner using the material (in this instance adult beginner language learners), in order to generate and maintain learner motivation.

Language learning materials should be evaluated and measured according to their contents and their ability to teach certain skills, in order to make certain predictions

⁴² (1) Sufficient L2 input, (2) engaging activities which relate to interests of L2 learner, (3) interactive learning environment, (4) language development within meaningful contexts, (5) various and diverse forms of language to promote diversity of input, and, (6) presentation of language within syntactic contexts (Konishi *et al.*, 2014).

about their possible value for and effects on the language learners using them (Tomlinson, 2013: 21). This process is known as material evaluation.

The following section provides an overview of material evaluation, which forms part of the methodology used within this study.

2.8.1 Material Evaluation

As previously mentioned, material evaluation can be defined as the process whereby language learning materials are assessed, checked, and measured according to their contents in order to make certain predictions about their possible value for and effects on the language learners using them (Tomlinson, 2013: 21). These values and effects include, (1) the material's appeal to the language learner, (2) the credibility of material, (3) the validity of material, (4) the reliability of material, (5) the material's ability to hold learners' interest, (6) the material's ability to motivate learners, (7) the material's value in terms of learning, (8) the learner's (and teacher's) perception of material, and (9) the flexibility of materials (Tomlinson, 2013: 22). However, it is imperative to emphasise that the terms "evaluation" and "analysis" are not interchangeable and will be used to refer to two different processes (Tomlinson, 2013: 22). While material evaluation will focus on the learners using the material and the effects of these materials on their users, an analysis will observe the materials themselves and their contents, aims, and objectives (Tomlinson, 1999: 10, as cited in Tomlinson, 2013: 22). Questions used in material evaluation can be answered through either numerical values or a cline between "Strongly Disagree" and "Strongly Agree", after which scores can be calculated and judgements can be made about the potential value of the language learning materials in question (Tomlinson, 2013: 22). An analysis, however, is made up of "Yes"/"No" questions (Tomlinson, 2013: 22). Thus, a material evaluation is subjective, whereas an analysis is focussed on objectively and factually answering specific questions (Tomlinson, 2013: 22). Although these two processes are not the same, an evaluation can include or succeed from an analysis (Cunningsworth, 1984, as cited in Tomlinson, 2013: 22).

The process of material evaluation can be divided into three stages; namely, (1) pre-use evaluation, (2) in-use evaluation, and (3) post-use evaluation (Tomlinson, 2013:

30, see also; McGrath, 2016: 21). A brief overview of each of these stages is provided below.

A pre-use evaluation of language learning materials necessitates that certain predictions be made about the potential value and effects of these materials on the language learners using them (Tomlinson, 2013: 30). This stage takes place before the materials are used by language learners, and usually makes use of checklists/criteria to reduce some subjectivity (Tomlinson, 2013: 31). These checklists/criteria should relate to the context, principles, and objectives of learning (Tomlinson, 2013: 31). Therefore, although most studies in material evaluation have used the same set of criteria (see Cunningsworth, 1984, 1995; Skierso, 1991; Brown, 1997; Gearing, 1999, as cited in Tomlinson, 2013: 31), emphasis is placed on the importance of creating context-specific checklists that relate to the learning context in which the materials will be used (McGarth, 2002, as cited in Tomlinson, 2013: 31). These criteria should (1) focus on evaluation not analysis, (2) only ask one question, (3) be answerable, (4) be free of dogma, and (5) be interpretable by other evaluators (Tomlinson and Masuhara, 2004: 7, as cited in Tomlinson, 2013: 32).

An in-use evaluation, however, entails the process of measuring the value and effects of these materials on the language learners using them (Tomlinson, 2013: 32). This stage takes place while the materials are being used by language learners, and is generally more objective as it focusses on measurements instead of predictions; as in the case of pre-use evaluation (Tomlinson, 2013: 32). These measurements include (1) clarity, (2) comprehensibility, (3) credibility, (4) achievability, (5) practicality, (6) teachability, (7) flexibility, (8) appeal, (9) impact, and (10) effective facilitation (Tomlinson, 2013: 33). This stage is usually used together with pre-use evaluation in order to establish the effectiveness of materials, which cannot be done through prediction in the pre-use stage alone (McGrath, 2016: 21).

A post-use evaluation, being the most valuable of the three stages, entails the process of measuring the actual effects of these materials on the language learners using them, in terms of learner development and learning (Tomlinson, 2013: 33). This stage examines the outcomes reached by language learners after using the materials while simultaneously identifying the possible areas for adaption or replacement (Tomlinson,

2013: 34). This can be done through testing, examining, interviewing, and questioning learners (Tomlinson, 2013: 34).

There have been numerous studies in material evaluation, with a specific focus on English language materials and developing criteria, which can be used to evaluate these materials in other studies (Işık, 2018; Demir and Ertas, 2014; Mohammadi and Abdi, 2014; Mukundan and Nimehchisalem, 2012; Mukundan *et al.*, 2011; Gordani, 2010; Tomlinson, 2008; Cooker, 2008; Reinders and Lewis, 2006). Most of these studies used criteria based on the work done by Tomlinson (2008; 2011, 2013), and emphasised the importance of creating criteria that are adaptable and applicable to various contexts and materials, as most existing material evaluation criteria are incomplete (Tomlinson, 2013; Demir and Ertas, 2014; Reinders and Lewis, 2006). Based on the findings of these studies, McGrath (2016: 21) concluded that the effectiveness of an evaluation can only be established through using the materials and testing their effects on the learners using them. A cyclical process of material evaluation is emphasised in terms of a pre-, in-, and post-use evaluation.

Using a mixture of pre-, in-, and post-use evaluation is, therefore, the most effective way to establish a comprehensive understanding of the way in which the language learning materials can affect the learners using them. However, the mixed use of pre-, in-, and post-use evaluation is not possible due to the scope of the study as well as certain limitations brought on by the current COVID-19 pandemic. Therefore, the study is restricted to the pre-use evaluation and analysis of different self-access Setswana beginner language learning material.

2.8.1.1 Evaluating Self-Access Materials

Self-access materials can be defined as any material designed to be used outside of the classroom environment, without the facilitation of a teacher (Cooke, 2008: 111). These materials include: (1) language learning software, (2) course books, (3) texts for specific skills, and (4) graded readers (with audio components) (Cooke, 2008: 111). They allow learners to work independently, in their own time, and at their own pace (Tomlinson, 2011: 414). The problem, however, is that self-access materials often tend to oversimplify activities in order to ensure that learners are able to do the work on their own, while also being able to self-assess their work in order to receive valuable feedback (Tomlinson, 2011: 414). These materials tend to individualise

learning by only catering for the needs of what is perceived to be a stereotypical “good language learner”, instead of catering for the needs of the individual learner and his/her personal experience and background (Tomlinson, 2011: 415).

This means that these materials not only fail to engage the language learner (both cognitively and affectively) (Tomlinson, 2011: 416), but also inhibit learner development (see section 2.8).

For this reason, emphasis is placed on developing self-access materials that (1) allow learners the freedom to take initiative and be creative (see RQs 1 and 2) (Littlejohn, 1992, as cited in Tomlinson, 2011: 416); (2) expose learners to authentic and meaningful language (see RQ 1); (3) provide learners with a variety of learning material(s), catering for different learning styles (see RQ 4) (Gardner and Miller, 1999, as cited in Tomlinson, 2011: 416); (4) guide learners to discover the salient features of the target language (see RQs 1 and 2) (Gardner and Miller, 1999, as cited in Tomlinson, 2011: 416); (5) engage, interest, motivate, and challenge learners both cognitively and affectively (see RQ 3) (Cooker, 2008: 129); and (6) provide feedback in the form of models and checklists which learners can use to compare and evaluate their own performance (see RQs 1 and 2) (Cooker, 2008: 129).

The chosen self-access materials will be evaluated in order to determine whether they comply with these guidelines. This is done in the pre-use stage of evaluation to predict whether they will be able to facilitate the successful development of CC and proficiency. The evaluation of these materials is done by use of a set of criteria, created within various themes identified during the process of document analysis, as set out in Table 8 of section 3.3.1 in chapter 3.

However, before these materials can be evaluated according to their ability to facilitate the successful development of CC and proficiency in Setswana, these concepts of CC and proficiency, and their features (as outlined in section 2.5), need to be specified in terms of Setswana L2 development. Recall that the CEFR (used for the conceptualization of proficiency levels in this study) does not provide a specified outline of the factors and features required for the successful facilitation of communicative competency and proficiency in terms of the different levels.

The following section briefly outlines the salient features of the Setswana language for a beginner level of CC and proficiency (i.e. BICS).

2.9 The Setswana Language and Grammar

As previously mentioned, multilingualism and multiculturalism have become a prominent part of South African everyday life, both in the political and educational spheres (see section 1.2 of chapter 1). However, South Africa, with its 11 official languages and being renowned for its diverse cultural and multilingual nature (Evans, 2015: 104), has faced numerous challenges concerning the need for an accepted language of teaching and communication. Despite the availability of nine other indigenous languages, many South Africans have resorted to the use of English as the dominant national lingua franca as either a first, second, or even third language; both in education and everyday communication (Desai, 2001: 326). The use of English as the dominant national lingua franca has caused many controversies to arise throughout South Africa's history; including, segregation, unfairness, and resistance (Setati, 2002: 6, see also; Desai, 2001: 328).

Despite more and more emphasis being placed on the importance of learning in one's mother tongue and advancing means of communication between South Africans (Setati, 2002: 6, see also ; Desai, 2001: 328), proficiency in English still remains a prerequisite for access to higher education and many professional fields. Meanwhile, proficiency in one of the nine indigenous languages of South Africa, is still only regarded as an optional asset (Setati, 2002: 8). This has resulted in many disadvantages for the majority of the South African population who do not understand and cannot speak English (Taljard, 2015: 132). For this reason, people from different areas, who speak different languages, have either become multilingual or have created lingua francas, other than English or their mother tongues, in order to communicate with each other (Taljard, 2015: 126). An example of such a lingua franca on a provincial level is Pretoria Sotho "Sepitori". These lingua francas (as with Pretoria Sotho), are used in families who speak different languages and have, in some cases, been carried over to children even before a standard version of a language is learnt (Wagner *et al.*, 2020: 1). For people who grow up in communities where these lingua

francas or pidgins⁴³ are spoken, it is easier to acquire them and/or to become multilingual. However, this does not overcome the barrier created between those who can speak English and those who cannot (Taljard, 2015: 133). With English being used as the dominant national language for everyday communication between people who speak different languages, South Africa's indigenous languages run the risk of becoming minority languages in their country of origin (Mathole, 2016: 59).

The indigenous languages of South Africa — isiZulu, isiXhosa, isiNdebele, siSwati, Xitsonga, Tshivenda, Sepedi, Setswana, and Sesotho — all belong to specific language families, which ensures mutual comprehensibility across these languages (Taljard, 2015: 124). Simply put, and at the risk of making a common misjudgement, all languages that belong to the same family are mutually intelligible in terms of syntax as well as morphology; therefore, they allow the speaker of one language to understand some of the aspects of other languages in the same family (Taljard, 2015: 124). These families and their relationships are illustrated by Figure 5 below.

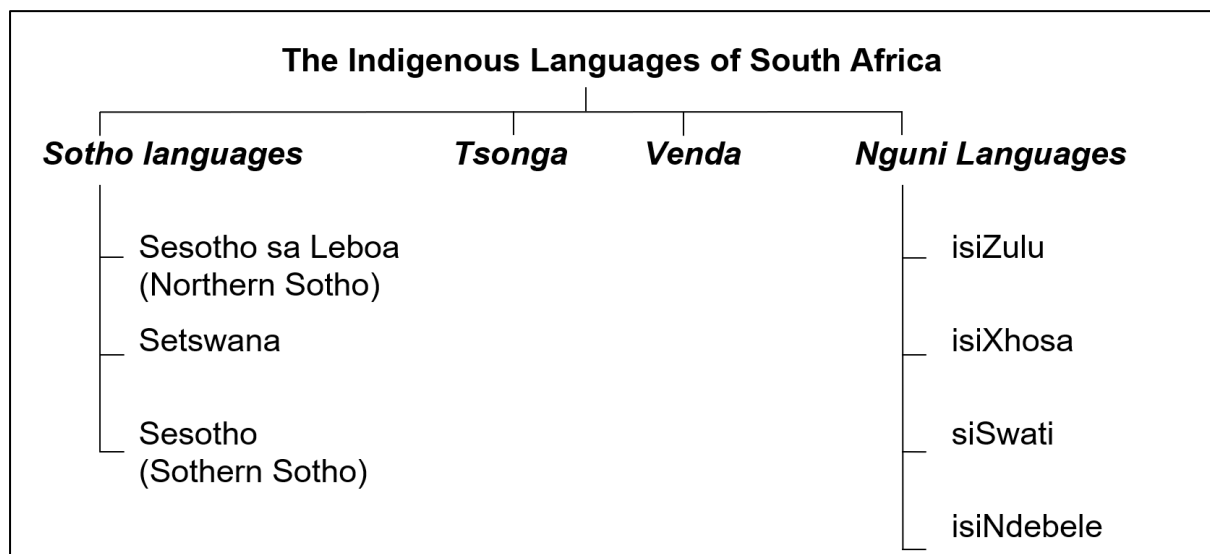


Figure 5. South African Indigenous Languages (Taljard, 2015: 124)

If a person is then able to speak isiZulu, he/she will also (without much effort) be able to understand isiXhosa, as well as some siSwati and isiNdebele (Taljard, 2015: 124). Similarly, a person who then has CC in Setswana will also be able to understand Sepedi, Sesotho, and even Pretoria Sotho, “Sepitori” (a mixture of

⁴³ A second language developed for the purpose of wider communication between people who do not speak each other's languages, through the infusion of different grammatical and lexical structures from different languages (Sterward 1962:19 as cited in Stern *et al.*, 1983).

Setswana, Afrikaans, English, and other indigenous languages of South Africa, used as a provincial lingua franca⁴⁴ for everyday communication in Pretoria —one of the capital cities of South Africa, and, surrounding areas in Gauteng) (Taljard, 2015: 126, also see; Wagner *et al.*, 2020). A person who has no knowledge of these indigenous languages can, therefore, decide on one language that will ultimately lead to the mutual comprehensibility of the other languages in the chosen language's family.

The acquisition of CC and proficiency of Setswana, outlining mutual comprehensibility in terms of Sepedi and Sesotho while also making up 8% of the user population in South Africa, could lead to an increased use of indigenous languages for everyday communication in a multilingual South Africa. This is due to the fact that a beginner adult learner of Setswana, who is able to develop CC and proficiency in Setswana, will also be able to (through mutual comprehensibility) understand Sepedi and Sesotho. If this person is already bilingual in Afrikaans and English (as most South Africans are due to the use of English as the dominant national lingua franca both in education and everyday communication (Desai, 2001: 326)), he/she will be able to communicate with 34% of the South African population (user population of 24 million people), as opposed to the 9,6% (user population of 4 million people) if he/she can only speak/use English. This is outlined in Figure 6 below. Note that the last census was done in 2011, and that the distribution of the user population in all official languages may look different in terms of the percentage of the user population per province as well as the percentage of the total user population in South Africa today.

	% of population in the Western Cape	% of population in the Eastern Cape	% of population in the Northern Cape	% of population in the Free State	% of population in KwaZulu-Natal	% of population in North West	% of population in Gauteng	% of population in Mpumalanga	% of population in Limpopo	% of total population
isiZulu	0,05	0,06	0,02	0,23	15,51	0,17	4,69	1,89	0,12	22,7
isiXhosa	2,75	9,99	0,12	0,39	0,67	0,37	1,56	0,10	0,04	16,0
Afrikaans	5,53	1,34	1,19	0,67	0,32	0,61	2,95	0,57	0,28	13,5
English	2,25	0,71	0,07	0,15	2,62	0,24	3,15	0,24	0,15	9,6
Sepedi	0,02	0,03	0,00	0,01	0,04	0,16	2,52	0,73	5,55	9,1
Setswana	0,05	0,02	0,73	0,28	0,10	4,30	2,15	0,14	0,21	8,0
Sesotho	0,13	0,31	0,03	3,37	0,16	0,39	2,74	0,27	0,16	7,6
Xitsonga	0,02	0,01	0,00	0,02	0,02	0,25	1,56	0,82	1,78	4,5
SiSwati	0,01	0,00	0,00	0,00	0,02	0,02	0,27	2,17	0,05	2,6
Tshivenda	0,01	0,01	0,00	0,01	0,01	0,03	0,53	0,02	1,75	2,4
isiNdebele	0,03	0,03	0,01	0,02	0,22	0,09	0,75	0,79	0,20	2,1

⁴⁴ A language used as a means of communication between people who do not speak each other's native language (Taljard, 2015: 119).

Figure 6. Percentage distribution of L1 speakers of official languages in South Africa by province (synthesized from Statistics South Africa, 2011).

The importance of the development of CC in an indigenous South African language is stressed by the need for mutual understanding and appreciation of different cultures, histories, and values between people who speak different languages (Evans, 2015: 100). If South Africans extend their multilingual abilities beyond the use of English and Afrikaans, effective communication in one of these indigenous languages could lead to greater understanding and empathy towards different cultures (Maganda, 2016: 9), as outlined in Figure 6 above. The need to investigate the facilitation of CC and proficiency in Setswana is thus pertinent in this study.

As outlined in section 2.5, the facilitation of CC and proficiency in terms of BICS will require facilitation for the development of (1) simple grammatical constructions and basic vocabulary (at level A1); (2) everyday expressions, simple grammatical constructions, and vocabulary related to everyday life (at level A2); and (3) frequently used grammatical patterns and vocabulary related to most topics of everyday life (at level B1, i.e. grammatical competence), to be used to produce simple (A1/A2) and complex sentence constructions (B1) during social interactions (see section 2.5). These interactions should be simulated to (4) imitate basic social exchanges (at level A1); (5) promote the usage of basic language functions (at level A2); (6) illustrate the different conventions, customs, and usages of the target language (at level B1, i.e. sociolinguistic competence), and provide opportunity to practice (7) short isolated utterances linked with basic linear connectors (at level A1); (8) short exchanges linked with simple connectors (at level A2); and (9) initiating and maintaining conversations related to everyday topics (at level B1, i.e. discourse and strategic competence).

While the Setswana language and its grammar is made up of various features and constructions, no studies have been found to classify them according to the skills and levels outlined above in terms of the CEFR. An in-depth analysis of the Setswana language and its grammar, in terms of the skills and levels of the CEFR, is necessary to determine a list of specific features and learning points needed for every level; both in terms of competences and proficiency. However, this falls

outside the scope of the current study. For this reason, the following section only briefly outlines the salient features of the Setswana language (to the extent that it is needed to understand the grammatical and lexical constructs to follow during the analysis and discussion of Setswana materials in this study for a beginner level of CC and proficiency).

These features include: (1) the marking of tone; (2) word order and sentence structure; (3) the agreement of the subject and verb; (4) the noun classes and grammatical variants according to noun class markers; (5) negation in terms of present, past, and, future tenses; and (6) question formation; all features are discussed below.

With the focus on being able to communicate in and use Setswana every day, emphasis is placed on being able to mark tonal variances in words, which are spelled the same but pronounced differently in order to express different meanings (Bennett *et al.*, 2016: 243). This means that although Setswana uses the Roman alphabet⁴⁵ — with the omission of a few consonants, such as “c”, “q”, and “x” — beginner learners of the language will be required to develop the ability to produce various allophones for the same letter (Bennett *et al.*, 2016: 243). This is illustrated by examples (2.1) and (2.2) below, with specific reference to the tonal difference of the letter “e”.

2.1	tshela	“tshela”	[tshélà] [sic]	‘live’
2.2	tshela	“tshêla”	[tshèlà] [sic]	‘pour’

(Malepe, 1966: 81)

In terms of pronunciation (i.e. phonetics and phonology), a beginner language learner (who wishes to use Setswana for everyday communication) will, therefore, need to be made aware of the various tonal differences (in sound) produced from the same letter (see examples (2.1) and (2.2)) and will need to be motivated to practice them. A description of how the phonology of Setswana works is needed since the possible occurrence and demonstration of these tonal differences will form part of the criteria under which the qualitative and quantitative analysis of the materials in this study occurs. In the same way, the following section outlines how

⁴⁵ A writing system consisting of the letters A-Z.

the morphology and syntax of Setswana works to allow for the inclusion of these constructs in the criteria to be used during the qualitative and quantitative analysis of this study; both in terms of understanding and occurrence in each language learning material.

A central part of the Setswana language relies on the use of a noun class system to describe and explain various grammatical constructs (Ikalanga, see Letsholo, 2002; Chichewa, see Mchombo as cited in Letsholo and Matlhaku, 2014). The Setswana noun class system consists of 18 different classes, which are used to mark the singular/plural form of a noun (Letsholo and Matlhaku, 2014: 23), form agreement markers (Letsholo and Matlhaku, 2014: 24), create demonstrative pronouns (the equivalents of ‘this’, ‘that’ and ‘that over there’) (Letsholo and Matlhaku, 2014: 26), show possession (Letsholo and Matlhaku, 2014: 28), modify nouns in terms of adjectives and quantifiers (Letsholo and Matlhaku, 2014: 29), and form questions (Harman, 1982: 208). The use of Setswana grammar, therefore, inherently relies on the knowledge of the 18 different noun classes.

Each of the 18 noun classes has its own noun class prefix which can be used to mark either a singular or plural form of the noun (Letsholo and Matlhaku, 2014: 23). These prefixes are divided into singular-marking prefixes (classes 1, 3, 5, 7, 9, 11 and 14) and plural-marking prefixes (classes 2, 4, 6, 8 and 10) (Letsholo and Matlhaku, 2014: 23). To change a singular noun into its plural form, one must replace the singular prefix with the corresponding plural prefix of the same noun pair (Harman, 1982). This means that a singular noun in Class 1 (*mo-*) can only take the plural prefix from Class 2 (*ba-*) (Harman, 1982). Once the plural prefix is identified, one must simply remove the prefix and replace it with another (Harman, 1982). Examples (2.3) and (2.4) below illustrate this movement from singular to plural form of Setswana nouns (adapted from (Harman, 1982).

	<i>Noun</i>	Class Prefix	<i>Root</i>	Translation
2.3	<i>monna</i>	<i>mo-</i>	<i>-nna</i>	‘man’
2.4	<i>banna</i>	<i>ba-</i>	<i>-nna</i>	‘men’

These noun class prefixes are also used to form subject agreement markers, which are necessary for meaningful sentence construction (Letsholo and Matlhaku, 2014:

24) and forms one of the criteria on which the materials have been evaluated. Each class will have its own subject agreement marker derived from the prefix of the same noun class (Harman, 1982), and although the subject may be omitted in certain instances, the subject marker will always be required (Harman, 1982: 21; Dioka and Chambers, 2011). A Setswana sentence will follow a SVO⁴⁶ structure (similar to English), but will always require a subject agreement marker to link the subject (noun) to the verb. Examples (2.5) and (2.6) outline sentences in their simplest intransitive form, with only the inclusion of a subject and a verb, firstly, for singular nouns occurring as subjects and, secondly, for plural nouns occurring as subjects (with reference to the formation of nouns outlined above in examples (2.3) and (2.4)). Furthermore, example (2.7) below illustrates the SVO structure of simple transitive sentences in Setswana (adapted from (Harman, 1982))). Note that a sentence in Setswana will not have any articles, such as the or a/an (Dioka and Chambers, 2011), and will require what is known as The Present Tense 'a' if the sentence ends on a verb in the present tense (Harman, 1982). In the future tense, the sentence will take the future marker *tla*, which will always be placed in front of the verb stem (see example (2.8) below). Whereas, the past tense will require the final vowel *-a* of the verb stem to be replaced with the suffix *-ile*⁴⁷ (see example (2.9) below) (Harman, 1982). These sentences will be orthographically represented by use of a disjunctive writing system whereby parts of words are written separate from each other (Taljard, 2015). Setswana is thus an agglutinative language, where a single word can be made up of different morphemes which each carry their own semantic meaning (Pretorius and Louw, 2020, see also; Nel, 2015). All examples below are glossed to illustrate this⁴⁸.

⁴⁶ Subject Verb Object

⁴⁷ Note that, while the perfect past tense is characteristically recognized by its suffix *-ile*, some exception verbs will use different suffixes to indicate that these verbs are written in the past tense (Harman, 1982). These exception suffixes, however, do not need to be included in the current study and analysis, aside from the verb *ja*, which is used in the glossed examples below. This verb will take the suffix *-ele* in the past (Harman, 1982).

⁴⁸ The abbreviations used in the glosses are as follows: AM = adjective marker; AP = adjective particle; AR = adjective root; D = demonstrative; FUT = future tense; FV = final vowel; M = marker; NC = noun class; NEG = negative; OM = object agreement marker; PAST = past tense; PL = possessive link; POSS = possessive; PRES = present tense; PRN = pronoun; PS = person singular; QR = quantifier root; QW = question word; SM = subject agreement marker; SUF = suffix.

Present tense

	Subject	subject marker	present tense 'a'	verb
2.5	<i>Monna</i>	<i>o</i>	<i>a</i>	<i>ja</i>
	<i>Mo-nna</i>	<i>o</i>	<i>a</i>	<i>j-a</i>
	NC.1-man	SM.1	PRES.M	eat-PRES.FV
	'The man eats'			
	Subject	subject marker	present tense 'a'	verb
2.6	<i>Banna</i>	<i>ba</i>	<i>a</i>	<i>ja</i>
	<i>Ba-nna</i>	<i>ba</i>	<i>a</i>	<i>j-a</i>
	NC.2-men	SM.2	PRES.M	eat-PRES.FV
	'The men eat'			
	Subject	subject marker	verb	object
2.7	<i>Monna</i>	<i>o</i>	<i>ja</i>	<i>bogobe</i>
	<i>Mo-nna</i>	<i>o</i>	<i>j-a</i>	<i>bo-gobe</i>
	NC.1-man	SM.1	eat-PRES.FV	NC.14-porridge
	'The man eats porridge'			

Future tense

	Subject	subject marker	future marker	verb
2.8	<i>Monna</i>	<i>o</i>	<i>tla</i>	<i>ja</i>
	<i>Mo-nna</i>	<i>o</i>	<i>tla</i>	<i>j-a</i>
	NC.1-man	SM.1	FUT.M	eat-PRES.FV
	'The man will eat'			

Past tense

	Subject	subject marker	verb
2.9	<i>Monna</i>	<i>o</i>	<i>jele</i>
	<i>Mo-nna</i>	<i>o</i>	<i>j-ele</i>
	NC.1-man	SM.1	eat-PAST.SUF
	'The man ate'		

The Setswana noun class system, and more specifically, the noun class prefixes, can be used to derive a wide range of grammatical structures — such as object markers, demonstrative pronouns, possessive concords, adjective links, and quantifiers — needed to qualify the noun in various ways (Harman, 1982, see also; Dioka and Chambers, 2011). These various grammatical markers and structures are illustrated by Figure 7 below.

SETSWANA NOUN CLASSES														
Class Sub-divisions	Class 1 <i>mo-</i>	Class 2 <i>ba-</i>	Class 3 <i>mo-</i>	Class 4 <i>me-</i>	Class 5 <i>le-</i>	Class 6 <i>ma-</i>	Class 7 <i>se-</i>	Class 8 <i>di-</i>	Class 9 <i>n-</i>	Class 10 <i>di-</i>	Class 11 <i>lo-</i>	Class 6 <i>ma-</i>	Class 14 <i>bo-</i>	Class 6 <i>ma-</i>
<i>n/a</i>	<i>monna</i> 'man'	<i>banna</i> 'men'	<i>mosese</i> 'dress'	<i>mesese</i> 'dresses'	<i>leina</i> 'name'	<i>maina</i> 'names'	<i>selepe</i> 'axe'	<i>dilepe</i> 'axes'	<i>ntswa</i> 'dog'	<i>dintswa</i> 'dogs'	<i>lonala</i> 'claw'	<i>manala</i> 'claws'	<i>bogobe</i> 'porridge'	<i>magobe</i> 'porridge' (pl.)
SUBJECT MARKERS														
<i>n/a</i>	<i>o</i>	<i>ba</i>	<i>o</i>	<i>e</i>	<i>le</i>	<i>a</i>	<i>se</i>	<i>di</i>	<i>e</i>	<i>di</i>	<i>lo</i>	<i>a</i>	<i>bo</i>	<i>a</i>
OBJECT MARKERS														
<i>n/a</i>	<i>mo</i>	<i>ba</i>	<i>o</i>	<i>e</i>	<i>le</i>	<i>a</i>	<i>se</i>	<i>di</i>	<i>e</i>	<i>di</i>	<i>lo</i>	<i>a</i>	<i>bo</i>	<i>a</i>
DEMONSTRATIVE PRONOUNS – 'THIS', 'THAT' and 'THAT OVER THERE'														
1	<i>yo</i>	<i>ba</i>	<i>o</i>	<i>e</i>	<i>le</i>	<i>a</i>	<i>se</i>	<i>tse</i>	<i>e</i>	<i>tse</i>	<i>lo</i>	<i>a</i>	<i>bo</i>	<i>a</i>
2	<i>yoo</i>	<i>bao</i>	<i>oo</i>	<i>eo</i>	<i>leo</i>	<i>ao</i>	<i>seo</i>	<i>tseo</i>	<i>eo</i>	<i>tseo</i>	<i>loo</i>	<i>ao</i>	<i>boo</i>	<i>ao</i>
3	<i>yole</i>	<i>bale</i>	<i>ole</i>	<i>ele</i>	<i>lele</i>	<i>ale</i>	<i>sele</i>	<i>tsele</i>	<i>ele</i>	<i>tsele</i>	<i>lole</i>	<i>ale</i>	<i>bole</i>	<i>ale</i>
POSSESSIVE LINKS														
<i>n/a</i>	<i>wa</i>	<i>ba</i>	<i>wa</i>	<i>ya</i>	<i>la</i>	<i>a</i>	<i>sa</i>	<i>tša</i>	<i>ya</i>	<i>tša</i>	<i>la</i>	<i>a</i>	<i>ba</i>	<i>a</i>
ADJECTIVE LINKS														
<i>n/a</i>	<i>yo mo-</i>	<i>ba ba-</i>	<i>o mo-</i>	<i>e me-</i>	<i>le le-</i>	<i>a ma-</i>	<i>se se-</i>	<i>tse di-</i>	<i>e e-</i>	<i>tse di-</i>	<i>lo lo-</i>	<i>a ma-</i>	<i>bo bo-</i>	<i>a ma-</i>
QUANTITATIVES														
<i>n/a</i>	<i>yotlhe</i>	<i>botlhe</i>	<i>otlhe</i>	<i>yotlhe</i>	<i>lotlhe</i>	<i>otlhe</i>	<i>sotlhe</i>	<i>tsotlhe</i>	<i>yotlhe</i>	<i>tsotlhe</i>	<i>lotlhe</i>	<i>otlhe</i>	<i>botlhe</i>	<i>otlhe</i>

Figure 7. Classes 1-11 of the Noun Class System of Setswana (synthesized from Letsholo and Matlhaku, 2014, see also; Harman, 1982)

In order to explain the use of each of these grammatical features, Class 1 (*mo-*) will be used as in examples (2.5) to (2.9) above⁴⁹. These example sentences below will outline the use of (1) object markers (concord used to replace the direct object in a sentence (Harman, 1982), see examples (2.7) and (2.10) below)⁵⁰; (2) demonstrative pronouns (the equivalents of 'this', 'that' and 'that over there' (Harman, 1982), see examples (2.11), (2.12) and (2.13) respectively below⁵¹); (3) possessive concords (concord used to show possession in Setswana (Harman, 1982), see example (2.14) below⁵²); (4) adjective links (concord used to complete the adjective root and link it to the noun (Harman, 1982), see example (2.15) below⁵³); and (5) quantifiers (the

⁴⁹ Note that these classes consists of variable morphemes, which will change according to the different noun classes (Pretorius and Louw, 2020) outlined in Figure 7 above. The glossed examples will, therefore, look different according to each noun class.

⁵⁰ Note that the noun *bogobe* is replaced in example (2.10) and, thus, uses an object marker, which is placed in front of the verb.

⁵¹ These pronouns appear in the final syntactic position post nominally, as determined by the noun class (Letsholo and Matlhaku, 2014).

⁵² In Setswana possessive links are determined by the noun class of the preceding noun (Letsholo and Matlhaku, 2014). Note that a phrase such as 'his porridge' will be produced in Setswana as 'the porridge of his'. The owner in these possessive phrases will always be an invariable pronoun per person and per singular and plural form.

⁵³ These links will vary according to the noun class morpheme of the noun it describes (Letsholo and Matlhaku, 2014)

equivalent of ‘all’, or ‘the whole’ (Letsholo and Matlhaku, 2014), see example (2.16) below⁵⁴). Note that all these grammar constructions will be used to qualify the noun and will thus be inflected by the noun class of the noun they qualify (Letsholo and Matlhaku, 2014: 29). This is illustrated by the examples below⁵⁵.

2.7 ⁵⁶	<i>Monna</i>	<i>o</i>		<i>ja</i>		<i>bogobe</i>	
	<i>Mo-nna</i>	<i>o</i>		<i>j-a</i>		<i>bo-gobe</i>	
	NC.1-man	SM.1		eat-PRES.FV		NC.14-porridge	
	'The man eats porridge'						
2.10	<i>Monna</i>	<i>o</i>		<i>a</i>		<i>bo</i>	<i>ja</i>
	<i>Mo-nna</i>	<i>o</i>		<i>a</i>		<i>bo</i>	<i>j-a</i>
	NC.1-man	SM.1		<i>PRES.M</i>		OM.14	eat-PRES.FV
	'The man eats it'						
2.11	<i>Monna</i>	<i>o</i>		<i>ja</i>		<i>bogobe</i>	<i>bo</i>
	<i>Mo-nna</i>	<i>o</i>		<i>j-a</i>		<i>bo-gobe</i>	<i>bo</i>
	NC.1-man	SM.1		eat-PRES.FV		NC.14-porridge	D.PRN.14.1(this)
	'The man eats this porridge'						
2.12	<i>Monna</i>	<i>o</i>		<i>ja</i>		<i>bogobe</i>	<i>boo</i>
	<i>Mo-nna</i>	<i>o</i>		<i>j-a</i>		<i>bo-gobe</i>	<i>boo</i>
	NC.1-man	SM.1		eat-PRES.FV		NC.14-porridge	D.PRN.14.1(that)
	'The man eats that porridge'						
2.13	<i>Monna</i>	<i>o</i>		<i>ja</i>		<i>bogobe</i>	<i>bole</i>
	<i>Mo-nna</i>	<i>o</i>		<i>j-a</i>		<i>bo-gobe</i>	<i>bole</i>
	NC.1-man	SM.1		eat-PRES.FV		NC.14-porridge	D.PRN.14.2(that over there)
	'The man eats that porridge over there'						
2.14	<i>Monna</i>	<i>o</i>	<i>ja</i>		<i>bogobe</i>	<i>ba</i>	<i>gagwe</i>
	<i>Mo-nna</i>	<i>o</i>	<i>j-a</i>		<i>bo-gobe</i>	<i>ba</i>	<i>gagwe</i>
	NC.1-man	SM.1	eat-PRES.FV		NC.14-porridge	PL.14	3ps-POSS.PRN(his)
	'The man eats his porridge'						
2.15	<i>Monna</i>	<i>o</i>	<i>ja</i>		<i>magobe</i>	<i>a</i>	<i>mantshi</i>
	<i>Mo-nna</i>	<i>o</i>	<i>j-a</i>		<i>ma-gobe</i>	<i>a</i>	<i>ma-ntsi</i>
	NC.1-man	SM.1	eat-PRES.FV		NC.6-porridge	AP.6	AM.6 AR(a lot of)
	'The man eats a lot of porridge'						
2.16	<i>Monna</i>	<i>o</i>		<i>ja</i>		<i>bogobe</i>	<i>botlhe</i>
	<i>Mo-nna</i>	<i>o</i>		<i>j-a</i>		<i>bo-gobe</i>	<i>b-otlhe</i>
	NC.1-man	SM.1		eat-PRES.FV		NC.14-porridge	NC.14.QR.14(all)
	'The man eats all the porridge'						

⁵⁴ Quantifiers such as *-otlhe* will undergo vowel elision, whereby the noun class morpheme will be prefixed to the quantifying stem *-otlhe*, to form a new word (Letsholo and Matlhaku, 2014)

⁵⁵ The abbreviations used in the glosses are as follows: AM = adjective marker; AP = adjective particle; AR = adjective root; D = demonstrative; FUT = future tense; FV = final vowel; M = marker; NC = noun class; NEG = negative; OM = object agreement marker; PAST = past tense; PL = possessive link; POSS = possessive; PRES = present tense; PRN = pronoun; PS = person singular; QR = quantifier root; QW = question word; SM = subject agreement marker; SUF = suffix.

⁵⁶ Note that this example is repeated from a previous example and thus keeps the same number.

Take note that these examples only illustrate the grammatical variants in terms of nouns, which originate from the first 14 noun classes of Setswana; classes 15, 16, 17, and 18 are included in a separate illustration (Figure 8). While they do form part of the noun class system, and are morphologically regarded as nouns, they mainly have an adverbial function. These nouns will thus not have plural markers, but will still use the noun class system to derive grammatical structures, such as subject and object markers, demonstrative pronouns, possessive concords, and adjective links (Harman, 1982). These classes are referred to as the infinitive class (class 15) and the locative classes (classes 16, 17, and 18) and consist of verbs and prepositions, respectively (Harman, 1982).

SETSWANA NOUN CLASSES			
Class 15 <i>go</i> (Infinitives)	Class 16 <i>fa</i> (Locatives)	Class 17 <i>go</i> (Locatives)	Class 18 <i>mo</i> (Locatives)
SUBJECT MARKERS			
<i>go</i>	<i>go</i>	<i>go</i>	<i>go</i>
OBJECT MARKERS			
<i>go</i>	<i>go</i>	<i>go</i>	<i>go</i>
DEMONSTRATIVE PRONOUNS – ‘HERE’, ‘THERE’, ‘OVER THERE’			
<i>go/mo</i>	<i>fa</i>	-	<i>mo</i>
<i>goo/moo</i>	<i>fao</i>	-	<i>moo</i>
<i>gole/mole</i>	<i>fale</i>	-	<i>mole</i>
POSSESSIVE LINKS			
<i>ga</i>	<i>ga</i>	<i>ga</i>	<i>ga</i>
ADJECTIVE LINKS			
<i>go</i>	-	-	-

Figure 8. Classes 15 -18 of the Noun Class System of Setswana (synthesized from Letsholo and Matlhaku, 2014, see also; Harman, 1982)

Note that examples of these constructions are not provided as they are not needed for the quantitative and qualitative analysis done in chapter 4.

While Setswana sentence construction requires a subject-verb agreement by use of a subject agreement marker, it does not require any changes to be made to the verb

itself (Harman, 1982). This means that all verbs in their neutral form will end on an *-a* in the present tense, and will not change unless written in the negative or subjunctive form (Dioka and Chambers, 2011). Negation in Setswana requires the negative marker *ga* to be placed in front of the subject agreement marker of the sentence (Harman, 1982). The use of *ga* in the present tense will cause the *-a* ending of the verb to change to *-e*, indicating that the sentence has now been negated (see examples (2.17) to (2.20)) (Dioka and Chambers, 2011, see also; Harman, 1982). Note that when negating simple present tense sentences (which will end in a verb), the present tense *-a* will fall away (Dioka and Chambers, 2011, see also; Harman, 1982).

In the future tense, the use of the negative marker *ga* will also cause the *-a* ending of the verb to change to *-e*, indicating that the sentence has now been negated (Dioka and Chambers, 2011, see also; Harman, 1982). Note that when negating in the future tense, the future tense *tla* will be replaced by *nke* (Harman, 1982). This construction will also require the subject marker to be placed both in front and after *nke* (see examples (2.21) and (2.22)) (Harman, 1982).

In the perfect past tense, the use of the negative marker *ga* will cause the *-ile* suffix to change back to *-a*, indicating that the sentence has now been negated (Dioka and Chambers, 2011, see also; Harman, 1982). Note that when negating perfect past tense sentences, a past tense *-a* must be placed in front of the verb (see examples (2.23) and (2.24)) (Dioka and Chambers, 2011, see also; Harman, 1982). This is illustrated by the examples below.⁵⁷

Positive simple present tense sentence

2.17	<i>Banna</i>	<i>ba</i>	<i>a</i>	<i>ja</i>
	<i>Ba-nna</i>	<i>ba</i>	<i>a</i>	<i>j-a</i>
	NC.2-men	SM.2	PRES.M	eat-PRES.FV
	'The men eat'			

⁵⁷ The abbreviations used in the glosses are as follows: AM = adjective marker; AP = adjective particle; AR = adjective root; D = demonstrative; FUT = future tense; FV = final vowel; M = marker; NC = noun class; NEG = negative; OM = object agreement marker; PAST = past tense; PL = possessive link; POSS = possessive; PRES = present tense; PRN = pronoun; PS = person singular; QR = quantifier root; QW = question word; SM = subject agreement marker; SUF = suffix.

Negative simple present tense sentence

2.18	<i>Banna</i>	<i>ga</i>	<i>ba</i>	<i>je</i>
	<i>Ba-nna</i>	<i>ga</i>	<i>ba</i>	<i>j-e</i>
	NC.2-men	NEG.M	SM.2	eat-PRES.NEG.FV
	'The men do not eat'			

Positive present tense sentence with an object

2.19	<i>Banna</i>	<i>ba</i>	<i>ja</i>	<i>bogobe</i>
	<i>Ba-nna</i>	<i>ba</i>	<i>j-a</i>	<i>bo-gobe</i>
	NC.2-men	SM.2	eat-PRES.FV	NC.14-porridge
	'The men eat porridge'			

Negative present tense sentence with an object

2.20	<i>Banna</i>	<i>ga</i>	<i>ba</i>	<i>je</i>	<i>bogobe</i>
	<i>Ba-nna</i>	<i>ga</i>	<i>ba</i>	<i>j-e</i>	<i>bo-gobe</i>
	NC.2-men	NEG.M	SM.2	eat-PRES.NEG.FV	NC.14-porridge
	'The men do not eat porridge'				

Positive simple future tense sentence⁵⁸

2.21	<i>Banna</i>	<i>ba</i>	<i>tla</i>	<i>ja</i>
	<i>Ba-nna</i>	<i>ba</i>	<i>tla</i>	<i>j-a</i>
	NC.2-men	SM.2	FUT.M	eat-PRES.FV
	'The men will eat'			

Negative simple future tense sentence

2.22	<i>Banna</i>	<i>ga</i>	<i>ba</i>	<i>nke</i>	<i>ba</i>	<i>je</i>
	<i>Ba-nna</i>	<i>ga</i>	<i>ba</i>	<i>nke</i>	<i>ba</i>	<i>j-e</i>
	NC.2-men	NEG.M	SM.2	FUT.M.NEG	SM.2	eat-PRES.NEG.FV
	'The men will not eat'					

Positive simple past tense sentence⁵⁹

2.23	<i>Banna</i>	<i>ba</i>	<i>jele</i>
	<i>Ba-nna</i>	<i>ba</i>	<i>j-ele</i>
	NC.2-men	SM.2	eat-PAST.SUF
	'The men eat'		

Negative simple past tense sentence

2.24	<i>Banna</i>	<i>ga</i>	<i>ba</i>	<i>a</i>	<i>ja</i>
	<i>Ba-nna</i>	<i>ga</i>	<i>ba</i>	<i>a</i>	<i>j-a</i>
	NC.2-men	NEG.M	SM.2	PAST.M	eat-PAST.NEG.FV
	'The men do not eat'				

The SVO structure of a Setswana sentence is followed — even when forming negatives, which closely resembles an English sentence structure — in the creation of both positive and negative phrases in Setswana. A big difference, however, lies in the formation of interrogatives. When forming a question in Setswana, the SVO structure will be maintained, while the question word will be placed at the end of the

⁵⁸ Note that there are no structural differences between a simple and complex sentence in the future tense, apart from the addition of an object.

⁵⁹ Note that there are no structural differences between a simple and complex sentence in the past tense, apart from the addition of an object.

sentence; with the exception of the question word *A* ('is/are/do/does'), which will always be placed at the start of the sentence (Harman, 1982, see also; Dioka and Chambers, 2011). This question word can be used to change any statement into a question (Harman, 1982, see also; Dioka and Chambers, 2011). In basic Setswana there are eight different question words; namely, (1) *A*? –'is/are/do/does' (see example (2.25)), (2) *mang*? –'who?' (see example (2.26)), (3) *eng*? –'what?' (see example (2.27)), (4) *kae*? –'where' (see example (2.28)), (5) *jang*? –'how?' (see example (2.29)), (6) *leng*? –'when?' (see example 2.30)), (7) *-fe*? –'which?' (see example 2.31))⁶⁰, and, (8) *goreng*? –'why?' (see example (2.32) and (2.33))⁶¹ (Harman, 1982, see also; Dioka and Chambers, 2011). The usage of these question words are illustrated by the examples below⁶²

2.25	<i>A</i> <i>A</i> QW(does) 'Does the man eat?'	<i>monna</i> <i>mo-nna</i> 'NC.1-man	<i>o</i> <i>o</i> SM.1	<i>a</i> <i>a</i> PRES.M	<i>ja?</i> <i>ja?</i> eat.PRES.FV
2.26	<i>Monna</i> <i>Mo-nna</i> 'NC.1-man	<i>o</i> <i>o</i> SM.1	<i>mang?</i> <i>mang?</i> QW(who)		
2.27	<i>Monna</i> <i>Mo-nna</i> 'NC.1-man	<i>o</i> <i>o</i> SM.1	<i>ja</i> <i>j-a</i> eat.PRES.FV	<i>eng?</i> <i>eng?</i> QW(what)	
2.28	<i>Monna</i> <i>Mo-nna</i> 'NC.1-man	<i>o</i> <i>o</i> SM.1	<i>ja</i> <i>j-a</i> eat.PRES.FV	<i>kae?</i> <i>kae?</i> QW(where)	
2.29	<i>Monna</i> <i>Mo-nna</i> 'NC.1-man	<i>o</i> <i>o</i> SM.1	<i>ja</i> <i>j-a</i> eat.PRES.FV	<i>jang?</i> <i>jang?</i> QW(how)	

⁶⁰ Note that this question word will require the noun class prefix of the noun it refers to (Harman, 1982).

⁶¹ Note that this question word is the only word that can be placed both at the beginning or ending of the sentence (Harman, 1982).

⁶² The abbreviations used in the glosses are as follows: AM = adjective marker; AP = adjective particle; AR = adjective root; D = demonstrative; FUT = future tense; FV = final vowel; M = marker; NC = noun class; NEG = negative; OM = object agreement marker; PAST = past tense; PL = possessive link; POSS = possessive; PRES = present tense; PRN = pronoun; PS = person singular; QR = quantifier root; QW = question word; SM = subject agreement marker; SUF = suffix.

2.30	<i>Monna</i>	<i>o</i>	<i>ja</i>	<i>leng?</i>	
	<i>Mo-nna</i>	<i>o</i>	<i>j-a</i>	<i>leng?</i>	
	'NC.1-man	SM.1	eat.PRES.FV	QW(when)	
	'When does the man eat?'				
2.31	<i>Monna</i>	<i>o</i>	<i>ja</i>	<i>bogobe</i>	<i>bofe?</i>
	<i>Mo-nna</i>	<i>o</i>	<i>j-a</i>	<i>bo-gobe</i>	<i>bo-fe?</i>
	'NC.1-man	SM.1	eat.PRES.FV	NC.14-porridge	NC.14-QW(which)
	'Which porridge does the man eat?'				
2.32	<i>Monna</i>	<i>o</i>	<i>ja</i>	<i>goreng?</i>	
	<i>Monna</i>	<i>o</i>	<i>j-a</i>	<i>goreng?</i>	
	'NC.1-man	SM.1	eat.PRES.FV	QW(why)	
	'Why does the man eat?'				
2.33	<i>Goreng</i>	<i>monna</i>	<i>o</i>	<i>a</i>	<i>ja?</i>
	<i>Goreng</i>	<i>monna</i>	<i>o</i>	<i>a</i>	<i>j-a?</i>
	QW(why)	NC.1-man	SM.1	PRES.M	eat.PRES.FV
	'Why does the man eat?'				

The successful development of an adult beginner learner's communicative abilities will require facilitation in terms of the phonological, morphological, lexical, and syntactical features as set out above. These features will need to be explicitly taught by the facilitator and learned by the language learner. For this reason, they are included in the analysis (see chapter 4) and form part of the criteria according to which the analysis is done.

2.10 Conclusion

Within the constructivist perspective, learning is defined as being either a solitary or cooperative act, whereby the learner acquires the knowledge to function independently through facilitation and guidance. Therefore, personal experience, social interaction, and cultural background play an intricate role in cognitive development. Within this regard, proficiency can be defined as the independent use of language through the successful application of different language rules, in order to produce spontaneous and creative utterances that carry meaning within different contexts. Whereas, communicative competency is defined as the development of a certain skill that equips the language user with certain knowledge pertaining to grammatical form and sociocultural context; this enables the language user to accurately and appropriately produce utterances within any given context. Successfully learning a language in an educational environment, therefore, requires

the integration of grammatical-, sociolinguistic-, discourse-, and strategic competence into one through both facilitation and guidance.

By use of the knowledge contained in the literature review, it was determined that if the learner acquires the knowledge to function independently through facilitation and use of the language learning materials, these materials will not only need to be able to produce input in all four linguistic modalities of a language — speaking, listening, reading, and writing — but will also need to facilitate the development of communicative competence (both the linguistic and sociolinguistic modalities) without spending too much time focused on accuracy, form, and grammar rules. If the materials spend too much time focused on the form of language rather than on creating meaning, learners will be forced to believe that successful interaction is solely dependent on using the correct word, form, or rule. Therefore, the contents of language learning materials, and the environment in which the language is developed, play an important role in the language development process. However, in order to better understand how the materials can influence a language learner, in-use and post-use evaluations are needed to determine the effects of these materials on the learning process and on the learners using them.

Successfully acquiring communicative competency and proficiency is dependent not only on the effectiveness of the learning materials, but also on the situation in which the student acquires the knowledge, as well as the student's social identity and cultural background.

Thus, it is important that the teaching materials incorporate strategies that can increase the possibility for the successful development of communicative competence and language proficiency, despite the possible influence of external or internal factors. However, these strategies should be socially mediated, and adaptable to the multi-faceted complexities of each individual. They should also focus on student interaction, so as to enable each individual student to create their own meaning within the language learning environment —as is acknowledged in a blended constructivist perspective.

Chapter 3

Methodology

3.1 Introduction

The following section provides an in-depth explanation of both the methodology and research design used within the study. This includes (1) the criteria used to select the two different language learning materials, (2) the research instruments and methodologies used, and (3) the process of data collection and analysis followed in this study.

The research design of any study is directly associated with the specific tools and methods used — as well as the detailed steps followed — when testing a hypothesis (Bless *et al.*, 2006: 71). These research methods, used in testing hypotheses, are primarily categorised as being either quantitative and qualitative (Muijs, 2004: 1). Following a document analysis procedure (Bowen, 2009: 27) with a specific focus on material evaluation, this study is of both a qualitative and quantitative nature; thus, resulting in a mixed method of data collection and evaluation (Leavy, 2017: 23).

3.2 Research Design

3.2.1 Qualitative research

Qualitative research can be defined as the use of inductive methods focussed on building knowledge and meaning. It emphasises the importance of investigating and building an in-depth understanding of social phenomenon and people's subjective experiences thereof (Leavy, 2014, as cited in Leavy, 2017: 23). It was chosen as part of the research design for this study, because it places emphasis on meaning, understanding, and exploration (Smith, 1983, see also Leavy, 2017). The study uses document analysis as the primary source of qualitative data collection, in order to create a set of criteria for the evaluation of two different Setswana beginner language learning materials. This set of criteria was identified and developed after a comprehensive examination of the literature available on second language development; specifically the development of communicative competency and

proficiency, which permitted the development of empirical knowledge and the creation of meaning and understanding concerning the various themes relevant to the research problem (Corbin and Anselm, 2008, see also; Merriam, 1988). These themes include: second language development and learning facilitation; communicative competency in terms of grammatical-, sociolinguistic-, strategic-, and discourse competence (authentic language use); proficiency (listening and speaking); cognitive, affective, social, and cultural factors; and motivation (see section 3.3.3.1 of chapter 3).

In chapter 4 these themes and criteria are compared to the contents of the different materials, in order to predict the possible value and effect of the chosen language learning materials on the successful facilitation of communicative competency and proficiency development.

3.2.2 Quantitative research

Furthermore, conventional to a mixed method of data collection and analysis, this study also uses quantitative research methods. Quantitative research methods can be defined as the use of deductive methods focussed on collecting, measuring, and testing data in order to reveal certain patterns (Leavy, 2017: 23). The use of quantitative research methods, therefore, enables the researcher to mathematically analyse the collected numerical data (Muijs, 2004: 1), in order to explain and evaluate the relationship between specific variables (Leavy, 2017: 23, see also; Bless *et al.*, 2006: 75). In this study, quantitative research takes place by means of assessment and comparison of the dispersion of specific content (authentic language use and activities, feedback and opportunity for practice) per percentage intervals for each of the different teaching materials chosen through material evaluation (Peer *et al.*, 2012). Each of the 20 criteria (and /or subcategories) identified in Table 8 below, are measured according to the following Likert scale of frequency (Vagias, 2006) for quantification in terms of the research methodology (Tomlinson, 2008):

- 1 = Never** (0% of material)
- 2 = Rarely** (1 - 10% of material)
- 3 = Occasionally** (11 - 30% of material)
- 4 = Sometimes** (31 - 50% of material)
- 5 = A moderate amount** (51 - 70% of material)
- 6 = A great deal** (71 - 90% of material)
- 7 = Always** (100% of material)

The quantitative analysis of these materials sets out to provide mathematical support for the conclusions drawn from the qualitative analysis of the material content.

The choice of a mixed-method design thus enables the researcher to (1) explore and investigate the content and quality of the different learning materials for the development of communicative competency in Setswana. This will build understanding and knowledge of how these learning materials and the students who use them might influence the development of communicative competence and proficiency. The mixed-method design also enables the researcher to (2) compare and analyse the numerical data collected in order to determine whether the quantity of content can lead to the successful facilitation of communicative competency and proficiency development in Setswana beginner additional language learners (see section 1.4 of chapter 1).

3.3 Methodology

3.3.1 Research Instruments

In a literature review on ELT material evaluation, it was determined that evaluation systems and criteria are generally based on the work of Tomlinson (Işık, 2018 see also; McGrath, 2016; Reinders and Lewis, 2006; Tomlinson, 2008; Tomlinson, 2013, 2016). For this reason, Tomlinson's criteria based on SLA practices (Tomlinson, 2008) along with that of Işık (2018), was used as the foundation for the development and use of a new evaluation system and criteria set. This evaluation system and criteria are integrations of the theoretical and practical perspectives mentioned in chapter 2 of this thesis.

The following table outlines the set of qualitative criteria that is used to evaluate the different teaching materials within a blended constructivist perspective of SLD.

Table 8: A new system and criteria for material evaluation used in this study.

Qualitative Criteria for material evaluation⁶³: 20 Criteria with 5 main themes - Subcategories for each criteria as set up after the completion of the literature review and the theoretical framework in chapter 2 of the thesis (Brière, 1971; Brown, 2014; Canale, 1983; Canale and Swain, 1980; Del Vecchio and Guerrero, 1995; Duff, 2017; Farhady, 1982; Gass <i>et al.</i>, 2013; Hymes, 1972; Nel, 2015; Reinders and Lewis, 2006; Stern <i>et al.</i>, 1983; Tomlinson, 2008; Vygotsky, 1962).	Material to be evaluated: Each of the 20 criteria (and /or subcategories) are measured according to the following Likert scale of frequency for quantification in terms of the research methodology (Tomlinson, 2008). 1 = Never (0% of material) 2 = Rarely (1 - 10% of material) 3 = Occasionally (11 - 30% of material) 4 = Sometimes (31 - 50% of material) 5 = A moderate amount (51 - 70% of material) 6 = A great deal (71 - 90% of material) 7 = Always (100% of material)⁶⁴		
	M1	M2	Comments
Theme 1 - Layout and Design:			
1. Does the chosen material clearly describe the language level?			
2. Does the chosen material present a logical organisation of units according to the principles of language development?			
3. Does the chosen material provide clear instructions on how to use the material and how to complete tasks and activities?			
4. Does the chosen material advance at an appropriate pace for beginner language learners?			
Theme 2 - Facilitation of second language development:			
5. Does the chosen language learning material facilitate second language development through achievable activities ?			
6. Does the chosen language learning material facilitate meaning creation ?			
7. Does the chosen language learning material provide feedback on the effectiveness of the learner's attempt to use the language?			
8. Do these activities facilitate the movement from the learner's current state of development to a potential state of development ?			
Theme 3 - Facilitation of the development of communicative competence:			

⁶³ Adapted from: *Match between Seven Sample Coursebooks and SLA principles* (Tomlinson, 2008).

⁶⁴ Adapted from: *Likert-type scale response anchors* (Vagias, 2006).

9. Does the chosen language learning material incorporate grammatical explanations, focussed on form and accuracy, aimed at improving the language learner's grammatical competence ?			
10. Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence ?			
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?			
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?			
13. Does the chosen language learning material provide opportunities for the development of cultural awareness ?			
14. Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic (i.e. strategic and discourse) competence ?			
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?			
Theme 4 - Facilitation of the development of proficiency:			
16. Does the chosen language learning material incorporate activities aimed at improving the language learner's listening skills ?			
17. Does the chosen language learning material incorporate activities aimed at improving the language learner's speaking skills ?			
Theme 5 - Combatting cognitive, affective and social factors affecting the process of SLA by use of language learning and teaching strategies:			
18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities , and ensure the successful development of communicative competency and proficiency?			
19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?			
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat social and cultural factors that might inhibit the successful development of communicative competency and proficiency?			

3.3.2 Data

The following section provides an overview of the data collected during the study; with a specific focus on (1) the conditions used to select the language learning materials, and (2) the language materials chosen for the study.

3.3.2.1 Conditions

For this study, the chosen language learning materials were selected based on the following conditions:

CONDITION 1: Learning material samples should be published within the last 25 years.

CONDITION 2: Learning material samples should be available within the public sphere, and be accessible from anywhere through either a computer, smartphone, or car radio.

CONDITION 3: Learning material samples should aim to teach everyday communication in Setswana.

Since the focus of the study is on the communicative competency and proficiency needed for everyday communication in Setswana, it is important that the materials reflect language use that can be applied outside the learning environment in order to communicate successfully. For this reason, it was imperative that materials were only included if they were published within the last 25 years, and thus reflect the current language situation of South Africa (see Condition 1). Moreover, these materials need to be available within the public sphere, and easily accessible from anywhere — either by computer, smartphone, or car radio — since the adult language learners who will be using them, will not be using the materials within tertiary environments. Therefore, the materials need to be flexible and adaptable to the learners' professional and social circumstances (see Condition 2). Finally, in accordance with the study's aim, the materials need to be focussed on teaching everyday communication in Setswana (see Condition 3). Especially since the materials' effectivity in facilitating the development of communicative competency and proficiency, cannot be tested if they were not

developed for that exact purpose. However, it should be noted that a wide range of available language learning materials in Setswana does not currently exist.

3.3.2.2 Materials

The language learning materials chosen for this study consist of two different audio and visual learning programs that use online videos and clips, which are easily accessible from anywhere through platforms, such as computers and smartphones.

For the study, the following materials have been chosen because they comply with these conditions and are used during the process of material evaluation:

MATERIAL 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

MATERIAL 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020)

3.3.3 Analysis

The following section provides an overview of the analysis used during the study, with a specific focus on (1) document and thematic analysis, and (2) material evaluation.

3.3.3.1 Document and Thematic Analysis

The methodology of document analysis is focused on multiple sources (Bowen, 2009: 28), this permits the researcher to triangulate and compare data as a means of ensuring the credibility of the researcher's interpretations, evaluations, and conclusions (Eisner, 2017: 110). This means that the methodology of document analysis aids the researcher in evaluating and comparing the different language materials to different sources in order to draw conclusions on whether the chosen material will be able to facilitate the successful development of communicative competency in Setswana. The triangulation of data also allows the researcher to guard against accusations of research bias that could exist in a single study (Bowen, 2009: 28).

The researcher acknowledges the importance of providing adequate detail pertaining to the chosen documents and materials, as well as the selection process, when using document analysis as a methodology, in order to avoid the bias selection of the

documents used during the research process (Bowen, 2009: 32). Therefore, each selected document was identified by stating its nature, original design, and purpose (Bowen, 2009: 33). The researcher followed an analytic procedure while selecting documents relevant to the study. Thereafter, the researcher attempted to make sense of the documents by synthesising the data contained in the documents (Labuschagne, 2003: 101) and comparing it to the contents of the two chosen language learning materials. Subsequently, the documents that yielded relevant data were organised into major themes and categories (see section 3.2.1) through content analysis, as a means to avoid the bias selection of documents used in the study (Labuschagne, 2003: 101). The study focuses on gaining empirical knowledge and developing understanding, while also placing emphasis on the importance of balance between researcher objectivity and sensitivity (Bowen, 2009: 34).

The researcher observed and carefully analysed the data collected (during document analysis) through the findings of each study, in order to determine the specific themes and criteria that were used to analyse the different language learning materials. This was done in order to establish whether these materials are able to successfully facilitate the development of communicative competency and proficiency in adult beginner language learners of Setswana.

However, since the focus of the study is to evaluate these different language materials and their influence on the development of communicative competency and proficiency, the methodology of document analysis was used together with material evaluation.

3.3.3.2 Material Evaluation

Material evaluation can be defined as a process whereby a material's contents are measured in order to make certain predictions about its possible value for and effects on the language learners using it (Tomlinson, 2013: 21).

For the purpose of this study, it is important to reiterate that the terms “evaluation” and “analysis” are not interchangeable and are used to refer to two different processes (Tomlinson, 2013: 22). While the process of material evaluation will focus on the learners using the materials and the subsequent effects of those materials on them, an analysis will observe the materials themselves in order to determine whether their contents will be able to facilitate the successful development of certain concepts

(Tomlinson, 2013: 22). Therefore, a material evaluation is subjective, whereas an analysis is focussed on objectively and factually answering specific questions (Tomlinson, 2013: 22). For this reason, the researcher has chosen to combine the methodology of document analysis with the procedures of material evaluation in order to ensure credibility while also avoiding research bias.

A procedure of pre-use⁶⁵ evaluation is followed, whereby the researcher makes certain predictions about the value of the chosen materials. This is done by use of a set of criteria (within the constructivist perspective) that evaluates the possibility of the materials successfully facilitating the development of communicative competency (Tomlinson, 2013: 31).

In this study, the chosen materials are both evaluated and analysed in order to determine whether they will be able to facilitate the development of communicative competency and proficiency for everyday communication. This evaluation and analysis are done according to the set of criteria set out above (see section 3.3.1, Table 8).

3.4 Limitations

Any research project must be composed of two fundamental units: observation and analysis (Bless *et al.*, 2006: 75). A mixture of pre-, in-, and post-use evaluation is, therefore, the most effective way to establish a comprehensive understanding of how the language learning materials can affect the learners using them. However, due to the scope of the study, as well as certain limitations brought on by the current COVID-19 pandemic, the study is restricted to the pre-use evaluation and analysis of two different self-access Setswana beginner language learning materials.

3.5 Ethical Considerations

This study, being focussed on document analysis and the evaluation of different language learning materials does not suggest any ethical threats or implications, apart from the unethical conduct of portraying someone else's intellectual property as your own. The researcher recognizes that this study, as a process of data selection and

⁶⁵ The evaluation will take place before the materials are used by beginner language learners.

evaluation of already existing bodies of research, requires appropriate references and acknowledgement for every statement and/or idea, whether paraphrased or not.

3.6 Conclusion

In this study two different language learning materials are evaluated according to a set of criteria, established through different themes identified during the process of document analysis. This study relies on a mixed-method data collection process, whereby both qualitative and quantitative data are required to complete the study.

As previously mentioned, this study — through the use of document analysis as the key source of qualitative data — is mainly reliant on the evaluation of the two chosen language learning materials for the collection of quantitative data. This evaluation is done according to the evaluation system and set of criteria set out during the process of pre-use evaluation, whereby the researcher makes certain predictions about the value of these materials in order to evaluate the possibility of successfully facilitating learning in terms of communicative competency and proficiency development.

Chapter 4

Data Analysis and Results

4.1 Introduction

The following chapter provides both a qualitative and quantitative analysis of the contents of the two chosen language learning materials as set out above. The contents of these materials are, firstly, evaluated qualitatively according to a set of criteria consisting of the different themes identified during the process of document analysis. Thereafter, each of the 20 criteria (and/or subcategories) are measured according to a Likert scale of frequency for quantification in terms of the research methodology.

The following language learning materials are both analysed and evaluated in order to predict whether they will be able to facilitate the successful development of communicative competency and proficiency:

MATERIAL 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

MATERIAL 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020)

This chapter provides an analysis of these two materials successively and in order of appearance. The next section focuses on the analysis of Material 1.

4.2 A mixed method analysis of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

The following section contains a mixed method analysis and evaluation of the first chosen self-access material, *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020), according to the set of criteria discussed in Table 8 of chapter 3. These criteria include: (1) the layout and design of the materials; (2) the concept of second language development in terms of meaning construction; (3) the facilitation of communicative competency development in terms of grammatical-, sociolinguistic-, discourse-, and strategic competence; (4) the facilitation of proficiency development in terms of speaking and listening; and finally, (5) the integration of learning and teaching strategies to combat cognitive, affective, social, and cultural factors in the material. This is done in order to predict whether this material will be able to facilitate

the successful development of communicative competency and proficiency in Setswana for adult beginner language learners.

The following section contains a qualitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the set of criteria identified in Table 8 (see section 3.3.1 of chapter 3).

4.2.1 A qualitative analysis and evaluation of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020), is a self-access language course developed for beginner language learners who want to be “fluent in basic conversation” (an A1/A2 level proficiency) in Setswana (Abuti Syllabus, 2020). This learning material consists of 25 lessons centred on various everyday themes/topics. Some of these themes include: (1) Basic Greetings, (2) Making Conversation, (3) Family and Plurals, (4) Numbers, and (5) Occupation (Abuti Syllabus, 2020) (For an extensive list of the themes discussed in the course please see Table 9 below). Each lesson includes an interview-style podcast between a native Setswana speaker and the course developer (a beginner language learner wanting to improve his proficiency in Setswana), as well as a theme specific vocabulary and phrases list, which the listener (language learner) can use to follow along during the interview. There is also a grammar section to break down the phrases that were used in the lesson, a tip of the week to teach the language learner how to learn/use Setswana, and a dialogue to show how the newly acquired phrases can be used in conversation. This course places emphasis on sounding as near-native as possible by developing a language learner’s fluency in basic conversation (Abuti Syllabus, 2020). It can be completed by listening to podcasts available on YouTube and following along in the *20 minute Setswana* workbook. Table 9 provides a summary overview of the material.

Table 9: A summary overview of *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

Lesson number	Themes discussed in lessons	Grammar covered in each lesson	Activities for authentic language use and meaningful practice	Development of language modalities of proficiency
Lesson 1	Basic Greetings	Parts of speech in Setswana	Dialogue - Greeting	Reading and Listening
Lesson 2	Basic Greetings Continue	Using adjectives Sentence construction First Setswana noun class Verb relatives	Useful Phrases in Setswana	Reading and Listening
Lesson 3	Basic Greetings Continue	Loan words Pronouns Agreement markers (Subject morphemes) First Setswana noun class	Useful Phrases in Setswana	Reading and Listening
Lesson 4	Making Conversation	Locatives <i>kwa/ko/mo</i> – ‘there/there/here’ (endings -ng)	Dialogue – What is your name?	Reading and Listening
Lesson 5	Family and Plurals	Possessive particles First Setswana noun class	Paragraph - Introducing Yourself	Reading and Listening
Lesson 6	Numbers	Requests Using the verb <i>go na le</i> (‘to have’) Numerals and numeral adjectives	Dialogue - What is your name?	Reading and Listening
Lesson 7	Occupation	Present tense Present progressive tense Question words (<i>mang?</i> – ‘who’ and <i>eng?</i> – ‘what’) Present tense negative	Dialogue - A new employee	Reading and Listening
Lesson 8	Likes and Dislikes	Infinitive verbs	Dialogue – Buying an ice cream	Reading and Listening

Lesson 9	Vocabulary Building	Using <i>go na le</i> to say 'there is' Perfect past tense Future tense	The farm song Useful Phrases in Setswana	Reading and Listening
Lesson 10	How do you say...?	Adverbs Adjectives	Dialogue – I am learning Setswana	Reading and Listening
Lesson 11	Days of the Week	The instrumental particle <i>ka</i> ('on/with/in')	Bonus vocabulary to help with sentence construction	Reading and Listening
Lesson 12	The Town / Directions	Agreement markers (Subject morphemes) Question word (<i>kae?</i> – 'where') Verbs Locatives Imperatives	Dialogue – Asking for directions	Reading and Listening
Lesson 13	The Town	Prepositions Locatives Demonstratives Noun classes	Useful Phrases in Setswana – On holiday	Reading and Listening
Lesson 14	Ordering Food and Drinks	Adjectives	Dialogue – Teatime	Reading and Listening
Lesson 15	More About Ordering	<i>go itse</i> ('to know') vs <i>ka</i> ('to be able to') Object morphemes	Dialogue – At the butchery	Reading and Listening
Lesson 16	Ordering	Verb suffixes The associative construction Question word (<i>kae?</i> – 'where')	Useful Phrases in Setswana – In the kitchen	Reading and Listening
Lesson 17	Everyday	Using <i>go</i> (defining copulative) and <i>go</i> (infinitive) Present tense Requests Reflexives	Useful Phrases in Setswana – Coffee at the office	Reading and Listening

Lesson 18	Everyday cont.	Defining copulative vs Identifying copulative Sentence construction Using 'and' in Setswana (<i>le</i> vs <i>mme</i>) Agreement markers (subject morphemes)	Dialogue – At the dentist	Reading and Listening
Lesson 19	Camping and Outdoors	Possessive links and pronouns Noun classes	Dialogue – How to plant a tree	Reading and Listening
Lesson 20	Shopping	Super relatives Object morphemes	Dialogue – Buying clothes	Reading and Listening
Lesson 21	Shopping cont.	Deverbatives The subjunctive- conjunctive <i>gore</i> (‘that / so that’)	Useful Phrases in Setswana – Clothes and sizes	Reading and Listening
Lesson 22	Health and Medical	Using <i>ke</i> ‘I am’ (subject morpheme) and <i>ke</i> ‘it is’ (copulative verb)	Useful Phrases in Setswana – Personal hygiene	Reading and Listening
Lesson 23	In the Pharmacy	Demonstratives Reflexives	Useful Phrases in Setswana – Health	Reading and Listening
Lesson 24	Bonus Lesson 1 – The Alphabet	The Setswana alphabet	n/a	Reading and Listening
Lesson 25	Bonus Lesson 2 – The Setswana Grammar System	Noun classes Agreement markers (subject morphemes) Demonstratives Object morphemes Adjectives Possessives Relative verbs Defining copulative Identifying copulative Associative copulative	n/a	Writing

This material was selected for the study because it complies with all three conditions; namely, (1) published in the last 25 years, (2) available in the public sphere, and (3) aimed at teaching everyday communication in Setswana (see section 3.3.2.1 of chapter 3).

The following section contains a qualitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the sub-questions outlined in theme 1 of Table 8 (see section 3.3.1 of chapter 3).

4.2.1.1 Theme 1 - Layout and Design

The analysis from theme 1 includes the following sub-questions as outlined in Table 8 in chapter 3.

1. Does the chosen material clearly describe the language level?
2. Does the chosen material present a logical organisation of units according to the principles of language development?
3. Does the chosen material provide clear instructions on how to use the material and how to complete tasks and activities?
4. Does the chosen material advance at an appropriate pace for beginner language learners?

4.2.1.1.1 Description of language level

As outlined in section 2.8.1 of chapter 2, optimal learning requires a learner to set and work towards a clear goal. This goal, in terms of adult beginner learning, can be defined as BICS (see section 2.4.1) where the focus falls on facilitating the development of everyday communicative competency and proficiency. In their attempt to attain this goal, learners will search for materials that can support and facilitate this developmental process. A self-access material should, therefore, include a clear description of the intended language level in order to ensure that learners are able to set and achieve their goals accordingly (see section 2.8.1).

In Material 1, the language is defined as being on an A1/A2 level of proficiency. This is clearly explained on the front page of the course workbook (see Figure 9 below) and in the introduction video (see example (4.1)). In this description it is stipulated that the language course is specifically created for beginner adult learners of Setswana who wish to become “fluent in basic conversation” (Abuti Syllabus, 2020) (i.e. BICS) and develop their proficiency to an A1/A2 level, as set out in the CEFR (see section 2.4.2 of chapter 2).



Figure 9. Cover page of the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

(4.1) *Introduction Video* - Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

Facilitator 2: *Welcome to 20 Minute Setswana, the language course aimed at independent learners, as well as business owners who want to train their staff, as well as teachers who need to equip themselves to teach this language. In these 15 to 20 minute lessons, we'll help you get a good grip on this language. Level 1 will give you a very good understanding of how this language works and with daily practice, you will be fluent in basic conversations.*

This goal and level are both maintained throughout the course as the facilitators regularly remind the learner that this is an A1/A2 level course and that more complex features will be included in a B1/B2 course, which can be completed at a later stage (see example (4.2) and (4.3)).

(4.2) *Lesson 23* - Facilitator 2 (Beginner learner) and Facilitator 3 (L2 Setswana Speaker) (From Abuti Syllabus, 2020)

Facilitator 2: *Well, I think what we should do is gradually introduce these sound changes to the listeners, especially in 20 Minutes Setswana level B. But I am sure that we'll get used to this. It's like learning vocabulary as well, I mean, you just get used to it.*

Facilitator 3: Mm, that's it!

(4.3) *Lesson 25* - Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

Facilitator 2: *Let's start with these columns one-by-one, and remember that in level B, we'll delve a little deeper into class 8 and class 9. So for now, we're just gonna talk about class 1 to 7.*

The language level, however, cannot facilitate language development alone as the organisation of the content and units contained in the learning materials will play a big role in determining whether or not the material is able to ensure successful attainment of the language level goal. The following section provides an analysis of the organisation of the units of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

4.2.1.1.2 Logical organisation of units according to principles of language development

Most self-access materials to date, have been developed in a way that overlooks the needs of the individual learner, and his/her personal experience and background, and instead caters for what is stereotypically perceived as being a “good language learner” (see section 2.8.1.1 of chapter 2). In these materials, language is usually presented in an oversimplified manner by use of a Presentation, Practice, and Production (PPP) model where a language concept is presented, and practiced, after which production is tested through repetition of what has just been learnt (see section 2.8 of chapter 2).

By use of these models, self-access materials not only underestimate both the cognitive and linguistic ability of the learner, but also inhibit the creation of meaning and development from what learners are able to do through guidance to what they are able to do independently (see section 2.2.3 of chapter 2). This ultimately results in shallow language processing by the learner and a failure to develop communicative competency and proficiency (see section 2.8 of chapter 2). Great emphasis is, therefore, placed on developing and using materials that (1) provide sufficient L2 input; (2) facilitate engaging activities, which relate to the interests of L2 learners; (3) create interactive learning environments; (4) facilitate language development within meaningful contexts; (5) provide various and diverse forms of language to promote diversity of input; and (6) present language within syntactic contexts (Konishi *et al.*, 2014).

Material 1 presents language to the learner in the form of an interview-style podcast where the learner is required to listen and follow along in a workbook. In this way, the learner is first exposed to the language, where emphasis is placed on meaningful use of everyday Setswana within varying contexts, after which the focus is shifted to the

grammar behind the various phrases contained in a specific lesson. This ensures that the learner is exposed to the language both in use and form, which diminishes the possibility for oversimplified language input and shallow language processing. It also ensures that the learner understands how and when to use the language within various contexts (see example (4.4) below).

(4.4) *Lesson 1* - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)
(From Abuti Syllabus, 2020)

- Facilitator 2: *And if I were then to turn around. You were asking me questions regarding how I am and I will then say, "And you?"*
- Facilitator 1: *I will be saying "Wena o tsogile jang?"*
- Facilitator 2: *Okay so I just turn it around. I presume the "Wena" is...*
- Facilitator 1: *"You"*
- Facilitator 2: *It refers to "you". Okay.*
- Facilitator 1: *"O tsogile..."*
- Facilitator 2: *"O tsogile"*
- Facilitator 1: *"...jang"*
- Facilitator 2: *"...jang"*
- Facilitator 1: *Yes*
- Facilitator 2: *"jang? How are you?"*
- Facilitator 1: *"Wena" its "You". "...o tsogile" going back on "to wake up"*
- Facilitator 2: *Yes.*
- Facilitator 1: *"to be awake."*
- Facilitator 2: *I remember.*
- Facilitator 1: *"...jang" it's with a question at the end. "How?"*
- Facilitator 2: *Okay so that makes it a question, the "Jang?"*
- Facilitator 1: *Yes.*
- Facilitator 2: *But now the "jang" is at the end of the sentence.*
- Facilitator 1: *It's at the end of the sentence.*
- Facilitator 2: *Not like the "A o siame?", where the "A" was in front of the sentence?*
- Facilitator 1: *Yes.*
- Facilitator 2: *That's interesting to note. We'll get back to that in later lessons.*
- Facilitator 1: *Literally, it's "You wake how?"*
- Facilitator 2: *Okay.*
- Facilitator 1: *Or "...woke how?"*

In this example the facilitators introduce the learner to the new language form by placing it in the context in which it will be used (stipulating that the phrase 'and you?' will generally follow after someone has asked about your well-being). The facilitator then goes on to present the language as a phrase but also by breaking it down into its various grammatical features. This way of presentation ensures that the learner knows how and when to use the newly introduced language.

Moving away from a PPP model of language presentation — where language is merely presented, practiced, and then the production is tested — Material 1 requires the learner to be both cognitively and effectively engaged throughout the entire lesson as the phrases are said, repeated, discussed, and then broken down into their various grammatical features. This means that as the language is presented, the facilitators ensure that the learner is able to construct meaning by explaining how the new piece of information fits into the larger context of communication in Setswana. The facilitators also ensure that the learner will know how to use the language independently by breaking each phrase down into its various constructions, thus facilitating the development of a wide range of competences; specifically, grammatical- and sociolinguistic competence (this is further explained in sections 4.2.1.2 and 4.2.1.3 below). Although the lessons are divided into various themes/topics, the main principles that drive each lesson emphasise meaningful and authentic language use that is culturally appropriate, and which promotes interaction outside of the learning environment. This is illustrated by example (4.5) below.

(4.5) *Introduction* - Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

Facilitator 2: *For level 1 we will split up the lessons into three or four sections. The first section would be the basic lesson of the week. There will also be a grammar section, a tip of the week as well as a cultural insert, and, sometimes we will have some bonus vocabulary as well as vocabulary recall to speed up the learning process.*

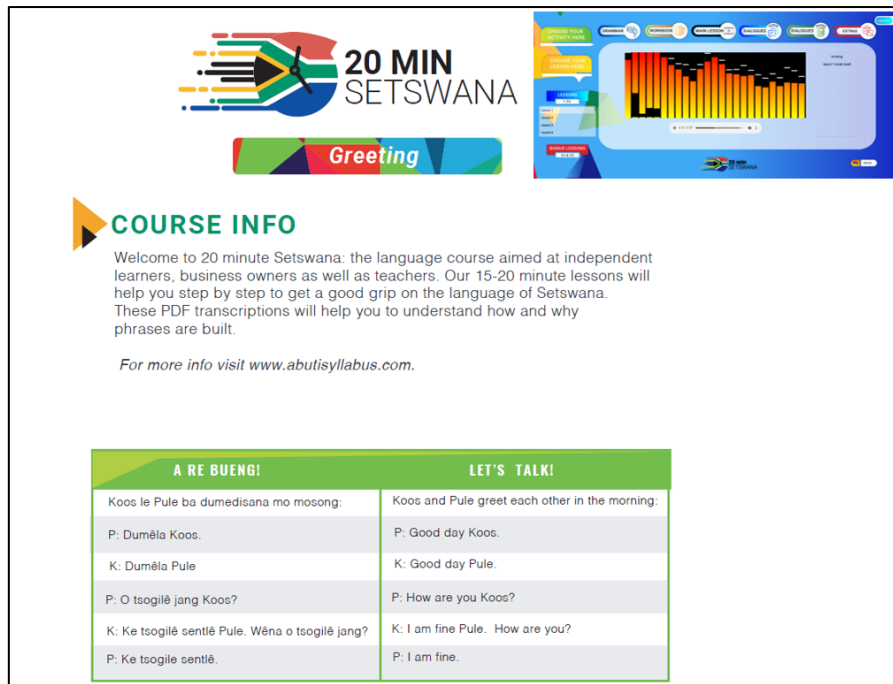
In terms of the principles of language development, Material 1 provides sufficient input both in spoken and written form through the lessons themselves (see example (4.4) and Figure 10 below). First, these lessons include the use of various vocabulary and phrases, which are introduced, repeated, and then used; thereafter, they can be practiced by the learner during the vocabulary recall sessions. In these recall sessions, the vocabulary dealt with in the lesson can be listened to (as it is read by a native/ L1 speaker) and then repeated (see Figure 11). Second, the lessons include themed dialogues (see Figure 12), where the vocabulary dealt with are put into phrases to show how they can be used within specific contexts.

LESSON NOTES (part 2)		
ENGLISH	SETSWANA	
I AM NOT FINE / WELL.	Ga ke a tsoga.	
I AM IN TROUBLE. (also used in the sense of things are going really bad)	Ke mo mathateng.	Literally: "I did not get up." (Negative of "Ke tsogile.") Literally: "I am in problems." mathata - problems. mo mathateng - in problems. (‘ng’ ending covered in future lessons)
I AM TIRED.	Ke lapile.	go lapa - to get/become tired (‘ile’ suffix covered in future lessons)
I AM BUSY.	Ke tshwaregile.	Literally: "I am caught up" go tshwarega – to catch / to hold
I AM IN A HURRY.	Ke ithaganetse.	go ithaganela - to hurry (up)
I AM LATE.	Ke thari.	go nna thari – to be late go nna – to be (infinitive form)

Figure 10. Excerpt of Lesson 1 notes in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

LESSON NOTES (part 1)		
ENGLISH	SETSWANA	
ARE YOU READY?	A o siame?	A - an interrogative particle used to turn statements into questions. Example: O siame. - You are fine. A o siame? - Are you fine? go siame – to be right/good/fine. (this is an example of a verb in the infinitive form)
YES	Ee.	
NO	Nyaa.	Note the difference in sound: "a" – shorter "aa" – prolonged sound
HOW ARE YOU?	O kae?	Literally – "You are where?"
I AM WELL / FINE	Ke teng.	Literally: "I am here."
I AM WELL / FINE	Ke tsogile.	Literally – "I got up."
I AM VERY WELL.	Ke tsogile sentle.	Literally – "I got up good."
I AM VERY WELL.	Tsotlhe di apere tshiamo.	Literally: "All is covered in goodness."

Figure 11. Vocabulary recall for Lesson 1 in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).



20 MIN SETSWANA
Greeting

COURSE INFO

Welcome to 20 minute Setswana: the language course aimed at independent learners, business owners as well as teachers. Our 15-20 minute lessons will help you step by step to get a good grip on the language of Setswana. These PDF transcriptions will help you to understand how and why phrases are built.

For more info visit www.abutisyllabus.com.

A RE BUENG!	LET'S TALK!
Koos le Pule ba dumedisana mo mosong.	Koos and Pule greet each other in the morning.
P: Dumela Koos.	P: Good day Koos.
K: Dumela Pule	K: Good day Pule.
P: O tsogile jang Koos?	P: How are you Koos?
K: Ke tsogile sentle Pule. Wena o tsogile jang?	K: I am fine Pule. How are you?
P: Ke tsogile sentle.	P: I am fine.

Figure 12. Lesson 1 dialogue in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

In this way, the material provides opportunities for learner engagement by (1) showing learners how to construct meaning within various themes, which relate to the interests of L2 learners (see example (4.4)); (2) motivating learners to use what they have learnt to communicate with other Setswana speakers (this is further explained in section 4.2.1.3 below); and (3) ultimately promoting language development within meaningful contexts. These opportunities also ensure that learners are exposed to various and diverse forms of language use within their syntactical contexts. This is done by providing language use and explanations from a native speaker, an L2 learner, and a fluent L2 speaker, which will ultimately lead to meaning construction and SLD.

However, whether this development proves successful is entirely reliant on the inclusion of instructions, which ensures that the language learner is able to traverse the material and its organisation. The following section provides an analysis of the inclusion of instructions in Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

4.2.1.1.3 Instructions of task and activity completion

At the beginning of the course, Material 1 provides clear instructions on how to use the material and software through a training video and instruction manual; this opens

up each time the learner logs into the software. These instructions include a three-step explanation of how the learner can ensure an optimal learning experience through “daily practice” and “speaking”, by (1) practicing the vocabulary recall (see Figure 11 above) and dialogue lessons (see Figure 12 above) daily, (2) speaking Setswana as often as possible by practicing with native speakers, and (3) completing the two bonus lessons focused on the Setswana noun class system and pronunciation (Abuti Syllabus, 2020: 2). The logon screen and instruction page are illustrated by Figure 13 below.



Figure 13. Instructions on how to use the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

The following section provides an analysis of the pace of advancement of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

4.2.1.1.4 Pace of advancement

As previously mentioned, this material presents language through use (first) but also through grammar explanations, which enables the learner to follow along while remaining cognitively engaged throughout each lesson. The pace of advancement is evident in lessons 7, 8, 9, 12, 16, and 17, where verbs and tenses are taught as part of the grammar. This grammar is firstly taught by outlining the formation of a simple present tense verb and sentence (see example (2.17) in chapter 2) as well as the negation of these verbs in lesson 7 (see example (2.18) in chapter 2). After lesson 7, two verb sentences are introduced in lesson 8 and more advanced tenses, such as

the perfect past (see examples (2.23) and (2.24) in chapter 2) and future (see examples (2.21) and (2.22) in chapter 2) tenses, are added in lesson 9. Later on, in lessons 16, 17, and 23 the facilitators introduce the learner to verbal affixes — used to signal direction and reflexivity — but mentions that these features make up a more advanced form of Setswana, and will thus be included in a B course that can be completed at a later stage (Abuti Syllabus, 2020). Therefore, as the lessons progress, the language features and constructions become increasingly difficult. The examples below illustrate this increase with a specific focus on sentence structure.

(4.6) Lesson 3 – Example of use (From Abuti Syllabus, 2020)

Ke a ja. (I eat.)

(4.7) Lesson 20 – Example of use (From Abuti Syllabus, 2020)

Ke batla sekete le baki tse dintsho. (I want a black skirt and jacket.)

Notice that example (4.6) uses a simple sentence structure, while (4.7) uses a more complex construction consisting of the simple connector *le* ('and') as well as objects that have been modified by an adjective (see example 2.15 in chapter 2). By lesson 20, the learner has been introduced to the noun classes, verbs, tenses, simple connectors, and adjective links (see Table 9) and will be able to understand the use and formation thereof. If this sentence had been included in lesson 3, for example, the learner will not have been able to derive meaning from it. While the language forms and use become increasingly more difficult as the lessons progress, the facilitators make sure that the learners understand how and when to use the newly introduced language forms (see examples (4.2) and (4.4) above).

The A1/A2 beginner Setswana course advances at a pace that emphasises basic meaning construction and understanding in terms of (1) the marking of tone; (2) word order and sentence structure; (3) the agreement of the subject and verb; (4) the noun classes and grammatical variants according to noun class markers; (5) negation in terms of present, past, and future tenses; and (6) question formation, in order to ensure the development of BICS in Setswana (see section 2.9 of chapter 2). This is illustrated by Table 110 below.

Table 10: Opportunities for meaning construction and understanding in terms of BICS in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Language Feature	Lesson
Marking of tone	1 and 24
Word order and sentence structure	1, 2, 4, 5, 6, 10, 11, 12, 13, 15, 18, 20 and 22
Agreement of the subject and verb	3, 6, 7, 12, 13, 15, 17, 18, 21, and, 25
Noun classes and grammatical variants	2, 3, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18, 19, 23, and 25
Negation in terms of present, past and future tenses	7, 17, 18, and, 20
Question formation	1, 2, 3, 6, 7, 8, 10, 11, 12, 15, 16, 19, 20, 22, and, 23

In terms of layout and design, Material 1 clearly defines the language level of the learning as A1/A2 for basic communication and thus provides a logical organisation of units. This emphasises meaningful and authentic language use, and works towards attaining the goal of a basic level of communication and understanding. Moreover, these units provide clear instructions and advance at a pace that ensures meaning creation and understanding in terms of BICS.

The following section contains a qualitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the sub-questions outlined in theme 2 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the facilitation of second language development within a blended constructivist perspective.

4.2.1.2 Theme 2 - Facilitation of second language development

The analysis from theme 2 includes the following sub-questions as outlined in Table 8 in chapter 3. These sub-questions have been included because they emphasise the importance and process of the facilitation of language development in terms of communicative competency (RQ 1) and proficiency (RQ 2)—as set out in the research questions of this study.

5. Does the chosen language learning material facilitate second language development through achievable activities?
6. Does the chosen language learning material facilitate meaning creation?
7. Does the chosen language learning material provide feedback on the effectiveness of the learner's attempt to use the language?
8. Do these activities facilitate the movement from the learner's current state of development to a potential state of development?

4.2.1.2.1 Facilitation of achievable activities

As outlined in section 2.2.3 of chapter 2, the successful facilitation of achievable activities and challenges requires cognitive, social, and cultural engagement, which guides the learner to make discoveries about the salient features of the target language and motivates learners to take initiative and use language creatively (see section 2.8.1.1 of chapter 2).

In terms of cognitive engagement, the materials should allow the learner the opportunity to investigate language features and generate problems, which require solving and ultimately leads to meaning creation. Similarly, social and cultural engagement require simulated social and cultural situations in which language use and practice are encouraged, in order to ensure that learners are able to use language creatively and independently.

Material 1 provides opportunity for language investigation in each lesson, since the facilitators introduce the language features and then break them down into their various grammatical features to ensure that learners understand how the language is used within various contexts (this is discussed in more detail below as the process of cognitive engagement is directly linked to meaning creation, see section 4.2.1.2.2). However, the learner is never exposed to problems that require solving, as all the features and concepts are introduced through instructional practices. Here the

language learners are informed about different language forms, instead of providing exploratory practices whereby learning could be facilitated through discoveries of language use. This means that the learner will never have the opportunity to independently investigate the language and its features to see whether he/she is able to identify new rules or features, as the investigations and explanations are always guided by the facilitators (see example (4.8) below).

(4.8) Lesson 4 - Facilitator 1 (Native Setswana Speaker) and Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

- Facilitator 2: *The first thing I want you to teach me is “Do you come from...”, let’s say, “Potchefstroom?”*
“Do you come from Potchefstroom?”
- Facilitator 1: *You can say “A o tswa kwa Potchefstroom?”*
- Facilitator 2: *“A o tswa kwa Potchefstroom?”*
Okay, now we already know this “tswa” actually means “to stem forth from” or “to come from” so...
“I come from Pretoria”
“Ke tswa kwa Pretoria”
- Facilitator 1: *“Ke tswa kwa Pretoria”*
- Facilitator 2: *Yes, that’s right but now if I don’t come from Pretoria, how would I say “No, I don’t come from Pretoria, I come from Potchefstroom”*
- Facilitator 1: *“Nnyaa, ga ke tswe kwa Pretoria, ke tswa kwa Potchefstroom”*
- Facilitator 2: *“Nnyaa, ga ke tswe kwa Potchefstroom, ke tswa kwa Pretoria”*
- Facilitator 1: *Hundred percent!*
- Facilitator 2: *Alright, so I am taking it the “ga” makes it a negative?*
- Facilitator 1: *Absolutely correct.*
- Facilitator 2: *Alright, I remember that from “Ga ke a tsoga” in lesson number 1, where I said “I am not doing so well”*
- Facilitator 1: *Yes.*
- Facilitator 2: *Do you remember that? The “ga” seems to be easy, but I do recognize that the verb changes?*
- Facilitator 1: *Yes.*
- Facilitator 2: *So, is there a pattern here to be seen? What happens to the verb?*
- Facilitator 1: *The “tswa” end of that word its “a”...*
- Facilitator 2: *Yes?*
- Facilitator 1: *It changes to “tswe”*
- Facilitator 2: *Okay “tswa” becomes “tswe”*
- Facilitator 1: *“Tswe”*
- Facilitator 2: *“Ga ke tswe kwa...”*
- Facilitator 1: *Yes.*

Notice that in example (4.8), the facilitators present the learner with the construction of a negative present tense sentence in Setswana (see example (2.20) in chapter 2) by explaining how each semantic element will change, but does not allow any time for

the learner to discover these features on his/her own. In this example the facilitators do, however, illustrate the importance of linking information, which has already been learnt, to the current context by reminding the learner of features that were discussed in previous lessons.

Consequently, learners will be taught how to learn, but will only be able to apply it after completing the use of this material,⁶⁶ since the facilitators do not provide enough time for the learners to investigate the language and discover features on their own.

With regards to social and cultural engagement, Material 1 does not provide opportunity for language practice in terms of independent use within simulated social and cultural situations. The only way in which learners can practice their language is by reviewing the dialogues and phrases at the end of each lesson, which can be read, listened to, and then repeated (see Figure 12). Nevertheless, while the learners are never afforded the opportunity to independently use the language, these dialogues and phrases allow them to see how the newly learnt language can be used in varying contexts. These contexts are defined by the themes of each lesson, after which the learners can attempt to form independent phrases or dialogues, which can then be compared to those provided for them (this is discussed in section 4.2.1.2.3 below). While the material constantly reminds the learners to practice and use what has been learnt, no opportunities for and feedback on communication is provided by the material. The learners will, therefore, have to rely on their own discretion and knowledge of the language to both produce language, and then determine whether it resembles the language provided by the material. Within a constructivist perspective, the possibility of development to a potential state of independent use diminishes with the lack of facilitation and guidance provided by Material 1 (discussed in section 4.2.1.2.4 below).

The following section provides an analysis of the facilitation of meaning as part of theme 2 of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

⁶⁶ This is dealt with again in section 4.2.1.5.1, where cognitive learning strategies are discussed in terms of self-regulation.

4.2.1.2.2 Facilitation of meaning creation

Within a blended constructivist perspective, successful development requires new and old information to be questioned, related, and analysed in order to ensure that the learner actively constructs meaning as he/she learns. Meaning, in this regard, will consist of cognitive structures (where new information will be linked to prior knowledge and personal experience in order to promote understanding), social experiences (where the new information will be influenced by facilitation and social interaction), as well as cultural experiences (where the new information will be influenced by pre-existing relational and cultural knowledge) (see section 2.2.3 of chapter 2).

In terms of cognitive structures, Material 1 places great emphasis on the importance of linking prior knowledge to that which is currently being discussed or taught. This is done by constantly reminding the language learner of concepts that were mentioned in previous lessons (see examples (4.9) and (4.10) below).

(4.9) Lesson 6 - Facilitator 1 (Native Setswana Speaker) and Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

Facilitator 2: *So, last week we learnt “brother”, “sister”, “mother”, “father”, these types of nouns. Now, if I introduce myself to someone, I would like to carry the conversation a bit further and say for instance, “I have one brother” or “I have a brother”*

Now, how would I say that?

Facilitator 1: *“Ke na le...”*

Facilitator 2: *Mm-hm*

Facilitator 1: *“...abuti”*

“Na le”, “have”

Facilitator 2: *Just the one “n”, “na”*

Facilitator 1: *Mm-hm*

Facilitator 2: *And the “le” is two words but sort of forms a phrase “have”, “to have something”*

Facilitator 1: *“Have”, yes.*

(4.10) Grammar Lesson 6 - Facilitator 2 (Beginner learner) and Facilitator 3 (L2 Setswana Speaker) (From Abuti Syllabus, 2020)

Facilitator 2: *Now... [Facilitator 1] and I were talking about using “na le”, like, “I have something” and the sentence was “Ke na le...”*

So this is the way I understand it, if you literally translate it, the “ke” is “I” and the “na” is “to have”?

Facilitator 3: *“To have”, yes.*

Facilitator 2: *Okay, so if I have something it’s “Ke na...” but you can’t in Setswana just say for instance “I have a pen”, “Ke na pene”*

Facilitator 3: *That’s it.*

- Facilitator 2: *You have to add that “le”?*
Facilitator 3: *That associative particle “le”...*
Facilitator 2: *Oh, that’s what you call it...*
Facilitator 3: *You have to put in also...*
Facilitator 2: *Okay, so you have to add this associative particle, the “le”, I guess, because I am associated with the pen?*
Facilitator 3: *Hundred percent. Yes.*
Facilitator 2: *That’s why they call it that.*
Facilitator 3: *Mm-hm.*
Facilitator 2: *So, it’s weird to a Setswana speaker to just hear “Ke na pene”?*
Facilitator 3: *“Ke na pene”, yes. A Setswana speaking person will not laugh at you, he will correct you, and say “No, you must say: “Ke na le pene”*
Facilitator 2: *If I have a dog it’s “Ke na le ntšwa”?*
Facilitator 3: *“Ke na le ntšwa”, yes.*

In example (4.10), the facilitator makes sure to link the language use dealt with in the previous lesson (4.9) to the grammar in the current lesson (4.10), by explaining its context and then continuing to break it down into its various grammatical constructs. This not only ensures that the grammar concerned with form is related to its use in function, but also that the information dealt with in one lesson is linked to the new information given in another.

Within the blended constructivist perspective maintained in this study, the constant reminder of what has already been learnt allows the learner to link prior knowledge to a specific learning experience or environment. A clear link being created between what learners have already learnt and what they will learn in a new lesson, allows the learner to understand how previous knowledge fits into the current learning experience.

As mentioned in section 4.2.1.2.1 above, Material 1 ensures that the language presented is broken down to a point where the language learner is able to understand how to use it. This is done during a process of language investigation, in which one facilitator (a native speaker of Setswana or in some cases an L2 speaker of Setswana) presents the language forms and the other (a beginner learner of Setswana) attempts to understand the newly given information (see examples (4.8), (4.9) and (4.10)). In this way, the learner is exposed to examples of active meaning construction where

new information is questioned, analysed, and then related to old information and previous lessons⁶⁷.

The process of meaning creation is further supported by the vocabulary recall lessons (see Figure 11), which learners are advised to do before starting a new lesson. These lessons remove all the newly learnt vocabulary from the previous lesson, and allow the learner to listen to and repeat them after a native speaker of Setswana; by use of a recording available on the *Abuti Syllabus* (2020) software platform. This means that learners will be able to remind themselves of the vocabulary learnt in a previous lesson before moving on to a new lesson. As previously mentioned, the instructions also recommend that these lessons (together with the dialogues) be practiced daily, this ensures that new and old vocabulary remain interlinked throughout each lesson, and easily accessible in the learner's cognitive structures when needed for a new lesson (see section 4.2.1.1.3). This allows the learner to be focused on the new information being taught without struggling to find words/phrases dealt with in a previous lesson. Thus, resulting in the learner being able to actively construct meaning as he/she learns, while simultaneously developing his/her language and inevitably promoting language use.

However, there still exists a need for feedback provision, which enables the learner to evaluate and compare his performance in order to determine whether successful meaning creation occurred. The following section provides an analysis of the feedback provision as part of theme 2 of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

4.2.1.2.3 Provision of feedback on effective language use

In order to ensure successful development from a current to potential state of effective language use (see section 4.2.1.2.4 below), the language material is required to provide feedback that the language learner can use to compare and evaluate his/her own language use to that of a native speaker (see section 2.8.1.1 of chapter 2). These evaluations and comparisons allow the learner to identify what he/she is already able to do and what he/she still needs to learn (see section 4.2.1.2.4 below). However, due

⁶⁷ The process of teaching a learner how to learn will be further discussed in section 4.2.1.5.1 as it links to both self-regulation and cognitive learning strategies.

to the fact that self-access materials lack access to a facilitator and/or native speaker, feedback will usually be given in the form of models and checklists.

Material 1 contains various dialogues and phrase lists (see Figure 12), which provide examples of how the language, within a lesson, can be used as it would be within the specific context of the lesson's theme/topic. These dialogues, being theme-related (see Table 9), can either be read or listened to as it is read by an L2 speaker of Setswana. These models allow learners to see how the language is used, and can provide them with the opportunity to compare their own use to the usage shown in the dialogues and phrases. Material 1, however, does not provide opportunity for language practice in terms of independent use within simulated social and cultural situations. This means that learners will have to take initiative to form their own phrases or dialogues and then compare it to those provided.

Moreover, Material 1 does not provide the learner with checklists at all. These checklists are generally used to identify the language features, which need to be learnt at a certain point before continuing with a new lesson. This means that learners will have no way of identifying what they are able to do independently and what they need to improve, as no feedback will be provided for their language use. This will impede the process of meaning creation. In terms of development, within a blended constructivist perspective, a learner's inability to identify what he/she is able to do independently will ultimately lead to an inability to move from a current to potential state of independent language use (see section 2.2.3 of chapter 2). This is outlined in the following section.

4.2.1.2.4 Movement from current state to potential state

During the process of learning and development, with specific regards to the social constructivist perspective, the learner requires facilitation, guidance, and ultimately scaffolding in order to move from his/her current state of development to a potential state of independent language use (see section 2.2.3.2 of chapter 2). This means that learners require explanations of language forms, and examples of language use (i.e., guidance), to facilitate the process of meaning creation, while simultaneously being exposed to simulated social (and cultural) experiences (i.e., activities). This will force them to take initiative and be creative with their language use. These activities, together with feedback in the form of models and checklists, allow the learner to

recognize his/her own abilities and improve them where necessary. The opportunity to do this allows for movement from a current to potential state of development.

While Material 1 makes sure to provide clear explanations and examples for each language feature discussed (see examples (4.8), (4.9) and (4.10)), the learner is never afforded the opportunity to investigate and discover language on their own (see section 4.2.1.2.2). This means that while guidance is provided, the material does not provide ample facilitation for learner development in terms of individual meaning creation and opportunities for independent use. As mentioned in section 4.2.1.2.3 above, the material does not provide any checklists to aid the learner in identifying what he/she is able to do and what still needs to be learnt. This lack of facilitation and scaffolding will inhibit learner movement from a current to potential state of independent language use.

In terms of the facilitation of second language development, Material 1 provides cognitive engagement and allows for active meaning construction as the facilitators show learners how to link old and new information to create understanding (see examples (4.9) and (4.10)). However, it does not provide opportunities for independent language use or feedback on this use. Thus, while the use of this material may lead to understanding of language forms, the lack of opportunities for use — and feedback on this use — will inhibit movement from a current to potential state of independent language use.

The following section contains a qualitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the sub-questions outlined in theme 3 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the facilitation of communicative competency development.

4.2.1.3 Theme 3 - Facilitation of the development of communicative competence

The analysis from theme 3 will include the following sub-questions as outlined in Table 8 in chapter 3.

9. Does the chosen language learning material incorporate grammatical explanations focussed on form and accuracy, aimed at improving the language learner's grammatical competence?
10. Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence?
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?
13. Does the chosen language learning material provide opportunities for the development of cultural awareness?
14. Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic (i.e. strategic and discourse) competence?
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?

Communicative competency, as the underlying knowledge of proficiency, requires four very different but interlinked components; namely, grammatical-, sociolinguistic-, discourse-, and strategic competence. As previously mentioned, these components should not be measured or developed in isolation, as the increase in one competency might lead to the increase in another (see section 2.5 of chapter 2). For this reason, although focus on form and accuracy should not be the main focus of developing a learner's communicative competency, it should be included in order to ensure the development of the other three competencies. Nevertheless, opportunities for meaningful and authentic language use through activities and practice (which focus on accurate, appropriate, and culture specific language use) should enjoy the highest priority.

The following sub-section focusses specifically on Material 1's contents in terms of grammar explanations and form, to qualitatively analyse the possibility for facilitation of grammatical competence development (as the first of the four competences, which make up communicative competency).

4.2.1.3.1 Facilitation of grammatical competence development

Developing grammatical competence (see section 2.3.2 of chapter 2) requires explicit focus on rule explanations, which emphasises different language forms and language use within context. These explanations should facilitate the internalization of grammar knowledge (see section 2.2.3 of chapter 2) in terms of phonetics and phonology (pronunciation), syntax (sentence structures), and morphology (vocabulary), (see section 2.5 of chapter 2) and aid the learner in discovering salient features of the language (see section 2.8.1 of chapter 2). For adult beginner learners of Setswana who wish to develop their communicative competency for everyday use, these explanations should focus on promoting basic meaning and understanding in terms of BICS (see section 2.5 in chapter 2).

Material 1 places great emphasis on understanding the language both in use (this is discussed in more detail in section 4.2.1.3.2 below, see also section 4.2.1.2.3) and form. This is done by primarily presenting the language in spoken form (thus focussing on phonetics, phonology, and pronunciation) during each interview-style podcast, after which the facilitators ensure that learners understand how each phrase is formed by firstly breaking the phrases down into single word translations (thus focussing on the morphology of Setswana) (see Figure 14 below), and then explaining the grammar behind the specific sentence constructions (thus focussing on syntax) (see example (4.11) below).

CAN I PAY WITH A CARD?	A nka duela ka karata?	go duela - to pay
CAN I PAY WITH A DEBIT CARD?.	A nka duela ka "debit card"?	Please note that this is an example of mixing English with Setswana and is acceptable as a street slang but not as an academic form of speaking.
I DON'T HAVE ANY MONEY / CHANGE.	Ga ke na madi/ tšhelete.	madi / tšhelete - money / change madi – also means blood
WE HAVE A RESERVATION.	Re na le peeletso.	go beela - to put aside
WHERE IS THE TOILET?	Ntloboithusetso e kae?	toilet - boithusetso house – ntlo to help oneself – go ithusa i – reflexive morpheme (*** see grammar notes) e – subject morpheme referring to the noun 'ntloboithusetso'

Figure 14. Excerpt of Lesson 17 notes in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

In Figure 14, the material shows the various semantic features of the word *ntloboithusetso*, in order to illustrate to the learner where its meaning originates from. This allows the learners to see, on a morphological level, how words can consist of various morphemes which alter its meaning. Whereas, in example (4.11) below, the facilitators explain the formation of reflexive verbs and how they can be used in different sentences to show meaning, thus moving the focus over to syntax.

(4.11) Lesson 17 - Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020) and Facilitator 3 (L2 Setswana Speaker)

- Facilitator 2: *The last thing I wanted to ask you about, is this reflexive morpheme [we] were talking about “go thusa” means “to help”*
- Facilitator 3: *Mm*
- Facilitator 2: *But “go ithusa” means “to help yourself”*
- Facilitator 3: *“...to help yourself”*
- Facilitator 2: *Is that correct?*
- Facilitator 3: *So, it’s a reflexive “I”*
- Facilitator 2: *Okay.*
- Facilitator 3: *You put that “I” in front of verbs, and that immediately makes the verb to mean “yourself”*
- Facilitator 2: *Now if you help yourself, does it change at all? Like, if I help myself it’s “Ke ithusa”*
- Facilitator 3: *Ja, “Ke a ithusa”*
- Facilitator 2: *I forgot that present tense...*
- Facilitator 3: *Remember there’s nothing after the verb.*
- Facilitator 2: *Ja, “Ke a ithusa”, “I help myself”*
- Facilitator 3: *“I help myself”*
- Facilitator 2: *Now, if you help yourself?*
- Facilitator 3: *“Will you help yourself?”, “A wena o tla ithusa?”*
- Facilitator 2: *Oh, so it doesn’t change?*
- Facilitator 3: *No, it’s the same.*
- Facilitator 2: *That’s very interesting.*
- Facilitator 3: *“Ke tla ithusa” [I will help myself], “O tla ithusa” [You will help yourself].*
- Facilitator 2: *Okay, so this basically boils down to “ntloboithusetso” is a “house of helping oneself”?*
- Facilitator 3: *Ja, that’s hundred percent. It implies, it’s “the small house where you help yourself”*

The importance of grammatical competence in Setswana is further emphasised by the inclusion of grammar specific lessons after each main lesson, which focusses on the forms dealt with in the specific lesson (see example (4.12) and Figure 15 below).

(4.12) Grammar Lesson 2 - Facilitator 2 (Beginner learner) and Facilitator 3 (L2 Setswana Speaker) (From Abuti Syllabus, 2020)

- Facilitator 2: *[Facilitator 1] and I were talking about “letsatsi le lentle”, for example. Now, I know that “letsatsi” is “a day” and “lentle”, in this context, means “a beautiful day” or “a good day”? What would be the best translation?*
- Facilitator 3: *“Letsatsi le lentle”, “beautiful day”*
- Facilitator 2: *“Beautiful day”*
- Facilitator 3: *That’s it.*
- Facilitator 2: *Okay, now we’ve been talking a little bit before this lesson. So, what you’ve explained to me, is that this adjective “lentle” is actually...there are two words within that. The “le” is sort of a prefix and the actual adjective is just the “n-t-l-e”, the “ntle”?*
- Facilitator 3: *That’s it. You can use any noun that you find in all the noun classes...*
- Facilitator 2: *Mm-hm*
- Facilitator 3: *and from that noun you take the first two letters and you add it to “-ntle”*
- Facilitator 2: *Okay*
- Facilitator 3: *“Ntle” that means “beautiful”*
- Facilitator 2: *Okay, I understand, because “letsatsi” starts with “le-“ and “ntle” is the adjective. So, what you add is the first two letters of “letsatsi” which is “le-“, you add that to the adjective and then it becomes “lentle”?*
- Facilitator 3: *That’s hundred percent.*
- Facilitator 2: *What do we call this “l-e”, is it just a prefix or ...?*
- Facilitator 3: *The noun prefix.*

GRAMMAR NOTES

Here, we will explain some grammar and highlight certain aspects of the language. This will help you with the building blocks of the language so you can construct sentences on your own.

▶ **Using adjectives within a sentence:**

- eg: Letsatsi lê lentle - literally translated as “day that is beautiful”.

Step 1 - Adding the noun prefix to the adjective root: st

- add the 1 two letters of the noun to the adjective root:
letsatsi(noun) le(noun prefix) added to -ntle(adjective root) to form lentle

Step 2 - inserting the adjective particle: st

- The 1 “lê” is the adjective particle / qualificative particle and we find them within the different noun classes in the Setswana. (We will discuss this in future lessons.)
- This particle comes after the noun and is mostly identical or very close to the noun prefix.
- These two words “that is / that are” are implied within this particle when translated back into English.

▶ **The 4 separate parts of this sentence construction:**

noun + adj. particle + noun prefix + adjective root
letsatsi + lê + le + ntle

Introducing the 1 noun class of Setswana (the “mo/ba” class)
 (“we will cover the 9 noun classes in future lessons)

son	-	mosimane	(singular)
sons	-	basimane	(plural)
person	-	motho	(singular)
people	-	batho	(plural)

Example : noun + adj. particle + noun prefix + adjective root

motho	+	yô	+	mo	+	ntle
batho	+	ba	+	ba	+	ntle

Figure 15. Excerpt of Lesson 2 grammar notes in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

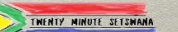
In example (4.12) and Figure 15, the facilitators explain the use of adjectives in Setswana, in a grammar centred lesson, after the language (in use) has already been

introduced to the learners. By moving the focus over from function to form, the facilitators ensure that the learner is able to use the construction that was introduced in the main lesson.

This formula is repeated for every lesson up until Lesson 23, after which the final two lessons (Lesson 24 and 25) are completely dedicated to grammatical explanations by use of a Setswana Grammar System poster included in the course (see Figure 16 below). This poster outlines the 18 noun classes (see section 2.9 of chapter 2), in terms of 9 classes, by showing each class's (1) singular and plural forms, (2) subject agreement markers, (3) demonstrative links (this, that and that over there), (4) object agreement markers, (5) adjective links, (6) possessive particles, (7) verb relative particles (which is/are, who is/are...), (8) defining copulatives (am/is/are), (9) identifying copulatives (it is), and (10) associative copulatives (he/she/it is/has, they are/have) (Abuti Syllabus, 2020).

Category		Noun class	Singular/Plural	Noun class Prefix	Noun Examples	Subject concord/morpheme	Demonstrative Distance 1	Demonstrative Distance 2	Demonstrative Distance 3	Object concord/morpheme	Adjective particle	Possessive particle	Verb Relative particles
FORMING:						First two letters of noun (omit 'n' and 'r')	Subject concord add circumflex	Distance 1 + o	Distance 1 + ô	Identical to the s.c. (exceptions 'n', 'go', 'lo' and 'mo')	Identical to Distance 1 (exceptions 'di' class 5 and 6)	Subject Morpheme + a	Distance 1 + subject concord
PRONOUNS													
I	Nna					ke				n-	yô		yô ke
You	Wena					o				go	wa		yô o
He	Ene					o				o	o		o o
She	Ene					o				o	o		o o
We	Rona					re				re	re		ba re
They	Bona					ba				ba	ba		ba ba
You Plural	Lona					le				lo	lo		lo lo
		1	Singular	mo-	monna(man)	o	yô	yô	yô	mo	yô	wa	yô o
			Plural	ba-	banna(men)	ba-	ba	ba	ba	ba	ba	ba	ba ba
		2	Singular	mo-	mogoma (plough)	o-	ô	ô	ô	o	ô	wa	ô o
			Plural	me-	megoma(ploughs)	e-	ô	ô	ô	e	ô	wa	ô e
		3	Singular	le-	lenaka (hom)	le-	lô	lô	lô	le	lô	la	lô le
			Plural	ma-	manaka(homs)	a-	a	a	a	a	a	a	a a
		4	Singular	se-	setulo(chair)	se-	sê	sê	sê	se	sê	sa	sê se
			Plural	di-	ditulo(chairs)	di-	tê	tê	tê	di	tê	sa	tê di
		5	Singular	ne-	katse(cat)	e-	ê	ê	ê	e	ê	ya	ê e
			Plural	di-	dikate(cats)	di-	tê	tê	tê	di	tê	sa	tê di
		6	Singular	lo-	logong(log)	lo-	lô	lô	lô	lo	lô	wa	lô lo
			Plural	di-	dikgong(logs)	di-	tê	tê	tê	di	tê	sa	tê di
		7	Singular	bo-	borotho(bread)	bo-	bô	bô	bô	bo	bô	wa	bô bo
			Plural	ma-	marotho(breads)	a-	a	a	a	a	a	a	a a
Infinitive		8	go-	go	go dira(the work)	go-	gô	gô	gô	go	gô	ga	gô go
Locative		9	fa-	go-	mo-	go-	fa	fa	fa	go		ga	

Category		Noun class	Singular/Plural	Noun class prefix	Noun Examples	Defining Copulative	Identifying Copulative	Associative Copulative
FORMING:						Identical to the subject concord		Subject Concord + Associative Group
PRONOUNS								
I	Nna					ke	ke	Ke na le
You	Wena					o	o	O na le
He	Ene					o	o	O na le
She	Ene					o	o	O na le
We	Rona					re	re	Re na le
They	Bona					ba	ba	Ba na le
You Plural	Lona					lo	lo	Lo na le
		1	Singular	mo-	Monna(man)	o	ke	O na le
			Plural	ba-	Banna(men)	ba	ke	Ba na le
		2	Singular	mo-	Mogoma (plough)	o	ke	O na le
			Plural	me-	Megoma(ploughs)	e	ke	E na le
		3	Singular	le-	Lenaka (hom)	le	ke	Le na le
			Plural	ma-	Manaka(homs)	a	ke	A na le
		4	Singular	se-	Setulo(chair)	se	ke	Se na le
			Plural	di-	Ditulo(chairs)	di	ke	Di na le
		5	Singular	ne-	Katse(cat)	e	ke	E na le
			Plural	di-	Dikate(cats)	di	ke	Di na le
		6	Singular	lo-	Logong(log)	lo	ke	Lo na le
			Plural	di-	Dikgong(logs)	di	ke	Di na le
		7	Singular	bo-	Borotho(bread)	bo	ke	Bo na le
			Plural	ma-	Marotho(breads)	a	ke	A na le
Infinitive		8	go-	go	Go dira(the work)	go	ke	Go na le
Locative		9	fa-				ke	



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Figure 16. The Setswana Grammar System Poster provided in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

By introducing the language first through use and then shifting the learner's focus to the form of the language (see example (4.11) and (4.12)), the facilitators ensure that the language remains within the context in which it will be used (this is discussed in

section 4.2.1.3.2 below). This also ensures that the learner is able to accurately use the language himself/herself. The parallel focus on use and form ensures that the learner is able to develop and use language for communication without being solely focused on form. This idea of being able to communicate instead of being focussed on form, is also promoted by the facilitators throughout the course⁶⁸.

The material enables the learner to internalize the various rules and structures by consciously and continuously linking old and new rules (see example (4.13) below), and ensuring that rules are repeated across various lessons to ensure an optimal understanding of grammar use (the dispersion of these features, in terms of BICS and according to each lesson, have been outlined in Table 10 of section 4.2.1.1.4 of chapter 4).

(4.13) *Grammar Lesson 23* - Facilitator 2 (Beginner learner) and Facilitator 3 (L2 Setswana Speaker) (From Abuti Syllabus, 2020)

Facilitator 2: *So, once again if you've learnt the adjective particle, you've automatically learnt these demonstrative pronouns?*

Facilitator 3: *Ja.*

Facilitator 2: *That's good news. Now, let's quickly talk about this reflexive "I", for instance, we had "ikultwa"*

Facilitator 3: *Ja, "ikutlwa" that's a reflexive prefix...*

Facilitator 2: *That's that "I"?*

Facilitator 3: *Ja, to bring in the meaning of "myself"*

Facilitator 2: *That's right. So, "utlwa" is "to feel", "go utlwa"*

Facilitator 3: *"Go utlwa"*

Facilitator 2: *Is "to feel"*

Facilitator 3: *It's "to feel" or "to hear"*

Facilitator 2: *But, "ikutlwa" conveys the meaning of "to feel oneself". Is that right?*

Facilitator 3: *Ja, then you have the sound changes...*

In these lessons, the facilitators make sure to link the grammar back to the Setswana noun classes (see example (4.12) and (4.14) below), which not only teaches the learners to build their Setswana grammar on the noun classes as is required, but also ensures that the learners understand how the various phrases are formed; thus enabling them to form their own creative, original, and independent responses.

⁶⁸ The idea of being able to communicate without being focused on form is closely linked to both motivation and anxiety, as explained in sections 2.6 and 2.7 of chapter 2. For this reason, this notion will be further investigated in section 4.2.1.5 below.

(4.14) *Lesson 6 - Facilitator 2 (Beginner learner) and Facilitator 3 (L2 Setswana Speaker) (From Abuti Syllabus, 2020)*

Facilitator 2: *When thinking in Setswana you have to make this distinction between counting and describing.*

Facilitator 3: *And describing, yes.*

Facilitator 2: *When thinking about describing a person or people or an object that there are two of them, you have to use the root adjective form of “two” which is “bedi”. And then, obviously I’m guessing now, you’re going to use the noun classes?*

Facilitator 3: *Ja, you use the noun classes, and like we explained the forming of that adjective, the noun plus an adjective particle and then again in front of this root you put that noun class prefix again. That first two letters.*

This focus on function and form will facilitate the development of grammatical competence in the learner, which in turn will lead to the possibility of language production in terms of creative, original, and independent responses and use. However, this will only lead to the development of overall communicative competency if facilitated together with sociolinguistic competence development, where the focus falls on using and understanding the language within various contexts and norms (see section 2.5 of chapter 2). The following section provides an analysis of the facilitation of sociolinguistic competence development as part of theme 3 of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

4.2.1.3.2 Facilitation of sociolinguistic competence development

The development of sociolinguistic competence requires the mastery of language use within varying social and cultural contexts in terms of both meaningful use and cultural awareness, where the focus falls on using and understanding the language appropriately as intended within various contexts (see section 2.5 of chapter 2). Within an educational environment this is usually done in simulated social and cultural experiences, in which the learner can learn to use the language appropriately within a variety of contexts. The facilitation of sociolinguistic competence thus relies on the learner being exposed to authentic and meaningful language use and practice (see section 2.5 of chapter 2).

Although the material does not include any practice/production activities to promote the development of meaningful and authentic language use, it does present the learner with examples of how the language can be used in “real-world” communication;

including examples of authentic use (see example (4.15) below), dialogues, and useful phrases (see section 4.2.1.1.2, see also Figure 12).

(4.15) Lesson 2 - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)
(From Abuti Syllabus, 2020)

Facilitator 2: *Okay so let's say I would want to say "I am tired". How would I say that?*

Facilitator 1: *(with tone and emphasis) "Ke lapile".*

Facilitator 2: *"Ke lapile"*

That's a bit easier. Alright.

Facilitator 1: *And you say it also with... there's a sound there, you say: (whispers and sighs as if tired) "Ke lapile"*

Facilitator 2: *Oh really? Ah obviously.*

Facilitator 1: *(whispers and sighs as if tired) "I am tired".*

Facilitator 2: *Yeah. You're not going to say it with a smile.*

Facilitator 1: *Yes.*

Facilitator 2: *(Laughing) "Eh Ke lapile!"*

In example (4.15), Facilitator 1 (who is a native speaker of Setswana) explains how the phrase *ke lapile* would be said, if used during a conversation, by using tone and emphasis instead of merely presenting the piece of language. This means that when learners use the phrase later, they will know how to use it. By demonstrating language use in this way, the facilitators provide learners with authentic language input, which they can use to communicate with in the "real-world".

Thus, while the learners will not be provided with opportunities for authentic and meaningful practice within simulated social experiences, they can use the examples, dialogues, and phrases as samples of authentic and meaningful language use and compare it to their own use (see Figure 17 below). However, with a lack of feedback on independent language use, the learners will have no way of knowing whether they used it correctly. This will inhibit their mastery of language use in terms of understanding.



20 MIN SETSWANA

Useful Phrases in Setswana

COURSE INFO

Welcome to 20 minute Setswana: the language course aimed at independent learners, business owners as well as teachers. Our 15-20 minute lessons will help you step by step to get a good grip on the language of Setswana. These PDF transcriptions will help you to understand how and why phrases are built.

For more info visit www.abutisyllabus.com.

A RE BUENG!	LET'S TALK!
Dipolelo tsa Setswana	Phrases in Setswana
Ee go jalo!	Yes it is so!
Nnyaa, ga go jalo!	No it isn't so!
Boeletsa gape!	Please repeat (say again)!
Bua ka bonyal!	Speak slowly!
O bua ka bonako	You speak fast
Ke bua Setswana go le gonnye	I speak a little Setswana
Nna fatshe, setulo ke se	Sit down/here is a seat
A re ye kwa gae.	Let's go home
Wa reng?	What's up (what do you say?)
Ga ke na madi	I have no money
O batla mang?	Who do you want?
Intshware!	Forgive me
Tswae-tswae	Please
Ke kopa thuso/Nthuse	I ask for help/Help me
Go siame	It is correct

Figure 17. Useful Phrases in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

In terms of culture, the material ensures the inclusion of cultural inserts both during the lessons, linked to the language use (see example (4.16) below), and after the lessons as “Cultural Inserts”, which inform learners about the Batswana culture and gives them a more in-depth background of the Setswana language (see Figure 18 below).

(4.16) *Lesson 2 - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)*
(From Abuti Syllabus, 2020)

Facilitator 2: *Can I just say “O mang?”*

Facilitator 1: *Uh, it's very rude, “O mang?”*

Facilitator 2: *“O mang?”*

Facilitator 1: *Yes, you can't say that.*

Facilitator 2: *Okay, so I'd rather, at the first time of meeting someone I wouldn't say “Eh, o mang?” That would suit if I were sort of agitated and someone stepped into the room and I'm like, listen “Who are you?”*

Facilitator 1: *Yes, true, yes.*

In example (4.16), the use of the phrase *O mang?*, ‘Who are you?’ is discussed. While the phrase itself seems harmless (as it is often used when speaking in English), Facilitator 1 explains that the use of this phrase in Setswana will be considered rude

(as it denotes a sense of agitation). This facilitates the creation of meaning in terms of appropriate language that is accepted within the cultural and social norms in which the language will be used. This shows the learner that while certain phrases may be used in one language, it is important to consider the implicit meaning influenced by the conventions, customs, attitudes, values, and beliefs of the target culture.



Figure 18. An example of the cultural inserts included in some of the lessons in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Moreover, the cultural inserts, as illustrated by Figure 18, provide the learners with important cultural information either through articles or personal experiences of other L2 speakers. This informs the learner about important social and cultural norms that should be followed when communicating with native speakers of Setswana. These inserts ensure learner development, in terms of cultural awareness, by emphasising the importance of accurate, appropriate, and culture specific language use. Material 1, therefore, provides the learner with enough opportunity to develop sociolinguistic competence with a specific focus on cultural awareness, while lacking opportunities for meaningful practice (this is further discussed in the following section). The following section provides an analysis of the facilitation of strategic and discourse competence development as part of theme 3 of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

4.2.1.3.3 Facilitation of strategic and discourse competence development

Developing strategic and discourse competence requires the learner to participate in authentic social interactions whereby learners are able to express meaning through effective language use —by linking form (grammar) and use (meaning) (see section 2.3.2 of chapter 2). Since the use of self-access materials will not be able to provide the necessary opportunities to practice language in a social or cultural setting with other learners, the material should provide examples of how language form and use are linked, while also encouraging the use of language outside of the educational environment in order to communicate in a “real-world” Setswana-speaking setting.

Although the material does not create any opportunities for meaningful practice within the learning environment, the facilitators do encourage learners to interact within a Setswana-speaking environment outside the learning environment (see example (4.17) below). They also show learners how to use the newly learnt words and phrases to create their own responses (see example (4.17) and Figure 19 below).

(4.17) *Lesson 18 - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)*
 (From Abuti Syllabus, 2020)

Facilitator 2: *I hope you guys are practising, by now you should be able to start forming your own sentences and start speaking to native Setswana speakers*

A RE BUENG!	LET'S TALK!
Diphepafatsi tse ga di tlhoke metsi le sesepa mme di ka dirisiwa kwa ntle ga metsi. Fa o dirisa sephepafatsi se sa bojalwa tlhomamisa gore e na le go feta diperesente tsa bojalwa tse di fetang 60%. Latela dikgato tse di latelang:	These sanitizers do not require water and can be used without water. If you use a hand sanitizer, make sure the product contains at least 60 percent alcohol. Follow these steps:
Dirisa sephepafatsi se se lekaneng mo legofing go kolobetsa diatla gotlhelele.	Apply enough of the product to the palm of your hand to wet your hands completely.
Gotlha diatla mmogo mme gotlhe go fitlhela diatla di omile.	Rub your hands together, covering all surfaces, until your hands are dry.
Go dula o itekanetse, o tshwanetse go tlapisa diatla ka metlha.	To be healthy, you have to wash your hands regularly.
O tshwanetse go tlapisa diatla tsa gago nako e nngwe le e nngwe pele o ja sengwe.	You have to wash your hands every time before you eat something.

Figure 19. Useful phrases in Lesson 22 in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

In these example phrases the learner is provided with examples of language use related to the theme/topic of a specific lesson; thus illustrating how the newly learnt language features can be used within a specific context. This means that after the language is presented to the learners (both in function and form), they are offered the opportunity to further develop their language by studying the given phrases and trying to create their own.

The facilitators also make sure that meaning remain the learners' top priority by reminding them that mistakes will not prohibit communication (which should be the learner's main goal, i.e. BICS) (see example (4.18)).

(4.18) Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

Facilitator 2: *Also, slight difference but once again the message would be conveyed even if I made a mistake and said "o" instead of "yo" or the other way around.*

Facilitator 1: *Ja.*

However, this will only facilitate the development of strategic and discourse competence if the learners are able to overcome affective, social, and cultural factors, as outlined in section 2.6 of chapter 2, which can influence the use of language outside of the learning environment⁶⁹.

In terms of communicative competency, Material 1 ensures that the four competences (grammatical-, sociolinguistic-, discourse-, and strategic competence) remain interlinked throughout the course in order to improve the communicative knowledge (and moreover proficiency) of the language learner. This is done by exposing the learner to meaningful and authentic language use (both in isolation and within the context it will be used), placing equal emphasis on communication/meaningful language use and form.

The following section contains a qualitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the sub-questions outlined in theme 4 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the facilitation of proficiency development.

⁶⁹ This will be further discussed in section 4.2.1.5 below.

4.2.1.4 Theme 4 - Facilitation of the development of proficiency

The analysis from theme 4 includes the following sub-questions as outlined in Table 8 in chapter 3.

16. Does the chosen language learning material incorporate exercises aimed at improving the language learner's listening skills?
17. Does the chosen language learning material incorporate exercises aimed at improving the language learner's speaking skills?

Proficiency, defined as the learner's linguistic performance, can be divided into four different modalities of language — listening, speaking, reading, and, writing (see section 2.4.1 of chapter 2) — and tested in terms of complexity, accuracy, and fluency (see section 2.4.2 of chapter 2). This means that when evaluating learners performance in terms of any modality, their background and personal experience (i.e. complexity), performance (i.e. fluency), and their structure and use of a language in all functional levels — the phonological-, lexical-, morphological-, syntactical-, socio-pragmatic levels — (i.e. accuracy) must always be taken into account (see section 2.4.2 of chapter 2). Due to that fact that this study is focussed on the facilitation of everyday day communication (BICS) in the pre-use stage of material evaluation, the following section will only be focussed on speaking and listening (as reading and writing moves over to CALP) in terms of accuracy (as complexity and fluency requires data on learner performance, which will only be available during an in-, or post-use evaluation). The following sub-sections discuss the possibility of the facilitation of proficiency development in terms of accuracy as set out in the CEFR's criteria (see section 2.4.2 of chapter 2).

4.2.1.4.1 Listening

The CEFR outlines a learner's performance, in terms of listening at an A1 to B1 level, as the ability to (1) recognize and understand basic phrases and vocabulary pertaining to the individual himself/herself (A1), (2) deduce the basic meaning or understand the main points of a conversation when native speakers or proficient users speak clearly and slowly by use of short and simple sentences and high frequency vocabulary (A2), and (3) understand the main points of statements/arguments provided that the statements/arguments are centred around events/topics familiar to the learner and given in a clear and standard dialect (B1) (Council of Europe, 2001: 26). This means that the facilitation of proficiency development, in terms of listening, requires a focus

on the phonological, lexical, syntactic, and socio-pragmatic levels of language function and use in order to ensure learner development in terms of the abilities set out above.

Material 1 provides a rich array of authentic language input by including “real-word” examples of language use across various themes/topics, which not only comprises of a formal Setswana variant (read by a native speaker), but also includes a colloquial dialect which one would hear “in the streets” (see Figure 20 below).

CAN I PAY WITH A DEBIT CARD?.	A nka duela ka “debit card”?	Please note that this is an example of mixing English with Setswana and is acceptable as a street slang but not as an academic form of speaking.
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Figure 20. Excerpt of Lesson 17 in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Figure 20 illustrates how the material ensures that the input of language use is conveyed to the learner as it would be used in the “real-world”. While this is done by using English words even when speaking Setswana (as native speakers would when communicating in the streets), learners are reminded that this use would look different in a formal setting.

Throughout each lesson the new vocabulary and phrases are introduced, broken down for a better understanding, and then repeated both during the main lesson and the vocabulary recall lesson. This affords the learner ample opportunity to listen to different words and phrases, which promotes understanding in terms of listening and can thus improve a learner’s fluency on a phonological- (see example (4.19) below) and socio-pragmatic level (see example (4.16)). In example (4.19) the facilitator focusses on the use of double consonants in terms of the phonology in question, and shows appropriate language use in example (4.19) in terms of the socio-pragmatic level.

(4.19) Lesson 5 - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)
(From Abuti Syllabus, 2020)

Facilitator 2: So “husband” would be?

Facilitator 1: (Emphasises double consonant for pronunciation) “Monna”

Facilitator 2: Oh, you see it’s interesting because I start picking up when you have the double consonant...

Facilitator 1: Yes.

Facilitator 2: like the “mm-”, “-nn-”

Facilitator 1: There’s a sound.

Facilitator 2: *There's a sound to it, ja.*
 Facilitator 1: *Continuous sound.*
 Facilitator 2: *Yes.*
 Facilitator 1: *"nna", "rre", "mme". Yes.*
 Facilitator 2: *Yes. So, just say again what is "husband"?*
 Facilitator 1: *(Emphasises the double consonant for pronunciation) "Monna"*
 Facilitator 2: *"Monna"*

Moreover, the facilitators make sure to explain the use of each new verb, word, or grammar structure introduced to the learner. This ensures that the learner who uses the material has a clear understanding of the word or phrase (see section 4.2.1.3.1), which will allow the learner to develop his/her fluency on a morphological (see Figure 21 below), lexical (see Figure 22 below), and syntactic (see Figure 23 below) level.

I HAVE A BROTHER	Ke na le abuti	Ke - I (subject morpheme) na - associative copulative verb le - associative particle (***see grammar notes)
I HAVE 2 BROTHERS	Ke na le bo-abuti ba babedi. or Ke na le bo-abuti ba ba two. or Ke na le bo-abuti ba itwo.	Literally – I have brothers that are two bo-abuti - brothers ba - adjective particle babedi – two (*** see grammar notes) ***Notice that Mpho adds the prefix "i" to the English word "two" to make it "itwo". This is often used by Setswana and Sesotho speakers but actually forms part of the isiZulu and isiXhosa grammar.

Figure 21. Excerpt of Lesson 6 in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Figure 21 illustrates how the material presents language on a morphological level, by breaking words down to illustrate their meanings. This affords the learner to see the words both in their syntactic context (i.e. *Ke na le bo-abuti ba babedi*) as well as their separate morphological parts (as outlined in above).

BONUS VOCABULARY		
The Bonus vocabulary will help with the constructing of sentences.		
ENGLISH	SETSWANA	NOTES
IN THE CLASSROOM		
to write	go kwala	
to read	go bala	
blackboard	letlapa	
chalk	tshoko	
book	lekwalo	Note that the borrowed word 'buka' is also often used.
pen	pene	
table	tafole	
chair	setulo	

Figure 22. Excerpt of Lesson 7 in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Figure 22 serves as an example of a vocabulary list, which the learner can consult at the end of a particular lesson. These lists provide the learner with vocabulary related to specific contexts ('In the classroom', for example), which he/she can use to construct sentences. By providing the learner with input on a lexical level, the material ensures that he/she will be able to relate the words to specific meanings and thus be able to use them outside of the context (i.e., examples) in which they were given. This means that the learner will also be able to recognize and understand these words when used in different contexts.

► **Understanding the difference between pronouns and subject morphemes:**

Example1: Nna ke a ja – I eat.
 Nna - pronoun
 ke - subject concord / morpheme
 Note that you can omit the pronoun "nna".

Example2: Wena o a ja – You eat.
 Wena - pronoun
 o - subject concord / morpheme
 Note that you can omit the pronoun "wena" when it is clear to whom you are speaking.

Example3: Ênê o a ja – He/She eats.
 Ênê - pronoun
 o - subject concord / morpheme
 Note that you can omit the pronoun "ênê" when it is clear of whom you are speaking.

Example4: Yone e a ja – It eats. (in this case referring to a cat)
 Yone - pronoun
 e - subject concord / morpheme
 Note that you can omit the pronoun "yone" when it is clear of what you are speaking.

Figure 23. Excerpt of Lesson 3 in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Figure 23 illustrates language use on a syntactic level but breaks the sentences down into their various structures. This teaches the learner how to use these features in syntactic contexts but also allows him/her to link specific meaning to each separate feature. Thus, the learner will be able to recognize and understand these features when interacting.

By use of this material, the learner will be able to develop an A1/A2 level in proficiency, in terms of listening and understanding, as it directly reflects the criteria outlined in the CEFR; namely, the ability to understand basic phrases and sentences related to personal interests and topics (see section 2.4.2 of chapter 2).

4.2.1.4.2 Speaking

The CEFR outlines a learner's performance in terms of speaking at an A1 to B1 level as the ability to (1) participate in simple interactions, and ask simple questions related to familiar topics and personal needs (these interactions will require the other person to repeat and rephrase what was said at a slower rate) (A1); (2) participate in simple and direct social exchanges related to familiar topics and activities, but will not be able to carry the conversation (A2); and (3) interact and communicate in most situations (without preparing for them), using topics related to everyday life (B1) (Council of Europe, 2001: 26). This means that the facilitation of proficiency development in terms of speaking, requires focus on the phonological-, lexical-, syntactical-, and socio-pragmatic levels of language function and use in order to ensure learner development in terms of the abilities set out above.

As previously mentioned, Material 1 does not provide opportunity for language practice or use (see section 4.2.1.3 of chapter 4). This means that although learners will be able to listen to and repeat the words and phrases (both during the main and vocabulary recall lessons) in an attempt to improve their pronunciation, they will have no way of comparing their speech to that of a native speaker or recording their own language production. The learner will, therefore, not be sure whether his/her pronunciations mimic that of a native speaker. This issue was also brought up in another material evaluation (see Aucamp, 2019) of the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

A lack of opportunities for language practice in situations related to everyday life, will lead to a lack of meaningful practice needed for the development of vocabulary pertaining to various themes and topics. By use of this material, the learner will be required to study (instead of use) the vocabulary related to every topic. All functional levels (i.e. phonological-, lexical-, syntactical-, and socio-pragmatic levels) in terms of accuracy in speaking will thus be neglected. However, due to the focus on form throughout each lesson (see section 4.2.1.3.1 of chapter 4), proficiency development in terms of reading and writing will be possible on a morphological-, lexical-, and syntactical level.

This means that an A1/A2 level of proficiency in terms of speaking will only be possible if the language learner studies the new vocabulary and then practices it with native speakers. Although the facilitators regularly motivate the learner to practice by communicating with native speakers of Setswana (see section 4.2.1.3 of chapter 4), he/she might be discouraged by various affective and social factors, such as anxiety and motivation, to communicate outside the learning environment if they have not practiced within the safety of the environment, in which language is being acquired (see section 2.6 of chapter 2). If the learner does not practice the language on his/her own, the A1/A2 level of proficiency in terms of speaking for basic conversations will not be possible. While the learner might be able to understand and follow a basic conversation, he/she may not be able to respond or maintain the conversation. This may, however, be attributed to the fact that the material is specifically aimed towards the facilitation of proficiency on an A1/A2 level. Recall that the ability to interact and maintain a conversation is classified as a B1 proficiency skill.

By use of Material 1, the learner may be able to develop proficiency in terms of listening, however, in terms of speaking this may not be possible.

The following section contains a qualitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the sub-questions outlined in theme 5 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the inclusion of strategies to combat affective-, social-, and cultural factors affecting the process of second language development.

4.2.1.5 Theme 5 - Combatting affective-, social-, and cultural factors affecting the process of second language development

The analysis from theme 5 includes the following sub-questions as outlined in Table 8 of chapter 3.

18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities, and ensure the successful development of communicative competency and proficiency?
19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat social and cultural factors that might inhibit the successful of communicative competency and proficiency?

Within a blended constructivist perspective, a learner's ability to develop awareness, set goals, monitor performance, and maintain a high sense of self-efficacy by use of learning strategies plays an important role in the successful development of an L2 (see section 2.7 of chapter 2). This is known as a process of self-regulation, in which learners take responsibility for their own learning by creating and applying various strategies needed for effective meaning creation. These strategies can be divided into three major categories; namely, (1) cognitive strategies, which show learners how to construct, apply, and transform L2 knowledge; (2) affective strategies, which help learners to maintain positive attitudes and emotions; and (3) SI strategies, which help learners to navigate various socio-cultural contexts (see section 2.7.1 of chapter 2), and must be included during the facilitation process in order to overcome various factors that may inhibit meaning creation and understanding. In this regard, learners must be taught how to apply these strategies in order to ensure an optimal learning experience, in which learners are able to combat and overcome the many factors that may inhibit the process of language development and its essential use (see section 2.7 of chapter 2).

The following sub-sections discuss the inclusion (and/or lack) of these strategies to effectively combat affective-, social-, and cultural factors affecting the process of second language development (see sections 2.6 and 2.7 of chapter 2).

4.2.1.5.1 A Strategies-Based Approach to language learning and teaching in terms of cognitive abilities and development

As previously mentioned, the use of this material provides ample opportunity for the facilitators to show the learner how to effectively learn a new language, since the course developer (one of the facilitators) actively creates meaning in his attempt to understand the new information provided by the native speaker in each lesson (see section 4.2.1.2.2 of chapter 4). These examples of meaning creation allow the learner to see how one can construct, transform, and apply L2 knowledge, which he/she can use later on in his/her own language development journey. However, because the learner is never provided with an opportunity to investigate the language on his/her own, these strategies can only be applied (and used by the learner) after the learner has already been presented with the language and the forms have been explained. Nevertheless, teaching a learner how to learn, forms an important part of second language development (see section 2.7 of chapter 2). Especially since the inclusion of this meaning creation process will ensure that the learner is able to negotiate his/her own meaning, regardless of whether this process takes place during or after each lesson.

Moreover, the material includes 11 “Tip[s] of the week” (Abuti Syllabus, 2020), which explain how to get the most out of the learning experience (see Figure 24 below) by “guid[ing] [the learner] in the process of learning a new language” (Abuti Syllabus, 2020).



TIP OF THE WEEK

The tip of the week will help you guide you in the process of learning a new language

► **The "under achieve" concept.**
Rather than disappointing yourself, set a goal so low that it's impossible to miss.

The smart thing to do is to be realistic about how long it will take the average person to achieve basic conversation skills in a new language. From experience I would say about a year or so... (if taken seriously)
<http://answers.yahoo.com> - In general, a good immersion program should make you relatively fluent at ordinary conversations in about 6 months.

► **Short-term and long-term memory**
In order to overcome the limitation of short-term memory, and retain information for longer, information must be periodically repeated or rehearsed — either by articulating it out loud or by mentally simulating such articulation.

While short-term / working memory persists for only about 20 to 30 seconds, information can remain in long term memory indefinitely.

As long-term memory is subject to fading in the natural forgetting process, maintenance rehearsal (several recalls/retrievals of memory) may be needed to preserve long term memories. Individual retrievals can take place in increasing intervals in accordance with the principle of spaced repetition. This can happen quite naturally through reflection or deliberate recall (also known as recapitulation)
http://en.wikipedia.org/wiki/Second_language_acquisition

Figure 24. An example of the weekly tips included in some of the lessons in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Figure 24, as an example of the tips included in the learning material, teaches the learner how to learn by explaining that language development (for basic communication) requires repeated rehearsals and repetition in order to activate long term- instead of short-term memory. By placing emphasis on the effort required to develop a second language, the material ensures that the learner focuses on developing the abilities necessary to learn and use a language. As the learner repeats the information provided in the material (such as studying the vocabulary), he/she will start to construct and transform the knowledge into language, which can be applied during basic interactions.

Material 1 thus incorporates a Strategies-Based Approach to learning in terms of cognitive abilities, which equips the learner with the necessary skills to construct, transform, and apply L2 knowledge.

4.2.1.5.2 A Strategies-Based Approach to language learning and teaching in terms of affective influences

Similarly, the inclusion of weekly tips also ensures that the learner stays motivated throughout the learning process. These tips encourage the learner to find new ways of learning, which incorporate social activities and “real-world” situations, and enable him/her to practice language as much as possible. In Figure 25, the material explains that travelling to a place with native speakers of a language is a great way to practice listening and speaking skills. The material also reminds the learner that in the multilingual context of South Africa, finding someone who can speak Setswana will not be a difficult endeavour. This will increase the learner’s motivation to use the language and assist the facilitation of language development in terms of BICS.

The graphic is a rectangular box with a black border. In the top-left corner, there is a stylized orange and blue triangle pointing right. To its right, the text 'TIP OF THE WEEK' is written in bold, orange, uppercase letters. Below this, the text 'The tip of the week will help you guide you in the process of learning a new language' is written in a smaller, black font. Further down, a blue triangle points left towards the text 'Traveling and interacting.' which is in bold, orange, italicized font. The main body of the graphic contains three paragraphs of text in a black font. The first paragraph discusses traveling to a country where the target language is spoken. The second paragraph talks about living in South-Africa and learning Setswana. The third paragraph mentions traveling to foreign countries and staying in hostels or backpackers. At the bottom, there is a short sign-off: 'Safe travels! Thean Heyneke'.

Figure 25. An example of the weekly tips included in some of the lessons in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

As another form of motivation, the material also ensures that the learners are aware that mistakes, setbacks, and slow progress are all part of the language development journey. In Figure 26, the material reminds the learner that an important part of developing a language is to constantly move forward and avoid focussing on from. This tip explains that understanding is more important than knowing every detail of a

phrase. The inclusion of this tip will help learners to move their focus from developing a perfect language to developing a language they can use to communicate. As learners become driven to understand the language they are using, the anxiety related to producing perfect forms of language will diminish.



TIP OF THE WEEK

KEEP MOVING

It's very important to keep moving with the language you are learning.

Staying stuck on one lesson for too long makes you lose momentum and gives you the feeling that you are not learning anything and not progressing. Be careful not to fall into the trap of trying to master a single word, but missing out on many other that actually empower you to communicate with native speakers.

Too many people, when starting a new language, feel the need to grasp every little detail of every little word before moving on and feel inadequate when forgetting vocabulary. When in fact moving on is the key to remembering and understanding, seeing as daily vocabulary repeats itself... well... daily!

In other words during these lessons and in the real world you will have plenty of repetition to help you increase your level of understanding as well as storing new words in your long term memory. Especially when we start with the dialogues.

We have included this link for you to get some more tips on learning a new language quickly and we generally agree with what Chris Lonsdale has to say:

<https://www.youtube.com/watch?v=d0yGdNEWdn0>



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Figure 26. An example of the weekly tips included in some of the lessons in the *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020).

Moreover, the material and facilitators both place great emphasis on the importance of making mistakes and learning from them, while simultaneously reminding students that these mistakes will not prohibit communication. In example (4.18) below, the facilitator explains that the use of a wrong marker when speaking will not prohibit communication, thus again placing emphasis on the importance of function over form.

(4.18) Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner) (From Abuti Syllabus, 2020)

Facilitator 2: *Also, slight difference but once again the message would be conveyed even if I made a mistake and said "o" instead of "yo" or the other way around.*

Facilitator 1: *Ja.*

This explicit focus on meaningful language use, instead of form and accuracy, will diminish the probability of learner anxiety and demotivation as the learner's focus will also shift from perfect to meaningful language (see section 2.6.1.4 of chapter 2).

The material also motivates learners to make guesses, specifically when communicating, instead of being focussed on finding the correct form. This is done both explicitly (see example (4.20) below) and implicitly through examples (see example (4.21) below).

(4.20) Lesson 7 - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)
(From Abuti Syllabus, 2020)

Facilitator 2: *Is there a formal word for "engineer" in Setswana?*

Facilitator 1: *[Facilitator 2] in this context do not feel bad to use the word "engineer", we will continue with these words later on...*

Facilitator 2: *That makes perfect sense, along my travels I've noticed that spending too much time with words that don't get you speaking as soon as possible, really demotivates you.*

In example (4.20), the facilitators again emphasise that speaking is more important than knowing all the words. In this regard they explain that using an English word in the place of a Setswana one will not prohibit communication. By reminding the learner of the importance of function over form, he/she will be more willing to make guesses and communicate using the target language (see section 2.6).

(4.21) Lesson 3 - Facilitator 1 (Native speaker) and Facilitator 2 (Beginner learner)
(From Abuti Syllabus, 2020)

Facilitator 2: *How about "Us too"?*

Facilitator 1: *"Rona gape"*

Facilitator 2: *"Rona gape." Can I make a guess as to what "ba" would become? Would it become "bona"?*

Facilitator 1: *Yes, "ba", "bona".*

Facilitator 2: *Awesome. Alright, so "bona gape", "them too".*

Example (4.21) illustrates the way in which the language learner can apply what he/she already knows to make informed guesses about unknown language features. In this example, the beginner learner (Facilitator 2) asks the native speaker (Facilitator 1) if he can make a guess as to what 'them too' will be in Setswana. He then continues to base this guess on the noun class marker related to the word 'they/them' in Setswana (*bona*), and then guesses the correct form. This not only reminds the learner of the importance of the noun class system in Setswana, but also shows the learner how this system can be used to make his/her own guesses about unknown language features.

By showing the learner how to make guesses, the material also motivates him/her to take calculated risks in terms of language use and form. In turn, this will also diminish anxiety and increase the learner's willingness to communicate as his/her self-efficacy increases in terms of language knowledge (see section 2.6.1.7 of chapter 2).

Moreover, learners are regularly encouraged and motivated to practice speaking with native speakers of Setswana and to form their own phrases (see example (4.22) below). However, because the material does not include any opportunity for language practice in the learning environment, the learner's willingness to communicate outside of it might be inhibited by affective factors, such as anxiety and self-esteem (see section 2.6 of chapter 2). If the learner is not able to overcome these factors, he or she will not use the language. In turn, this will diminish the possibility of successful communicative competency and proficiency development.

(4.22) *Lesson 25 - Facilitator 2 (Beginner learner) and Facilitator 3 (L2 speaker) (From Abuti Syllabus, 2020)*

Facilitator 2: *Up until this point, you've now acquired quite a few tools to help you speak to Setswana speakers.*

Facilitator 1: *Ja, and you can build your own sentences.*

Facilitator 2: *Yes, you as the listener can now help yourself by learning new vocabulary and utilizing these columns (referring to noun class system poster) to build sentences.*

Material 1 thus incorporates a Strategies-Based Approach to learning in order to combat affective factors that may inhibit the successful development of communicative competency and proficiency. However, the biggest drawback present in the material is its failure to provide the learner with opportunities for meaningful and authentic language use. While the material motivates the learner to use the language, the possibility remains that he/she will not. This will decrease his/her ability to develop communicative competency and proficiency.

4.2.1.5.3 A Strategies-Based Approach to language learning and teaching in terms of social and cultural influences

While Material 1 does motivate the learner to practice interacting with native speaker, it does not include any strategies that teach the learner how to interact within or understand the different social or cultural contexts in which this practice will take place. A Strategies-Based Approach to learning, in this regard, requires activities or

information that show the learner how to communicate within these contexts, and should facilitate the development of cultural knowledge to the extent necessary where learners understand how to interact with different speakers within these contexts. While the material does include important information related to Batswana culture, it does not teach the learner the strategies needed to assimilate this information with his/her own culture, nor how to use the information during interactions.

Material 1 does not incorporate a Strategies-Based Approach to learning in order to combat social and cultural factors that might inhibit the successful development of communicative competency and proficiency. Factors such as the learner's ethnicity and gender, ethnolinguistic community affiliations, and social class will, therefore, have a major influence on the development of communicative competency and proficiency in the learner using this material (see section 2.6.3 of chapter 2).

Furthermore, while Material 1 incorporates a Strategies-Based Approach to language learning and teaching with regard to both cognitive abilities and affective influences, it does not include any strategies that can be used to combat social and cultural influences. This means that learners may be able to create meaning and overcome affective factors, such as anxiety, in order to maintain motivation, but will struggle to assimilate this meaning and knowledge of the new language within their own culture (see section 2.6 of chapter 2). This may inhibit the development of communicative competency and proficiency.

The following section contains a quantitative analysis of the contents of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) according to the sub-questions outlined in the five themes of Table 8 (see section 3.3.1 of chapter 3).

4.2.2 A quantitative analysis and evaluation of Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

From the qualitative analysis based on material evaluation in terms of a blended constructivist perspective, it is concluded that Material 1 will be able to facilitate the successful development of communicative competency and proficiency in beginner adult learners of Setswana, but lacks facilitation in terms of sociolinguistic competence (i.e. meaningful language practice), proficiency (i.e. speaking), and strategies that

combat the influence of social and cultural factors. The quantitative analysis of the material below sets out to provide mathematical support for the conclusions drawn from the qualitative analysis of the content of Material 1 (see section 3.2.2 of chapter 3).

Material 1: *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) consists of 25 different lessons, focused both on appropriate and accurate language, which can be used for everyday communication. The following table provides an outline in terms of a percentage of these 25 lessons, which is attributed to each criterion as well as the assessment of the frequency on the Likert scale.

Table 11: A quantitative analysis and evaluation of *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020)

Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		
Criteria	Comments	Assessment of frequency on the Likert scale.⁷⁰
1. Does the chosen material clearly describe the language level?	Yes 5/25 lessons Present in 20% of material	3
2. Does the chosen material present a logical organisation of units according to the principles of language development?	Yes 25/25 lessons Present in 100% of the material	7

⁷⁰ 1 = **Never** (0% of material)
2 = **Rarely** (1 - 10% of material)
3 = **Occasionally** (11 - 30% of material)
4 = **Sometimes** (31 - 50% of material)
5 = **A moderate amount** (51 - 70% of material)
6 = **A great deal** (71 - 90% of material)
7 = **Always** (100% of material)

3. Does the chosen material provide clear instructions on how to use the material and how to complete tasks and activities?	Yes Instructional video and manual at the beginning of each lesson 25/25 lessons Present in 100% of the material	7
4. Does the chosen material advance at an appropriate pace for beginner language learners?	Yes 25/25 lessons Present in 100% of the material	7
5. Does the chosen language learning material facilitate second language development through achievable activities ?	Opportunities for language investigation (by facilitators, not learners) 25/25 lessons No opportunity for language practice. 0/25 lessons Dialogues which can be used to check understanding. 25/25 lessons Present in 67% of the material	5
6. Does the chosen language learning material facilitate meaning creation ?	Constant link to previous lessons 25/25 lessons Present in 100% of the material	7
7. Does the chosen language learning material provide feedback on the effectiveness of the learner's attempt to use the language?	Dialogues as examples of language use 22/25 lessons No feedback on individual language use Only if they practice with native speakers Present in 44% of the material	4

8. Do these activities facilitate the movement from the learner's current state of development to a potential state of development ?	Vocab recall 25/25 lessons No checklists or activities to identify what learners know and what has to be learnt 0/25 lessons Present in 50% of the material	4
9. Does the chosen language learning material incorporate grammatical explanations focussed on form and accuracy, aimed at improving the language learner's grammatical competence ?	Yes 25/25 lessons Present in 100% of the material	7
10. Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence ?	Yes 25/25 lessons Present in 100% of the material	7
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?	No.	1
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?	Exposure to authentic language use 25/25 lessons Present in 100% of the material	7
13. Does the chosen language learning material provide opportunities for the development of cultural awareness ?	Yes 13/25 lessons Present in 52% of the material	5

14. Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic (i.e. strategic and discourse) competence ?	Yes 25/25 lessons Present in 100% of the material	7
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?	Yes 20/25 Present in 80% of the material	6
16. Does the chosen language learning material incorporate activities aimed at improving the language learner's listening skills ?	Yes 25/25 lessons Present in 100% of the material	7
17. Does the chosen language learning material incorporate activities aimed at improving the language learner's speaking skills ?	No Only motivates to speak.	1
18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities , and ensure the successful development of communicative competency and proficiency?	Yes 11/25 lessons Present in 44% of the material	4
19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?	Yes. 8/25 lessons Present in 32% of the material	4
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat social and cultural factors that might inhibit the successful development of communicative competency and proficiency?	No.	1

From the quantitative data detailed in Table 11, it is clear that criteria 11 (opportunities for authentic and meaningful practice), 17 (facilitation of proficiency development in terms of speaking), and 20 (the inclusion of strategies to combat social and cultural factors) are not fulfilled by the material at all. Moreover, if a level of at least 51% is taken as successful fulfilment of the criteria, then criteria 1 (description of language level), 7 (provision of feedback), 8 (learner development), 18 (the inclusion of strategies to develop the learner's cognitive abilities), and 19 (the inclusion of strategies to combat affective factors) do not meet the requirement. Thus, according to the quantitative analysis only criteria 2 (logical organisation of units), 3 (provision of instructions), 4 (material advancement at an appropriate pace), 5 (facilitation of achievable challenges), 6 (facilitation of meaning creation), 9 (facilitation of grammatical competence development), 10 (facilitation of sociolinguistic competence development), 12 (opportunities for authentic and meaningful use), 13 (facilitation of cultural awareness development), 14 (facilitation of strategic and discourse competence development), 15 (motivation to interact with native speakers), and 16 (facilitation of proficiency development in terms of listening) do meet the requirement.

When coupling the qualitative and quantitative data it is clear that in terms of a blended constructivist perspective, and the five themes used to evaluate the material, Material 1 will be able to facilitate a great amount of communicative competency development but only a partial development of proficiency (in terms of listening). Learners will thus develop a wide range of knowledge on how to use Setswana but may struggle to use it for everyday communication.

Material 1 presents language according to the principles of language development while also providing clear instructions and advancing at a pace that enable adult beginner language learners to follow along as the lessons progress in terms of layout and design. Moreover, while it will be able to facilitate language development by ensuring meaning creation and providing a moderate amount of achievable challenges and activities, it still lacks opportunities for meaningful practice. Furthermore, while meaning creation will be possible, the material will only be able to facilitate a partial movement from a current to potential state of independent use, as the material does not provide sufficient feedback on the individual's language use. In terms of communicative competency, the material will be able to facilitate the development of grammatical-, sociolinguistic- (through input but not practice), strategic-, and discourse

(by motivating learners to practice speaking with native speakers) competence, but will not be able to aid the learner in overcoming the various affective, social, and cultural factors that may inhibit the process of language development. Furthermore, in terms of proficiency, the material will be able to facilitate the development of listening skills (through examples of language use) but not speaking skills (as no opportunities for language use are provided).

The following section contains a mixed method analysis of the contents of *Material 2: Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the set of criteria identified in Table 8 (see section 3.3.1 of chapter 3).

4.3 A mixed method analysis of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020)

The following section contains a mixed method analysis and evaluation of the second chosen self-access material named *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the set of criteria discussed in Table 8 of chapter 3 (see section 3.3.1 of chapter 3). These criteria include: (1) the layout and design of the materials; (2) the concept of second language development in terms of meaning construction; (3) the facilitation of communicative competency development in terms of grammatical-, sociolinguistic-, discourse-, and strategic competence; (4) the facilitation of proficiency development in terms of speaking and listening; and finally, (5) the integration of learning and teaching strategies to combat cognitive, affective, social, and cultural factors in the material. This is done in order to predict whether *Bemeester Tswana as derde taal* (Solidariteit, 2020) will be able to facilitate the successful development of communicative competency and proficiency in Setswana for adult beginner language learners.

The following section contains a qualitative analysis of the contents of *Material 2: Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the set of criteria identified in Table 8 (see section 3.3.1 of chapter 3).

4.3.1 A qualitative analysis and evaluation of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020)

Bemeester Tswana as derde taal (Solidariteit, 2020) is a self-access language course developed for adult beginner learners wanting to promote communicative competency and understanding in Setswana as a third language (Solidariteit, 2020). This course consists of 25 video lessons centred around various grammatical themes and topics, such as (1) Greetings (Imperatives), (2) Survival Phrases, (3) Number Constructions, Pronouns and Locatives, (4) The Setswana Noun Classes, and (5) Adverbs (Solidariteit, 2020). (For an extensive list of the themes discussed in the course please see Table 12 below).

Each video lesson starts out with the facilitators greeting the learner in Setswana, after which the grammar concepts from the previous lesson are mentioned before starting with the new lesson. These videos vary in length and can be anything from 10 minutes to as much as 59 minutes long. Most lessons start out with a grammar teaching, after which the facilitators provide examples of how the concepts can be used in sentences in order to show how the grammar concepts can be used. However, towards the end of the videos, the focus shifts solely to grammar without any examples of its usage. During each lesson the learner is overwhelmed with a large amount of vocabulary, which consists of both familiar words (discussed in previous lessons) and new words, that are projected onto the screen as the one facilitator explains the grammar behind it and the other (a native speaker of Setswana) pronounces the words. Without pausing the video to write down all the given words, the learner has no physical copy of the given vocabulary and no opportunity to repeat the words in order to practice pronunciation. This course places emphasis on grammar (accuracy and form) and motivates the learner to find a native Setswana speaker to practice with for communication development (Solidariteit, 2020). Table 12 below provides a summary overview of the material.

Table 12: A summary overview of *Bemeester Tswana as derde taal* (Solidariteit, 2020)

Lesson number	Themes discussed in lessons ⁷¹	Grammar covered in each lesson	Activities for authentic language use and meaningful practice	Development of language modalities of proficiency
Lesson 1	How does Setswana fit into the larger scheme? (Culture lesson)	Greetings Setswana Alphabet	n/a	Listening and Reading
Lesson 2	First aid for beginners: Wait, I am still learning Setswana!	Imperatives	n/a	Listening and Reading
Lesson 3	You have to ask politely: How does one say please and thank you?	Past tense Negatives Present tense Conjunction (<i>kgotsa</i> – ‘or’) Agreement markers	n/a	Listening and Reading
Lesson 4	One, two, three – counting words, days of the week, pronouns and showing location.	Number constructions Pronouns Locatives Question word (<i>A</i> – ‘is/are/do/does?’)	n/a	Listening and Reading
Lesson 5	In which class do you fall? How do nouns work? Introduction and overview.	Noun classes Pronouns Sentence construction Agreement markers (subject morphemes)	n/a	Listening and Reading
Lesson 6	<i>Batho pele!</i> How do nouns work? (part 1)	Noun classes Deverbatives	n/a	Listening and Reading
Lesson 7	All those things. How do nouns work? (part 2)	Noun classes Question word (<i>kae?</i> – ‘where?’) Imperatives	n/a	Listening and Reading
Lesson 8	Objects, plants and animals. How do nouns work? (part 3)	Noun classes Deverbatives	n/a	Listening and Reading

⁷¹ All themes have been translated from Afrikaans, as the material only caters for people who are able to speak Afrikaans.

Lesson 9	Porridge and bread. How do nouns work? (part 4) (lesson missing from course material)	n/a	n/a	n/a
Lesson 10	What now? How, where, and with what is something done? Adverbs.	Noun classes Question words (<i>jang?</i> – ‘how?’; <i>ga kae?</i> – ‘how many?’) Adverbs	n/a	Listening and Reading
Lesson 11	<i>Polelo ya Motshameko wa Dikgosi</i> – How to show possession in Setswana (part 1)	Noun classes Possessives	n/a	Listening and Reading
Lesson 12	<i>Leeto la ga Dorothy.</i> Reading our first story (story not provided) ; vocabulary.	Possessives Deverbatives Noun classes Agreement markers (subject morphemes)	n/a	Listening and Reading
Lesson 13	Don't be negative! Present tense, and negatives in the present tense.	Verbs Present tense Negatives	n/a	Listening and Reading
Lesson 14	We will not give up! Future tense, and negatives in the future tense.	Verbs Future tense Negatives	n/a	Listening and Reading
Lesson 15	The good old days. Past tense and negatives in the past tense.	Verbs Past tense Negatives	n/a	Listening and Reading
Lesson 16	The good old days – Revision.	Past tense	n/a	Listening and Reading
Lesson 17	<i>Ke na le madi</i> ('I have money/blood'). How to show possession; negation.	The associative construction Present tense Future tense Past tense Negatives Possessives	n/a	Listening and Reading

Lesson 18	This, that, and that over there, demonstratives.	Demonstratives Future tense Noun classes Agreement markers (subject morphemes) Pronouns	n/a	Listening and Reading
Lesson 19	<i>Wena o tonki!</i> 'I am a donkey – it is a donkey'. How to say: "it is" in Setswana; negations.	Identifying copulative	n/a	Listening and Reading
Lesson 20	<i>Seipone</i> – 'the mirror', reflexives.	Reflexives	n/a	Listening and Reading
Lesson 21	<i>Rona re thusana</i> – 'we help each other', reciprocal suffixes (each other), applicative suffixes (for), causative suffixes (let) and the passive form (being ...)	Verb suffixes Passives	n/a	Listening and Reading
Lesson 22	Small words – diminutives	Diminutives	n/a	Listening and Reading
Lesson 23	Who wants to work now? Deverbatives	Deverbatives	n/a	Listening and Reading
Lesson 24	Determiners – which, none, other.	Determiners Question words Noun classes Past tense Demonstratives Pronouns	n/a	Listening and Reading
Lesson 25	All of us - Quantitatives	Noun classes Quantitatives	n/a	Listening and Reading

This language material was selected for the study because it complies with all three conditions; namely, (1) published in the last 25 years, (2) available in the public sphere, and (3) aimed at teaching everyday communication in Setswana (see section 3.3.2.1 of chapter 3).

The following section contains a qualitative analysis of the contents of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the sub-questions outlined in theme 1 of Table 8 (see section 3.3.1 of chapter 3).

4.3.1.1 Theme 1 - Layout and Design

The analysis from theme 1 includes the following sub-questions as outlined in Table 8 in chapter 3.

1. Does the chosen material clearly describe the language level?
2. Does the chosen material present a logical organisation of units according to the principles of language development?
3. Does the chosen material provide clear instructions on how to use the material and how to complete tasks and activities?
4. Does the chosen material advance at an appropriate pace for beginner language learners?

4.3.1.1.1 Description of language level

Material 2 does not provide a clear description of the language level for which the material was created. Although the course's webpage (see Figure 27 below) explains that the course was developed for "anyone who would like to develop Setswana as a third language" (Solidariteit, 2020), it remains unclear whether this is at a beginner or advanced level. However, upon review of the index page and grammar concepts dealt with in the course, it was determined that this language material was developed for adult beginner learners as it lines up with the features needed for basic understanding and meaning creation in terms of BICS (see section 2.5 of chapter 2, see also section 4.3.1.1.4 below).

The focus on beginner language learners is further emphasised by the course objective which reads: "Upon completion of this course you will be equipped with the necessary knowledge to understand and speak Setswana" (Solidariteit, 2020). However, it is never explicitly stated whether language development (by use of this material) will be possible at an A or B level of proficiency.

<u>KURSUSUITKOMSTE:</u> Na die voltooiing van die kursus sal jy bemagtig wees om Tswana te kan verstaan en te praat. <u>WIE BEHOORT DIE KURSUS BY TE WOON?</u> Enige individue wat hulself wil bemagtig met 'n derde taal (Afrikataal)
<u>COURSE OBJECTIVES:</u> Upon completion of this course, you will be equipped with the necessary knowledge to understand and speak Setswana <u>WHO IS SUPPOSED TO ATTEND THE COURSE</u> Any individual who wishes to speak a third language (African language)

Figure 27. The course page from *Bemeester Tswana as derde taal* (Solidariteit, 2020)

Since the language level is never described, it will be extremely difficult for the learner to establish and work towards a goal (in terms of language level). The organisation of the content and units contained in the learning materials will thus be the only determining factor, which the learner can use to establish his/her language level goal. The following section provides an analysis of the organisation of the units of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020).

4.3.1.1.2 Logical organisation of units according to principles of language development

Material 2 presents language to the learner by following a standard PPP model where the language is presented through grammar explanations and then practiced through example sentences (provided by the facilitators, see example (4.23) and Figure 28 below).

(4.23) Lesson 6 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: Nou kom ons kyk 'n bietjie hoe kan ons hierdie selfstandige naamwoorde in sinne gebruik en hier's 'n paar voorbeeld sinne wat ek nou gaan gee, ek gaan dit in Afrikaans gee en dan sal [Facilitator 2] dit vir ons in die Tswana gee. *[Now, let's take a look at a how we can use these nouns in sentences. I will give the Afrikaans and then [Facilitator 2] will give the Setswana translation.]*

Vertaal die volgende sinne: Ma het lekker geslaap. Mme o robetse sentle. Lesea ga le a robala sentle. Die baba het nie lekker geslaap nie. Die seun het die deur toegemaak. Mosimane o tswetse lebati. Pa het sy kind se kos geëet. Rre o jele dijo tsa ngwana wa gagwe.	Translate the following sentences: <i>[Mother slept well.]</i> Mme o robetse sentle. <i>Lesea ga le a robala sentle.</i> [The baby did not sleep well.] <i>[The boy closed the door.]</i> Mosimane o tswetse lebati. <i>[Father ate his child's food.]</i> Rre o jele dijo tsa ngwana wa gagwe.
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Figure 28. Excerpt of Lesson 16 in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

Figure 28 illustrates how the language examples are presented to the learner in the form of sentences which have been removed from context. Note that although it says, "Translate the following sentences", the facilitators provide the translations before the learner is able to do it him-/herself⁷². Contrary to the PPP model, the material thus does not provide any opportunity for the learner to practice nor to produce language through activities or repetition. While the learner is exposed to language input during both the presentation and practice stages, the facilitators do not provide them with

⁷² This will be further discussed in section 4.3.1.3 below.

enough time to write down or repeat the phrases or words provided. This means that the learner will need to constantly pause the video to write down all the examples given, as there does not exist a hard copy version of the language used.

In terms of organisation, each lesson aims to teach a specific set of grammatical constructions (see Table 12), thus placing all focus on language form and overlooking the importance of meaningful language use (see Figure 29 below)⁷³. This focus on form instead of language in context (i.e., oversimplified language input), increases the possibility of shallow language processing. Figure 29 below illustrates an example of how the language forms are presented to the learner. This specific lesson (Lesson 25) focuses on the quantitative stem *-otlhe* and presents the constructions to the learners in the form of a table (as outlined below). However, these grammatical constructions are only used in one example sentence to show what they would look like within a specific context. The learner will thus have to study the given constructions without understanding how they will be used during communication.

		Enkelvoud	Meervoud	
Eerste persoon	ek	--	ons	rotlhe
Tweede persoon	jy	--	julle	lotlhe
Derde persoon	mo		ba	botlhe
	mo	otlhe	me	yotlhe
	le	lotlhe	ma	otlhe
	se	sotlhe	di	tsotlhe
	ne	yotlhe	di	tsotlhe
	bo	jotlhe	ma	otlhe

		Singular		Plural
First person	I	--	us	rotlhe
Second person	you	--	you	lotlhe
Third person	mo		ba	botlhe
	mo	otlhe	me	yotlhe
	le	lotlhe	ma	otlhe
	se	sotlhe	di	tsotlhe
	ne	yotlhe	di	tsotlhe
	bo	jotlhe	ma	otlhe

Figure 29. Excerpt of Lesson 25 in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

⁷³ This will be further discussed in section 4.3.1.3 below.

This material is not driven by the principles of language development as it does not provide (1) sufficient input to develop communicative competency, (2) engaging activities that relate to the learner's interest and can be used to practice independent language use, (3) an engaging learning environment as the learner can only pause and repeat what is being said, (4) meaningful contexts for language development as the lessons are driven by grammar rather than communication, and (5) various or diverse forms of language as the language is mainly presented by one native speaker of Setswana.

4.3.1.1.3 Instructions of task and activity completion

The material does not provide any instructions on how to use the material.

4.3.1.1.4 Pace of advancement

As previously mentioned, this material presents language mainly through grammar concepts and explanations (see section 4.3.1.1.2). This results in the themes of the examples in each lesson become disjointed as they cannot be related in any way, nor linked to a specific context (see example (4.24) and (4.25) from Lesson 17 below).

(4.24) Lesson 17 – Example of use (From Solidariteit, 2020)

Yunibesithi e na le baithuti [*The university has students*]

(4.25) Lesson 17 - Example of use (From Solidariteit, 2020)

Sejanaga se na le leotwana [*The car has a tire*]

If the material and language presentation was organised according to topics related to everyday life, it would have been possible to link the given examples to the specific topic discussed and to each other. This means that the example sentences could then have been placed together to form a dialogue as they all relate to a specific topic. The examples above ((4.24) and (4.25)) are taken from a lesson that focuses on the verb construction *go na le*, 'to have' in Setswana. The objective of this lesson is to show learners how it will be used in sentences according to the different noun classes. This means that the examples given are not driven by a specific context but rather by the need for different nouns from different classes, which take different subject markers such as those outlined above. However, this causes the focus to move from the function of language in terms of communication to the form of language in terms of grammar. These examples are formed without any context to link them to.

Moreover, the explicit focus on form and grammar causes significant variation to occur in terms of video length, where some lessons may only be ten minutes long and others can take up to an hour to complete. This variation in turn leads to some lessons being flooded with extensive amounts of vocabulary, which the learner will be required to study before advancing to the next lesson. Figure 30 illustrates an example of one of these vocabulary lists. Note that the lesson (Lesson 23) in which it was used contained seven different vocabulary lists, each focussed on a different noun class. Before advancing to the next lesson the learner will be required to pause the video and write down all the vocabulary presented, after which he/she will need to study all of them before moving on to the next lesson. This may impede the process of meaning construction as learners will spend too much time focused on form and vocabulary (this is further discussed in section 4.3.1.2 below).

mo – ba klas	
aga (bou)	moagi (bouer)
huma (verryk)	mohumi (rykaard)
ruta (onderrig)	moruti (predikant)
rongwa (word gestuur)	morongwa (gestuurde)
bina (dans)	mmini (danser)
bua (praat)	mmui (spreker)
busa (regeer)	mmusi (regeerder)
kwala (skryf)	mokwadi (skrywer)
kwalela (skryf vir)	mokwaledi (sekretaresse)

mo – ba class	
aga [build]	moagi [builder]
huma [enrich]	mohumi [rich person]
ruta [teach]	moruti [preacher]
rongwa [be sent]	morongwa [someone who has been sent]
bina [dance]	mmini [dancer]
bua [speak]	mmui [speaker]
busa [rule]	mmusi [ruler]
kwala [write]	mokwadi [writer]
kwalela [write to]	mokwaledi [secretary]

Figure 30. One of seven vocab lists presented in Lesson 23 of *Bemeester Tswana as derde taal* (Solidariteit, 2020).

While this beginner Setswana course advances at a pace which emphasises basic meaning construction by focussing on grammar in terms of (1) the morphological marking of tone; (2) word order and sentence structure; (3) the agreement of the

subject and verb; (4) the noun classes and grammatical variants according to noun class markers; (5) negation in terms of present, past, and future tenses; and (6) question formation, meaning construction in terms of understanding and use is neglected, which may inhibit the development of BICS. This is illustrated by Table 13 below. Note that while the main focus within these lessons falls on the noun classes in terms of subject agreement markers and sentence structure, the lessons neglect pronunciation concerned with morphological marking tone as well as question formation. This points to a lack of meaningful use as learners will be able to form sentences but not ask questions, which is an ability a speaker will require during everyday interaction.

Table 13: Opportunities for meaning construction in terms of BICS in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

Language Feature	Lesson
Morphological marking tone	1
Word order and sentence structure	4, 11, 12, 13, 14, 15, 18, 19, 22, 23, 24, 25
Agreement of the subject and verb	2, 3, 5, 12, 13, 14, 15, 16, 17, 18, 20, 21, 24
Noun classes and grammatical variants	5, 6, 7, 8, 10, 11, 18, 23, 24, 25
Negation in terms of present, past and future tenses	13, 14, 15, 17
Question formation	4, 7, 10

In terms of layout and design, Material 2 does not clearly define the language level of learning and thus does not provide a logical organisation of units. This material neglects meaningful and authentic language use by placing emphasis mainly on form and grammatical concepts, which instead of working towards attaining the goal of a basic level of communication and understanding, will impede the development of use and understanding in terms of BICS.

The following section contains a qualitative analysis of the contents of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the sub-questions outlined in theme 2 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to

the facilitation of second language development within a blended constructivist perspective.

4.3.1.2 Theme 2 - Facilitation of second language development

The analysis from theme 2 includes the following sub-questions as outlined in Table 8 in chapter 3. These sub-questions have been included because they emphasise the importance and process of facilitating language development in terms of communicative competency (RQ 1) and proficiency (RQ 2) —as set out in the research questions of this study.

5. Does the chosen language learning material facilitate second language development through achievable activities?
6. Does the chosen language learning material facilitate meaning creation?
7. Does the chosen language learning material provide feedback on the effectiveness of the learner's attempt to use the language?
8. Do these activities facilitate the movement from the learner's current state of development to a potential state of development?

4.3.1.2.1 Facilitation of achievable activities

Material 2 does not provide facilitation of achievable activities and language discoveries as no opportunities for language investigation or problem solving are provided. During each lesson the grammar concepts (form) are explained, after which examples sentences (use) are given (see example (4.26) and Figure 31 below) without allowing the learner time to process the examples or solve the problems (i.e. translate the phrases) himself/herself. Notice that example (4.26) illustrates how the facilitator explains the grammar (as long paragraph monologues) without leaving time for the learner to make sense (create meaning and understanding) of what is being said.

(4.26) Lesson 11 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: *Nou vandag gaan ons kyk na die besitting in Tswana, hoe sê ek iets is myne. En ek gaan begin om eers net 'n sin vir ons hier neer te skryf en ons gaan nou-nou weer na hom kyk en julle gaan sien ons gebruik dit eintlik nog die heletyd in al ons lesse op een of ander manier. En dit is die besitting en [Facilitator 2] wat staan hierso? [Now, today we'll be looking at possession in Setswana. How do I say something is mine. And I am going to start by first just writing down a phrase for us and we'll come back to this phrase a little later. And you can see that we've actually been using it this whole time in all of our lessons in one way or another. And that is the possession. And [Facilitator 2] what have I written down here?]*

Facilitator 2: *"Polelo ya motshameko wa dikgosi"*

Facilitator 1: *Nou gaan julle vir my vra, maar hoekom het hierdie goed wat ek nou onderstreep die "ya" en die "wa" nou ewe skielik, hoekom is dit daar? Ons het dan nou geleer van 'n onderwerp morfeem wat 'n "e" en 'n "o" en 'n "di" of 'n "se" is nou dit is die besitskakel en ek gaan dit vinnig soos volg verduidelik. In Afrikaans as ons sê iets is my pen dan sê ons "my pen". Maar, so met ander woorde, ons begin eers met die persoon wat besit en dan die besitting, maar in Tswana ruil ek dit om. So ek begin eers met die besitting en dan deur wie dit besit word. So ek sal eers sê "die pen van my" en daardie "van" is waarna ons vandag gaan kyk. Hoe sê mens daardie "van". So as ek in Afrikaans sê "my pen", word dit in Tswana "pen van my" nou hoe maak ek met daardie "van". Ons gaan nie wegkom van daardie selfstandige naamwoorde in klasse nie julle gaan nou sien hoekom dit so belangrik is om die klasse en die onderwerp morfeme of onderwerp skakels te ken. Want ons gaan daardie onderwerp skakel gebruik om die besitskakel te vorm. [Now, you are going to ask me, but why have these things that I have underlined, the "ya" and the "wa", now all of the sudden... why are they there? We've learnt about the subject agreement marker which is an "e" and an "o" and a "di" or a "se". Now, this is the possessive link. And I am quickly going to explain it as such. In Afrikaans if we say that something is "my pen", then we say "my pen". So, in other words we first start with the owner and then the possession but in Setswana we swap this around, so I will first start with the possession and then the owner. So I will first say, "the pen of mine" and that "of" is what we'll be looking at today. How do you say that "of"? Now, if I say in Afrikaans "my pen" then in Setswana it becomes "the pen of mine". Now how does one create that "of"? We cannot escape the nouns and their classes, you're now going to see why it is so important to know the noun classes and their subject markers, because we'll be using those subject markers to form the possessive links.]*

mo		
Klas	Onderwerpskakeel	Besitskakeel
mosadi - vrou	o + a	wa
mosadi wa monna die vrou van die man		

mo		
Class	Subject link	Possessive Link
<i>mosadi – [woman]</i>	<i>o + a</i>	<i>wa</i>
<i>mosadi wa monna</i> <i>[the woman of the man]</i>		

Figure 31. An excerpt of Lesson 11 in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

Figure 31 illustrates the formation of a possessive link by use of the subject link and what is known as the possessive ‘-a’ suffix for Class 1 (*mo-*) of the noun classes. This illustration is used during the presentation of possessive links by use of an example from each class. In this way the learner is first introduced to the grammatical construction of the possessive link before he/she is able to see how it will be used within a syntactic context. This structure of grammar before use is used in each of the 25 lessons.

This means that, by use of this material, the learner will never have the opportunity to independently investigate the language and its features to see whether he/she is able to identify new rules or features, since the explanations and examples are always provided by the facilitators. The material thus lacks the ability to cognitively engage the learner (this is discussed in more detail below as the process of cognitive engagement is directly linked to meaning creation, see section 4.3.1.2.2).

With regards to social and cultural engagement, Material 1 does not provide opportunity for language practice in terms of independent use within simulated social and cultural situations. The facilitators do, however, motivate the learners to find native speakers to practice with (see example (4.27) and (4.28) below).

(4.27) Lesson 8 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: *En onthou gebruik hierdie woorde waar julle ook al kom en vra nog by jou Tswana vriende en kollegas uit. [Remember to use these words wherever you go and ask for more words from you Setswana friends and colleagues.]*

(4.28) Lesson 25 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: *Jy het nou al daardie hulpmiddele, al wat jy nou met doen is om die vleis te gaan aansit en om met mense te praat. Dit is eintlik die beste manier om 'n taal aan te leer. Julle kan onthou in hierdie eerste les het ons gesê maak foute, dit is die beste manier. [Speaking with other people is the best way to acquire a language. You'll remember that in the first lesson we said, make mistakes that is the best way.]*

This may encourage and improve independent and authentic language use, if the learner manages to find a native speaker and overcomes any factors that might inhibit him/her from actively practising the language, such as anxiety. With a lack of opportunity to practice, and fundamentally a lack of feedback on language use, the learner will have to rely on his/her own discretion and knowledge of the language in order to produce language and then determine whether it resembles the language examples provided by the material. Within a constructivist perspective the possibility of development to a potential state of independent use diminishes with the lack of facilitation and guidance provided by Material 2 (this is discussed in section 4.3.1.2.4 below).

4.3.1.2.2 Facilitation of meaning creation

In terms of cognitive structures, Material 2 promotes the learning of Setswana by recalling previously discussed grammar concepts before starting with the current lesson; this reminds the learner of what has been done and shows him/her what will be done during the new lesson (see example (4.29) below).

(4.29) Lesson 2 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: *Baie welkom by ons tweede les. Ons het in die vorige les gekyk na waar Tswana inpas, ons het na die kultuur gekyk, ons het na die klanke gekyk. Maar nou gaan ons bietjie kyk na die groetvorme en ons gaan ook kyk na die imperatief wat die bevel is. En ek gaan vir julle bietjie noodhulp Tswana gee en dan gaan ons weereens kyk na die kultuur. [Welcome to our second lesson. In the previous lesson we had a look at how Setswana fits into the bigger picture, we looked at the culture and also the sounds, but now we're going to take a look at greetings as well as the imperative form. I will also be giving you a few first aid Setswana phrases and then we'll take another look at the culture.]*

Within the blended constructivist perspective maintained in this study, this constant reminder of what has already been learnt allows the learner to link prior knowledge to a specific learning experience or environment. A clear link being created between that which learners have already learnt and that which they will learn in a new lesson, allows the learner to understand how previous knowledge fits into the current learning experience.

However, since the language is mainly presented to the learner through grammatical explanations (which ensure that the learner understands how to use the language forms), without any social or cultural context, the learner will not be able to link the language usage to the context in which it will be used. An inability to link language usage to this context will lead to a lack of meaning creation (see section 2.2.3 of chapter 2) and, more importantly, independent language use.

4.3.1.2.3 Provision of feedback on effective language use

Due to the fact that no opportunities are given for language practice in terms of independent use within simulated social and cultural situations, the material also does not provide any feedback on the learner's language use. The facilitators do, however, provide example sentences in which the lessons' grammar concepts can be used (see Figure 32). These models allow learners to compare their own language use to that of the native speaker (reading the phrases), yet they will still have to rely on their own knowledge of Setswana to decide whether the phrases are accurate and appropriate.

Nuttige vrae en uitdrukkings Daar is ... Go na le ... Daar is kos in die kombuis. Go na le dijo mo kitšheneng. Daar is mense in die kerk. Go na le batho mo kerekeng. Ek het dit. (geld) Ee, ke na le one. Daar is nie tee nie. Ga go na tee. Daar is nie mense nie. Ga go na batho.	
Useful phrases and expressions There is... Go na le... There is food in the kitchen. Go na le dijo mo kitšheneng. There are people in the church. Go na la batho mo kerekeng. I have it. (money) Ee, ke na le one. There is no tea. Ga go na tee. There are no people. Ga go na batho.	

Figure 32. Excerpt of Lesson 17 in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

Figure 32 illustrates the way in which examples of language use are presented. In this lesson the focus rests on being able to use the verb *na le*, 'to have' in Setswana. After presenting the use of the verb according to each noun class and its subject marker (see section 4.3.1.1.4), the facilitators provide the learners with a list of useful phrases. However, as was mentioned previously, these examples do not have any context in which to use them.

In Lessons 2 and 3 these examples are provided in a dialogue form (see example (4.30) that learners can listen to while the facilitators read it. However, these two dialogues are first produced without any context, after which the facilitators explain the context by translating each phrase. During this production, the learner is never provided with a physical copy of the dialogue, which he/she can use to develop his/her own language production.

(4.30) Lesson 3 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)⁷⁴

Facilitator 1: *Kom ons oefen dit 'n bietjie in. In hierdie geval is ek dan nou Mpho en [Facilitator 2] is Alex. So ek gaan nou vir Alex groet en 'n bietjie uitvra. [Let's practice what we've just learnt. In this case I will be Mpho and [Facilitator 2] will be Alex. So, I will greet Alex and ask him a few questions.]*

"Dumela Alex!" [Hello Alex!]

Facilitator 2: *"Agee! O tsogile jang?" [Hi, how are you?]*

Facilitator 1: *"Ke tsogile sentle. O tsogile jang?" [I am well. How are you?]*

Facilitator 2: *"Ke tsogile sentle." [I am well.]*

Facilitator 1: *"Wena o batla kofi?" [Do you want coffee?]*

Facilitator 2: *"Ee, tswee-tswée. Ke batla kofi." [Yes, please. I want coffee.]*

Facilitator 1: *"A o batla sukiri le mašwi?" [Do you want sugar and milk?]*

Facilitator 2: *"Ee, ke kopa sukiri le mašwi." [Yes, may I have sugar and milk.]*

Facilitator 1: *"Kofi e teng." [Here is the coffee.]*

Facilitator 2: *"Ke a leboga." [Thank you.]*

Facilitator 1: *Nou ek hoop jy kon hier en daar al 'n word herken. En dit is dat "Dumela" is natuurlik "Goeiedag" en "Agee" is die antwoord daarop. En ons het nou nie gevra "O kae?" nie ons het gevra "O tsogile jang?" met ander woorde hoe het jy opgestaan. En antwoord deur te sê "Ke tsogile sentle" beteken ek het goed opgestaan en ek het die vraag ook weer aan die ander persoon gevra. Toe kom ons by die gedeelte, natuurlik as jy by mense gaan kuier vra jy darem of wil hulle koffie hê, so ons het gesê "Wena o batla kofi" en die persoon het geantwoord en gesê "ja asseblief ek soek koffie". Letterlik "soek" en dan kan jy vir die persoon vra of "wil jy suiker en melk hê?", "sukiri" "suiker" "le" "en" "mašwi" "melk" en dan kan die persoon sê, ja ek "versoek" "kopa" suiker en melk. Nou as jy dan nou kom met nou die koffie daar op die skinkbord kan jy natuurlik ook sê "die koffie is hier". [Now, I hope you could recognize a word here and there and that is that "Dumela" is of course "Hello", "Agee" is the response for it. We never asked "O kae?", we asked "O tsogile jang?", in other words "How did you wake up?" and for our answer we said "Ke tsogile sentle", which means "I woke up well". Then we came to the part where, usually when you visit people you ask "Would you like some coffee?", so we said "O batla kofi?" and the person answered saying "Yes please I want coffee", literally "want". And then you can ask the person "Do you want sugar and milk?", "sukiri" is "sugar", "le" is "and", "mašwi" is "milk". And then the person can say "Yes, I would like...", "kopa", "sugar and milk". Then you can bring the coffee on a tray, saying "Here is the coffee", "Kofi..."]*

Facilitator 2: *"...e teng" ["...is here"]*

Facilitator 1: *En dit is dan "e" nie "a" nie, want dit is "koffie". En dan kan die persoon natuurlik ook sê "Ke a leboga". [And, it is then "e" not "a" because it's "coffee". And then, of course, the person can also say "Ke a leboga"]*

⁷⁴ Translated from Afrikaans.

Moreover, Material 2 does not provide the learner with checklists at all. This means that the learner will have no way of identifying what he/she is able to do independently and what he/she needs to improve, since no feedback will be provided for his/her language use. This will impede the process of meaning creation. In terms of development and within a blended constructivist perspective, a learner's inability to identify what he/she is able to do independently will ultimately lead to an inability to move from a current to potential state of independent language use (see section 2.2.3 of chapter 2). This is outlined in the following section.

4.3.1.2.4 Movement from current state to potential state

While Material 2 does provide explanations and examples for each language feature discussed (see examples (4.26), (4.30) and (4.31) below), the learner is never afforded the opportunity to investigate and discover language on their own (see section 4.3.1.2.2). This means that while guidance is provided, in terms of form, the material does not provide ample facilitation for learner development with regards to individual meaning creation and opportunities for independent use. Moreover, as mentioned in section 4.3.1.2.3 above, the material does not provide any checklists to aid the learner in identifying what he/she is able to do and what still needs to be learnt. This lack of facilitation and scaffolding will inhibit a learner's movement from a current to potential state of independent language use (see section 2.2.3 of chapter 2).

(4.31) Lesson 5 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)⁷⁵

Facilitator 1: *Maar die selfstandige naamwoorde kan ook nog verder in klasse verdeel word wat gaan bepaal hoe die werkwoord lyk. Nou die naamwoorde, as ek daarna kyk is daar 'n woord byvoorbeeld soos "mosadi" en dit is "vrou". [Facilitator 2] wat is die meervoud van "mosadi"? [But nouns can also be further divided into classes, which will determine what the verb looks like. If we take a look at the nouns, there is a word, for example, "mosadi", and that is "woman". [Facilitator 2] what is the plural of "mosadi"?]*

Facilitator 2: *"Basadi"*

Facilitator 1: *Sien julle die eerste gedeelte van daai selfstandige naamwoord is anders. Nou as ek in Afrikaans of in Engels meervoud aandui van 'n selfstandige naamwoord sit ek gewoonlik 'n "s" aan of 'n "e". So ek sal byvoorbeeld praat van "stoel" "stoele" of ek sal praat van "dag" "dae" so ek sit iets aan die einde aan om aan te dui dat dit die meervoud is. Nou in Tswana verander ek iets aan die begin van die naamwoord. So, in*

⁷⁵ Translated from Afrikaans.

die geval van “vrou” wat “mosadi” is verander ek die “mo-” na “ba-”. [Do you see that the first part of these nouns [mosadi and basadi] are different. Now, if I want to show plural in Afrikaans or English of a noun, I usually put an “s” or an “e” onto the word. So, I will speak about “a chair”, for example, “chairs” or I’ll speak about “day”, “days”. So, I put something at the end of the word to show that it is in the plural. Now, in Setswana, I will change something at the beginning of the noun. So, in the case of “woman”, which is “mosadi”, I will change the “mo-” to “ba-”]

In terms of the facilitation of second language development, Material 2 does not provide the learner with enough cognitive engagement to allow for active meaning construction. While the facilitators help the learners to link their old and new learning experiences in order to promote understanding, a lack of opportunities for independent language use and feedback on this use will inhibit movement from a current to potential state of independent language use.

The following section contains a qualitative analysis of the contents of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the sub-questions outlined in theme 3 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the facilitation of communicative competency development.

4.3.1.3 Theme 3 - Facilitation of the development of communicative competence

The analysis from theme 3 includes the following sub-questions as outlined in Table 8 in chapter 3.

9. Does the chosen language learning material incorporate grammatical explanations focussed on form and accuracy, aimed at improving the language learner’s grammatical competence?
10. Does the chosen language learning material incorporate activities aimed at improving the language learner’s sociolinguistic competence?
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?
13. Does the chosen language learning material provide opportunities for the development of cultural awareness?
14. Does the chosen language learning material incorporate activities aimed at improving the language learner’s pragmatic (i.e., strategic and discourse) competence?
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?

4.3.1.3.1 Facilitation of grammatical competence

Since each lesson's theme is driven by specific grammatical features (see Table 12 in section 4.3.1), the language contained in Material 2 is mainly centred on various grammatical concepts. These concepts are always first presented to the learner through grammatical explanations (see section 4.3.1.2), then presented in examples which the learner can listen to, read, and then (if they pause the video) repeat (see Figure 33 below).

Legodu lele le utswa sejanaga seo sa mosadi yole. Doerdie skelm steel daardie kar van doerdie vrou. Toekomende tyd positief Legodu lele le tla utswa sejanaga seo sa mosadi yole. Doerdie skelm sal daardie kar van doerdie vrou steel. Toekomende tyd negatief Legodu lele ga le ketla le utswa sejanaga seo sa mosadi yole.
Legodu lele le utswa sejanaga seo sa mosadi yole. <i>[That thief over there steals that car of that woman over there]</i> Future tense positive Legodu lele le tla utswa sejanaga seo sa mosadi yole. <i>[That thief over there will steal that car of that woman over there]</i> Future tense negative Legodu lele ga le nke le utswa sejanaga seo sa mosadi yole. <i>[That thief over there will not steal that car of that woman over there]</i>

Figure 33. An excerpt of Lesson 18's notes in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

These examples, however, are mainly removed from any context of use; in most cases they do not relate to each other or to previous lessons either (see examples (4.24) and (4.25), this is further discussed in section 4.3.1.3.2 below).

(4.24) Lesson 17 – Example of use (From Solidariteit, 2020)
Yunibesithi e na le baithuti [The university has students]

(4.25) Lesson 17 - Example of use (From Solidariteit, 2020)
Sejanaga se na le leotwana [The car has a tire]

This focus on grammar explanations results in greater emphasis being placed on the form and accuracy of specific sentence constructions (thus focussing on syntax in terms of single grammatical features) (see example (4.32) below).

(4.32) Lesson 18 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)⁷⁶

Facilitator 1: *Nou die volgende voorbeeld. [Now, the next example.]*

Facilitator 2: *"Legodu lele le utswa sejanaga seo sa mosadi yole"*

Facilitator 1: *Nou dit beteken "Legodu" is 'n "skelm" of 'n "dief" wat volg daardie "Legodu" dit is "lele" en ek weet as ek 'n "le" en 'n "le" sien dat is dit "doerdie". So, ek weet dit is doerdie skelm. Wat doen hy? Hy "steel". Wat steel hy? 'n "Kar" dis daai "sejanaga" maar watter kar is dit? "Seo" weet dan as ek daai "o" sien dit is "daardie". Maar nou sien ek daar volg nog iets, ja dit is die "sa" en ek weet nou al as ek die "sa" sien dit is 'n besitskakeel so dit gaan gevolg word deur die besitter. Wie besit die kar? Op hierdie stadium is dit nog die vrou wat dit besit, maar watter vrou is dit, want daar is iets wat na daardie "mosadi" volg – dit is "yole". Ek weet nou al as ek daardie "e" sien beteken dit "doerdie". So, as ek dit nou wil letterlik wil vertaal is dit "Die dief doerdie steel kar daardie van vrou doerdie". [Now this means, "legodu" is "a thief". What follows that "legodu"? It's "lele". And I know if I see a "le" and a "le" then it is "that one over there". So, I know that it is "that thief over there". What is he doing? He is "stealing". What is he stealing? "A car", that would be the "sejanaga", but which car is it? "Seo", I know then if I see that "o", that it is "that". But, now I see that there's something else that follows, yes, that is the "sa" and I know if I see a "sa" that it is a possessive link, so it will be followed by the owner. Who owns the car? At this stage it is still the "woman" who owns the car, but which woman is it? Because there is something that follows "mosadi" and that is "yole". I know now that if I see that "le" it means "that over there". So if I want to directly translate this it becomes, "The thief, that one over there, is stealing car that one over there of woman that one over there."]*

Both Figure 33 and example (4.32) above illustrate how demonstrative pronouns are presented (Figure 33) and explained (4.32) within the material. Notice that the facilitator gives an example sentence and then breaks it up into its various grammatical constructs. This ensures that the learner understands each part of the construct that makes up a sentence, and ensures the facilitation of meaning construction in terms of syntax and single grammatical features.

Moreover, most lessons focus on providing the learner with a wide range of vocabulary through lists (see Figure 34 below) and examples, which aim to improve the learner's overall lexical knowledge (in terms of vocabulary) of Setswana. Some of these words are then reused in later lessons, which may promote development in terms of

⁷⁶ Translated from Afrikaans.

vocabulary recall; for example, the vocabulary provided in Lessons 5, 6, 7, and 8 are used again in Lessons 13, 14, 15, 16, 17, and 18 during sentence construction.

Afrikaans	Enkelvoud	Meervoud
lepel	leswana	maswana
dame	lekgarebe	makgarebe
baba	lesea	masea
herfs	letlhafula	
dief/skelm	legodu	magodu
winter		mariga
deur	lebati	mabati
somer/lente		selemo

English	Singular	Plural
<i>[spoon]</i>	leswana	maswana
<i>[young lady]</i>	lekgarebe	makgarebe
<i>[baby]</i>	lesea	masea
<i>[autumn]</i>	letlhafula	
<i>[thief]</i>	legodu	magodu
<i>[winter]</i>	mariga	
<i>[door]</i>	lebati	mabati
<i>[summer/spring]</i>	selemo	

Figure 34. One of the vocab lists found in Lesson 7 of *Bemeester Tswana as derde taal* (Solidariteit, 2020).

However, the material does lack an ability to link old and new grammar rules and structures, since most structures are confined to a specific lesson (the dispersion of these and features in terms of BICS and according to each lesson have been outlined in Table 13 of section 4.3.1.1.4 of chapter 4). Although the facilitators make sure to mention what was done in a previous lesson, these rules are never explicitly linked in usage to each other at the start of new lessons. Within these lessons, grammar is only ever explicitly related in terms of the noun classes, where the facilitators ensure that every grammar concept is always related back to the Setswana noun class system (see example (4.32) and (4.33) below).

(4.33) *Lesson 18 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)*⁷⁷

Facilitator 1: *Nou die voorbeelde gaan ek aan die hand van die “mens” wys en dan gaan ons na die onderwerp skakels en die “hierdie”, “daardie” en “doerdie” van al die klasse kyk. Jy het nou gedink jy is klaar met die selfstandige naamwoorde, ons kan vergeet van die klasse? Nee. Ons gaan weer daarna kyk. [Now, the examples, I am going to explain them in terms of the “person class”. And then we’ll have a look at the subject agreement markers and the “this”, “that” and “that over there” of all the classes. Now, you thought that you were finished with the nouns, we can forget about the classes? No. We’ll take another look at them.]*

This link, however, can be attributed to the fact that all Setswana grammar concepts are built on the noun classes and will thus require repeated reference to them (see section 2.9 of chapter 2). While, the repeated mention of the Setswana noun class system will remind the learner to build his/her own Setswana grammar on these noun classes, a lack of links between the various grammatical rules and features will inhibit the learner’s ability to create the cognitive structures (i.e., meaning) required to develop understanding on how to use the various rules together. Which is needed to create creative and independent structures of language use for basic communication (see section 2.2.3 of chapter 2).

This means that the learner will be able to develop grammatical competence in terms of rules (syntax) and vocabulary (lexicography), but will not be able to use them to communicate within various contexts. This is further discussed in the following section in terms of sociolinguistic competence development, where the focus falls on using and understanding the language within various contexts and norms.

4.3.1.3.2 Facilitation of sociolinguistic competence

While Material 2 provides examples of language use in terms of grammar rules (see examples (4.34) and (4.35) below), these examples are never shown in the social or cultural context in which they will be used for communication, neither in terms of the simulated social or cultural experiences, nor in terms of dialogue examples⁷⁸. This means that the learners will not only not be exposed to examples of authentic language use and practice, but will also not have examples of authentic language use that can be used or compared to their own language usage. Without feedback on independent

⁷⁷ Translated from Afrikaans.

⁷⁸ With the exception of lesson 2 and 3 (see section 4.3.1.2.3).

language use, the learner will have no way of knowing whether his/her use is correct or can be used for “real-world” communication. This will inhibit the mastery of language use in terms of understanding.

(4.34) Lesson 14 – Example of future tense use (From Solidariteit, 2020)

Modisi o tla disa dinku [The herder will look after the sheep]

(4.35) Lesson 14 – Example of future tense use (From Solidariteit, 2020)

Lekau le tla ja [The young man will eat]

However, with specific reference to culture, the material ensures that various cultural and social customs in Setswana are mentioned in order to show the learner how to interact with native speakers. Especially in terms of hand gestures, tone, and greetings. However, these interactions are never linked back to the language, and thus merely remain pieces of information carried over from the facilitator to the learner. In example (4.36) below, Facilitator 1 explains that when interacting with native Setswana speakers, one must never offer something to someone by use of one’s left hand. During this explanation the facilitators also make sure to illustrate how one will offer something by use of one’s right hand. While this illustration is required for the facilitation of sociolinguistic competence development, the mere mention of this without any reference made to it again will not ensure that the learners are able to use this knowledge when interacting with native speakers. This is due to the fact that the information is merely transferred from the facilitator to the learner without any context to link it to. Within the blended constructivist perspective maintained in this study, this will not lead to the facilitation of meaning creation in terms of sociolinguistic competence.

(4.36) Lesson 1 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)⁷⁹

Facilitator 1: *Nou as ons Afrikaans sprekend is, is ons ook nogal redelik deel van die Westerse kultuur. So, dit beteken ons het ander gewoontes as mense wat Tswana praat wat weer by die groter Afrika kultuur in is. So, dit is as jy kommunikeer gebruik jy nie net woorde nie, daar ook manier waarop jy praat en goed doen en goed gee wat iets kommunikeer. So, as ek byvoorbeeld vir iemand wat in die Afrika kultuur is iets aangee dan gee ek dit nie met my linkerhand nie. Ek maak altyd seker dat ek iets met my regterhand gee. As ek byvoorbeeld die pen vir [Facilitator 2] gee, gee ek dit met my regterhand. Julle sal sien ek sit ook my linkerhand so oor my regterarm. Dit sê ek gee dit met graagte. Julle sal ook sien [Facilitator 2] ontvang dit met haar regterhand en sy het ook*

⁷⁹ Translated from Afrikaans.

haar hand oor haar regter hand, of haar arm, om te sê sy ontvang dit met vreugde. Sy hoef eintlik nie dankie te sê nie, want die manier waarop sy dit ontvang het sê, sy sê dankie. [Now, as native speakers of Afrikaans, we form part of a more western culture. This means that we have other habits than people who speak Setswana, who fit more into the bigger African culture. So, when you are communicating, you use more than just words, there is also a specific way in which you speak and do things and give things, which all communicate something. So if I, for example, give something to a person within the African culture, then I never offer it with my left hand, I always make sure to offer it with my right hand. If I, for example, offer this pen to [Facilitator 2], then I offer it with my right hand, notice how I place my left hand over my right arm. This says that I offer it with pleasure. You'll also notice that [Facilitator 2] receives it with her right hand, while placing her hand over her right hand, or her arm, to say that she receives it with joy. In truth she does not have to say thank you, because the way in which she received things says that she says thank you.]

Within the perspective of blended constructivism, the mere transferal of information from facilitator to learner cannot lead to meaning creation (see section 2.2.3 of chapter 2). This means that while the learner may be aware of these customs, he/she will not be able to link them to language use and will thus not remember to use them while communicating.

Furthermore, while the facilitators explicitly state in the first lesson that language and culture cannot be separated from each other, only the first nine lessons mention information related to the Batswana culture. Thereafter, the focus shifts entirely to form and the facilitation of the development of grammatical competence. This causes all focus to be placed on form instead of authentic and meaningful language practice.

Therefore, Material 2 does not afford the learner with enough opportunity to develop sociolinguistic competence, since not enough focus is placed on cultural awareness or opportunities for meaningful practice (this is further discussed in the following section).

4.3.1.3.3 Facilitation of strategic- and discourse competence

Although the facilitators repeatedly motivate the learner to practice with native speakers (see section 4.3.1.2.1), no opportunity is given for meaningful and authentic language use through activities and practice in the learning environment. This absence of meaningful practice and use will discourage creative, original, and independent responses, which will essentially inhibit the development of strategic- and discourse competence.

Moreover, while the grammar concepts are later shown in example sentences (see section 4.3.1.3.1), the learners are left with a lack of input as they do not enjoy exposure to meaningful or authentic language; instead they are exposed to fragments of language placed in sentences without any context (see section 4.3.1.3.2). The learner will thus have to solely rely on the assistance of native speakers of Setswana to aid with meaningful use and practice required for “real-world” communication. However, this will only facilitate the development of strategic and discourse competence if the learners are able to overcome affective, social, and cultural factors (as outlined in chapter 2), which can influence the use of language outside of the learning environment⁸⁰.

In terms of communicative competency, Material 2 places great emphasis on the importance of grammatical competency by mainly explaining the various grammatical constructions and concepts embedded in the Setswana language. While some of the first lessons contain references to cultural contexts in which the language can be used and examples of how the grammar should be formed into sentences, the material provides no real opportunity for the development of sociolinguistic-, discourse-, and strategic competences. This means that within this course, grammatical competency is mainly taught in isolation placing emphasis on accuracy and form instead of meaningful language practice.

The following section contains a qualitative analysis of the contents of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the sub-questions outlined in theme 4 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the facilitation of proficiency development.

4.3.1.4 Theme 4 - Facilitation of the development of proficiency

The analysis from theme 4 includes the following sub-questions as outlined in Table 8 in chapter 3.

16. Does the chosen language learning material incorporate exercises aimed at improving the language learner’s listening skills?
17. Does the chosen language learning material incorporate exercises aimed at improving the language learner’s speaking skills?

⁸⁰ This will be further discussed in section 4.3.1.5 below.

4.3.1.4.1 Listening

The CEFR outlines a learner's performance, in terms of listening at an A1 to B1 level, as the ability to (1) recognize and understand basic phrases and vocabulary pertaining to the individual himself/herself (A1), (2) deduce a basic meaning or understand the main points of a conversation when native speakers or proficient users speak clearly and slowly by use of short and simple sentences and high frequency vocabulary (A2), and (3) understand the main points of statements/arguments provided that the statements/arguments are centred around events/topics familiar to the learner and given in a clear and standard dialect (B1) (Council of Europe, 2001: 26). This means that the facilitation of proficiency development, in terms of listening, requires focus on the phonological-, lexical-, syntactical-, and socio-pragmatic levels of language function and use in order to ensure learner development in terms of the abilities set out above.

With the emphasis being placed on teaching grammatical competence, Material 2 mainly provides language input through grammar explanations and example sentences of use, which are read by a native speaker of Setswana. This focus on form impoverishes the quality of language input; thus resulting in a lack of exposure to authentic language, which includes "real-word" examples of language use across various themes/topics. Figure 35 illustrates example sentences of the perfect past tense as provided by the material. In Lesson 7, these examples are used to explain the process of the negation of perfect past tense sentences in Setswana. Each example is presented on the screen, then read by Facilitator 2 (a native speaker of Setswana), and finally translated according to separate grammatical constructs. Thus, while the learner is able to listen to the sentences (as read by the native speaker) in order to improve his/her fluency on a phonological level (see Figure 35 below), he/she will not be able to develop understanding on a socio-pragmatic level (due to a lack of authentic and meaningful language input).

	Voltooide verlede tyd: negatief Bana ba rekile dipongpong. Die kinders het die lekkers gekoop. → Bana ga ba a reka dipongpong. Die kinders het nie die lekkers gekoop nie. Monna o tsamaile. Die man het geloop. → Monna ga a a tsamaya. Die man het nie geloop nie.	
	Perfect past tense: negative Bana ba rekile dipongpong. <i>[The children bought sweets]</i> → Bana ga ba a reka dipongpong <i>[The children did not by sweets]</i> Monna o tsamaile <i>[The man walked]</i> → Monna ga a a tsamaya	

Figure 35. Examples of use in Lesson 7 of *Bemeester Tswana as derde taal* (Solidariteit, 2020).

The focus on form, however, will ensure that learners have a clear understanding of how to use various grammar features in order to form sentences (see section 4.3.1.3.1). However, this will only be possible if the learner studies the given grammatical rules and vocabulary outside of the context in which it will be used. This in turn will result in a lack of vocabulary development pertaining to various topics discussed outside the learning environment, and understanding of any familiar/everyday topic delivered in standard dialect. Especially since the vocabulary learnt will be confined to the grammatical themes and content of the lessons as designed by the facilitators. By use of this material, a beginner learner will be able to develop his/her fluency on a morphological- (see Figure 36 below), lexical (see Figure 37 below), and syntactical (see Figure 38 below) level, but not on a socio-pragmatical level.

le		
Klas	Onderwerpskake	Besitskake
leina – naam	le + a	la
	leina la me	
	naam van my	

le		
Class	Subject link	Possessive Link
<i>leina – [name]</i>	le + a	la
	<i>leina la me</i>	
	<i>[the name of mine]</i>	

Figure 36. An excerpt of Lesson 11's notes in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

Figure 36 illustrates the facilitation of language development in terms of morphology. In each lesson (as in Lesson 11, illustrated above), the facilitators ensure that each grammatical element and new word is broken down into its various semantic components and explained to the learner. In this figure, the use of possessive link formation is explained by use of an example noun from Class 5 (*le-*).

ne – di klas			
	Enkelvoud	Meervoud	
hart	pelo	dipelo	
tee	tee	ditee	
gat	khuti	dikhuti	
tuin	tshingwana	ditshingwana	
tafel	tafole	ditafole	
olifant	tlou	ditlou	
komers	kobo	dikobo	

ne – di klas			
	Singular	Plural	
<i>[heart]</i>	pelo	dipelo	
<i>[tea]</i>	tee	ditee	
<i>[hole]</i>	khuti	dikhuti	
<i>[garden]</i>	tshingwana	ditshingwana	
<i>[table]</i>	tafole	ditafole	
<i>[elephant]</i>	tlou	ditlou	
<i>[blanket]</i>	kobo	kobo	

Figure 37. One of the vocab lists found in Lesson 12 of *Bemeester Tswana as derde taal* (Solidariteit, 2020).

In this figure, the facilitation of language development on a lexical level is outlined as the facilitators provide the learner with vocabulary lists within each lesson. Recall that the only way in which the learner will have access to these words after completing the lesson, is if he/she pauses the video and writes down all the lists as provided.

Ntšwa eo ya monna yoo e ja nama ele. Daardie hond van daardie man eet doerdie vleis. Toekomende tyd positief Ntšwa eo ya monna yoo e tla ja nama ele. Daardie hond van daardie man sal doerdie vleis eet. Toekomende tyd negatief Ntšwa eo ya monna yoo ga e ketla e ja nama ele. Daardie hond van daardie man sal doerdie vleis eet.	
Ntšwa eo ya monna yoo e ja nama ele. <i>[That dog of that man eats that meat over there.]</i> Future tense positive Ntšwa eo ya monna yoo e tla ja nama ele. <i>[That dog of that man will eat that meat over there.]</i> Future tense negative Ntšwa eo ya monna yoo ga e nke e je nama ele. <i>[That dog of that man will not eat that meat over there.]</i>	

Figure 38. An excerpt of Lesson 18's notes in *Bemeester Tswana as derde taal* (Solidariteit, 2020).

In this figure, the facilitation of language development on a syntactical level is outlined. In these example sentences, as provided by the material, the facilitators expose the learners to the use of the future tense in sentence form. Each sentence provided is also negated to illustrate the differences between the positive and negative form. This ensures that the learners will understand how these sentences are formed and can thus use this knowledge to create their own sentence constructions.

While Material 2 will be able to facilitate the development of a learner's level of proficiency in terms of listening, and recognizing basic sentences and phrases, the use of this material will not be able to facilitate proficiency development in terms of understanding. As outlined by the criteria of the CEFR, understanding of basic phrases and sentences related to personal interests and topics will not be possible (see section 2.4.2 of chapter 2) due to a lack of facilitation on a socio-pragmatic level.

The following section focuses on the facilitation of proficiency development in terms of speaking skills.

4.3.1.4.2 Speaking

As previously mentioned, Material 2 does not provide opportunity for language practice and use (see section 4.3.1.3 of chapter 4). This means that although the learner will be able to listen to and repeat the words and phrases (as read by the native speaker) in an attempt to improve his/her pronunciation, the learner will have no way of comparing his/her speech to that of the native speaker as the material does not provide opportunity for the learner to record his/her own language production. The learner will, therefore, not be sure whether his/her pronunciation mimics that of a native speaker.

A lack of opportunities for language practice in situations related to everyday life, will lead to a lack of meaningful practice needed for the development of vocabulary pertaining to various themes and topics. By use of this material, the learner will be required to study (instead of use) the vocabulary provided in each lesson. All functional levels (i.e., phonological-, lexical-, syntactical-, and socio-pragmatic levels) in terms of accuracy in speaking will thus be neglected. However, due to the focus on form throughout each lesson (see section 4.3.1.3.1 of chapter 4) proficiency development in terms of reading and writing will be possible on a morphological-, lexical- and syntactical level.

This means that an A1/A2 level of proficiency in terms of speaking will only be possible if the language learner studies the new vocabulary and then practices it with native speakers. Although the facilitators motivate the learner to practice by communicating with native speakers of Setswana (see section 4.3.1.2.1), he/she might be discouraged by various affective and social factors, such as anxiety and motivation, to communicate outside the learning environment if he/she has not practiced within the safety of the learning environment where the language was acquired. If the learner does not practice the language on his/her own, even an A1/A2 level of proficiency in terms of speaking for basic interaction will not be possible. In this regard, a learner may not even be possible to understand or follow a basic conversation in Setswana.

By use of Material 2, the learner may be able to develop proficiency in terms of listening; however, this will not be possible in terms of speaking.

The following section contains a qualitative analysis of the contents of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the sub-questions

outlined in theme 5 of Table 8 (see section 3.3.1 of chapter 3), with specific regards to the inclusion of strategies to combat affective-, social-, and cultural factors affecting the process of second language development.

4.3.1.5 Theme 5 - Combatting affective-, social- and cultural factors affecting the process of second language development

The analysis from theme 5 includes the following sub-questions as outlined in Table 8 of chapter 3.

18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities, and ensure the successful development of communicative competency and proficiency?
19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat social and cultural factors that might inhibit the successful of communicative competency and proficiency?

4.3.1.5.1 A Strategies-Based Approach to language learning and teaching in terms of cognitive abilities and development

Material 2 does not incorporate a Strategies-Based Approach to learning in order to facilitate the process of meaning creation. The facilitators do, however, remind the learner to study what has been learnt by making flashcards to aid in vocabulary development and recall (see example (4.37) below). Yet, learners are not taught how to construct, transform, or apply their L2 knowledge (see section 2.6.1.1 of chapter 2) for optimal language development and meaningful language. Especially since all the information is merely transferred from the facilitators to the learner through grammatical explanations (see section 4.3.1.3.1 of chapter 4).

(4.37) Lesson 7 - Facilitator 1 (L2 speaker) (From Solidariteit, 2020)⁸¹

Facilitator 1: *Die belangrikste is om nou weer na hierdie lys woorde te luister en dit in te oefen. Maak maar vir jouself kaartjies, plak dit op, leer, oefen, herhaal en maak jou Tswana vriende mal met die oefen ry. Geniet dit!*
[The most important thing is to listen to these words again and then to practice them. Make yourself some flashcards, put them up, study, practice, repeat, and drive your Setswana friends crazy with all your practice. Enjoy!]

⁸¹ Translated from Afrikaans.

4.3.1.5.2 A Strategies-Based Approach to language learning and teaching in terms of affective influences

In terms of regulating various affective influences, the material repeatedly reminds the learner that learning a new language involves numerous mistakes (see example (4.38) below); therefore, it requires practice (specifically with a native speaker) to develop command of the language (see examples (4.27), (4.28), (4.37) and (4.38) below).

(4.27) Lesson 8 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: *En onthou gebruik hierdie woorde waar julle ook al kom en vra nog by jou Tswana vriende en kollegas uit. [Remember to use these words wherever you go and ask for more words from you Setswana friends and colleagues.]*

(4.28) Lesson 25 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)

Facilitator 1: *Jy het nou al daardie hulpmiddele, al wat jy nou met doen is om die vleis te gaan aansit en om met mense te praat. Dit is eintlik die beste manier om 'n taal aan te leer. Julle kan onthou in hierdie eerste les het ons gesê maak foute, dit is die beste manier. [Speaking with other people is the best way to acquire a language. You'll remember that in the first lesson we said, make mistakes that is the best way.]*

However, because the material does not promote meaningful language practice (see section 4.3.1.3 of chapter 4) in the learning environment, the learner's willingness to communicate outside of it might be inhibited by affective factors, such as anxiety and self-esteem (see section 2.6 of chapter 2). If the learner is not able to overcome these factors, he or she will not use the language, which in turn will diminish the possibility of successful communicative competency and proficiency development.

(4.38) Lesson 1 - Facilitator 1 (L2 speaker) and Facilitator 2 (Native speaker) (From Solidariteit, 2020)⁸²

Facilitator 1: *Nou 'n baie belangrike ding as jy Tswana of enige ander nuwe taal aanleer, is dat jy nie bang moet wees. Moenie bang wees om foute te maak nie, jy gaan beslis foute maak. Ek maak nog steeds baie foute, maar dis die manier waarop ons leer. En mens moet maar partykeer net vir jouself lag en dit net doen. [Now a very important part of learning Setswana, or any other new language, is that you shouldn't be scared. Don't be scared to make mistakes. You are definitely going to make mistakes, I still make a lot of mistakes, but that is how we learn. And sometimes you just have to laugh at yourself and do it.]*

⁸² Translated from Afrikaans.

In terms of affective factors, Material 2 does not incorporate a Strategies-Based Approach to learning. Therefore, factors such as motivation, self-efficacy, self-esteem, willingness to communicate, inhibition, anxiety, risk-taking, empathy, and personality type will have a major influence on the development of communicative competency and proficiency in the learner using this material (see section 2.6 of chapter 2).

4.3.1.5.3 A Strategies-Based Approach to language learning and teaching in terms of social and cultural influences

Material 2 does not incorporate a Strategies-Based Approach to learning, thus it cannot effectively combat against social and cultural factors that might inhibit the successful development of communicative competency and proficiency. Therefore, factors such as the learner's ethnicity and gender, ethnolinguistic community affiliations, and social class will have a major influence on the development of communicative competency and proficiency in the learner using this material (see section 2.6.3 of chapter 2).

Material 2 does not include any strategies that can be used to combat cognitive, affective, or social and cultural influences. This means that the learner will not be able to create meaning or overcome affective factors — such as anxiety — in order to maintain motivation, and will struggle to assimilate this meaning and knowledge of the L2 within his/her own culture. This will inhibit the development of communicative competency and proficiency.

The following section contains a quantitative analysis of the contents of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the sub-questions outlined in the five themes of Table 8 (see section 3.3.1 of chapter 3).

4.3.2 A quantitative analysis and evaluation of Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020)

From the qualitative analysis based on material evaluation in terms of a blended constructivist perspective, it is concluded that Material 2 will not be able to facilitate the successful development of communicative competency and proficiency in beginner adult learners of Setswana due to a lack of facilitation in terms of language learning, sociolinguistic-, strategic-, and discourse competence (i.e. meaningful language practice); development; proficiency (i.e. understanding and speaking)

development; and strategies to combat the influence of cognitive, affective, as well as social and cultural factors. The quantitative analysis of the material below sets out to provide mathematical support for the conclusions drawn from the qualitative analysis of the content of Material 2 (see section 3.2.2 of chapter 3).

Material 2: *Bemeester Tswana as derde taal* (Solidariteit, 2020) consists of 25 different lessons focused on grammatical constructions and explanations. The following table provides an outline in terms of a percentage of these 25 lessons, which is attributed to each criterion as well as the assessment of the frequency on the Likert scale.

Table 14: A quantitative analysis and evaluation of *Material 2: Bemeester Tswana as derde taal* (Solidariteit, 2020)

Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)		
Criteria	Comments	Assessment of frequency on the Likert scale.⁸³
1. Does the chosen material clearly describe the language level?	No.	1
2. Does the chosen material present a logical organisation of units according to the principles of language development?	No.	1
3. Does the chosen material provide clear instructions on how to use the material and how to complete tasks and activities?	No.	1
4. Does the chosen material advance at an appropriate pace for beginner language learners?	No. Long lessons with various grammar concepts and a large amount of vocab	1
5. Does the chosen language learning material facilitate second language	No. Dialogues to check understanding	2

⁸³ **1 = Never** (0% of material)
2 = Rarely (1 - 10% of material)
3 = Occasionally (11 - 30% of material)
4 = Sometimes (31 - 50% of material)
5 = A moderate amount (51 - 70% of material)
6 = A great deal (71 - 90% of material)
7 = Always (100% of material)

development through achievable activities ?	2/25 lessons Present in 8% of the material	
6. Does the chosen language learning material facilitate meaning creation ?	Mentions what was done in previous lesson but does not link new and old rules. No.	1
7. Does the chosen language learning material provide feedback on the effectiveness of the learner's attempt to use the language?	No.	1
8. Do these activities facilitate the movement from the learner's current state of development to a potential state of development ?	No.	1
9. Does the chosen language learning material incorporate grammatical explanations focussed on form and accuracy, aimed at improving the language learner's grammatical competence ?	Yes. 25/25 lessons Present in 100% of the material	7
10. Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence ?	No meaningful use. Yes. Cultural references. 9/25 lessons Present in 18% of the material	3
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?	No.	1
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?	Input given by native speaker reading words and phrases. No.	1
13. Does the chosen language learning material provide opportunities for the development of cultural awareness ?	Yes. 9/25 lessons Present in 36% of the material	4

14. Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic (i.e., strategic and discourse) competence ?	Says there will be a story but only gives vocab and never reads story. Motivates to find a native speaker 6/25 lessons Present in 24% of the material	3
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?	Yes. Motivates to find a native speaker. Motivates to practice speaking. 8/25 lessons Present in 32% of the material	4
16. Does the chosen language learning material incorporate activities aimed at improving the language learner's listening skills ?	Sentences and words read by one native speaker 25/25 lessons Present in 100% of the material	7
17. Does the chosen language learning material incorporate activities aimed at improving the language learner's speaking skills ?	No.	1
18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities , and ensure the successful development of communicative competency and proficiency?	No.	1
19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?	Reminds learner that mistakes are part of the process. 9/25 lessons Present in 36% of the material	4
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in	No.	1

order to combat social and cultural factors that might inhibit the successful development of communicative competency and proficiency?		
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From the quantitative data detailed in Table 14, it is clear that criteria 1 (description of language level), 2 (logical organisation of units), 3 (provision of instructions), 4 (material advancement at an appropriate pace), 6 (facilitation of meaning creation), 7 (provision of feedback), 8 learner development), 11 (opportunities for authentic and meaningful practice), 12 (opportunities for authentic and meaningful use), 17 (facilitation of proficiency development in terms of speaking), 18 (the inclusion of strategies to develop the learner's cognitive abilities), and 20 (the inclusion of strategies to combat social and cultural factors) are not fulfilled by the material at all. Moreover, if a level of at least 51% is taken as successful fulfilment of the criteria, then criteria 5 (facilitation of achievable challenges), 10 (facilitation of sociolinguistic competence development), 13 (facilitation of cultural awareness development), 14 (facilitation of strategic and discourse competence development), 15 (motivation to interact with native speakers), and 19 (the inclusion of strategies to combat affective factors) do not meet the requirements. Thus, according to the quantitative analysis, only criteria 9 (facilitation of grammatical competence development) and 16 (facilitation of proficiency development in terms of listening) do meet the requirement. The data contained in the quantitative analysis illustrate why fewer examples could be sources for Material 2 (in comparison to Material 1) to provide qualitative examples and discussions of the criteria in question.

When coupling the qualitative and quantitative data, it is clear that in terms of a blended constructivist perspective and the five themes used to evaluate the material, Material 2 will not be able to facilitate communicative competency development beyond grammatical competency and will only ensure a partial development of proficiency in terms of listening. Learners will thus develop a wide range of knowledge on Setswana grammar, but will struggle to use this knowledge for everyday communication.

Material 2 does not present language according to the principles of language development and lacks clear instructions on how to use the material. This material does not advance at a pace that will enable an adult beginner language learner to

follow along, since the lessons progress in terms of grammatical features rather than themes and topics relevant to everyday life and the personal interests of the learner. Moreover, it will not be able to facilitate language development due to a lack of opportunities for active meaning creation, achievable challenges and activities, opportunities for meaningful practice, and feedback on the individual's language use. In terms of language development, this material will not be able to facilitate the movement from a current to potential state of independent use. This material will only be able to facilitate the development of grammatical competence through focus on form since all other competences (sociolinguistic-, strategic-, and discourse competence) are neglected. Moreover, in terms of proficiency, the material will be able to facilitate the development of listening skills (through example sentences read by a native speaker) but not speaking skills (as no opportunities for language use are provided). The material will also not be able to assist the learner in combatting cognitive, affective, social, and cultural factors due to an exclusion of any strategies that may assist the learner in this process.

4.4 Conclusion

In terms of layout and design, only Material 1 provides instructions on how to complete the course and/or activities. It is also the only material that provides a clear description of the language level, is driven by the principles of language development and advances at a pace, which enables adult beginner language learners to follow along as the lessons progress. Contrarily, following a PPP model of language teaching, Material 2 focusses on form and grammar explanations and presents language in an oversimplified manner, which will result in shallow language processing while simultaneously inhibiting the creation of meaning through affective engagement. This together with the omission of the principles of language development to drive the organisation of the course, will result in a lack of communicative competency and language proficiency development. Material 1, however, being driven by the principles of language development, presents language in a way that constantly requires the learner to be both cognitively and affectively engaged throughout the entire lesson since the focus remains on being able to communicate effectively and appropriately instead of being focussed on form or vocabulary development. While meaning creation will be possible, Material 1 will only be able to facilitate a partial movement from a current to potential state of independent use as the material does not provide

opportunities for meaningful practice or feedback on the individual's language use. Material 2, however, will not be able to facilitate this development at all.

In terms of communicative competency and proficiency development, Material 1 ensures facilitation of grammatical-, sociolinguistic- (through input but not practice), strategic-, and discourse (by motivating learners to practice speaking with native speakers) competence development, but will not be able to aid the learner in overcoming the various affective, social, and cultural factors that may inhibit the process of language development. Moreover, in terms of proficiency, this material will be able to facilitate the development of listening skills (through examples of language use) but not speaking skills (as no opportunities for language use are provided). Material 2, however, will only be able to facilitate the development of grammatical competence through its focus on form as all other competences (sociolinguistic-, strategic-, and discourse competence) are neglected. However, while in terms of proficiency, the material will be able to facilitate the development of listening skills (through example sentences read by a native speaker), this is not true with speaking skills (as no opportunities for language use are provided). Material 2 will also not be able to assist the learner in combatting cognitive, affective, social, and cultural factors due to an exclusion of any strategy that may assist the learner during this developmental process.

When coupling the qualitative and quantitative data, it is clear that in terms of a constructivist framework and the five themes used to evaluate the material, Material 1 will be able to facilitate a great amount of communicative competency development, but only a partial development of proficiency (listening). Meanwhile, Material 2 will not be able to facilitate communicative competency development beyond grammatical competence and will only ensure a partial development of proficiency in terms of listening.

The following chapter will use the findings from the analysis above to answer the research questions as set out in section 1.4 of chapter 1.

Chapter 5

5.1 Introduction

This study investigated the possible facilitation of communicative competency and proficiency development in adult beginner second language learners of Setswana through the evaluation of two different self-access language learning materials. To do this, the various facets (themes) required for the successful development thereof were identified during the process of document analysis and used to create a set of criteria, which were adopted for both a qualitative and quantitative analysis of the layout and content of these two materials. These themes include: second language development and learning facilitation; communicative competency in terms of grammatical-, sociolinguistic-, strategic-, and discourse competence (pragmatic competence) (authentic language use); proficiency (listening and speaking); cognitive-, affective-, social-, and cultural factors; and motivation.

The process of second language development was, firstly, framed within a blended constructivist perspective whereby it is believed that learning takes place through personal experience, as a solitary act, where language is developed through facilitation from the self-access language learning materials, but also through social interactions within a specific environment, influenced by the cultural setting in which the language is acquired. Within this perspective, proficiency was defined as the capacity for independent use of language in a “real-world” setting, and measured on the basis of individual language processing, structure, use, and production according to the four different linguistic modalities; namely, listening, speaking, reading, and writing. Consequently, it was established that proficiency constitutes the learner’s performance, whereas communicative competency involves the underlying knowledge of language both in terms of form (grammar) and use within any given context with regards to the four competences; namely, grammatical-, sociolinguistic-, strategic-, and discourse competencies. These competences enable the learner to use the language accurately and appropriately, within any given context.

However, as discussed in chapter 2, one must consider more than just the possible facilitation of communicative competency and proficiency development when working with the multi-faceted complexities of a language learner. Thus, the influence of

cognitive-, affective-, social-, and cultural factors on the process of language development emphasised the importance of including a Strategies-Based Approach where the materials teach learners how to combat these factors as a process of self-regulation.

In light of this, the following research question was identified:

1. Is it possible for a beginner Setswana language learner to develop communicative competency and proficiency for everyday communication (BICS) through the use of the chosen language learning material(s)?

From which the following sub-questions arose:

1.1 How has each of the chosen language learning materials been tailored towards **facilitating** the development of **communicative competency** in Setswana?

1.1.1 Does the chosen language learning material incorporate activities aimed at improving the language learner's **grammatical competence**?

1.1.2 Does the chosen language learning material incorporate activities aimed at improving the language learner's **sociolinguistic competence**?

1.1.3 Does the chosen language learning material incorporate activities aimed at improving the language learner's **pragmatic competence** (made up of strategic and discourse competence)?

1.2 How has each of the chosen language learning materials been tailored towards **facilitating** the development of **proficiency** in Setswana?

1.2.1 Does the chosen language learning material incorporate activities aimed at improving the language learner's **listening skills**?

1.2.2 Does the chosen language learning material incorporate activities aimed at improving the language learner's **speaking skills**?

1.3 How has each of the chosen language learning materials been tailored towards **combatting affective, social, and cultural factors**, in order to ensure the successful development of communicative competency and proficiency in Setswana?

1.3.1 Which affective factors have been taken into account?

1.3.2 Which social and cultural factors have been taken into account?

1.4 How has each of the chosen language learning materials been tailored towards **including language learning and teaching strategies**, in order to ensure the successful development of communicative competency and proficiency in Setswana?

1.4.1 Which language learning strategies have been taken into account?

1.4.2 Which language teaching strategies have been taken into account?

As previously mentioned, the use of document analysis as a methodology allowed for the establishment of a new set of criteria used to evaluate the two chosen materials, namely, *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020), and, *Bemeester Tswana as derde taal* (Solidariteit, 2020) according to the following themes: second language development and learning facilitation; communicative competency in terms of grammatical-, sociolinguistic-, strategic-, and discourse competence (authentic language use); proficiency (listening and speaking); cognitive-, affective-, social-, and cultural factors and motivation. This new set of criteria allowed the researcher to answer the aforementioned research questions. Note that according to Table 15 below, criteria 1 to 8 relates to second language learning; 9 to 15 to communicative competency; 16 and 17 to proficiency; and 18 to 20 to the cognitive-, affective-, social- and cultural factors that may impede the process of second language development.

By use of these criteria and Table 15 below, research question 1 is answered in section 5.2 in terms of each sub-question. Thereafter, these sub-sections are used to draw a final conclusion on whether or not it will be possible for a beginner Setswana language learner to acquire communicative competency and proficiency for everyday

communication (BICS) through the use of the chosen language learning materials. Based on these answers, the limitations of the study and suggestions for further research is outlined in section 5.3, after which the study is concluded in section 5.4.

5.2 Discussion of research question 1

This section provides a summary of the data collected during both the qualitative and quantitative analyses in terms of the sub-questions outlined above. This data is used to answer sub-questions (1.1) to (1.4) in order to draw a conclusion on whether it will be possible for a beginner Setswana language learner to acquire communicative competency and proficiency for everyday communication (BICS) through the use of the chosen language learning materials. This conclusion is used to answer research question 1 at the end of this section. Table 15 provides a summary of the quantitative data outlined in terms of a percentage, which is attributed to each criterion as well as the assessment of the frequency on the Likert scale for both Material 1 and 2. These specific findings, as outlined in this table, are discussed in terms of each sub-question in the subsections below.

Table 15: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
1. Does the chosen material clearly describe the language level?	20%	3	0%	1
2. Does the chosen material present a logical organisation of units according to the principles of language development?	100%	7	0%	1
3. Does the chosen material provide clear instructions on how to use the material and how to complete tasks and activities?	100%	7	0%	1
4. Does the chosen material advance at an appropriate pace for beginner language learners?	100%	7	0%	1

5. Does the chosen language learning material facilitate second language development through achievable activities ?	67%	5	8%	2
6. Does the chosen language learning material facilitate meaning creation ?	100%	7	0%	1
7. Does the chosen language learning material provide feedback on the effectiveness of the learner's attempt to use the language?	44%	4	0%	1
8. Do these activities facilitate the movement from the learner's current state of development to a potential state of development ?	50%	4	0%	1
9. Does the chosen language learning material incorporate grammatical explanations focussed on form and accuracy, aimed at improving the language learner's grammatical competence ?	100%	7	100%	7
10. Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence ?	100%	7	18%	3
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?	0%	1	0%	1
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?	100%	7	0%	1
13. Does the chosen language learning material provide opportunities for the development of cultural awareness ?	52%	5	36%	4
14. Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic (i.e., strategic and discourse) competence ?	100%	7	24%	3
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?	80%	6	32%	4
16. Does the chosen language learning material incorporate activities aimed at improving the language learner's listening skills ?	100%	7	100%	7
17. Does the chosen language learning material incorporate activities aimed at improving the language learner's speaking skills ?	0%	1	0%	1
18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities , and ensure the successful development of communicative competency and proficiency?	44%	4	0%	1

19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?	32%	4	36%	4
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat social and cultural factors that might inhibit the successful development of communicative competency and proficiency?	0%	1	0%	1

The following section discusses the first sub-question; namely: How has each of the chosen language learning materials been tailored towards facilitating the development of communicative competency in Setswana? Specifically in terms of grammatical-, sociolinguistic-, strategic-, and discourse competence.

5.2.1 Discussion of sub-question 1.1

As mentioned in chapter 4, communicative competency as the underlying knowledge of proficiency requires four very different but interlinked components; namely, grammatical-, sociolinguistic-, discourse-, and strategic competence. These components should not be measured nor developed in isolation, as the increase in one competency might lead to the increase in another (see section 2.5 of chapter 2). For this reason, although focus on form and accuracy should not be the main focus of developing a learner's communicative competency, it should be included in order to ensure the development of the other three competences. Nevertheless, opportunities for meaningful and authentic language use through activities and practice (which focus on accurate, appropriate and culture specific language use) enjoys the highest priority.

Recall that research sub-question 1.1 was the following: How has each of the chosen language learning materials been tailored towards **facilitating** the development of **communicative competency** in Setswana?

While Material 1 ensures the development of all four competences as an interlinked unit by exposing the learner to meaningful and authentic language use (both in isolation and within the context it will be used) — placing equal emphasis on communication/meaningful language use and form — Material 2 places most of its emphasis on the importance of grammatical competence by mainly explaining the various grammatical constructions and concepts embedded in the Setswana

language. This causes the other competences — such as sociolinguistic-, discourse-, and strategic competencies — to become neglected, resulting in a lack of development within these competences, which places emphasis on accuracy and form instead of meaningful language practice. This is discussed in more detail in the sub-sections below.

5.2.1.1 Discussion of sub-question 1.1.1

Table 15.1: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
9. Does the chosen language learning material incorporate grammatical explanations focussed on form and accuracy, aimed at improving the language learner's grammatical competence ?	100%	7	100%	7

When considering Table 15.1 (specifically criteria number 9), one sees that — based on the quantitative (and qualitative) analyses — both Material 1 and 2 put great effort into developing the grammatical competency of the language learner in terms of grammar explanations and focus on form. In Material 1, the focus on form is always discussed after the language has already been presented to the learner through use, whereas in Material 2 the focus on form remains priority throughout the entire lesson as the language is only ever used at the end of the lesson in the form of sentence examples. The focus on the development of grammatical competence is evident in 100% of the lessons for both Material 1 and 2.

However, this is only ever done through explanations and never through activities, which could have been used to guide the individual's investigation and discovery of the Setswana language's most salient features. This means that while both materials ensure the inclusion of grammar explanations (mainly focused on developing the learner's understanding and use of the noun class system in order to mark plurals, create subject-verb agreements, modify and qualify nouns, while also being able to

follow a SVO order to create sentences, to negate them and to ask questions) by use of these materials the learner will not develop grammatical competence through independent meaning creation (provided through language activities), but only ever through listening to and then studying the rules provided.

As outlined in section 4.4 of chapter 4, this will only lead to a partial movement of independent language development, specifically in terms of grammar use for Material 1 (due to the fact that despite a lack of activities, this material provides the learner with examples of active meaning construction, which the learner can use while studying) and a lack of movement by use of Material 2 (as the facilitators never provide the learner with any opportunity to construct their own meaning or knowledge from the large quantities of information provided in each lesson).

5.2.1.2 Discussion of sub-question 1.1.2

Table 15.2: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
10. Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence ?	100%	7	18%	3
11. Does the chosen language learning material incorporate opportunities for authentic and meaningful practice of Setswana?	0%	1	0%	1
12. Does the chosen language learning material incorporate exposure to authentic and meaningful use of Setswana?	100%	7	0%	1
13. Does the chosen language learning material provide opportunities for the development of cultural awareness ?	52%	5	36%	4

In terms of research sub-question 1.1.2, 'Does the chosen language learning material incorporate activities aimed at improving the language learner's sociolinguistic competence?' and when considering Table 15.2 (specifically criteria numbers 10, 11,

12, and, 13) that while Material 1 facilitates the development of a learners sociolinguistic competence (to a certain extent), Material 2 lacks the required focus on authentic and meaningful language practice and use, which leads to the successful development of sociolinguistic competence. In Material 1, the facilitation of sociolinguistic competence development is mainly done through the development of cultural awareness in the learner; thus, emphasising the importance of accurate, appropriate, and culture specific language use through cultural insertions and cultural appropriate language use presented during the different lessons.

Whereas, in Material 2 the facilitation of sociolinguistic competence development is mainly done in the first nine lessons, after which the focus shifts entirely to form and the facilitation of the development of grammatical competence. This causes all focus to be placed on form instead of authentic and meaningful language practice and use. The focus on the development of sociolinguistic competence is evident in 100% of the lessons for Material 1 and 18% for Material 2 in terms of authentic and meaningful language practice.

These materials, however, do not provide opportunities (activities) for the development of sociolinguistic competence in terms of meaningful language practice, as both materials provide lessons with a 0% focus on individual practice. As outlined in section 4.4 of chapter, this will inhibit the movement from a current to potential state of independent language use.

5.2.1.3 Discussion of sub-question 1.1.3

Table 15.3: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
14. Does the chosen language learning material incorporate activities aimed at improving the language learner's pragmatic (i.e., strategic and discourse) competence ?	100%	7	24%	3
15. Does the chosen language learning material encourage the learner to interact within a Setswana-speaking environment outside the learning environment/classroom?	80%	6	32%	4

While both materials do not incorporate opportunities or activities for individual language practice, they do motivate the language learner to find a native speaker of Setswana to practice the language with (see Table 15.3, criteria number 15). Material 1, however, does guide this process more by providing the language learner with examples of authentic and meaningful language use (in 100% of the lessons), which he/she can use to build his/her own phrases for communication. However, Material 2 places more emphasis on form and grammatical explanations, than on meaningful use. The lack of activities for the development of strategic and discourse competence in terms of meaningful practice is evident with a 0% inclusion in any lesson from the two materials (see criteria number 13). This means that the learner will only be able to develop strategic- and discourse competence if they find a native speaker to practice with, as both materials do not include activities aimed at improving the language learner's strategic and discourse competence.

In terms of communicative competency and based on the findings in chapter 4 (illustrated by Table 15), Material 1 has been tailored towards facilitating the development of communicative competency in Setswana through the inclusion of examples of meaningful and authentic language use (both in isolation and within the

context it will be used). It also places an equal amount of emphasis on the importance of form (through grammatical explanations at the end of each lesson) and meaning (through language use within context), which ensures that grammatical and sociolinguistic competence of the learner never develop in isolation. However, due to a lack of activities for language practice, the development of discourse- and strategic competency is neglected. Whereas the contents of Material 2 put all efforts solely into developing grammatical competence by focussing on form. By neglecting all other competences, this material has not been effectively tailored to facilitate the development of communicative competency in Setswana.

The following sub-section discusses sub-question 1.2, which arose from the following research problem: How has each of the chosen language learning materials been tailored towards facilitating the development of proficiency in Setswana? Specifically in terms of listening and speaking.

5.2.2 Discussion of sub-question 1.2

While proficiency is always measured in terms of four linguistic modalities — namely, listening, speaking, reading, and writing — a language goal such as BICS places listening and speaking at the forefront in terms of language development for everyday communication, while reading and writing enjoys second priority (see section 2.4.2).

Both Material 1 and 2 have been tailored in a way that will facilitate the development of proficiency in one modality or another, yet struggles to find a balance between understanding and production. With the explicit focus on form and sentence construction, both Material 1 and 2 have been shaped in a way which will facilitate the development of reading (as a form of language understanding) and writing (as a form of language production); however, as mentioned in section 2.4.2 of chapter 2, these skills fall more into a language goal that caters for CALP.

In terms of BICS (as is the focus of the study), a need for the development of proficiency in listening and speaking is evident. Material 1 ensures a rich array of authentic language input both in spoken and written form, which the language learner can listen to and repeat. This provision of input is tailored towards improving the listening skills of the language learner. Similarly, Material 2 provides example sentences as read by a native speaker, which can be used to facilitate the

development of listening in terms of phonology (allowing the learner to recognize certain sounds). However, it lacks the provision of authentic language examples (such as those provided by Material 1) that will inhibit the development of listening in terms of understanding. While input is given, both Material 1 and 2 do not provide any opportunity for proficiency development in terms of speaking. This is further discussed in the sub-sections below.

5.2.2.1 Discussion of sub-question 1.2.1

Table 15.4: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
16. Does the chosen language learning material incorporate activities aimed at improving the language learner's listening skills ?	100%	7	100%	7

The data, illustrated by Table 15.4 (specifically criteria number 16), indicates that the facilitation of proficiency development, in terms of listening, is evident in 100% of the lessons for both Material 1 and 2. However, this facilitation will only ever take place through input by listening to the native speakers as they read and speak. In Material 1 this input will also be provided through the dialogues and vocabulary recall sections at the end of each lesson, whereas in Material 2 input is solely given when the native speaker reads the example sentences (which have been removed from context).

Both Material 1 and 2, however, do not incorporate any activities that the language learner can use to evaluate and/or improve his/her listening skills.

5.2.2.2 Discussion of sub-question 1.2.2

Table 15.5: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
17. Does the chosen language learning material incorporate activities aimed at improving the language learner's speaking skills ?	0%	1	0%	1

As is evident by the data illustrated in Table 15.5 (specifically criteria number 17), both Material 1 and 2 do not incorporate activities aimed at improving the language learner's speaking skills. Moreover, 0% of the materials' lesson content include activities for speaking proficiency development.

In terms of proficiency and based of the findings in chapter 4 (illustrated by Table 15), Material 1 and 2 have been tailored towards facilitating the development of listening but not speaking.

The following sub-section discusses sub-question 1.3, which arose from the following research problem: How has each of the chosen language learning materials been tailored towards combatting affective-, social-, and cultural factors, in order to ensure the successful development of communicative competency and proficiency in Setswana?

5.2.3 Discussion of sub-question 1.3

As mentioned in section 2.6 of chapter 2, a material's ability to facilitate the successful development of communicative competency and proficiency will be influenced by more than just its content. This means that when considering the possible development of language within an individual learner various affective, social and cultural factors should be taken into account, after which strategies to combat these factors should be

explicitly taught (included in the material) to the learner in order to diminish the possible influences thereof.

While both Material 1 and 2 make some effort to include strategies to combat affective factors, which may inhibit the successful development of language at a 32 and 36 percentage of inclusion, respectively (see Table 15). Not one of these materials include any strategies that can be used to combat social and cultural factors. This is further discussed below.

5.2.3.1 Discussion of sub-question 1.3.1

Table 15.6: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
19. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat affective factors that might inhibit the successful development of communicative competency and proficiency?	32%	4	36%	4

When considering the data contained in Table 15.6 (specifically criteria number 19), one sees that while Material 1 includes strategies to combat affective factors in 32% of its content, Material 2 provides the highest percentage of inclusion (36%) of strategies to combat the influence of affective factors. Most of these strategies (for both Material 1 and 2) focus on motivating the student to practice and use the language without the fear of making mistakes. These materials thus mainly focus on affective factors, such as anxiety and motivation, while neglecting all other factors that may inhibit the development of language. Material 1 does make an effort to motivate learners to take guesses when trying to communicate, which leans towards risk-taking. However, as was mentioned in sections 4.2.2 and 4.3.2, a level of at least 51% is taken as successful fulfilment, which means that neither Material 1 or 2 meet the requirement for criteria number 19.

5.2.3.2 Discussion of sub-question 1.3.2

Table 15.7: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
20. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to combat social and cultural factors that might inhibit the successful development of communicative competency and proficiency?	0%	1	0%	1

As illustrated by Table 15.7 (specifically criteria number 20), both Material 1 and 2 show 0% inclusion of strategies to combat social and cultural factors. This means that none of these factors were considered during the development of these courses.

While both materials will be able to aid the learner in combatting some of the affective factors, mainly motivation and anxiety, the exclusion of other factors will lead to an increase of influence in terms of these excluded factors. In this regard, the material has not been tailored to successfully combat affective, social, and cultural factors that might inhibit the successful development of communicative competency and proficiency.

5.2.4 Discussion of sub-question 1.4

The sub-section above again emphasises the importance of teaching a learner how to learn in order to create an optimal environment for learning and meaning construction. The inclusion of affective and SI strategies has already been discussed above, and for that reason the following sub-section focuses explicitly on the inclusion of cognitive strategies in terms of language learning and teaching.

5.2.4.1 Discussion of sub-question 1.4.1

Table 15.8: Summary of the lesson contents of Material 1 and 2 in terms of the quantitative data

Criteria	Material 1: 20 Minute Setswana: Setswana Language Course (Abuti Syllabus, 2020)		Material 2: Bemeester Tswana as derde taal (Solidariteit, 2020)	
	Assessment of frequency on the Likert scale.		Assessment of frequency on the Likert scale.	
18. Does the chosen material use a Strategies-Based Approach to language learning and teaching in order to develop the L2 learner's cognitive abilities , and ensure the successful development of communicative competency and proficiency?	44%	4	0%	1

As is evident by the data illustrated in Table 15.8 (specifically criteria number 18), only Material 1 includes cognitive strategies in 44% of its material. These strategies include examples of knowledge activation, reasoning, and broad conceptualisation (see section 2.7.1.1) as presented by one of the facilitators. However, if a level of at least 51% is taken as successful, the requirement for inclusion of cognitive strategies for Material 1 is also not met.

Material 2 shows 0% inclusion of cognitive strategies, which means that none of the language learning strategies were taken into account during the development of this material.

5.2.4.2 Discussion of sub-question 1.4.2

As was discussed in section 2.7.2, the development of communicative competency and proficiency will only be possible by adopting a CLT which focusses on (1) teaching language with the aim on communication, (2) accepting varying and diverse forms of the language, (3) relative not absolute competence, (4) encouraging diversity, (5) using culture, (6) using a variety of methodologies and techniques, (7) relating language to both the interpersonal and functional development of communicative competency, and (8) motivating learners to use the language for a variety of purposes,

in order shape communicative competency. The following section will thus discuss the inclusion of teaching strategies in light of CLT.

Material 1 focuses on teaching language through communication and use, which promote various forms of language as produced by both a native and an L2 speaker of Setswana. This focus on communication rather than grammar ensures that language is related both to the interpersonal and functional development of communicative competency, and motivates learners to use the language for a variety of purposes and in various social and cultural contexts. This can be attributed to the fact that Material 1 adopted a CLT to facilitate the development of language.

Material 2, however, emphasises the importance of form over function as grammar is explained but never used within various contexts in order to communicate. This focus on form disregards the importance of communication and inhibits the learners to use the language for a variety of purposes and in various social and cultural contexts. Material 2 has not adopted a CLT to facilitate the development of language.

In order to answer research question 1 in light of the data above (summarized in Table 15), it can thus be concluded that it will be possible for a beginner Setswana language learner to acquire communicative competency and proficiency for everyday communication (BICS) by use of Material 1, but not by use of Material 2.

5.3 Limitations of the study and further research

As discussed in section 2.8.1 of chapter 2 and section 3.4 of chapter 3, the most effective way to establish a comprehensive understanding of the way in which the language learning materials can affect the learners using them, lies in a mixed use of pre-, in-, and post-use evaluation. However, this study was restricted to the use of the pre-use evaluation and analysis of different self-access Setswana beginner language learning materials, due to certain limitations brought on by the current COVID-19 pandemic. Despite the fact that the current study provides valuable data on the possibility of the facilitation of communicative competency and proficiency (in terms of a pre-use evaluation), further research needs to be done in order to ascertain whether it will be possible for a beginner Setswana language learner to acquire communicative competency and proficiency for everyday communication (BICS) by use of the two chosen materials. It would be ideal to couple the findings of the current study with data

from an in- and post-use evaluation, where the focus shifts to the learners using the materials. This is a shortcoming of the study. By including an in- and post-use evaluation with the current pre-use evaluation, the researcher will be able to establish the effectiveness of materials by examining the outcomes reached by language learners after using the materials, and simultaneously identifying the possible areas for adaption or replacement through testing, examining, interviewing, and questioning learners. The current study can thus be used as the foundation of a more in-depth analysis of the chosen language learning materials.

In addition, it would be interesting to compare the contents of the two chosen language materials to other Setswana materials available in the public sphere. In the original analysis of the current study, two other materials were included, however, one was found to function within the behaviourist perspective, while the other aimed to facilitate the acquisition of vocabulary and not communicative competency or proficiency. A larger scope of materials could provide a better understanding of the self-access materials available to adult beginner learners in Setswana.

Another limitation not yet discussed, exists in the materials themselves; one of the two chosen materials (Material 2) limits its accessibility to the majority of South Africans by facilitating Setswana language development in Afrikaans and not English. As previously mentioned, English is used as the national lingua franca of South Africa, creating a language course with Afrikaans as its language of learning and teaching (LOLT) thus results in the material only catering for a small percentage of the South African population. In a follow-up study a fourth condition may be added to ensure that all materials chosen for the study use English as their LOLT.

5.4 Conclusion

This study showed that while the facilitation of communicative competency and proficiency is possible by use of self-access materials, the materials should be tailored in a way that emphasises communication within varying social and cultural contexts by focussing on both form and function and equipping the learner with the necessary strategies to combat any external factors that may inhibit the development of language. By use of a new set of criteria, established during the process of document analysis, the data acquired from the evaluation of *20 Minute Setswana: Setswana Language Course* (Abuti Syllabus, 2020) and *Bemeester Tswana as derde taal*

(Solidariteit, 2020) indicated that the successful development of communicative competency and proficiency in Setswana will only be possible through the first of the aforementioned materials. It is hoped that the results of the current study can be used to develop new language learning materials, which emphasise communication and equip adult beginner language learners with the necessary skills to participate in everyday communication of Setswana within the multi-lingual context of South Africa.

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